

**Exploring Socialization Process, Peacebuilding and Value Conflict of Distance
Education Students at International Islamic University Islamabad**

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Abstract

Socializing is an interactive communication process that involves both individual development and personal effects, i.e. personal reception and interpretation of all social messages, but also the dynamics and content of social influences. Distance Education is a mode of education in which there is a distance between the teacher and the student. Due to distance, several value conflicts occur in the learners. These value conflicts can be reduced through a Socialization process. The Socialization Process and value conflicts are always side by side. Socialization is the skill of students to recognize with society, connect decisively in a trusting situation, as well as make inter-personal interactions by way of caring for their characters. Conflicts of the character can be condensed through education and it is a social activity. Therefore, the core aim of this investigation was to explore the socialization process and value conflict of distance students at International Islamic University, Islamabad. It was quantitative and survey type investigation. The population of the study was contained of Students B.Ed., M.Ed., and MA Education in semester autumn 2018. So, 190 students were randomly selected. A Questionnaire was used as a research instrument. Data were analyzed through SPSS (Version 20), and data were represented in the form of tables. It was founded that the Socialization process is a key factor of human nature, leads to the Status quo in the community as well as plays a main role in preparing students character. It develops a positive attitude in distance learners, cultural traditions in individuals and produces good individuals for national development. The socialization process establishes proper linkage among the acquisition of knowledge, attitude, values, and behavior. Major recommendations of the study were: conflicts may be minimized by providing more Islamic ethical values in the syllabus/curriculum. And number of study centers may be increased so that learners may get maximum chances of face to face/seminar/workshop.

Keywords: Socialization Process, Value, Conflict, Distance Students, IIUI

Introduction

Education as a process that enables the ideal man to liberate his responsibilities as an independent and makes it a valuable character for society, so an educated man plays a major role in society. Therefore, the development of socialization and conflict values are the two sides of the same coin. The main purpose of education is to provide and give awareness to learners and become satisfactory. Education promotes and develops different qualities in every student, for example, skills, capabilities, understanding and awareness, etc, which were usually presented to every educated man as well as every citizen. So, universities give a platform to every citizen for socialization. In the same way, the key purpose of the knowledge is to give the chance to future learners to research deeply on specific fields of knowledge. Higher education impacts on learners in their ways. Therefore, numerous factors affect the procedure of socialization specifically, financial factors, societal factors as well as managerial factors. In the process of socialization economical factor plays key roles. Although if a teacher is financially and economically strong, he enjoys great reverence in the community. Education is the main key that solves every type of conflict if these conflicts are inner as well as outer. Zaki, (1990) reflected that Conflicts were a probable communal occurrence as well as must be altered to

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valuable aims. Conflicts inside an individual also need determination for inward fulfillment of the individual. For the development of better social values, we need to prevent conflicts. Patience, tolerance, and reverence for outlook support to solve conflicts amongst peoples. Which supports the wider outlook of socialization into a community.

Therefore, Distance Education helps the learners incarnate in the remote parts with insufficient services of the formal education system, which were reflected by Rai, (2000) according to them Distance education has taken efficient teaching and learning practices to peoples incarnate in remote parts, where services of the outdated method of classroom teaching cannot be established. There are several cons of Distance education. Desforges (2003) revealed that Learners' success and modification are inclined in several individuals, methods, and organizations. In socialization, we study, who we are as well as what is estimated from us, as well as others in our nation. Every of our characters emanate from our culture. Thus, Socialization initiates in prior times and endures all over from our lives, as we meet as well as transfer in altered organizations. Culture states what is different by describing that what is decent socialization is despicable in which social and traditional endurance is achieved.

Thus, Socialization yields common arrangements that deliver mutually a form of outlooks and techniques to see them, which is greater and fewer mutual through other supporters of communal norms. From these perspectives of persons, socializations support them to manage with the strains of their communal norms through benevolent them the capability to see these strains. According to the (Osher, Cantor, Berg, Steyer, & Rose, 2018), socializations pays to its constancy as well as sustained presence in communicating recognized behavior and significance arrangements towards its associates. In the communal process of teaching as well as learning, Socialization plays very significant roles. Whereas ample of human character is the consequence of our genetic factor, therefore the socialization development can shape, it in a specific order by boosting precise principles and approaches, besides, to selectively given that involvements. So, there is a big difference between those societies in which one is common and the second one is educated. Therefore, the socialization works could be summed up as the improvement in entities of the obligations and capabilities. Which is the crucial rudiments of their upcoming role-enactment? Obligations can be worn-out in become two parts: obligation to the application of the sustenance standards of our culture, and obligation to the enactment of a precise category of character inside the edifice of our community. Therefore, a person in a comparatively self-effacing job might be a 'firm citizen' in the sagacity of obligation to authentic effort in such a job, deprived of a rigorous as well as cultured unease with the enactment of community advanced-level standards. While In the distance and open education the instructors almost uses of technology, they provide guidelines to the learner at a distinct situation (Siddiqui, 2004).

