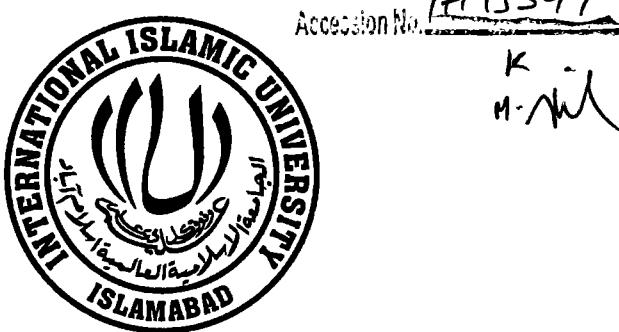


**A COMPARATIVE ANALYSIS OF CONFLICT RESOLUTION
STRATEGIES ADOPTED BY MALE & FEMALE UNIVERSITY
STUDENTS: A CASE STUDY OF INTERNATIONAL ISLAMIC
UNIVERSITY ISLAMABAD**



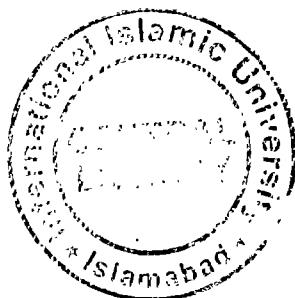
Researcher

Shazia Akhtar

66-FSS-MSEDU/F08

Supervisor

Dr. Samina Malik



DEPARTMENT OF EDUCATION

FACULTY OF SOCIAL SCIENCES

INTERNATIONAL ISLAMIC UNIVERSITY

ISLAMABAD

2015

MS
97A789
SHC
K
M

**A COMPARATIVE ANALYSIS OF CONFLICT RESOLUTION
STRATEGIES ADOPTED BY MALE & FEMALE UNIVERSITY
STUDENTS: A CASE STUDY OF INTERNATIONAL ISLAMIC
UNIVERSITY ISLAMABAD**

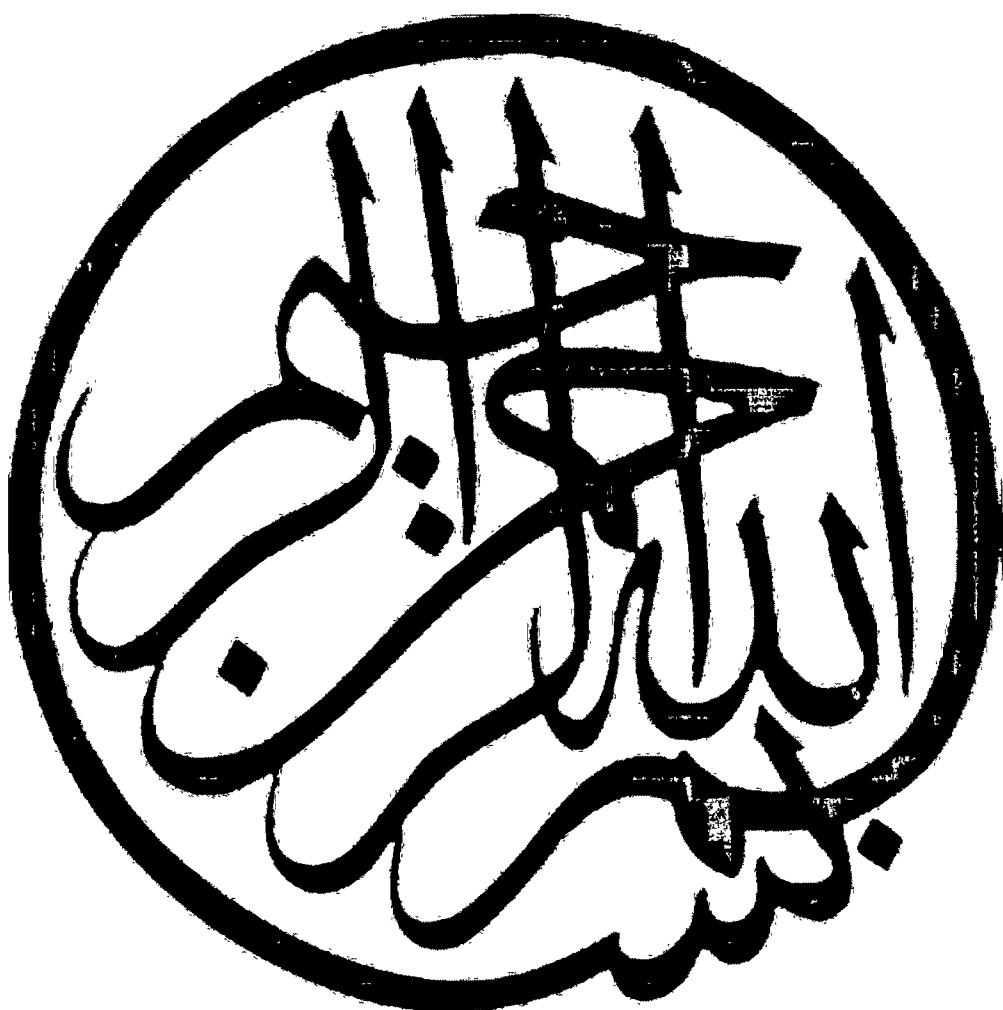


Shazia Akhtar

66-FSS-MSEDU/F08

A thesis submitted to the
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD
In partial fulfillment of the requirement for the Grant of
MS degree in Education

2015



APPROVAL SHEET

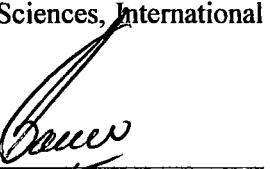
“COMPARATIVE ANALYSIS OF CONFLICT RESOLUTION STRATEGIES ADOPTED BY MALE AND FEMALE UNIVERSITY STUDENTS: A CASE STUDY OF INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD”

By

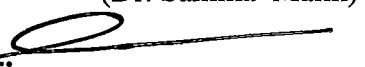
Shazia Akhtar

66-FSS/MSEDU/F08

This thesis has been accepted by the Department of Education, Faculty of Social Sciences, International Islamic University, Islamabad, in partial fulfillment of the degree of MS Education.

Supervisor: 

(Dr. Samina Malik)

Internal Examiner: 

(Prof. Dr. Nabi Bux Jumani)

External Examiner: 

(Dr. Muhammad Javed Iqbal)

Date:



Chairperson

Department of Education
International Islamic University,
Islamabad Pakistan



Dean

Faculty of Social Sciences
International Islamic University,
Islamabad Pakistan

CERTIFICATE

It is certified that Ms. Shazia Akhtar Reg. N0. 66-FSS/MSEDU/F08 has completed her thesis titled “A Comparative Analysis of Conflict Resolution Strategies adopted by Male &Female University Students: A case study of International Islamic University Islamabad” under my supervision. I am satisfied with the quality of student’s research work and allow her to submit her thesis for further process as per IIUI rules and regulation.



Dr. Samina Malik

Research Supervisor

DECLARATION

I hereby declare that 'A COMPARATIVE ANALYSIS OF CONFLICT RESOLUTION STRATEGIES ADOPTED BY MALE & FEMALE UNIVERSITY STUDENTS: A CASE STUDY OF INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD' is my own research work. The sources consulted or referenced are acknowledged properly in-text and out-text. The research is entirely my personal effort done under the sincere guidance of the respectable supervisor. No portion of the work presented herein has been submitted against an application in any degree or qualification of the same or any other university or institute of learning.



SHAZIA AKHTAR

66-FSS/MSEDU/F08

COPY RIGHTS

A COMPARATIVE ANALYSIS OF CONFLICT RESOLUTION STRATEGIES ADOPTED BY MALE & FEMALE UNIVERSITY STUDENTS: A CASE STUDY OF INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD

This document is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of the researcher. ©

DEDICATION

Dedicated to my ever loving parents, who always stand by me in fulfilling my each and every wish. Their encouragement and support for my studies knows no bounds. Their prayers are behind my every achievement.

ACKNOWLEDGEMENTS

The researcher is very much thankful to Almighty Allah who bestowed her power to conduct this study. Also, the researcher appreciates the sayings of the Holy prophet Hazrat Muhammad (P.B.U.H) that compel Muslims to learn from cradle to grave. His (PBUH) life and His (PBUH) sayings are the best source of inspiration for me in my entire life.

It is researcher's honor and pleasure to acknowledge the support, encouragement, and guidance of her advisor Dr. Samina Malik, for it is her never ending patience, her valuable suggestions and inspiration that played a vital role in the completion of this thesis.

Researcher would also like to express her profound gratitude to the following great helping hands i.e. Ms. Saima kanwal who gave me guidance and help for data Analysis .Ms. Fouzia Ajmal , who helped me to came out of wherever I stuck in whole thesis process. Ms. Sehrish Niazi who always encouraged and motivated me to complete my research.

Acknowledgement will be incomplete without profound regards to my parents, who prayed for me for the completion of my degree. Cordial thanks to my Husband Malik Babar Farid for his support, motivation and help in whole process of research. I am thankful to my sister Yasmeen for her motivation to finish this task. And very thankful to my niece Mehwish Shahzad for her help. May Allah Almighty bless all of them Aameen.

Shazia Akhtar

ABSTRACT

Conflict is a phenomenon in all relationships and groups. Conflicts need to be accepted as a part of the young person's life. Conflict in itself is neither good nor bad. Rather it is one's attitude and reaction to it that made it either constructive or destructive. The study was conducted to comparatively analyze the conflict resolution strategies used by the Male and Female university students who are newly admitted. The study has examined the gender wise difference in conflicts and resolution strategies among students. The study was quantitative in nature. All the students enrolled in BS programs in international Islamic university Islamabad were included in population of the study. BS (Fall-2010 First Semester) students of all departments of Faculty of Social Sciences were sample of study. Questionnaire was developed by the researcher in the light of objectives of study. Data were collected through Questionnaire for students in the classroom. SPSS version 18-0 was used for data analysis. Data were analyzed by using frequency percentage and cross tabulation. Findings of the study show that variables which are focused create some kind of conflicts both in both genders of students. Anger and arguments are most common conflicts and avoiding is most frequent strategy to resolve any kind of conflicts. In the light of findings of the study it was recommended that Students should avoid being angry and argue. They should be aware that because of age difference their mental capacity and understanding level is different. Students should focus on studies rather political and religious discussions, which can cause violence among them. Students can be judged only by their performance. Class difference and showing off of economic status or superiority or inferiority complexes should be avoided it can affect their studies badly. Students should respect the interest and suggestions of their friends /group

members in any matter. While doing group projects/assignments students should accommodate each other. Students should focus on studies and live cooperatively and accommodating all class fellows University administration may carefully select professional teachers who can better help students to come out of any kind of conflict. It is recommended that teachers may be given training through seminars and conferences etc regarding students' interpersonal conflicts and strategies to help minimizing classroom conflict/clashes. Disruptive students may be treated well. Political issues let not be arise. Students from all races and ethnic groups may be treated equally to lessen ratio of conflicts.

Table of Contents

INTRODUCTION.....	1
1.1 Statement of the problem	4
1.2 Objectives of the study.....	4
1.3 Research Questions	4
1.4 Significance of the Study	5
1.5 Delimitation of the study.....	5
1.6 Methodology	6
1.6.1 Population	6
1.6.2 Sample.....	6
1.6.3 Research Instrument.....	6
1.6.4 Data collection	7
1.6.5 Data Analysis	7
CHAPTER 2	8
REVIEW OF RELATED LITERATURE	8
2.1 Definition of conflict.....	8
2.2 Conflicts Occurrence.....	9
2.3 Conflict itself is neither good nor bad.....	9
2.4 Gender dimensions of conflict	10
2.5 The role of perception in conflict.....	11
2.6 Conflicts among workers at work place.....	12
2.7 Conflict Stages	14
2.7.1 Intrapersonal.....	14
2.7.2 Interpersonal.....	14
2.7.3 Intergroup.....	14
2.7.4 Intragroup.....	15
2.8 Definition of Conflict resolution strategies.....	15
2.9 Types of conflicts resolution strategies.....	15
2.9.1 Avoiding.....	16

2.9.2	Obliging	16
2.9.3	Compromising.....	16
2.9.4	Integrating	16
2.9.5	Dominating.....	16
2.10	Positive& Negative Conflict Resolution Strategies	17
2.11	Role of Teacher and Institution in Conflict Management.....	19
CHAPTER 3		21
RESEARCH METHODOLOGY		21
3.1	Population	21
3.2	Sample.....	21
3.3	Tools of Research.....	23
3.4	Pilot Testing	24
3.4.1	Validity.....	24
3.4.2	Reliability.....	24
3.5	Data collection	25
3.6	Data Analysis	25
ANALYSIS AND INTERPRETATION OF DATA		26
SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSIONS &		84
RECOMMENDATIONS		84
5.1	Summary	84
5.2	Findings.....	84
5.3	Conclusions.....	89
5.4	Discussion	91
5.5	Recommendations	92
5.5.1	For Students	92
5.5.2	For University Administration and Teachers	93
5.5.3	For Further researchers	94
REFERENCES.....		95
Annexure 1		99

LIST OF TABLES

Table: 0.1: Age categories of students	26
Table: 0.2: Gender wise ratio of students.....	27
Table: 0.3: Department wise ratios of students.....	27
Table: 1.0: Student's opinion about their classmates' age grouping.....	27
Table: 1.1: Conflicts /strategies in Male students for age difference factor.....	28
Table: 1.1.1: Conflicts /strategies in Male students for age difference factor.....	29
Table: 1.2: Conflicts /strategies in female students for age difference factor.....	29
Table: 1.2.1: Conflicts /strategies in female students for age difference factor.....	30
Table: 2.0: Student's opinion about perceiving teacher's lecture.....	31
Table 2.1: Conflicts /strategies in Male students for perception difference factor....	31
Table 2.1.1: Conflicts /strategies in Male students for perception difference factor....	32
Table 2.2: Conflicts /strategies in female students for perception difference factor...	33
Table 2.2.1: Conflicts /strategies in female students for perception difference factor...	33
Table: 3.0: Student's opinion about religion difference.....	35
Table: 3.1: Student's opinion about religious intensity.....	35
Table 3.2: Conflicts /strategies in Male students for religion difference factor.....	36
Table 3.2.1: Conflicts /strategies in Male students for religion difference factor.....	36
Table 3.3: Conflicts /strategies in female students for religion difference factor.....	37

Table 3.3.1: Conflicts /strategies in female students for religion difference factor.....	37
Table: 4.0: Student's opinion about presence of such students who are disliked.....	38
Table: 4.1: Student's opinion about the ways of show disliking.....	39
Table 4.2: Conflicts /Strategies in Male students for presence of such students in Classroom who are not liked by class mates.....	40
Table 4.2.1: Conflicts /Strategies in Male students for presence of such students in Classroom who are not liked by class mates.....	40
Table 4.3: Conflicts /Strategies in female students for presence of such students in Classroom who are not liked by class mates.....	41
Table 4.3.1: Conflicts /Strategies in female students for presence of such students in Classroom who are not liked by class mates.....	42
Table 5.0: Students, opinion about economic status difference.....	43
Table 5.1: Student's opinion about effect of economic status difference.....	43
Table 5.2: Conflicts /Strategies in Male students for difference in economic status of Students.....	44
Table 5.2.1: Conflicts /Strategies in Male students for difference in economic status of Students.....	44
Table 5.3: Conflicts /Strategies in female students for difference in economic status of Students.....	45
Table 5.3.1: Conflicts /Strategies in female students for difference in economic status of Students.....	46
Table 6.0: Students, opinion about presence of disruptive students in class.....	47
Table 6.1: Students, opinion about attitude of disruptive students.....	47

Table 6.2: Conflicts /Strategies in Male students for presence of disruptive students in The class room.....	48
Table 6.2.1: Conflicts /Strategies in Male students for presence of disruptive students in Classroom.....	48
Table 6.3: Conflicts /Strategies in female students for presence of disruptive students in The classroom.....	49
Table 6.3.1: Conflicts /Strategies in female students for presence of disruptive students in the class room.....	50
Table 7.0: Students, opinion about difference in academic background of class fellows.....	51
Table 7.1: Conflicts /Strategies in Male students for academic background difference Among class fellows.....	51
Table 7.1.1: Conflicts /Strategies in Male students for academic background difference Among class fellows.....	52
Table 7.2: Conflicts /Strategies in female students for academic background difference Among class fellows.....	53
Table 7.2.1: Conflicts /Strategies in female students for academic background difference Among class fellows.....	53
Table 8.0: Students, opinion about political preference.....	55

Table 8.1: Students, opinion about devotion towards their preference political party.....	55
Table 8.2: Students, opinion about political preference of their class fellows.....	56
Table 8.3: Conflicts /Strategies in Male students for difference in political Preference of Class Fellows.....	56
Table 8.3.1: Conflicts /Strategies in Male students for difference in political Preference of Class Fellows.....	57
Table 8.4: Conflicts /Strategies in female students for difference in political Preference Of class Fellows.....	57
Table 8.4.1: Conflicts /Strategies in female students for difference in political Preference Of class Fellows.....	58
Table 9.0: Students, preference to spend leisure time in university timing.....	59
Table 9.1: Students, opinion about difference in interest among class friends.....	59
Table 9.2: Conflicts /Strategies in Male students for difference in interest.....	60
Table 9.2.1: Conflicts /Strategies in Male students for difference in interest.....	60
Table 9.3: Conflicts /Strategies in female students for difference in interest.....	61
Table 9.3.1: Conflicts /Strategies in female students for difference in interest.....	62
Table 10.0: Students opinion about their attitude towards class fellows.....	63
Table 10.1: Students opinion about attitude of their class fellows.....	63
Table 10.2: Conflicts /Strategies in Male students for difference in personality.....	64
Table 10.2.1: Conflicts /Strategies in Male students for difference in personality.....	64
Table 10.3: Conflicts /Strategies in female students for difference in personalities...	65
Table 10.3.1: Conflicts /Strategies in female students for difference in personalities.	66

