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Conflicts in Schools: Causative Factors and Resolution Strategies

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CONFLITTI NELLE SCUOLE: FATTORI CAUSALI E STRATEGIE DI RISOLUZIONE

ABSTRACT

This paper is an effort in reviewing and assembling the research findings of different researchers on the factors that cause conflicts in schools and the strategies adopted by schools for conflict resolution. The research is limited to certain databases only. The basis for selecting relevant literature for this study is their accessibility, language (English) and relevancy to the topic and only those research papers that highlight teacher-teacher conflicts and teacher-administration conflicts have been selected. The several factors that emerged from the study were classified as Structural and Personal factors only. The originality of this paper rests in an attempt to attract the attention of the research community towards the factors that lead to conflicts in schools and an insight into the strategies used by the school administration to resolve them. This study also recommends that school administrators be trained to identify at least some factors responsible for conflicts among their staff, even among the students of the school so that they can resolve it in a better way.

Keywords: Conflict management; Conflict resolution; Resolution strategies; Teacher-administration conflicts; Teacher-teacher conflicts.

A school is a social organization consisting of several human beings who work together to pursue specific tasks by collaborating with each other.

Each human being is a unit of this huge collection of relationships that exist within a school and since each person is different in terms of knowledge, values, abilities, experiences, needs, goals and motivation, it is inevitable that when they have to coexist with each other within the same institute, conflicts will occur (Saiti, 2015). Conflicts are disagreements concerning certain activities that lead to certain goals (Szilagyi, 1986). It is an expression of disagreement, resentment and misunderstanding and is natural to crop up when two or more people have to work together (Rahim, 2001). But conflicts may differ in different working environments in terms of dissimilarities in attitude, difference in perceptions, values, tasks, interests, competitions, mistakes or ignorance, absenteeism, etc. (Rahim, 2003; Kantek & Gezer, 2009).

In a school, conflicts may occur among school leaders, students, teachers or between school leaders and teachers, between students and teachers, between teachers and parents or between the school and other organizations in the society. Classical theorists such as Weber (1947), Fayol (1949) and a few others consider conflicts to have a negative impact in the working of an organization which is why they are in favour of avoiding conflicts as much as possible. Conflict is not always negative; but the way it is handled may produce negative impacts. This negative impact can jeopardize relationships and the educational process as well by decreasing the motivation and performance level of staff and students (Rahim, 2001; Balay, 2006). Therefore, they argue that it is better to avoid conflicts. In contrast, modern researchers like De Lima (2001), Rahim (2002), Nir & Eyal (2003), Trudel & Reio Jr. (2011) agree that conflicts can be seen from a positive perspective too as an indicator of the need for better decision-making. They argue that the positive impact of conflicts can be seen through better team effectiveness, clarification of goals, outpouring of creative ideas etc. It can be seen as a mutual problem that can be solved together with the help of common consideration and understanding (Tjosvold & Hui, 2001).

Regardless of whether they have a positive or negative impact, the truth is that educational institutions are dynamic and complex and conflicts do keep on occurring. In such circumstances teachers also cannot contribute suitably to the teaching-learning process. Conflict resolution therefore is very important in order to end conflicts with fair and acceptable resolutions (Cunningham, 1998; Adeyemi & Ademilua, 2012).

The authors of this paper, thus aim at bringing together the research findings of several international researchers who have worked in the relevant field of research and study the factors that are responsible for generating conflicts in schools and how they were resolved.

1. RESEARCH OBJECTIVE AND QUESTIONS

Conflicts within a school organization are inevitable. Therefore, the objective of this paper is to study the factors that lead to conflicts in a school organization and the strategies adopted to resolve conflicts. The research questions that form the base of this study are: Do conflicts exist among the administration and teachers in schools? If they do exist, then what are the factors that lead to conflicts specifically between the head/principal of the school and the school teachers/educators? Conflicts might occur among the teachers as well. If so, then what factors lead to conflicts among the teachers? Lastly, it is important to understand how these conflicts were solved. Therefore, the final important question is, what strategies are implemented in schools for resolving conflicts?