Therefore, in advanced and developing nations distance education plays a very important role to meet the innovative goals of the peoples of these nations, because of the detonation of information, understanding, and description of people as well as of their requirements. The word open and distance teaching and learning process signifies methodologies which emphasize on introductory entrance to learning as well as teaching delivery, freedom students from the constrictions of the period and place, & proposing elastic teaching and learning prospects to persons and groups of the students (Talesra, 2004).

Sadker (2003) presented that the designer of a classroom teaching and learning through a society, the instructor is called a guider and implementer, clever in accompanying conversation, group-work, discussions, and negotiations. In this manner, the educator allows the learners to exchange communication or messages with one another as well as to practice the terms & perceptions intricate in all fields. Teaching and Learning develops a communal struggle, not a discrete struggle. Therefore, Non-formal education has been viewed (Steele & Cohn-Vargas, 2013) 'it is a further operational method to resolve definite difficulties in the field of education for nationwide improvement as well as personal growth. From the last ten years, distance education emerge everywhere in the world, and a large number of universities introduce distance mode of education in different ways, and large numbers, of course, we're taught through distance mode of education. Subsequently, the distance mode education as mentioned by Mushtaq & Yasmeen (2010) works as:

1. To educate peoples in huge numbers
2. To help the distant parts
3. To decreasing conflicts inside the community

4. To deliver information services to the learners, who can't take benefit of conservative scheme of education
 5. To encourage the use of innovative technology
- Students in distance mode of teaching and learning circumstances are nowadays energetic contestants in the teaching and learning process, which is not permanently accurate in outdated surroundings. As vigorous applicants, there must be a logic of possession as to the teaching and learning aims in distance mode of education (Savory & Duffy 1995).

Objectives of the Study

1. To explore the concept of socialization process and value conflict among distance students at International Islamic University, Islamabad.
2. To find out the reasons of the socialization process and value conflict among distance students at International Islamic University, Islamabad.

Research Questions of the Study

1. What is the concept of socialization process and value conflict among distance students at International Islamic University, Islamabad?
2. What are the reasons of the socialization process and value conflict among distance students at International Islamic University, Islamabad?

Research Methodology

The current study was Quantitative. The design of the study was descriptive and survey type. Descriptive research is defined as a method of research describing the characteristics of the population or phenomenon being studied. This research design emphasizes more on "what" aspects rather than "why" aspects. The population of the study consisted of Students of M.Ed, B.ED, and MA Education in semester autumn 2018. So, 190 students were randomly selected. The questionnaire was used is a study instrument and designed with a five-point Likert scale. All the statements of the questionnaire were about the socialization process and value conflicts. The questionnaire was properly designed according to the expert's opinions. Questionnaires were administered through e-mail and prepaid postage to the respective respondents. Both Inferential and descriptive statistics were used. Data was analyzed by the help of SPSS (Version 20), Percentage, Frequency, Mean Scores and Chi-Square values was used. The data were presented in the form of tables and interpreted with detail.

Analysis and Interpretation

Table 01 *Socialization Process Minimizes Value Conflict in the Students in Distance Education*

Description	SA	A	N	DA	SDA	Total	Mean Score	χ^2
Frequency	33	87	40	12	0	172	2.98	233.64
Percentage	19%	51%	22%	8%	0%	100.0		

*Significant df= 3

Table 1 depicts that 70% of the students agreed to the statement that the Socialization process minimizes the value conflict of the students in Distance Education. While 8% of teachers disagreed, 22% of teachers were neutral responses toward the socialization process minimizes value conflict in the students in Distance Education. 2.98 is the value of the mean, while the mean score value is greater it is in favour of this statement. Thus, 233.64% is chi-square value and the chi-square value is bigger than the tabularized value .000 at 0.05 significance level. Therefore, it is concluded that a huge number of distance students of International Islamic University that Socialization process minimizes value conflict in the students in Distance Education.

Table 02 *Socialization Process has Direct Proportion to Value Conflict in Distance Education*

Description	SA	A	N	DA	SDA	Total	Mean Score	χ^2
Frequency	52	108	08	2	0	172	3.10	210.55
Percentage	30.2%	64%	4.7%	1.2%	0%	100.0		

*Significant df= 3

According to table 2, it is presented that 94.2% of the students agreed to the statement that the Socialization Process has Direct Proportion to Value Conflict in Distance Education. While 5% of teachers disagreed, 1% of teachers were neutral responses toward the Socialization Process has Direct Proportion to Value Conflict in Distance Education. 3.10 is the value of the mean, while the mean score value is greater it is in favour of this statement. Thus, 210.55% is chi-square value and the chi-square value is bigger than the tabularized value .000 at 0.05 significance level. Therefore, it is

concluded that more number of distance students of International Islamic University responses that Socialization Process has Direct Proportion to Value Conflict in distance education.

