

Nature of Conflict and its Management: Classroom Practice of Nepal

By

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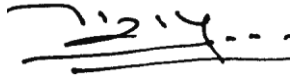
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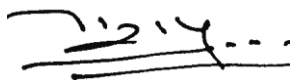
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Dedication

This thesis is dedicated to my late grandfather Badri Nath Dahal, late father Mukti Nath Dahal, mother Tulasha Devi Dahal, beloved Kabita Dahal and daughters Sandhya Dahal and Sandhika Dahal.



Ganesh Prasad Dahal



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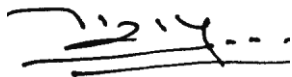
Similarly, I would like to provide special thanks to the field school, School Management Committee, the head teacher, assistant head teacher, teachers and non-teaching school staff for providing me valuable information, help and cooperation. Then I would like to express my special thanks, love and affection for all those students of the school, who provided me valuable information without any hesitation.

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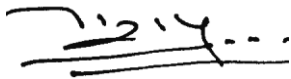
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Recommendation and Approval

The undersigned certify that we have read the thesis entitled 'Nature of Conflict and its Management: Classroom Practice of Nepal' submitted by Ganesh Prasad Dahal in partial fulfillment of the requirements for the degree of Master of Philosophy (M. Phil.) in Education with specialization in Leadership in Education, examined the defense, approved, and recommended to the Faculty of Education, Tribhuvan University for acceptance.



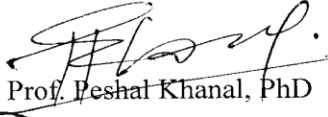
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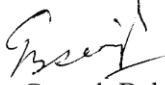
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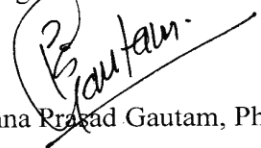
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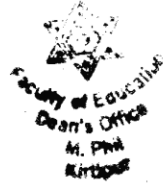
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Abstract

This thesis entitled 'Nature of Conflict and its Management: Classroom Practice of Nepal' was undertaken to explore the nature and causes of classroom conflict and to find out the conflict management practices in a community school. The research design was qualitative-ethnographic in which participant observation, informal interview and discussion methods were employed to gather information. The participants were selected purposively and the research field was selected on the basis of convenience. Everyday information was recorded in the diary. The findings of the study were discussed using the theories of alienation, conflict, functionalism, power, post-structure, management and pedagogical process.

From the field study it was found that there was a gap between the students and the teacher in the classroom which produced conflict. The nature of conflict was associated with the school codes, pedagogical process, behavior of the teacher, race, caste, gender, scores of the students, and the use of technology among the students and the teachers. It was found that students needed changes in the school codes, teachers' behavior and pedagogical processes, but the teachers maintained the status quo. The conceptual difference between the students and the teachers was the major cause of conflict. Due to this difference, teachers intended to use power to suppress the desires of change of the students. The authoritative power was used over the students and they were bearing oppression. It was also found that whipping, tolerating, avoiding, compromising, collaborating, self initiating, self suppressing and twisting were the methods of conflict management practiced in the school classroom. Among these methods, compromising, collaborating and self initiating were found very effective.

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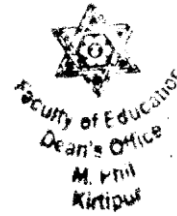
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CHAPTER I

Introduction

Context of the Study

When I entered into the school life, I felt strange at that time. I felt that there were two parties in the school. The party indicated the groups of students and teachers. Among the party, the first one was students' party and the second one was teachers' party. Students were supposed to follow some rules and regulations instructed by the second party, i.e. the teachers' group. I completed my primary education in hilly region. At that time, my classroom was very humid. All the students were supposed to sit in the classroom even in the absence of teachers. We needed to go out in the sunny ground for warming the cool body. But we were not permitted to fulfill our desire.

Teachers often threatened us in the name of discipline. It was probably a disciplinary rule of the school. There might be a disciplinary requirement for better teaching and learning situation, but I did not understand such disciplinary codes. So I became frustrated to go to school because of unnecessary control over me. I had thought that school was the place where I could enjoy. Contrary to my thinking, I found a conflicting situation in the school. My child mentality did not understand clearly what was right or wrong. On the one hand, I did not like to attend the school classroom because of undesirable school environment. There was a compulsion for school attendance on the other. As a small child, I needed friendly environment in the school. But I encountered many unpleasant moments. I remember an unpleasant event when I was in grade four, which is presented in the following block:

Episode 1. Story of My School Life

Once upon a time, our teacher was absent in a period and we became free. Due to the leisure, some students went to the sunny field and started to play the local game called '*pitta*'. Some went to the precipitous place situated near the school to pick up the hilly fruits Yellow Raspberry, called '*Aiselu*' in Nepali. Some of my friends were in the classroom engaged in the rote learning of word meaning with loud voice. At the same time the English teacher suddenly came in the classroom. We all came to the classroom feeling frightened. He looked at us with hostile eyes. He started to beat us with a stick. Then he started to ask word meanings to the students. We became very frightened when we saw his terrible gestures and postures. He was holding a strong bamboo stick in his hand moving up and down. My turn came, and he asked me the meaning and spelling of an English word. I stood up and saw his face. First of all, I said the meaning of the word in Nepali but I did not say the spelling because he was watching on my face with dreadful eyes and with a long stick in his hand. I forgot the spelling due to his frightening presence. Just before that, I was able to say the spelling, but I became unable to say anything. Then I got punishment. The situation was same for others. About five students said correct meaning and spelling. They did not get any punishment. When the teacher went back to the office, those friends who had said correct spelling started to dominate those who were punished. I felt as if I was a criminal. I became frustrated from the behavior of teachers and some talented friends. Next day, I went to the school carrying my school bag, but I did not attain my classroom. I spent my time playing elsewhere. But my guardians came to know my wandering behaviors. It was another crisis to me.

The normal children expect mental, physical and emotional freedom in the environment (Hurlock, 2002). They need cooperation, openness, support, easy and natural setting, joyful environment and agreement between the teacher and students for making teaching learning activities effective in the classroom (Crawford, Saul, Mathews & Makinster, 2005). No one can read and write confidently in the fearful situation. To remove this situation, proper motivation is needed in the classroom (Holt, 1990). But I did not find this situation in my classroom in those days. Now I realize that that there was a special disagreement between the interest of teachers and my interest. There were clear lines of conflict between the teacher and students. Furthermore, taller, senior and economically prosperous friends dominated me in the school. There was clear disparity between talent and non-talent, male and female, and back benchers and front benchers in the school. This disagreement often strikes my mind these days and I think about it.

I also remember some pleasant moments of my school life. When I was in grade seven, I got full marks in mathematics in the terminal examination. Before telling the score, the subject teacher of mathematics asked me to come in front of the classroom. He started to praise me, but I became surprised. He told the scores by looking at the mark-slip holding in his hand. He told that I had got the highest score and full-marks in the subject. I became proud because I got 40 marks in the examination. He used different positive adjectives to praise me and I became happy. All the class friends congratulated me. This message was expanded to other classes. All started praising me. I was recognized by the teachers and the students as well. I became a hero among my friends. Before that incident, I used to think that there was conflict in the school, but my mind changed after getting success.

I found a conflicting situation in the lower secondary level. I was in the Terai region (southern plain of my country) after the completion of my primary level education. There I felt that conflict was much broader and complex in the lower secondary and secondary levels. There were conflicts among the students. I also saw conflicts between the teachers and the students. These conflicts are related to study system, teaching learning activities, examination system, fashion related issues, extracurricular activities, discipline, freedom, penalty and the like. As a student, I did not like such undesirable behaviors imposed by the teachers and members of the peer group.

The main cause of conflict in my school life was disagreement between the students and the teachers. From the student side, we needed freedom but the school did not like it. We needed relaxing environment in the school, but the school needed to keep us in the disciplinary track. We needed extracurricular activities, but the school needed to focus on bookish study and strict discipline. We needed free type of examination system, but the school needed strict one. We did not like corporal penalty, but the teachers believed in the positive results of such penalties. They were interested to keep us in the silent position in the classroom, but we were interested to make noise even in the teaching learning situation. We were interested not to be in uniform, but the school did not allow us to do so. These were the instances of disagreements between the students and the teachers in my school life. These disagreements led to the conflicting situation in my school.

After the completion of intermediate level of education, I started working as a school teacher. Then my role got changed. I expected that the students should be the same as me in the field of study, maintaining discipline, behavior, knowledge, and other

activities. I noticed that my students were not regular and punctual in the school. I found that they were irregular in the classroom. Sometimes, they used to become absent in the classroom. They did not use to prepare their class task and homework. They did not use to maintain discipline in the classroom. They were not curious to study. Some of the students did not like to take class after the *Tiffin* break. Some of the students used to become absent for some days. They often used to show anarchist behavior in the classroom. Their psychology was not to do things which the school wanted them to do. It was the psychological confrontation and embedded disagreement of the students. Here I like to show another event of disagreement that I have been facing after joining the teaching profession:

Episode 2. Story of My Teaching Life

One day, the teachers' meeting decided some codes of conduct for the students in order to maintain discipline in the school. It was also decided that these disciplinary rules and regulations would be applied in each classroom from the following day. Each teacher was then made responsible for the implementation of the codes. It was assumed that classroom system, discipline, behavior of the students and teaching learning activities would make our school a model after the implementation of the decision. Next day, I entered into the class 8 and started to call their role for their attendance. After that, I started to check the students' school uniform, the size of the nails and their hair style, condition of books and their cover, students' bag, nail polishing, neck tie and shoes and sitting situation. Most of the students were found against the given rules and regulations. Then I told them all the given codes of conduct that they had to follow from the coming

week. As I told them this message, their face showed negative reaction. It was a surprise that the attendance rate declined from the following week. I observed the attended students. I found that few students had applied my codes of conduct which were announced in the previous week. Most of the students came in the same condition which was against the new codes of conduct. I also found that a few students were updated about the given codes of conduct. They started helping teachers by pointing out those students who were not following the codes. These few students blamed the majority of students, who were not following the codes. I saw conflicting situation among the students, and between the students and the teachers.

Because of the power such as social capital, intelligence, knowledge, legitimacy and authority (Coleman, 2006), I disliked the behavior of students and I started to dominate them. Then I realized why the traditional teacher always tried to control his/her students on the basis of predetermined rules and regulations (Marzano, Gaddy, Foseid, Foseid, & Marzano, 2005). With the passage of time, the traditional teaching system was challenged by saying that formal and material type of education which always nips the growing potentialities of learner may not produce true knowledge (Guerin, 2005). As a result, anarchist philosophy claims that modern authoritative education system always corrupts the youth, makes rigid slavery, undermines their reasons and condemns them by unintelligible jargons (Ward, 2004). The event mentioned above and literatures show a sharp contradiction and conflict in the classroom. One interesting thing is that I became dissatisfied with the teachers and senior colleagues during my school life, but I disliked

my students after being a teacher. The conflict continued both in my school student life and in the school teacher life.

Later, I started my higher level education. The same question haunted me why conflict or disagreement frequently occurs in the school especially in the classroom environment. This question led me to conduct a research in my higher level education. This is the context of my research, which has inspired me to conduct a study on conflict management in the school classroom.

Statement of the Problem

While stating my research problem, I took help from available research reports, books and journals (Kothari, 2009) and my own experiences of the related field (Koul, 2009). All these literatures that I reviewed showed that there is unfavorable situation in the classroom especially in the community (government/public) schools. The students have been facing many problems regarding teaching learning activities, teacher's behavior, facility, language and communication, relationship among the students and other concerned issues in the classroom. In this situation, there exists conflict in the students especially in the teaching and learning process.

Teachers are considered to be responsible persons for the management of classroom conflict. They are required to evaluate and deal all the situations occurred in the classroom in order to make the classroom attractive, cooperative and pleasurable. For this, they have to face the conflicts occurred in the classroom and manage them properly. As a teacher, I have also been facing and feeling the same situation during my school student life and in my teaching profession.

There is continuous improvement in the field of school education in Nepal. Different efforts have been started in this regard. Educational organizations have been formed following the top-to-bottom structure. The power is circulated from the top to down direction. The bottom layer is supposed to do all the directed actions. There are different line agencies under the Ministry of Education (MoE). Legal provisions of education have been made and revised from time to time. There is a provision of teacher training, refresher training, management training, and dissemination of newly applied curriculum, career development, funding system, professional development, monitoring and supervision in school education system. The constitution of Nepal has also addressed educational issues in its articles 31, 32, 39, 40, 42 and 51 respectively in the name of fundamental right, all round career development right, technical and vocational education right and social justice to children (Constituent Assembly of Nepal [CAN], 2072 B.S.). Educational act and regulations have been amended. The act has a provision of people participation in School Management Committee (SMC) and in the Parents' Teacher Association (PTA). SMC has been made powerful in the field of school management and resource mobilization as well (Nepal Law Commission [NLC], 2066 B.S.).

The local government has the right to supervise, protect, regulate and support community schools located in its area (NLC, 2055 B.S.). The government has been providing fund for community schools. Modern teaching learning activities with new educational philosophies are being transferred through trainings. Due to the different efforts, school - student ratio in the secondary level was 102 and teacher – student ratio was 37 in the academic year 2015 (MoE, 2015). National Centre for Educational Development (NCED) and Resource Centres (RC) have been providing regular teachers'

training with government funding. As a result, well qualified and trained teachers have reached 93 percent in the secondary schools (MoE, 2072 B.S.). The government expenditure in the community schools is in increasing trend (Ministry of Finance [MoF], 2016). These evidences show the positive scenario for the development community schools in Nepal.

But there are many problems in the classroom of community schools (government funded schools) in Nepal. There is a situation of diversity in Nepal. It has social, economic, cultural, religious, ethnic, racial and geographical diversity. People have been celebrating their own rites, rituals, feasts and festivals. They have different values, norms, ethics and belief systems (Gurung, 2010). The impact of this diversity is seen in the classroom. I feel that there is a problem of diversity management in the classroom. The literacy rate is not significantly increased with the people of low socio-economic strata. Most of these people believe upon their fate than their actions. They have their own ways of maintaining life. These people do not believe in the education system and they consider it as a symbol of creating status.

The children of the poor families do not have enough time to spend in the classroom due to the economic problems in their houses (Bista, 2008). Among these people, some send their children to school. School classrooms are full of socio-cultural, linguist and other forms of diversities (Hada, 2064 B.S.). But the classrooms are not properly managed to address the plurality of these students. The teachers, on the other hand, have been facing the problem of lacking managerial skills in order to utilize the conflicts which are seen in the classroom due to the presence of diversity (Research Center for Educational Innovation and Development [CERID], 2005). It has thus created

no child-friendly environment in the classroom; rather it has been developed as a frightening place (Lamsal, 2064 B.S.). Most of the teachers follow hierarchies in the classroom. They are likely to apply the teacher-centered teaching, oral lessons and rote learning. They often oppose the child-friendly concept of education in their practices. The classroom environment such as sitting position, lighting, setting the blackboard, teaching learning activities, management of classroom, penalty, population of the class, and controlling systems are unfavorable to the students. But, the students expect the newness in their classroom (Awasthi, 2004). This situation usually creates conflict among the students.

The reviewed literatures said that the classroom should be child-friendly. There should not be any type of conflicts. If there are conflicts, they should be utilized in a productive way, which would help to make learning effective as the Europeans did or Buddha applied in his skeptical approach to teaching. But my experiences and the reviewed literatures do not favor the European and Buddhist concepts. Therefore, as an academic research student, I have taken an interest to know about classroom conflict. My research problem is concerned with the nature of classroom conflict, its causes and its management practices in the community school classroom.

As mentioned earlier, there were disagreements between the students and the teachers during my school student life. I saw similar disagreements between them when I was a school teacher. I heard and saw the same type of disagreements between them from the mass media. The policy documents said that many efforts were made to make child friendly classroom. Theoretical efforts were made in this regards. Teacher trainings were provided to the teachers for minimizing disagreements. Investment in education was

increasing. Awareness programs were launched. But the state of disagreement was still there. I could not get proper answers of the questions of my experiences. I saw the gaps between policy and practice, efforts and practice, theory and practice constitute my research problem. These gaps inspire me to conduct research in this topic. My genuine problem of this study is to know how school administration system copes with the disagreement being taken place in classroom and to understand the nature of classroom conflict. I state my research problem on the basis of my context, experiences and some relevant literatures which are mentioned in the literature review part.

Research Questions

The construction of research question depends upon the practical interest of and involvement in social and historical contexts of the researcher. Construction of research question begins when the researcher conceptualizes his/her study which is formulated at several stages. Flick (2009) mentioned “formulation of overall question, specific research questions, sensitizing concepts, selection of research groups, selection of methods, reformulation of specific research question, collection of data, again reformation of specific research question, analyzing data, evaluation of analysis and formulation of findings” (p.99).

For this, I formulated my research questions, which must be more concrete; more focused, narrowed, and in revised form (Flick, 2004). They are not the same as interview questions but it’s a guideline (Harmanns, 2004). They created my attention in the research area (Schmidt, 2004). They set the boundaries and help me to narrow the problem down to the workable size (Strauss & Corbin, 1998). Eventually they helped me to conduct a study with good quality research questions that are clear, concise, focused,

informed by the literatures, manageable and do-able (Allan & Skinner, 2009). They helped me from the generation of ideas to the production of result (Bohm, 2004). Therefore, formation of research questions was a key to successful of research project which helped me to link the issue with theoretical and methodological approaches (Leander, 2008).

On the basis of my context, experiences and available literatures, I have constructed overarching and subsidiary research questions. This research is basically confined with the given overarching and subsidiary research questions. The overarching question is how the school management system manages the school classroom conflict. To fulfill this overarching question, the following subsidiary questions were formulated:

- What types of conflicts are there in the school classroom?
- Why are the conflicts created in the school classroom?
- How are the conflicts managed in the school classroom?

Rationale of the Study

Literatures and my personal experience show that there are many conflicting situations in the classroom in the school level because of the presence of different interests, castes, gender, ethnicities, classes, religions, ages, races, power, hierarchy and misunderstanding between teachers and students. I have experienced the conflicting situations frequently during my school student life and teaching life in the classroom. These conflict related experiences and events as experienced by the teachers and the students are not documented systematically and critically in my study field. At this point, I was aware that these conflicts in the classroom were to be documented and analyzed critically with different perspectives.

This research may help those persons who want to have knowledge of conflict. It is helpful to explore knowledge about conflict, to study causes and nature of conflict, and to create attention towards conflict especially in the classroom. It is also a contribution in rectifying conflict theories. Its output is significant for the teachers, students, trainers, policy makers, researchers and other concerned people to make clear concept regarding conflict and its management.

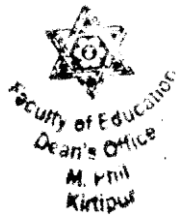
This research would help the teachers for utilizing conflict in a productive way. School administrators can get knowledge for minimizing conflict with the help of this research. This research is fruitful for the teachers' trainers to transfer the skill of conflict management to the teachers. It also helps the educational policy makers for making student-friendly policy and programs.

By this research, I have got conflict related knowledge which helps me and other concerned people working in the field of education to utilize and minimize conflict for further development. Researches concerned with this area are scant. It is the new academic product for my study area. Nowadays, it is considered that the classroom conflict and its management are the major determinants to make teaching learning situation better. I hope that this research may fulfill the thirst of knowledge. These points are the factors that justify the appropriateness of this research.

Delimitations of the Study

As a researcher I knew that the action and goal should be defined in my research. For this, there was a need of delimitation. The delimitation means to localize the problem in terms of subject, group, year, period, area, content, variables, assumptions, and context of the problem (Singh, 2006). It is a scope of the study and data collection which should

be mentioned in research (Creswell, 2009). The study is delimited in the section – C of grade IX of a secondary school of Morang district of Nepal. The school was a community (government funded) school. Similarly, the subject matter of the study was delimited to classroom conflict, its nature and causes of conflict, and its management process through teachers' and administrative roles. It is based on regular observation of classroom situation for initial two months of 2071 B.S. and informal talks or discussion with teachers and students. For this, only five cases were taken as the bases of information and the research did not go beyond the selected cases. Except these five cases other good practices of conflict management in the classroom performed by the teachers and the school administration were not studied during the field study.



CHAPTER II

Literature Review

In this chapter, I have reviewed related literatures on nature and causes of conflict, theories and philosophies of classroom conflict. I found research gap, conceptual gap, methodological gap, theoretical gap and operational gap from the review of these literatures. On the basis of these literatures, I have developed theoretical and the conceptual framework.

Overview

Most of the people perceive conflict in a negative way. But it may be negative and positive in nature. Some Nepali proverbs such as firebrand cannot burn without poking it (अगुल्टो नठोकी बल्दैन), feet touch while sleeping in the same place (एकैठाउँमा सुतेपछि गोडा लाग्छ), the pressure occurs in the situation of repression (दमनले दवाव सिर्जना गर्छ), more men more arguments (धेरै मानिस धेरै तर्क), partnership invites the dispute (साभो कि बाभो), tit for tat (जस्तालाई तस्तै ढिँडोलाई निस्तै), the response of brick by stone (ढुङ्गाको जवाफ पत्थरले), no can read mythology (Purana) in the state of aggression (रिसको भोकमा कसैले पुराण पढ्दैन), crow is crowing and oil-seed cake is drying (काग कराउँदै गर्छ पिना सुक्दै गर्छ), boxing for cucumber thief (काँक्रा चोरलाई मुड्के सास्ति), hitting ball bounces (हिकार्को भकुण्डो उफ्रिन्छ) and the like indicate conflicting mentality of the Nepalese people.

The conflict is rooted in the society from its beginning. It has been developing since the start of human civilization. We can find conflict everywhere in castes, races, classes, genders, religions, and ethnicities. Each and every person of these groups has their own needs and interests. They maintain their living style in different ways. They have different cultures and belief systems. In such situations, conflict arises due to the

existence of such differences. Conflict is a process of interaction between two or more parties. It is characterized by a set of attitudes and behaviors where a party tries to frustrate or injure or destroy or dominate or compete to another party or opponent due to their incompatible interest, thought and goal. This attitude is in cyclical nature (Bercovitch & Fretter, 2004).

The words such as fight, struggle, battle, contend, falls in antagonistic, incompatible, contradictory mentality, opposition, emotional disturbance, contest, quarrel, dispute, hostility, verbal strife and the like are directly associated with conflict (Raffel, 2008). It is a struggle over values, and it claims to get scarce status, power and resource (Parikh & Gupta, 2010). It is generally known as disagreement or dissatisfaction between the parties and the groups. It is a process that begins when one party perceives that another party has negatively affected or is about to negatively affect the first party. It is a form of dissatisfaction, felt by one party, which is created by another party due to the incompatibility of goals, difference in interpretation of facts, misbehavior and the like (Robbins, Judge & Sanghi, 2009).

It is an incompatibility of cognitions or emotions within individual and between individuals. It is seen in personal relationships, in business and professional relationships, between groups, organizations, societies and nations (Corvette, 2009). Conflict is a struggle or contest or disagreement or differences between people with opposing needs, ideas, beliefs and values of others. It arises in any place, any time and any side (Robbins, Judge, & Sanghi, 2009). It is a part of organizational life. Society and organizations are composed by complex relationship and there is a high degree of task interdependence through which friction can easily occur. Due to this occurrence of friction, the situation of

disagreement comes to appear (Wehrich, Cannice, & Koontz, 2010). It is a state of dissatisfaction which comes from the situation of win or lose, controlling, disputing, struggling, manipulating, frightening, threatening, alienating, paining, ignoring, insulting and the like (Corvette, 2009).

The form of dissatisfaction is called conflict. In conflict, actors use conflict behavior against each other to attain incompatible goals and/or to express their hostility. It is simply a matter of struggle for status. It occurs because of scarce resources and social change. The relationship between conflict and hostility is very complex which is intertwined with each other. Hostility is similar to fuel which intensifies conflicting behavior and conflict also intensifies hostility (Bartos & Wehr, 2002). It is accepted that many individuals act out of self interest and the interests are often contradictory which create tension within individuals. The tension may be related to class, age, gender, power, region, resources, caste, race, family, groups, system, issue, policy, status and the like (Ritzer, 2007). The state of tension brings conflict which is very common in the life process. Tjosvold and Johnson (as cited in Herrman, 2005) have mentioned an interesting quotation regarding this issue:

To be alive is to be in conflict. To be effective is to be in conflict. Organizations cannot function without conflict, and members of an organization cannot interact without conflict. If organizations are to be effective, and if members of an organization are to be competent, they must be able to manage and resolve conflicts constructively. (p. 326)

The conflicts should be managed properly. If not managed properly and timely, conflict arises densely which affects the morale of individuals involved in the field/work

and finally it affects the overall health of the organization (Hignite, Margavio, & Chin, n.d.).

Nature and Types of Conflict

Conflict and competition are interrelated. Conflict brings competition and competition also brings conflict. On the basis of conflict and competition, it can be classified into two groups. The first one is constructive and second is destructive conflict. Unfair and unregulated competition goes to the destructive end which brings negative conflict. But fair and regulated competition between the individuals and groups brings constructive competition which is known as positive conflict. Positive conflict promotes healthy competition in the organization (Deutsch, 2006). In an organization, too little or too much conflict among the workers or members is destructive but moderate level of conflict is constructive (French, Rayner, Rees, Rumbles, Schermerhorn, Hunt, & Osborn, 2011). Another conflict is internal conflict which is the emotional disturbance within the individual. It is created due to the existence of emotional fluctuation concerning interests, goals and values. One can wish to do one thing but actually obliged to do another thing which results paining and feels anxiety (Spiers, 2012).

It is a state of dilemma for doing something and the person becomes confused whether it is good or bad, right or wrong and sinks in tension. It is associated with person to his/her character (Bartos & Wehr, 2002; Sandy, Boardman & Deutsch, 2006). It is often said that intrapersonal conflict which is limited within "I and Me", and it is inter personalized in character (Malsch & Weiss, 2002). To Freud, this internal conflict exists due to the imbalance between id and super ego, i.e. between a primitive impulse and conscience within the individual (Sandy, Boardman, & Deutsch, 2006). This type of

conflict may be within individual, region, province or territory, country and continent (Bercovitch & Fretter, 2004).

Interpersonal conflict may be substantive or emotional (French et.al., 2011) and occurs between individuals. It comes from disagreement between them. If the human needs are violated or ignored by the individuals of the same party, then it comes out (Spiers, 2012). Due to the personality clash, the state of distrust or dislike each other comes to appear between the individuals (Griffin, 2009). The positive feeling of individuals for solving the problem together helps to increase interpersonal attraction which promotes to maintain psychological health but in contrast disagreement, cynicism, use of war-model words, rebuttal and back biting each other create difficulties in establishing good relationship (Deutsch, 2006; Matos, 2006; Spiers, 2012).

This situation induces to promote interpersonal conflict. Feeling highly superior and behaving peers as inferior create the gap in the group which is the main source of interpersonal conflict, which is called micro conflict (Rothbart, & Korostelina, 2009). Poor communications of organization, distrust of management, absenteeism, tardiness, stress induce condition and unnecessary bargaining increase interpersonal conflict (Cloke & Goldsmith, 2005). Intrapersonal and interpersonal conflicts belong to micro level conflict which is psychological in nature (Parikh & Gupta, 2010).

Intra-group conflict appears inside the same group which is generated due to the multiple causes. In the same group, there may be condition of senior and junior, trained and untrained, super ordinate and subordinate, older and younger, honest and dishonest, and the like. The value, thinking, feeling, attitude, nature and performance do not match among them, which lead to conflict, i.e. intra-group conflict (Nastase, 2007). It occurs

between the individuals in the same working group or a team or a department or the same peer (Spiers, 2012). It is located into the specific department where people involve in healthy or unhealthy competition but it never crosses from its departmental border line (Omisore & Ashimi, 2014).

Intergroup conflict occurs between the groups or teams. It is very complex in nature and very serious for an organization. If is unchecked timely then it brings a serious damage (Spiers, 2012). It consists of three elements, i.e. incompatibilities, behaviors, and sentiments. The perception of incompatibility of goal or values between two or more parties invites intergroup conflict and each group tries to control one another in terms of their social identity. When one party tries to control other parties, antagonistic emotions come out and destructive conflict exists. This situation exists due to the difference of value, interest, needs and priority between the groups. It is because of the group heterogeneity of identity. It is based in real differences between groups in terms of social power, access to resources, life values and other incompatibilities (Fisher, 2006).