Table 11.0: Students opinion about group assignments /projects.....	67
Table 11.1: Students opinion about style difference in attempting group assignments /projects.....	67
Table 11.2: Conflicts /Strategies in Male students for difference in style of attempting Group projects.....	68
Table 11.2.1: Conflicts /Strategies in Male students for difference in style of attempting Group projects.....	68
Table 11.3: Conflicts /Strategies in female students for difference in style of attempting Group projects.....	69
Table 11.3.1: Conflicts /Strategies in female students for difference in style of attempting Group projects	70
Table 12.0: Students opinion about presence of emotional students in class.....	71
Table 12 .1: Students opinion about behavior of emotional/over sensitive students... ..	71
Table: 12.2: Conflicts /Strategies in Male students caused by presence of emotional/ Over Sensitive students in class.....	72
Table: 12.2.1: Conflicts /Strategies in Male students caused by presence of Emotional/oversensitive students in class.....	72
Table12.3: Conflicts /Strategies in female students caused by presence of Emotional/over Sensitive students in classroom.....	73
Table 12.3.1: Conflicts /Strategies in female students caused by presence of Emotional/over Sensitive students in classroom.....	73
Table13.0: Students opinion about presence of students belonging to different races /ethnic groups.....	74

Table 13.1: Conflicts /Strategies in Male students caused by racial/ethnic difference	
Among class groups.....	75
Table 13.1.1: Conflicts /Strategies in Male students caused by racial/ethnic difference	
Among class fellows.....	76
Table 13.2: Conflicts /Strategies in female students caused by racial/ethnic difference	
Among class fellow.....	77
Table13.2.1: Conflicts /Strategies in female students caused by racial/ethnic difference	
Among class fellows.....	78
Table 14.0: Conflicts/Strategies comparison Male student's vs. Female students.....	79
Table 15.0: Similarities and differences of conflicts and conflict resolution strategies adopted by male and female university students against each variable.....	82

CHAPTER 1

INTRODUCTION

Human beings are habitual of living in community; form groups, and maintain social interactions. And it is more important distinctive of man to maintain interactions which are important for him to survive. Man have inner circle of relationships like with family, teachers ,friends and with peer group, in such relationship people some time meet some kind of conflicts /clashes/disagreement which can be handled carefully by using best conflict resolution strategy .Conflicts with peer group/class mates are very common as they have strong interaction with each other spend many hours of a day together. Occurrence of conflict is not a negative sign its natural but proper conflict resolving strategy should be used.

Conflicts can be explained as a struggle among at least two sides or parties whose aims does not match each other and one of those parties interfere with the aims of other party, and these parties may have scarce resources (Hacker & Wilmot, 1995).Dzurbga (2006)noted that conflict is a social problem in which two or more persons, parties, families, communities have some disagreement with each other .interpersonal conflict is a disagreement between two or more persons.

Conflicts naturally occur due to human communication. It is internal misunderstanding which happens due to difference of thoughts, values, and feelings between two organizations or people (Marquis& Huston, 2000).Conflict can't be said

good or bad, whether it's good or bad depends on type of conflict it is. And what way is used to handle this conflict. It is not easy to evaluate whether conflict is good or bad, so it can be said generally if the result of conflict is positive then it can be said good conflict and if the result of conflict is negative then it can be said bad conflict. Conflict can be considered as danger (negative) and opportunity (positive).

It is generally agreed upon that there are four basic stages of conflict, and an individual can involve in more than one at a time. Conflicts within the individual (mental clash between two options for decision of individual) are called intrapersonal .Conflict within two or more individuals, argument between a student and teacher, or parent and child or between friends/colleagues. Conflict within a group for example (between members of same group, class fellows, a team) are called inter group. Conflict between two or more groups for example two different teams, two different classes, are called intra group conflicts.

Albert (2005) says that conflicts resolution is a rationale approach to overcome conflicts, in this process interpersonal communication is used to bring the parties at the point of agreement level. Every person has some sense and knowledge inside him how to deal with conflict without showing violence. In order to maintain a positive classroom environment positive conflicts management strategies are required to adopt in conflict situation (Morris & Brassard, 2006).

If a person does not gives any importance to the goal of self and others he avoids to let any conflict or controversy being create, and remains neutral this is called avoiding

strategy. If a person gives more importance to the goal of other party than his own goal just to please him than its called obliging strategy. And the people who pay intermediate concern to goal of self and other then they prefer to use compromising strategy to settle the conflict. People who gave much importance to both his own and other person's goal too uses problem solving strategy to satisfy all the parties involved it's called integrating strategy (VandaVilert, 1997; Morris Brassard, 2006).

The People who become selfish about their own goals and wish only, feel that conflict can be handle by using their power against their opponents and try to suppress them they use dominating strategy. A dominating person uses all way to gain his motives for that he don't even bother to ignore the needs and expectations of other party.(VandaVilert,1997;Morris Brassard, 2006).

Students who get enrolled in university in BS honors four years program came from different educational institutes, different academic background different economic status, so they face clashes /conflicts with their class fellows and friends due to many factors. These conflicts have direct effect on their educational activities. So it is important to know these conflicts and resolution strategies.

1.1 Statement of the problem

This study examined the gender differences in interpersonal conflicts and conflicts resolution strategies adopted by BS students of International Islamic University Islamabad. The study has examined the difference in conflicts and difference in resolution strategies among Male and Female university students.

1.2 Objectives of the study

Following were the objectives of the study:

1. To identify conflicts that arises among male students during 1st year of their studies at International Islamic University.
2. To identify conflicts that arises among female students during their 1st year of studies at International Islamic University.
3. To find out conflict resolution strategies adopted by male and female students.
4. To compare the conflicts and conflicts resolution strategies adopted by male & female students.

1.3 Research Questions

Q1: What conflicts arise among male students during first year of their studies at IIUI?

Q2: What conflicts arise among female students during first year of their studies at IIUI?

Q3: Is there any difference between conflicts faced by male students and conflicts faced by female students?

Q4: Is there any difference between conflicts resolution strategies adopted by male students and conflicts resolution strategies used by female student

1.4 Significance of the Study

The results of the study have identified conflicts among Male and Female students and strategies that they adopt to solve those conflicts. The Study is beneficial for university administration and teachers to know students conflicts and perform their role in minimizing these conflicts. The results of the study are helpful for perspective students to make them aware of the possible conflicts they can encounter, and possible strategies which they can adopt during their 1st year of education in university. The study is also helpful for the smooth teaching-learning process as it has brought into light conflicts which cause major hurdle in teaching learning process and has provided some suggestion for minimizing these conflicts in future.

1.5 Delimitation of the study

Keeping in view of time and resource constraints, this study was delimited as under:

- The students of Faculty of Social Sciences only.
- The students enrolled for the BS programs in Semester Fall 2010 in International Islamic University Islamabad.

- The Students who were in 1st year of studies in the university.

1.6 Methodology

The study was quantitative in nature, following procedure and methodology was used.

1.6.1 Population

Population of the study consisted of the following

All the students enrolled in BS programs in international Islamic university Islamabad.

Total number of student's was 10872

1.6.2 Sample

Sample of the study consisted of the students of semester Fall 2010 in BS programs of Faculty of Social Sciences. 182 students enrolled in different programs of BS Programs of Faculty of Social Sciences. All 182 students were taken as sample by using universal sampling technique.

1.6.3 Research Instrument

One questionnaire used for students for data collection. Questionnaire was developed by researcher in light of objectives of study and review of related literature. Then experts were asked to give their valuable suggestions for the improvement of questionnaire, and to ensure the validity of the items.

1.6.4 Data collection

Data were collected through personal visits by researcher in classrooms by taking fifteen last minutes of class time by teacher. Questionnaire was distributed and explained by researcher.

1.6.5 Data Analysis

Statistical package for social sciences (SPSS) version 18.0 was used for data analysis. Data was coded and data sheet was prepared. Following statistics were used for the purpose of data analysis:

Frequency

Percentage

Cross tabulation

CHAPTER 2

REVIEW OF RELATED LITERATURE

This study was conducted with the overall objective to comparatively analyze the conflicts and conflicts resolution strategies adopted by Male and Female university students.

2.1 Definition of conflict

Conflicts can be explained as a struggle among at least two sides or parties whose aims does not match each other and one of those parties interfere with the aims of other party, and these parties may have scarce resources (Hacker & Wilmot, 1995).Dzurbga(2006) as cited by (Salami,2009)Conflict is a social problem in which two or more persons ,parties, families and communities have some disagreement with each other .interpersonal conflict is a disagreement between two or more persons.

Conflict is defined as a struggle between at least two sides who have rare sources, whose aims do not correspond to each other and one of whom interferes with the aims of the other one (Hocker & Wilmot,1995).Conflicts among people are the conflicts which found between two or more people because they have different aims and goals. Such conflicts can take place among family members (mother-father, parents-child), friends schoolfellows, workfellows or among neighbors) or even among people who do not know each other (Arslan, 2005).

2.2 Conflicts Occurrence

Conflicts naturally occur due to human communication. It is internal misunderstanding which happens due to difference of thoughts, values, and feelings between two organizations or people (Marquis & Huston, 2000). Conflict consider as social problem. Inter personal conflicts occurs between two or more persons. Organizational conflict too is another kind of conflicts which occurs in a organization within members of organization, or between two different organizations (Deutsch, 1990).

2.3 Conflict itself is neither good nor bad

Conflict can't be said good or bad, whether it's good or bad depends on the type of conflict it is. And what way is used to handle this conflict. It is not easy to evaluate whether conflict is good or bad, so it can be said generally if the result of conflict is positive then it can be said good conflict and if the result of conflict is negative then it can be said bad conflict, conflict can be considered as an danger(negative)and opportunity(positive).

Since long time in educational institutes conflict is viewed as a major problem, but now in 21st century conflict is considered as important tool in development of organization by handling it carefully. Conflict can't be separated from any organization. Old theorists think that conflicts create in efficiency and therefore undesirable. And should try to totally overcome it or minimize it to the extent possible. But now this view has been changed (Cetin & Cifazlioglu, 2004).

It must be known to teachers that if conflicts are handled properly than it would be positive experiment for both parties to learn about themselves and others, and it will promote co-operation among both parties (Coleman & Deutsch, 2000). When it is tried to handle conflicts by interpersonal communication it is called a rationale approach of handling conflicts. Through interpersonal communication parties reach at a satisfactory point and agree on a point (Albert, 2005; Omuluabi, 2001).

During our daily lives, we are all came through numerous conflicts. Sometimes, the conflicts are small, for example, a person intentionally ignoring us while we are talking. Sometimes, the conflict becomes more serious, for example, two persons behaving violently toward each other. Whether big or small, conflict is not confined only to a person and the people around her/him. It can be between people one is not even linked with. A conflict can, for example, be between people and the prevailing laws. Conflict does not only occur at the personal level but also at the national and even international level. Apart from external conflicts between individuals or groups, there can also be internal conflicts within an individual

2.4 Gender dimensions of conflict

There are many factors that can contribute to a conflict. These factors include religion, age, class, nationality, ethnicity, sexual orientation and gender. Gender differences and inequalities are important considerations in analyzing the reasons for

conflict and ways to resolve it. The gender dimensions of conflict refer not to the differences in sexes, but to the differences in the way men and women, boys and girls are treated. For example, in some patriarchal societies women and girls are considered subservient to men and boys, and experience pressure from their communities, either legally or socially, not to speak out or push themselves forward. In addition, many communities believe that making decisions is the role of men, with women often forced to leave decisions affecting their lives and those of their children in the hands of their husbands, fathers and male community leaders. Such views within a community can make it difficult for women and girls to be actively involved in the conflict negotiation process, even if they may be directly involved in the conflict.

2.5 The role of perception in conflict

For a conflict to exist, the people or groups who are involved must perceive the situation as a conflict. If no one is aware of a conflict, it is generally agreed that no conflict exists. Thus, whether a conflict exists or does not is a perception issue. Sometimes, perceived conflicts are not real. For example, a young person may have had an argument with his/her parent and consider it a “conflict”. In the end, both realize that they are saying the same thing, just expressing it in different ways. By thinking of it as a “conflict” both the young person and parent find it harder to communicate with each other.

Conflict that can be experienced at any part of the life does not have positive or negative properties itself. But it is the reactions made to the conflicts, which make conflict injuring, competitive, offensive or on the contrary same time conflict can be constructive. which gives a way for development (Oner, 2006).

2.6 Conflicts among workers at work place

Conflicts and conflicts resolution is found at work place. Organization often use conflicts resolution strategies to solve the conflict among their workers, conflicts appear in the organization between the different workers union. And if these unions are not given fair hearing in organization (Adebayo, 2006).Over the years many researchers have linked conflict resolutions with work performance How to resolve conflicts is considered work indicator (Alper, Law&Tjosvold,2000; Meyer, 2004; Ogungbamila, 2006).

Conflicts resolutions strategies which are adopted in resolving conflicts among workers and the management of their workplace directly effects workers attitude towards their work and organization. Workers may develop negative attitude towards their work or organizations such as low organizational citizenship behavior (Moorman, 1991; Podsakoff, MacKenzie, Paine &Bacharach, 2000).

The management of most government ministries and firms used combination of conflict resolution strategies to resolve the conflicts that arose. The consequences of management's use of uncooperative conflict resolution strategies such as forcing and withdrawing strategies for the survivors of the layoffs have been job insecurity and

negative attitude to work and the organization. The survivors of the layoffs had been reported to have experienced anxiety about losing their jobs, lower morale, decreased loyalty, distrust, negative attitude to work and organization, reduction in productivity, creativity, organizational commitment, job satisfaction and organizational citizenship behavior (Adebayo, 2006; Moorman, 1991).

The more the employees perceived organizational injustice and unfairness as arising from their management's use of uncooperative and negative conflict resolution strategies in the work place, the more they reciprocated by exhibiting more negative attitudes to work and the organization such as reduced organizational commitment, trust, loyalty and withholding . All these have subsequently led to further conflicts between the management and the workers (Adebayo, 2006).

Thus, there is need to examine the effects of the different conflict resolution strategies on the work attitudes of the workers. This is because a worker who has experienced work-place frustration or suffered organizational injustice arising from the way management-worker conflicts were resolved may engage in counter productive work activities such as character assassination, spreading negative rumors, sabotaging, turnover (Alper, Law & Tjosvold, 2000; Meyer, 2004; Ogungbamila, 2006). For a worker who has experienced work-place frustration or organizational injustice.

Arising from the conflict resolution strategies adopted by management in resolving the management worker conflict, being emotionally competent or intelligent is

not only important but a necessary ingredient for positive attitude to work and organization and a successful career in the organization. According to Meyer & Salovey (1997) "Emotional intelligence is the ability to perceive accurately, appraise and express emotion; ability to access and or generate feeling that facilitate thought, understand emotion and regulate one's and others' emotions".

2.7 Conflict Stages

It is generally agreed upon that there are four basic stages of conflict, and an individual can involve in more than one at a time.

2.7.1 Intrapersonal

Conflict within the individual (mental clash between two options for decision of individual)

2.7.2 Interpersonal

Conflict within two or more individual argument between a student and teacher, or parent and child or between friends/colleagues.

2.7.3 Intergroup

Conflict within a group for example (between members of same group, class fellows, a team)

2.7.4 Intragroup

Conflicts between two or more groups for example two different teams or two different classes.

2.8 Definition of Conflict resolution strategies

Albert (2005) as cited by salami (2009) Conflicts resolution is a rationale approach to overcome conflicts, in this process interpersonal communication is used to bring the parties at the point of satisfactory level. Every person has wisdom and knowledge inside to deal with conflict without expressing violence.

If the conflicts among the students and teachers are not successfully managed it will result in negative outcome for students. In order to get positive outcome conflict management styles should be recognized in detail. (Kantek &Gezer, 2008)

2.9 Types of conflicts resolution strategies

In order to maintain a positive classroom environment constructive conflicts management strategies are required to adopt in conflict situation (Morris & Brassard 2006) we all know today social life and technology progressing rapidly .this progressing is the reason of challenging transition from childhood to maturity learning conflict management is necessary to face this challenge(Kiralp,Dincyurek&Beidoglu, 2009).

2.9.1 Avoiding

If a person does not give any importance to the goal of self and others he avoids to let any conflict or controversy being created, and remains neutral this is called avoiding strategy.

2.9.2 Obliging

If a person gives more importance to the goal of other party than his own goal just to please him than it's called obliging strategy.

2.9.3 Compromising

People who pay intermediate concern to goal of self and other then they prefer to use compromising strategy to settle the conflict.

2.9.4 Integrating

People who gave much importance to both his own and other person's goal too uses problem solving strategy to satisfy all the parties involved it's called integrating strategy (Vanda Vilert, 1997; Morris & Brassard, 2006).

2.9.5 Dominating

The People who become selfish about their own goals and wish only. Feel that conflict can be handled by using their power against their opponents and try to suppress them they use dominating strategy. A dominating person uses all way to gain his motives

for that he don't even bother to ignore the needs and expectations of other party (VandaVilert, 1997; Morris& Brassard,2006).

