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Peace Education: An Effective Tool for Conflict Resolution

Um e Rubab

PhD Scholar, PMAS-ARID Agriculture University Rawalpindi, Punjab, Pakistan. Email: ummerubab85@gmail.com (*Corresponding Author*)

M. Imran Yousuf

Chairman, Department of Education, PMAS-ARID Agriculture University Rawalpindi, Punjab, Pakistan.

Abstract: *Every society's political, economic, and educational structures influence its future. This environment can only be achieved through peaceful living. Peace education involves students evaluating regional, national and worldwide conflicts while thinking about peaceful resolution options. A peaceful school aims to establish a discipline policy that emphasizes giving students the power to manage and control their own behaviour. The purpose of this study is to resolve multiple types of conflicts that are found in our society. This study is based on a survey method which describes how peace education plays an important role to resolve multitype of conflicts which are found in our society. The development of an educational system that facilitates conflict prevention and advances peace should be the primary responsibility of education planners and managers. Government should create organizations that educate all citizens about peace, regardless of their tribe, religion, gender, race, or political party.*

Key Words: Peace Education, Civil Societies, Peaceful Living, Community Structure

Introduction

Conflict is often described as a misunderstanding among people. It evokes associations of tension, interruption, and violence along with the anticipation of anything from uneasiness to life-aggressive situations. This is a condition in which two or more people or groups observe that they keep incompatible objectives. Every society's political, economic, and educational structures determine its future. Only by living in harmony, we can achieve these conditions. The practice of developing countries using peace education as a tool for modernization and development is widespread. Education is an instrument for social reconstruction, which is also a fact. Education should play a part in reshaping the future through changes in characters, behaviour and ethical features of human beings. Okobiah (2017) states that the goal of education is always to constructively address the difficulties provided by the vicissitude of social, political, and economic manifestations to the standard of living for

citizens in a given time and place. Man is instilled with the proper values through education, including maintaining peace, preventing disagreements, and managing problems in society.

Peace is a condition of serenity, tranquilly, and living in friendly relations with others. It is a scenario in which there is no war or violence in a nation or region. Peace is also security in which everyone is free from fear and feels the freedom to grow their social and economic development. Civil disorder, disturbance, and other types of disagreement or instability are the results of peace violations (Usman, 2020). In a community, peace can develop in absence of war or conflict, in which peace is the practice of love and it is characterized by tranquillity, mental rest, and freedom from conflict. In a peaceful society, people should work together for the resolution of the disagreement, treat one another with justice, fulfilments of people's requirements and treat each other's equally

Harris & Morrison (2012), said that Peace

education develops people's knowledge, attitude, and skills for the fulfilment of their needs and to make the world a better and safer place. It teaches people nonviolence, love, sympathy, and respect for all kinds and teaching of knowledge, skills, and values which are needed for survival in peaceful coexistence. It nurtures behaviour changes that help children, teens, and adults avoid explicit and organizational unfairness, conflict resolutions calmly, and develop the situation that is essential for peace at social, intergroup, local, or at the global level. One of the main goals of peace education is to develop human awareness among people. Students gain conflict resolution-related skills in their classes within the school in situations of disagreement in society. Conflict resolution education can help to resolve conflicts in very effective manners in a very critical situation.

According to Marc Sommers (2003), peace education is best characterized in terms of the particular abilities, values, and information that are taught. Peace education programs support the students in the improvement of communication skills such as self-confident speech and energetic listening, problem-solving skills such as creativity, or harmony building, and orienting skills such as social awareness and understanding. Moreover, it nurtures favourable attitudes toward justice, respect, and democracy. Education for peace is also emphasized on knowledge of the dynamics of societal clashes, war and conflict resolution. Students are specifically educated on the differences between negative and positive peace. Conflict resolution techniques including facilitation, mediation, and negotiation may be covered in their classes.

Peace education is the procedure of gaining the knowledge, standards, and performances for living in harmony with individuals, others, and the accepted environment UNICEF (2011). According to Salomon, "human traits and capacities, conflict resolution, cultural diversity, cultural awareness and the farming of a commonly peaceful attitude" are typical themes covered in peace education (Salomon 2002: 7).