Table 03 *Concept of Value Conflict and Socialization Process in Distance Education*

Description	SA	A	N	DA	SDA	Total	Mean Score	χ^2
Frequency	30	82	27	24	9	172	3.22	165.72
Percentage	17%	48 %	15.7%	14%	5.2%	100.0		

*Significant df= 3

Table 3 presents that 66% of the students agreed to the statement, While 16% of teachers disagreed, 14% of teachers were neutral responses toward Concept of Value Conflict and Socialization Process in Distance Education. 3.22 is the value of the mean, while the mean score value is greater it is in favour of this statement. Thus, 165.72% is chi-square value and the chi-square value is bigger than the tabularized value .000 at 0.05 significance level. Therefore, it is concluded that more distance students of International Islamic University responses that the Concept of Value Conflict and Socialization Process in Distance Education.

Table 04 *Relationship between Value Conflict and Socialization Process in Distance Education*

Description	SA	A	N	DA	SDA	Total	Mean Score	χ^2
Frequency	45	114	19	0	3	172	3.02	243.31
Percentage	26.2%	66%	5.7%	0%	1.7%	100.0		

*Significant df= 3

According to table 4 presents that 92% of the students agreed to the statement that Relationship between Value Conflict and Socialization Process in Distance Education. While 2% of teachers disagreed, 6% of teachers were neutral responses toward the Relationship between Value Conflict and Socialization Process in Distance Education. 3.02 is the value of the mean, while the mean score value is greater it is in favour of this statement. Thus, 243.31% is chi-square value and the chi-square value is bigger than the presented value .000 at 0.05 significance level. Therefore, it is concluded that more number of distance students of International Islamic University responses that Relationship between Value Conflict and Socialization Process in Distance Education.

Table 05 *Measures for Minimizing Value Conflicts through Socialization Process in Distance Education*

Description	SA	A	N	DA	SDA	Total	Mean Score	χ^2
Frequency	27	123	19	3	0	172	3.13	251.29
Percentage	15.7%	72%	11%	1.7%	0%	100.0		

*Significant df= 3

According to table 5 shows that 90% of the students agreed to the statement that Measures for Minimizing Value Conflicts through Socialization Process in Distance Education. While 2% of teachers disagreed, 11% of teachers were neutral responses toward Measures for Minimizing Value Conflicts through Socialization Process in Distance Education. 3.13 is the value of the mean, while the mean score value is greater it is in favour of this statement. Thus, 251.29% is chi-square value and the chi-square value is bigger than the presented value .000 at 0.05 significance level. Therefore, it is concluded that more number of distance students of International Islamic University responses that Measures for Minimizing Value Conflicts through Socialization Process in Distance Education.

Discussion

The key purpose of the present research paper was to explore the Socialization Process and Value Conflict of Distance Students. Because the Socialization process establishes proper linkage among the acquisition of knowledge, attitude, values, and behavior. The socialization process is vital for effective participation in society as through this process, society can maintain itself. This process also provides identity to distance learners and helps in fulfilling expectations of society and in value assumption. According to (Yeats, Schultz & Selman, 2012) a variety of conflict resolution findings have been examined. In general, learners are aware of the negative and positive consequences of conflict. Before training, students often left conflicts unresolved. After training, students tend to resolve conflicts through discussion, integrative negotiation procedures, and student attitudes toward conflict. Current research indicates that untrained students of all ages depend on withdrawal, conflict suppression, or the use of aggression for forced purposes. Inexperienced learners almost do not use integrative negotiation ways to resolve the problem underlying the conflict. Conflict is a part of

society and Value gives insight into what's good and what's right. It can create tension at the interpersonal level, intergroup level, and inter communities' level. Distance education supports in reducing value conflicts among distance learners because value conflict supports all students' appearance of their values. Value conflict creates disharmony among social groups as well as a high rate of value conflict disables society. All of these findings were found in the research of (Talesra, 2004) and (Siddiqui, 2004).

Conclusion

The socialization process is a key factor of human nature, leads to the Status quo in the community as well as plays a main role in preparing students character. It develops a positive attitude in distance learners, cultural traditions in individuals and produces good individuals for national development. The socialization process establishes proper linkage among the acquisition of knowledge, attitude, values, and behavior. The process of socialization is vital to effective participation in society because, through this process, society can perpetuate itself. This process also provides identity to distance learners and helps in fulfilling expectations of society and in value assumption. Conflict is part of society and value gives insight into what is good and what is right. It can create tension at the level of personal relationships, at the group level, and at the community level. Conflict of values creates a dissonance among social groups, and a high rate of collision of values disrupts society. Tutors are not familiar with the foundations of sociology whereas tutors are focusing to resolve value conflicts among distance learners. Isolation, belief systems, and financial considerations are a cause of value conflict in the society. Value conflicts arise when social groups attempt to force one set of values on others. Interest-based conflict can be resolved through learner's interests, positive intentions, and desired outcomes.

Recommendations

1. These conflicts may be minimized by providing more Islamic ethical values in the syllabus/curriculum.
2. As Institutions are responsible to resolve conflicts in values therefore there may be prominent policy to overcome in no time
3. The number of study centers may be increased so that learners may get maximum chances of face to face/seminar/workshop.
4. Tutors' and students' confidence may be enhanced by developing social training programs.
5. Authority must plan to minimize value conflicts among distance Learners through proper guidance and counseling.
6. Isolation of distance learners may be minimized through technological innovation.

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