2.10 Positive& Negative Conflict Resolution Strategies

Some strategies come under positive groups of strategies these strategies focus on win-win solution like integrating and compromising strategy. While in negative styles of conflict resolution strategies it focus on one partner winning and the other losing (win-lose) like dominating strategy (Morris& Brassard 2006).Students mostly use the integrating and obliging style which results in positive solution. And students use very often the dominating style which is negative win- loss (Kantek &Gezer, 2008).

McShane& Von Glino(2001) introduced the dimension of assertiveness cooperativeness and win-win and win-loss orientation along the continuum in describing each of the five conflicts resolution strategies. For example, persons using confronting/collaborating, smoothing and compromising strategies are said to exhibit high cooperativeness and low assertiveness behaviors. Also they are said to adopt more win-win orientation and less win-loss orientation attitudes .Persons using withdrawing/avoiding and forcing/competing strategies are considered to exhibit high assertiveness and low cooperativeness behaviors. They are also considered to adopt more win-loss orientation than win-win orientation attitudes. The confronting/collaborating strategy is one in which one party shares information and clarifies issues on the point of conflict with the other party so as to reach a solution acceptable to both parties. Collaborating strategies ranks high on both assertiveness and cooperativeness, supporting

a win-win orientation. They may engender positive work behavior and attitudes of the parties in conflict (McShane& Von Glinow, 2001).

The compromising strategy is a give-and-take method of resolving conflict. Each party gives up something that the other party wants. It rates low on assertiveness and high on cooperativeness. This strategy may result in positive work behavior and attitudes. The forcing or competitive strategy is one in which one party adopts a competing strategy to force the other party to accept a particular position. The forcing strategy rates very high on assertiveness but is low in its cooperation with others. This strategy reveals a win-lose orientation and may result in negative work behavior of the party that has to lose.

Smoothing strategy is one that involves avoiding conflict. The smoothing strategy rates low on assertiveness and high on cooperativeness de-emphasizes differences and highlights points common to both parties. This strategy may also result in positive work behavior and attitudes. Withdrawal strategy involves the tendency of a party to a conflict to refrain from and ignore the conflict altogether rather than trying to directly resolve it. This strategy has the tendency to engender counter productive work behavior (Alper et al. 2000; Meyer, 2004; Ogungbamila, 2006; Omoluabi, 2001).

2.11 Role of Teacher and Institution in Conflict Management

It is advised to school managers and instructors to implement several initiatives school environment also play an important role in helping students to use effective and constructive conflict management strategies (Kantek&Gezer, 2008).

2.12 Related Researches

Filizkantek and Nurden Gezer conducted a study on conflict in schools: student nurses, conflict management styles in 2008. 151 students of public university nursing school was sample of the study data was collected through a personal information form and (ROCI II). Data was Analyzed through descriptive statistics, Anova, Tukey test, krus kalwallis test, Mannwhitney U test and corn-bach alpha coefficient analyses. The students were found to use integrating and obliging styles the most and dominating style the least. Students preferred to use styles which produced positive results in conflict resolution. The results of the study have shown that the majority of students experience conflict with the faculty. Most common form of conflicts found in practice field, students think that they were successful in managing conflicts.

Abdul Basit, Fazalur Rehman, Dr Nabi bux jumani, dr saeedul Hassan Chishti, and Dr Samina Malik conducted a study on An analysis of conflict resolution strategies in Pakistani schools. The purpose of the study was to examine the conflicts and conflicts handling strategies in urban secondary schools. It was descriptive study in which 120 teachers and 240 students were used as sample of the study. Two questionnaires were used for data collection. The results of the study depicted that student's teacher

relationship and relationship among the peers was good. Teachers take suggestions from students for solving classroom problems. A few teachers also include students, parents in problems related to their children's. Students were not happy from their overcrowded classrooms and it create feeling of Dissatisfaction among them .Although they were satisfied from their teachers. According to students worse type of conflict resolution strategy used by them is arguing and quite often physical violence. Study recommended regular parent teacher meetings.

CHAPTER 3

RESEARCH METHODOLOGY

The present study was quantitative study. The study was designed to make a comparative analysis of conflicts and resolution strategies adopted by male/female university students of IIUI. The main objectives of the study were to identify the conflicts and to identify the resolution strategies. Another objective of study was to make a comparison of conflicts and strategies used by male students, to the conflicts and strategies used by female students.

3.1 Population

Population of the study consisted of the following:

All the students enrolled in BS program in the university were the population of the study. Total number of students enrolled in different programs of BS was 10872 including 5271 from female side and 5601 from male side.

3.2 Sample

All students of BS (Fall-2010) semester of Faculty of Social Sciences of IIUI were the sample of the study. There were six departments in faculty of social sciences.

Following are the names of departments of Faculty of Social Sciences:

1. Department of Education
2. Department of History
3. Department of Media and Mass communication
4. Department of Politics and IR
5. Department of Sociology
6. Department of Psychology

Gender wise view of sample

Gender categories	Frequency	Percent
Male	88	48.4
Female	94	51.6
Total	182	100.0

All students who took admission in Fall2010 semesters in above mentioned departments were selected as sample and when data was collected they were in starting of second semester. Total strength of sample was 182 students from which 94 students were from female category and 88 students were from male category. Universal sampling technique was being used.

Department wise view of sample

Departments	Frequency	Percent
Education	26	14.3
History	13	7.1
Media	30	16.5
Politics and IR	40	22.0
Sociology	28	15.4
Psychology	45	24.7
Total	182	100.0

3.3 Tools of Research

For this research one questionnaire was developed by the researcher in the light of objectives and related literature review. Questionnaire was developed by researcher focusing on following variables:

1. Age difference conflicts
2. Perception difference conflicts(lecture perceiving)
3. Religious based conflicts
4. Not acceptance by group
5. Economic conflicts
6. Disruptive students
7. Educational background\Qualification
8. Political preferences
9. Interest difference conflicts
10. Style personality difference

11. Emotional conflicts

12. Racial or ethnic conflicts

Questionnaire had thirteen main questions with some more sub questions inside it. Students had to reply some questions in yes or No, More ever they had to tell conflicts and resolution strategies caused by focused variable.

3.4 Pilot Testing

The research instrument was pre tested .A group of ten students from different departments of Faculty of Social Sciences of IIUI second semester were selected for pilot testing. On the basis of pilot testing some changes were made in the questionnaire with the consultation of the supervisor.

3.4.1 Validity

Content validity of instrument was judged by the experts of department of education International Islamic University Islamabad, and Foundation University Rawalpindi. Corrections were incorporated. And modified version was administered as final instrument.

3.4.2 Reliability

The reliability of the instrument was calculated by Combach alpha co efficient the reliability was .883

3.5 Data collection

Data were collected through personal visits of researcher in the class rooms of selected sample. Questionnaires were distributed and after twenty minutes were collected back .So the researcher took last twenty minutes of the class with permission of teachers' .Relevant instructions and information were given on the questionnaire. Moreover researcher was available there to explain anything which is problematic for the sample during filling the questionnaires.

3.6 Data Analysis

Data were analyzed by using SPSS version 18 .total serial of questions and sub questions /options were 104 each question were given a code .questionnaire were consist of demographic information of student and thirteen main questions which has some more sub question and options to choose by student for mentioning conflicts and resolution strategies. Codes were given for e.g. Question no 13 were given code (q 13) more questions and options linked to question no 13 were given codes like (q13.1, q13.1.1, q13.2, q13.2.1) etc. labels and values were given to each question. Data entered in SPSS 18 of each questionnaire separately. Male and female data spread sheets were made separately for making comparison. Lastly data were analyzed by using descriptive statistics frequencies and cross tabulation. The data were analyzed, tabulated and interpreted in the light of objectives of the study. Frequency, Percentage and Cross tabulation were used for the purpose of data analysis.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

It was a case study of IIUI. A questionnaire was developed by researcher in the light of objectives of study .Literature review helped the researcher to develop the questionnaire, on the basis of some factors /variables. These factors were twelve in number. Questionnaire has thirteen questions and each question have some sub questions inside it. Questionnaire was developed for the students' of (BS Fall 2010) 1st semester students. Data was coded and spreadsheet was prepared data was interpreted by using SPSS version 18. Same questionnaire was used for both male and female students but results in SPSS were tabulated separately to make comparison of both .Data were analyzed by cross tabulation, frequency and percentage.

Table: 0. 1 Age categories of students

Age categories	Frequency	Percent
15-20	131	72.0
21-25	51	28.0
Total	182	100.0

Table 0.1 shows that all 182 students answered this question 131(72%) student's fall in 15-20 age category. And 51(28%) students fall in 21-25 age categories.

Table 0.2 Gender wise ratio of students

Gender categories	Frequency	Percent
Male	88	48.4
Female	94	51.6
Total	182	100.0

Table 0.2 shows that all 182 students answered this question 88(48.4%) student's fall in Male category. And 94(51.6%) students fall in Female category.

Table: 0.3 Department wise ratios of students

Departments	Frequency	Percent
Education	26	14.3
History	13	7.1
Media	30	16.5
Politics and IR	40	22.0
Sociology	28	15.4
Psychology	45	24.7
Total	182	100.0

Table 0.3 shows that Percentage of respondents department wise was as follows 24.7% from Psychology, 22% from Politics and IR, 16.5% from Media and Mass Communication, 15.4% from Sociology, 14.3% from Education, and 7.1% from History.

Table 1.0 Students' opinion about their classmates' age grouping

Opinion	Frequency	Percent
Yes	156	85.7
No	25	13.7
Total	181	99.5
Missing system	1	.5
Total	182	100.0

Table 1.0 show that Total respondents of this question were 181, only one missing. 156 (85.7%) students said that students in their class are of different age group. 25 students (13.7%) said that all students in their class are of same age group.

Conflicts and strategies used by Male students for age difference

Following two tables indicating results of conflicts and strategies used by male students to meet these conflicts which are caused by age difference.

Table 1.1Conflicts /strategies in Male students for age difference factor

Strategies conflicts ►	Avoiding	Accomodating	Compromising	Collaborating	Dominating	Forcing	Obliging	Problem solving	Smoothing	Withdrawing	Prevention	Total
Anger	13	1	3	0	0	0	0	0	1	0	0	18
Arguments	11	1	7	1	0	1	0	0	0	1	0	22
Behave violent	2	0	2	0	1	1	1	0	0	0	0	7
Complications	3	1	1	0	0	1	0	0	1	0	0	7
Controversy	1	0	0	1	0	0	1	1	0	0	1	5
Rivalry	0	0	0	2	0	0	0	0	0	0	0	2
Showing off	1	0	0	1	1	0	0	0	0	0	0	3
Verbal physical show of power	0	0	1	0	0	0	0	0	0	0	0	1
Total	31	3	14	5	2	3	2	1	2	1	1	65

Table 1.1 1 Conflicts /strategies in Male students for age difference factor

Strategies conflicts ►	Avoiding	Accomodating	Compromising	Collaborating	Dominating	Forcing	Integrating	Obliging	Problem solving	Prevention	Total
Anger	1	1	0	0	0	0	0	0	0	0	2
Arguments	0	1	1	1	1	1	0	0	1	1	7
Behave violent	0	0	9	1	1	2	0	0	0	0	13
Complications	0	0	0	3	0	0	0	0	5	0	8
Controversy	0	0	1	0	0	0	0	2	2	0	5
Dangerous competition	0	0	0	0	0	1	1	0	0	0	2
Fights outside the class	0	0	0	0	0	1	0	0	0	0	1
Friction	0	0	0	0	1	0	0	0	0	0	1
Showing off	1	0	1	0	0	0	0	0	0	0	2
Total	2	2	12	5	3	5	1	2	8	1	41

Conflicts and strategies used by female students for age difference

Following two tables indicating results of conflicts and strategies used by female students to meet these conflicts which are caused by age difference.

Table: 1. 2Conflicts /strategies in female students for age difference factor

Strategies conflicts ►	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Integrating	Obliging	Problem solving	Smoothing	Withdrawing	Prevention	total
Anger	13	0	1	0	1	1	0	0	3	2	0	1	22
Arguments	13	2	3	0	0	0	0	0	0	0	0	1	19
Behave violent	5	0	0	0	1	0	0	0	1	0	0	0	7
Complication	0	0	7	0	0	0	0	1	2	0	1	0	11
Dangerous competition	0	0	0	0	1	0	0	0	0	0	0	0	1
Fights outside the class	1	0	0	1	0	0	0	0	1	1	0	0	4
Showing off	6	0	0	0	0	0	1	0	0	0	0	0	7
Verbal physical show of power	0	0	0	0	0	0	0	0	0	0	1	0	1
Any other	1	0	0	0	0	0	0	0	0	0	0	0	1
Total	39	2	11	1	3	1	1	1	7	3	2	2	73

Table: 1.2. 1 Conflicts /strategies in female students for age difference factor

Strategies conflicts ►	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Obliging	Problem solving	Smoothing	Withdrawing	Prevention	Any other	Total
Anger	0	1	2	0	0	1	0	0	0	0	1	1	6
Arguments	3	0	2	0	0	0	0	3	1	0	0	0	9
Behave Violent	1	0	1	0	0	2	0	0	0	0	0	0	4
Complication	0	0	1	0	0	0	0	0	1	1	2	0	5
Controversy	1	0	1	0	1	0	0	2	0	0	0	0	5
Dangerous competition	1	0	0	1	1	1	0	0	1	1	0	0	6
Fights outside the class	0	0	1	0	0	0	0	0	0	0	0	0	1
Rivalry	0	1	0	0	0	0	0	0	0	0	0	0	1
Showing off	5	1	1	0	0	1	0	2	1	0	1	0	12
Any other	0	0	1	0	0	0	2	0	0	0	0	0	3
Total	11	3	10	1	2	5	2	7	4	2	4	1	52

Age Difference: Above mentioned tables depicts that arguments and anger are the conflicts which are common in both male & female for the reason of age difference among class fellows, avoiding is the strategy which is commonly used by male & female students to overcome these conflicts. The other conflict which arises among male students only due to age difference is behaving violently and strategy to meet this conflict is compromising, among girls the other conflict that arises due to age difference is showing off and avoiding strategy is used for this conflict.

Table 2.0 Student's opinion about perceiving teacher's lecture

Responses	Frequency	Percent
Yes	30	16.5
No	148	81.3
Total	178	98.4
Missing system	4	1.6
Total	182	100.0

Table 2.0 shows that 178 respondents answered this question 4 missing 30 students (16.5%) said that they perceive teacher lecture in the same way. 148 (81.3%) said they perceive differently.

Conflicts and strategies used by Male students for perception difference

Following two tables indicating results of conflicts and strategies used by male students to meet these conflicts which are caused by perception difference.

Table: 2. 1 Conflicts /strategies in Male students for perception difference factor

Strategies conflicts ►	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Integrating	Obliging	Problem solving	Smoothing	Withdrawing	Prevention	Any other	Total
Anger	0	1	0	1	0	1	2	0	2	0	0	0	0	7
Arguments	0	0	1	1	0	0	0	0	2	0	0	0	0	4
Complications	0	2	1	2	0	0	0	1	3	1	0	0	0	10
Controversy	5	1	1	0	1	0	1	0	3	0	0	0	0	12
Dangerous competition	1	0	0	1	1	0	0	0	0	1	1	0	1	6
Fights outside the class	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Friction	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Rivalry	0	0	0	0	0	0	0	2	1	2	0	0	0	5
Showing off	0	0	1	0	0	0	0	1	2	0	0	0	0	4
Verbal physical show of power	0	0	0	0	0	0	0	0	1	0	0	1	0	2
Any other	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Total	8	4	4	6	3	1	3	4	15	4	1	1	1	55

Table: 2.1.1 conflicts /strategies in Male students for perception difference factor

Strategies conflicts ►	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Integrating	Obliging	Problem solving	Smoothing	Withdrawing	Prevention	Any other	Total
Anger	0	0	0	0	0	0	0	0	1	0	0	0	1
Arguments	1	0	0	0	0	0	0	0	0	0	0	0	1
Behave violent	0	0	0	0	0	0	1	0	1	0	0	0	2
Complications	1	0	1	0	1	0	0	0	2	0	0	0	5
Controversy	0	0	0	1	0	0	0	0	2	0	0	0	3
Dangerous competition	0	0	1	0	0	0	0	0	0	0	0	0	1
Fights outside the class	0	0	0	0	0	0	1	1	0	0	0	0	2
Friction	0	1	0	1	0	0	1	1	1	0	1	0	6
Rivalry	0	0	0	0	1	1	3	1	0	0	0	0	6

Showing off	0	0	1	0	1	0	0	0	0	0	1	0	3
Verbal physical show of power	0	0	0	0	1	0	0	0	0	1	1	1	4
Any other	0	0	0	0	0	0	0	0	0	0	0	1	1
Total	2	1	3	2	4	1	6	3	7	1	3	2	35

Following two tables indicating results of conflicts and strategies used by female students to meet these conflicts which are caused by perception difference

Table: 2.2 conflicts /strategies in female students for perception difference factor

Strategies conflicts ► ▼	Avoiding	Accommodating	Compromising	Collaborating	Forcing	Integrating	Obliging	Problem solving	Smoothing	Withdrawing	Prevention	Any other	Total
Anger	3	0	1	1	0	1	1	3	2	0	0	1	13
Arguments	7	2	5	2	0	0	0	1	2	1	2	0	22
Behave violent	0	0	0	0	0	0	0	3	0	0	1	0	4
Complications	2	1	3	2	0	0	0	10	1	0	0	0	19
Controversy	1	0	0	0	0	1	0	1	0	1	0	0	4
Dangerous competition	0	0	0	0	0	0	0	1	0	0	0	2	3
Fights outside the class	0	0	0	0	0	0	1	1	0	0	0	0	2
Friction	0	0	0	0	0	0	0	1	0	0	0	0	1
Rivalry	0	0	0	0	0	0	0	0	0	0	1	0	1
Showing off	1	0	0	0	1	2	0	0	1	0	1	0	6
Verbal physical show of power	0	0	1	0	0	0	0	0	0	0	0	0	1
Any other	1	0	0	0	0	0	0	0	0	0	0	0	1
Total	15	3	10	5	1	4	2	21	6	2	5	3	77

Table 2.2.1 conflicts /strategies in female students for perception difference factor

Strategies Conflicts	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Integrating	Obliging	Problem solving	Smoothing	Withdrawing	Prevention	Any other	Total
Anger	0	0	3	0	0	0	0	0	0	1	0	1	0	5
Arguments	0	0	1	1	0	1	0	1	1	1	1	1	0	8
Behave violent	0	0	0	1	0	1	1	0	1	0	0	1	0	5
Complications	1	1	1	1	0	0	0	0	2	0	0	1	0	7
Controversy	0	0	1	1	1	0	0	0	0	0	0	1	0	4
Dangerous competition	0	0	0	0	0	2	0	0	0	1	0	0	1	4
Friction	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Rivalry	0	1	0	2	0	0	0	1	0	0	0	0	0	4
Showing off	1	1	0	0	0	1	0	0	0	0	0	1	0	4
Verbal physical show of power	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Any other	0	0	0	0	0	0	0	1	0	1	0	0	0	2
Total	2	4	7	7	1	5	1	3	4	4	1	6	1	46

Perception Difference: Tables 2.1, 2.1.1 and tables 2.2, 2.2.1 depicts that Complication is the conflict which is common in both male &female for the reason of perception difference among class fellows, problem solving is the strategy which is commonly used by male &female students to overcome this conflict. The other conflict which arises among male students only due to perception difference is controversy and strategy to meet this conflict is avoiding, among girls the other conflict that arise due to perception difference is arguments and avoiding strategy is used for this conflict.