Conflict resolution-related teaching methodology and teaching training programs related to peace education areas are connected considerably. Motivational skills and the content resolution of conflicts are the main aims of peace education. Sommers (2001) states that value education programs

and peace education training both are closely connected such as human rights education, tolerance and respect for others related education. These are all obligations to enhance the quality of life through the dignity of life and to promote peace in society among people. Obligations of love, compassion, justice, honesty, respect for others, tolerance and global citizenship education are the supportive elements to resolve the conflict in society. Education for non-violence, human rights education, global citizenship education and tolerance-related peace education are all effective measures for conflict resolution and handling different societal problems.

Causes of Conflicts

Individual or gathering distinction, strife, conflict, battles, conflict, quarrel, fighting and wars make social conflicts. It covers issues like liability, authority and individual confusion and so forth. Karip (2000) expressed that disagreement will happen when there is a difference in people's opinions, contrasts in interests, contrasts in their beliefs and values, and desires of people.

Conflict is undeniable and can be felt in each one's life in various circumstances. It can emerge in any setting, all over the place, at whatever point there is human communication. We are very much aware of those things that cause clashes. Durojaye (2010), under the title of Understanding Clash and War, arranged these into four in particular

- Classes connected with resources
- Mental prerequisites or requirements
- Classes over values
- Conflicts over inadequate or imperfect data (Durojaye, 2010).

According to Rahim (2002), when unsuitability of wishes, needs, desires, requirements, and thought processes create classes among people in society. Disagreement states to a type of clash, conflict, or dispute which arises among peoples when one group's thoughts, perspectives or dealings are against others one group either decline to acknowledge another group. In present days, different types of disagreement happen within society, and the causes for these conflicts differ according to the condition of the society. Multiple types of clashes are occurred related to job clashes, relational clashes, task clashes and asset clashes. (Hotepo et al., 2010).

Clashes are characterized based on two sorts, such as, personal matters clashes refer to clashes which exist among the labour force and happen due to a difference between workers' character qualities and another type is hierarchical clashes which happen as a result of the shortage of resources, authoritative plan and authoritative framework qualities including authoritative planning and arranging, compensation plans and dynamic cycle. (Spaho, [2013](#)). Clashes can be characterized based on specific circumstances of conflicts happen turns into the causes of clashes such as undertakings clashes, differences of morals and aims (Ghaffar, [2009](#)).

Effects of Conflicts

Clashes are observed as a basis of struggle or a negative effect that delays them from attaining their goals. Clashes keep destructive effects on individuals or groups, however, the time they keep good sound effects, and depends on the situation of disagreement. Clashes may be sometimes used as an effective source for skill practices and operational decision-making. The positive nature of clashes, particularly duty-oriented differences, develop effective management and expand individual's performance expect to helpful criticism. Furthermore, the staff participants keep up constructive clashes to improve the current ideas among persons and groups, which improve their inclusive efficiency (Kehinde, 2011).

According to general observation clashes normally have harmful consequences on individuals and groups. In this situation, different mental conditions affect their aptitude to achieve their goals including, job unhappiness, workload etc. They show their brash attitude and absence from community interaction. An individual involved in various conditions of disagreement faces some social reactions, like cigarette smoking, being drunk and harmful to others, deficiency of social interaction, challenges of hostage attitude, and nutritional changes.

Clashes are similarly very harmful to a person's physical condition it is normally neglected. It creates individuals' heart problems, which raises their blood adrenaline levels and raises their blood pressure. This makes them other helpless serious chronic problems like gastric ulcers bronchial asthma high blood

pressure, headaches, and headache-related migraines. Consequently, clashes have a negative impact on workers' efficiency and affect mental disturbance and personal health. Conflicts occasionally function as a spark to energise employees toward their work, serve as a motivating factor to energies employees for performance competition, and also assist an individual in dealing

Peace Education an Effective Tool for Conflict Resolution

The teaching of social equality and citizens' rights, peacefulness, societal and economic fairness, sexual fairness, ecological development, decommissioning, effective peaceful skills, global ruling, and social safety are all part of the participative, holistic process known as peace education (Wintersteiner, [2013](#)). While peace education typically takes a more global view conflict resolution typically concentrates on a local/domestic level. Additionally, compared to conflict education programmes peace education has more focus on societal fairness attitudes and greater organized concerns of violence (Jones, [2004](#)).