On the basis of social identity, intergroup distinctiveness drives to emergence and development of such conflict. Emergence of such conflict focuses on competition and social change. Senior group tries to mention the status quo and others resist the threats given by former group. As a result intergroup conflict changes the status quo of the organization and society (Huffman, 2009). Intergroup conflict is considered as much as stereotype (Norris, 2003) in the society or in the organization. Intra-group or intergroup or organizational conflict belongs to macro level conflict which is sociological in nature (Parikh & Gupta, 2010).

In hot conflict, an individual shows an erratic or aggressive behavior, uses strong words and shows intense personal confrontation. The persons who is involved in hot conflict always presents high self-esteem, looks like enthusiastic to get 'point scoring' achievements, show hectic activities, manifest over sensitivity, unable to control temper and involve in disputing behavior (Spiers, 2012). Psychologically, every person has 'Hot Buttons' located in the body (Lindner, 2006, p. 285), if it is triggered, strong emotions such as anxiety, anger, rage, fear, depression or withdrawal automatically come out and the person expresses hot conflict behavior. The 'Hot system' is a 'Go System' which is relatively faster than other and it is considered as a double-edged sword (ibid. p. 285). In this situation, high level of stress deactivates the cool system and creates hot system activation (Mischel, DeSmet, & Kross, 2006). This system invites hostile conflict. In the contrary, cold or cool conflict is much less evident to the observer. In such conflict, an individual has cynicism nature, low self esteem, involves in little discussion, shows low level of energy, keeps him/her in little distance from another party and shows few outward signs (Spiers, 2012). In the cognitive structure of human beings, there is a 'Cool System' called as 'Know System' (Lindner, 2006, p. 274) which is cognitive, complex, contemplative, slow, strategic, integrated, coherent and emotionally neutral. Thus, low level of stress deactivates the hot system and activates cool system (Mischel, DeSmet, & Kross, 2006). As a result, cool type of conflict comes to appear in the situation.

Structural conflict emerges from the structural change of organization. This type of conflict among the workers comes to exist in the work place due to the introduction of new technology, changing the work site, classification of workers or new division of working force and changing the process of task in the organization (Herrman, 2005). This

suggests that conflict should be functional. When it becomes dysfunctional, the organization tries to change the existing structure so that functional conflict comes to appear. Structural conflict exists due to the newness of organizational structure (Bauer & Erdogan, 2012). There is a certain type of social engineering (Groomm, 1990) in the society in which social changes are inevitable and as a result structural conflict takes place. The nature of this type of conflict comes from the structural changes which is similar to intra-group conflict (Rahim, 2001).

Interest conflict (Herrman, 2005) is based on the interest of individual and personal benefit. An individual has the desire to get promotion, high level of salaries, leave time, rest, over time allowances, trust, trustworthiness, fairness, respect opportunities and other facilities from the organization. When his/her self interest is not fulfilled, then conflict comes out. Human beings have different interests. When the interests are incoherent in the society, there exists interest conflict (Kinnander, 2011). Task conflict on the other hand is considered as cognitive or substantive (French et.al., 2011; Zhang & Zhang, 2012) which focuses on the task oriented disagreement aroused from the task incompatibilities which are being performed. This conflict is associated with the content of task, work goals, task performing procedures, distribution of resources and interpretation of facts which aims to improve quality within the team (Omisore & Ashimi, 2012). This helps to produce strength points, ideas and opinions in the team. It is leveled as substantive or cognitive or issue conflict occurs among the group members about the task which is being performed (Rahim, 2001). This type of conflict can be good in the early stage of decision because it stimulates creativity (Bauer & Erdogan, 2012). The situation of Devil's advocacy and constructive criticism can be seen

in this conflict (Jehn, 1997) which helps to improve the group productivity. It focuses to increase 'give and take, voicing various views and fighting about which view point is right' (ibid. p. 548).

Relationship conflict is known as emotional or affective conflict. It pertains to the individual oriented or relationship oriented disagreement that comes from perceived interpersonal incompatibilities. In this conflict, individuals mostly engage in emotional tension or antagonism related to personality, trust, attitude, power, esteem, honesty, or respect (Zhang & Zhang, 2012). It is also detrimental to groups because it produces tension and hostility that obstruct members from performing the task (Jehn, 1997; Zhang & Zhang, 2012). This type of conflict comes from personality clash, tension, animosity and annoyance between the team members which produce negative impact in the organization (Omisore & Ashimi, 2012).

Process conflict is said as responsibility disagreement or disagreeing about utilizing people (Jehn, 1997). It's a conflict about how task accomplishment should proceed in the work unit, who is responsible for what and how things should be delegated. It is a confusion and dilemma for assigning duty and mobilizing resources (ibid.). It is associated with lower level of morale, decrease productivity and poor performance (Omisore & Ashimi, 2012).

Power conflict comes from 'Win-Lose' orientation (Fisher, 2006, p. 179) in which one party always tries to hold the power and starts to dominate others. The party influences each other in order to capture power which is associated with victory and defeat. Everywhere there is a tendency of power to challenge, power to resist and power through cooperating together. In fact, all conflicts are directly or indirectly concerned

with power (Coleman, 2006). Generally it is said that human equality is the basic component of the society. But in reality, some persons hold unnecessarily high status, privileges, power, needs and wealth and others have not such social and economic power. Those who have such power always try to maintain power legitimacy with them (Deutsch, 2006). This difference invites power conflict. The power holders gain power only by using their power 'against' rather than 'for' others (Coleman, 2006, p. 121).

To Marx, power is located into the economic class structure where social power holders always capture the means of production and the power structure of political system as well (Johnson, 2008). This situation creates power conflict. In the society, there are order giver groups who always try to maintain status quo on the one hand and mass of the order taker groups who always try to break the existing status quo and thus create power conflict (Dahrendorf, 1959).

Due to such power conflict, class conflict takes place in the society. For Marx and Angles, conflicting interest derives from the division between owners and non-owners of property (Collins, 2000). There are 'Bourgeois and Proletarians, Freeman and Slaves, Patricians and Plebeian, Lord and Serf, Guild-master and Journeyman, Oppressor and Oppressed, and Ruler and Ruled' (Marx & Engels, 1948, p. 9) in the society and it creates classes. The former class exploits the subsequent class and own over the resources of subsequent class through political power (Marx & Engels, 1988). By this social and political process, the society is divided into 'Haves and Have-nots' classes (Johnson, 2008) where each group comes down in the throat cut competition i.e. class conflict. In this situation, the value of each group is totally different. The cohesion of values of opposite pole may not exist simultaneously and each group develops 'insulting values' (Mann,

1982, p. 375) to another group which leads to develop value conflict. There exists clear scenario of minority and majority group behavior in which intergroup or intergenerational value conflict (Hagan, 2000). It is a disagreement with the concerning different values and expectations between the groups so that perspectives become different (Kinnander, 2011). It occurs due to the ideological disagreement or differences between two or more groups in the special issue (Rahim, 2001).

The differences may be seen in belief system, preferences, principles, ideological cleavage and ways of life (Fisher, 2006). It is very difficult to solve value conflict through compromising system (Brinkmann & Ims, 2004). Sometimes the organizational core values do not fit with the values of leaders and individuals involved in the different branches of the same organization which invite the value conflict. In this situation, the organizational core values expect one course of action from its workers whereas the workers do another course of action (Irby, Brown, & Yang, 2006).

Ethnic conflict is often called a communal conflict. Nowadays most of the communal actions are mobilized in the name of collective identity in order to strengthen the access of ethnic people. Due to the lack of political, social and economic access, ethnic people have been taking actions against those who are the cause of their deprivation. The deprived people have been starting revolutionary actions for establishing their legitimacy power and right (Huffman, 2009). Reicher (2004, as cited in Huffman, 2009) claims that ethnic conflict arises from the sentiment of becoming 'us', which inexorably links to the creation of 'other' (p. 27). The main issue of ethnic conflict is prosperity, power and security which are not managed specially for ethnic people.

It has been found that there is a division on the basis of race, language, religion and location in the society. Ethnic conflict starts from this gap (Williams, 2015). Ethnic people have own special ancestry, historical memory, native land, religion, language, tradition, life system, customs and self identity based on these factors in which they feel solidarity among them but they do not match with others (Kain, 2006). This differentiation is the strong source of ethnic conflict. Like this, the society has system, sub-system and sub-sub-system and racial diversification is constructed under these systems. The power is allocated to the specific homogeneous group and heterogeneous people become isolated. In this social environment, isolated group needs to get power and racial conflict takes place (Bergmann & Crutchfield, 2009). "Racism is the ideology that sustains ethnic domination, based on the belief that the inequalities between ethnic groups are normal and natural rather than the result of an unjust structuring of society" (Kain, 2006, p.4). The objective of racial and ethnic conflicts is similar because both are fighting with main stream group for the existence of their racial or ethnic identity and main stream group is very unconscious in behavior, values, beliefs and assumptions to manage them properly (Chavez & DiBrito, 1999).

There may be some reasons behind the occurrence of different conflicts. These reasons may be the sources of conflict which are reviewed here. One very important thing is that most conflicts come from communication process (Krauss & Morsella, 2006). Communication mistakes are the potential sources of conflict where the communicator transmits one thing, but the receiver understands the message differently which is not actually intended by the communicator. This creates the communication gap and conflict arises in such behaviors. Like this, the use of verbal words and their essence may be the

cause of conflict among the members. Some words are irritable for listeners who may perceive the meanings of these words negatively. Similarly in the communication process, if the communicator uses and acts 'abuse, antagonize, attack, belittle, blow off steam, browbeat, bully, coerce, calumniate, debase, defame, deprecate, discriminate, disparage, disrespect, degrade, force, fustigate, humiliate, intimidate, insult, irritate, mock, offend, oppress, ridicule, scorn, slander, stigmatize and vilify' then violent behavior to the communicator is demonstrated (Matos, 2006). Incomplete and poor communication system create gap between information senders and receivers which is one of the major components of conflict in the society and organization (Gale, 2005).

Power-show is another source of conflict. Conflict occurs when a group wishes to maximize its influences and control over another group and persons. It recycles through various substantive issues. Whatever the type of power either it is negative behavior such as threat, deception and manipulation or positive behavior such as persuasion, use of legal or valid information, and a consideration of the pros and cons of alternative actions, each concerns with power which produces conflict (Fisher, 2006). Each person has an ambition of will power, and he/she wants to win over the human agency through creating power (Boudreau, 2011). The power forces of growing conflict in the work place are considered as failure of understanding of cross-cultural dynamics, unable to understand the rapid rate of environmental change, greater diversity of individuals, lengthy and complicated organizational hierarchy, complexities of work, system of using electronic communication which reduces face to face contact, more freedom to express hostile communication and scarcity of resources in the organization. Conflict may be seen from individual to individual, individual to organization, organizational units to other units and

organization to organization due to these causes (Burke, 2006). Conflict can be occurred in the work place, offices, family, group, unit, society, institutions and any place due to the lack of proper mediation which is necessary for keeping close relationship. Some conflicts are latent in nature but parties are unaware to meditate at a proper time (Kressel, 2006). In this situation conflicting explosion comes to appear. The six reasons may promote conflict in which the parties may have incompatible goals, each may have high solidarity within group, they may have organized for conflict, they can mobilize their conflict resources, they may be hostile to their opponents and they may have sufficient materials for conflict (Bartos & Wehr, 2002).

Systems and structures of organization involve stakeholders with different goals, interests, power, and worldviews in order to get organizational advantage. In this process, the causes are embedded in an institution's structure and operating systems (Byrne & Senehi, 2009). Another most important thing is cultural aspect. Culture itself does not create conflict, but it is socially and psychologically distributed equally which may be inconvenient to some of the persons. Individuals are supposed to follow the same set of values and moralities along the same line as distributed by the superior. They may feel burden to apply same line of culture. The feeling of burden is transformed into conflict. But in reality, culture is contingent, emergent, contextual, contestable and contested, and it is not a mega concept (Avruch, 2009). People are cultural beings. They can see everything through their cultural eyes. Seeing everything is very difficult in multiculturalism.

One can see a matter or event through one perspective and another can the same thing through different perspective. The cultural patterns are different for different

persons. Due to this reason, conflict occurs in the cultural groups, which is always cultural (LeBaron & Pillay, 2006). When conflict is formed, peacekeeping procedures or other measures or initiations should be taken to reduce this situation. Instead of these actions, holding old attitudes and creating structural contradictions can easily pave the way of conflict recurrence (Jeong, 2010). Ignorance of human right, democratic rules and regulations, insecurity, and bad governance from the management side are the sources of dissatisfaction which bring conflict in the organization or in the society (Kabia, 2009).

Some external and internal factors lead to create conflict in the organizations. Lack of staff or personnel, poorly functioning equipment, inefficient performance of staff, time constraints, divergent goals, hostile work environments, inadequate scheduling, over-limiting work rules, poorly crafted institutional policies, unclear lines of authority, declines in business, lack of capital for investment and costs out of control are the external factors of conflict whereas incorrect assumptions, dissimilar values, poor work habits, biases, prejudices against the unfamiliar, bad personal experiences, unrealistic expectations, perceptions, personal uncertainties, inflexibility and failure to assume responsibilities are the internal factors (Lambert & Myers, 1999). Our society or status-conscious society and politicized governmental agencies generate conflict in the name of haves and have-nots, ins and outs, us and them, and power full and powerless. All these come due to the unequal distribution of scarce resource. Another most important thing is that lack of proper conflict auditing system of organization is the main reason of growing conflict (Clove & Goldsmith, 2005). It occurs due to the existence of issue of identity, power and structure on the one hand and lack of proper way to

negotiation, mediation, facilitation, reconciliation and practices of conflict management on the other (Jeong, 2010).

Theoretical and Philosophical Literatures on Conflict

According to Karl Marx, there have been appeared classes in the society called higher status (Bourgeoisie) and lower status class (Proletariat) due to the unequal distribution of economic sources. The former class always wants to control and rule over the subsequent class but it does not accept the imposition of the former. As a result, there exists class conflict which is inevitable in the society whatever the kind of society is there. The society goes to the upward or more developed direction due to the existence of conflict among the members of the society (Abraham, 2009).

On the basis of Marxian perspective, Haralambos and Heald (2010) have mentioned Wright Mills's perspective in which there is a group in the society who has elite power i.e. the power elite group. The members of this group have the powers to make decisions. They are superior in education and have direct access to any kind of decision. The power elite class has excessive power in the social, economic and political sectors. The interest of the power elite and non-power elite class would not be matched, and finally contradiction, dissatisfaction and conflict take place in the society. Likewise, Dahrendorf (1959) has added some factors on Marxian perspective in the field of conflict. He argues that the society is not like as functionalists claim. The functionalists consider that the society is static and based on the state of moving equilibrium. It is being held together by some norms, values and common moralities. There is a system in the society by which the society is operated in a smooth way. Due to this system, there creates social solidarity and cohesion (Giddens & Sutton 2010).

But Dahrendorf sees whatever the order, norms, values, and moralities laden or loaded by the top level with coercive power, the society wants to move to the direction of change due to the existence of conflict power. There are various positions in the society and the positions have different amount of authority. The position holds the authority and authority indicates super-ordination and subordination. Those who hold the position of authority always try to control and dominate subordinates. Those who consist in the dominant position of authority always seek to maintain status quo but those who consist in subordinate position always seek change (Ritzer, 2000).

To Marx, bourgeoisie class always creates the false consciousness to the proletariat class. For this, bourgeoisie class or the ruling class creates a situation, in which the proletariat or ruled class believes upon the predetermined values created by the bourgeoisie class (Johnson, 2008). The proletariat class never ignores the values which are created to get benefit by the upper class but the proletariat cannot think about the demerits of values for their own life. These values of false consciousness are transmitted to the lower class to fulfill the desires of the higher class through the mass media. It is a state of psychological battlement in which the proletariat class falls under the false rumor (Zeitlin, 1968). It is a hegemonic imposition of the bourgeoisie class which is used to fulfill their economic benefit through the creation of confuse over the powerless class and as a result lower and economic poor class believes on such imposition (Sharrock, Hughes, & Martin, 2003).

Conflict management theories play a vital role in order to manage conflict effectively. For this, the leader of the organization needs to have the positive thinking towards conflict and its management. Conflict can be utilized for achieving productivity

of the organization. It occurs from the different sources such as conflict in goals, attitudes, behavior, process of resource sharing, change in management, confusion, poor communication, personality clash, and insecurity (Agrawal, 2011). In this situation, the leadership has to play an effective role for the utilization of conflict. The leader need not to consider that conflict is always harmful and destructive. In the traditional viewpoint, it is assumed that conflict is always harmful and it will always bring negative impact in the organization. Through the human relation viewpoint, conflict is inevitable and natural phenomenon occurs in the organization, which cannot totally be eliminated, rather it should be rationalized in a systematic manner. In the interactionist viewpoint, conflict should be promoted because a harmonious, peaceful and cooperative situation make the organization static, apathetic and nonresponsive which does not bring change and innovation (Robbins, DeCenzo, Bhattacharyya, & Agarwal, 2009).

In the condition of no conflict in the organization, the members become inactive, which pushes the organization and individual into the dysfunctional state. A moderate level of conflict among the members and groups helps the organization to be competitive, creative, innovative and initiative, which help to raise the performance of individuals, groups and organization. This level of conflict is functional. But excessive and unnecessarily conflict results the situation of hostility, which makes the organization dysfunctional (Griffin, 2009).

The personality based conflict can be solved by sharing the feeling of conflict, building positive attitude towards the protagonists, trying to maintain neutrality, discouraging unprofessional behaviors, building positive perception and eliminating dysfunctional behaviors. Sometimes, some conflicts are related to problem-based. Such

conflict can be solved by identifying the shared values and objectives, seeking the perception and needs of the members, looking the varieties of problems, trying to address these needs and problems and finally persisting in dialogue until the protagonists agree on a solution (Wart, 2008). Sometimes, interpersonal conflict to change arises within the group due to the individual differences in the field of skill, knowledge, vision, perception and attitudes. In such a condition, the leader needs to have the capacity to apply the role of mediator for the resolution of conflict so that all the members or participants can go smoothly to the progressive direction (Northouse, 2010).

Conflict can be seen from social (group), interpersonal and intrapersonal aspects. A society is considered as a complex and dynamic unit of varieties of thought. The thinking process of a group may dislike with the thinking process of other. This disagreement creates conflict between the groups of the society. Similarly, interpersonal conflict can be seen between the individual differences. Sometimes, intrapersonal conflict arises due to the existence of indecisiveness about the challenges which occur in the life time of an individual (Griffin, 2009).

To Karl Marx, each stage of social development shifts from lower to upper direction due to the existence of conflict. This conflict is cultivated in the lower class by the upper class through opposing the economic interest of the lower class. All the historical stages of the past were involved antagonism between the social classes. All the economic sources are to be distributed equally to the people but in reality the structure of society is unable to do this. Instead capitalistic society approved to exploit other which is continued till now. This situation invites ever conflict in the society (Johnson, 2008).

Aggregation and war are the common phenomenon in the society and no can eliminate it in the society. It is so because there is diversification in the society which is the result of social inequalities. Along with these diversities the social relation among men, some are rich and some are poor, in which some dominate and some serve. It gives rise to hostility among them and this process never ends in the society. Zeitlin (1968) mentions the thought of Saint Simon regarding the sociological groups. To him, the society is divided into three groups. The first one is scientific-technological elite; the second is the industrialist or property owners; and the last one is productive group. The first is liberal and second group resists change and wants to preserve old order, but the third rallies to equality. Due to this structure of the society, conflict originates intensively.

Rex (1998) mentions Lewis Coser thoughts of conflict which frequently helps to revitalize existent norms and which contributes to the emergence of new norms. In this sense, social conflict is a mechanism for adjustment of norms adequate to new conditions. A flexible society can get benefits from conflict because such behavior helps to create and modify norms, assures its continuance under changed conditions. The balance of power is the basic factor in social relationships and that the normative structure is a dependent variable. He further claims that social conflicts are more likely to be disruptive in social groups where there exists a high frequency of interaction and high personality involvement of the members segmentally. The point is that in actual social systems, the existence of a conflicting situation in relation to an isolated aim does not necessarily mean that the whole social system will be disrupted by the conflict. But there are social systems in which aims and relationships are not isolated from one another in the case of small close knit communities.

To Emie Durkheim, there is social solidarity in the society which is classified into ‘Mechanical Solidarity’ and ‘Organic Solidarity.’ In the earlier society, mechanical solidarity plays a vital role to minimize conflict where social solidarity is formed on the basis of similarities among people, particularly in terms of shared beliefs and values or common membership in the same tribe or village. But in a higher or more complex division of labor society, conflict is minimized through organic solidarity where social solidarity is based on increased level of interdependence. In the modern period, people are dissimilar or heterogeneous in due to the occupational specialization or division of labor but they can make consensus in organic solidarity (Johnson, 2008). He further states that there is a certain structure in the society. It functions systematically where the social units are interdependent which creates social cohesion in the society. The functional systematization minimizes social conflict (Zeitlin, 1968). But to Saint Simon, the society is essentially dialectical where the scientific-industrial order is located in the feudal-theological system. The two contradictory systems could not co-exist indefinitely and the tensions and conflicts ultimately resulted in the society. The conflict and anarchy of the post-revolutionary event could be eliminated by finding and imposing a religious-moral order appropriate to the new scientific industrial conditions (Pickering, 1993; Zeitlin, 1968).

We can find different conflicting situations in the different religious scriptures. The first and last stanzas of *Srimadvagawat Geeta* are sufficient to show the conflicting situation or disagreement between the persons. In the first stanza, *Dhritarastra* says:

Dharma kshetre kuru kshetre samabetta yuyutsuba

Mamaka pandawaschaiba kim kurbata Sanjaya (Sukhadas, 2067 B.S., p. 25)

It means, *Dhritarastra* who is the guardian of both *Kauraba* and *Pandaba* and blind person, asks *Sanjaya* who is the live-transmitter of *Mahavarata* war to him, about the situation of war. He asks what has been happened between my sons and *Pandu's* sons in the war. He has shown the disparity between his sons and his nephews whereas he is the guardian of both sides. It shows that conflict is the part of life for every individual. Similarly, the last stanza of this scripture says:

Yatra yogeshwara Krishno yatra partho dhanurdhara

Tatra sirvijayo vutirdhurba nitirmatir mama (Sukhadas, 2067 B.S., p. 1262)

Lord *Krishna* says wherever himself and the combater *Arjuna*, we will win the battle, that is, his policy. He feels that he and *Arjuna* are the supreme in the battle power and other are nothing. But, *Krishna* is the lord of both *Kauraba* and *Pandaba*. This feeling helps to create conflict among the members. The stanzas show that conflict is inevitable in one's life in every time.

The students come in the classroom have different religious orientations. They observe different rites and rituals in their homes and societies. Classroom practices, curriculum, textbooks and teachers may not represent their beliefs. According to Hindu belief, Guru is all in all in the teaching learning process. A Sanskrit stanza is sufficient to pray the Guru. This stanza says:

Guru Brahma, Guru Bishnu, Guru deva, Maheshwara

Guru shakhat, para Brahma, tasmai sri gurube namah (Sivananda, 2004, p. 112)

According to this stanza, Guru is the creator (*Brahma*), Guru is the protector (*Bishnu*), Guru is the destructor (*Maheshwar* i.e. *Shiva*), Guru is the supreme creator itself and prostration to that Guru. Guru is everything and there is nothing more than

Guru. By this orientation, Guru may play monopoly role in the teaching learning activities. Due to this role, there may increase conflicts in the classroom activities. On the contrary, according to the first letter of Pawal sent to Timothi mentioned on Holy Bible, some teachers are teaching their students by telling some false stories through metaphors. These stories, histories, statements and sayings are ambiguous which are not understood by their students. However, they claim that they are teachers. But they do not understand what they are saying. The students do not believe on their heretical or hypothetical arguments. As a result, conflicting situation appears in their teaching learning process. This conflict will be ended by the god (Nepal Bible Society, 2009, pp.1663-1672).

Conflict is also linked with Buddhist skepticism. According Buddha, one should be skeptical in his/her life regarding the problems. He says that we should not passively accept what we hear or read. He further says that everybody should use his/her intelligence. One should use the entire range of mental and emotional ability (Londaw & Bodian, 2007). Due to the skeptical/doubting thought towards the situation and behavior of others, the conflict may arise within the individual or in the society. Then, the individual starts to think, analyze and refine the conflicting factors in order to reach the decision. As a result, the conflicting situation goes to manage accordingly. In this way, the study is linked with Buddhist skepticism for managing classroom conflict.

A research conducted in Rasuwa, Kavre and Bara shows that the gender discrimination between the so-called upper and the lower caste children in the classroom is very high. The so-called lower caste children and economically poor children attend their class without taking meal due to the engagement of their parents in the labor market from morning to evening. These children hold the feeling of inferiority and have negative

attitude towards education. Language difficulty is also there in the classroom. Some of the students are not familiar with the Nepali language because they speak their native language at home. There are some students who are regular in the school, are unable to read and write correctly in the classroom (CERID, 2005). Another research conducted in Rupandehi concerning with Muslim students shows that school system is unable to address the needs of Muslim children. They feel discrimination in the classroom. They are unable to accommodate properly due to the differences of culture, language and status with other students (CERID, 2003).

The government has provided different trainings to the teachers but they are inadequately transferred in the classroom. The students do not understand what teachers say in the classroom. This means classroom delivery process is not satisfactory (CERID, 2002). There is a problem of safe drinking water, separate toilet system, library and lab facility, instructional materials and compound walls in the school. Most of the schools in the rural areas have wooden made house which are not appropriate for regulating teaching learning activities. The symptom of discrimination is still found in the classroom. The students are not satisfied with the performance and behavior of the teachers. The teachers are not proactive in their duty and responsibility which create the tension of the students (Department of Education [DoE], 2008). The teachers are unable to understand the needs, desires, concept, language and situation of the students; rather they use the students as a banking process and develop a silent culture within the students (Koirala, 2068 B.S., p. 379).

Khandelwal (2006) shows that the teacher absenteeism is considered as very high and classroom inspection is very poor in the community school in Nepal. He further

mentions that the head teacher is unethical for the procurement of teaching materials and financial management of school is very serious. To him, most of the teachers' behavior is unethical and their major concern is for private tuition. He concluded that the community school has got failure in implementing educational codes due to the unnecessarily political pressure and as a result community schools have reached at the educational corruption. Due to these reason the school situation seems to be unfavorable for operating effective teaching learning activities. The same situation was presented by another research. School bullying situation is very serious and most of the students are being bullied by which school children become victims and they suffer in the vulnerable way (Rana, 2006).

Conflict in School

According to Emile Durkheim and Talcott Parsons, school is the miniature society. It is composed by the different varieties of values and attitudes (Haralambos & Heald, 2010). Similarly, classroom is a complex and dynamic place where the students develop different concepts. When they start to interact, these differences can lead to conflict (Basit, Rahman, Jumani, Chishti & Malik, 2010). It can arise from teacher-side as well as student-side. From the teacher-side, unclear, unfair and unstable conception of teacher towards the students and their activities are the source of conflict in the classroom. Likewise, from the student-side, student activities, late arriving in the classroom, side conversations, lying, cheating, disobeying, backbiting, quarreling etc. are the source of arising conflict. It may also arise due to the cultural, religious and racial differences of the persons (Basit, Rahman, Jumani, Chishti, & Malik, 2010).

The students have the socially constructed values. The teachers want to limit their teaching activities within the curriculum in the classroom. But the students want to go beyond the wall of curriculum. In this situation, conflict takes place in the classroom. For managing the conflict, the teacher should teach on the basis of interests, desires and the socially constructed values of the students. The teachers should have the capacity to utilize the conflicting situation. Otherwise, conflict goes in the additive way (Peterson, 2003).

Conflict, overt or latent, is endemic to educational organization because of its sensitive roles as regulative social agency. There are wide range of conflicts which occur, remain latent or are suppressed and arranged or ordered in the line for their management by the administrators, but conflicts and their management are questionable (Post, 1995). Conflict can be seen in different forms and patterns in the classroom. When conflicts arise, different theories, approaches, strategies and methods can be used for the utilization and resolution of conflicts in the appropriate time period (Walker, 2004). Conflict may inevitably arise in the classroom when the communication starts to break down. The dissatisfaction may arise because people have an imperfect grasp of school practices or procedures are not clearly defined.

