www.mecsj.com

Methods of Managing Organizational Conflict in Private Girls' Schools in East Jerusalem from The Point of View of Teachers

[a] Shadi Thaher and [b]Mahmud Thaher

[a] West University of Timisoara, Romania, shadithaher@hotmail.com
[b] Birzeit University, Ramallah, duncan_thaher@hotmail.com

Abstract

This study aims to identify methods of managing the organizational conflict in private girls' schools in East Jerusalem from the point of view of teachers by monitoring the axis of the methods used in managing organizational conflict. To achieve the goal of the study the researcher adopted one of the descriptive methods (survey). The research population was composed of 302 teachers, and the random sample of 91 teachers representing 31% of the study population was selected. The research found that the methods of the school administration in resolving conflicts in East Jerusalem girls' schools tended not to hurt the conflicting parties so as to maintain good relations between the disputants, which refers to the multiplicity of methods used by school administration to solve conflicts.

Keywords: Organizational Conflict Management, East Jerusalem, School Teachers

Introduction:

Whenever there is a number of people working in a particular field, there is a healthy and permanent difference of opinion. We do not necessarily find that they're someone who is right and another is wrong, since here a conflict arises inside the institutions in general to reflect that there are many ways to resolve these differences appropriately. (Dignath, 2015).

Based on the inevitability of conflict in school communities, it is necessary to intervene in that conflict, or to develop a way that enables us to achieve the best that can be derived from that conflict.

As there is an inevitability of conflict in school communities, there is an imperative role for the school administration in adopting multiplicity of patterns in the resolving conflicts (Boucher, 2013).

Nowadays, the existence of conflicts in school communities is acceptable and natural, so all eyes are directed to the role of the director and the leader within the school on how to intervene to manage this conflict for the benefit of the institution. No doubt that there is a disparity in the ability to manage conflict between one director and another, (Boucher 2013)

The study problem

Most of the schools need a moderate amount of conflict to avoid stalemate, boredom and routine in order to maintain its growth and effectiveness, except if there are some forms of conflict, especially if they severe and may affect the atmosphere of the educational process.

Some school leaders consider this conflict to be a problem, and this is why the researcher found this as a motivation to conduct the study to uncover the most important requirements for managing the organizational conflict in the private schools in Jerusalem and its reflection on the performance of teachers. As there is no study on the requirements of organizational conflict management in schools, within the limits of the researcher's knowledge.

Objectives of the Study:

Determining methods of managing the organizational conflict in private girls' schools in East Jerusalem.

The importance of the Study:

This study provides and adds an information dimension to the academic material that deals with a comprehensive survey to determine management methods of the organizational conflict in private girls' schools in East Jerusalem. Thus, it will be a means to contribute to a better picture of the situation of the organizational conflict in schools in Jerusalem.

Study Questions:

The main question is: What are the methods of managing organizational conflict in girls' schools in East Jerusalem?

Terminology of the Study:

The concept of organizational conflict management: It is the actions and procedures taken by the principal to minimize conflict damage, and strengthen the incentive for work, education and growth which lead to school effectiveness (Mohammad, 2011: 85)

Private Schools: It is defined procedurally as a non-governmental licensed school that is established by an individual or a group of individuals to provide all educational services in exchange for money, and it is supervised by the Ministry of Education.

Theoretical framework

The concept of conflict management:

It is a pressing requisite for change within the organization or institution progressed by several parties, and it is possible that they are individuals or groups. These aspirations intersect between these parties, and the administrative or the leader of the institution must take the conflict into safe dimensions and areas that give the institution's success and better operation by supporting these positive aspirations, and directing the negative aspirations to better points. (Penny, 2016)

Penny (2016) does not depart much from this point of view, as he sees conflict management as an organizational process within the institution through which the conflict is dealt with in a manner that meets the benefit and interest of the institution and its personnel after understanding the causes of the conflict and its dimensions. It is an endless process, regardless of whether the institution develops or not.

Saiti (2014) argues that conflict management is a daily administrative process to be performed by non-compliant parties on a particular goal or task, and that this administration should invest and extract the best of individuals or groups to serve the organization or institution through several strategies of conflict management.

With a simple difference of views on conflict management, there is a clear agreement that conflict management is inevitable and daily, and requires wise intervention by officials of the organization or institution to reach the point of success and achievement through this conflict. Conflict management is based on the positive development of the perception of conflict as a general concept.