2. METHOD

The present study is based on a review of literature that is related to the topic of research. The content of each paper was studied several times to extract the factors that cause conflicts between the head of the school and teachers and also among teachers themselves and to identify what strategies were used for resolving the conflicts. The Science Direct, PubMed, Scopus, DOAJ and ERIC databases along with the Google Scholar search engine were used to search for literature published from 2009 to 2019.

The inclusion criteria of the articles consisted of focussing only on the intra-organizational conflicts occurring between teachers and heads of schools and among teachers of the same school. Only the structural and personal factors have been studied. The exclusion criteria comprised of papers related to student-teacher, parents-teacher, parents-administration conflicts, abstracts without the main text and papers written in some other language apart from English. Cultural factors and how cultural differences impact conflict types have not been included in this study. After filtering out the irrelevant literature, a total of 26 papers were selected for review.

The factors and conflict resolution strategies were all enumerated as shown in *Table 1*. The similar factors were all grouped together, finally leaving us with broad categories of fewer factors along with the references of the papers they were extracted from.

Table 1. – Identification of factors causing conflicts and their conflict resolution strategies.

REFERENCE	TYPE OF STUDY	SAMPLE OF STUDY	SCHOOL LEVEL	AREA OF STUDY	FACTORS OF CONFLICTS IDENTIFIED	CONFLICT RESOLUTION
1. Adeyemi (2009)	Quantitative	80 principals and 260 teachers from 80 schools	Secondary	Ondo, Nigeria	Strict rules and regulations Change in school's policies Dissatisfaction with leadership Inadequate facilities for staff	Dependence on disciplinary committee
2. Kipyego (2009)	Quantitative	14 head teachers and 90 teachers from 14 schools	Secondary	Nandi County, Kenya	Unsatisfactory working conditions Administrative incompetencies	Withdrawal from the conflict Compromising Integration Authoritative command
3. Basit <i>et al.</i> (2010)	Quantitative	120 secondary school teachers and 240 students	Secondary	Peshawar, Pakistan	Disagreements related to substitute classes Misunderstandings	Exploring the cause of conflict Use of power/authority
4. Adhiambo & Simatwa (2011)	Quantitative	101 teachers, 37 head teachers, 37 deputy head teachers	Secondary	Nyakach District, Kenya	Differences in opinions Rivalry due to competition Disrespectful behaviour Criticism Unbalanced workload	Integration Avoidance Authoritative discourse
5. Afful-Broni (2012)	Quantitative	173 respondents consisting of the headmistress, heads of departments, teachers, parents and students	Senior secondary	Winneba, Ghana	Partially shown by administrators Dislike for the head of the institution Differences in competence Lack of cooperation Clash of opinions	Integration Identifying the cause at the emergence stage
6. Barmao (2012)	Mixed method	Teachers and head teachers of public primary schools	Primary	Eldoret, Kenya	Restricted and poor communication channels Groupism among the teachers Workload with contradictory roles	Relying on the decisions taken by the head of the school

REFERENCE	TYPE OF STUDY	SAMPLE OF STUDY	SCHOOL LEVEL	AREA OF STUDY	FACTORS OF CONFLICTS IDENTIFIED	CONFLICT RESOLUTION
7. Makaye & Ndofirepi (2012)	Mixed method	4 principals and 16 teachers from 4 schools	Primary	Masvingo, Zimbabwe	Blaming Unequal distribution of work Unequal allocation of resources	Dependence on the head for conflict resolution
8. Msila (2012)	Qualitative	8 principals from 4 primary schools and 4 secondary schools	Primary and Secondary	Gauteng Province, South Africa	Management problems Lack of competence of the principal Difference in treatment towards staff Change in school culture	Analyzing the cause Avoidance
9. Salleh & Adulpakde (2012)	Mixed method	Principals and teachers of 11 schools	Secondary	Yala province, southern Thailand	Unequal distribution of work Difference in perceptions and opinions	Negotiation Compromising
10. Poudyal (2013)	Qualitative	Principals, administrators and teachers from 2 schools	Secondary	Nepal	Authority of the principal and responsibility without authority of the subordinates Less financial remuneration Individual interests	The principal as the ultimate decision maker
11. Oboegbulem & Alfa (2013)	Quantitative	500 respondents including principals and teachers	Secondary	Benue State, Nigeria	Constant misunderstanding between the principal and staff Differences in goals Personality clashes Poor communication network Poor attitude towards staff	Integration Increasing communication Negotiation Involvement of disciplinary committee
12. Saiti (2014)	Quantitative	414 primary school educators	Primary	Attikis (Athens) and West Sterea in Greece	Class and work allocation (especially when teachers were absent) Full day school Lack of capable leadership Lack of communication and coordination Mobility of the teachers from one school to another	Involvement of the school principal Initiatives taken by the school council and by colleagues