Conflicts arise when one group's activities are perceived as impeding or obstructing another's objectives, demands, or actions. Conflicts are frequently linked to undesirable characteristics and circumstances that result in ineffectiveness, ineptness, or dysfunctional outcomes (Owan, [2018](#)). But occasionally, it can encourage creative problem-solving and make things better for everyone concerned (Adesanya et al., [2018](#)). It goes without saying that any group of a school's human resources are made up of individuals from a variety of ethical, religious, societal, civil, and economic education. These human resources keep their mechanism often complex for institution administration (Owan and Agunwa, [2019](#)). Clashes or differences among employees of an organization happen undoubtedly. This is on the grounds that conflicts are unavoidable in an institution (Arop et al., [2018](#)). Though, for the promotion of peace, solidarity, and collaboration among employees, there is a requirement for suitable measures to be taken on by the administration of the institution.

Many advanced institutions all over the world established their attention on observation of peace and conflict resolution regarding (PCS) Peace and

conflict studies. PCS is an area that categorizes and investigates the violent and nonviolent attitudes of persons along with the organizational mechanisms presence of clashes (including societal clashes). Recognition for the resolution of clashes with the help of this area of study gets more important than is required in a human situation (Duncan, [2008](#); Jeong, [2017](#)).

Peace education can be viewed as the procedure of attaining the values, understanding and promoting the attitudes, abilities, and performances to survive in a peaceful society of natural atmosphere with good manners. Peace and conflict studies can play an important role in promoting the nonviolent behaviour of students within institutions in the field of social sciences. Peace studies permit persons to identify the reasons and adopt precautionary measures of war, and violence, in addition to social coercion, perception and depreciation. It may acquire natural approaches to pacify clashes and convert society to achieve societal objectives.

There are various United Nations speeches on peace education, Since the 20th century, peace education programmes around including maintaining national security, global knowledge, an environmental obligation, social skills social interaction, passivity, resolution of clashes strategies, fairness, civil rights awareness, patience, diversity, harmony and equal rights and responsibilities of others (McLeod & O'Reilly, [2019](#)). Spiritual extents of internal peace made various preceding issues into programmes on world social responsibility and nationality (Huda et al., [2020](#); Kishino & Takahashi, [2019](#); Woiwode et al., [2021](#)).

Peace education should be integrated with regular lessons within the classroom by teachers, it would be a good step to promote peace and prevent the students from conflicts. Integration of peace education within subjects gets more important to promote knowledge, skills and attitude towards students and it's very important to create a peaceful environment and to prevent the students from conflicts. Peace education teaches students how to prevent any type of conflicts that are found in our society. Yunus ([2020](#)) states that the incorporation of peace education directly links to Islamic subjects and is related to citizenship-related education subjects. Peace education develops students'

understanding of peace. It creates a substantial effect on students' observations of peace.

School Conflict

Conflict is a general existence in institutions. It is an inescapable part of institutional structure in light of the fact that the objectives of various organizations are frequently contrary. The frequency of differences present in the school has significant effects on the school's general performance. A low frequency of conflicts does not affect an institution's performance. Less frequency of difference in institutions depicts that organizations reflect their efforts for new ideas, creative work and effective decision-making (Jones, [2000](#)).

Relational Conflict

George & Jones (2006) states that relational differences occur between distinct achievable objectives and beliefs. In an institution, relational disagreement happens between educator and learner. A successive reason for clashes in institutions happens through behavioural differences. While instructors doubt one another intentions and despise each other this situation creates conflicts among teachers.

Internal Conflict

Internal difference happens in an organization or institution (Griffin & Moorhead, [2007](#)).

Inter-Organizational Conflict

In which, disagreements happen among two or more groups. It happens this situation of clashes in school and its atmosphere, these types of differences create schools and some other public organizational bodies in society.