Sometimes, dissatisfaction may arise from weak management or poor working conditions. It is caused by a clash of personality. Ignoring conflict is not an appropriate solution rather it will help to develop another form of conflict and as a result new and new conflicts take place due to the ignorance of one conflict. Finally, there will appear the situation of distrust and new polarized groups will emerge which pave the way for destructive situation. Therefore, whatever the cause, conflict has to be managed properly

and timely. If we manage it in the initial stage, it will be fruitful in order to develop the goodwill of teacher and the whole organization. Otherwise it will bring heavy risk in the organization. For this, negotiation is the better way to address the conflict (White, Martin, Stimson, & Hodge, 1995).

Conflicts always do not harm the individuals and the situations. Sometimes, they are essential factors and they are considered as the driving forces for developmental change which are responsible for internal adjustments (Griffin, 2009). The inter-individual conflicts are helpful to the stimulation of cognitive development of the children. These conflicts help to make conformation with the partners to some problems and have proved to be beneficial for learning process in the different contexts. In the Europe, the teachers are using conflicts to promote the cognitive development and academic learning of their students (Buchs, Butera, Mugny, & Darnon, 2004). But the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2010), finds that children with disabilities have been facing many challenges in the classroom. They feel isolation within their societies. The marginalized students have been facing the same situation as disabled students face. The female students have been facing the situation of insecurity for getting education. There is a situation of diversity in the classroom. It figured out that the teachers are unable to address and manage the diversity in the classroom due to the lack of proper knowledge. One of the reasons it identified that the classroom practices often reinforce marginalization among the students. The marginalized students are unable to understand the instructions given by the teachers in the classroom. The teachers are unable to identify the interest of the students in the crowded classroom. These situations help to promote the classroom conflicts. In this

situation, it is necessary to identify the situation, composition and nature of the classroom, possibility, causes, nature, and effects of classroom conflict, classroom management process, practices of conflict management, conflict utilization process and its resolution methods in the classroom of Nepalese schools. Among these issues, this research will basically be concerned to find out the practices of negative and positive approaches to conflict management in the Nepalese classroom.

In the classroom, new knowledge can take place in the teaching and learning process. It is more so with the classroom of the plural society. Sometimes, conflict may arise due to the personality clash of these plural groups. In this regard, it can be said that teacher is the leader of the classroom, who can manage conflict effectively. According to these theories, different interactions and discussion take place in the group and groups of society due to the existence of conflict. It brings the feeling of competition among the members of the society which helps to change and break the status quo. The thinking and life styles go to the new stage due to the existence of change. This type of change comes from the conflict. In this way, we can say that conflict is not bad thing and it may not ever harm the society, rather it brings the energy to change the society in a positive way as well.

Research on Classroom Conflict

Rana (2006) did qualitative research on school bullying in the private school of Kathmandu valley. The research was based on observation method on eight participants. The participants were selected on the basis of willingness to answer. She applied interpretative method based on subjective truth. The research conducted on a naturalistic setting. It was a phenomenological research design based on participants' experiences. In

this research, she found that senior male students often bullied the subordinate colleagues through hitting, beating, kicking, pinching, abusing, teasing, fearing, torturing, blaming and other painful methods where the subordinate colleagues were innocent. The superordinates made their subordinates as humiliated and obsequiousness. They often did physical and psychological pain and verbal taunts. Those who were being bullied were supposed to do bear every pain and cheating and they did not complain against their pain to the teachers and their parents. They thought that complaining against the behavior of bullied were risky. They became very sad, angry, frustrated, distressed, afraid and felt helplessness after school bullying. The helplessness and being bullied students were unable to communicate anything to others and they tried to tolerate every bullying. They felt 'better to keep quiet'. They did not take any affirmative action to cope from being bullied rather they applied selective blindness. The boys often bullied over the girls. The school authority unwittingly checked the bullying. Male and bright students were preferred more. Black, junior, female and physically disable students were bullied by smart, talent, clever and popular students. Those who were being bullied felt that the school system was unable to control those painful activities and some teachers were unable to show friendly behavior to them and some pertained that they did know nothing.

Paudel (2001) conducted a qualitative research in a community school of Chitwan district of Nepal regarding the educational conflict mainly based on teachers' perspectives. He has used random sampling to select the district and the school on the basis of some criterion. The data gathering processes were interview especially with the teachers and school head and focus group discussion with the teachers. He conducted research aiming to fulfill two objectives that were the sources and types of school

conflict. With regards to the sources of educational conflict, he found that politicization in school, hierarchical feeling among the teachers and between the teachers-school head, influences of social cultural values in the school, decision making process and management techniques of the school head, misuse of power and authority by school head, lack of transparency in financial activities, lack of teacher and subject teachers, charging huge amount of fees to the parents, low performance of school, selection process of temporary teacher, unfair distribution process of scholarship and selection process of school management committee were the main sources of school conflict. Again he found that there were teacher-teacher, teacher-school head and school-community conflict due to the existence of these sources of conflict.

Sah (2011) did a qualitative study on community school bullying in the Kathmandu valley by applying case study, interview, observation and focus group discussion with head teacher, teachers, bully, victims and their parents. He brought some cases of bullying and analyzed them, found motivated factors of bullying, showed relationship between bully's practice and education and provided some remedial measures to control them. He found that power exercise, sacrifice system (*Bali pratha*), peer pressure, hegemony of power holders, home and school environment, labeling system or abusing by degraded words, male domination, emotional fluctuation, negligence of school on bullying and classroom lecture methods were the main motivating factors of bullying in the school. He found school as a battle field where bullies showed and used their power over the innocent students. In this situation, school system was unable to correct the bullying which affected the education process.

Kapri (2012) conducted a qualitative research with phenomenological design to explore educational management practice, service delivery process, organizational culture, issues and gap in the service delivery process through interview and focus group discussion in two secondary level community schools of Bhaktapur district. He found that the service delivery system was guided by top-down and rule-driven approach where the school administration was unable to address the pedagogical needs of the students. The school and teachers often used power to in the pedagogical process. The educational service delivery system of teachers was found very poor. The school was unable to additional resources to encourage efficiency of the students in the classroom. He found that teachers used more static nature of methodology like- 'I talk, you listen and you learn' model of teaching in the classroom.

Dhakal (2009) conducted a qualitative research to find out the teaching delivery system of teachers and its problems, and pedagogical practices based on observation and interview with the teachers and the students of two public schools of Kathmandu valley. He found that the classroom activities were not impressive for the students. The students needed more but the teacher provided little. Operations of teaching learning activities were not matched with the curriculum and burdensome for the students. The physical facilities were very poor for operating activities. He found that teachers applied traditional patterns of teaching learning because they were habituated in using the traditional methods. There was contraction between the interest of teachers and the students in regards to teaching learning system. The teachers used excessive power to control the class in the name of maintaining discipline which the students did not like such behavior of the teachers. The teacher labeled the students on the basis of past events,

family background and behavior of the students but the student did not like such labeling and they felt humiliation. The low scored students were treated with insulting ways by the teachers. He found that students' were dehumanized, oppressed, labeled and discriminated. Contrary to this situation, students were seeking special treatment for them through establishing good relation. The teachers unnecessarily controlled over the lives of the students in the classroom. But he found some teachers did not do such misbehave.

Khanal (2013) conducted a mixed method of research to find out the corporal punishment on the students of five private schools of Kathmandu valley based on questionnaire, observation, focus group discussion and interview. He found that the private schools had been applying traditional teaching style and excessive corporal punishment to their students considering as a means of rules and increasing learning capacity of the students. The culture of non participatory teaching learning process was also creating the school violence. The teachers and the school principal felt that it was the best way to bring the desired change in the students. Students were seen powerless in front of the teachers and teachers were seen powerless in front of principal in private school of Nepal.

Clott (2010) conducted a research based on non-experimental pretest-posttest comparison group research design and used to test the effect of diversity-related instruction on conflict-avoidant behavior within the College of Education at a university in the Pacific Northwest. He found that the educators were avoidant conflict because of the lack of exposure to diversity related issues and content. Avoidance of conflict was not a actual factor of preventing teachers from responding to diversity in constructive way. Due to the avoidance of conflict, the discrimination became deeper rooted. The trained

manpower or teachers had less degree of conflict avoidant behaviors rather they had easily managed the classroom conflict in a constructive way. Most of untrained manpower perceived conflict through negative ways and they showed avoidant behavior to the conflict. Trained manpower easily dealt and transformed conflict in a constructive way by addressing classroom diversity. An effective training intervention could understand the nature, risk and impact of conflict so that the teachers could make it a productive output.

Regarding the matter of conflict management and resolution in the secondary school, Ngcongco (1993) conducted a descriptive research through questionnaire and interview. He saw conflict between student-student, student-principal and student-teacher in KwaZulu secondary schools. He found that the teachers had used authoritarian and power based methods to manage conflicts with students where they often used coercive and positional power to force the students in the school. But the school principals used authoritarian, competitive, competitive and negotiative methods with the students to manage conflicts in which competitive and competitive methods found very effective to keep good relationship between the parties. It was also found that the socio-economic and political history of education for Blacks in South Africa and KwaZulu tend to created a great potential for conflict in schools because the education did not adequately fulfill the needs of the students and they involved in the violence. The student demand was to participate in policy making role but it was restricted by the authority and they often involved in the violent.

Research Gap

Various empirical works done by researchers helped me know that there has been a considerable amount of researches done on public and private school bullying, educational conflict, and classroom management, teaching delivery system of teachers and its problems, and pedagogical practices, educational management practice, school service delivery process, organizational culture, issues and gap in the service delivery process, corporal punishment on the students, the effect of diversity-related instruction on conflict-avoidant behavior and conflict management and resolution process in the school. Rana (2006) has investigated school bullying condition of private schools of Kathmandu valley and Sah (2011) on public schools in the same area. Paudel (2001) has investigated regarding the educational conflict mainly based on teachers' perspectives on community school of Chitwan district of Nepal. In the same vein, Kapri (2012) has explored educational management practice, service delivery process, organizational culture, issues and gap in the service delivery process of secondary level community schools of Bhaktapur district. Dhakal (2009) has conducted research on the teaching delivery system of teachers and its problems, and pedagogical practices of community school of Kathmandu valley.

Khanal (2013) has done a research to find out the corporal punishment on the students of private schools of Kathmandu valley. Clott (2010) has seen on diversity-related instruction on conflict-avoidant behavior within the College of Education at a university in the Pacific Northwest. He found that trained teachers are well efficient to manage conflict in relation to untrained. Like this, Ngcongco (1993) has conducted research on conflict between student-student, student-principal and student-teacher of

secondary school in KwaZulu, South Africa. He found that authoritative principals and teachers used coercive power for minimizing conflict in the school, which was not effective; rather accommodation method was more effective in that area. He concluded that negative environment of school and negative attitude of teachers towards conflict was the promoting factor of conflict in the school. He highlighted that poor communication was the major factor of arising conflict between the school and the students. But I found no research on classroom conflict embedded especially in grade nine through the students' perspective in my field study area of eastern Nepal. These earlier researches do not answer about the nature of conflict and its management in a classroom. Here I realize that this area was found missing in other researches. So I have fulfilled this gap from my research.

Conceptual Gap

These researches were unable to search the conflict through student's perspective. Rana (2006) and Sah (2011) studied school bullying which is conceptually different from conflict. Bullying is associated with the behavior that is intended to cause some kind of harm to the weaker, considering one as a smart and other as nothing. There is always an imbalance of physical or social power or strength between the person doing the bullying and the target of the behavior. The person doing the bullying may be physically bigger or stronger or older or have greater social status or superior or social power than the person being bullied. It is an aggressive behavior done by the stronger who intentionally inflicts injury or discomfort through physical contact, verbal attacks, fighting or psychological manipulation which involves an imbalance of power and can include teasing, taunting, and use of hurtful nicknames, physical violence or social exclusion (UNESCO, 2006).

But Conflict is the different thing which is a struggle between two or more people who perceive they have incompatible goals or desires. Conflict occurs naturally as we interact with one another. It is a normal part of life that we will not always agree with other people about the things we want, what we think, or what we want to do. Most conflicts arise in the moment because people of the same relative amount of power see the same situation from two different points of view (Pepler & Craig, 2014; UNESCO, 2006). So I fulfilled the conceptual gap of classroom conflict but not school bullying.

Another conceptual gap is that other researchers do not see the classroom conflict. Paudel (2001) has investigated educational conflict in totality occurred in the school. He does not see the classroom context of conflict. But my research is based on the nature of conflict and its management practices. Conceptually it is different from Paudel (2001). Karpi (2012) is concerned only with educational management and service delivery system of school which do not enter into the concept of conflict. Dhakal (2009) has explored the pedagogical delivery practice and its problem which cannot capture the concept of classroom conflict. Like this, Khanal (2013) is concerned with the concept of punishment which does not actually address the concept of conflict and its management. Clott (2010) brings the concept of conflict-avoidant behavior within the College of Education at a university which does not represent the concept of all nature of conflict. Ngongo (1993) has explored the practices of conflict management in the classroom but this is not related to the nature of conflict. Looking these empirical researches, they are missing to see on the concept of nature of conflict and practices of its management. So I have fulfilled this conceptual gap through this research.

Methodological Gap

Regarding with the methodology, my research is different with the above mentioned empirical researches. Rana (2006) has applied qualitative interpretative method and phenomenological research design with subjective reality based on observation. Paudel (2001) has conducted qualitative research based on interview and focus group discussion. Sah (2011) has applied case study, interview, observation and focus group discussion for capturing the data. Karpi (2012) has applied interview and focus group discussion and phenomenological design and Dhakal (2009) is based on observation and interview. Khanal (2013) has conducted a mixed nature of research based on questionnaire, observation, focus group discussion and interview. Clott (2010) conducted a quantitative research based on non-experimental pretest-posttest comparison group research design and Ngcongco (1993) has applied a descriptive research through questionnaire and interview. In this context I have applied qualitative and ethnographic design based on participatory observation and informal talks with the participants for grasping the natural information. Therefore this research is helpful to fulfill the methodological gap.

Theoretical Gap

Ritzer (2000) has mentioned the conflict system of Marxism where upper class always exploits the lower class and interested to maintain status quo forever. Due to the use of excessive power for making exploitation of upper class, the lower class gradually becomes unite against the former class to protect their right and they try to break the status quo. As a result, conflict comes to appear in the society that is called class conflict. But he does not see the possibility of silence or acceptance of low class on the power

used by the upper class. I see the theoretical gap on Marxism whether lower class always opposes the power of upper class or not. The lower class may accept the power willingly or unwilling as considering a system of the society.

Like this, Andersen and Taylor (2008) mention Wright Mill's thought about elite and non elite groups. He argues that the society is divided into elite and non elite groups on the basis of social, economic and political power. In this context, their interests do not match and as a result conflict comes to appear in the society. My question is that non elite group may withdraw their interest or elite group may accept the interest of non elite group in the changing context. Conflict may be tolerative from both sides rather creating conflict. He mentions the conflict and does not show its proper management. I have conducted my research in this theoretical gap.

Haralambus and Heald (2010) mention Weberian theory of hierarchical power in the organization. To him, organization is managed by legitimate hierarchical power which allows for doing rational action and it has the dominant mode of action. This action of organization or hierarchical super ordinate always controls subordinates through authoritative power for maintaining rules, regulations, system and discipline. But I see the gap in this theory whether the organizational hierarchical legitimate power does work properly or not. I am in doubt whether the hierarchy alone is sufficient or not to operate the organization smoothly.

Doshi (2003) explains power theory of Michel Foucault, where he mentions that truth comes from knowledge and knowledge comes from power. There is power-knowledge-truth relationship in the discourse of any subject matter. The nature of

discourse is changeable forever. But in practice, some discourses are constant in nature. Discourse may be affected the belief system of the society.

Haralambus and Heald (2010) mention the concept of Moore and Pearsons as theory of functionalism. To them, society is tied up in the certain structure for maintain the social solidarity for which high ranking position owns power, prestige and property. Due to this solidarity, there exists social cohesion. But this solidarity does not exist for a long time period because there is possibility of occurrence of conflict in the society and even in the organization.

Ritzer (2000) explains the concept of habitus, cultural capital, cultural reproduction and symbolic violence put forwarded by Pierre Bourdieu. To him, elite society produces capital and transfers it to other lower level of groups which is called cultural reproduction. They accept the elite culture as blaming their own culture which is the cultural violence. But I see the theoretical gap here. Because they may maintain their own culture by ignoring other or they can easily accept other culture as considering feasible to them.

In human relational conflict theory, conflict is inevitable and everywhere which should be rationalized in the organization. Like this, interactionist sees it as productive factor which should be promoted so that it helps to promote the organization in the progressive way (Robbins, Judge, & Sanghi, 2009). But in practice, conflict is viewed as negative attitude. There is a gap between theory and practice.

Operational Gap

All these theories are developed in western context. Implication of the theories in our context may not match due to the contextual differences. The core concept of Marx

does not apply exactly in the different context (Ritzer, 2000). Marxian class concept is related to economic aspect. This theory was developed in the capitalistic industrial situation. Regarding the concept of Mill's elite theory, the elite group cannot hold the total executive power due to the rapid development of democracy and human right concept. Like this, Weberian theory of hierarchical power in the organization may not be applied due to the change of present management system. Nowadays Management by Objective (MBO) and Management by Walking Around (MBWA) system come to appear where there is no need of hierarchical structure (Robbins, DeCenzo, Bhattacharyya, & Agarwal, 2009). In this situation, traditional hierarchical management may not function properly. The domination over the subordinates may not fit in the changing world. Regarding the concept of power-knowledge-truth as put forwarded by Michel Foucault, everybody may not accept power as Foucault believed. Similarly, the society cannot be tied up in the certain structure due to the changing concept of sociological development. Regarding the concept of Pierre Bourdieu, non elite may willingly accept the culture of others instead of blaming own culture or s/he may consolidate elite and non elite culture. I see that these are the operational gaps of the theories.

In this context, I explored the theoretical gaps and similarities in the classroom of my field. I link these gaps with the theories. I explored and highlighted all the gaps and similarities of the theories in the classroom of my field. I made theoretical richness through the observation of gap and similarities and bridged them into the theories.

Theoretical Framework

I reviewed theoretical, philosophical, policy related, academic and project based literatures. These were used to find out the theoretical, conceptual, methodological and operational, and research gap. I used all the reviewed theories in my research and these theories were linked in the information. The brief concept of these theories was mentioned above. Instead of these, basically I looked my field information through Marxist alienation and conflict theory, power theory, management theories, post-structuralism, functionalism and pedagogical process which is mentioned in the theoretical framework. I used my theoretical framework with keeping ‘Classroom Conflict and its Management’ in the centre. I viewed, analyzed and interpreted this centre from different theories which is presented in the figure 1.

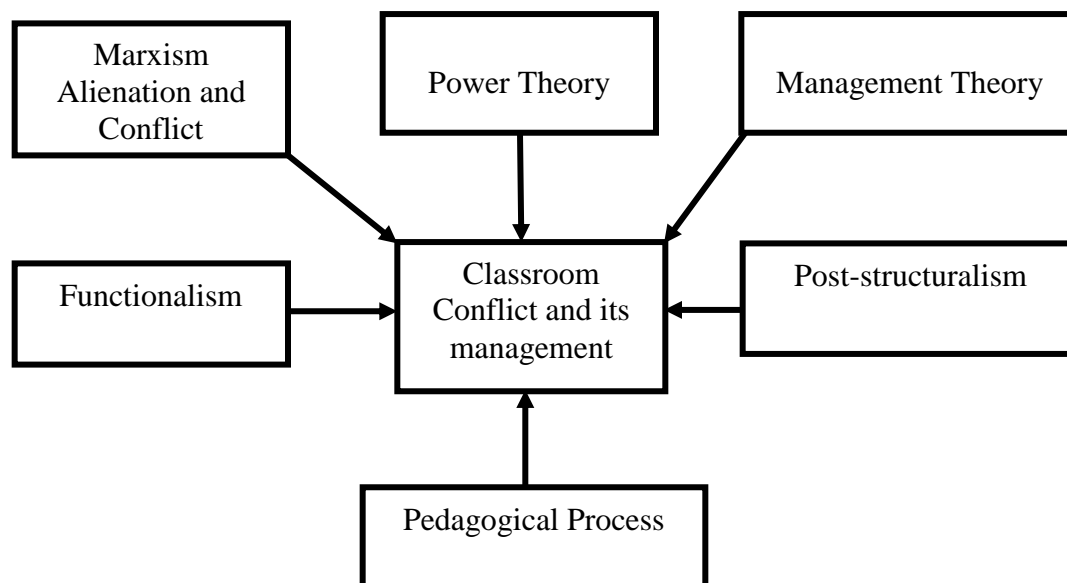


Figure 1. Theoretical Framework

My study was focused on classroom conflict and its management. This was studied, analyzed and interpreted through Marxian alienation and conflict theory. To Marx, ruling class alienates the ruled class from their product. The ruled class produces the materials or something like but this class is alienated from the production and the

ownership of production (Best, 1995). I viewed the students whether they were alienated or not and how they alienated.

This subject matter was viewed through the functionalism concept of David and Moore, Talcott Parsons, Max Weber and Emile Durkheim. They are considered as functionalist. To them, society and the social groups are interrelated through which is operated in a proper way. David and Moore see a social stratification as a mechanism for ensuring that the most talented and able member of the society are allocated to those positions which are functionally most important for the society. For this, education plays a vital role in this regards (Haralambus & Heald, 2009). To Parsons, value consensus is essential to maintain the social order. The value consensus is transmitted through the school system and the society always maintains the structural patterns even in the stratification (Johnson, 2008).

Max Weber focuses that there is a hierarchy in the society through which top profile status controls over the low profile but both the profiles are interlinked. Bureaucratic power is located in the organization through which the power is circulated to the lower level in order to maintain the determined structure (Steinmetz, 2009). Similarly Emile Durkheim focuses on organic solidarity in which social solidarity is formed on the basis of similarities among the people and they feel common membership which creates interdependence in the society. Tasks are divided into different groups but these are interlinked each other. Due to this link the society maintains its order (Braverman, 1982).

Michel Foucault emphasizes on power where knowledge and truth are located on it. In the matter of discourse, power is located in the centre and all the things revolved

around the power (Ritzer, 2000). I saw the classroom conflict through this power theory. Like this, in post-structural theory, Jacques Derrida highlights on deconstruction of logocentric structure. This structure compels to do the thing but decentre tries to break the structure (Ritzer, & Goodman, 2006).

According to the management theory, conflict is managed by organization. Conflict is not harmful if it is managed properly; rather it helps to increase productivity. The leader needs to take initiation to make it productive. Conflict may pass through the way of avoiding, competing, accommodating, collaborating and compromising. The leader should have the capacity to manage conflict through compromising way as far as possible (Robbins, Judge, & Sanghi, 2009).

Pedagogical process of the classroom was viewed through Freiren concept. Other relevant and related theories were used to interpret the obtained information regarding the issue of conflict and its management.

Conceptual Framework

Conceptual framework helps me to make a tentative scheme of research. I was aware it can be used to construct the research design. The research cannot begin ‘with a conceptual blank sheet or a traditional focus’ (Pole & Morrison, 2003, p.75). The researcher has to open his/her conceptual development. Regarding this, Anfara, Norma and Mertz (2006) says, “It can be rudimentary or elaborate theory driven or commonsensical descriptive or casual but it delineates the main thing to be studied and presumed relationship among them” (p. 24). It comprises a brief discussion of the epistemological, theoretical and methodological premises which are to be framed in the research (Saldana, 2011). I feel that it’s a road map or tentative picture of whole research.

Due to these components it becomes easy for readers to understand the research frame. Conceptual framework is a visual model of research which guides the research questions (Creswell, 2012). It is similar to my “conceptual baggage or luggage” (Potts & Brown, 2005, p. 274) which is used during research travel. It is a “family of variables” (Creswell, 2002, p. 118).

On the basis of my theoretical framework, Marxist alienation and conflict theory, power theory, management theories, post-structuralism, functionalism and pedagogical process I made my conceptual framework which was the roadmap of my study. My study is guided by this framework which is presented in the Figure 2.

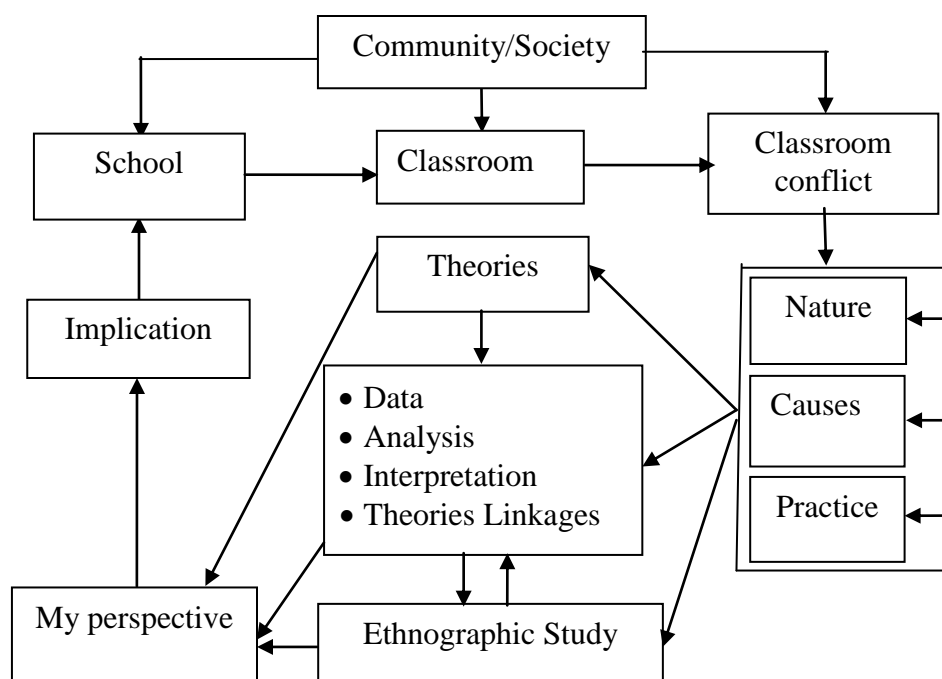


Figure 2. Conceptual Framework

According to this framework, there is a society/community in each area. The school belongs to the society/community and there are classrooms in each school. The classroom is the miniature of the society and conflict of that society is studied here. There are different natures of conflicts. These natures of conflict are studied. Conflicts come to

appear due to the existence of variety of reasons. These are the sources of conflict. Similarly conflict management practices in the school classroom are studied. The teachers and the students play different roles in this regard which are also studied. These are the components of this research. The collected data are viewed through different theories which are presented in theoretical framework of chapter three. And then, ethnographic research design is used to grasp the data. Information is analyzed and made interpretation on the basis of theories. Finally, effort has been made to produce my perspective on the basis of natural field observation and data. The implications of my perspective are provided to the school as the feedback to apply in the classroom practice. The variable was defined by the theories. On the basis of theories, nature, causes and management practices were studied in the classroom situation. For this, I constructed the conceptual framework or model of my research.



CHAPTER III

Methodology

I put my research philosophy, theoretical perspective, research design, reason for field selection, study group, sources of data, data collection technique and keeping system, trustworthiness and credibility of the information, methods of rapport building, ethical consideration and analysis and interpretation process in this chapter.

Philosophical Perspectives

The first important thing is research paradigm. Philosophically paradigm is considered as ‘basic belief systems based on ontological, epistemological and methodological assumptions’ (Guba & Lincoln, 1994, p. 107). It is a worldview that defines the world and called it as metaphysics (ibid.). It is the organizational scheme of research which is the perspective taken towards data, analysis process and the research structure (Strauss & Corbin, 1998). In terms of paradigm selection, I have determined to hold the position of interpretivism. Interpretive research rejects a foundational base to knowledge and it is not same as scientific paradigm (Scotland, 2012). Denzin and Lincoln (2005) state, “It is guided by the researcher’s set of beliefs and feelings about the world and how it should be understood and studied” (p. 22). Interpretive research aims to explain and understand social life, which uses an inductive approach and presents reality symbolically (Edwards & Skinner, 2009). It believes heavily upon the definition and redefinition of observers what they see and hear. It provides lived experiences of the world to the readers (Stake, 2010). Believing this interpretive research paradigm, I claim that it is possible to understand the subjective meaning of action which is original and

done by the people. My holding position is that multiple people construct multiple realities and they interpret these realities differently.