Table 3.0 student's opinion about religion difference

Opinions	Frequency	Percent
Yes	33	18.1
No	146	80.2
Total	179	98.4
Missing system	3	1.6
Total	182	100.0

Table 3.0 shows that 98% sample replied this question. 18% replied that students in their class are of different religions. 80% said that all students are of same religion Islam.

Table 3.1 Student's opinion about religious Intensity

Opinions	Frequency	Percent
Moderate	106	58.2
Strict	56	30.8
Secular	8	3.9
Total	170	93.4
Missing system	12	6.6
Total	182	100.0

Table 3.1 shows that 170(93%) students answered this question. 12 (6%) missing. 58% said that they are moderate towards their religion, 30% said they are strict, and only 3% said they are secular towards their religion.

Conflicts and strategies used by Male students for religion difference

Following two table indicating results of conflicts and strategies used by Male students to meet these conflicts which are caused by religion difference.

Table 3.2 Conflicts /strategies in Male students for religion difference factor

Strategies conflicts ▼	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Integrating	Smoothing	Withdrawing	Prevention	Total
Anger	9	0	0	0	0	0	0	0	0	0	9
Arguments	7	0	0	3	0	0	2	2	0	1	15
Behave violent	2	1	1	1	2	0	0	0	0	0	7
Complications	3	0	3	0	0	1	0	0	1	0	8
Controversy	5	0	1	1	0	1	0	0	2	1	11
Dangerous competition	0	0	0	1	0	1	0	0	1	0	3
Fights outside the class	1	0	0	0	0	0	0	0	0	1	2
Total	27	1	6	6	2	3	2	2	4	3	55

Table 3.2.1 Conflicts /strategies in Male students for religion difference factor

Strategies conflicts ▼	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Integrating	Obliging	Problem solving	Prevention	Total
Anger	0	0	0	0	0	0	1	1	0	1	3
Arguments	0	0	0	1	0	1	0	0	0	1	3
Behave violent	0	0	1	0	0	1	1	0	2	1	6
Complications	0	0	1	0	0	0	0	0	1	0	2
Controversy	2	1	0	0	1	3	0	0	1	1	9
Dangerous competition	0	0	1	0	0	0	1	0	1	0	3
Friction	0	0	0	0	0	0	2	1	0	0	3
Showing off	0	5	0	0	0	0	0	0	0	0	5

Table 3.3.1 Conflicts/strategies in female students for religion difference factor

		Total											
		2	6	3	1	5	5	2	5	4	35	Total	
		Conflicts											
Prevention	Withdrawing	Arguing	1	3	0	1	0	0	0	0	6	Amger	
Smoothing	Problem solving	Behave violent	1	0	1	0	0	0	1	2	0	2	7
Integrating	Obliging	Complications	0	2	1	0	0	2	0	3	0	0	8
Forcing	Controversy	Dangerous competition	0	0	0	0	0	0	1	0	0	1	5
Dominating	Fiction	Fiction	2	0	2	0	0	0	1	0	0	0	5
Collaborating	Rivalry	Rivalry	0	0	1	2	0	0	0	0	0	0	3
Compromising	Verbal physical show of	Verbal physical show of	0	0	0	0	0	0	1	0	0	0	1
Accommodating	Power	Power	2	0	0	0	0	0	0	0	0	0	2
	Any other	Any other	2	0	0	0	0	0	0	0	0	0	2

Table 3.3 Conflicts/strategies in female students for religion difference factor

to meet these conflicts which are caused by religion difference

Following two tables indicating results of conflicts and strategies used by female students

Conflicts and strategies used by Female students for Religion difference

Total													
2	6	3	1	5	5	2	5	4	35				

Strategies conflicts	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Problem solving	Smoothing	Withdrawing	Prevention	Any other	Total
Anger	4	0	0	1	0	0	0	0	0	0	5
Arguments	0	0	2	0	0	1	0	1	0	1	5
Behave violent	1	0	0	0	0	0	0	0	0	0	1
Complications	0	1	1	0	1	0	2	0	1	0	6
Controversy	1	0	2	0	1	0	0	1	0	0	5
Dangerous competition	0	1	0	0	0	0	0	0	0	0	1
Fights outside the class	0	0	0	1	0	0	0	0	0	0	1
Friction	1	0	0	0	0	0	0	0	0	0	1
Rivalry	0	0	0	0	3	0	0	0	0	0	3
Showing off	1	0	0	0	0	0	0	0	0	0	1
Verbal physical show of power	0	0	0	0	0	0	1	0	0	0	1
Total	8	2	5	2	5	1	3	2	1	1	30

Religious Difference: Table 3.3, 3.3.1 and 3.4,3.4.1 depicts that arguments is the conflicts which is common in both male &female for the reason of religious difference among class fellows, avoiding is the strategy which is commonly used by male &female students to overcome this conflict. The other conflict which arises among male students only due to religious difference is controversy and behave violent strategy to meet this conflict is avoiding, among girls the other conflict that arise due to religious difference is complications and obliging strategy is used for this conflict.

Table 4.0 student's opinion about presence of such students who are disliked

Opinions	Frequency	Percent
Yes	111	60.5
No	70	38.5
Total	181	99.5
Missing system	1	.5
Total	182	100.0

Table 4.0 shows 60% students agreed that there are some such fellows in their class who are not liked by majority of their class. And 40% said that there is not any fellow who is disliked by majority of class fellows.

Table 4.1 Student's opinion about the ways of show disliking

Opinions	Frequency	Percent
Gossips	75	41.2
Rumors	12	6.6
Humiliation	26	14.3
Exclusion	9	4.9
Discourage	38	20.9
Total	160	87.9
Missing system	22	12.1
Total	182	100.0

Table 4.1 shows that 87% sample replied this question 12% missing. The most frequent way to express disliking is gossips and secondly discouraging.

Conflicts and strategies used by Male students for non-Acceptance by group

Following two table indicating results of conflicts and strategies used by male students to meet these conflicts which are caused by non-acceptance by group.

Table 4.2 Conflicts /Strategies in Male students for presence of such students in classroom who are not liked by class mates

Strategies conflicts ►	Avoiding	Accomodating	Compromising	Collaborating	Dominating	Forcing	Integrating	Obliging Problem solving	Smoothing	Withdrawning	Prevention	Any other	Total	
Anger	2	2	1	0	0	0	0	0	0	1	0	0	6	
Arguments	1	1	3	0	0	0	0	0	0	1	0	0	6	
Behave violent	0	0	1	1	2	0	0	0	1	0	2	1	8	
Complications	0	0	0	0	0	0	0	0	0	1	0	0	1	
Controversy	1	0	1	0	0	0	0	0	0	1	0	1	4	
Dangerous competition	2	0	0	1	0	1	0	0	3	3	0	0	10	
Fights outside the class	2	0	0	0	0	0	1	0	2	0	1	1	7	
Friction	0	0	0	0	0	0	0	1	0	1	0	0	2	
Rivalry	0	0	0	0	0	0	1	1	0	0	0	0	2	
Showing off	3	0	0	0	0	1	0	1	0	1	1	3	11	
Verbal physical showoff power	0	0	0	0	0	0	0	0	0	2	0	2	4	
Any other	1	0	0	0	0	0	0	1	0	0	0	0	2	
Total	12	3	6	2	2	2	2	4	6	11	4	8	1	63

Table 4.2.1 Conflicts /Strategies in Male students for presence of such students in classroom who are not liked by class mates

Strategies conflicts ►	Avoiding	Accomodating	Compromising	Collaborating	Dominating	Forcing	Obliging Problem solving	Smoothing	Prevention	Any other	Total
Anger	1	0	1	1	0	0	0	3	1	0	7
Arguments	1	0	0	0	0	0	0	1	0	1	3
Behave violent	0	0	0	1	0	0	0	0	0	0	1
Complications	0	0	0	0	0	0	0	0	1	0	1
Controversy	0	0	1	0	0	0	0	1	0	0	2
Dangerous competition	0	0	0	0	0	0	0	1	0	0	1
Friction	0	0	1	1	0	1	0	0	2	0	5
Rivalry	0	1	3	0	0	0	1	2	0	0	7
Showing off	0	0	1	1	1	0	0	0	2	0	6
Total	2	1	7	4	1	40	1	8	6	1	33

Conflicts and strategies used by Female students for non-Acceptance by group

Following two tables indicating results of conflicts and strategies used by female students to meet these conflicts which are caused by non-acceptance by group.

Table 4.3 Conflicts /Strategies in female students for presence of such students in classroom who are not liked by class mates

Strategies conflicts ►	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Obliging	Problem solving	Smoothing	Withdrawing	Prevention	total
Anger	11	2	2	2	0	1	0	3	0	0	4	25
Arguments	4	1	0	0	1	0	1	0	1	0	0	8
Behave violent	2	0	1	0	0	2	0	0	0	0	0	5
Complications	1	0	1	1	0	0	3	0	0	0	0	6
Controversy	1	0	0	0	0	0	0	0	0	0	0	1
Dangerous competition	1	1	0	0	0	0	0	0	0	0	1	3
Fights outside the class	3	0	1	0	1	0	1	3	0	1	0	10
Rivalry	3	0	0	0	2	0	0	2	0	0	0	7
Showing off	4	0	1	0	2	0	0	0	0	0	0	7
Verbal &physical show of powers	1	0	0	0	0	0	0	0	0	0	1	2
Total	31	4	6	3	6	3	5	8	1	1	6	74

Table 4.3.1 Conflicts /Strategies in female students for presence of such students in classroom who are not liked by class mates

Strategies conflicts ▼	Avoiding	Accomodating	Compromising	Collaborating	Dominating	Forcing	Integrating Problem solving	Smoothing	Withdrawng	Prevention	Any other	Total	
Anger	0	0	0	1	0	0	0	1	0	1	2	0	5
Arguments	1	0	3	0	2	0	0	1	0	0	0	0	7
Behave violent	1	0	0	1	0	1	0	0	0	0	0	0	3
Complications	1	0	0	0	0	0	0	0	0	0	0	0	1
Controversy	0	0	0	0	1	0	0	0	0	0	1	0	2
Dangerous competition	0	0	0	0	0	0	1	0	0	0	0	0	1
Fights outside the class	0	0	1	1	0	0	2	2	4	0	0	1	11
Friction	0	1	0	0	0	0	1	0	0	0	0	0	2
Rivalry	0	1	1	0	0	0	1	0	2	0	1	0	6
Showing off	2	0	0	1	0	0	0	0	0	0	0	0	3
Verbal &physical show of power	0	0	0	0	0	0	0	0	1	0	0	0	1
Total	5	2	5	4	3	1	5	4	7	1	4	1	42

Non Acceptance by group: tables 4.2, 4.2.1 and 4.3 and 4.3.1 depicts that there is not any common conflict among male and female students caused by exclusion from group variable. Male students face dangerous competition and showing off conflict caused by this variable. For dangerous competition they use problem solving and smoothing strategy. And for showing off they use avoiding strategy. Among girls conflicts cause by this variable are anger and fights outside the class. for anger they use avoiding strategy. And for fights outside the class they use problem solving and smoothing strategy.

Table 5.0 students, opinion about economic status difference

Opinion	Frequency	Percent
Yes	138	75.8
No	40	21.9
Total	178	97.8
Missing system	4	2.2
Total	182	100

Table 5.0 shows that 97% sample replied this question. 75% agreed that students in their class belong to different economic status. 21% said all are of same economic status not different.

Table 5.1 Student's opinion about effect of economic status difference

Opinion	Frequency	Percent
Yes	103	56.6
No	72	39.6
Total	175	96.2
Missing System	7	3.8
Total	182	100.0

Table 5.1 shows that 96% sample answered this question. 56% said yes economic status effects student's interpersonal relationship. And almost 40 % said it does not affect student's interpersonal relationship.

Conflicts and strategies used by Male students for Economic status difference

Following two tables indicating results of conflicts and strategies used by Male students to meet these conflicts which are caused by economic status difference.

Table 5.2 Conflicts /Strategies in Male students for difference in economic status of students

Strategies conflicts	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Integrating	Obliging	Problem solving	Smoothing	Withdrawing	Prevention	Any other	Total
Anger	4	0	0	3	0	0	0	1	1	0	0	0	9
Arguments	0	1	0	0	0	0	0	0	1	0	0	0	2
Behave violent	1	0	1	2	0	0	0	1	0	0	0	0	5
Complications	6	0	2	1	0	0	0	0	0	1	0	0	10
Controversy	0	0	0	0	0	0	0	1	0	1	1	0	3
Dangerous competition	1	0	3	1	1	1	0	0	1	0	0	1	9
Fights outside the class	0	0	0	0	0	0	0	0	0	1	0	0	1
Friction	0	0	0	0	0	0	0	0	0	0	0	1	1
Showing off	4	1	0	0	0	2	1	1	0	0	0	0	9
Verbal physical show of power	0	0	0	0	0	0	1	0	1	0	0	0	2
Any other	1	0	1	0	0	1	0	0	0	0	0	0	3
Total	17	2	7	7	1	4	2	4	4	3	1	2	54

Table 5.2.1 Conflicts /Strategies in Male students for difference in economic status of students

Strategies conflicts ►	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Integrating	Obliging	Problem solving	Smoothing	Withdrawing	Prevention	Any other	Total
Anger	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Arguments	1	0	1	0	0	0	0	2	0	0	0	0	0	4
Behave violent	0	0	0	0	1	0	0	0	0	0	1	0	1	3
Complications	1	0	0	0	0	0	0	0	1	0	0	1	0	3
Controversy	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Dangerous competition	2	0	0	1	0	1	0	0	1	0	0	3	0	8
Fights outside the class	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Friction	0	0	0	0	0	0	0	0	0	1	0	0	1	2
Rivalry	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Showing off	4	0	0	0	0	0	0	0	0	0	1	1	0	6
Total	8	1	2	2	1	1	1	2	3	1	2	5	2	31

Conflicts and strategies used by Female students for Economic status difference

Following two tables indicating results of conflicts and strategies used by female students to meet these conflicts which are caused by economic status difference.

Table 5.3 Conflicts /Strategies in female students for difference in economic status of students

Strategies conflicts ►	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Integrating	Obliging	Problem solving	Smoothing	Withdrawing	Prevention	Any other	Total
Anger	2	0	4	1	0	0	0	0	0	0	0	1	0	8
Arguments	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Behave violent	4	0	1	0	1	0	0	0	1	0	0	0	0	7
Complications	4	1	3	1	0	1	0	0	1	2	0	0	0	13
Controversy	0	0	0	1	0	0	0	0	1	1	0	0	0	3

Dangerous competition	6	1	2	3	0	0	0	0	0	1	0	0	0	13
Fights outside the class	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Showing off	7	0	1	0	0	0	1	1	0	1	0	2	1	14
Any other	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Total	24	3	11	7	1	1	1	1	3	5	1	2	2	62

Table 5.3.1 Conflicts /Strategies in female students for difference in economic status

Strategies conflicts ▼	Avoiding	Accommodati ng	Compromising	Collaborating	Dominating	Forcing	Integrating	Obliging	solving	Smoothing	Prevention	Total
Anger	2	0	0	0	0	0	0	0	1	0	0	3
Arguments	0	0	0	0	0	0	0	0	2	0	0	2
Behave violent	0	0	0	0	0	0	0	0	1	0	0	1
Complications	0	0	2	0	0	1	0	0	2	0	0	5
Controversy	0	0	0	1	0	1	0	0	0	1	1	4
Dangerous competition	2	2	1	1	1	0	0	0	0	1	2	10
Fights outside the class	0	0	0	0	0	0	0	0	0	1	0	1
Friction	0	0	0	0	0	0	0	3	0	0	0	3
Rivalry	0	1	0	0	0	0	0	0	0	0	0	1
Showing off	3	0	1	1	1	0	1	0	0	1	0	8
Any other	0	0	0	1	0	0	0	0	0	0	0	1
Total	7	3	4	4	2	2	1	3	6	4	3	39

Economic status difference: Tables 5.2, 5.2.1 and 5.3, 5.3.1 depicts that complication and showing off are the conflicts which are common in both male &female for the reason of economic status difference among class fellows, avoiding is the strategy which is commonly used by male &female students to overcome these conflicts. The other common conflict which arises among male and female students due to economic status difference is dangerous competition and strategy used by male students to meet this

conflict is prevention, and the strategy used by girls to meet this conflict is avoiding and compromising.