Management of Conflict

School is an organized systematic body where different types of clashes and differences are found in this situation, these clashes should be managed or resolved by different effective strategies in context with personal interest and school atmosphere. There are some steps that should be monitored to resolve conflicts:

Step One

Dunham (2005), states that the first step in control clashes is to examine the environment and type of conflict. There is most important to clarify their doubts, confusions may arise from the management team of the school, teachers, students etc.

Step Two

When the management of the institution has well known about the clashes of the organization in this situation, it will be capable of this position to recommend a suitable response to the clashes are made. Griffin and Moorhead (2007) recommend five ways: composition, ignoring the opposition, cooperation, and compromising.

Composition: In which objectives are companionable, however, communications not consider so important but reflected in important conditions to achieve the completion of objectives. It stresses stabilizing a responsive relationship, considering problems analytically and complaining about individual rights.

Ignorance: In which organizations try to avoid and disregard the issues of others and try to solve the disagreement. It is often unsuccessful meanwhile the actual problem is not identified. Clashes should possibly be ignored and communicated and assistance be impeded.

Competition: This step attempts to exploit institutional improvement and little attention to other institution situation and existing resolutions of clashes for both institutions to attain their goals. This effort fulfils one's individual requirements for the betterment of the institution. It could be completed through concerned authority, corporal pressures or through merely avoiding the rights of the second group. This strategy creates unfriendliness and hatred.

Cooperation: This step involves organization clashes by controlling them. This effort makes them fulfil their objectives deprived of creating concerns and in its place, arise with a technique to solve their disagreements in a better way. In this way settlement of the concerns of both organizations would be

possible. This strategy would not be suitable for all conditions, but it would be suitable and helpful when organizations are personally involved.

Compromise: This step is effective where every organization is not only related to their personal objectives rather than achieves other organizational objectives. Each organization tries to resolve others' objectives to engage and willing others to search out the way to resolve the conflicts.

Step Three

Pre-Negotiation

According to Dunham (2005), it establishes the level for active discussion with other institutions. In this situation head of the organization increases the opportunity for cooperation and activates the procedure. Meeting logistics for the organization is essential to be recognized.

Step Four

Negotiation

In this step, institutions must be assured to openly discuss their attention. To settle the conflict focus on creating choices for sustaining behaviour. An institution must discuss its interest after finalizing its choices. They should not show their judgment on just options. At the final stage, every institution is required to be assured that the second group will an important role to resolve their settlement (Dunham, 2005).

Step Five

Post Negotiation

Once this process has occurred, this would be essential for an organization to apply the choices made.

Conflicts in the Classroom

Conflict defines it in a simple way as the disagreement between two groups oftentimes because of contradictory values, requirements, or prospects. Inside the boundary of the classroom clashes are reflected to be a procedure of discourtesy, which Patrick Morrisette describes as the deliberate attitude of learners to interrupt and affect the teaching and learning process of others" (2001, n.p.).

Thus, clashes can obviously itself among several groups ("learners vs. Instructors or learner versus learner or even class vs. instructor) and in a countless of ways. Some of these may include:

- A learner who regularly issues the teachers consultant or knowledge (such as unnecessary questioning or creating unsuitable remarks about the teacher's capabilities)
- A learner who intentionally interrupts the class (such as dictating classroom discussions, engaging in leisure talking, being regularly late to class, being improvised, or reasoning a scene)
- A learner who is ill-mannered with others (such as opposing colleague learners or abusing others' ideas)

It is clear to see from the above discussion how clashes can lay stress on everyone's practice in the classroom.

There are many things in order to lessen the probability of conflicts happening in your classroom.

Conduct a Classroom Discussion

During the first day, make certain to devote energy to talking about your rules (participation, reviewing, in-class conduct etc.) and your predictions for your learners (obligation, responsibility, appraisals and so on.). A teacher must incorporate these commitments in their prospectus, and have a truthful and straightforward discussion with their students to assure that each one is in total agreement with you (Morrisette, [2001](#)).

Build a Community

During the first week occupy time humanizing a proficient relationship with learners (Managing Classroom Conflict, 2004). Build links and trust with learners from different effective activities. Acquire your learners 'basic information i.e. Student name, address, and interests. Possibly, teachers share their life experiences, family background, and their life in teaching subjects. In this way, learners will feel free to acquire knowledge, respect one another, and will be motivated in the classroom. This condition of learning will create a positive learning environment. Students will participate with a positive tone in the classroom.