Another most important thing is ontological premise of research. Ontology discusses about the question of “how things really are and how things really work” (Guba & Lincoln, 1994, p. 108). It refers to what we know to be the nature of reality (Cooper & White, 2012). Based on the same paradigm, my ontological position is relativism, in which reality is subjective and differs from person to person (Scotland, 2012). Relativism says that reality is individually constructed (Corbetta, 2003) and there are multiple realities (Denzin & Lincoln, 2005, p. 24). It is constructed through multiple interactions. It claims that human beings construct their views of reality in groups and each individual has constructed his or her own version of reality but they are influenced by their culture and context and it is said as anti-foundationalism (Jerry, 2007). It opposes the notion of claiming everywhere equally and accepts that finding situation is nowhere (Haraway, 2003).

Another important thing is epistemology of the research. It refers to how we know what we know about that reality and how it is that we represent that reality (Cooper & White, 2012). In this regard, my epistemological stance is subjectivism which holds the belief that the world or knowledge of world does not exist independently (Scotland, 2012). By this posture of being an interpretative researcher, I have not observed the social phenomena from the outside rather it has been observed from the inside through the direct experience of the subject. As a result, my role was to “understand, explain and demystifying social reality through the eyes of different participants” (Cohen, Manion, & Morrison, 2007, p. 19).

Theoretical Perspectives

The research can be linked with different theories. Basically, I have viewed and analyzed classroom conflict mainly through power theory. I have seen each event, feeling, perception, attitude and behavior found in the study area through power theory. The conflicts appeared in the classroom are linked and analyzed from this perspective. Conflict, as I saw in the school, is influenced by legitimacy power, coercive power and hierarchy of power. Power is the ability to influence other to do something as the first party desires. This relationship appears in individuals, homes, family, society, institution, government and countries as well. Power relationship comes from the network or connectivity and passes through the whole process. Human beings maintain their on the basis of understanding of power which is applied in the field of positive science, human science and social science (Vail, 2004). Under the critical structuralist approach, the society is divided in terms of people's access to resources, prosperity and fulfillment. Some social groups are formed on the basis of distribution of resources and responsibility. This situation emerges to produce the concept of membership and non-membership concept which leads to create hierarchical arrangement, i.e. superior and inferior positions. This arrangement of society produces power in the particular social formation. Dominant or membership or superior group is able to exploit or oppress the daily life of subordinate group by variety of means (Tew, 2002).

According to Weberian concept, power is created through social status and prestige which produces conflict (Giddens & Held, 1982). To Marx, physically weakens were oppressed by the stronger in primitive age, peasants were oppressed by feudal and labors were by bourgeoisies in capitalism because of lack of power for former group. Due

to this reason, labor or worker were alienated from consumption, earning, right, worth and politics produces power of bourgeoisie that is imposed over working groups (Marx & Engels, 1948) which leads conflict in the society. In the society or in the institution, conflict arises when a shift of possible boundary between two parties reduces the power of one and increases the power of the other. Conflict takes place when 'A' crosses the boundary of 'B', B pushes back to A, A crosses B again and so on. There is a clear line agreed by both parties which should not be crossed by pushing the power of one another. If one crosses the border line of agreement then another feels of losing power. This tendency often happens in the society due to the opposition of agreement and operates power system (Boulding, 1990). So I think that everything is power and operated by power. Thus, I see classroom conflict through the power perspective.

Research Design

There are various research designs. Out of these designs, I have used ethnographic research design. Ethnographic research shows specific aspects of a particular group. From a methodological point of view, current ethnographic research is characterized by an extended participation in the field to gather information and it applies a flexible research strategy. It focuses on experiences which are found from the field (Flick, 2009). Furthermore, Brewer (2000) defines ethnography as:

Ethnography is the study of people in naturally occurring settings or 'fields' by means of methods which capture their social meanings and ordinary activities, involving the researcher participating directly in the setting, if not also the activities, in order to collect data in a systematic manner but without meaning being imposed on them externally (p.10)...Field research involves the study of

real-life situations. Field researchers therefore observe people in the settings in which they live, and participate in their day to day activities. The methods that can be used in these studies are unstructured, flexible and open-ended. (p. 18)

In ethnography, as a researcher, I overtly and covertly involved in the activities, observed the daily lives of my students and every day context, watched what happens there, listened to what they say, asked questions formally and informally, noted down about what they say, enjoyed in the field, conducted participant observation, drew a wide range of sources of data, takes a few cases, entered into the depth study, collected human actions and practices, maintained natural setting and gathered many more information (Hammersley & Atkinson, 2007). Furthermore, I followed Wolcott (1973, as cited in Brewer, 2000) who said that it is synonymously called as qualitative research as a whole that describes my approach of avoiding survey as the means of data collection. This is type of ethnography is called 'big ethnography' or 'ethnography-understood-as-the-qualitative-method' (p. 18). It is really a perspective of research rather than a way of doing it. Burgess (1982, as cited in Brewer, 2000) again mentioned that ethnography is a field research or fieldwork which is called 'little ethnography' or 'ethnography-understood-as-fieldwork' (p. 18). 'Big' ethnography equates the research with the whole qualitative methods. Whereas 'Little' ethnography always captures a way of doing thing (Brewer, 2000). Between these two ethnographies, I used 'Little' ethnography because this ethnography uses several methods that access social meanings, observes activities, flexible in style, sketch the way of doing thing, allow for judgment, involve close association with participants or devote to the field (Brewer, 2000) which I preferred more easy, enjoyable to me in my field research and sufficient to capture the data.

Ethnography is a design where I engaged in writing about groups of people (Creswell, 2012) after identifying them and studied them in their homes or in workplace. For this, fieldwork is the most characteristic element for any ethnographer. This fieldwork is exploratory in nature. In this design, cultural group was considered as a well sufficient library for me. Judgmental sampling technique was considered to be useful in learning more about how the people think about the existing system (Fetterman, 2010). This design helped me attempt to capture world of group and then describe their lives through intensive and continual observation of participants from the deep layer in the natural setting (Creswell, 2009). I also cross-checked, compared and triangulated the obtained information before building knowledge. For this, I visited the field most frequently in the different rounds (Fetterman, 2010). This design was used with teachers, students, entire school, family, exploited and victim persons, powerless and marginalized people, violence and conflict affected persons disable or any other group or groups of people. There are different approaches of ethnography, i.e. realist, confessional, life history, auto, micro, case study, critical feminist, postmodern and novel ethnography (Creswell, 2012).

Among these ethnographies, I have applied critical ethnography based on case study of some cases in this research. This research is associated with those students who are knowingly and unknowingly involve in the classroom conflict. Some students feel them as super ordinate and some feel inferior or sub ordinate from so called senior colleagues. Again, I saw that teachers have a privileged power and students were marginalized by their power in my field. I came to reach in the point that proper advocacy is needed to empower them so that they can get justice. As a critical

ethnographer, it is to be studied ruling groups and their ideologies, and various oppressed people and it needs to proper advocacy for oppressed groups and makes strong knowledge (Foley & Valenzuela, 2005).

Critical ethnography is the study of shared patterns of marginalized group with the aim of advocacy about the issue of power and authority (Creswell, 2012). So I connected this research with social issues of power, empowerment, inequality, inequity, dominance, repression, hegemony, and victimization. I actively participated, negotiated and made collaboration with the participants to make knowledge (Creswell, 2012; Foley & Valenzuela, 2005). I often reflected my field experiences to make this research rich.

Getting into the Field

I selected a classroom, i.e. grade nine, on the basis of suggestion given by the school teachers of my field school. When I entered into my field school, I met head teacher, assistance head teacher and other teachers and said my research topic, objectives, purpose, area of interest and importance of research. I requested them to indicate the name of their students who were suffering from so called anarchist behavior, misbehavior, and discipline less, immoral, devilment, negative attitude and tension. They were unable to say the name of such type of students. During this discussion time, they said me that I could not do anything as I said. But they informed me that most of the anarchist students were found in section C of grade nine and they advised me to do research in that classroom. The reason why I asked for such students was that I needed such classroom and such students who were the matters of tension for the school system and the teachers. I liked their suggestion and promised them that I would study minutely their behavior that would be fruitful to school as well.

Then, I indirectly observed this prescribed classroom and students from the passage for three days. I became satisfied because I found the students whom I was looking for. I found rough classroom activities. I saw their classroom as crowded, over aged and promoted students there. Other classrooms were peaceful but it was quarrelsome. I thought that this classroom would fulfill my thirst of research. Then, I made a plan for ethnographic study in the classroom.

After the observation of classroom and students' behavior, I made a decision to be a volunteer teacher for grasping information. Doing so, I got permission from head teacher and subject teacher and as a social teacher I started to engage in the same classroom. The head teacher and the subject teacher introduced me to their students and told them he would teach them for some days. I observed all their behavior and classified culture in the classroom. Gradually I became an intimate friend and teacher as well. I almost spent my all times with them at the classroom, canteen, play ground, games and their home too. At the evening time, I everyday noted down all the activities that I saw in the school.

Reasons for Choosing the Field

There are some reasons for selecting the area and the school. The most important thing is that this school was the leader school of that area, where the student enrollment was very high in relation to others. The school was located near my inhabitant area, where it was easier to go regularly to collect information. The school area had dense population with more diversification and plurality in terms of caste, race, ethnicity, class, religion, education and language. Another important thing is that this area was convenient for me in terms of time, money and labor. This area was familiar to me. Teachers,

students and School Management Committee (SMC) members believed me due to my regular contact, friendship and social responsibility. So, I felt easier for rapport building which had saved my time for the data collection process.

Study Group

I chose a school (name changed as School A) of Morang district. The selection of the same school was depended on my convenience to get frequent information and easier to build rapport among the students and the teachers. Likewise, I selected a classroom on the basis of advice given by the head teacher, assistance head teacher, and teachers, and my few days observation to fulfill my research objectives. For the collection of data concerning the issue, I did not select any sample but observed these situation and those students and teachers who were involved in conflicting situation and interviewed informally with them.

Information was generated from the secondary level students of grade nine C-section, who were categorized under the late puberty and adolescent age group. Generally, this level of students are characterized as creative age, conflicting age, freely expressing age, competitive age, problematic age, ambitious age and gang age (Hurlock, 2002). I considered that this age group is fertile period for conflict.

The method of selecting the students and teachers to be studied was primarily based on purposeful sampling. Because of quality research, purposeful sampling allowed me to select those participants who provided the richest information, interested for information and those who manifested the characteristics of most interest to the research and researcher (Best & Kahn, 2006). Therefore, the focus for selection was given for

those students and teachers who were interested to provide real and regular information in the concerned issue.

During my field work, I observed all the students of a classroom who were altogether 77 students in C section. I selected only five cases of conflict of that section which I saw during my field work. Out of 77 students, I selected four girls and nine boys who were related to the observed conflict of the classroom. Like this, I conducted informal interview or talks with three teachers who were the subject teachers of that classroom. Furthermore, I interviewed with the head teacher concerning with the conflict management issue.

Sources of Data

I obtained primary data from those students and teachers or other concerned persons who were directly connected with conflict and conflicting situation. Such data was obtained through intensive observation and informal talks. Similarly different books, journals, magazines, newspapers, reports, researches, online documents, e-books, etc. were used as secondary sources in the process of study, which are listed in the reference section of this research report.

Document Study

Prior to conduct this research, I studied some documents which were associated with conflict. I studied philosophies, sociological theories, empirical research reports, research books, policies documents, journal articles, educational reports and conflict related documents. All these documents helped me to generate the ideas. Studied research documents helped me to construct research design and showed to sketch the qualitative research. Philosophical and theoretical documents helped me to understand about how

people see social structure and power and how social structure and power function in the society. Conflict related documents helped me to understand the essence of conflict. Like this, journal articles showed me the direction and situation of views regarding the issue.

Information Collection Techniques and Tools

In order to study of classroom conflict, I needed relevant information. I needed some incidents which were directly associated with conflict. I was very difficult to get such information and incidents. I was also very difficult to dig out the root cause of such incidents and quarrelsome situation which were often buried inside human mind. Amidst this difficulty, I applied following techniques and used instruments in my research.

Observation. As an ethnographer, I used participant observation method for gathering information. I observed all the activities of students and teachers related to conflict issue. For this, I totally spent almost time with them as a volunteer teacher in the school time. I enjoyed almost time with the students and observed directly and indirectly. I became familiar with those students and teachers who were connected with the conflict. For this, I observed the situation through emic perspective. This perspective is the heart of most ethnographers because it watches and accepts multiple realities of the insiders or native or original inhabitants and their perception is very strong to understand and to describe the reality (Fetterman, 2010). I was aware of that observation, participant observation, conversation technique in a natural setting and listening together with the participants can capture the real life situation and most of the educational and social researches emphasize on insider observation and participation in social action to facilitate the collection of primary data at first hand (Pole & Morrison, 2003). I also knew that it goes in the deeper level in a culture where the ethnographer lives and works together in

the community for the specific time period learning the language, culture and seeing patterns of behavior. It also helped me to internalize the basic beliefs, fears, hopes, and expectations of the people under study. This process seemed unsystematic in the beginning and it was somewhat uncontrolled and haphazard. However, even in the early stages of fieldwork, I sought experiences and events as they come to my attention (Fetterman, 2010). I applied such approach as Angrosino (2005) mentioned that membership and interactive approach is sufficient to gather information where the researcher considers participants as collaborators deeply involves in their lives and activities and create harmonization among them.

Informal conversation/interview. When I saw conflicting situation with the person either with the students and the teachers, I kept them in my mind for interview or informal discussion with them. The reason was that I did not want to lose the real and natural data that can be missed through formal interview because of artificial environment seen in such interview (Elliott, 2005). In the qualitative research, I considered that the interviewing is not merely neutral asking questions and getting answers but it is a process of creating collaborative efforts to the problem (Frey & Fontana, 2005). So I followed informal, nondirective, much unstructured, exploratory, collaborative and postmodernist oral form in a friendly and cooperative environment as advised by Fontana and Frey (2005). For this, I engaged in informal conversation with the students and the teachers without disturbing natural setting. It was more time consuming nature. I did not prepare any questions in a written form before interviewing but immediately asked or discussed or explored the subject matter related to issue with a full of curious gesture and posture believing that real or grounded data can be found in

the full freedom environment (Hancock, Ockleford, & Windridge, 2009). However I made a note of questions and the probing questions that I asked with my informants.

Discussion. After gathering information from students and classroom, I discussed with the teachers and head teacher every day. For this, I mostly used school starting time, prayer time, Tiffin time and ending time of the school for discussion regarding conflict that were seen in the classroom. I frequent met the class teachers and discussed with them about the behavior of the observed students, causes of student conflict, technique to minimize it, practices of minimization and noted down what they said and their perception towards classroom conflict.

Field note. In order to record data or information regarding the issue, I used an observational note about what I observed and listened as it was mentioned by Strauss and Corbin (1998) and Hughes (2002). Every day events or activities done by the participants were noted down in the off hour in my diary, i.e. my field note. Similarly I noted down all the responses or sayings or talks of participants concerning the issue of conflict. Every day diary or note (Willing, 2013) was made in this process. I noted observational events, experiences of the participants and all information getting from informal talks (Hughes, 2002) in my diary without missing anything of the selected cases. Some critical or sensitive information were not noted there in the spot but which were noted in my house on the basis of remembrance.

Transcribing. After the collection of information, I transcribed these information in the full of text in Nepali language. I showed these texts to my participants, who gave me information I did so for maintaining research ethics. I got permission from my participants for writing the research report by including field notes. Furthermore I

translated these texts into English language. It is a way of transformation of one mode of oral discourse to the narrative mode or written form (Fusco, 2008). My information notes were in the random form and I made it in a readable form. I picked up the major points of feelings, perceptions, attitude and behavior of participants from the information collection process and highlighted them in the notes (White, 2007) and I transcribed them in a understandable language.

Coding. The coding of the data in terms of categories provides an important infrastructure for understanding the essence of the field. It can also play an active role in the process of finding the real nature of field. It reflects the complexity of the field (Hammersley & Atkinson, 2007). I noted down all the information using the verities of signs, symbols and main points of the participants' sayings in my diary. It made me easier to make transcriptions. From my diary, I modified the coded information into the readable and understandable language.

Thematization. After collecting relevant information, I made different themes to make easier for analysis and interpretation. Tematization is the process of making different headings and subheadings concerning with research questions which is known as the potential analytic categories (Bernard, 2006). Theme is the specific pattern of meaning found from observation and interview and it captures something important about information which is associated with research question. It is a pattern of response and meaning of data set (Willing, 2013). I classified all information into the category or theme in order to make easier analysis and interpretation on the basis of issue.

Information Collection Procedure

Preparation. I felt that it was very difficult to dig out the information. To make it easier I indirectly observed the classroom, students' activities and school environment, and teachers' activities for few days. I asked the teachers about matters of most conflict. I noted most frequent conflict among the students and between the students and teachers occurred in the school. Then, I asked my queries with head teacher about my research matter. I noted all situations that I saw there in the classroom, school staff, and feedbacks and made preparation to collect information. I made a decision to enjoy all school times with the students in the classroom and their group as well.

Rapport building. In ethnographic study, culture, habit, choices, behavior, desires and feelings cannot be studied without building rapport. For this, it is necessary to create the situation of kinship, acceptance, sympathy, empathy, friendship and respect to participants (Clifford, 2003). I also wished that the informants, provide favorable impression, keep honesty, say nothing wrong and everything fine, listen more and speak less, accept the values of my participants (Saldana, 2011). By understanding this fact, I made intimacy with them as being a volunteer teacher of social studies and economics in their classroom. Additionally, I promised them that I would essential help in other subjects as well. I participated in their informal talks and jocks as well. I often enjoyed in their group activities, Tiffin, tea party, habits for chewing tobacco, drinking smoke, chewed *Gudkha* (made from mixing of betel nut, narcotic vegetable and tobacco) and engaged even carom board. I often reached their houses who were often engaged in conflicting activities. I went together with them in going school and returning back to the

house. I inspired and respected them in each their activities. I felt some difficulties for doing so. But by this process, I built rapport with the participants during research.

Trustworthiness and Authenticity

In qualitative research creating trustworthiness and authenticity are challenging matters. But frequently checked accuracy of findings by applying certain procedures to create validity, reliability and consistency with other different researches and their research project's documents (Creswell, 2009). For making reliability, I was aware to produce trustworthy document during the collection, presentation, analysis and interpretation of information by seeing a pattern of thought and behavior of participants (Fatterman, 2010). I frequently checked 'day to day information' (Patton, 2002, P. 261) and immediately noted in my diary. There was no long interval or gap between the information that I collected there from the field. Field realities were captured through intensive and regular observation in the naturalistic setting and emic or covert perspective (Geertz, 2003; Lincoln & Guba, 2003; Lloyd, 2007). In addition to this, I created validity in my research by doing following procedures:

Triangulation. Triangulation is a method of validation of qualitative research. It is an alternative to validation of tools and information. Triangulation reflects an attempt to secure an in-depth understanding of the phenomenon or the nature of the problem (Denzin & Lincoln, 2005). It is a data checking process where one set of data sources are checked by collecting data from others. It means triangulation involves the comparison of data relating to the same phenomenon but deriving from different phases of fieldwork and examining obtained evidences from difference sources of the same environment (Hammersley & Atkinson, 2007). Here in this research, data that obtained from

observation were triangulated with the data that came from informal talks (Creswell 2009). I often verified the obtained data from student side with the data obtained from teacher side for making it a validation. In each step, I validated source of data through checking one source of data against another source (Fatterman, 2010). By this process, I made an authentic representation of happenings (Shimahara, 2005) in the fieldwork during my research period.

Member checking. Member checking is another method of creating validity in qualitative research. It helped me to triangulate the data. I knew that it is a process of insuring the truth of data through checking the information from informants again and again (Creswell, 2009). So I presented my preliminary draft or noted information obtained from observation and informal talks to the persons who provided me conflict related information and requested for correction and comment if there were correctional matters (Stake, 2010). For doing so, after the preparation of preliminary draft and showing it to the specific participants, I asked them – are the fact right? Is there any error in the draft? Do you have any comments? Do you need any reform the draft? The participants gave me small level of feedback to correct my preliminary draft. This process helped me to correct the errors. Another thing is that member checking is also associated with peer checking (Lyons & Doueck, 2010) for which I asked my two colleagues to check the document and provide feedback.

Ethical Considerations

In the qualitative research of social science, I as a researcher has to create the environment of autonomy for the participants, remove psychological coercion, promote voluntary involvement, maintain privacy and confidentiality, protect and respect the

identity of the people, and make accuracy and meaningful information, and not to misinterpret the values and information of the people (Christians, 2005). These are the code of conducts which were followed by me during my research period. In this process I considered my participants as the autonomous agents, convinced them as benefice of my study in teaching learning activities and said my purpose of the study (Vanderstoep & Johnston, 2009). I never showed the power in terms of age, knowledge, status, locality, communality and the like because power blocks the possible information to come (Street, 2004). Any type of compulsion, tension, influence and force were not used for the participants during the field work. I avoided harms, respected well beings, reciprocated with participants, disclosed the purpose and findings to them, saved their security, dignity and self-worth, provided freedom to speak, and maintained their privacy (Yin, 2011). The data/information was taken from the natural setting. Special focus and considerations were given for building rapport and maintaining privacy. More informal type of discussion and interview was held for maintaining the code of conduct and reaching the depth of the study. For this, I was very careful for narrowing the distance between me and participants through establishing a harmonious relationship among them. I thought that conflict is the critical issue and therefore I did not mention the name of the school and my participants for ethical consideration.

Analysis and Interpretation Procedure

The study was conducted on the basis of primary and secondary data which was triangulated through the different ways for securing their validity and reliability. Genuine information was presented in a free standing block. Information was formed in different themes. The formation of themes was based on the information or the story presented in

each episode. In this process, I presented background of the case, case presented in the episode, analysis, theoretical literatures, interpretation on the basis of information and studied literature and conclusion respectively. The collected data was analyzed in the critical way and the interpretation was done in a theoretical way. The analysis and interpretation were also linked with my experiences as a teacher and a researcher, and also with the grounded theories that were evolved during data collection.



CHAPTER IV

Nature and Causes of Classroom Conflict

This chapter brings the causes to answer of my research questions. In this process, I presented the cases in the episode with the free standing blocks. Before presenting the block, I presented background of the case which I found in my field. Then, I analyzed the case and studied related literatures. After that I interpreted the information of the case on the basis of literatures my field experience. I drew conclusion of each case. Doing so, I studied nature and causes of the classroom conflict in this chapter.

Background of the Case

The research field was my well known area where I knew all teachers, management committee members and almost students too. The school was located in the deep area and school ground could be seen from the upper area of highway side. In the first day of my research, I reached targeted school about 9.00 AM and watched from the upper side of the place. The school starting bell was rung at the regular time. I watched the entire situation for a while. Different groups of student having three or four members in a group were entering into the school field lately about ten or twenty minutes late. I saw that teachers were entering into the target classroom about five or ten minutes late. The head teacher was moving hither and thither in the school ground holding a water supply pipe. He often beat those students who came lately. After a while I entered into the school ground and greeted him formally and showed my formality. He had still the same pipe in his hand and found him some aggression with the teachers and students who were coming lately. At the same time about 10:45 AM, a madam just came from her home but it was very late for her first bell duty. The head teacher expressed his

aggression on her late attendance and ordered for duty. It was very hot season and she was full of sweat, tension and hurried. Just now, he pleased me for taking seat and he hurriedly went outside the office. I was watching him and he came again with some little children who were in quarrelsome position. He managed their quarrel by threatening them. After second bell of the school, he gradually became cool down.

Then I handed over a request letter written by my M. Phil. Program for helping me in my research activities. I informed him about my research area, interest, objectives and my plan for research. He allowed me to do research in his school and said me to discuss with his teacher staff for my purpose. I promised him that I would not disturb or manipulate the school environment rather I helped him, his teachers and school activities. He again welcomed me to complete my task with some expectations of help and for sharing new ideas to reform the existing situation of school environment. Then I met all the teachers individually and collectively for my help and ideas. I informed them about my purpose, research topic, research problem, essence of subject matter and nature of the study, they advised me to do my research in grade Nine Section – C. I desired to know the causes for prescribing me that grade and section. They informed me about the nature, situation, size and academic position of that grade. A teacher negatively started to compare the students of that grade with the clique of gangster, terrorist, anarchists and the like. Other agreed with him. Ironically another teacher said that I would take taste of the students of that grade. I replied that I needed such grade and students and acknowledged them for valuable suggestions.

After the interval time, I indirectly visited the periphery of the targeted classroom. I observed the classroom situation from outside area. A madam was teaching population

and environment education with some noisy environment. She was applying lecture method and most of the students were talking out of the related subject matter. After 4 PM, I returned my home together with some of the students of the same grade and another grade too. We talked together about their school environment. I tried to get information about their classroom activities and teaching learning activities. They disliked their classroom activities because of the misbehavior of their friends and approaches of teacher to their grade and section. They expressed their grievances for belonging of that section. I proposed them for making our school journey togetherness. They easily accepted my proposal or request because they were my villagers.

Next day, I requested head teacher and the subject teacher for the arrangement of routine for me. Then I got approval as a volunteer teacher of social studies and optional economics. I joined the volunteer duty in that grade and section. Similarly I got permission to seat in the classroom in another time periods. Due to this process of observation I got different types of conflict in the classroom.

Some Cases of the Classroom Conflict

In classroom, I found different forms of conflicts. The first conflict was related to the wearing school dress and codes. The head teacher and two female students was the centre of this case. The second conflict was related to the students and subject teacher in which disciplinary issue in the pedagogical process was the centre of conflict. The third conflict was concerned with love and hate between male and female student. The fourth conflict was associated with the color and caste of a male student. Final conflict was related to absenteeism and class bunk of the students. All these conflict cases are presented here.

Conflict 1: Conflict with the Head Teacher for Dress Code

One day, the head teacher started to check the students' uniform dress in the prayer line. After finishing the prayer, all students entered into their own classroom. Teachers were attending to their classes carrying students' register book in their hands. I was also rambling near my field classroom. It was about 10:25 AM. At the same time, two female students named as Asma and Sarita (pseudo name) of that class came from their home to take their regular class. They were late and missed their prayer. When they were ready to enter into their classroom, the head teacher suddenly reached there with holding a water supply pipe in his hand moving it up and down; and with some aggressive mood. He pulled them out about five or six feet back from the door of their classroom where they were standing and requesting their class teacher to enter into their classroom but the class teacher was delaying to give permission because he was busy to roll call in the classroom. I was observing this incident from a little distance. Asma and Sarita were rebuked and beaten in the name of violating school rule and regulations. I presented this case in the following subtopics:

We have no other frocks. There were some rule and regulations made by the school authority, which are to be followed by the students in the school. These rule and regulations were associated with classroom discipline, entry time in the school or in the classroom and exist time from the school and classroom, school uniform dress, student habit, prayer system, classroom attendance system, student behavior and the like. I got evidence regarding this issue which was obtained from my observation that is presented here.

Episode 3. Two Girls were Beaten

Once a time, two girls named as Asma and Sarita of that section were beaten by the head teacher with a water supply plastic pipe in front of their class. I saw this incident from a little distance but he did not see me. The matter of beating was size and position of school uniform dress. The wearing frocks (skirts) were up to their knees and one could see their thigh; and their wearing shirts were ironed like a spider net. Upper two buttons of their shirts were opened. He asked them why they were in this position. They did not any respond and the head teacher started to beat again. He ordered to wear another long frock and use upper buttons from next day. He further told them to follow rule and regulations strictly. But they saw the head teacher angrily and replied in fear and low voice that they did not have another one.

In regards to the regular discipline maintenance of the school, the head teacher used the water pipe to beat the student in which two students were seen the participants of the particular event. The school administration needed to apply all the values strictly over the students but some of the students disliked and they tried to ignore these values.

It was seen that there were two parties where two ladies were victim of head teacher and he tried to maintain status quo through threatening way. But they opposed by saying - no additional frocks.

Unethical dressing fashion. After observing this event, I did informal talks with the head teacher regarding this issue. On my query of such penalty and mini skirt case, he said;

Episode 4. Social Pressure and Erotic Feeling

I become worried ongoing fashion system followed by teenagers. In this regards, female students are more than that of male. Our education regulation has mentioned some codes of conduct but our students do not follow these conducts strictly. I have been facing social pressure for controlling such fashion system used by both male and female students in the school time. Most of the parents complain me to correct the romantic fashion it the school. Another most important thing is that hippy fashion of female students creates erotic feeling among the male students even in the lower classes. This tendency is going to transform to the lower level of the school classes. So, one of my obligatory duty is to control over such unethical dressing fashion.