Types of conflict in educational institutions:

Educational institutions are witnessing dozens or hundreds of conflicts on a daily basis, especially since they have multiple tasks for each person, from the principal to the school guard, but these conflicts can be divided into three main types:

The organizational conflict:

It is the conflict or dispute that arises between groups or individuals within an organization, due to the conflict in individual or collective interests inside or outside the institution. The purpose of that conflict is to reach a change in the positive or negative direction on the objectives and standards of the institution. (Ja'afrah, 2013)

Hamad (2014) believes that the organizational conflict comes from a number of reasons. However, in this conflict the manager remains in control of the organization in terms of behavior and values, and he must intervene in a timely manner, especially as conflict arises from the lack of clarity in the roles within the school, and ambiguity of tasks given to each individual, and may be the lack of incentives and promotion of individuals. There are also two main reasons for that kind of conflict:

1. The organizational factors (structure).
2. The personal factors.

The administrative conflict:

It is the conflict in which the director is a clear party in it, and there is a kind of doubt and uncertainty about the abilities of the director or the member of the administration to carry out his duties to the fullest. This conflict brings trouble and difficulties to the director, and therefore must possess the highest degree of wisdom and ability to resolve many of the matters that concern his work directly (Ja'afrah, 2013).

The educational conflict:

It is one of the most complex and productive type of conflicts. This type usually provides many options for the administrator, and that leads him either to outstanding success or failure.

Through the various teachers' initiatives on the development of educational performance, it is the director who takes the decisive position on these differences or conflict of views in passing information to students, which is very sensitive in terms of the development of the institution in general (Boucher, 2013).

Conflict management strategies:

There is no doubt that each position has its different aspects and details from every other position. In logical and practical terms there must be a more appropriate solution than all the solutions to conflict management, and that most appropriate solution must be placed among the following strategies, which the director should be aware of, as they are very powerful tools that can always help him.

The Dominating strategy:

This strategy depends on the existence of a personality or position dominant over the others, and depends on the exclusion of the other party. That kind of director is to defeat the counterpart, as if it is a clear battle needed to be resolved. Usually, this is described as (the winner-loser model), that is, there is a winner of the position and a loser, regardless of the consequences of this position, and here, the director usually concentrates on himself than on the interests of the others. (Boucher, 2013).

Waiver - Avoidance strategy:

Dignath (2015) believes that conflict avoidance is, by itself, a mechanism and a strategy to manage conflict. As the withdrawal and abstaining from compacting the conflict, and keeping things going as they are, without administrative intervention in the conflict is a fruitful strategy in certain positions that needs wisdom and insight, particularly in terms of task performance and action mechanism.

Usually this strategy is called the strategy of withdrawal, especially that the results commonly equivalent to (loser / loser), but this rule is not absolute, as sometimes it is a good and an excellent way to manage some conflicts positively by avoiding from the beginning.

The strategy of compromise / settlement:

Dogan (2016) believes this strategy is usually used when the forces of conflict are equal or convergent, where meetings are conducted with each party, within an atmosphere of firmness and flexibility until the objectives are acceptable to each, and this settlement is not necessarily in the interest of the institution. However, this strategy is usually temporary and is reversed when the strength of one of the parties to the settlement is weakened or increased.

Hamad (2014) argues that this strategy is highly negotiated and also depends on the person's ability to persuade and snatch certain requirements wisely and savvy. This strategy also works according to the model: (half winner - half loser) because no party has managed to resolve the whole issue with the other party, but each party has met some of its requirements or the minimum.

The strategy of the tame bear - Obligation:

This method is concerned to raise the value of the human relationship by the director in exchange for achieving the goals of the other party, and in this model the director waives his objectives in order to satisfy the other and to keep him in the institution professionally or personally, or for the importance of that person or for other reasons. (zkalp & Sungur & zdemir, 2009).

This model that adopts the policy of: (I am a loser, and you are a winner), is usually used in family relations rather than in educational institutions. In this system the other and his objectives are upheld and the goals of the institution are minimized.

Integrated Solution Strategy – participatory:

This approach addresses all details of the conflict, and identifies all solutions and alternatives available to serve all parties. This method that takes care of achieving profit for all, is called (win – win) model.

It reflects the need for equality in the perception of the self needs to achieve self-goals with the perception of others and their right to try to achieve their own goals from their point of view.

Since all parties take care of and look at the development of the institution and at the same time achieve satisfaction of all, this approach does not reduce the development of the institution or organization (Saiti, 2015).