Model Behavior

Teachers' behaviour count as a very important role play in the classroom having suitable approaches for students. Students are more motivated with good communication skills (speaking, listening, body gesture etc. with a demonstration of it (Morrisette, [2001](#)).

Exercise Empathy

As a student review the issues you may face during the study phase. Students and teachers experience different difficulties and encounter them every day and week. For example, many students face any difficulty i.e. shuffling school load, and family duties. By revising their struggle practices they can more effectively comprehend and possibly prompt a confrontational condition.

Conflict Management Techniques

Conflicts can be managed in multiple ways, in which certain ways are concerned with relational dealings and others related to fundamental development. Clashes must be resolved with creative and perfect manners in institutions. Arising clashes in an institution might be controlled by suitable manners which encourage an optimistic effect in organizations. If clashes are not suitably controlled these conflicts interrupt the performance, deficiency of interest, deficiency in organizations activities and a high degree of deficiency result in failure of group skill performance. Hotepo et al., (2010).

Consequently, disagreement controlling develops crucial of interact with clashes and these are the phases of conflict resolution:

Determine the functional and emotional impacts of conflicts as well as the hostility of the organizations to disagreements. A change in the direction of a conflict leads to its settlement and educates the persons involved about its causes and effects, including mental and functional ones, so they can work to prevent future conflicts (Omisore & Abiodun, [2014](#)). There are various methods for managing conflicts within society. Past authors suggest the following three approaches: negotiation, incorporation, and control in addition to several more approaches of avoidance and repression.

There are five dominant styles such as dominance, obligation, compromise, and integration

were recognized as the creator in the development of the idea of conflict management styles. There are five methods for preventing conflicts, one of which is known as the win/lose approach since it results in one person in the conflict winning while the other loses everything. Instead of trying to find a solution that works for all parties involved in a disagreement, the focus in this conflict is primarily on winning at all costs. The second technique, which is also known as accommodation, is the previous competition method turned around. The next strategy is called avoidance, and no one who engages in a confrontation benefits or loses in this strategy. In this condition, all persons in clashes withdraw from this condition because, in persons with clashes there is no effort to resolve or control conflicts (Ajike & Akinlabi, 2015).

Conflict Outcomes

Organizations frequently experience conflict, which is mostly rated as a great strength of clashes and others as little concentration of clashes. Additionally, such types of disagreements typically affect management within a group and place restrictions on them. The organization must therefore resolve these disagreements in a productive manner as soon as possible. Clashes in organizations cannot be ignored because conflicts create in daily routine life. Previous researches tell us that sometimes conflicts happen in more high frequency rather than a normal routine. In this situation, high management can be controlled these clashes and to resolve these high-frequency clashes there should formulate effective controlled approaches to control these types of conflicts. contingency theory states, a person, institution and society having no innovative and creative system, lack of resolution and incapacity to deal with conflicts do not face multiple types of clashes which are found. Such types of conflicts within groups, persons, and institutions create low performance and low quality. Politics which is found in groups, low cooperation among groups, disappointment among workers and a growing degree of revenue degree of clashes can be helpful when it creates and motivate persons in decision making. The transformation between the affirmative (useful clashes) and undesirable (disagreements) is concentrated on whether the group's goals are distributed in a true way or not (Iravo, 2011). Conflict results are concerned with how successful and effective management system do work for conflict management. This is a significant

way off in determining outdated disagreements performance. The greatest noticeable and important consequence of the clashes is to control the group's efficiency. This is connected to a decrease in clashes rate for encouraging a helpful adjustment in the groups. Resolving disagreements show its significant part in the management of disagreements through educating workers' commitment and faithfulness to their effort and society. This improves skills among workers by decreasing or eradicating personal clashes and improves preserving strong personal relations. Further effects are helpful for improving workers' skills, decreasing deliberated revenue degree and minimizing absence ratio. Positive outcomes are helpful and concerned the unity power of the organization. Resolution of clashes has an important and significant role in developing employees' obligation to the organization, cultivating their performance, increasing the level of satisfactory degree of work nature of workers and increasing the recognition level of the group.