In this regards, the head teacher was very sad for being a new hippy fashion in the school time. He felt that it was his duty for creating peace and order through applying codes of conduct mentioned in the educational regulation. He did it due to the social compulsion. He claimed that females were faster than that of male in this regards. He was serious about that this fashion would be transmitted to the lower classes and they would do so. In the above mentioned on episode 3, the girls were beaten for protecting the children of lower school classes from such “unethical dress up”.

We need freedom and attraction. After keeping the points of head teacher in my mind, I reached to those beaten girls after some days. I separated them from other groups due to the ethical consideration of research. I curiously requested them to say me about the reason for beating by head teacher that day. Their sayings were in Nepali

language and here I present their sayings in translated form of English language. They said without any hesitation and their sayings in this regards were;

Episode 5. Arguments of the Two Girls

Asma: We have been beaten frequently in this case. The school administration unnecessarily creates tension in this regards. This frock was too long before some months but my colleagues insulted me by using it long. Then, I bend this frock from button side about six inches and make it shorter. It's a modern age and it has been changing now but our teachers are running on conventional track. Boarding schools have given permission to use it up to the knees. This type of dress up is feasible to me and therefore I do not agree with our head teacher in this regards.

Sarita: I feel that using dress up is nothing but study is major. Who like only dry rice without curry and pickle? Attractive dress up is similar to curry and pickle which provide taste in the life. I agree with Asma. No need to prohibit in this regards. Modern youths need freedom and attraction.

It was contradiction with arguments given by head teacher. Through this interview, it was found that dressing fashion was not a serious matter. They felt that school created tension over them in the name of using uniform dress. They were in similar interest and opposition to school's regulation in the case of unethical dress up. They blamed school administration as conventional mentality. They are not interested to be a back in their choice.

Again I consulted another teachers and similar type of other female students for triangulating my information whether it was valid or not. I separately met English teacher and Population and environmental science teacher. In this regards, I found that they were

strongly agreed with the head teacher and they said that such students either male or female were vagabond who were out of control even by their parents too. They further said that their teaching learning activities became degraded due to the enrollment of such students in the classroom and to be restricted them to enroll. Let I turned to the students of my targeted classroom. There were other students liked beaten girls in that classroom. I put my curiosity on them regarding the issue. I found that they were directly and indirectly agree with those girls who were beaten before some days but they also complained that they are restricted to do so because of school system. I frequently triangulated and checked this issue to the different pupils for some days.

I often thought that beating students and using “unethical dress” were not serious problem, and it was a normal in the school. But, when I saw this incident, and response of the head teacher and two girls, I felt it is a challenging issue to me and I return to the different theories. According to structuralism, David and Moore (1945 as cited in Ritzer, 2000) said that society is tied up in the certain structure and there exists stratification which maintains the social system. There are some positions in the society, where high ranking position owned by power, prestige and money is more important to the survival of the society that requires the greatest ability and talent. In the case of beaten girls, the head teacher felt that he was responsible and in high ranked position to maintain the structure. He felt that the students were supposed to tie up them in the regulatory structure of the school. He owned the legitimate power which was used over the two girls to maintain school codes. He was influenced by such concept of structuralism and created the situation of stratification. Similarly Talcott Parsons said that there are four functional imperatives which are AGIL called Adaptation, Goal attainment, Integration and

Latency, through which the higher level control system controls those who are below them (Ritzer, 2000). In this case, to make the girls obliged in the school codes was the goal of the head teacher in order to make similarity of integration of all students in the school. To do so, he was controlling those who were below position to him. He was using beating strategy to attain his goal. Likewise, Durkheim (1893 as cited in Giddens & Sutton, 2010) mentioned that there exists mechanical and organic solidarity in the society. Mechanical solidarity operates in the primitive age where society operates in the value consensus. But modern society is operated by organic solidarity where there exists solidarity between the differences. In organic solidarity, the individuals must follow legal provisions to maintain social order rather than individual freedom. In the above case, the students were supposed to wear the predetermined size and shape of the school dress which the structure had already determined and the head teacher was the authoritative representative of the structure for maintaining the social order.

To Michel Foucault (1961), power produces knowledge and ultimately it is transformed into truth. There is close relationship between power-knowledge-truth. This composition is in circulation in the society. It plays a vital role to operate the society (Doshi, 2003). The head teacher had owned the power because he was the head of the organization. To maintain discipline, rule and regulation was the knowledge to him and that was his truth. It was believed that he had knowledge about the operational system of the school. Everybody was supposed to follow this truth. I linked this incident with the Foucault's power system where the head teacher used his power over the students to maintain the truth with the help of administrative knowledge. Furthermore, power works through discourse to shape popular attitudes. Expert discourses are established by those

with power and authority. This expert can be used as a powerful tool to restrict the alternative ways of thinking and speaking where knowledge becomes a force to control; and power and knowledge are linked to technologies of surveillance, enforcement and discipline (Giddens & Sutton, 2010). In the above case, the size and shape of the wearing dress was the discourse for both the head teacher and the female students. Not to wear the frock over the knees and not to open the buttons near the breast were the discourses to head teacher and opposition of the school rules regarding the use of dress was the discourse of the students. He was the expert in this case and used his power to maintain discipline. In regards to sexuality, Foucault believes that sex is the truth of life and no can control over the feeling of sexuality rather it should be open (Doshi, 2003). Due to the influence of this concept, Asma and Sarita intended to open their up-buttons of the shirt and used knee-up frock but the head teacher did not understand their needs because of his authoritative power.

Likewise, to Jacques Derrida (1978), society is disorder and unstable where the social system is going on changing. The concept of logocentrism always disturbs to change the society. To break the situation of disturbance, there needs to apply deconstruction of such logocentrism, which involves the decomposition of unities to see the hidden differences. Deconstruction implies the meanings of meaning. The things do not have a single meaning, rather it has multiple meanings. There is fragmentation, discontinuity and plurality in meaning. For doing this, we need to decentre the centre. He said that meanings and truths are relative which depends on context. These factors are determined by the social, cultural and historical conditions (Doshi, 2003; Ritzer, 2000). Here, Asma and Sarita tried to deconstruct logocentric dress up rules determined by the

school structure. The centre value was what the head teacher said and decentre was what they needed. They saw beauty and attraction on their dress up but the school considered their dress up as the violence against the structure. The meaning of students' dress up was interpreted as an unethical matter by the head teacher whereas they understood it differently.

As seeing these theories, episode 3 and episode 4 as mentioned above, the head teacher tried to maintain the structure guided by foundationalism. He had an authority which was given by management system and used power to maintain the status quo. He was claiming that he was compelled to do his obligatory duty by social pressure and policy provision. For this, he was holding higher ranking position and tried to create social solidarity through maintaining discipline. He used power, knowledge and truth simultaneously. Again, seeing episode 5 and poststructuralist theories, the girls started to deconstruct the logocentrism of so called unethical dress up and tried to establish a new culture. The reality for girls is totally different which is contrary to the belief of head teacher. The head teacher tried to establish truth through the utilization of power. In case of sexuality, girls were guided by Foucaultian theory. It was clearly seen that the head teacher was holding the baggage of functionalist structuralism and two girls were by post structuralism and behaved accordingly. As a result, there took place value conflict even in the members of an organization. It occurred due to the application of values where leader imposed the laden value over the subordinates and they became disagree with the laden value.

By the observation, analysis and interpretation of the result, I come to the understanding that there are multiple realities which depends upon time, context, age and

responsibility. It is subjective in nature. In the beginning, I thought that such behavior between the teachers and students in a school was normal and it was simple. But when I saw the event, listened to their arguments and studied some theoretical perspectives, I can say that the truth is grounded in the locality and it comes out through freedom. As per the codes of conduct, it is ignored when made without the participation of concerned ground level people.

Conflict 2: Conflict with the Disciplinary Issue

I saw another conflict which was associated with pedagogical process. Once a day, I was talking with the subject teachers of that class in the school office. Suddenly a hoard of male students of that class came in front of the office near door with noisy sound and there was a subject teacher (no name of teacher and subject because of maintaining privacy) in the centre of the hoard. They all were aggressive in gesture and even the teacher was too. Nobody could understand what they said. The head teacher was absent that day. The assistance head teacher started to handle the case and I also listened curiously. The subject aggressively said that he would not go in that classroom till the problem was unsolved. From the hoard of students, somebody told that they did not take class from that teacher. I felt that was serious and started to note down from the corner of the door. The assistance head teacher and other teachers cooled down them and asked about the event. One shorter male student said that he was extremely dominated through abuses by the teacher and at the same time the teacher complained that his collars were caught by that student and other students supported this misbehavior. All students clapped when the shorter student spoke and noised when the teacher spoke. This incident

happened at fifth bell about 2:30 PM after the Tiffin time. After that time, the classes were disturbed due to this incident.

Next day, discussion was held in the school office in the presence of three male and one female student and concerned teacher and other teacher representatives that was coordinated by the head teacher. I sat at a little distance and did not speak anything but listened only. Any conclusion could not find in the discussion. The concerned teacher demanded for the rustication or boycott of that shorter boy from the school and otherwise he did not go to that class for taking class. He announced that it was his final decision. One of the student representatives claimed that they would not read with this teacher because he always ignored their prestige and dignity. Then the problem became more complicated. Other classes were regularly started except that class at that day. That class was also started from the third day of incident. But the concerned teacher did not attain in that class about a week. These students had put their demands as follows:

We need change and respect. Gradually, I entered into the case by keeping relationship with those students who were involved into the incident and also with the teacher/s. I regularly watched and conducted informal talks with them. I enjoyed with the case about two weeks. I frequently met them in their home, street, canteen, school and classroom and even in their playing places. I specially focused on those students who were related with this case. They were B, C, D, E and F (I could not mention their real name due to the research ethics). I talked with them separately, collectively, regularly as well as irregularly. From long informal talks, I got some information which was in Nepali language but here I kept it with consolidation in translated form of English language.

Episode 6. Need Melodious Classes with Pop-songs

Actually, we did not like this Z- teacher (pseudo name) because of his behavior. We were dominated by that teacher. We were often named with degrading words by him. We sat on the one bench behind the class in his period. In the beginning day, we did homework but he disliked our homework by saying – you were supposed to be admitted in the lower grades. He often told us that they were very rough in behavior. We felt losing our dignity. Other teachers also rebuked us but we did not oppose them rather we respected. They did not pinch us as he did. He did not like our talks, behavior, and dress up, laugh, gesture and posture. We had given his title name as T (I could not present here the real given name by them). Another most important thing was that we did not like his teaching style. We disliked dictation type class. Therefore we often bunked off that class. We liked to play carom board during this period. We needed the extra type of class which was full of melodious with pop songs in all subjects. If it was, we never bunked off our class rather we helped the school. Another thing was that our head teacher never asked us about game or extracurricular activities. We were interested to play cricket, football, volleyball, music or the like. When we requested him for its management, he simply answered to be a laborious for hard study. He often ignored our proposal. But in reality, we needed change and our respect.

It was the gist of information tabulated from the students' sayings and given by five male students who were looked like players and physically stronger. They were directly associated with that incident as I mentioned above. From the given information, I found that the behavior towards these students was rough and unmatched. Domination

over the group was found there. I found the biasness of the teacher on them which affected their dignity negatively. They held aggressive attitude over the teacher and even over the school administrator. It was found that they felt pressure and then started to make group in their support. Another thing was that pedagogical process was inappropriate to them and likely to change its process. They needed extracurricular activities rather than bookish knowledge.

Out of control and tracked out. Then I returned to the Z-teacher for informal inquiry regarding the issue. Keeping the information of student in my mind, I carefully took informal interview in his house. I went to his house as a guest because he was my intimate friend and classmate too. His wife was the daughter of my close neighbor. Due to these reasons, it was easy to be a guest for me. Instead of this, I frequently talked him in different places regarding this case. He provided me tons of information but I represented here the gist of information in a summarized form. The gist was:

Episode 7. Pictures of Tattoo on Their Arms

They did not have any interest to study and classroom activities. I thought that they came for time pass. My aim was not more than reform them. As a teacher, I clearly understood my duty and I was free from biasness. If I enabled to control them in the primary stage, they would make their career through attaining educational achievement. But they became out of track. The shorter man was so dangerous and rough in behavior. Others were not so harmful than that of shorter one. But he motivated others to do so. I did strictly for their study and homework. They did not like it. You could look on their arms and neck; you would find the pictures of dragon called tat-too. You could see there that they had long hair and

ornaments on their necks and ears. As per the teaching methodology, we could not apply such technique as they said because it was secondary level education. I thought that the school should not enroll such type of students through applying entrance examination system in the entry gate. Our school administration was very weak in this regards. This could be controlled through our united task but nobody took any interest to bear this risk. If not, other students would be out of control.

I saw that there was an interest conflict between the parties. The interest of the teacher did not match with the interest of his students. The teacher aimed to bring them in a track through pressure and at the same time the students did not like to bear his pressure. They had made their own group to oppose the pressure. Their interest was to change the existing situation in the system. The teacher looked forward only for improving bookish knowledge through the traditional ways. But they did not like this. He was unwilling to accept the change but they were willing to change the structure. Therefore, I saw that there was interest base intergroup conflict in this case.

For triangulating the data, I went to the same classroom where the conflicted students studied. I checked their gist of the interview with their other classmates. For this, I had taken the regular class activities and at the end of my class I asked them what about their thoughts towards the thoughts of their friends regarding the issue. This was done for some days in the absence of the members of the interviewee group. I found that few ladies and some talent students of that classroom did not agree but rest of the students more or less agreed with thought of interviewee group. Again I went to the head teacher and other teachers for triangulating data. They did not totally agree with the thought of

the interviewee teacher and the interviewee students. Some teachers said - we should reform according to the changing age but change should be tolerable. A teacher said – a peewit bird never stops falling sky. Another said- He is little more, than a normal one. But the head teacher totally agreed with interviewee teacher in the academic issue. I found that he was totally negative with students' fashions such as dress up, long and stylistic hair, tat-too, using cell phone, and using lengthy ornaments, ladies make up and the like. He interested to stop it in the school. But in the case of teacher behavior towards the students especially in the school, he agreed with the interviewee group of the students. He did not accept regular outdoor game activities because of the chance of being degraded academic achievements.

In order to understand the case above, I turned to the literatures and the theoretical perspectives. As I found the school has the power which is used on its stakeholders. This creates confrontation between the power group and powerless group. The school and the teachers consider that power is to be used over the group and society as a means of maintaining peace and order. But they often forget the fact that the school is the organization of educating for democratic living. Therefore, confrontation is inevitable in the absence of using and practicing positive democratic power in the school (Cook & Cook, 2008). According to Highet (2008) most children dislike those teachers who are holding fixed mind. Teaching for them is the art where the teacher should like pupils and enjoy with them. As a teacher, s/he should update in knowledge, methods, appearance, friendship, socialization, help and extra activities. If the teachers are humor, pupils like more and get satisfaction. Due to the lack of good practice of democracy in the school, unhealthy competition between the teacher and the students was seen in the above case.

The teacher dominated the students and the students confronted against him (Cook & Cook, 2008). Here the teacher held rigidity and fixed mind towards the students' behavior but they needed (Hight, 2008) to change the behavior, melodious pop-song teaching style and fashion too.

But the traditional teacher like him thinks that learning takes place in the classroom especially from books and classroom activities. But it happens either from text, or from school or from society or media or elsewhere. So the teachers are expected to have the courage and skill to organize them effectively so that they can feel that they are there (Dymoke, 2008). In the classroom especially in the large class size, the teacher usually bears unexpected challenges from the varieties of students. In such a situation, the teacher needs to create relaxing environment for behavior management. In behavior management, the teacher needs to manage his/her behavior so that students' behavior can be managed in an easy way (Wood, 2008). The reason is that the students often come with considerable baggage and they are a diverse group. This diversity invites the high level of challenges and social and educational risk. These challenges and risks are to be managed by the teachers being polite and dynamics (Hargrove & Prasad, 2010). In this situation, no teacher can underestimate his/her pupils rather he/she has to play the role of tips maker, mediator, collaborator, advocator and social leader (Rudduck & Flutter, 2009). Delors (1996) has proposed four pillars of education which are: learning to be, learning to learn, learning to do and learning to live together. These pillars suggest that school should apply the policy of participatory teaching learning strategies to ensure education for all types of learners (Hallak, 2003). The teachers were unable to create the feeling of ownership to the class. The weak behavior management led to create

confrontation in the above incident because the teachers' behaviors were disliked and they expected democratic behavior. They intended to engage in collaboration with the teachers and needed facilitation and advocacy. But the situation was just opposite and they became aggressive to the teachers. The teachers focused on only the one pillar of education but they need four pillars. This tendency motivated to make flatter gap between the teacher and the students.

Considering the event, when I turned to sociological theories, I found Marxist alienation. To Marx, alienation is the commonplace in the society and dominates every institutional sphere. The person is alienated from the object which s/he produces, from the process and even from the community. S/he produces more and s/he gets less, which creates the devaluation of her/ him. By operating this process, s/he becomes external factor and exists outside him/her. When one aliens to him/her, then s/he becomes a power on its own and confronts to another. Finally, there exists two hostile powers in the system and conflict occurs (Abraham, 2009). From the above incident, it was found that the teacher alienated every day those students who were alter to them. He rebuked, tortured, neglected and dominated them in the name of lack of attention to the classroom teaching learning activities. He showed power and also made power centre against the teachers' power to protect them from the harms. Another perspective of Marxism is that the ruling class i.e. a minority class always holds the resources through owns power and controls over the masses. The ruling class power is considered as legitimate power and started it to use over the subordinates. By this process, there creates a gap between super ordinates and subordinates, and finally emerges two power groups. As a result, conflict takes place in the society (Haralambos & Heald, 2010). Due to this perspective, there was a single

teacher but he always dominated over the masses in the name of ruling legitimate power and he did not tolerate his behavior and the students finally created anti-centre power.

Next approach is elite theory of power developed by Pereto and Mosca. To them, elite group acquires power in the organization or in the institutional framework of the society due to its high degree of qualities, capacity, intelligence and talent. This creates hierarchical position in the institution which allows to rule over the low profile groups (Haralambos & Heald, 2010). The teacher felt himself as a capable, qualified, talent and intelligent and other were nothing for him. He again felt that the students were supposed to do everything what he told. He put himself in the elite category and the students were in non-elite. As a result, vacuum space was created there.

As considering the event and theories of literatures in mind, the case, presented in episodes 6 and 7, showed that there was complete absence of democratic power exercise. It was found that teacher mentality was guided by conventional power practice. The students needed democratic power practice but the teacher used autocratic power through domination which led to create the gap between the parties. As a result, conflict took place there due to the existence of gap. Another most important thing is found that there applied Marxist alienation knowing and unknowing. The teacher started to alienate them and they also started to alienate him from their group and produced another power centre. He perceived himself as a ruler and imposed his power over them in the name of teacher authority, knowledge, talent and intelligence, which was the influence of elite theory. The student felt isolation and started to create power. This theoretical baggage helped to produce two power groups which hostile each other and created power conflict. Another thing was pedagogical process. In this process, the students demanded new taste instead

of bookish knowledge, conventional methodology and dominant behavior. But the teacher did not accept and became just opposite to their demand. Normally, the situation of unmatched interest produced the interest conflict in that incident.

On the basis of incident, analysis, literatures and interpretation, I came to the understanding that power creates power and pressure produces pressure. If we use power in the name of maintaining peace and order, then there creates the situation of marginalization. The marginal group uses the space or gap to protect them through resisting the power of another group which helps to invite conflict. In this incident, the students are marginalized by irrational use of power in terms of knowledge, behavior, seniority and super ordination. Due to this reason, the sword cuts its master, if he is unknown to use it. Another most understanding is that the organizations and teachers or leaders need to evaluate their conventional baggage and transform them to the changing situation through understanding the needs of the members/students. In this regards, one requires to understand that there is no single reality, rather it is contextual and subject in nature. In the above case, I find that understanding of the group of the student differs to the understanding of the teacher, and thus the reality is different.

Conflict 3: Conflict Associated with Love and Hate

During my class teaching in the same classroom, once a day I got another painful incident. Near the classroom, I saw that a female student named as Namrata (pseudo name) quarreled with her male colleague named as Nabin (pseudo name). There were five ladies and two boys in a bunch where Namrata was saying something loudly with standing her finger in front of Nabin and he was answering slowly with low sound. Other four ladies were helping her and the second boy was trying to disburse them. I did not

understand what they were saying but I watched them and their gestures for a while. Then, I entered into classroom to take the class. But they did not get into my class. At the end of my class, they came one by one in the class. They were permitted to enter into the classroom. Just I finished my class but became curious on what about there. I needed to meet Namrata or Nabin to know the quarreling matter. I made a plan to meet one of them on the way to home. I met Namrata with her others friends but she could not say anything about the case. Next day, I helped her to make multiple bars diagram and pie chart in social studies subject. I tried to win her belief. But nobody could say anything about the matter of that day. I felt that the problem was serious and sensitive.

I am in tension. Another day and in the third effort, I suddenly met Namrata near the school gate about 9:30 AM. She was alone. Then I started to talk informal way. I asked about her, parents, study and about my class. Gradually I entered into the matter and promised to help and privacy. I requested her to inform me without any hesitation and fear. She gave me some information that day. Then I frequently met her. Every day, she informed me little. Here, I have presented the summary of her information collected by different informal talks.

Episode 8. Story of Love Proposal

He has been frequently torturing me through his mobile cell. He often miss-calls and sends messages me. Last year, he wrote a letter and sent it through another friend. But I did not reply him because I did not like such behavior and it is not appropriate time to love. It's a time of study. I will think about it after my graduation. His caste is not appropriate to me. He belongs to Chhetri family but I am in Brahmin group. I was not talking to him at that time. This year, he has been

using his mobile to do so. He proposes me for love and dating. He often comes near my house but I do not any care to him. Once I asked him - why did you do me so? He replied - I like you very much because you are beautiful. Then, I said him that I disliked him. Again I said him not to talk with me afterwards. Now he tries to talk with me but I wander another direction. Then he often uses his mobile to do torture. So I am in tension. My father is in abroad. I feel difficulty to save my prestige and dignity. Nowadays, I think about why the boys are so erotic on girls. Please sir, do not tell this matter anybody and anywhere. I tell you this thing as considering my father. I request you for convincing him.

Then I requested her to show the letter which was sent her last year. But she replied me that she destroyed immediately. Again, I asked her about the records of mobile message. She informed me that she had only three records. She deleted others. I requested her to provide me the message records. She agreed in this regards. Next day, I did screen shut of her inbox message and transferred it to my mobile. The pieces of mobile message were:

Episode 9. Mobile Message

Hi..... hel- lo.....bolumana Hi..... Hi..... Hi..... Hellooo.....hy... Vetumna lai.....!!	Hello.....hy..... Sunana hau suna..... kati nituri timi ta. Plz bolana. Ma timi li kati derei man para6u. Timi pani man paraauna	Hi....darlig !!!! K6 khaber. Ma timili maya gar6u. Timi kina tada va ki. Ma asti timili vetna aako thiee ni. Vet vaeena. Kina ma saga vageeki timi. Hami maya garumna. I lop u. I lop u. B4 garera yas vanana plz plz plzplz.....ilu.
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On the basis of episode 8 and 9, the lady got intolerable pressure from the activities of boy. I found that she felt the challenge in her prestige and dignity. But she did not like to expose to anywhere due to the social structure. She was ready to follow

and maintain the social structure of caste hierarchy. She was harassed and aggressive from the male behavior given through letter and mobile message. She had a special plan to do love and marry after finishing the graduation. But she compelled to wander here and there to save from the sight of boy.

Abandon and try to forget her. Then, I returned to Nabin. I got a chance to talk him separately after a long effort. I found he was nervous and aggressive to her. Slowly, I enter into the matter. After my query, he said me;

Episode 10. Story of Love and Hate

I do not know sir what I do. But I like her very much. She is very beautiful. Her looks and body structure make me tempted. But she does not understand me and my pure love. I remember her every time. But she directly opposes me by showing the reason of study and caste. She hates me. Now I abandon and try to forget her because she disgraced me and made me shameful. I will create envy in her mind by doing love with another beautiful lady.

Then, I went to their close friends. During this process, I met a close friend of Namrata who was her neighbor too. I took some information indirectly from Namrata's friend. She clearly argued by saying – "Boys are very vagabonds and they often show their male power upon female. This is proved by that event. They oppress us, if we are being oppressed." Now my concern was to the friend of Nabin. I met his some friends. Regarding the issue, one boldly argued me by saying – "It is not a serious issue, sir. Nabin is very gentle person. He can get another beautiful lady. We can get another better than that. So she was forgotten by him".

In order to understand the above case theoretically I turned my attention to different literatures. Society and media also have made the concept of feminism as stereotype and they interpret feminism as ugly, man-hater, radical, dead value, nonsense and other derogatory labels. But it always tries to understand the position, establishes the value of women, purposes of bringing them liberty and mainstreams them in the society (Andersen & Taylor, 2008). Like this, Nabin and his male friend showed the male power by blaming Namrata as the hater of his pure love proposal. He still tried to create envy in her mind because he felt that her decision to ignore him was wrong. But she tried to get away from his trap and aimed to get liberty. In this regards, radical feminism argues that inequality for women comes from traditional barriers to women's advancement. It emphasizes women for equal opportunity and individual rights on the basis of social justice and social reform (Enns & Sinacore, 2005). Like this, socialist feminism challenges on social operating system of capitalistic economy which oppresses and exploits women on the basis of capitalistic patriarchy power and its system (Andersen & Taylor, 2008; Enns & Sinacore, 2005; Hughes, 2002). Here Namrata needed social justice because she felt that she was unsecured from the hegemony of patriarchy power of Nabin. She also felt oppressed and exploited by him. The society is guided by the patriarchy norms. She was in fear from the possible leakage of the case. His hegemony was shown by his saying - doing love with another beautiful lady. He was not in fear of leakage of the case because he was in the patriarchy power.

Similarly, radical feminist highlights that patriarchy system and its unlimited power is the primary cause of women oppression, tension and torture. In this system, men see women as a machine which to be used in the form of rape, sexual harassment, wife-

beating, sexual abuse for their satisfaction in the society (Flynn, 2002). Like this, black feminism claims that women are exploited on the basis of the color of caste, race and ethnicity which is done by white - colored persons (Giddens & Sutton, 2010).

Multicultural feminism shows that female partialities come from the influence of gender, race, class and location (Andersen & Taylor, 2008). As said in Flynn (2002), Nabin intended to use Namrata for getting satisfaction and Namrata felt harassment and tension from Nabin who was harassing through mobile message. But the concept of black feminist did not match here.

In postmodern concept of feminism, the grand theory regarding women is invalid, but there is otherness called as plurality, diversity, difference and openness where individuals are celebrating all the diverse forms (Giddens & Sutton, 2010). The predetermine structure of society makes women as technological hopelessness through which message is given that using technology by men as rational and women as irrational. As a result, women are critical in techno-science (Stable, 1997). By this concept, techno-culture goes to the informatics domination on weaker especially on women (Braidotti, 1997). Nabin thought that the use of technology was just for him to fulfill his needs and he often his mobile phone considering as Namrata was nothing for him anymore. The techno culture did not favor Namrata because she was often compelled to get mobile message even though she was not interested to get such message. She felt tension when Nabin sent love proposal message through mobile cell to her. But he felt that sending mobile message was rational to him and using mobile was the matter of tension for Namrata. It was the informatics domination for Namrata.