REFERENCE	TYPE OF STUDY	SAMPLE OF STUDY	SCHOOL LEVEL	AREA OF STUDY	FACTORS OF CONFLICTS IDENTIFIED	CONFLICT RESOLUTION
13. Dady (2015)	Mixed method	11 head teachers and 11 teachers	Primary	Temeke, Tanzania	Poor performance of school administration Differences in opinions Favouritism	Withdrawing from the conflict Identifying the cause Compromising Integrating
14. Karim (2015)	Qualitative	Case study of one school	Secondary	Gilgit, Pakistan	Strict rules and regulations Penalizing on violation of rules	Authoritative conclusion
15. Lee (2015)	Qualitative	3 teachers from 3 schools	Secondary	Alabama, USA	Subordinate position of the teachers Differences in beliefs and interests Cultural dissonance and confusion	Compromising Avoidance
16. Bayraktar & Yilmaz (2016)	Quantitative	191 teachers	Primary	Turkey	Work overload Lack of resources Difference in opinions	Integration Compromising
17. Dogan (2016)	Mixed method	216 teachers	Secondary	Sivas, Turkey	Individual differences Communication problems with the principal	Integration Reconciliation Compromise
18. Jubran (2016)	Quantitative	123 teachers	Secondary	Irbid, Jordan	Personality differences Disagreement in opinions Problems with school management	Cooperation strategy Reconciliation Avoidance
19. Thapa (2016)	Quantitative	84 respondents from 8 schools	Secondary	Birgunj, Nepal	Policitization of schools Local vs non local disparity Indifferent treatment to lower caste teachers	Avoidance Compromising Negotiation
20. Tshuma, Ndlouu, & Bhebbhe (2016)	Quantitative	School personnel from 6 schools	Secondary	Gwanda, Zimbabwe	Inadequate resources Poor work conditions Incompetency in administration Differences in personalities Poor dissemination of information	Integration

REFERENCE	TYPE OF STUDY	SAMPLE OF STUDY	SCHOOL LEVEL	AREA OF STUDY	FACTORS OF CONFLICTS IDENTIFIED	CONFLICT RESOLUTION
21. Vestel & Torres (2016)	Quantitative	76 principals from southwest district	Community schools (level not mentioned)	Texas, USA	Competition Personality differences Substituting other teachers's role	Compromising Avoiding Collaborating
22. Edet, Benson, & Williams (2017)	Quantitative	1,050 public secondary school teachers and 2,100 senior secondary school students	Secondary	Akwa Ibom State, Nigeria	Difference in work loads Inadequate facilities to staff Maintenance of classroom discipline	Cause identification Integration strategy
23. Shanka (2017)	Mixed method	School personnel from 10 schools	Primary	Wolaita, Ethiopia	Negligence in providing resources on time Unfair allocation of resources Work overload Improper implementation of educational policies Favouritism Poor leadership skills	Addressing the cause of the conflict
24. Isik (2018)	Quantitative	130 physical education teachers	State schools (level not mentioned)	Bartın, Turkey	Poor attitude towards staff Lack of communication between the administrators and staff Difference in interest and opinions	Avoidance Integration
25. Frolova <i>et al.</i> (2019)	Quantitative	127 school teachers	Secondary	Moscow	Reduction in the authority of the teacher Less opportunities for professional development Unfair distribution of workload Authoritarian leadership style	Decision of the authority
26. Manesis <i>et al.</i> (2019)	Quantitative	168 teachers from 18 schools	Elementary	Achaia, Greece	Dissatisfaction with the leadership Clash in opinions Inadequate distribution of resources	Cause identification and decision of the authority

3. RESULTS

3.1. *Research question 1: Do conflicts exist among the administration and teachers in schools?*

This review of literature showed that conflicts among the working personnel did exist in schools and they were all intra-organizational conflicts. Conflicts that occur within the same organization are known as Intra-organizational conflicts (Rahim, 2001). A brief summary of the enumerated factors and conflict resolution strategies are as shown in *Table 1*.