Many studies dealt with conflict management in educational institutions. The study of (Nekbel, 2009) aimed at examining the "relationship of organizational climate in conflict management in Algerian public secondary schools." The study revealed that collaborative approach there is the most widely used method, and that the directors use all the methods presented in this study, and that there is no difference of statistical significance associated with methods of conflict management attributed to the variable of gender and experience, but there are differences of statistical significance attributed to the organizational climate.

The study of (lkoya & Akinseinde, 2009) aimed at identifying the change in conflict management strategies of high school administrators in Nigeria. A sample of 2400 was selected which composed of principals, teachers, board members and private school owners from urban and rural areas. The study has used the survey method, and a questionnaire was applied to collect data. The study found the existence of statistical differences that indicate that directors prefer the negotiation strategy as a tool to resolve conflicts more than the strategy of coercion and avoidance.

The study (Genc & Hamedoglu, 2012) sought to identify conflict resolution strategies of primary school principals in Gizi, Turkey, and their impact on teacher motivation. To achieve the objective of the study, the analytical descriptive approach and questionnaire were used as a study tool. A sample of 47 principals and 256 teachers from 15 schools was selected. The results of the study showed that principals tend to use for conflict resolution is the mediation strategy. The most strategy they distant themselves is the strategy of force imposition followed by the neglect strategy.

The study of (Nas, 2012) sought to identify the difference in the most preferred methods of conflict management among the principals of private and public secondary schools in the Charsada region of Pakistan. To achieve the objectives of the study, the descriptive analytical method was used as a tool for study.

A sample of 50 male and female teachers was selected. The results of the study showed that the strategy of cooperation is the preferred approach as a method of conflict management. The settlement strategy came in second place and uses the absorption strategy, but less than the strategy of cooperation and settlement.

The results also that teachers are unanimous on the scarcity of school principals' use of competitive strategy in conflict, and not the strategy of avoidance.

The study of (Altinok, 2009) publicized the organizational conflict management strategies of the secondary and preparatory school principals in Turkey. The sample consisted of 193 of the secondary and preparatory school principals in Konya, Turkey. The Raheem questionnaire for managing organizational conflict was used. One of the most important results was that the strategy of cooperation ranked first among the strategies of organizational conflict management, then the dominant strategy, followed by the self-esteem strategy, and finally, the settlement strategy. The results revealed that there are differences in organizational conflict management methods due to sex in favor of females and the type of school in favor of preparatory schools.

The study of (Al-Enzi, 2010) attempted to identify the practice degree of the conflict management methods as female teachers recognized them, by school female principals in the Kingdom of Saudi Arabia. The sample of the study consisted of 260 female teachers, 170 of whom were elementary, 89 of middle school, and 101 of secondary school teachers, and an organizational conflict management questionnaire was developed. The results revealed that the most common methods used were the method of cooperation and then the settlement and then the competition, and then the courtesy and finally, the method of avoidance. Furthermore, the results revealed the absence of statistical differences in the methods of organizational conflict management attributed to the study level or the academic qualification or the teaching experience of teachers.

Previous studies confirm the methods and strategies used by school leaders for managing organizational conflict. These studies were different because some of them were interested in uncovering and interpreting methods and strategies, and some aimed at understanding the relationship between conflict management methods and other variables.

Some of these studies aimed at identifying the challenges facing leaders in managing conflict in schools. The results of the studies varied, and all studies have agreed on the importance of conflict management for its impact on the school community and the educational process

Study Methodology:

The descriptive approach was used to suit the nature of the study and its objectives.

Limits of the Study:

Spatial limits: The study was limited to private schools for girls in the city of East Jerusalem, which includes 40 private schools.

Time Limits: The study was implemented in the first semester of the academic year 2018-2020.

Human Limits: The study was applied to female teachers of private girls' schools in Jerusalem.

Field framework for the study:

The tool of the study:

This study was based on the questionnaire, which is prepared by the researcher, and consists of one axis which is the methods of administration in conflict resolution, and it includes 13 paragraphs.

Validation of the tool:

After preparing the first draft of the questionnaire, it was presented to a group of specialized arbitrators in the field of education to judge the extent to which the terms used represent the axes of the questionnaire and its clarity. After that, some adjustments were made according to the arbitrators' comments, which dealt with the rewording including deletion of some expressions and adding some phrases.

The study population and sample:

The study population was 302 female teachers, and the sample of the study was 31% of the study population which amounted to 91 teachers.