Onward to Freud concept, man has a life instinct which aims to get and expand satisfaction, creation, fertility, friendship, love and affection, aspiration and other positive attitudes due to the existence of libido-energy located in mind. Due to this fact, a person aims to develop his/her personality development (Morgan, King, Weisz, & Schopler, 2004). The mind of individual is classified into topographic aspect, where conscious, fore-conscious and unconscious mind are located, and another is dynamic aspect of mind, where Id, ego and super ego are located (Romanus, 2004). Among the topographic sets of mind, unconscious has covered the large area of mind where fear, immoral urges, violent motives, selfish needs, repressed desires, sexual desires, irrational wishes and shameful experiences are located (Morgan, King, Weisz, & Schopler, 2004). It is also claimed that most of the individual behaviors are guided directly and indirectly by unconscious mind. Like this, among the dynamic aspect of minds, the Id always drives the life of individuals. The Id is the raw, savage, immoral and animal nature. It has no values, no times, no rules, no right and no wrong and it always tries to get satisfaction, pleasure, happiness and joy without any consideration (Dandapani, 2001). The ego always plays a balancing role between Id and super ego. If ego fails to control Id, it activates to get pleasure whatever the matter of pleasure is. It becomes active in all the stages of life but more activates in puberty and adolescence stages (Page, 2002). Turning to the above case, Nabin tried to get gratification through loving with Namrata. He did not know the appropriateness of time, age, values, approval and the situation. By his activity, it was found that his devotion to Namrata was embedded in his unconscious mind through which his libidinal energy i.e. Id became powerful to get embedded erotic desire. His ego was unable to balance the Id and super ego. On the contrary, it was found that conscious

mind of Namrata activated properly because she claimed that it was not a time of doing love. Her ego was able to balance between the Id and super ego.

To gender perspective, women are weakened and disadvantaged by the concept of power inequalities where man is considered as powerful and female as powerless. It is built by the social structure. This structure disturbs female access to economic, social, cultural and education sources. This concept is continuously created and recreated through social interaction (Giddens & Sutton, 2010). In this regard, power is divided on the basis of gender which is socially constructed where more power is allocated to male. This concept produces the gender differences (Andersen & Taylor, 2008). Due to this theoretical aspect, Namrata felt herself weaker because she became frightened from the society. She did not fight openly but intended to fight secretly against the love proposal proposed by Nabin because she was bounded by the societal and cultural values. Due to reason, she often requested for maintaining the secrecy of the case because she was female of the male dominated society. She was supposed to maintain social values. So she was made weaker by the social patriarchy power. But Nabin did not feel so because he was male.

As Understanding the case mentioned on episode 8, 9 and 10, and literatures, I interpreted the case through these theories. On liberal feminism, Namrata did not get justice and felt isolation because she was unable to say the state of injustice done by the love proposal. Acceptance and rejection was her right but due to the rejection she got torture. Based on socialist feminism, she was oppressed by the hegemony of patriarchy social structure where Nabin as the symbol of patriarchy power. In regards to radical feminist, she was considered as sexual machine to get pleasure. To techno-feminism,

male was able to make female hopeless through information domination as Nabin did so. But on the basis of multicultural feminism, she rejected his love proposal due to unmatched caste hierarchy. In this event, the case was guided by different feminist perspectives. Like this, basis on Freud perspective, the ego of Nabin did not function properly because his Id activated his unconscious mind to get pleasure by saying life, love, beauty and attraction. By this reason, he forgot the time of study and career development. But her ego did properly. On gender perspective, the structural society focused on male as cultural, societal and economic powerful person and female as weaker. Due to this power, he imposed her to accept him. Likewise, his friend intended to show this power by saying “getting another better than that”. This is the hegemony of power which is the byproduct of structural composition of the society.

By this process, I understood that many conflicts may occur in a small room. These conflicts or events or activities are influenced by variety theories. On the basis above case, I conclude that power is operated by male on the female due to the predetermined social structure which invites the power conflict. Some conflict comes to exist due to the availability and access to technology. If the technology is used without considering dignity and prestige of others, then there exists techno-conflict. Before doing this research, I often felt that school is the place where democratic values are taught and as result there may not be any disparity in terms of gender and caste. But in reality, gender and caste conflict can be found in the school and even in the school level students. It also concludes that male and female are the different groups. Each group has different needs, interests, choices and background. Due to these differences, group conflict comes to appear in the ground. It establishes the subjective reality because on the basis of above

event, male has understood life through one perspective but female understood differently.

Conflict 4: Conflict Associated with Color and Caste

I went the class to facilitate them for two subjects i.e. social studies and optional economics twice a day. I also frequently engaged in their group activities and individual contact as well. Additionally, I often went to their class, if the other teachers became absent. Once a day, I got another interesting event in the classroom. I often watched a student named as Mahendra (pseudo name) who always sat in the last bench having no any interest with class activities. I found that his attendance was irregular in nature. Sometimes, he bunked the class after the interval time of the school. He was not serious to his class and he was not interested to assimilate and accommodate with his classmates. He was shorter in size but interested to sit in last bench even there was a place in the front side. I made a plan to know about why he had been doing so.

I am black colored, ugly and slanted-eye. One day, I found that Mahendra was absent in the classroom. I saw him before two days and the days before. I asked to his classmates about him but some of the boys laughed. Some said that he was such person who did not have interest to take regular class. One said that he was a failure student and he would be fail again. After two days later, I saw him again in the classroom. I was interested to know about why he did miss his class and why did he take last bench forever. I gradually made intimacy with him. When he felt me as close partner, he started to open the story to me. I talked with him frequently for a week in different time periods. My main aim was to understand about the cause of his absence in the classroom. I noted down his saying, feelings and perceptions. The summarize form of his saying was;

Episode 11. Story of Absentee

I am not interested to attend in my class regularly. Nobody likes me and I have no any intimate friends here. I am black colored and ugly. Everybody say me black colored, slanted boy and Dum (an untouchable low caste real caste is Mallik and often called Metahar). Somebody compel me to make their notes of the subjects in the classroom. They bring note book of the talent friend and compel me to copy it to their note book. I am almost alone in my classroom. Sometimes, my friends push me to the wall on the sitting bench when I sit near the wall and sometimes they push me the side when I sit near the side of passage. When I sit in the middle of the bench, they pressed me both sides. Sometimes, they write unnecessary matter concerning my caste and occupation on my book and notebook. Last year, I often complained my pain to the teachers but they did not pay any attention rather consciously and unconsciously they also called me so as my friend said. My friends try to beat me, if I complain the teachers. Then, I complained my mothers. But she advised me for tolerance of the problem because we are regarded as low caste. My father often asked me – what could you help in my job from your study? Sometimes, I help my father whose duty is to clean toilet of the houses of this area, where I often get money and food. Last year, I took my class regularly but I became fail. This year, I am not interested to take my class. Because teachers are the same and the subject matters are the same. Nothing is new.

When I knew all his stories in the different time periods I became serious. I found that he involuntarily came to the class. He was exploited by others even in the classroom.

He did not find any place to complain about his pain. It was found that He was feeling guilty and humiliation due to the behavior of his friends and even the teachers. He was bearing pain of injustice, partiality, inequality, torture and dissatisfaction in his school life from his friends, teachers and pedagogical process. He was not able to express his pain and sorrow to anybody because nobody listened to him. His caste, skin color, structure of eye and father's occupation was the matters of unbearable burden to him. He was unable to get enjoy from his school and classroom activities; rather he got enjoy by helping father's occupation. He did not get any change in the behavior of teachers, study subject matter and teaching learning activities.

Mahendra is alter. After listening to his pain, I concerned with his class friends. It was very difficult because there was a chance of hiding information about him. One day, in the absence of Mahendra, I informally talked about him with a group of his friends including boys and girls who were often tortured him. They replied me in surface. Then, I changed my talking tactics. I said to them that Mahendra was an unmatched person. What type of his behavior did you feel? I said that my feeling was negative to him. Then, gradually they started to say something about him. I copied their sayings and made its summary which is presented here.

Episode 12. Matter of Joy

Mahendra is a mysterious person. He knows nothing and he does not mind anything whatever we say. He has his own world. He is like a *Bindash*. He enjoys in his world. He has alter nature and he is an alter person. When we insult him, he just laughs. We get enjoy through cheating, pinching, provoking, surprising and joking him. His eyes are very suitable to look ladies because his eyes are slanting.

Please sir; would you joke with him, you can get enjoy. Another thing is that his caste, race, desire, nature and occupation do not match with us because he is the offspring of *Dom*.

From the episode 12, it was found that he was really a victim from the mass of the students. He was ignored by all his friends. Physically, mentally, emotionally and behaviorally, they considered him as matter of enjoyment, ridiculous, dishonor, insult and hate. They did like his nature, caste, race and occupation of his father.

After that I returned to his teacher. I curiously asked about him to the head teacher. But he was not able to know him. He answered me that he tried to know about him. A teacher who taught him normally replied by saying – “He is an irregular and failure student. His family background is very worst. I cannot reform him and nobody can improve him in behavior, regularity and study too”. I further asked the cause of his irregularity, failure, abnormality and negligence. He answered me as saying – “his family illiteracy and background, peer group of village, negligence of parents and the like are the main causes”. Then I asked another teacher regarding this issue. But his almost answers were similar to the answer of students and the former teacher.

After understanding the case, I again returned to different theories. In this regards, I came to reach to Pierre Bourdieu (1990). He used the terms Habitus, Cultural capital, Cultural reproduction, Symbolic violence and Field. To him, habitus is the internalization of structure where the individual internalizes the world and make his/her social and behavioral activities. It is constructed during the life process. The constructed or acquired habitus influences his/her activities and behavior (Ritzer, 2000). With the help of this

habitus, an individual learns culture, system, values, language and tradition from family, neighbor, society and the institution, that their cultural capital (Alan, 1993; Ritzer, 2000).

In this process, elite/bourgeois culture becomes powerful and it operated as the legitimate and valid capital in the society, which is taught in the school (Giddens & Sutton, 2010). As being so, this culture is transmitted to the lower class, that is known as cultural reproduction (Shucksmith, 2012). Due to this reason, the backward society blames its own value and culture considering the cause of backwardness and as a result, backward society accepts the culture and value of elite/bourgeois that is called symbolic violence (Ritzer, 2000; Shucksmith, 2012). The forms of symbolic and cultural capital are instrumental in pulling the backward people together in elite culture through schooling (Awasthi, 2004). The field is a type of competitive marketplace in which various kinds of capital are employed and deployed, which maintains the hierarchy of power relationships within the political field (Ritzer, 2000). In the above case, Mahendra had his own habitus and his friend had own habitus. The habitus between the parties was totally different. Mahendra's habitus was food and getting little amount of money from the help of his father. But his friends' habitus was the matter of teasing him. Both of them internalized their habitus as their world. It was found that their behavior was influenced by their habitus. Tolerance was the cultural capital of Mahendra because his mother told him to accept what they did. His mother was ready to accept the social cultural capital because she was influenced by the values of so called upper caste and she imposed her son to follow it. This value was producing and again reproducing.

Herbert H. Hyman (1967, as cited in Harralambos & Heald, 2010)) explains about ethnic subcultures and education. To him, members of working class give less emphasis

on education because they think education as worthless for personal advancement, unhelpful to get success and inappropriate to maintain their occupation. This thought is constructed due the influence of society. Like this theoretical premise, Mahendra and his father did not believe on the benefit of education because it could not help on their traditional job. Likewise, when we talk about race and racism, scientifically, race is nothing but it is continued in the field of scientific research of genetics which is biologically differences (Giddens & Sutton, 2010).

Sociologically, it is understood as a set of social relationships. It is the way of describing human differences on the basis of biologically grounded features, which produces and reproduces the pattern of power, social, cultural and economic inequality in the society (Iximont, 2006). It is socially constructed on the basis of demarking religious, cultural, economic, social and historical aspect by the most powerful group in order to create exploitation but not on the basis of physical aspect (Andersen & Taylor, 2008). To Collins, the concept of race, ethnicity, class and gender are the interlocking axes of oppression that are the part of an overall matrix of domination, but who belong to these categories which do not understand the ways of their victimization and how other suppress them.

From this weakness of the victim, dominant group creates and holds power which is used on the victims or on the dominated group (Miller, 2001). Like this, Mahendra was victimized by his so called clever, ever clean, physically attractive and upper caste friends. He was dominated by saying the degraded words such as *alter*, *Bindas*, nonsense, *Dom* or *Metahar* and the like. He was exploited by them and he was supposed to help for making their note. He was under the demarcation of certain race, ethnicity and physically

slating eyes called *Dede*. So he felt oppression but he did not have power to fight against his suppressor group and he unwillingly tolerates their behavior.

To critical theory known as Neo-Marxist, Antonio Gramsci (1975, as cited in Ritzer, 2000) said that masses cannot become self-conscious to their own; rather they need the help to social elites. The social elites hold the cultural leadership and exercise leadership power over the masses. They make their leadership as a legislative or executive power and use to coercion over the rest of society. But masses do not understand it, but they accept it as a valid value. To Michael Yong (1961, as cited in Haralambos & Heald, 2010), those who are in power, attempt to institutionalize their own knowledge as superior in the educational institutions and measure it as educational attainment. The power group tries to message others that taking such knowledge are essential to maintain order of the society.

Power and privileges are located in the superior group and they always try to impose their knowledge on others as considering is valid. In the context of Mahendra, he felt that his friends were elite and they owned cultural leadership power which he accepted considering as valid. Like this, his teacher was ignoring him by saying as worse family background. The teacher felt that he was the superior but Mahendra was inferior because he did not have social and educational power. Furthermore, Freire (2000) claims that present banking system of schooling or education is creating oppression over the oppressed group, which system fails to emancipate the oppressed group from the traditionally defined humanism.

Present existing education system is producing subordination through imposing the concept of oppressor. Subjectivity of oppressed group cannot be attained through the

forced cultural jugglers. To Freire (2000), a hunger child, who is fighting for lives, never grasps predetermined school knowledge in the existing situation, because he is going to victim of his needs and struggling against hunger behind the school. In this situation, he needs such knowledge which supports and emancipates him from the crisis of lives. To this, the system should provide him transformative knowledge that is pedagogy of the oppressed. If it is not possible, the education system is merely a means of producing a culture of silence. In the context of Mahendra, he and his father did not see the importance of education because this education system could not emancipate them from the state of their hunger. The education system could not get success to capture their subjective world. Mahendra did not see any charm of education to him and he became irregular. He was bearing oppression from his friends and even from the teacher.

Combining the above events shown on episodes 11 and 12, teachers' perception, my analysis and theoretical perspectives, I reached to interpretation that Mahendra, his friends and teachers have their own habitus which was made by their social environment. They made their cultural capital where the school was the means of making it. The school played a vital role for cultural reproduction through which symbolic violence came to exist on Mahendra's mind. Due to this reason, Mahendra came to school where elite culture was imposed over him. He bore unwilling the behavior of his friends and his teachers. He was convinced to bear the laden power by his mother due to the symbolic violence embedded in her mind. Like this, the teachers held the elite baggage of culture and they ignored the culture of Mahendra by saying -"his family background is very worse". Due to this pinch given by his friends and teachers, he was bearing their culture and behavior unwilling and he gave less emphasis on education, because it was worthless

in his personal enhancement and unsuited to his occupation. Furthermore, Mahendra was exploited; ignored, dominated, victimized and marginalized on the basis of caste, race in the name of black colored, slanting eyes, stranger and considering a matter of entertainment. He felt that he was helplessness. He was facing the problem of lacking self-consciousness towards their behavior. So he helped for copying their notes considering as his duty. Similarly, the teachers who held legislative power and privileges did not care on him. As per the education, he felt hunger and the existing education did not fit with him. Considering the banking system of education and unfitted education, he was often absent in the classroom. But he did not oppose any oppression, which was imposed on him, because of the production of silence culture brought by the education system.

In this regards, I came to the knowledge that the school is unable to create friendly environment in the classroom. It looks like a place of disparity, exploitation and oppression. Mahendra is a particular symbol of such tendency. In this sense, the school system fails to address the needs of marginalized, ethnic and racial pupils. The school and the teachers who have legislative power are still guided by foundational baggage. They are passive to control disparity, humiliation, tension, exploitation and injustice. The elite power is used over the helplessness. Due to this situation, marginalized groups are unwilling to attain in the pedagogical process. This process is unsuited to their culture, beliefs and background. This situation creates intra person (within Mahendra), intra group conflict (like Mahendra group), inter group (between Mahendra and his friends) and racial (Mahendra as *Dom*) conflict in the classroom. The school, teachers and senior

students have their own objective reality but they are unable to understand the subjective world of reality.

Conflict 5: Conflict Associated with Absentees

I saw that there was another problem in the school. There were 77 registered students in that section but no classes were fully attended by all students any day. It means that there was the situation of not having full students in the classes of that section any day. The class teacher complained to the head teacher every day regarding students' absenteeism. Another interesting thing was that every day many students bunked the class after the Tiffin time. I made a plan to explore the causes of absenteeism and class bunking and my attention was centralized to this direction.

Class absent and bunking. One day, I was talking with the students of section – C of grade nine in front of the classroom about 10:15 AM. It was first bell. At the same time, a teacher came with having attendance book and small bamboo stick in his hand. All students of that class entered into the classroom but I sat on a bench which was kept outside near that room. All activities and sound of that classroom could easily be seen and listened from my sitting place. The teacher started to roll call with looking to the students and attendance register book. There were seventy seven students enrolled in that section. The number of present students was 57 persons out of 77 and 20 were absent. He slightly threatened by indicating those students who were absent that day. Then he did his duty in usual setting and his period was over. I also went to the office with him. He said his plan that he would again start roll call at sixth bell of that day to check them escaping (bunking) condition from the class.

I found that he wanted to increase attendance rate through imposing pressure. I proposed him I was interested to see the second attendance of sixth bell. I felt that he was somewhat serious because of decreasing rate of attendance. At sixth bell, he came with the same position as in the first bell. I had just finished my fifth bell of social studies. I went out and then he entered into the class. He did roll call in the day one and found that 32 students attended there in the sixth bell out of 57 of total present students of that day in the first bell and out of 77 total registered students as I mention above. It showed that 32 students were absent out of present students of the first bell. He found that 25 students bunked the class after the Tiffin time of the day one.

The day two, he did the same in the first bell as yesterday did. It was found that 31 students out of 32 who were present the day one in the sixth bell. 11 students were present out of 20 absent students of the day one in the first bell but 9 bunked students were still absent. Similarly, 18 students were present out of 25 who bunked the class the day one. In this event, the students were categorized as in Table 1.

Table 1. *Students' Regularity in the Classroom*

Details (Grade 9 section - C)	No. of pupil in day one	No. of pupil in day two	Situation (Comparison)	Penalty group
Total registered students	77	77	-	-
Attendance in 1st bell	57	60	17 absent out of 77	-
Absent in 1st bell	20	17	9 absent out of 20	11
Attendance in 6th bell	32	31	1 absent out of 32	-
Absent in 6th bell	25	29	7 absent out of 25	18

When the teacher of section-C found this situation, he started to threaten students.

He ordered those students who were absent in the first bell of the one day in which there

were 11 students altogether in such category who were present there. In the first turn, they were ordered to stand there in front of the classroom. Then he asked them about the reason of absent, doing the stick up-down and with the angry face. Some students did not speak anything, some said the problem of illness and some said about parents help and the like. He beat two times with the stick for each student and did warning for regularity. In the second turn, he did the same for those who bunked the class yesterday in which they were 18 students altogether. I observed the faces of all students from the outside.

Then I asked some information from the teacher about the name of the students who most frequently bunked the class and another name of the students who most frequently became absent. The teacher provided me some names of the students looking and counting the red circles given to the corresponding cell of the student's name in the attendance registered. From the next day, I gradually started to discuss with such students about a week. Regarding the issue, I summarized some information from the students which is presented in Table 2.



Table 2. *Causes of Absent and Class Bunking*

Common problem	Boys' problem	Girls' problem
<ul style="list-style-type: none"> - Helping parents in the domestic tasks such grass cutting, animal caring, farming etc. - Suffering from illness such headache, stomach pain, weakness, medical checkup, use of regular medicine. - Homework problem of the student and chance of penalty due to lacking it. - Climatic inappropriateness of the classroom - no ceiling fans. - No newness and no interest in teaching learning, classroom activities, lack of understanding students' interest and desires, and no friendly behavior of the teacher -Lacking of canteen within the school area and lack of money for Tiffin. - Unpleasant environment in the classroom even in the school. 	<ul style="list-style-type: none"> -Requesting of village peer group for meeting, talking, playing, working and enjoying with peers. -Helping parents. 	<ul style="list-style-type: none"> - Menstruation problem, changing pad, proper resting, rapid flow of bleeding which is difficult to say the problem clearly to the teacher. - No preparation of food in the home before school time because of the domestic work - Parents' desire to leave the class after the interval of school to assist domestic tasks.

From the Table 2, I classified the problems into the four groups. They were domestic problem, health problem, management problem and pedagogical problem. My concern was mainly connected with the classroom situation. Therefore, I collected

information regarding pedagogical and management issues. For this, I intensively took informal interview regarding two issues with two students who were frequently absent and bunked the class. The gist of the interview was;

Episode 13. Teachers do not Understand us and We too

Jeevan: I feel boring in the classroom because class activities are not interesting. The teacher and madam teach us by looking the book and dictate us from it. Some teachers come into the classroom even without daily used instructional materials. There is no any newness. They often ignore me and no close relationship. Most of us become happy when they become absent or in leave. In reality, homework is another problem. I am unable to do homework in all subjects because I have to help my parents in both times in morning and evening. It is a matter of penalty if I do not submit homework.

Chameli: Would you kindly look sir, there are no any ceiling fans in our room but this facility is available in their office. There is no proper coordination between the friends in the classroom. Bookish knowledge is sufficient for some students but some students do not take any interest for such study; rather we need game, library reading room with sufficient news papers and extra books. I listen that there are many teaching methods in the present day. But no teacher use new one. We need attractive teaching learning activities in an enjoying environment. Educational program of Radio and television says audio-video method but we do not feel in our school. We do not have science practical instrument. We are in fear when saying the name of English, Mathematics and Science subjects. Our head teacher never comes in our class in order to ask our problem. When we go to

complain to the office, the teachers say us - *“let’s move to the classroom, do hard study in school and home too, you are the secondary level students, you are not the students of a small class, try to understand, you will be a teacher and so on”*.

They do not take seriously on our demand and interest.

From the episode 13, it was found that students wanted to take new taste from the pedagogical process. The teaching methodology was static nature and traditionally guided. The penalty system, burden full homework system, lecturing and note writing methods were found the matter of irritation for the students. The teachers’ behavior to the students was found unfriendly. The students needed the new technologies, full facilities, cleanliness and attractive environment, additional extracurricular activities, entertainment, burden less and feasible teaching learning activities, infrastructural facilities, methodological and behavioral changes in their classroom. In short, they needed the entertaining engagement in the pedagogical process. After listening to their ideas, I triangulated their ideas with those students who were often irregular. They agreed with the argument of Jeevan and Chameli. But regular students partially agreed with them and complained as saying – “They often disturbed us in our study”. Regarding these issues, I came to concern with head teacher and one of the class teachers. They informed me different kinds. The main information is summarized here.

Episode 14. Strictness for Increasing Learning Achievement

Head teacher: We have about 1000 students from grade one to ten. Most of the parents pressure me to make teaching strict and well disciplined. The government focuses on increasing learning achievement. This achievement will not be increased by strict teaching learning activities. This achievement becomes down if

we apply the liberal, open and uncontrolled system in teaching learning activities. Sometimes we are operating extracurricular activities for their entertainment and development. We do not have enough budgets to make infrastructures well equipped. Most of those students are absent and irregular who do not like to study and their home environment is very bad. Some time we convince them for their good study but they do not pay any attention in this regards. One thing is remarkable that we are unable to apply new methodology in our pedagogical process which I accept. Most of the teachers are indifference in this regards. I do not have time to supervise and monitor the classroom activities regularly because of official tasks. But sometimes I do it.

Episode 15. Bad Time and Age

Teacher: Let's see sir, it's a bad time and age. Our society is influenced by different types of communication systems such mobile, email, internet, cinema, news papers and television through which students always get entertainment. They are teenagers. These communication systems negatively influence on their mind and behavior. They need such entertaining environment in the school but it is not possible here. Those students, who do not take any interest or care to study, do different unnecessary arguments and demands. Such students often absent and bunk the class. Even though, they are not improved and tracked in through penalty system. Their home environment is very bad and unfavorable to study. It is not possible to apply modern teaching methodologies because of dense or crowded number of students in the classroom. The predetermined subject course cannot be completed through this method.

From the episode 15, it was found that school management was unable to fulfill the demand of students. The school tried to focus on traditional teaching learning activities through which learning achievement (mistakenly understand as high scores) was increased. To do this was an obligatory duty of the school. It was found that the school did not get any measures to make students regular and to reduce irritation. According to the head teacher and the teacher, the main causes of irregularity and bunking of the class was unfavorable home environment, students' lack of interest for study and rapid use of information technologies in their life process but not their pedagogical methodologies. I again triangulated this information to other teacher informally. I found that their concept was similar to the informant teacher. One thing was found that they accepted the need of pedagogical and methodological change. But they showed their dissatisfaction with their head teacher as saying – “He does not provide time in this regards. If the environment is positive, we will be ready to transform us. The management should show the wiliness to do so.”

Keeping the information in mind, I started to see the theoretical aspect of the concerned issue. In the organization, there are different forces to change the existing system. They are the nature of organization, rapid development of technology, competition, social changes and changing situation of the world. Due to the expansion of these forces, the organization should have the willingness to change its structure (Robbins, Judge, & Sanghi, 2009). Sometimes the leader resists changing the predetermined structure due to the fear of unnecessary chaos and keeps it as usual (Robbins, DeCenzo, Bhattacharyya, & Agarwal, 2009). In the above mentioned context,

the students needed to change the existing structure of pedagogical process but the teachers and the head teacher considered it as unnecessary chaos of the students.

By evaluating the response of teacher and the head teacher, it was found that they were rigid to accept newness but the students needed easy and comfortable situation. Most of traditional leadership believes that psychological, emotional and physical coercion is the way of controlling organization, work and discipline and such leadership always shows the resistance to change behavior and organizational structure (Griffin, 2009). Instead of addressing the students' need of change, the teacher tried to use the psychological and emotional coercion by saying -, "be laborious in study in the school and home too, you are the secondary level students, you are not the students of a small class, try to understand, you will be a teacher and the like". Top leader and line-leaders do not agree to change the existing situation and try to maintain the status quo but charismatic leadership, transformational leadership and strategic leadership always try to see alternative approaches to change the structure for making organization effective, productive and satisfactory. Such leadership and management authority always accept global knowledge and rapid use of technology, try to improve quality, fulfill social responsibility, empower human resource and staff, understand psychology, emotion and culture of the staff, provide the chance of personal development and ready to change the unproductive status quo of the organization (Hellriegel, Jackson , & Slocum, 2007).

The above event and the school behavior showed that there was lack of the quality of charisma, transformation and appropriate strategy in the leadership. Because the students were the member of educational institution but the school leadership was unable to make student empowerment, understand the psychology and changing knowledge. To

make effective management, the leaders always motivate, inspire, communicate and courage the staff. For this, manager and line managers always careful for conflict management, time management, stress management, self management and quality management (Kondalkar, 2007).

In the school, bad relationship between teachers and students, failure in the educational process, excessive penalties, lack of motivational factors, lack of effective interaction, ignorance to the students, bad concept to school leadership and lack of productive activities lead to increase absenteeism (Harris & Muijs, 2005). To increase the rate of student attendance, the teacher should make transformative classroom and mind set of the teacher as well (Shindler, 2010). Similar to Harris and Muijs (2005), the above case showed that there was a situation of corporate penalty, weak relationship between the teacher and the students, undesirable pedagogical process, lack of productivities and unenthusiastic thought of teacher towards transformation. These factors led to increase students' dissatisfaction and they became irregular.

As return to learning theories, Edward Tolman (1932 as cited in Morgan, King, Weisz, & Schopler, 2004) believes that the learners always expect rewards and motivation through which we make them enthusiasm to the subject matter. Reward is the goal for learners and they always try to reach at the destination. If we provide expected reward the learning takes place latently. In the above case, the students needed rewards and facilities such as extracurricular activities, science laboratory, newspapers, new methodology and other newness. But school did not think towards the creational factors. In this regards, Max Wertheimer (1945) further focuses on productive thinking and learning process. To him, making productive learners depends on activity of the teachers

who teach them. We perceive the object or behavior or activity in totality but it has multiple parts within totality, in which beauty can be seen.

After seeing the face value, we can say one thing but we start to see the multiple parts which are embedded within the whole, then we can see another beauty. For example, if we start to see the picture of Mona Lisa, we start to interpret the total effect. When we see the total effect of it, we miss the beauty of nose, eyebrow, cheeks, neck, ears and hair which are embedded within it. He called it as Phi-Phenomenon. The teachers should teach their students considering this Phi-Phenomenon (Dandapani, S. (2001). In the case of episode 15, the head teacher and the teacher considered that increasing pass percentage, obtaining high learning achievements in scores, maintaining discipline and enough bookish knowledge were understood in totality. They were the face values to them. But the students understood differently. The students tried to obtain multiple beauties from the totality. These beauties were consensus to their problems, entertaining classroom activities physical and academic facilities for them. The school did not understand the phenomenon.