The factors enumerated above were classified as:

1. Structural factors;
2. Personal factors.

Structural factors relate to the nature of the organization. Auerbach & Dolan (1997) identify structural factors that are likely to cause conflicts as resources, exercise of authority, workload, jurisdictional ambiguities etc. According to Auerbach & Dolan (1997), personal factors are those associated with one's abilities and skills, individual differences, perceptions, opinions and personal problems (*Fig. 1*).

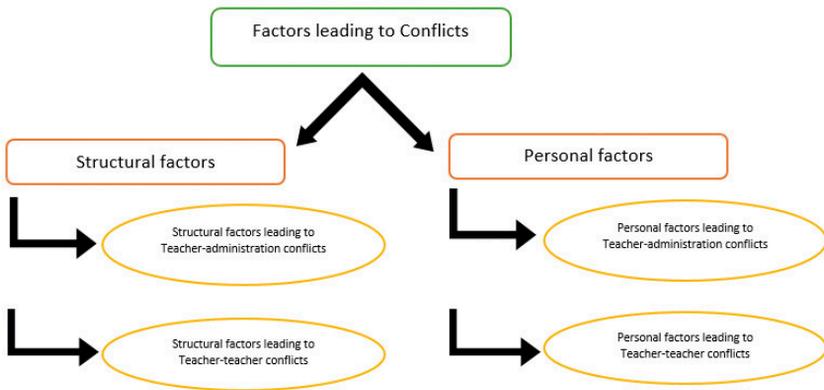


Figure 1. – Factors classified as Structural factors and Personal factors.

3.2. *Research question 2: What factors lead to conflicts between the head/principal of the school and the school teachers/educators?*

Several factors emerged from the review of literature as shown in *Table 1*. After grouping the similar factors and placing them into different groups, another table was created as shown in *Table 2*.

Table 2. – Factors causing teacher-administration conflicts.

STRUCTURAL FACTORS	Unequal distribution of work	Adhiambo & Simatwa (2011); Barmao (2012); Salleh & Adulpakde (2012); Saiti (2015); Bayraktar & Yilmaz (2016); Tshuma, Ndlovu, & Bhebhe (2016); Edet, Benson, & Williams (2017); Shanka (2017); Frolova <i>et al.</i> (2019)
	Inadequate facilities, resources and working conditions	Adeyemi (2009); Kipyego (2009); Makaye & Ndofirepi (2012); Bayraktar & Yilmaz (2016); Tshuma, Ndlovu, & Bhebhe (2016); Edet, Benson, & Williams (2017); Shanka (2017); Manesis <i>et al.</i> (2019)
	Poor communication network	Barmao (2012); Oboegbulem & Alfa (2013); Saiti (2015); Tshuma, Ndlovu, & Bhebhe (2016); Isik (2018)
	Change in school culture	Adeyemi (2009); Msila (2012); Saiti (2015)
	Strict rules and regulations of the school	Adeyemi (2009); Karim (2015)
	Other factors like less financial remuneration, less opportunities to professional development of teachers, politicization of the school	Barmao (2012); Poudyal (2013); Thapa (2016); Edet, Benson, & Williams (2017); Frolova <i>et al.</i> (2019)
PERSONAL FACTORS	Leadership incompetency	Adeyemi (2009); Kipyego (2009); Afful-Broni (2012); Msila (2012); Dady (2015); Saiti (2015); Jubran (2016); Tshuma, Ndlovu, & Bhebhe (2016); Shanka (2017); Manesis <i>et al.</i> (2019)
	Partiality shown by the principal	Afful-Broni (2012); Msila (2012); Oboegbulem & Alfa (2013); Dady (2015); Thapa (2016); Shanka (2017); Isik (2018)
	Extensive authoritarian administration	Poudyal (2013); Lee (2015); Frolova <i>et al.</i> (2019)

The most common structural factors that created conflicts between the teachers and the administrators were the unequal distribution of work and inadequate resources, facilities and working conditions followed by the other factors which occurred less commonly.