Roche (2012), states that every type of clash create a few outcomes certain are helpful and other remain unsafe, useful resources create helpful sources for resolving disagreements and broken implies destructive conflicts. Taking everything into account they are a normally useful act that is helpful and motivation to connect and association in educating and expanding representatives' along with groups output though, broken clashes generally go about as an adverse requirement to the association and diminish worker spirit and groups efficiency. Positive changes help in creating an imaginative and resourceful soul among representatives; it likewise further develops interest and interest of the workers, further develops the dynamic cycle value and expands the work lot viability. Effective useful resources for resolving clashes assist in starting conceptualizing with handling inside gatherings and helps the association's imagination by producing innovative and inventive revolutionary thoughts in light of the fact that useful disputes establish a difficult climate inside work groups (Ahamefula, 2014).

The Field of Conflict Resolution at the National level

- National Defense University (NDU) Islamabad and the National University of Science and Technology (NUST) Rawalpindi

have introduced the department of peace and conflict studies at the M.Sc., M.Phil. and PhD levels.

- Azad Jammu and Kashmir University introduced a diploma in conflict resolution and peace studies.
- The University of Punjab Lahore established two departments of international relations and political science
- University of Karachi: introduced two departments of political science & IR.
- Quaid-e-Azam University Islamabad: in which two departments of international relations and defence and strategic studies offered the program.
- University of Peshawar established two Departments of Political Science & IR.
- Baha-uddin Zakariya University Multan: in which two departments of political science, IR, conflict resolution and crisis management are introduced.
- The Islamia University of Bahawalpur in which one department of international relations offers an M.A program.
- University of Sargodha in which one department of international relations offers an M.A program.
- University of Sindh Jamshoro offered conflict resolution and peace studies, IR-related subjects at the B.S. level.
- Fatima Jinnah Women University Rawalpindi offered a graduate program on international peace and conflict resolution.
- Azad Jammu and Kashmir University Muzzafarabad introduced a post-graduate diploma in peace and conflict studies.
- Institute of strategic studies Islamabad (ISSI) works on conflict resolution & conflict management.
- Islamabad regional studies institute (IRS), Research institute of policy Islamabad, peace studies institute, policy studies institute, strategic studies institute and regional research and analysis (ISSRA) work on conflict resolution & conflict management.
- Institute of Pakistan international affairs department of international relations works on Peace Studies and conflict resolution.

Conclusion

Wars and other conflicts put everyone's safety and calm at risk. Due to their urgency, education must be used to decrease violence. The world has changed, and this calls for a more proactive attitude. Education is essential for changing people's attitudes toward handling conflicts and promoting peace since it involves economic, political, social, cultural, moral, and ethical aspects. Peace education teaches individuals nonviolence, love, compassion, and reverence for all life. Peace education is necessary for fostering the knowledge, skills, insolences, and values needed. The teaching of social equality, societal & fiscal justice, peacefulness, ecological development, effective peaceful skills global ruling and social safety are all part of the participative, holistic process known as peace education. It brings about behaviour changes that help children, teens, and adults avoid overt and structural violence, resolve conflicts calmly, and establish the conditions necessary for peace on an intrapersonal, intergroup, national, or international scale. It takes behavioural adjustments that support children, teens, and adults in avoiding obvious and structural violence, resolving disputes in a pleasant way and creating the conditions necessary for peace on an internal, intergroup, local, or international level. The purpose is to instill a commitment to peaceful ways of living in people. By encouraging people to choose peace when faced with conflict, students in peace education classes learn how to resolve disputes without resorting to violence. One could claim that spreading nonviolent awareness can significantly reduce the incidence of violence. In order to develop in society the structures and practices that can settle a social dispute without resorting to violence while also preventing or lessening widespread aggressiveness, conflict prevention and management are both successful and essential. Effective conflict prevention and peacebuilding should be comprehensive and involve all segments of society, including governments at all levels, regional organizations, and international organizations, as well as local populations, community structures, civil societies, the private sector, and the media. Thus, education planners and administrators have a crucial role to play in creating educational systems that will facilitate conflict avoidance and promote peace.

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