Likewise, in the contemporary age, the necessity of guidance and counseling in the field of formal education as well as vocational, professional and industrial sectors because of changing condition of the complexities of the world environment (Chauhan, 2001; Rao, 2004). In this situation, the school should have well professional guide and counselor, who help the students to eliminate their indecisiveness, confusion, problems, tension, stress, conflict, maladjustment, dilemma, and make them able to make their decision, carry out their own burden, increase competencies, show the way of getting success and keep harmonious relationship (Sharma, 2004; Shelton & Brownhlll, 2008).

The provision of counseling helps to build rapport, trust, acceptance, privacy and empathy through which teachers and students make clear understanding and feel own responsibility. They communicate easily among them and enjoy in flexibility but not rigidity (Rao, 2004). The situation of the above case showed that there was a need of proper guidance and counseling to the students. The students were in confusion, problems, tension, stress, conflict and dilemma in their target because some were in the classroom and some were absent. Like this, teacher and the school were not ready to providing guidance and counseling. They behaved to all the students in a wholesale manner.

To well management of the classroom, it is accepted that the teachers should consider teaching style as flexible and attractive. The teachers have to explore the needs of the students and to classify them for the special treatment. For the maximum involvement of students, they should be promoted on the basis of their expectations by applying appropriate motivational strategies. Making the classroom effective, technical management is needed. This also suggests that there should make a strong classroom bond between teachers and students with a social contact. It also indicates that the teachers should be ready to provide some academic responsibilities through this process they feel a sense of win. If conflict there, it can be utilized for making productive pedagogical process. By this process, teacher can make transformative classroom (Shindler, 2010).

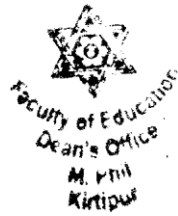
On the connection to the above event, interview, discussion, member checking information and study of the literatures, my interpretation was that the students were powerless but the school and teacher held power which was used through coercion in the

name of maintaining so called discipline. The power was use to make them oppressed. Here, the head teacher and the teachers were the leaders and the students were similar to staff of the organization. As the staff, the students desire to change the structure should not be a matter of unnecessary of chaos. The attitude of resistance to change especially for teachers was not suited in this era. The students were suffering from pain, sorrow, stress, tension and conflict which were the byproduct of the traditional mentality, beliefs and use of power. Unfortunately, the school was still unable to find the charismatic and transformative educational leadership.

The students were becoming victims because of lacking modern management theories and strategies. It is necessary that the teachers should be updated to develop their career, earn name and fame, inspire others, to be a model and to make familiar to their students and parents. But the condition was just opposite. Students' absenteeism and class bunking were the symbols of failure of teachers and the organization. But they still did not accept this fact. The school is an academic area. Responding and reaching the conclusion that there were no any others corrective measures except coercion by the authority was shameful and inappropriate. Because there are varieties of corrective measures to make classroom and management effective that are mentioned above in the literatures. They did not use guidance and counseling approaches, other learning theories and management approaches which might be the appropriate measures.

On the basis of my interpretation, I came up with the knowledge that the school is still a place of oppressor, oppression and oppressed. There, I indentified the clear gap that the teachers are claiming them as dutiful but the students are facing the problem of injustice from the teachers and the school leader. The education policy, plan and program

of the government claim that the schools are child friendly on the one hand and this claiming is not verifying from my field on the other. The present efforts are not sufficient to fulfill the existing gap. The school administration and the teachers were unwilling to abandon their own traditional baggage which was acquired from the structural foundation on the one hand and the students are challenging this type of foundational baggage of school leaders through absenteeism and class bunking. Due to this gap, conflict takes place in the classroom.



CHAPTER V

Conflict Management in the Classroom

My next objective was to find out the methods of conflict management which were practiced in the classroom of the school. For finding the methods, I concerned with those events which are presented earlier. I viewed the practices of conflict management in the classroom on the basis of events presented in chapter four.

Girls' Withdrawal on their Dress Code

The first case was concerned with two ladies who were whipped by the head teacher by a water supply plastic pipe. Some days they came in the same position. I followed them frequently to see their behavior and attitude. The head teacher also followed them and other such cases like mini-skirt colored hair and open button of the shirt cases of girls, long hair and wearing ornaments cases of boys and neck tie, belt, shoes and uniform dresses for other pupils. He frequently watched over Asma and Sarita. He told other teachers to check them regularly and to be informed him. After a week, I found that they changed their size of frock and made it as normal which was falling down to the knees. Then, I talked with them about the changing the size of their frocks. They replied me as saying;

Episode 16. I am Normal

Asma: I change the size of my frock. Now we have only two years for attaining this school and then we will go to higher secondary education level. Our teachers and the head teacher feel difficulty while using such dresses. To change the size of frock is better than whipping. So I change it. Look sir, I am a normal.

Sarita: My mind is not ready to change it. But I change it because of regular torture and insult from the school. I will use this size for two years and after that I will think. I am not interested to be an unsuited here. So I withdraw my interest.

It was found that they withdrew their interest for a while due to coercion of school authority. They pursue themselves with the fear of coercion or penalty. They unwillingly realized the discipline, rules and regulations. They felt it as better than that. The situation was gradually normalized by this process. It was found that it was one of the methods of managing conflict. Now they were normally accepting the rules and regulations of the school. The practice and event show that tolerating or accepting is the way of managing conflict where one party tolerates the things what other party says. For this, one can avoid his/her desires, needs, hobbies and thoughts with being less assertive.

The strategy of avoiding the desires and accepting others is applied by the conflicting groups when they have had weak in power, ability to withdraw the case, ability to leave the case, evaluating as risks exceeding the benefits, no warranty of safety for own activities, no chance of help for their deeds by others, and pertaining a wait-see policy for a while (Hignite, Margavio & Chin, n. d.; Fenn, O'shea, & Davies, 1998). Avoiding conflict is one of the easy ways to manage conflict where the person is willing to withdraw the case and tolerate others due to the possible fear of suppression by other powerful party (Robbins, Judge, & Sanghi, 2009). These girls felt the same situation in this regard. In feeling so, they placed themselves on a low value and high value other self and feel it as a better than that of further conflict (Pickering, 2004). This method can be said as a tolerative method of bearing conflict for its short run solution.

Then I again talked with the head teacher regarding the improvement of the case. He expressed his understanding by saying;

Episode 17. *Kakra Chorlai Mudke Sasthi* (Boxing for Cucumber Thief)

Head teacher: It is a suitable formula for such anarchists. Convincing is inappropriate for those who often violate the system. Their wrong and unethical activities should be controlled firstly by convince and then by whipping. It is our Nepali culture. We Nepali move on right track when we get pressures. There are no any other measures except the formula of *Kakra Chorlai Mudke Sasthi* (boxing for cucumber thief). They become usual now. If they follow rules and regulations, then I love and respect them.

The head teacher felt proud of controlling them and tracking in them as normal dress up. It was found that his intension was to control by doing so as he did. He fully believed on coercive power and pressure to manage conflict. The situation was seen similar to his assumption. Because these two girls students did so as the head teacher said. Then I turned to the literatures.

The literatures give me insight that most of the authoritative persons believe on excessive power and the use of such power as the controlling means. To traditional perspective, conflict is harmful to any organization which is to be eliminated immediately by the authority through using the authority power (Powell, 1992). Practically, this type of coercive power is often used in the organizations where the hierarchy is designed from higher level to lower level and most of the tasks are performed on the basis of fear psychology of power (Robbins, DeCenzo, Bhattacharyya, & Agarwal, 2009). In this situation, personal interest, desires and cultural aspects of the persons are not considered

as a matter of concern (Griffin, 2009). This strategy is most frequently associated with bully and the hardball tactics of power brokers and this is more effective for a very short time when the power user is in full of right position (Pickering, 2004). It can be said as suppressive method for conflict resolution through which whipping power is sued from the authoritative body.

Acceptance: Now we are all Right

I turned to the second incident where the conflict was happened between the students and the teacher in the pedagogical process in the classroom. This confrontation took a time for a week. This conflict was reached in the climax point because the teacher Z did not take his own class of this section and the conflict related students became absent in the class in this period. In the first day of incident, complains were listened from both parties. Both parties tried to use their own power for the rest two days. The authority also tried to use coercive power in the initial stage. But both parties did not miss their own status. Dialogues and interactions were held in different time periods separately and collectively, and finally conflict was resolved after fifth day.

In the last dialogue, a meet was held in the office with five student representatives having a female student of the same class and three teacher representatives including Z teacher of the secondary level which was initiated and coordinated by the head and assistance head teacher. There were altogether five students and five teachers in the final round table dialogue. They sat together in face to face position where one party was corresponding to another party. I also sat on a chair near the corner of the office by taking permission of head teacher and assistance head teacher. In the sitting, the head teacher started to open the dialogue with a background of teacher-student relationship. All

participants clearly put their own arguments. The dialogue facilitator or mediator showed the weaknesses of each party and requested them to realize and again ordered for no repetition again. They realized from their own places. All were laughed together and felt proudly. The meeting was finished after about three hours. I followed the same teacher and the students for some days. I got some responses from the students and the teacher which is presented here in summarized form.

Episode 18. No Problem at All

Student: We are happy now. We were not biasness to our teacher in the past, any bias now and future too. He is behaving us friendly. Nowadays, he asks about us with giving a pat on our shoulder when he meets us. We feel that he also does not hold any bad feeling with us. He is feeling happy and we too. But we still do not understand the subject matter which he teaches us in the teaching learning process because the subject is difficult to us. Nowadays we have no any behavioral problems at all.

Z-teacher: Nowadays, I am applying appreciating strategy by saying – *“You are very normal, gentle, beautiful, honest and good but your behavior is little bit correctable. If you correct your behavioral attitude you will be better.”* They feel proud when I say it. They are similar my son. So I never mind them. I am free from bias. Even though, they are still track out in teaching learning activities. But I do not like to complain anything.

Now I found that those students, who were happy with the teacher, had been aggressive with him in previous days. It was found that they were not intentionally aggressive with him but his behavior was intolerable to them. But they were still holding

dilemma in teaching learning activities. They were respected now. The teacher was applying new strategy for eliminating the conflict. They started to appreciate them by pointing some behavioral weaknesses. This policy played a vital role for making them happy. There was a clear lesson in doing so, arose feeling that they were good but they had to try improving their behavior. Indirectly there was a lesson to them and directly they were appreciated and became happy. The problem of conflict was resolved.

When I turned to literature, I found an interactionist view that conflict is not a harmful matter rather it is a positive force which is essential for the best performance (Powell, 1992). Here, this conflict brought a good performance to keep good relationship between the teacher and the students which was perceived by them in the episode 18. When the person is in confuse to bring the persons togetherness and to win their beliefs, then he/she should start to appreciate them which method is more helpful to minimize the conflict (Raider, Coleman, & Gerson, 2006).

The teacher was ready to use new strategy to in his teaching learning process. It technique can be said as appreciative method to resolving conflict through oppressor transforms himself/herself and starts to appreciate to others. Another thing is that, when two parties are more assertive each other, both do not agree to back from own obstinacy and nobody pay any attention to cool down them, and then there will be an inevitable violence (Jeong, 2010). In this situation, the need of dialogue and proper initiation is necessary. If it is, both parties can take middle road approach where both are interested to go the compromise direction. When the parties feel that the issue is moderated importance, both have equal power and both have a strong commitment for resolution, then both parties take initiative to compromise the issue for the temporary solution

(Robbins, Judge, & Sanghi, 2009). Here the school administration, teacher and the students sit together without any hesitation and discuss themselves to find out the solution. It can be said as compromising method which becomes very attractive and fruitful to the organization as interactionaist claims it. But the head teacher still has a backup power of authority and show threatening power them by saying not to be repeated such case again.

Mediation by the Classmates

Then, I returned to the third case which was presented in the episodes 8, 9 and 10 respectively which was related to love proposal incident between Sarita and Nabin. I was seriously and more carefully watching this case from beginning to the end. The condition was more offensive, aggressive and critical in the beginning. I saw and listened to their cold-war or quarrelling condition, in which I found both of them hot. At that time, I assumed that the game would be ending in the gang-fight. But later on, they managed their conflict in their own initiation. Gradually, they became detached each other. To this regards, I observed him and her activities. I found some points in my observation.

Episode 19. Detaching them

Some representative friends of Nabin frequently met the representative friends of Namrata and vice versa. I saw that they were talking something. I indirectly reached near them by crossing a group of crowd and sat on the bench pertaining to read a newspaper that I had with me. I listened to them in the slow sound. One of the ladies said – *“you should help Namrata by cooling Nabin with convince. She is suffering from full of tension. If her mother listens to this event, she will be*

backed from her study". The boys agreed with her propose. But they did not do any care to me. They talked about ten minutes and they went to the classroom.

When I saw their activity, my interest to further inquiry arose because it was my objective. I made a plan to do informal talks with them. I further noted their activities. I planned to meet both the concerned persons and any two of the coordinators to get information. After some days I met them separately. They provided me some information which I presented below in summary form.

Episode 20. Finishing the Task

Namrata's friend: It is solved with the help of other friends. At first Nabin becomes more emotional but gradually he becomes cool down. His ego has gone narrow down. We effort become succeed. I also talk with him. I clearly say him that she will be deprived from the study opportunity if her mother heard it. Then he realized it and agreed our request.

Nabin's friend: After a long convince, he becomes to agree to abandon the negative attitude towards her. Now he is totally positive. He feels some shamefulness on his previous behavior to her. They unnecessarily create tension to me. I spend 10 days for finishing this task

Namrata: Nowadays, I have no problem regarding the issue. My friends help me very much. I am tension free now. I think that I will offer *vaitika* in coming *vaitihar* (one of the Nepalese festival days on which brothers are offered red spot on their forehead by their sister). I become very happy because I am saved by the possible accident.

Nabin: sir, I forget that incident. All the friends provide me valuable suggestion for withdrawing my proposal. I understand her obligatory trap. So I have no problem sir.

Above mentioned episode 20 showed that the initiation was taken by their friends to solve this problem. Due to this effort, the case was normalized. It was found that both of them were ready to accept case solution way to follow. Now both of them were free of tension. It was found from his friend that Nabin felt humiliation for his for deed. Namrata was ready to offer him *vaitika* in coming Tihar to forget the previous confrontation. Nabin's friend was rearing tension for the management of conflict.

At the beginning, Namrata considers the case as a normal. So she tries to tolerate his oppression for a while and avoid the case. She tries to leave the case due to the fear. She feels that she has low level of power to fight with Nabin. In conflict, one often evaluates his/her power and takes decision on the basis of power. If the existing power does not favor him/her, he/she immediately decides to escape and isolates from it. In this situation one can feel isolation is the better idea than other (Pickering, 2004). In this ground, she temporarily applies Isolation method of conflict management because she does not have enough power to fight with him. At the same time, Nabin tries to win the case through multiple efforts. He feels that he has a societal power to pursue her. In a patriarchy society, male member always holds mass of the power and uses it over the female member to get benefit (Giddens & Sutton, 2010). In this context, he is trying to apply suppressive method of conflict management. Having a dominating power, one can decide to make control over the person (Pickering, 2004).

But later on, when she informs others about the case, she becomes able to take sympathy from her friends and feels powerful. In this ground, she is starting competition with him. She is starting to express her argument and trying to make her better and wrong him through backup power. It is a competitive mode of conflict management and it can be said as competition method. In the competition mode of conflict, the parties become more assertive and less cooperative. They involve in high level of augmenting, ranking, claiming and standing their own ground (Robbins, Judge, & Sanghi, 2009). At the middle of the time of the case, both of them engage in such competition because of equal level of power that they feel.

At the final stage, the confrontation is going on expanded form. In this situation, friends of both parties become serious and make the plan of collaboration to manage conflict. In this stage, some involve in convincing, coordinating, compromising, communicating, helping and mediating both Namrata and Nabin to withdraw the case and they become ready to do so. In this sense, collaborating method is applied to management conflict and both parties become the same as it was before the conflict.

According to Corvette (2009) in conflict, parties are more assertive and more cooperative, if they correctively analyze the inputs and outputs of the ground. The parties actively listen to suggestions given by others. All involve in putting the ideas on top on of ideas to identify the centre of the mid-point. There are multiple levels of participation and make a beautiful understanding with collaborative practice. Finally they reach to apply understanding on the ground. Through this process, all the parties win the battle of fight and reach at the win-win stage (Deutsch, 2006) which is the better policy to maintain long run peace (Ledgerwood, Chaiken, Gruenfeld, & Judd, 2006). On the basis of this

ground, they makes collaboration for managing the conflict which is seen between Namrata and Nabin.

Ignoring what others Say: I don't Mind

My fourth case was the incident related to Mahendra who read in grade nine belongs to so called low caste which case is presented in episode 11 and 12 respectively. I continuously followed him. I made intimacy to him. I found that there was no change in him. He was still irregular in the classroom. Sometimes he was absent for a week. I often thought curiously about how he is bearing and managing such an injustice of their friends and teachers in his life. Regarding my curiosity, I again collected some information from him about conflict management which is presented here.

Episode 21. Influenced by my Mother.

I never take tension regarding the issue because I cannot compete with them. I am alone and there are many persons. They are higher in relation to me. My mother often says me that I should bear whatever the matters are. She says me that we belong to the lower and untouchable caste. So I follow what my mother says. She says me to help others as considering an obligatory task. Considering this reality, I know that nobody listen to me and I tolerate frequently what they say and what they do. I don't mind sir. I am fine.

I found that he was compel to accept the conflict and digested it in an easy way. He was guided by his mother and did accordingly to manage conflict. He considered that his obligatory task was to digest conflict, tension and pain through toleration. He felt that he was weak in number and power. He was doing so as his mother says. It was the way of his conflict management. He neither takes any tension nor does any mind to others.

Generally Minority people tolerate what majority says (Cox, 1973). This situation is found in the society where dominated race, caste and gender are placed under the dominant group. Most of the red Indians and African blacks tolerate the behavior in America (Giddens & Sutton, 2010). Turning to the conflict theory, it is better to back instead of fight when there are so many difficulties to do revolution and to establish power centre which is considered as temporary type of conflict management. In such an unfavorable situation, a person neither focuses on others nor himself (Robbins, Judge, & Sanghi, 2009; & Pickering, 2004). One can escape from the conflict if he/she does not have the capacity to conflict management skill, knowledge and power rather he/she pretends unconscious towards the conflict (Corvette, 2009). Here Mahendra did not see any chance of correction and he tolerates the conflict what the situations are. He was simultaneously adopting tolerative method and escaping method of conflict management in his school life because of his home orientation.

Killing our Expectations

I turned to my final issue. The final issue was growing student absenteeism and class bunking which is presented in episodes 11, 12, 13, 14 and 15 respectively. The student absenteeism and class bunking after the Tiffin time were the causes of conflict for the school and the teachers to school side. But domestic problem and pedagogical process were the main causes of conflict to the student side. I was interested to find the method about how this conflict was managed by the teacher and the students themselves. But on my regular observation, any corrective measures were not taken by both sides. Then I discussed about this subject matter in the classroom. During my discussion students had notified me more information. I use the word 'we' instead of 'I' in episode 24 because

obtained information were gathered collectively from the classroom. The main information is presented below.

Episode 22. Twisting to the Examination

We complain many times but they do not listen to us. The whipping is the final solution of this problem. We have to perform some important domestic tasks in home. We are still doing class bunking and being absent in the classroom. If we say our sensitivity, obligation and seriousness they do not pay any attention. The head teacher and teachers ignore our desires and needs. So we become habituated to tell nothing them. Our sir and madam say - *“Let study without any complaint, the examination time will come sooner, you are the SLC students of next year. Do get success in your examination and try to pass SLC regularly and then go to campus level. Can you get pass by this type of complaint, absentees and class bunking?”* By saying so, they twist our demand to the future direction of examination and ignore our problems. Now we don't have any complaints.

It was found that the students become tired to complain about their dissatisfactions. The students felt that the teachers twisted their case or interest to the fear of examination. The school and the teachers frequently ignored the demand, sensitivity and problems of the students. Another thing is found that the students were also ignoring the classroom activities, study and feedbacks of the teachers. By keeping the information of students in my mind, I turned to that teacher who had bitten the students in the name of absentees and class bunkers that day in order to get information about the method conflict management regarding the issue.

Episode 23. Crowing the Crow: Drying the Oil-seed Cake

It is impossible to listen to all their complaints. Some are intelligent there, who always take the class seriously. But some of the students become absent and bunk the class regularly. Every day I inspire them to be a regular student. I motivate them to be a serious for their terminal and final examination. They are going to be SLC candidates. I arouse attention to their future expectation and the opportunities. I often show the importance the value of certificate and academic qualification. Every teacher does so as I do. Other classes are more satisfactory than that class. Sometimes I threaten them of penalty. But they do not pay any attention towards the things. Nowadays I feel bore to see the behavior of our students of that class. Nowadays we all are ignoring their behavior and complaints of those who are going to absents in the classroom. They will understand the essence of study in their life process. Now, I am applying the policy of crowing the crow, drying the oil-seed cake (काग कराउँदै गर्छ, पिना सुक्दै जान्छ) because they cannot be improved by our efforts.

It was found the same thing as students said. The problem of absenteeism and class bunking situation was not improved till now. The policy of motivation, future direction and inspiration were provided them. The importance of examination and academic value were highlighted them. Furthermore threaten was given for the corrective measure. Even though, the situation was not improved. The teacher became tried to improve attendance. They started to ignore them and their behavior. Due to the application of ignorance policy, the teachers were feeling released from tension.

By observing the information obtained from the students and the teacher, conflict regarding the issue is gradually deescalated through applying different techniques. Sometimes conflict can be transformed to another direction through twisting the case. For doing so, the leader of the organization starts to inspire for transcending the self effort of member for good achievement. It is a process of awakening the members to get a future achievement by arousing inspiration (Robbins, Judge, & Sanghi, 2009).

In this process, the leader involves to influence the members where he/she motivates them to accomplish more than what they actually think (Northouse, 2010). The leader tries to twist them to the productive sector. Here, for deescalating the conflict regarding the issue of absenteeism and bunking the class, the teacher is motivating the students to get success by showing their future. He is trying to twist the case to the productive sector by convincing them. So this method can be said twisting method of conflict management where the case is twisted to another area. But he is still unable to transform it as considering a kind of energy for making transformation of the school.

In the traditional view point, conflict can be control either by using power or by developing avoiding tactics, if impossible to use power. By avoiding process, conflict can gradually be managed in its own pace (Leatherman & Griffin, 2009). The conflict is going to transform into the violence, then it should be avoided carefully (Galtung, 2009). Here, both the teacher and the students become tired for fulfilling their objective in the sense that the students might not arouse the same case afterward because the teachers are unwilling to listen to their demand and the teachers might not pay any attention in this regards. This situation shows that both are applying avoidance policy to minimize the conflict.

The students are unwilling ready to deescalate the conflict because their power becomes weaker. Similarly the teachers start to avoid their activities because every taken measure is not effective to improve the condition. In this condition, both are avoiding of conflict in an undeclared form. This can be said as avoiding method of conflict management. This method can be applied, if the conflict is trivial and less possible to get maximum benefit from the resolution (Robbins, DeCenzo, Bhattacharyya, & Agarwal, 2009). This is a way of making delay and to make tired for cooling down for a while.

From the information, analysis, literatures and my interpretation, I made my understanding in regards to the methods of conflict management in the classroom which were plasticized in the field. In other words I came to the understanding that the suppressive power was still used by the organizational authority to oppress the conflict. Due to this reason, the students were compelled to withdraw from the conflicting situation and they were tolerating the pressure for temporary management of conflict. In some cases, classroom conflict helped to emerge appreciating skill to satisfy the students.

In the same vein, compromising method was found very productive for making the win-win situation which was considered as more fruitful for both the students as well as the teachers. In some cases, isolation from the conflict, competition to domination, suppression to weak and collaboration to conflict resolution were used but collaboration between the members were found very effective in the classroom where students themselves were well sufficient to manage the conflict. Unfortunately, the situation was unfavorable for those who were powerless and supposed to bear any type of conflict. Sometimes, conflict could be resolved by twisting the case to another direction by

showing the future expectation. It could be solved through avoiding or neglecting process.

My Reflection in Praxis

Before conducting this research, I, as being a teacher, always thought that there was no any partiality, injustice and oppression in the school and especially in the classroom. The school would have been providing different facilities for the students on the basis of their demand and necessities. I actually thought that the school was the place of making cohesion, solidarity, unity, friendship and relationship among the students, between the students, and between the students and the teachers. My feeling was that there were negligible conflicts which were tolerable and were resolved immediately. I often thought that many changes were taken place in the school in relation to my student life. Conflicts were become narrower and narrower so that each student was feeling happy in the classroom. There was enough cooperation, help, love and affection among the students, and between the teachers and students. The respect, dignity, prestige and courage of each student were protected and appreciated. I was also feeling that I myself was sufficient to maintain these norms and values in the classroom. I therefore felt proud of being a teacher. These were my feelings, perceptions and understanding regarding the school, classroom and teacher-student relationship before doing this research.

But after conducting this research, my previous feelings, perception and understanding get changed in this regards. As being a teacher, I have found myself as an incomplete teacher in order to understand the subjective world which is embedded within the mind of the students. Each student has own world where he/she has been living. But we teachers always see him/her through a far distance and make our perspective which

does not fit with the perspective of the student. We are still far from the actual cohesiveness. The thinking of students and our thinking are totally different. We often think objective reality but our students have subjective realities. I realize that there are multiple disparities, injustice, differences, inequalities and oppression in the classroom during the pedagogical, assimilation and accommodation process which are still unidentified throughout the process.

I think that the teacher training, curriculum, management system and pedagogical process are still unable to address the diversified reality. I actually become very serious when I enter into the five cases where I find the big world of diversification which is not recognized till now. The field study and the related literatures, which I study, help me to change my previous baggage and I come to reach that conflict is everywhere which are still found in an unmanaged form and this can be utilized as a source of energy for increasing the competency, competitiveness and potentialities of the individuals. If it is not managed properly, this will harm the potentialities of the individuals.

Criticism on Theories

My findings help me critically examine the theories. Let me begin with Marxism. Karl Marx views conflict with an economic perspective (Ritzer, 2000). He argues that the source of conflict is the unequal distribution of economic source. Due to this reason higher resource owners rules over the poor class (Marx & Engels, 1948). But poor class always opposes the power of the upper class through struggle against the power of upper class (Abraham, 2009). He says it as class conflict. But on the basis of field study, it can be said that there was not any economic class conflict rather there was conflict in the same class or same group. The students were in the same group like Namrata, Nabin,

Mahendra and his friends. I found that they were disagreements among them for a while. I also saw conflict in the same group and finally they became united without any revolution which was the contrary to Marxism. Similarly there was the situation of conflict between Namrata and Nabin in my field but both of them did not alienate rather they became united with the consensus. This was the contradiction on Marxism alienation theory.

Like this, Marx argues that higher level of oppression leads to create the revolutionary state from the protection of the oppression and exploitation. But in my field, Mahendra accepted oppression and then ignored it. It showed that revolution may not take place forever. Therefore Marxism could not be applied everywhere and every field. It could not be applied in the non economic sector. But in the case of conflict between the teachers and the students, it was seen that there was the position of ruling and ruled position which was similar to Marxism.

Andersen and Taylor (2008) cited Wright Mill's concept of elite and non elite division of the society. To him, society is divided into elite and non elite groups where elite group holds social, economic and political power. Elite group always holds power and used it over the non elite group which results the conflict in the society. In my field, conflict was seen in the short period but it was not seen forever. It was managed by toleration by non elite group that is by the students where the students were similar to non elite and teacher elite group. This was the contraction to Wright Mill.

Zeitlin (1968) and Johnson (2008) focus on functional unity envisaged in Durkheim theory of the groups. According to this theory, each group depends upon another group due to the interdependence function between them. Groups are

heterogeneity in nature but their tasks are interdependent which lead to organic solidarity. Organic solidarity always maintains the social order rather individual freedom. It brings a social cohesion and integration. Keeping this view, I returned to my field to link this theory. In the cases of field, the girl students and the head teacher, the teachers, boys and girls were heterogeneous in terms of race, caste, qualification and interest but there was a sense of diversity and their groups were not united rather fragmented. In the case of Mahendra and his friends, they were heterogeneous in terms of knowledge, caste, race and behavior but they were not united each other.