3.3. *Research question 3: What are the main factors that cause conflicts among the teachers?*

Table 3. – Factors causing teacher-colleagues conflicts.

STRUCTURAL FACTORS	Provision of inadequate resources	Makaye & Ndofirepi (2012); Shanka (2017); Manesis <i>et al.</i> (2019)
	Clash of opinions	Basit <i>et al.</i> (2010); Adhiambo & Simatwa (2011); Afful-Broni (2012); Salleh & Adulpakde (2012); Dady (2015); Lee (2015); Bayraktar & Yilmaz (2016); Jubran (2016); Isik (2018); Manesis <i>et al.</i> (2019)
PERSONAL FACTORS	Disrespectful behaviour	Adhiambo & Simatwa (2011)
	Competition to perform better	Adhiambo & Simatwa (2011); Afful-Broni (2012); Vestel & Torres (2016)
	Personality differences	Oboegbulem & Alfa (2013); Dogan (2016); Jubran (2016); Tshuma, Ndlovu, & Bhebhe (2016); Vestel & Torres (2016)
	Negative attitude towards criticism	Adhiambo & Simatwa (2011)
	Lack of cooperation	Afful-Broni (2012)
	Blaming attitude	Makaye & Ndofirepi (2012)
	Cultural dissonance and confusion	Lee (2015)
	Differences in approaching a task	Oboegbulem & Alfa (2013); Poudyal (2013); Dogan (2016)

Conflicts among teachers occurred mostly due to personal factors. Structural factors had very less role to play there. The clash of opinions among the teachers and individual differences in personality, behaviour, attitude etc. accounted for the most common reasons for conflict arousal between them.

3.4. *Research question 4: What strategies are implemented in schools for resolving conflicts?*

Table 4. – Conflict resolution strategy.

Authoritative command	Adeyemi (2009); Kipyego (2009); Basit <i>et al.</i> (2010); Adhiambo & Simatwa (2011); Barmao (2012); Oboegbulem & Alfa (2013); Poudyal (2013); Karim (2015); Saiti (2015); Frolova <i>et al.</i> (2019); Manesis <i>et al.</i> (2019)
Integration of opinions	Kipyego (2009); Adhiambo & Simatwa (2011); Afful-Broni (2012); Oboegbulem & Alfa (2013); Dady (2015); Bayraktar & Yilmaz (2016); Dogan (2016); Edet, Benson, & Williams (2017); Isik (2018)
Compromising	Kipyego (2009); Salleh & Adulpakde (2012); Dady (2015); Lee (2015); Bayraktar & Yilmaz (2016); Dogan (2016); Thapa (2016); Vestel & Torres (2016)
Avoidance	Adhiambo & Simatwa (2011); Msila (2012); Lee (2015); Jubran (2016); Thapa (2016); Vestel & Torres (2016); Isik (2018)
Cause identification	Basit <i>et al.</i> (2010); Afful-Broni (2012); Msila (2012); Dady (2015); Edet, Benson, & Williams (2017); Shanka (2017); Manesis <i>et al.</i> (2019)
Negotiation	Salleh & Adulpakde (2012); Oboegbulem & Alfa (2013); Thapa (2016)
Withdrawal strategy	Kipyego (2009); Dady (2015)
Reconciliation	Dogan (2016); Jubran (2016)
Enhancing communication	Oboegbulem & Alfa (2013)

The *Table 4* shows that there are two strategies used the most to solve conflicts in schools. The first is the dependence on authoritative command i.e. depending on the power of the principal for solving conflicts. In some schools, the disciplinary committee was also recruited to solve conflicts. The second is the Integration strategy whereby the opinions of the conflicting parties or persons are taken into account and acknowledged and steps are taken to solve the conflict accordingly. There were some schools where the conflicting parties compromised on the situation and let it go. Some simply avoided the conflicting situation. Some identified the root cause and toned down the disagreement. Other very less commonly used strategies were negotiation, reconciliation and withdrawing.