Table 6.0 students, opinion about presence of disruptive students in class

Opinions	Frequency	Percent
Yes	107	58.8
No	71	39.0
Total	178	97.8
Missing system	4	2.2
Total	182	100.0

Table 6.0 shows that 98% respondents answered this question. Almost 59% said that there are some disruptive students in their class. And 39% said that there is not any such student in their class.

Table 6.1 Students, opinion about attitude of disruptive students

Choices	Frequency	Percent
Teasing	32	17.5
Disturbing	56	30.7
Aggressive	20	10.9
Problematic	27	14.8
Total	135	74.2
Missing system	47	25.8
Total	182	100.0

Table 6.1 shows that 74% sample answered this question. 26% missing. Attitude of most of disruptive students was observed teasing and disturbing.

Conflicts and strategies used by Male students for presence of disruptive students in the class

Following two tables indicating results of conflicts and strategies used by male students to meet these conflicts which are caused by presence of disruptive students in class.

Table 6.2 Conflicts /Strategies in Male students for presence of disruptive students in the classroom

Strategies conflicts	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Obliging	Problem solving	Smoothing	Withdrawing	Prevention	Any other	Total
Anger	7	2	1	1	0	1	0	1	0	0	1	1	15
Arguments	4	0	0	0	0	0	0	1	0	0	0	0	5
Behave violent	3	0	0	0	1	0	0	1	0	0	0	0	5
Complications	0	0	0	0	0	0	0	0	1	0	0	0	1
Controversy	0	0	0	0	0	0	0	0	0	0	1	1	2
Dangerous competition	5	0	1	0	1	0	0	0	0	0	0	0	7
Fights outside the class	0	0	0	1	3	0	0	0	0	0	0	0	4
Friction	0	0	1	1	0	2	1	0	0	0	0	0	5
Rivalry	0	0	1	0	0	1	0	1	0	0	0	0	3
Showing off	0	0	1	1	0	0	0	1	1	2	0	0	6
Verbal &physical show of power	0	0	0	0	0	1	0	0	0	0	0	0	1
Total	19	2	5	4	5	5	1	5	2	2	2	2	54

Table 6.2.1 Conflicts /Strategies in Male students for presence of disruptive students in classroom

Strategies conflicts	Avoiding	Compromising	Collaborating	Dominating	Forcing	Integrating	Obliging	Problem solving	Smoothing	Withdrawing	Total
Anger	0	1	0	3	0	0	0	0	0	0	4
Arguments	0	2	0	0	1	0	1	0	0	3	7
Behave violent	0	0	0	0	3	0	0	0	1	0	4
Controversy	0	0	0	0	0	0	1	1	0	0	2
Dangerous competition	0	2	0	0	0	1	0	1	0	0	4
Friction	0	0	0	0	1	0	0	0	0	0	1
Rivalry	1	0	1	0	0	0	2	0	0	0	4
Showing off	0	2	0	0	0	0	0	0	0	0	2
Verbal & physical show of power	1	1	0	0	0	0	0	0	3	0	5
Any other	1	0	0	0	0	0	0	0	0	0	1
Total	3	8	1	3	5	1	4	2	4	3	34

Conflicts and strategies used by Female students for presence of disruptive students in class

Following two tables indicating results of conflicts and strategies used by female students to meet these conflicts which are caused by presence of disruptive students in class.

Table 6.3 Conflicts /Strategies in female students for presence of disruptive students in the classroom

Strategies conflicts ▼	Avoiding	Accommodating	Compromising	Collaborating	Forcing	Integrating	Problem solving	Smoothing	Withdrawing	Prevention	Total
Anger	14	1	2	0	0	1	3	0	0	1	22
Arguments	1	0	1	0	0	0	0	0	0	0	2
Behave violent	1	0	3	0	0	0	0	3	0	2	9
Complications	2	0	2	0	0	0	1	0	0	0	5
Controversy	0	0	0	0	1	0	0	0	1	0	2
Dangerous competition	0	0	0	0	0	0	0	1	0	1	2
Fights outside the class	0	0	1	0	0	0	1	0	0	0	2
Friction	0	0	0	4	1	1	2	0	0	0	8
Rivalry	0	0	0	0	0	1	0	0	0	0	1
Showing off	0	0	0	0	0	0	0	3	1	0	4
Any other	0	0	1	0	0	0	0	0	0	0	1
Total	18	1	10	4	2	3	7	7	2	4	58

Table 6.3.1Conflicts /Strategies in female students for presence of disruptive students in the classroom

Strategies conflicts ▼	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Integrating	Obliging	Problem solving	Smoothing	Withdrawing	Total
Anger	0	0	1	0	0	0	0	0	0	0	2	3
Arguments	2	0	1	0	0	0	0	1	1	1	1	7
Behave violent	0	2	0	0	3	0	0	0	0	0	0	5
Complications	0	0	0	1	0	0	2	0	1	0	0	4
Controversy	0	0	0	0	0	0	0	0	0	0	1	1
Dangerous competition	0	0	1	0	1	0	0	0	0	0	0	2
Fights outside the class	1	0	0	0	0	0	0	0	0	0	0	1
Friction	0	0	1	0	0	1	0	0	0	1	0	3
Rivalry	1	0	0	0	0	1	0	0	1	0	0	3
Showing off	1	0	0	1	0	1	0	2	0	0	1	6
Total	5	2	4	2	4	3	2	3	3	2	5	35

Disruptive Students: Table 6.2, 6.2.1 and 6.3, 6.3.1 depicts that Anger and arguments are the conflicts which are common in both Male / Female for the reason of presence of disruptive students in class. Avoiding is the strategy which is commonly used by male & female students to overcome anger. While for arguments male students use withdrawing strategy and the female student's use avoiding strategy here too. The other conflict which arises among male students only because of disruptive students is dangerous competition and strategy to meet this conflict is avoiding.

Table: 7.0 Students, opinion about difference in academic background of class fellows

Opinion	Frequency	Percent
Yes	170	93.4
No	10	5.5
Total	180	98.9
Missing system	2	1.1
Total	182	100.0

Table 7.0 shows that 180(99%) sample answered this question. 2 missing. 93% agreed that class fellows have different academic background. 5% said they don't have different academic background.

Conflicts and strategies used by Male students for Academic background difference
 Following two tables indicating results of conflicts and strategies used by male students to meet these conflicts which are caused by Academic background difference.

Table 7.1 Conflicts /Strategies in Male students for academic background difference among class fellows

Strategies conflicts ▼	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Integrating	Obliging	Problem solving	Smoothing	Withdrawing	Any other	Total
Anger	3	1	1	0	2	0	1	0	0	0	0	8
Arguments	7	0	5	0	2	0	0	1	1	0	2	18
Behave violent	0	1	0	0	0	1	0	0	0	0	0	2
Complications	0	0	1	1	0	1	1	0	0	0	0	4
Controversy	0	0	0	3	0	0	0	0	0	0	1	4
Dangerous competition	1	0	0	3	0	0	0	0	0	0	0	4
Fights outside the class	0	0	0	2	0	0	0	0	0	0	0	2
Friction	0	0	1	0	0	0	0	0	0	0	0	1
Rivalry	0	0	0	0	0	0	0	0	0	1	1	2
Showing off	4	0	0	0	0	0	0	0	0	0	0	4
Verbal physical show of power	0	0	0	0	3	0	0	0	0	0	0	3
Total	15	2	8	9	7	2	2	1	1	1	4	52

Table 7.1.1 Conflicts /Strategies in Male students for academic background difference among class fellows

Strategies conflicts ▼	Avoiding	Accommodating	Compromising	Dominating	Forcing	Integrating	Obliging	Problem solving	Smoothing	Prevention	Any other	Total
Arguments	4	0	1	0	0	0	0	0	0	0	0	5
Behave violent	1	1	0	0	2	0	0	0	0	1	1	6
Complications	1	2	0	0	0	0	0	1	0	0	0	4
Controversy	0	0	0	1	0	0	3	1	0	0	0	5
Dangerous competition	2	0	0	1	0	0	0	0	0	0	0	3
Friction	0	0	0	2	0	0	3	0	0	0	0	5
Showing off	0	0	0	2	0	1	0	1	0	1	0	5
Total	8	3	1	6	2	1	6	2	1	2	1	33

Conflicts and strategies used by female students for Academic background difference

Following two tables indicating results of conflicts and strategies used by female students to meet these conflicts which are caused by Academic background difference;

Table 7.2 Conflicts /Strategies in female students for academic background difference among class fellow

Strategies conflicts ►	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Integrating	Obliging	Problem solving	Smoothing	Prevention	Total
Anger	1	0	1	0	1	0	0	1	0	0	0	4
Arguments	4	0	1	0	1	1	0	1	2	0	1	11
Behave violent	2	4	0	0	0	0	0	0	0	0	0	6
Complications	2	1	1	2	0	1	1	1	1	1	0	11
Controversy	0	0	1	0	0	0	0	1	0	0	0	2
Dangerous competition	0	0	1	3	2	0	0	0	0	1	1	8
Fights outside the class	1	0	0	0	0	0	0	0	0	0	0	1
Friction	0	0	0	0	0	0	0	2	0	0	0	2
Rivalry	0	0	0	0	0	0	0	0	0	0	1	1
Showing off	3	0	4	0	1	0	0	0	0	0	0	8
Verbal physical show of power	0	0	0	0	0	0	0	0	1	0	0	1
Total	13	5	9	5	5	2	1	6	4	2	3	55

Table 7.2.1 Conflicts /Strategies in female students for academic background difference among class fellows

Strategies conflicts	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Obliging	Problem solving	Smoothing	Prevention	Total
Arguments	3	1	1	0	0	0	1	1	0	0	7
Behave violent	0	0	2	0	0	0	0	1	0	0	3
Complications	1	0	0	0	1	0	0	1	0	0	3
Controversy	1	1	0	0	0	0	0	0	0	0	2
Dangerous competition	0	0	0	1	1	0	0	1	0	0	3
Fights outside the class	0	1	0	0	0	3	0	0	0	0	4
Friction	0	0	0	0	0	0	0	2	1	0	3
Rivalry	0	0	0	0	0	0	1	0	0	1	2
Showing off	1	0	1	0	0	0	0	1	0	0	3
Any other	0	0	1	0	0	0	0	0	0	0	1
Total	6	3	5	1	2	3	2	7	1	1	31

Academic Background Difference: Table 7.1, 7.1.1 and able 7.2, 7.2.1 shows that Argument is the conflict which is common in both male &female for students for the reason of academic background difference. Avoiding is the strategy which is commonly used by male &female students to overcome this conflict. The other conflict which arises among male students only due to academic background difference is anger and behaving violent and strategy to meet anger conflict is avoiding, and for behaving violent forcing strategy is used. Among girls the other conflict that arises due to academic background difference is complication and fights outside the class. For complication avoiding strategy is used and for fights outside the class forcing strategy is used.

Table 8.0 students' opinion about political preference

Opinion	Frequency	Percent
Yes	40	22.0
No	138	75.8
Total	178	97.8
Missing System	4	2.2
Total	182	100.0

Table 8.0 shows that 98% sample replied this question. 2% missing.22% said that they belong to a political party, 75% said that they don't belong to any political party.

Table 8.1 students' opinion about devotion towards their preference political party

Opinion	Frequency	Percent
Lenient	37	20.3
Moderate	33	18.1
Strong	16	8.8
Strongest	11	6.0
Total	97	53.3
Missing System	85	46.7
Total	182	100.0

Table 8.1 shows that 53% answered this question.46% did not reply.20% said that they are lenient, 18% said they are moderate, 16%strong and 11 % strongest towards their party.

Table 8.2 Students' opinion about political preference of their class fellows

Opinion	Frequency	Percent
Yes	118	64.8
No	52	28.6
Total	170	93.4
Missing System	12	6.6
Total	182	100.0

Table 8.2 shows that 93% sample answered this question. 7% missing, 65% said that their class fellows favor different political parties. 28% said they don't favor different political parties.

Conflicts and strategies used by Male students for political preference difference

Following two tables indicating results of conflicts and strategies used by male students to meet these conflicts which are caused by political preference difference.

Table 8.3 Conflicts /Strategies in Male students for difference in political preference of class fellows

Strategies conflicts ► ▼	Avoiding	Accommodating	Compromising	Dominating	Forcing	Integrating	Obliging	Problem solving	Smoothing	Withdrawing	Prevention	Any other	Total
Anger	1	0	1	0	0	1	0	0	0	0	0	0	3
Arguments	10	0	6	0	0	0	1	3	0	0	0	1	21
Behave violent	1	0	2	0	0	0	1	0	0	1	0	0	5
Complications	0	0	0	0	0	1	0	0	0	0	0	0	1
Controversy	2	1	0	1	0	0	0	2	0	0	0	1	7
Dangerous competition	0	0	0	1	0	0	0	1	0	0	0	0	2
Fights outside the class	0	0	0	0	2	0	0	0	0	0	0	0	2
Friction	0	0	1	0	0	0	0	0	1	0	0	0	2
Rivalry	2	0	0	0	0	0	0	0	0	3	1	0	6
Showing off	0	0	0	0	0	0	0	0	0	1	1	0	2
Verbal physical show of power	0	0	0	0	1	0	0	1	0	0	0	0	2

Any other	0	0	0	0	0	0	0	0	1	0	0	0	1
Total	16	1	10	2	3	2	2	7	2	5	2	2	54

Table 8.3.1 Conflicts /Strategies in Male students for difference in political preference of class fellows

Strategies conflicts ► ▼	Avoiding	Accommodating	Compromising	Collaborating	Forcing	Obliging	Problem solving	Smoothing	Withdrawning	Prevention	Total
Anger	0	1	0	0	0	0	0	0	2	0	3
Arguments	0	0	1	0	0	0	0	0	3	1	5
Complications	1	1	0	0	3	2	0	1	0	0	8
Controversy	0	0	0	0	0	1	3	0	0	0	4
Fights outside the class	0	1	1	0	0	0	0	0	0	0	2
Friction	0	0	1	0	2	0	0	0	0	0	3
Rivalry	1	0	0	1	0	0	0	0	0	1	3
Showing off	0	0	1	0	3	0	0	0	0	0	4
Total	2	3	4	1	8	3	3	1	5	2	32

Conflicts and strategies used by Female students for political preference difference

Following two tables indicating results of conflicts and strategies used by female students to meet these conflicts which are caused by political preference difference.

Table 8.4 Conflicts /Strategies in female students for difference in political preference of class fellows

Strategies conflicts	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Integrating	Obliging	Problem solving	Smoothing	Withdrawing	Prevention	Any other	Total
Anger	3	1	0	0	0	0	0	0	0	0	0	0	0	4
Arguments	9	0	1	1	0	0	0	0	1	0	1	0	1	14
Behave violent	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Complications	1	0	1	2	0	0	0	0	0	0	0	0	0	4
Controversy	1	1	0	1	0	0	0	1	1	0	0	0	0	5
Dangerous competition	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Fights outside the class	2	0	0	0	0	0	0	0	0	1	0	0	0	3
Friction	1	0	0	0	0	4	0	0	0	0	0	0	0	5
Rivalry	1	0	0	0	0	0	1	1	0	0	0	0	0	3
Showing off	2	0	0	3	0	0	0	0	0	0	0	0	0	5
Verbal physical show of power	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Any other	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Total	21	2	2	7	1	5	1	2	2	1	1	1	1	47

Table 8.4.1 Conflicts /Strategies in female students for difference in political preference of Class fellows

Strategies conflicts	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Integrating	Obliging	Problem solving	Smoothing	Withdrawing	Total
Anger	1	0	0	0	0	0	0	0	0	0	0	1
Arguments	0	2	1	0	0	0	0	0	1	1	1	6
Behave violent	0	1	0	0	0	0	0	0	0	0	0	1
Controversy	1	0	0	0	0	0	2	0	0	0	0	3
Dangerous competition	0	0	0	0	0	0	0	0	1	0	0	1
Fights outside the class	0	0	0	0	0	3	0	0	0	0	0	3
Friction	0	0	0	0	0	0	0	0	0	0	1	1
Rivalry	0	0	0	0	1	0	0	0	0	0	0	1
Showing off	1	0	0	0	0	1	0	0	0	1	0	3
Verbal physical show of power	0	0	0	1	0	1	0	0	0	0	0	2
Total	3	3	1	1	1	5	2	2	2	2	2	22

Political preferences: Table 8.3, 8.3.1 and 8.4, 8.4.1 shows that Arguments is the conflicts which is common in both male & female for the reason of political preferences among class fellows, avoiding is the strategy which is commonly used by male & female students to overcome this conflict. While female students use accommodating strategy too to meet arguments. The other conflict which arises among male students only due to political preferences is complication and strategy to meet this conflict is forcing.