Internal consistency

Table (1): Demonstrates internal consistency

Axis	Coefficient of correlation	Level of significance
The first axis: the methods of school administration in resolving the conflict	0.524	0.01

Stability in an Alpha-Cronbach Method:

Table (2): Demonstrate the coefficient of stability and the validity coefficient of the questionnaire.

Axis	Stability coefficient	Honesty coefficient
The first axis: the methods of school administration in resolving the conflict	0.75	0.866

Statistical processing:

The researcher entered the data and processed it through the SPSS program, and the appropriate statistical methods and dealings were used to answer the question of the study.

The Study Results:

The answer to the study question: What are the methods of managing the organizational conflict in schools from the perspective of the teachers?

To answer this question, arithmetical averages and standard deviations were calculated for the individuals' scores of the sample members, on each paragraph of the questionnaire. The general average was also calculated and was arranged in descending order based on the arithmetical averages and the standard deviations of the study sample on the total scale. Table (3) illustrates these results.

www.mecsj.com

Table (3): Study results

	Phrase	**Standard deviation**	**Simple moving average**	**Order of the phrase**	**Degree of approval**
1	Administration Encouraging the teachers to work in a team spirit helps in achieving cooperation to achieve the work quickly and accurately.	0.981	4.49	2	Strongly Agree
2	The administration allows teachers to jointly develop plans to meet the challenges associated with school conflict increases their motivation to work, progress and achievement.	0.975	4.20	7	Agree
3	Management communicates with conflicting frameworks in different ways to arrive at an appropriate solution that encourages action.	0.996	3.98	11	Agree
4	The administration's attempt to bring the views of the conflicting parties closer together leads to cooperation and teamwork	0.955	4.16	8	Agree
5	The administration's refusal to communicate with conflicting parties leads to poor work and achievement.	0.903	4.24	4	Strongly Agree
6	The use of force and pressure style by the administration on the conflicting parties to end the conflict leads to negative influence in the work.	1.08	4.22	6	Strongly Agree
7	The use of the Pressure and force style by the administration on the conflicting parties to end the conflict Helps the parties to commit to the rules of work.	1.33	3.10	13	Neutral
8	Reconciling between conflicting parties by the administration as much as possible helps to develop human relations.	0.832	4.29	3	Strongly Agree
9	The administration's use of its powers and regulations in resolving the conflict leads to the regularity and commitment of the teaching staff.	0.957	4.15	9	Agree

	Phrase	Standard deviation	Simple moving average	Order of the phrase	Degree of approval
10	When the administration provides several alternatives to find solutions that satisfy the parties to the conflict that contributes to building the competitiveness abilities of teachers.	0.863	4.13	10	Agree
11	The administration's attempt to calm the feelings of all conflict parties to reduce the conflict leads to a focus and renewal of work.	0.858	4.21	5	Strongly Agree
12	Ignoring administration conflicts between teachers at school leads to apathy and reduced motivation to work.	1.17	3.95	12	Agree
13	Taking administration into account competencies and abilities in the distribution of tasks and responsibilities lead to teacher's job satisfaction.	0.867	4.50	1	Strongly Agree
	Average	**0.530**	**4.12**		**Agree**

It is noted from Table 3 that 6 of the paragraphs of this questionnaire were "strongly agree", 6 were "agree" and "1" neutral. This is due to the fact that school administration, concerning conflict resolution, tends not to harm the conflicting parties, and maintain well the relations between the disputants. The arithmetical averages of the axis as a whole were (4.12), which is an average located in the second category of the five-point scale (4.20 - 4.29) which is the category that indicates a high score, and the standard deviation was (0.530). This refers to the multiplicity of methods used by the school administration to solve the conflict, especially the paragraphs: (1 – 13).

The discussion of the results:

Methods of school administration in resolving the conflict tend not to harm the conflicting parties and to maintain good relations between the disputants, which indicates the multiplicity of methods used by school administrators in resolving the conflict.

The study showed the importance and necessity of the availability of conflict management in schools. In the first place came human relations, because it helps to create a friendly and cooperative atmosphere and build strong relationships between teachers by supporting them in a positive way, as well as responding to their demands and feel their feelings and satisfy their needs. This will enhance the spirit of teamwork among them and to develop their spirit of innovation and initiative. And then came the educational climate, which works to achieve mutual respect between teachers, and strengthen the desire or positive feeling towards teamwork and improve performance and productivity and facilitate their tasks. In addition, this practice takes into account the individual differences between teachers according to their abilities and functional potential, which helps in raising the efficiency of the job and the teachers' morale.