4. DISCUSSION

4.1. *Teacher-administration conflicts*

This paper has shown, among other things, that educational administrators have a huge amount of work to do in the school community where they have so many complex issues to deal with, with conflicts being one of them. The conflicts between the teachers and the administration, precisely the head/principal, most commonly occurred due to unequal distribution of work and the inadequacy of resources, facilities and poor working conditions as shown in *Table 1*. Tshuma *et al.* (2016), Edet *et al.* (2017) show that conflicts arose when students allocated to other teachers were allocated to them in their absence leading to overburden. Also, they were frustrated when work was unequally distributed among the teachers. Some teachers complained about an unbalanced time table where they had more classes than others or had it at an undesirable time of the day (Shanka, 2017; Manesis *et al.*, 2019). Additionally, the administrators expected better work performance from the teachers while not providing enough resources and poor work conditions which resulted into negative attitude (Adeyemi, 2009; Kipyego, 2009). It even led to demotivation especially during times when resources were not delivered on time. It resulted in failure to complete works before the specified deadline, in entering marks, attending meetings and delayed them from taking part in other school activities which resulted into conflict. This study concurs with findings by Johdi & Apitree (2012) and Shahmohammadi (2014) which show that in many schools, conflicts arose when teachers had to share resources. It was even worse when the resources were scarce. This leads to conflicts not only between the teachers and administrators but also between the teachers themselves. In some studies the teachers were also unhappy with the poor financial remuneration provided to them as compared to the heavy workload given to them. The findings of this study concur with Okotoni & Okotoni (2003) who also indicated the same. Strict rules and regulations makes it even more difficult in many schools and creates tension, dissatisfaction and restrictions. These findings were consistent with those of Owens (1995), Bens (1997) and Adepoju (1998). Communication barriers were also a source of conflict in schools because without a proper channel it becomes very difficult to speak about anything. This makes it hard to solve conflicts as well (Oboegbulem & Alfa, 2013; Saiti, 2014; Tshuma, Ndlovu, & Bhebhe, 2016; Isik, 2018). Among the personal factors, the lack of capable school leadership or incompetency in leadership was indicated as the most common cause

of conflict, wherein incompetency in managing the resources, the funds, the classes, workload distribution, building a healthy working atmosphere, communication, building relations, failure to provide equal treatment to all the teachers were the top reasons (Msila, 2012; Dady, 2015; Jubran, 2016; Tshuma, Ndlovu, & Bhebhe, 2016; Shanka, 2017). Another factor that made the teachers unhappy was the extreme use of authority by the administration, the findings of which concur with Johdi & Apitree (2012) and Dick & Thodlana (2013) as well. Therefore, in order to solve conflicts successfully, school administrators should have proper knowledge about conflict resolution strategies in order to solve them sooner and effectively. Also, constant discussion with the school members is necessary in order to understand the different perspectives that trigger conflicts (Boardman & Horowitz, 1994). They should be also able to discuss any problems with an open mindset (Chen *et al.*, 2005; Balay, 2006).

4.2. *Teacher-teacher conflicts*

When it comes to teacher-teacher conflicts, this paper highlights that the most common factors were personal factors that includes personality clashes, competition, difference in opinions, criticism, lack of cooperation and so on. Johdi & Apitree (2012) opine that clashes are bound to happen because people perceive situations differently and have varied responses towards it. These individual differences can be the differences in group activities, difference in experiences, political views, cultural differences, etc. Difference in opinions could even be resulting from teachers' varied background, philosophies, beliefs, goals, attitudes, socio-economic status and political interests as shown by Champoux (2003) and Johdi & Apitree (2012). Many times criticisms also occur due to these differences and it results in one criticising the other about their interactions with others, relations with others, their views, their mode of disciplining students, even their dressing, their looks, etc. Such negative attitude ultimately creates dislike, hatred and conflicts among them (Adhiambo & Simatwa, 2011).