Table 9.0 Students' preference to spend leisure time in university timing

Opinion	Frequency	Percent
In computer lab	28	15.4
In library	57	31.3
Wondering	51	28.0
Going outside	40	22.0
Total	176	96.7
Missing System	6	3.3
Total	182	100.0

Table 9.0 shows that 97% sample answered this question. 3% missing. Most common way to spend leisure time during university hour was going in library or wondering inside the university.

Table 9.1 Students, opinion about difference in interest among class friends

Opinion	Frequency	Percent
Yes	109	59.9
No	66	35.7
Total	174	95.6
Missing system	8	4.4
Total	182	100.0

Table 9.1 shows that 96% answered this question. 4% missing. 60% agreed that some time their group members have clashes on how to spend leisure time during university hours, and 36% said that they don't have such change of opinion.

Conflicts and strategies used by Male student's caused by Interest difference

Following two tables indicating results of conflicts and strategies used by male students to meet these conflicts which are caused by interest difference.

Table 9.2 Conflicts /Strategies in Male students for difference in interest

Strategies conflicts ▼	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Integrating	Obliging	Problem solving	Smoothing	Prevention	Any other	Total
Anger	3	0	2	0	0	1	0	2	2	0	0	1	11
Arguments	5	3	2	0	1	0	0	0	0	1	1	0	13
Behave violent	1	0	1	1	0	0	1	0	2	0	0	0	6
Complications	1	0	1	1	0	0	0	2	0	0	0	0	5
Controversy	1	0	0	0	1	0	1	0	1	0	0	0	4
Dangerous competition	0	0	0	0	1	0	1	0	0	0	0	0	2
Fights outside the class	1	0	0	0	0	0	0	0	0	0	0	0	1
Friction	2	1	0	0	0	0	0	0	0	0	0	0	3
Rivalry	1	0	0	0	0	0	0	0	0	0	0	0	1
Showing off	1	0	0	0	0	0	0	0	0	0	0	0	1
Total	16	4	6	2	3	1	3	4	5	1	1	1	47

Table 9.2.1 Conflicts /Strategies in Male students for difference in interest

Strategies conflicts	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Integrating	Problem solving	Smoothing	Withdrawing	Any other	Total
Arguments	0	0	0	0	1	1	1	2	0	0	0	5
Behave violent	0	0	1	0	0	1	0	0	0	0	0	2
Complications	0	1	3	1	0	0	0	0	1	1	1	7
Controversy	0	0	0	1	0	0	0	0	1	0	0	2
Dangerous competition	1	0	0	0	2	0	0	0	0	0	0	3
Friction	0	1	0	0	0	0	0	1	0	0	0	2
Verbal physical show of power	4	0	0	0	0	0	0	0	0	0	0	4
Total	5	2	4	2	3	2	1	3	2	1	1	25

Conflicts and strategies used by female student's for Interest difference

Following two table indicating results of conflicts and strategies used by female students to meet these conflicts which are caused by interest difference.

Table 9.3 Conflicts /Strategies in female students for difference in interest

Strategies conflicts	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Problem solving	Smoothing	Withdrawing	Prevention	Total
Anger	12	1	8	1	1	1	0	2	0	3	29
Arguments	1	1	1	0	0	3	1	0	0	0	7
Behave violent	0	3	1	0	0	0	0	0	1	0	5
Complications	1	0	1	0	1	0	0	0	0	0	3
Controversy	0	0	1	0	2	0	0	0	0	0	3
Friction	1	0	1	0	1	0	0	0	0	0	3
Any other	0	0	1	0	0	0	0	0	0	0	1
Total	15	5	14	1	5	4	1	2	1	3	51

Table 9.3.1 Conflicts /Strategies in female students for difference in interest

Strategies conflicts ▼	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Obliging	Problem solving	Smoothing	Prevention	Total
Anger	0	0	0	0	0	0	0	0	0	1	1
Arguments	2	1	1	0	1	0	0	1	0	0	6
Behave violent	0	0	1	1	0	0	0	1	0	0	3
Complications	0	0	0	0	0	1	0	0	0	0	1
Controversy	0	0	1	3	0	0	0	1	0	0	5
Dangerous competition	0	0	0	0	0	1	0	0	0	0	1
Fights outside the class	0	0	0	0	1	0	0	1	0	0	2
Friction	0	0	0	0	0	0	0	0	1	0	1
Rivalry	0	0	0	0	0	1	0	0	0	0	1
Showing off	0	0	0	0	0	0	1	0	0	0	1
Total	2	1	3	4	2	3	1	4	1	1	22

Interest Difference: table 9.2, 9.2.1 and 9.3, 9.3.1 shows that Anger and Arguments are the conflicts which are common in both male &female for the reason of interest difference among class fellows. Avoiding is the strategy which is commonly used by male &female students to overcome anger .While for anger female student's use compromising strategy too along with avoiding. For second common conflict arguments avoiding strategy is used commonly by male and female students while female students use forcing strategy too along with avoiding. The other conflict which arises among male students only because of interest difference is complication and strategy which is used to meet this conflict is compromising.

Table: 10.0 Students opinion about their attitude towards class fellows

Opinion	Frequency	Percent
Yes	149	81.9
No	26	14.2
Total	175	96.2
Missing system	7	3.8
Total	182	100.0

Table 10.0 shows that 96% sample answered this question.4% missing.64% said that they are friendly toward their class mates .and 51% said they are co-operative.

Table 10.1 Students opinion about attitude of their class fellows

Choices	Frequency	Percent
Friendly	116	63.7
Aggressive	1	.5
Reserve	7	3.8
Co-operative	51	28.0
Total	175	96.2
Missing System	7	3.8
Total	182	100.0

Table 10.1 shows that 96% sample answered this question.4% missing.81% agreed that all class fellows have different attitude.14% said all have same attitude towards other class fellows.

Conflicts and strategies used by Male students for personality difference

Following two tables indicating results of conflicts and strategies used by male students to meet these conflicts which are caused by interest difference.

Table 10.2 Conflicts /Strategies in Male students for difference in personality

Strategies conflicts ►	Avoiding	Compromising	Collaborating	Dominating	Forcing	Integrating	Problem solving	Smoothing	Withdrawing	Prevention	Total
Anger	3	1	1	1	0	0	1	0	0	0	7
Arguments	4	1	0	0	0	0	0	0	1	0	6
Behave violent	1	1	0	0	0	0	0	0	4	0	6
Complications	0	2	0	0	0	1	0	0	0	0	3
Controversy	2	0	0	0	0	1	1	0	0	0	4
Dangerous competition	0	0	1	0	0	0	1	0	0	0	2
Friction	0	0	1	0	0	0	1	0	0	1	3
Rivalry	0	0	0	0	0	0	0	1	1	4	6
Showing off	0	0	1	1	1	0	0	0	1	3	7
Verbal physical show of power	0	1	0	0	1	0	0	0	0	0	2
Any other	0	0	0	0	0	0	0	0	1	0	1
Total	10	6	4	2	2	2	4	1	8	8	47

Table 10.2.1 Conflicts /Strategies in Male students for difference in personalities

Controversy	0	0	0	1	0	0	2	1	0	0	0	4
Dangerous competition	0	0	0	0	0	0	0	0	0	1	0	1
Friction	0	0	0	0	0	0	1	0	0	0	0	1
Rivalry	2	0	0	0	0	0	0	1	0	1	0	4
Showing off	0	0	1	0	0	2	0	0	0	0	1	4
Verbal physical show of power	1	0	0	1	0	0	0	0	0	0	0	2
Total	3	3	3	2	1	3	4	2	1	8	2	32

Conflicts and strategies used by female students for personality difference

Following two tables indicating results of conflicts and strategies used by female students to meet these conflicts which are caused by personality difference.

Table 10.3 Conflicts /Strategies in female students for difference in personalities

Strategies conflicts ▼	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Integrating	Obliging	Problem solving	Smoothing	Withdrawning	Prevention	Any other	Total
Anger	4	1	0	0	1	0	0	0	1	0	0	1	0	8
Arguments	3	0	2	0	0	0	0	0	0	1	0	0	0	6
Behave violent	1	0	4	0	1	0	0	0	3	0	0	1	0	10
Complications	5	2	0	3	0	0	1	1	5	0	0	1	1	19
Controversy	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Dangerous competition	3	2	0	0	0	0	0	0	1	1	1	0	0	8
Fights outside the class	0	0	0	0	0	1	0	0	0	1	0	0	0	2
Friction	1	0	0	0	0	0	0	0	0	2	0	0	0	3
Rivalry	1	0	2	1	0	0	0	0	0	1	0	0	0	5
Showing off	0	0	0	0	0	0	1	0	2	0	0	0	0	3
Any other	0	0	0	0	0	0	0	0	0	1	0	1	0	2
Total	19	5	8	4	2	1	2	1	12	7	1	4	1	67

Table 10.3.1 Conflicts /Strategies in female students for difference in personalities

Strategies conflicts ▼	Avoiding	Compromising	Collaborating	Dominating	Forcing	Integrating	Problem solving	Smoothing	Any other	Total
Anger	2	0	0	0	0	0	0	1	0	3
Arguments	0	0	0	0	2	0	0	1	0	3
Behave violent	1	1	0	3	0	0	0	0	1	6
Complications	0	0	0	0	0	1	2	0	0	3
Controversy	0	0	0	0	0	0	0	1	0	1
Friction	0	0	1	0	0	0	0	2	0	3
Rivalry	2	0	0	1	0	0	1	1	0	5
Showing off	2	1	0	0	0	0	0	1	0	4
Any other	0	0	0	0	0	0	1	0	0	1
Total	7	2	1	4	2	1	4	7	1	29

Personality Difference: table 10.2, 10.2.1 and 10.3, 10.3.1 shows that the conflicts which arise due to personality difference among class fellows are quite different in male and female students. Among male students personality difference cause anger, arguments, and showing off conflicts, to meet anger conflict they use avoiding strategy. To meet arguments and showing off they use prevention strategy. Among female students personality difference cause complications and behave violent conflicts, to meet complication conflict they use avoiding and problem solving strategy. To meet behave violent conflict they use problem solving and compromising strategy.

Table 11.0 Students' opinion about group assignments /projects

Opinion	Frequency	Percent
Yes	155	85.2
No	21	11.6
Total	176	96.7
Missing system	6	3.3
Total	182	100.0

97% sample answered this question.3%missing.85%agreed that they are assigned group projects/Assignments.11% said they are not assigned group assignments/projects.

Table 11.1 Students' opinion about style difference in attempting group assignments /projects

Opinion	Frequency	Percent
Yes	154	84.6
No	16	9.3
Total	171	94.0
Missing system	11	6.0
Total	182	100.0

Table 11.0 shows that 94% sample answered this question.6% missing. 85% agreed that every student has individual style of working over projects/assignments.

Conflicts and strategies used by Male students for style difference

Following two tables indicating results of conflicts and strategies used by male students to meet these conflicts which are caused by style difference.

Table 11.2 Conflicts /Strategies in Male students for difference in style of attempting group projects

Strategies conflicts ▼	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Obliging	Problem solving	Smoothing	Withdrawing	Prevention	Any other	Total
Anger	0	0	0	0	0	0	0	2	1	1	0	0	4
Arguments	0	3	0	0	1	1	0	2	0	0	0	0	7
Behave violent	0	0	0	0	0	1	1	0	0	0	0	0	2
Complications	1	2	1	1	0	0	0	0	0	0	0	1	6
Controversy	1	0	3	1	0	0	0	0	0	0	0	0	5
Dangerous competition	0	0	2	0	0	0	0	1	0	0	1	0	4
Friction	0	0	0	0	0	0	0	1	3	0	0	0	4
Rivalry	0	0	0	0	0	0	0	0	0	0	2	0	2
Showing off	0	0	0	0	0	2	0	0	1	0	0	0	3
Verbal physical show of power	0	0	0	1	0	0	0	0	0	1	2	1	5
Any other	0	0	0	0	0	1	0	0	0	0	0	0	1
Total	2	5	6	3	1	5	1	6	5	2	5	2	43

Table 11.2.1 Conflicts /Strategies in Male students for difference in style of attempting group projects

Strategies conflicts ▼	Avoiding	Compromising	Collaborating	Dominating	Forcing	Integrating	Obliging	Problem solving	Smoothing	Prevention	Any other	Total
Anger	1	0	0	0	0	0	0	0	0	0	0	1
Arguments	0	0	0	0	0	1	0	0	0	0	0	1
Behave violent	0	0	1	1	0	0	0	0	0	0	0	2
Complications	0	1	0	0	1	0	0	0	0	0	0	2
Controversy	0	0	0	3	0	0	0	1	0	0	0	4
Dangerous competition	1	0	1	1	0	0	0	0	0	0	0	3

Friction	0	0	0	0	0	2	0	0	2	0	0	4
Rivalry	0	0	0	0	0	0	0	1	0	0	0	1
Verbal physical show of power	0	0	0	0	0	0	1	0	0	0	0	1
Any other	0	0	0	0	0	0	0	0	0	1	2	3
Total	2	1	2	5	1	3	1	2	2	1	2	22

Conflicts and strategies used by female students for style difference

Following two tables indicating results of conflicts and strategies used by female students to meet these conflicts which are caused by style difference.

Table 11.3 Conflicts /Strategies in female students for difference in style of attempting group projects

Strategies conflicts ▶▼	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Problem solving	Smoothing	Withdrawing	Prevention	Total
Anger	2	0	1	1	1	0	1	0	1	0	7
Arguments	1	0	1	0	0	2	4	0	0	1	9
Behave violent	1	0	0	2	0	0	0	0	0	0	3
Complications	1	1	1	0	0	0	4	1	0	1	9
Controversy	0	0	1	1	0	1	0	0	1	0	4
Dangerous competition	3	1	0	0	2	0	5	1	0	0	12
Fights outside the class	0	0	0	0	0	1	0	0	0	0	1
Friction	0	0	0	0	2	1	1	1	0	0	5
Rivalry	1	3	0	0	1	0	3	0	0	0	8
Showing off	0	0	1	0	0	0	0	1	0	0	2
Verbal physical show of power	0	1	0	0	0	0	0	0	0	0	1
Any other	0	0	0	0	0	0	1	0	0	0	1
Total	9	6	5	4	6	5	19	4	2	2	62

Table 11.3.1 Conflicts /Strategies in female students for difference in style of attempting group projects

Strategies conflicts	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Integrating	Obliging	Problem solving	Smoothing	Withdrawing	Prevention	Total
Anger	1	0	0	0	0	0	0	0	0	0	0	0	1
Arguments	2	2	0	0	1	0	1	1	1	2	0	1	11
Complications	0	0	0	1	0	0	0	1	0	0	4	0	6
Controversy	0	0	1	0	0	0	0	0	1	0	0	0	2
Dangerous competition	1	0	0	0	0	0	0	0	0	0	0	0	1
Friction	0	0	1	0	1	1	0	0	0	0	0	1	4
Rivalry	0	0	0	0	0	0	0	0	1	0	0	0	1
Showing off	0	0	0	0	0	0	0	0	0	1	0	0	1
Verbal physical show of power	0	0	0	0	0	0	0	0	1	0	0	0	1
Total	4	2	2	1	2	1	1	2	4	3	4	2	28

Style Difference: table 11.1, 11.1.1 and 11.2, 11.2.1 shows that Arguments and complication are the conflicts which are common in both male &female for the reason of style difference among class fellows. Male students use accommodating strategy for both of these conflicts. While in female students there is not any specific strategy for arguments they use mixed strategy. Female students use withdrawing strategy for conflict of complication. Style difference also causes controversy among male students only. They use dominating strategy to meet controversy. in female students style difference cause dangerous competition ,female students use problem solving strategy for this conflict .

Table 12.0 Students opinion about presence of emotional students in class

Opinion	Frequency	Percent
Yes	138	75.8
No	35	19.2
Total	173	95.1
Missing system	9	4.9
Total	182	100.0

Table 12.0 shows that 95% sample answered this question.5% missing. 76% agreed that some class fellows are emotional and over sensitive.

Table: 12.1 Students opinion about behavior of emotional/over sensitive students

Opinion	Frequency	Percent
Yes	120	65.9
No	50	27.5
Total	170	93.4
Missing system	12	6.6
Total	182	100.0

Table 12.1 shows that 93% answered this question.7% missing.66% agreed that emotional students sometime show unusual behavior.27% said that they don't show unusual behavior.

Conflicts and strategies used by Male students for presence of Emotional students in class

Following two tables indicating results of conflicts and strategies used by Male students to meet these conflicts which are caused by presence of emotional students in class.