Like this in the first case of conflict between the head teacher and two girls, there was no cohesion and integration. In the last case of conflict, there was no cohesion between the teacher's and the student's interest. Due to these evidences this was the contradiction to Weberian theory with compared my field. Weberian theory was not applicable in my four cases except the case related to Namrata and Nabin. In the case of Namrata and Nabin, there found social cohesion due the interaction between their friends. It means that Weberian was not equally applicable in all the cases in the organization.

To return to the Hinduism, Guru is all in all in the process of education (Sivananda, 2004). The leadership theory says that the leader should managed conflict of the organization in an effective way. The state of ignorance of leadership for the conflict management helps to increase more conflict. This situation leads to heavy risk in the organization. It also suggests that leader should initiate timely to manage conflict (Northouse, 2010; Robbins, Judge, & Sanghi, 2009). In the school, it is considered that the teacher is the leader and the head teacher is the leader of the leaders. But in the study field, the students did not consider the teacher as all in all rather they dishonored the

teacher and his behavior. They were not ready to accept their teachers in the form of Guru as said by Bhakti tradition of Hinduism.

The field situation showed the contraction on this Hindu belief regarding the concept of Guru. The students needed professional rather than traditional Guru who looks for devotee only. Like this, the leadership theory as I mentioned above did not function properly in my research field. Because most of the conflicts were managed by students themselves and the teachers were found indifferent in this regard. The field situation was contrary to the leadership theory because the header did not initiate to manage conflict rather the initiation was taken by the students themselves.

UNESCO (2010) says that there is a situation of marginalization of students in Nepalese school. Most of the disable and girls marginalized students have been feeling isolation from the school and even from their peers. This tendency is increasing in position. The teachers do not understand the feelings and interest of their students. They are unable to manage the diversity of the classroom. They do not have such knowledge to minimization of conflict in the school. My field study and the information also supported the findings of UNESCO. I found that the students were beaten when they expressed their desires, needs and problems.

Like this, Coltt (2010) found that the trained teachers were capable to listen to grievance of the students and to use their skill for managing conflict in relation to untrained teachers. But in my field study I found that no trained teachers did so as Coltt (2010) said. Similarly, Ngcongo (1993) found that the head teacher and the teachers frequently used coercive power and showed offensive behavior over the students to control the school conflict and the students showed the revolutionary behavior against the

school structure. Comparing my field study to this research, I found the same situation. My first and second cases were similar to the finding of Ngcongco (1993). My field supported with the finding of this research.

The society and the organization are operated on the basis of legitimacy, coercive, hierarchy and patriarchy power (Vail, 2004) which create the responsibility, prosperity and resource owner for a certain group. This situation intends to produce the feeling of membership and non membership among the members (Tew, 2002) which creates exploitation and oppression. The power theory says that use of excessive power creates another power centre to protect from the evil of power. But in my field, Mahendra was the victim of power but he did not create another power centre. It means power always does not create another centre of power.

Like this, David and Moore (1945 as cited in Ritzer, 2000) explained the nature and its functional structure of society where each unit is tied up for the certain function and maintained societal structure. In my field, the head teacher and the teachers held such power and the students felt powerless. The students viewed such power as a form of hegemony. The students did not accept the power hegemony of the teachers and even the hegemony of pedagogical process. They expected change in rules, behavior and the pedagogical process. I saw that functionalism perspective was holding by the authority but the students did not like it and they were holding deconstruction (Doshi 2003). From the student side, functionalist perspective was rejected and they needed student friendly environment. But the school structure ignored the deconstruction of the functionalist perspective.

Turning to the power theory of Foucault (1961 as mentioned in Doshi, 2003), he points the power- knowledge- truth relationship where power makes knowledge and ultimately it makes truth. The power blocks other possible alternatives. He again discusses on discourse which is ever changing in nature. In my field, the school structure held the concept of power- knowledge – truth relationship and did function accordingly but the discourse for the teachers was found constant in nature. Because penalty, classroom controlling, conflict, teachers' behavior and teaching learning process are the discourse which were not found in changing trend. I presented my experiences of student life in episode 1 and my experience of teaching life in episode 2. The same situation was found after forty years later which were presented in the episodes of chapter four and chapter five. The discourses were found constant for the teacher which was contrary to Foucaultian theory. But for the students, the discourses were found changing in nature. It means this theory did not absolutely applicable in the whole organization of the school.

Jacques Derrida (1978, as cited in Doshi, 2003) focuses on deconstruction, decentre, fragmentation, plurality, discontinuity and change of truth. Logocentrism blocks the subjective truth and there is no single truth in the world (Ritzer, 2000). I found the same situation in the field. The students intended to change the logocentric concept of the school structure because their world of truth was different from the logocentric truth of the head teacher and the teachers. I found that theory was applying in my field.

Like this, Herber H. Hyman (1967, as cited in Haralambos, & Heald, 2010) claimed that the students do not such education which is not fitted to the life and the occupation of the students. In the case of Mahendra, his father also did not believe upon present education system. This education was really unmatched to him and his parent's

occupation. But Mahendra was still coming in the school. He became failed last year even he needed the same education as his friend had been taking. He was coming to the school due to the societal influences rather than his occupational aspect. Thus, Herber H. Hyman concept was not matched to my field.

Turning to the learning and pedagogical process, theory say that students learn more when there are appropriate environment, teachers' affectionate behavior, risk minimization, teachers' well preparation, full security of their dignity, dedication of teachers and state of collaboration in the teaching learning process (Ruddeck & Flutter, 2009). The main aim of education is to develop the four pillars in the students (Delors, 1996). Banking system of pedagogical process produces the culture of silence (Freire, 2000). But I did not find such teaching learning process in the field. The last two pillars of education i.e. learning to do and learning to live together were not found in my field. The teacher behavior and their preparation were the obstacles part to achieve these last two pillars.

Concerning with the pedagogy of the oppressed, I found that the students resisted the cultural silence type traditional pedagogical process rather they tried to dig out newness from the school system. The evidence of this resistance is presented in the second and fifth cases as presented in the fourth chapter. The voices of revolution for changing pedagogical process came from the ground. These evidences are sufficient to challenge the state of silence but oppression over the students through pedagogical process was found in the field which was resisted by the students.

Concerning with feminism, it is said that patriarchy system, social system and their hegemony are the enemies for the enhancement of female (Giddens & Sutton, 2010;

Andersen & Taylor, 2008). It was found in the state of unconsciousness of Nabin in the third case of my field. The love and hate case was managed by the initiation of both boys and girls friend of Nabin and Namrata. The role of boys was satisfactory to create justice for Namrata. If the males were enemy of female, then females were not helped by females. By observing this event from my field, a question aroused in my mind whether males or society or system were the enemy of female or unconsciousness the enemy. Techno crime came to appear from unconscious mind. This was the contrary to feminism in my field.

Pierre Bourdieu (1990) claims that cultural reproduction and symbolic violence is the circulatory system in the low profile group of people. In this process, high profile people produce their culture and transmit to the down and low profile people are ready to accept it by abandoning their own culture. It was found in the same situation in my field. Mahendra's mother was influenced by the concept of cultural reproduction and symbolic violence. She was ready to accept violence by saying to her son – 'accept what they say because we belong to lower caste'. This evidence showed that Bourdieu's concept had been applying there.



CHAPTER 6

Findings, Conclusion and Implications

This chapter is concerned with the overall findings of my research. The findings are drawn on the basis of my five cases which I saw during my field study. Basically, the findings are made in a precise form relating to my research questions regarding the issue of nature and causes of classroom conflict, and methods of managing it. Similarly the conclusion is drawn from my findings and experiences. In addition to this, the implications of the study and its findings are prescribed for the further correction and creation of attention of concerned people.

Findings

My first finding is that the students have multiple needs and desires. They are not interested to keep in the predetermined structure. They need change in the structure. Their perspectives do not match with the logocentric structure. The desired needs of students are not accepted by the school structure as considering a symbol of violence. But the students do not agree with this thought of school. Therefore the gap is created between the students and the school structure. By this gap, conflict comes to the ground. The school is still holding the mentality coercive power as an effective means to control the conflict by suppressing them as the name of disciplinary whipping. They are oppressed by the school authority. On the conflict management side, the students are unwillingly withdrawn their matter of disagreement to the school structure as a temporary management of conflict. There is a compulsion for students to agree with the structural rule and regulations of the school but they do not accept from the heart of students.

Therefore conflict comes to exist from the value confrontation and domination over the students in the school.

My second finding is that the students are still marginalized by the teachers through using irrational power in terms of knowledge, behavior, seniority and super ordination and the like. The students are supposed to accept the power of the teachers. They are supposed to listen to their teachers, bear what they said, accept what they did and tolerate what they behaved. This situation is not long lasting and forever. Using and practicing such power of the teachers are undesirable to the students. This tendency and mentality of teachers is helping to make relation flatter distance between the teachers and the students. By this practice, the students become marginalized in the pedagogical process. It is commonly said that the sword cuts its master, if he is unknown to use it.

Like this, use of irrational power and misbehavior produces another power centre which can be used against former power centre to maintain existence. It means that the teacher has been using irrational power, misbehaving over the students and ignoring the expectations of the students as considering the students as nothing. On the contrary, the students are going against to such irrational power and they make another power centre to secure their existence. Thus the conflict is inevitable in this situation. In this process of conflict, corrective measure is taken where they make compromise with the multiple dialogues which brings win-win situation. This conflict and compromization process help to make the teacher to be an appreciative teacher.

My third finding is that there is a disparity and inequality in the classroom in terms of gender. The female students are exploited and torched by the male students through using mobile cell and other means. They are considered as a means of getting

pleasure. The female students are fighting against the dominance of male mentality. It is found that each group has own thought and another group think it differently even in the same classroom. Finally, they become unite and create the situation of solidarity to protect the female dignity and prestige. They are still holding the fear of societal culture, value and norms and family orientation. In the same time, caste disparity is found in the classroom and they are holding the mentality of so called superior and lower caste. They acquired these values from their sociological orientation of the society.

Due to this orientation and disparity, there invites a conflicting situation where the techno-conflict, gender conflict and caste conflict are found in the classroom. In the sense of such conflict, it is found that conflict is managed by them through applying collaboration policy. Another most important thing is that they can easily initiate conflict to make rapport, unity and solidarity among them.

My fourth finding is that the school especially in the classroom has ethnic and racial disparity, exploitation, sense of untouchability and oppression. The students who belong to a particular ethnic or racial group are feeling humiliation, injustice, helplessness, isolation, marginalization and exploitation from so called powerful senior group or caste or status. The ethnic or racial groups are supposed to bear all types disparity as their fate. This type of orientation is still operating in the classroom. These oppressed groups are not protected by the teachers and the school administration rather they are apathetic and indifference to take corrective measures. This behavior and tendency compel to make them irregular in the classroom attendance. Such students are not interested to take class and they are bearing academic failure.

This disparity has invited group conflict even in the same classroom. Such students have been feeling of lacking power and escaping from the tension through tolerating suppression to manage the conflict. Their home orientation to bear conflict is the obligation for them. The situation of giving up of the ethnic or racial group to the non-ethnic or non racial power is found in the classroom activities from my field study.

My final finding is that there is a gap between pedagogical process and the needs of the students. The teachers are unable to understand obligatory tasks of the students of their homes, parents help and their domestic problems. Like this, the pedagogical processes are dissatisfactory for the students. The students are unfamiliar to the homework system for which they are feeling burdensome. They are expecting need base classroom teaching learning activities through they can get entertainment, help, cooperation and friendliness environment.

They are interesting to the extracurricular activities. They are expecting sound physical facilities, use of technology, student friendly environment, means of utilizing leisure time, burden less and new methodologies in the pedagogical process. The teachers are academically qualified and trained but they are unwilling to provide such environment due to holding of old baggage of classroom activities of their school life. The teachers are unable to throw away the traditional baggage because of lacking update in new pedagogical transformative approaches. Their main objectives are to increase student regularity and high level of subject scores through periodic examinations. For this, the teachers and the school intend to use coercive power to the students but they do not tolerate it. This situation creates the gap between the teachers and the students and as result conflicting situation is creating there. To manage such conflict, the teachers are

willing to twist the case to the fear of examination and the students are unwilling compel to turn back from their desires and supposed to follow the status quo of the teacher.

Discussion over Findings

In chapter five, I have presented some critiques over the theories and some literatures on the basis of my field observation and discussion. Here I am theorizing my field on the basis of theoretical framework with the help of my findings. The teachers and the head teacher were guided by traditional concept. They believed on corporal penalty as an effective means of conflict management. They intended to maintain strictness of management. They believed on authoritative nature of controlling system. They were interested to apply all the systems which they learnt, saw and felt in their school student life. Foundationalism was their baggage and the efforts were made to maintain the status quo.

The students were the victims of the static mentality of the head teacher and the teacher. The students needed change in the overall school system. They were influenced by external factors. They expected democracy and liberalism in the pedagogical process, school codes and behavior. They tried to deconstruct the foundational baggage of the head teacher and the teachers.

Concerning the issue of the nature of conflict, there was a situation of violence. In the first case, the head teacher used water supply pipe to beat the students for imposing them. He was offensive for compelling to follow school codes. Like in the second case, the students involved in violent against the teacher. In the fifth case, the absent students were beaten by the teacher. Autocratic power was used in the cases which indicated that conflict was guided by violent. The violent concept was clearly seen on the head

teacher's expression. His saying was '*kakra chor lai mudke sasti*' which indicated the mentality of violence. It means that authoritative leaders need suppression to manage conflict. Such leadership believes on coercion.

In the first case, Asma and Sarita unwillingly accepted the school codes and they would use their desired dress when they would join in the campus. But they temporarily accepted school codes. In the fourth case, Mahendra did not come school regularly because he was tortured by his friends and he was ignored by his teachers. He did not like to be a regular student. He was unwillingly ready to tolerate the conflict. In the fifth case, the students did not agree to accept the corporal penalty and teaching learning method but finally they unwillingly accepted the situation. These events showed the self-suppressive mode of conflict in the classroom. It means that conflict was there but students themselves suppress their conflict due to the authoritative use of power. In the field, self-suppressive nature of conflict was found in the classroom. The students involuntarily suppress their dissatisfaction due to the high voltage of authoritative power. But this nature of suppressive conflict is not discussed by any literatures which are reviewed.

In the field, the authority needed to get high scores in the examination from the students. All the efforts were made to get meritocracy target. The head teacher and the teachers wanted to recognize their school in the forms of high scores. Extra activities and students desires were not the primary subject matter to them. Their understanding was bookish knowledge as primary and others as secondary. But the students did not agree with this argument. They needed playing, dancing, singing, entertaining, getting general knowledge and socializing. Their understanding was extra activities as primary and

scores as secondary. It showed that there was a merito-conflict which is not discussed by any literatures.

Like this, the head teacher and the teachers wanted that their students were to maintain ethics of the school. They saw their success in the application of ethical codes by their students. But the students did not agree with the expectation of the teachers. They wanted to deconstruct the predetermined school codes. The students were influenced mass media and the demonstration effect. They needed to change the codes of conduct but the school tried to maintain status quo because the school teachers was holding traditional baggage. The students tried to break the existing codes and the teachers did not agree with the students. It showed that there was an ethical conflict. This nature of conflict was caused by the generation gap between the teachers and the students. This nature of conflict is not discussed in the reviewed literatures.

Additionally, the students needed to change their fashion. This tendency was seen in the first and second case. Wearing frocks up to knees, opening two up bottoms of the shirt of girls, making long hair, different styles of cutting hair and making tattoo on the arms and neck of boys were the examples of fashion used by the students even in the classroom. They were violating and ignoring the school codes. The students were supposed to use white shirt with using all the bottoms, blue full paint and frock under the knees with belt and tie knot, parting hair for girls and short cutting hair for boys, black shoes with sock, and books with a bag. But students did not agree with this model of uniform dress and they ignored the rules of the school. They violet the dress rules in the faster motion when the school ordered strictly. The tendency of dress violence was slower when the school order became weaken. The tendency of the students was to be

distinctness in the dress up but the school structure did not allow doing so. This nature of being distinctness with the help of get up was fashion conflict with the school structure. It means that higher the pressure on maintaining discipline higher the tendency of avoidance of discipline. This nature of conflict is not discussed by the reviewed literatures.

All the cases were associated with prestige issue. In the first case, Asma and Sarita felt humiliation and they became tension because they were beaten in the presence of their friends and the teacher. They felt loosing prestige. When the girl students violated school dress codes, the head teacher also felt loosing prestige. Like this, in the second case the teacher rebuked in the degraded words for those students who were out of uniform dress and did not do homework. He excluded them from the class at his teaching period. They felt loosing prestige. In the same case, the students became offensive to the teacher and class did not run for a week. He felt loosing prestige. In the third case, Namrata and Nabin and in the fourth case Mahendra felt loosing prestige. When one felt loosing prestige and dignity, the conflicting situation came to appear. The same situation was found in the cases. This nature of disagreement was prestige conflict which was found in the field. This nature of conflict was not found in the literature.

In the case third, Namrata got tension from the mobile message which was sent by Nabin. He sent love and dating proposal to her. He often sent messages but she did not like such behavior. The mobile was sufficient to create conflict. Like this, in the fifth case the students demanded teaching learning method based on information communication technology but the school did not have such technologies and property. The use of technology was sufficient to create techno-conflict.

The second and fifth cases were associated with pedagogical process. In this process the students were supposed to listen to their teachers but they did not like their lectures, instruction, dictation, note writing, class work, homework, rote learning and they became passive. They felt laziness, monotonous and burdensome. They needed newness but teachers were unable to provide new. Their demand was beyond the capacity of the teachers. Even the trained teachers were unable to fulfill the expectation of the students but students did not agree with the teachers regarding the teaching learning activities. The students expected extra activities, entertaining, relaxing and burden less pedagogical process but the teachers focused on bookish knowledge and obtaining high scores. This nature of gap was pedagogical conflict which was found like endless conflict.

In the management side of conflict, the practice of conflict management was based on coercion or using whipping or threatening. The students were supposed to tolerate the coercion used by the authority. The students were involuntarily ready to accept the coercion because they felt heavy risk to show confrontation with the school structure. Finally they tolerated by abandoning their desires. It was the old method of conflict management practicing in the classroom of the school. But it was not a way of permanent solution.

The students became proud while giving a pat on their shoulder by their unfavorable teacher in the second case. He used appreciating method for those who were creating conflict. Psychologically the students felt proud and found them nearness to the teacher. Therefore appreciative theory to conflict management was practiced in the field which was better than former practice. In the same case, compromising theory to conflict

management helped to create the win-win situation for both parties. The knowledge obtained through this theory helped to make cleanliness of the polluted situation between the parties.

In the third case of the field, the students themselves managed their conflict. There was deep confrontation between Namrara and Nabin, which was sensitive in nature. Their friends made collaboration and initiation to manage conflict. It was very interesting. The boys and girls group took initiation for narrowing the confrontation between Namrata and Nabin. Their friends were able to mediate them. If the school has to make a provision of conflict management through the initiation of the students then they will empower their capacity which will be easier method of conflict management. It event shows that the students involvement is necessary to make initiation for managing conflict in the classroom. They were able to manage their own conflict and there was no necessary any intervention or compulsion over them. My actual field i.e. the classroom had applied self-initiative theory to manage their own conflict. No literatures mentioned this theory but I got this theory from my field.

In the same vein, making kinship called *saino in vai tika* and the like was another effective method of managing conflict. Making friendship called *mit launu* is the popular indigenous method of building relationship between the parties in our rural areas through which many conflicts have been managing in the practice. Like this, Namrata had proposed to make Nabin a brother in coming Tihar by offering *Vai tika*. It belongs to the self initiative theory which will be better for managing students' conflict.

Bearing conflict was another method of conflict management practicing in the classroom but this method did not solve the conflict. In my fourth case, Mahendra was

applying ignoring theory and conflict bearing theory. He did not find another alternative and applied the similar approach as of this theory. This type of theory helps to promote further conflict. The ignoring method was seen in the fifth case. But there was one new thing, where the teacher was counseling them to minimize the conflict of the students. He twisted the case to the sensitivity of the students' examination. For the temporary management of conflict, twisting theory can be used by the teachers but it is not permanent in nature.

Conclusion

On the basis of my field study and findings, I have drawn some conclusions. The classroom activities in the community school are not faire. There are many conflicts in the classroom. The nature of the conflict is based on value system of the school and the students, interest of the students, relational factors, gender, caste and racial factors, power factors, social status and pedagogical factors. The school administration and the teachers are interested to use their authoritative and legitimate power to control conflicts but the students do not agree with power utilization over them. The use of power, authority, authenticity, predetermined rule and regulations, expectations of the school, operation of regular class and getting high score are the truths and realities for the school and the teachers. But the students think these factors differently. By the variations of understanding and variety of composition of the factors, conflict comes to exist in the classroom. The conflicts are related to minority and majority, ethnic and non-ethnic, racial and non-racial, higher status and lower status, powerful and powerless, talent and non-talent, and traditional pedagogical process and transformative pedagogical process.

In this context, power has played a vital role to create oppression, injustice, inequality, marginalization and risk on those students who want change present existing system and try to break the status quo. In this situation, the school and the teachers are desirable to suppress the conflicts through the utilization of their legitimacy power. Due to this reason, the students are compelled to be back from their thoughts and they unwillingly accept the school authority and power of authority. They are tolerating oppression, injustice, inequality and marginalization. Therefore, it is necessity to provide them justice and equality through transformative pedagogical process so that they can develop their academic personality in the desirable educational environment.

Implications

This research is helpful for those who are responsible in classroom teaching learning activities. The output of this research can be applied in the classroom practices. One can think that a particular case is small and negligible; s/he cannot perceive its intensity, seriousness and the impact of the case in the field of educational process. But the impact of the case may be serious and it has multiple impacts. The findings of this research can help the schools in making the classroom activities effective.

Implications for the school head. The head teacher may apply democratic leadership style to make his organization effective rather than autocratic or authoritative style. S/he can apply the policy of grievance handling system. Instead of being authoritative leader, s/he can listen to his teachers, students, parents and complains to manage conflict. For this, s/he may operate periodic interaction program for listening to complains of stakeholders. S/he may form child club, student club, parents club and

teacher-student club to grasp grievances of the stake holders and make an appropriate policy to manage conflict.

Utilization of conflict and providing responsibility to the students for its management may be the better policy regarding this subject matter. For this, facilitation and coordination role is very important for which the school head may play a vital role. The school head may play supervisory role to make the effort effective. It is appropriate to make documentation of the nature, types, causes, effects and applied remedial measures of each conflict in the organization. It is not an extra work rather it is regular task for the head of an organization. Proper orientation, dissemination, guidance and counseling for the students, teachers and the parents regarding the individual prestige, dignity, interest, and behavior might be appropriate for minimizing conflicting situation. This can be handled periodically by the head of the school.

There are multiple realities. What we think a subject is real and at the same time that may not be reality for another. In this context, one can understand the subjective reality of others. For being so, periodically specific training regarding conflict management is needed for the school teachers. How each conflict is handled by the teachers is to be documented and each document is to be studied by the head teacher for germinating other remedial measures. Participation of stake holders and representation of each unit for making rules, regulations, codes and regulatory policy of the school or the classroom can be applied so that each stake holder may feel ownership in this regards. Another thing is that the head teacher may call staff meeting on the agenda of classroom conflict, student satisfaction, teaching learning activities for getting innovation and

insight. S/he may motivate them for critical thinking, positive thing and productive thinking.

Implications for the teachers. Teachers are the drivers for driving school and the classroom activities. It is better if the teachers abandon the baggage of conventional attitude of the teacher. Making fruitful and smart classroom context, changing tendency, subjectivity, innovation, distinctness, newness and consensus may be the primary things for the teachers rather than content and use of power. For this the teachers may conduct action researches in the issue of classroom conflict and its management. The output of the researches might be the feedback for improvement. The cases and the output of this research may provide insight and motivation for effective management of classroom conflict. Power, authority, coercion, hegemonization, threaten, victimization, bullying, abusing or rebuking, dominating and oppression might not be the permanent solution of classroom conflict. These methods create the gap and violence which is harmful to everybody. Instead of this, encouraging students to take initiation and responsibility may be the better way to resolution of conflict. The presence of teacher with smiling, affectionate mood and professionalism may be the effective way of conflict resolution in the classroom.

Study of conflict related literatures, transformational pedagogical process and sociological theories may be helpful for the teachers to update knowledge and to get innovation in teaching learning activities. Application of orientation method may motivate the students to take their own initiation for creating rapport among the students and between the teachers and the students. Informal discussion, communication and information of teachers with the students might be appropriate for narrowing gap between

the teachers and the students. Application of interest based teaching methodology and penetrating education through extracurricular activities like playing, singing, drama; newspapers, computer and multimedia, quiz contest, project work, group task, field work, audio-visual means, discussion and interaction may be helpful for decreasing absenteeism and class bunking rate, which reduce the conflict and building relationship between the teachers and the students. Innovation of technique for winning their mind and heart of the students is fruitful for the teachers which has brought low risk of conflict in the classroom.

Implications for the students. In my research field, I found that the students were energetic, innovative and enthusiastic for getting newness. They may imply the output of the research in their school life and common life as well. The courage to raise what, how and why questions to the school structure regarding any subject matter may be helpful to construct new knowledge. Generally it is said that unity is the strength to do the thing. Like this, the students may apply the policy of unity, sympathetic and empathetic among them to bring newness in their classroom and in the school as well. Systematic or smart challenging of the foundational mindset of the authorities to find best alternative is the way of reformation in learning structure. For this, they may involve in self initiation, self empowerment, collaboration, mediation and participation in each activity and in motivating others in this regards. By this process, development of leadership might be took place from the school. The students may do something and learn everything. The tendency of ignoring, tolerating and bearing conflict or tension is not a way of permanent solution; rather it goes to the additive way. Showing dissatisfaction

and trying to get the way of satisfaction may help to bring new knowledge but stereotype dissatisfaction may not be useful in making career.

Implications for the trainers. In chapter two, the literatures show that the teachers of community school are well trained, they have got different trainings and the teachers are becoming child friendly. But I did not find this situation in my field study. I found that the teachers did not have the knowledge of conflict and its management skills. In this situation, effective conflict management training, seminar and workshop for both the head of the school and the school teachers at their doorstep may be essential in order to understand conflict, build skills and make positive thinking. The Resource Centre, Teacher Training Centre, District Education Office and Ministry of Education in Nepal may make the plan and program to provide such training. Evaluation of the effectiveness of teachers' training may be the implication of this research for the trainers. This type of training, conflict handling and managing skills of the teachers may be the basis of teachers' evaluation. The tendency of escaping from the classroom conflict may not be a permanent solution; rather conflict handling through its utilization is the better way in the present context.

Implications for the teacher service commission. My research output showed a terrible situation in the classroom conflict. This may be caused by excluding conflict management components in the evaluation system made by the teacher service commission. Some components regarding conflict management are included there in the evaluation category but they may not be sufficient in this regard. Practical and theoretical knowledge of teacher candidates or the completion of certain training course regarding conflict management may be the requirements for teacher selection.

Implications for the society. In my field, it was found that there was a situation of conflict which was based on caste, race, gender, value, technology, hierarchy, untouchability and occupation. The social orientation is guided by these components. Classroom is the composition of social representatives. The students are the social representatives in the classroom. They make their understanding from their home, neighbors and the society. In this situation, the result and output of this research may be helpful for the social agencies such as youth clubs, mother club, political parties, human right organizations, advocacy forum and body of the local government in order to discuss with the community people who have been holding such social criteria of producing conflict.

Implications for the researchers. This research is delimited only in a secondary level classroom. The study is concerned only the nature and causes of classroom conflict and its management practices within the frame of five cases. During the field study, it was found that there was a gap between the teachers and the students, problems in the pedagogical process, behavior issues, corporal penalty, dominancy, students' satisfaction and the job satisfaction of the teacher. In this situation, further research is needed on these issues. The researcher may conduct research on nature of gap between the teachers and the students, ways of gap minimization, methods of making transformative pedagogy, obstacles for making child friendly classroom, effective ways of conflict management in the classroom, students' satisfaction on teaching learning activities, job satisfaction of teachers, category based classroom conflict and conflict in schools in the future days. The researchers may conduct researches on these issues with covering wide

areas. My research did not cover all these issues but this research opened the door for further research.



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