4.3. *Conflict resolution strategies in schools*

It was interesting to find that in many schools, the ultimate decision of the authority was counted upon for resolving conflicts, the authority resting upon the principal or the disciplinary committee (Adeyemi, 2009; Basit *et al.*, 2010; Oboegbulem & Alfa, 2013; Saiti, 2015). Whatever decision

was taken to resolve the conflict was left in the hands of the one(s) who exercised power. It is not clear as to whether they solved the issues understanding the various conflict resolving strategies but whatever the case, their conclusion was considered as ultimate. Next most commonly used strategy was the integration strategy where the opinions of the conflicting parties or persons would be taken into account to solve the problem. Huan & Yazdanifard (2012) found that integrating ideas of both the conflicting parties made them feel important and made them hope that their needs would be acknowledged. Oboegbulem & Alfa (2013) found that integration strategy encouraged them to work collectively in finding a permanent solution to the conflict. Cause identification was also used as a strategy in some schools and this has further been corroborated by other studies like of Minnesota (2002) who stated that peaceful resolution of conflict could be achieved by first identifying the issue and then solving it. Huan & Yazdanifard (2012) also state the same. Mamoria & Gankar (2007) even established that cause identification strategy is significantly and positively correlated to teachers' job effectiveness. In some schools, they found that the easiest way to resolve a conflict was to just avoid it (Adhiambo & Simatwa, 2011; Msila, 2012; Lee, 2015). Avoiding conflicts mean doing nothing at all about it and school administrators adopt this strategy to not lose the positive relationships they have with their working staff. Jubran (2016) states that this strategy can be efficiently used when the conflicts are so high that proper communication is not achievable between them. Other strategies used were compromising, negotiation and reconciliation. The strategy of compromise results in neutral results because even if they do not like the issue, the conflicting parties will have to accept it and carry on (Saitis *et al.*, 1996; Tekos & Iordanidis, 2011). Negotiation was adopted when a person not involved in the conflict stepped in to resolve the conflict and reconciliation simply involved bringing the two conflicting parties and drawing their attention towards the goal to be achieved together and resolving the conflict.

5. RECOMMENDATIONS

This review of literature unfolds the fact that cohesion among the teaching staff and the administration is very much needed for ensuring greater efficiency in schools. Mutual understanding is required for sustaining the level of coherence in any organization (Somech, 2008). Conflict management strategies should be included as a topic in pre-service teachers training

courses so as to nurture teachers with the relevant knowledge on managing conflicts. Principals and teachers should both strengthen acceptance and respect among themselves and play their roles responsibly. The findings from the study can serve as a guide for in-service training workshops or seminars too to orient them towards conflict handling since conflicts occur in a variety of forms, and they can easily disrupt the peace of the school. Also, these studies were conducted in many different countries, hence the cultural differences in conflict types and the role of cultural factors in which conflict is resolved in different contexts can also be studied in the future.

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ABSTRACT

Questo articolo rappresenta uno sforzo per assemblare i risultati delle ricerche condotte da diversi ricercatori sui fattori che causano i conflitti nelle scuole e sulle strategie adottate per la risoluzione dei medesimi. L'indagine è limitata ad alcuni database. La letteratura rilevante per questo studio è stata selezionata sulla base dell'accessibilità dei testi, la diffusione in lingua (inglese) e la pertinenza. Sono stati selezionati solo gli articoli di ricerca che evidenziano i conflitti insegnante-insegnante e i conflitti insegnante-amministrazione. I diversi fattori emersi nell'analisi svolta sono stati classificati come fattori Strutturali o Personali. L'originalità di questo lavoro consiste nel tentativo di richiamare l'attenzione della comunità scientifica sui fattori che portano ai conflitti nelle scuole e sulle strategie utilizzate dall'amministrazione scolastica per risolverli. Questo studio raccomanda inoltre che i dirigenti scolastici siano formati per identificare almeno alcuni fattori responsabili dei conflitti presenti tra il loro personale, così come tra gli studenti della scuola, in modo che possano risolverli al meglio.

Parole chiave: Conflitti insegnante-amministrazione; Conflitti insegnante-insegnante; Gestione dei conflitti; Risoluzione del conflitto; Strategie di risoluzione.

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