Table 12.2 Conflicts /Strategies in Male students caused by presence of emotional/over sensitive students in class

Strategies conflicts	Avoiding	Accommodating	Compromising	Collaborating	Integrating	Obliging	Problem solving	Smoothing	Withdrawing	Prevention	Any other	Total
Anger	7	3	2	0	0	0	0	1	1	1	0	15
Arguments	2	0	1	1	0	1	3	0	0	0	0	8
Behave violent	1	0	7	0	0	0	0	0	1	1	0	10
Complications	3	0	0	0	0	0	0	0	0	2	0	5
Controversy	2	0	1	0	0	1	0	0	1	0	0	5
Dangerous competition	0	0	0	0	1	0	0	0	0	0	1	2
Friction	0	0	0	0	0	0	0	1	0	0	0	1
Verbal physical show of power	0	2	0	0	0	0	0	0	0	0	1	3
Any other	0	0	0	0	0	0	0	0	0	0	1	1
Total	15	5	11	1	1	2	3	2	3	4	3	50

Table 12.2.1 Conflicts /Strategies in Male students caused by presence of emotional/over sensitive students in class

Strategies conflicts	Avoiding	Accommodating	Compromising	Collaborating	Forcing	Problem solving	Smoothing	Prevention	Total
Anger	3	0	0	0	0	0	1	0	4
Arguments	1	0	0	0	1	1	0	0	3
Behave violent	1	3	1	0	0	0	1	0	6
Complications	0	0	0	0	0	0	0	1	1
Controversy	3	0	1	0	4	1	0	0	9
Fights outside the class	0	0	0	0	0	2	0	0	2
Friction	0	0	0	1	0	0	0	0	1
Rivalry	1	0	0	0	0	0	0	0	1
Verbal physical show of power	0	0	0	0	0	0	0	1	1
Any other	0	0	1	0	2	0	0	0	3

Total	9	3	3	1	7	4	2	2	31
-------	---	---	---	---	---	---	---	---	----

Conflicts and strategies used by female students for presence of Emotional students in class

Following two tables indicating results of conflicts and strategies used by female students to meet these conflicts which are caused by presence of emotional students in class.

Table 12.3 Conflicts /Strategies in female students caused by presence of emotional/over sensitive students in classroom

Strategies conflicts ► ▼	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Integrating	Problem solving	Smoothing	Withdrawing	Any other	Total
Anger	8	4	3	1	0	0	0	1	0	0	0	17
Arguments	1	0	1	0	0	0	1	0	0	0	0	3
Behave violent	3	1	1	0	3	0	0	0	1	0	0	9
Complications	2	0	2	2	1	0	0	1	1	0	0	9
Controversy	0	1	0	0	0	0	0	0	0	0	0	1
Fights outside the class	0	0	0	0	0	0	0	1	0	0	0	1
Friction	0	0	0	0	0	0	0	0	0	2	0	2
Showing off	2	0	0	0	0	2	0	0	0	0	0	4
Any other	0	0	1	0	0	0	0	0	0	0	1	2
Total	16	6	8	3	4	2	1	3	2	2	1	48

Table 12.3.1 Conflicts /Strategies in female students caused by presence of emotional/over sensitive students in classroom

Strategies conflicts	Avoiding	Accommodating	Compromising	Dominating	Forcing	Obliging	Problem solving	Smoothing	Withdrawing	Total
Anger	1	0	0	0	0	0	0	0	0	1
Arguments	0	1	0	1	1	0	0	0	0	3
Behave violent	0	0	0	0	0	1	0	0	0	1
Complications	0	1	1	0	0	0	0	0	0	2
Controversy	0	0	1	0	0	0	0	0	0	1
Fights outside the class	0	0	0	0	0	0	1	0	0	1
Friction	1	0	0	0	0	1	0	2	0	4
Rivalry	1	0	0	0	0	0	0	0	0	1
Showing off	0	0	1	0	0	0	0	0	1	2
Any other	0	0	0	0	0	1	0	0	0	1
Total	3	2	3	1	1	5	1	2	1	19

Emotional Students: Table 12.2, 12.2.1 and 12.3, 12.3.1 shows that Anger and behave violent are common conflicts in male and female students for the reason of presence of emotional students in class. Avoiding strategy is commonly used by both male and female students to meet the anger conflict, while for the conflict of behave violent male students use compromising and female students use avoiding and dominating strategy. The other conflict which arises among male students only is controversy and they use avoiding and forcing strategy to meet this conflict.

Table 13.0 Students opinion about presence of students belonging to different races /ethnic groups

Opinion	Frequency	Percent
Yes	85	46.7
No	89	49.4
Total	175	96.2
Missing system	7	3.8
Total	182	100.0

Table 13.0 shows that 96% sample answered this question.4% missing.46% said that there are students in their class from different races and ethnic groups.49% said they don't have such different groups all are Pakistani.

Conflicts and strategies used by Male students for Racial or Ethnic difference

Following two table indicating results of conflicts and strategies used by male students to meet these conflicts which are caused by racial or ethnic difference.

Table 13.1 Conflicts /Strategies in Male students caused by racial/ethnic difference among class fellows

Strategies conflicts	Avoiding	Accommodating	Compromising	Collaborating	Dominating	Forcing	Integrating	Obliging	Problem solving	Smoothing	Prevention	Any other	Total
Anger	0	0	0	0	0	0	0	0	0	2	0	1	3
Arguments	6	0	0	1	0	0	0	0	0	1	0	0	8
Behave violent	3	0	0	0	0	0	0	0	0	1	0	0	4
Complications	0	0	0	1	0	0	0	0	0	1	1	0	3
Controversy	1	0	1	0	0	1	0	0	1	0	0	0	4
Dangerous competition	0	0	0	1	0	0	0	0	1	0	0	0	2
Fights outside the class	0	0	0	0	2	0	0	0	1	1	0	0	4
Rivalry	0	0	0	0	0	0	3	1	1	0	1	0	6
Showing off	1	0	1	0	0	0	0	0	0	2	1	0	5
Verbal physical show of power	0	2	0	0	0	0	1	0	0	0	0	0	3
Any other	1	0	1	0	0	0	0	0	0	0	0	0	2
Total	12	2	3	3	2	1	4	1	4	8	3	1	44

Table 13.1.1 Conflicts /Strategies in Male students caused by racial/ethnic difference among class fellows

Strategies conflicts	Avoiding	Accommodating	Compromising	Dominating	Forcing	Integrating	Obliging	Problem solving	Smoothing	Withdrawning	Prevention	Any other	Total
Arguments	0	0	0	1	0	0	0	2	0	0	0	0	3
Behave violent	0	0	0	0	0	0	0	0	1	0	0	0	1
Complications	0	3	0	0	0	0	0	0	0	1	0	0	4
Controversy	0	0	0	0	0	0	2	0	0	0	0	0	2
Dangerous competition	0	0	1	0	0	0	0	0	0	0	0	1	2
Fights outside the class	0	0	0	0	1	0	0	0	0	0	1	0	2
Friction	0	0	0	0	0	0	0	0	0	0	1	0	1
Rivalry	0	0	2	0	0	0	0	0	0	0	0	0	2

Showing off	3	1	1	0	0	0	0	0	0	1	0	6
Verbal physical show of power	0	0	0	0	0	0	0	0	0	2	0	2
Any other	0	0	0	0	0	1	0	0	1	0	0	2
Total	3	4	4	1	1	1	2	2	2	1	5	1

Conflicts and strategies used by female students for Racial or Ethnic difference

Following two tables indicating results of conflicts and strategies used by female students to meet these conflicts which are caused by racial or ethnic difference.

Table 13.2 Conflicts /Strategies in female students caused by racial/ethnic difference among class fellows

Strategies conflicts ►	Avoiding	Accommodating	Compromising	Collaborating	Forcing	Integrating	Obstructing	Withdrawning	Prevention	Any other	Total
Anger	2	0	1	0	0	0	0	0	0	0	3
Arguments	0	2	0	0	1	0	1	0	0	0	4
Behave violent	1	1	0	0	0	0	1	0	0	0	3
Complications	2	0	0	0	0	1	0	0	0	0	3
Controversy	0	0	3	0	0	0	0	0	0	0	3
Dangerous competition	0	0	0	1	0	0	0	0	0	0	1
Fights outside the class	0	0	0	0	1	0	0	0	0	0	1
Friction	0	0	0	0	0	0	0	0	0	1	1
Showing off	2	0	0	0	0	0	0	0	0	0	2
Verbal physical show of power	2	0	0	0	0	0	0	2	1	0	5
Total	9	3	4	1	2	1	2	2	1	1	26

Table 13.2.1 Conflicts /Strategies in female students caused by racial/ethnic difference among class fellows

Strategies conflicts ▼	Accommodating	Collaborating	Forcing	Obliging	Problem solving	Smoothing	Prevention	Total
Arguments	1	0	0	0	0	0	0	1
Behave violent	0	0	1	1	0	0	1	3
Complications	0	0	0	0	0	1	0	1
Controversy	0	1	0	0	0	0	0	1
Friction	0	2	0	0	0	0	0	2
Rivalry	1	0	0	0	0	0	0	1
Showing off	0	0	0	0	1	0	0	1
Verbal physical show of power	0	0	0	0	0	1	0	1
Total	2	3	1	1	1	2	1	11

Racial or ethnic difference: Table 13.1, 13.1.1, and 13.2, 13.2.1 shows that the conflicts which arise due to racial or ethnic difference among class fellows are quite different in male and female students. Among male students racial difference causes arguments, showing off, and rivalry conflicts. For arguments and showing off they use avoiding strategy and for rivalry conflict they use integrating strategy. Among female students racial difference cause verbal and physical manifestation of powers and behave violent conflicts, to meet verbal and physical manifestation of power conflict they use avoiding and withdrawing strategy. To meet behave violent conflict they use mixed strategies, not any specified.

Table 14.0 Conflicts/Strategies comparison Male student's vs Female students

Variable	Boys		Girls	
	Conflicts	Strategies	Conflicts	Strategies
Age Difference	Arguments-Anger	Avoiding	Anger-Arguments	Avoiding
	Behave Violent	Compromising	Showing off	Avoiding
Perception Difference	Controversy	Avoiding	Arguments	avoiding
	Complication	Problem solving	Complication	Problem solving
Religious Difference	Arguments controversy	Avoiding	Arguments Complication	Avoiding Accommodating Obliging
	Behave violent			

Not acceptance by group	Dangerous competition Showing off	Problem solving-smoothing Avoiding	Anger Fights outside the class Arguments	Avoiding Problem solving - smoothing Compromising
Economic status difference	Complication showing off Dangerous competition	Avoiding- Prevention	Complication showing off Dangerous competition	Avoiding Avoiding Compromising
Disruptive Students	Anger-Dangerous competition Arguments	Avoiding Withdrawning	Anger - Arguments Friction	Avoiding Collaborating
Academic background Difference	Arguments Anger Behave violent	Avoiding compromising Avoiding Forcing	Arguments Complication Fights outside the class	Avoiding Avoiding, collaborating Forcing
Political preferences	Arguments Complication	Avoiding compromising Forcing	Arguments	Avoiding Accommodating

Interest Difference	Arguments Anger Complication	Avoiding compromising	Anger Arguments	Avoiding compromising Forcing ,Avoiding
Personality Difference	Anger Showing off Arguments	Avoiding Prevention	Complication Behave violent	Avoiding, problem solving Compromising, problem solving
Style Difference	Arguments complication controversy	Accommodating Dominating	Dangerous competition Arguments complication	Problem solving mixed withdrawning
Emotional Students	Anger Behave violent Controversy	Avoiding Compromising Avoiding,forcing	Anger Behave violent	Avoiding Avoiding Dominating
Racial or Ethnic Difference	Arguments Showing off rivalry	Avoiding Integrating	Verbal physical manifestation of powers Behave violent	Avoiding Withdrawning Mixed

Table 15.0 similarities and differences of conflicts and conflict resolution strategies adopted by male and female university students against each variable

Similarities	Differences
<p>Age difference: Due to age difference both boys and girls face arguments and anger conflict both use avoiding strategy.</p>	<p>Age difference creates behave violent conflict among male students, and among girls showing off conflict.</p>
<p>Perception difference: Due to perception difference both boys and girls face complication conflict both use problem solving strategy.</p>	<p>Perception difference: perception difference creates controversy among male students, and among girls' arguments.</p>
<p>Religious difference: Due to religious difference both boys and girls face arguments conflict both use avoiding strategy.</p>	<p>Religious difference creates controversy and behaves violent conflicts among male students. And among girls complications.</p>
<p>Economic status difference: Due to economic status difference both boys and girls face complication and showing off conflicts both use avoiding strategy. Both face dangerous competition too.</p>	<p>Economic status difference cause dangerous competition among male students and among female students' too .Male students' uses prevention strategy and female students use avoiding and compromising strategy.</p>
<p>Disruptive students: Due to disruptive students both boys and girls face arguments and anger conflicts for anger conflicts both use avoiding strategy.</p>	<p>Due to presence of disruptive students in the class both male and female students face arguments conflict in this situation boys use withdrawing strategy and girls use avoiding strategy. Male students even have dangerous competition due to presence of disruptive students.</p>
<p>Academic background difference: Due to academic background difference both boys and girls face Arguments conflict both use avoiding strategy.</p>	<p>Academic background difference creates anger and behave violent conflict among male students and among girls fights outside the class</p>

<p>Political preferences: Due to political preferences difference both boys and girls face arguments conflict both use avoiding strategy.</p>	<p>Due to political preferences boys face complication</p>
<p>Interest difference: Due to interest difference both boys and girls face arguments and anger conflicts both use avoiding strategy.</p>	<p>Due to interest difference male students face complication conflict.</p>
<p>Style difference: Due to style difference both boys and girls face arguments and complication conflicts.</p>	<p>Style difference creates controversy among male students and dangerous competition among female students. Both face complication conflict too in this situation male students use accommodating strategy while female students use withdrawing strategy</p>
<p>Emotional students: Due to presence of emotional students both boys and girls face anger and behave violent conflicts both use avoiding strategy.</p>	<p>Due to presence of emotional students in the class room both face violent conflict in this situation male students use compromising strategy while female students use avoiding and dominating strategy.</p>
<p>Racial or Ethnic difference: Male and female students don't have any similar conflict cause by racial /ethnic difference</p>	<p>Due to racial ethnic difference male students face arguments, showing off, and rivalry conflict. While female students face verbal and physical manifestation of powers and behaving violent conflict.</p>

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSIONS &

RECOMMENDATIONS

5.1 Summary

The study was conducted to comparatively analyze the conflict resolution strategies used by the male /female university students who are newly admitted. The study has examined the difference in conflicts and resolution strategies among male/female students. The study was descriptive and qualitative in nature BS (Fall-2010) (First Semester) students of all departments of faculty of social science were sample of study. Questionnaire was developed by researcher herself in the light of objectives of study. Data was collected through Questionnaire for students in the classroom. SPSS version 18-0 was Used for data analysis data was coded and datasheet was prepared .Data analyzed by using frequency percentage and cross tabulation.

5.2 Findings

The major findings of this research study revealed that:

1-The large number of sample72% were below the age of 20.

2-the ratio number of students falling in female category was 48% in male and 52% in female.

3-Ratio of students in psychology department and politics & IR department was higher as compared to other departments of FSS.

4- (85.7%) students said that students in their class are of different age group.(13.7%) said that all students in their class are of same age group.

The study found students at this level of education belongs to different age groups. And due to age difference both male/female students have conflicts like anger, arguments and to meet these conflicts both use avoiding strategy. This factor sometime creates behaving violent attitude in male students .for this compromising strategy is used. Showing off conflict also found in female students and avoiding strategy is being used.

5-(16.5%) students said that they perceive teacher lecture in the same way. (81.3%) said they perceive differently. Students perceive teacher's lecture which is delivered by same teacher same time differently. They perceive knowledge given by teacher in their own way. Perceptions difference cause complications among male/female students. And to meet these complications they use problem solving strategy. While perception difference also creates controversy among male students and female students sometimes start arguing because of it and for these conflicts avoiding strategy is being used.

6-Majority of students 80% of sample belongs to same religion Islam.58% said that they are moderate towards their religion, 30% said they are strict, and only3% said they are secular towards their religion. Argument is common in both male/female students. They

use avoiding strategy to control arguments. Male students face controversy and behaving violently conflicts for these conflicts too they use avoiding strategy. Female students face complications and to meet complications they use obliging strategy.

7-60% students agreed that there are some such fellows in their class who are not liked by majority of their class. And 40% said that there is not any fellow who is disliked by majority of class fellows. The study found that in the classroom there are also some such students who are disliked by other class fellows and the most frequent way to express disliking is gossips and discouraging such students. Such students are not accepted by class groups. The presence of such students creates dangerous competitions, showing off conflicts in male students and they use problem solving and smoothing strategies. The girls face anger and have even fights outside the class. For anger avoiding strategy is being used. Problem solving and smoothing method is used for fights outside the class.

8-56% students agreed that economic status effects student's interpersonal relationship. And almost 40 % were of the view that it does not affect student's interpersonal relationship.

The study found that economic status difference causes complications, dangerous competitions and they use avoiding, compromising and prevention strategy.

9-59% students agreed that there are some disruptive students in their class who are teasing and disturbing other class fellows and these students are the reason of anger and arguments avoiding strategy is used. And in the situations of arguments male people withdraw. And these disruptive students also cause dangerous competitions among male students and male students avoid such situations.

10-93% of total sample who answered agreed that their class fellows came from different academic background. 5% said they don't have different academic background.

The difference of academic background causes arguments in both male female students and in this situation they use avoiding strategy. Male students also face anger and behaving violent and they use avoiding and forcing strategy for it. Academic background difference cause complications and fights outside the class in female students and they use avoiding and forcing strategy.

11-65% of students said that their class fellows favor different political parties. 28% said they don't favor different political parties. Analysis of research shows that majority of students does not have any strong political preferences. However some students belong to different political parties and also have their affiliation towards their party. This affiliation sometime results in arguments among them in both male and female students. They use avoiding strategy; in arguments Female students also use accommodating strategy. Political preference also causes complications among male students and they use forcing strategy for that.