That also makes available the effective communication that provides a language of dialogue and discussion between school administration and teachers, in addition to enabling the school administration to know the skills of effective communication, which helps to identify the causes of conflict, and then try to resolve it. After that came the style of leadership in the last place to ensure justice and equality among school members and taking into account the individual differences in the distribution of responsibilities, which helps to create an effective school environment that limits the existence of negative conflicts and encourages honest competition and positive conflicts between individuals that stimulate creativity and innovation at work.

There are many obstacles to managing the organizational conflict in the girls' private schools. These are:

- The lack of a culture of organizational conflict management in the school, especially with regard to school administration.
- The lack of concentration of authority in the school administration.
- Ignoring differences and conflicts by some school administrations.

- Disregarding training programs for school leaders on conflict management methods and techniques of conflict management.

The Study Recommendations:

Conflict practices between teachers in schools can be reduced by:

- The multiplicity of methods used by school management to resolve conflicts depending on the nature and type of conflict.

- Disseminate the culture of organizational conflict management in school, especially regarding school administration.

- Activating the requirements of conflict management in the school including effective communication, human relations, an effective regulatory climate and the non-stereotypical democratic leadership.

- Building bridges of trust among the teachers, and between the teachers and the administration.

- Enhancing negotiation skills among school leaders to contain any negative conflicts at its outset.

- Conduct training courses for school leaders to inform them of the latest methods of conflict resolution and to develop their leadership skills.

References

- Al-Enzi, R. (2010). The degree of the practice of the directorates of schools in the Kingdom of Saudi Arabia to the methods of managing the conflict as recognized by the teachers. Unpublished Master Thesis, Yarmouk University, Irbid, Jordan.

- Altinok, V. (2009). Management Styles among High School Principals. Indian journal of Social Work. (70) 1: 43-53.

- Boucher, M. (2013). The relationship of principal conflict management style and school climate.

- Dignath, D., Kiesel, A., & Eder, A. B. (2015). Flexible conflict management: Conflict avoidance and conflict adjustment in reactive cognitive control. Journal of experimental psychology: learning, memory, and cognition, 41(4), 975.

- Dogan, S. (2016). Conflicts Management Model in School: A Mixed Design Study. Journal of Education and Learning, 5 (2), 200 -219. From: http://eric.ed.gov/?q=Conflict+Management+in+school&id=EJ1097381.

- Gelfand, M. (2012). Conflict cultures in organizations: How leaders shape conflict cultures and their organizational-level consequences. Journal of Applied Psychology, 97(6), 1131-1147.

- Genc, O. & Hamedoglu, A. (2012). The Effect of Conflict Resolution Strategies of the Primary School Principals on the Motivation of the Teachers (District Of Gebze Sample). International Online Journal of Educational Sciences, (4), 3, P: 612-616.

- Hamad, D. (2014). Strategies of managing the organizational conflict and its impact on the job satisfaction of the social workers working in the school field. Journal of Studies in Social Work and Human Sciences - Egypt, (36)11, 4455 – 4520.

- Ja'afrah, S. (2013). Methods of managing the organizational conflict and its relation to administrative creativity among the principals of public schools in Karak governorate from their point of view. Studies - Educational Sciences - Jordan, 40(2), 1663 – 1687.

- lkoya, p. and Akinseinde, S. (2009). "Variability Pattern in Conflict Management Strategies among School Administrators of Secondary Schools in Nigeria ."Journal Social SCI, 20(3), 223-230.

- Nas, A. (2012). A Comparative Study of Conflict Management Styles of Public & Private Secondary Schools' Principals. Bulletin of Education and Research, 34(2), 59-70.

- Nekbel, B. (2009). The Relationship of the Organizational Climate to Conflict Management in the Algerian General Secondary Schools - A Field Study in the Msela State Sessions, Unpublished Master Thesis, Algeria.

- Penny, V. (2016). The effects of conflict in driving forward innovation in shared leadership management consultant teams (Doctoral dissertation, University of Westminster).

- Saiti, A. (2015). Conflicts in schools, conflict management styles and the role of the school leader: A study of Greek primary school educators. Educational Management Administration & Leadership, 43(4), 582-609.

- Zkalp, E., Sungur, Z., & Ayşe zdemir, A. (2009). Conflict management styles of Turkish managers. Journal of European Industrial Training, 33(5), 419-438.