12-Stuents often have free time in university. They cannot go back home as they have to attend period after that free time, That time is great opportunity for them to spend that time according to their interests and being different humans they have different interests.60% of students agreed that some time their group members have clashes on how to spend leisure time during university hours, and 36% said that they don't have such change of opinion. Interest difference cause conflicts among class group members. According to research findings majority of students spend this time in university library

or wondering inside the university campus. Students agreed that they have clashes among them due to interest difference and due to interest difference anger and arguments arrives among class fellows of both category male/female. To avoid anger both use avoiding strategy. Female students also use compromising strategy. In the situations of arguments both male/female students use avoiding strategy here two. Female students use avoiding strategy too. Interest difference also creates complications among male students and they use forcing strategy to overcome it.

13-Every individual is a unique personality and this personality difference create conflicts when class fellows have to work together on the assignments and projects assigned by teachers. According to research study it is agreed that students are assigned group projects and assignments .It is also agreed upon the style of working on projects/assignments is different.85% agreed that they are assigned group projects/Assignments.11% said they are not assigned group assignments/projects.85% agreed that every student has individual style of working over projects/assignments.

This personality difference creates arguments and complications among both categories of students. Male students use accommodating strategy .In the situation of complications female students often withdraw and in arguments they use different types of strategies. Personality difference also creates controversy among male students and they want to dominate each other in such situations. Style difference sometimes creates dangerous competitions among female students which are overcome by problem solving method.

14-Research analysis also found that there are some students in class who are emotional over sensitive and such type of students often shows unusual behavior. 76% of students

agreed that some class fellows are emotional and over sensitive.66% agreed that emotional students sometime show unusual behavior.27% said that they don't show unusual behavior. These emotional students became the reason of anger and behave violent conflicts among class fellows both male/female students. To meet anger both use avoiding strategy. When some students behave violent male students use compromising strategy and female use avoiding and dominating strategy .The presence of these emotional students sometimes creates controversy and they use avoiding and forcing strategy.

15-Majority of the classes don't have students from multiple races and ethnic groups like Chinese, Somalia and Pakistani etc but there are some classes in which students are of different races or ethnic groups.46% said that there are students in their class from different races and ethnic groups.49% said they don't have such different groups all are Pakistani. This racial or ethnic difference also creates conflicts but these conflicts and strategies are different in both male/ female students. In male students racial or ethnic difference creates showing off and rivalry conflicts and they use avoiding and integrating strategy while in female verbal and physical manifestation of powers and behaving violent conflict found and they use avoiding and withdrawing strategy in the situation when someone behave violent female students used mixed strategies.

5.3 Conclusions

On the basis of findings of the study following conclusions were be made:

1- Focused variables which are studied in this research create some kind of conflicts and resolution strategies are being used to meet these conflicts.

2-Anger and Arguments are more common conflicts. Avoiding strategy was more frequently used by both categories of students in any kind of conflict.

3-Students are from different age groups. Students perceive teacher's lecture differently according to their own perception level. Majority of students are Muslims. There are some disruptive students in almost each class who create problems in class.

4-students came from different academic background. This academic difference also creates conflicts among students. Majority of students doesn't have strong political preferences. However who have strong political preference becomes the reason for conflicts among their class fellows.

5-Students have opportunity to have some free time during university timing. Majority of students spend this free time in university library or wondering inside the campus. How to spend free time creates clashes/conflicts among class friends.

6-Students often have to work together on group assignments and projects. While working together on group assignments/projects they face conflicts due to personality difference.

7-There are emotional and oversensitive students in each class. Such students' unusual behavior creates conflicts among class fellows.

8-In majority of classes there are not students from different races and ethnic groups like Chinese, Somalian. But there are some classes in which students belong to different races and ethnic groups, and due to this difference conflicts arise.

5.4 Discussion

The study was conducted to comparatively analyze the conflict resolution strategies adopted by the male/female university students of IIUI. Similar study was been conducted by kiralp, Dincyurek, Beidoglu (2009) There study focused on conflict resolution strategies of youth who experience rapid development in technical and social areas. Students from faculty of educational sciences during the 2007-2008 academic years at eastern Mediterranean university of Turkish were sample of this research. According to their findings university students mostly use compromising, collaborating and avoiding strategy to solve their conflicts .and our research study findings also show that mostly students use avoiding and compromising strategy.

The research study conducted by Barki, Harthwick (2001) found that interpersonal conflicts reflected by three key dimensions disagreement,interference and negative emotions. As the findings of current study also show that these three dimensions are the reason of conflicts. Disagreement can be occur due to various variables there can be many factors behind which cause disagreement like age difference, perception level difference, economic status, academic background and many more as we have found in current research, interference occurs in peer group when they have different political preferences, they belong to different religion or belong to different ethnic groups etc

.Negative emotions occur when disruptive students disturb classroom environment. When oversensitive and emotional students take things wrong and assume and judge other according to their own understanding level. When some students who have strong political preference towards a party make discussions and arguments it all creates negative emotions

5.5 Recommendations

5.5.1 For Students

Keeping in view the findings and conclusion of study following recommendations are proposed.

- 1- Students should avoid being angry and argue with class mates. They should be aware that because of age difference their mental capacity and understanding level is different.
- 2-Each individual have its own perception power. Every student perceive lecture according to his/her own capacity through problem solving and avoiding strategy controversy and arguing conflict can be overcome.
- 3-Students should focus on studies rather political and religious discussions, which can cause violence among them.
- 4-In an educational institution all students are equal. They can be judged only by their performance. Class difference and showing off of economic status or superiority or inferiority complexes can affect their studies badly.

5-Students should respect the interest and suggestions of their friends /group members in any matter.

6-While doing group projects/assignments students should accommodate each other.

7-Students should focus on studies and live cooperatively and accommodating all class fellows regardless of thinking he/she is Somalian, Chinese or Pakistani etc.

5.5.2 For University Administration and Teachers

1-University administration can play its vital role in minimizing classroom conflicts by carefully selecting teachers /visiting teachers. Besides subject specialization professional educational training may also be given preference. So that teacher can well understand the educational psychology which can help them managing student's conflicts.

2-It is recommended that teachers may be given training through seminars and conferences etc. regarding student's interpersonal conflicts and strategies to help minimizing classroom conflict/clashes.

3-Disruptive students may be treated strictly by teachers as well as by university administration to maintain the classroom peace and harmony.

4-Teachers should prepare their lecture and teaching plan of whole semester in such a way which can satisfy all students regardless of which educational background they are coming.

5-Political preferences / issues and political discussion may be discouraged to avoid conflicts like arguments/behaving violent etc.

6-Emotional/over sensitive students may be treated politely. Teachers and class mates may help them to come out of over sensitivity.

7-Students from all races and ethnic groups may be treated equally to lessen ratio of conflicts.

5.5.3 For Further researchers

On the basis of analysis of the study, following recommendations were made for the further researches:

1. The study was conducted to comparatively analyze the conflicts and resolution study adopted by male/female university students. It was a case study of IIUI. Further researches can be made on same study on case study of any other university students.
2. This study based on twelve variables which can cause conflicts among students. Questionnaire for students was based on these variables and data collected. While there are some other variables too which can be the reason of conflicts among students. Further research can be made on these variables.

REFERENCES

Adebayo, D.O. (2006). The moderating effect of self-efficacy on job insecurity and organizational commitment among Nigerian public servants. *Journal of Psychology in Africa*. 16(1), 35-43.

Albert, I.O. (2006). *Conflict management and resolution in research supervision*. Paper presented at the workshop on student supervision organized by The Postgraduate School, University of Ibadan Conference Centre, University of Ibadan. March 15-16, 2005

Alper, S., Law, K.S. & Tjosvold, D. (2000). *Conflict management efficacy and performance on organizational teams*. Retrieved on 25-8-2006 from <http://www.questia.com/PM.qst?a=refresh&docId=50010935&type=journal>.

Arslan C (2005). [The interpersonal conflict solving and problem solving approaches of University students are investigated according to their attribution complexity]. Unpublished PhD dissertation. Selcuk University, Konya, Turkey.

Cetin O.M., & Cifazlioglu H.O (2004) *Academics, conflict management styles*. p 155

Coleman, P. T., & Deutsch, M. (2000). Some guidelines for developing a creative approach to conflict. In M. Deutsch & P. T. Coleman (Eds.), *The handbook of conflict resolution: Theory and practice* (pp. 355- 365). San Francisco, CA: Jossey-Bass.

Coskun Arslan, E. H. (2010). The relationship between conflict communication, self-esteem and life satisfaction in university students. *Educational research and reviews* vol 5.

Deutsch, M. (1990). Sixty years of conflict. *The International Journal of Conflict Management*. 1, 237-263.

Dzurba, A. (2006). *Prevention and management of conflict*. Ibadan: Loud Books (Publishers).

Hocker JL, Wilmot WW (1995). *Interpersonal conflict* (4th Ed.) Medison: WI: Brown & Benchmark

Kantek F & Gezer N (2008) *conflict in schools: Student nurses, conflict management styles* Nurse Education today pp.100, 106

Kiralp, Y., Dinciyurek, S., & Beidoglu, M. (2009). Conflict Resolution Strategies of Turkish Cypriot

College Students' in Different Relationships: Friend, close friend, romantic partner,mother, and father. Unpublished.

Marquis, B.L., Huston, J.C., 2000. *Leadership Roles and Management Functions in Nursing*. Lippincott Williams.Miklas, E.J., Kleiner, B.H., 2003. New developments concerning academic grievances. *Management Research News* 26 (2-4), 141–147.

Mayer, J.P. &Salovey, P. (1997). "What is trait EI? Implications for educators", in Salovey,P. and Sluyter, D. (Eds.), *Emotional Development, Emotional Literacy, and Trait EI:Educational Implications* (pp. 31-34). New York: Basic Books.

McShane, S.L. & von Glinow, M.A. (2000).*Organizationalbehavior*. (pp. 412-416).

Boston: McGraw Hill

Moorman, R. (1991). Relationship between organizational justice and organizational citizenship behaviors: Do fairness, perceptions influence employee citizenship? *Journalof Applied Psychology*.76, 845-855.

Morris K.Brassard R (1996) *Teachers, conflict management styles: The role of attachment styles and classroom management efficacy*. *Journal of school psychology*, 105-118

Omoluabi,P.F. (2001).Principles of processes of conflictology. *Ife Psychologia*, 9(3), 1-13.

Öner U (2006). “Çatı_maÇözmeveArabuluculukE_itimi”.YıldızKuzgun (Ed.)
_lkö_retimdeRehberlik. Ankara: Nobel YayınDa_itim.

Salami, S. O. (2009). Conflict Resolution Strategies and Organisational Citizenship Behaviour: The Moderating Role of Trait Emotional Intelligence. *Euorope's journal of psychology*,42-44.

Vandevilert,E.(1997).*complex interpersonal conflict behavior*. East Sussex, UK:
psychology press

Annexure 1

A comparative analysis of conflict resolution strategies adopted by Male &female university students: A case study of International Islamic University Islamabad

Questionnaire for students

Two tables are here on the both sides to help you out in mentioning conflicts and resolution strategies. The table on left side contains a list of conflicts .and the table on right side contains the resolution strategies. Please mention resolution strategy in front of each conflict for which you use it. You can also write any other conflict and resolution strategy which is not mentioned in these tables.

Name: _____

Age: _____

Gender: Male/female

Department _____

Q 1: Are students in your class from different age group?

Yes	No
-----	----

Serial#	Types of conflicts
1	Anger
2	Arguments
3	Behave violent
4	Complication
5	Controversy
6	Dangerous competition
7	Fights outside the class
8	Friction
9	Rivalry
10	Showing off
11	Verbal & physical manifestation of powers between peers
12	Any other

1.1: What conflicts does it create? Strategy you use to resolve these conflicts

_____ _____
_____ _____

Q 2: Does all of you perceive teacher lecture in the same way?

Yes	No
-----	----

2.1: What conflicts does it create? Strategies you use to resolve these conflicts

_____ _____
_____ _____

Q 3: Do your class fellows belong to different religions?

Yes	No
-----	----

3.1: Your intensity towards your religion? (Tick)

Moderate Strict Secular

Serial#	Types of conflict resolution strategies
1	Avoiding
2	Accommodating
3	Compromising
4	Collaborating
5	Dominating
6	Forcing
7	Integrating
8	Obliging
9	Problem solving
10	Smoothing
11	Withdrawning
12	Prevention
13	Any other

3.2: What conflicts does it create? Strategies you use to resolve these conflicts

Q 4: Are there any or some of your class fellows who are disliked by

Other class fellows?

Yes	No
-----	----

4.1: How your class fellows show their disliking (tick)

Gossips	Rumors	Humiliation
Exclusion	Discourage	

4.2: What conflicts does it create? Strategy you use to resolve these conflicts

Q 5: Do your class fellows belong to diversified economic status?

Yes	No
-----	----

Q 5.1: Does economic status effects student's interpersonal

Relationship?

Yes	No
-----	----

5.2: What conflicts does it create? Strategy you use to resolve these conflicts

Q 6: Are there disruptive students in your class?

Yes	No
-----	----

Serial#	Types of conflict resolution strategies
1	Avoiding
2	Accommodating
3	Compromising
4	Collaborating
5	Dominating
6	Forcing
7	Integrating
8	Obliging
9	Problem solving
10	Smoothing
11	Withdrawning
12	Prevention
13	Any other

6.1: Their attitude is? (Tick)

Disturbing	Teasing
Aggressive	Problematic

Serial#	Types of conflicts
1	Anger
2	Arguments
3	Behave violent
4	Complication
5	Controversy
6	Competition
7	Fights outside the class
8	Friction
9	Rivalry
10	Showing off
11	Verbal & physical manifestation of powers between peers
12	Any other

6.2: What conflicts does it create? Strategy you use to resolve these conflicts

_____ _____
 _____ _____

Q 7: Your class fellows have different academic background?

Yes	No
-----	----

7.1: What conflicts does it create? Strategy you use to resolve these conflicts

_____ _____
 _____ _____

Q8: Do you belong to any political party?

Yes	No
-----	----

8.1: Your devotion towards your party?

Lenient	Moderate	Strong	Strongest
---------	----------	--------	-----------

8.2: Do the students in your class favor different political parties?

Yes	No
-----	----

Serial#	Types of conflict resolution strategies
1	Avoiding
2	Accommodating
3	Compromising
4	Collaborating
5	Dominating
6	Forcing
7	Integrating
8	Obliging
9	Problem solving
10	Smoothing
11	Withdrawing
12	Prevention
13	Any other

8.3: What conflicts does it create? Strategy you use to resolve these conflicts

Q 9: How you want to spend your leisure time during university timing? (Tick)

In computer lab	In library	Wonderin
Going Outside		

Seri al#	Types of conflicts
1	Anger
2	Arguments
3	Behave violent
4	Complication
5	Controversy
6	Dangerous competition
7	Fights outside the class
8	Friction
9	Rivalry
10	Showing off
11	Verbal & physical manifestation of powers between peers
12	Any other

9.1: Your class fellows \friends some time don't agree your suggestion to spend

Leisure Time the way you want to spend with them?

Yes	No
-----	----

9.2: What conflicts does it create? Strategy you use to resolve these conflicts

Q 10: what is your attitude towards your class fellows?

Friendly	Aggressive
Co operative	Reserve

Seria l#	Types of conflict resolution strategies
1	Avoiding
2	Accommodati ng
3	Compromisin g
4	Collaborating
5	Dominating
6	Forcing
7	Integrating
8	Obliging
9	Problem solving
10	Smoothing
11	Withdrawng
12	Prevention
13	Any other

10.1: Your class fellows differ in their attitude?

Yes	No
-----	----

10.2: What conflicts does it create? Strategy you use to resolve these conflicts

Se ria l#	Types of conflicts
1	Anger
2	Arguments
3	Behave violent
4	Complicatio n
5	Controversy
6	Dangerous competition
7	Fights outside the class
8	Friction
9	Rivalry
10	Showing off
11	Verbal & physical manifestatio n of powers between peers
12	Any other

Q 11: Are you assigned group projects/Assignments?

Yes	No
-----	----

11.1: Every group member has different style of working for
project/assignment?

Yes	No
-----	----

11.2: What conflicts does it create? Strategy you use to resolve these conflicts

Q 12: Are there emotional or over sensitive students in your class?

Yes	No
-----	----

12.1 Do they show sometime unusual behavior?

Yes	No
-----	----

Se ria l#	Types of conflict resolution strategies
1	Avoiding
2	Accommodatin g
3	Compromising
4	Collaborating
5	Dominating
6	Forcing
7	Integrating
8	Obliging
9	Problem solving
10	Smoothing
11	Withdrawing
12	Prevention
13	Any other

Serial#	Types of conflicts
1	Anger
2	Arguments
3	Behave violent
14	Complication
5	Controversy
6	Dangerous competition
7	Fights outside the class
8	Friction
9	Rivalry
10	Showing off
11	Verbal & physical manifestation of powers between peers
12	Any other

12.2 What conflicts does it create? Strategy you use to resolve these conflicts

Q13: Are students in your class from different races or ethnic groups like
Pakistani, Chinese, Somaliaetc?

Yes	No
-----	----

13.1 What conflicts does it create? Strategy you use to resolve these conflicts

Serial#	Types of conflict resolution strategies
1	Avoiding
2	Accommodating
3	Compromising
4	Collaborating
5	Dominating
6	Forcing
7	Integrating
8	Obliging
9	Problem solving
10	Smoothing
11	Withdrawing
12	Prevention
13	Any other