

Causes and consequences of conflicts A teacher's perspective

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Abstract: The purpose of this study was to investigate whether perceptions differ, regarding the generative causes, consequences and the degree of satisfaction with conflict management by the Principal, between the two genders, between teachers with different years of teaching and between different levels of education. A total of 119 teachers from Greece participated in the survey carried out in the spring of 2022 through a questionnaire. According to teachers, different causes can lead to conflicts with some being considered more important than others regardless of gender, level of education employed and years of teaching. The only reason that differentiated the answers between teachers working at different levels of education was the social factor, which was judged as more important by the teachers of secondary education. In addition, in the teachers of secondary education, conflicts create more negative emotions, a drop in morale and an increase in work stress, while teachers with fewer years of experience feel the work environment more threatening. Finally, the degree of satisfaction with conflict management between teachers and parents differentiated the responses with those with more experience and men being less satisfied compared to those with less teaching experience and women who appeared more satisfied. In addition, women had more positive perceptions of how conflicts between teachers were managed by the principal. In conclusion, it is deemed imperative that education executives and teachers acquire the appropriate theoretical background in conflict management so that they can work for the benefit of the school organization and prevent their negative consequences.

Keywords: School conflicts, gender, years of service, level of education

1. Introduction

Conflicts are an inevitable part of human relationships (Kleiman, & Enisman, 2018), and they appear in personal, professional and social life (Spector, 2008). Given the differences between people, the absence of conflict usually means the absence of meaningful interaction (Fisher, 2000). But what is conflict? Researchers, over the years, have used different terms and definitions based on the perspective they advocate. A comprehensive definition that approaches conflict from many and different perspectives has been given by Willmotand Hocker (2011), according to which it is an “expressed struggle between at least two independent parties with incompatible perceived goals, scarce resources, and interference from others to achieve those goals”. It is, in simple words, the confrontation between two or more people who approach an issue in a different way, pursue different goals or have different needs and who are nevertheless in a relationship of interdependence, interaction with each other.

In the school, as in any organization, where pluralism prevails, the right of every employee to express his opinion with courage and honesty combined with the great heterogeneity due to the existence of people with different cultures, socio-economic backgrounds, personalities, beliefs, interests, values, goals, needs, it is inevitable that conflicts will occur. The type and nature of conflicts can vary even between different schools (Thapa, 2015). Interpersonal, group, and between individuals and groups conflicts have been reported (Spector, 2008).

Interpersonal conflicts range from minor disagreements to serious disputes (Schieman, & Reid, 2008) and occur between individuals of the same or different hierarchical levels (Stoner & Wankel, 1988). Conflicts of this level between teachers or between teachers and Principal/Vice Principal are frequent (Makaye & Ndofirepi, 2012) being the most frequent stress factor outside (Bolger, DeLongis, Kessler & Schilling, 1989), but also inside the workplace (Thapa, 2015).

On the other hand, group conflicts are distinguished into formal and informal inter-group conflict and intra-group conflict. The first ones are more frequent, more like verbal disputes and are created between two or more groups of the same organization, for example between teachers and students or teachers and parents. Intra-group disputes are verbal and non-verbal disputes that occur between members of the same group despite

belonging to the same group with common goals, interests, or other identifying characteristics. In most cases, intra-group conflicts are manageable unlike inter-group conflicts are not easy to manage continuously (Piyu, 2019).

According to De Dreu & Gelfand, (2008), sources of interpersonal and group conflicts within the workplace can be a) limited resources, (time, responsibilities, position or budget) b) values (political preferences, religious beliefs and deep-rooted morality) c) ideas, facts d) the way they understand the world and e) any possible combination of the above. Other researchers consider as sources of conflicts a) the economic conflict in which each member of the group seeks to maximize his profit and therefore the motivations are competitive with the aim of obtaining scarce resources, b) the conflict of values in which the way of life, ideologies – the preferences, principles and practices that people believe are incompatible c) the conflict of power where each person wishes to maintain or even maximize the influence he exerts on the relationship and the social environment and finally a conflict may appear d) due to ineffective communication or misunderstandings even in cases where there are no fundamental incompatibilities (Fisher, 2000).

There are indications that intrapersonal, interpersonal and organizational conflicts occur within the school space with greater frequency in urban schools than in other areas (Saiti, 2015; Makaye & Ndofirepi, (2012). The three sources of conflict between teachers according to Catana, (2015), are related a) to the individual (motivations, interests or different personal goals between teachers, different perceptions or knowledge about the same subject, different personal experiences); b) the direction of the school (allocation of resources, distribution of administrative tasks, relationship between teachers and the school management team), c) with the organizational culture (integration of new people, isolation of one or more colleagues, way of communication, etc. In addition, interpersonal conflicts occur due to poor time management, underestimation or overestimation of skills and assigned tasks that do not match goals, interests, values or abilities, division of tasks and unequal distribution of resources by the Manager, but also the inability to say no to requests, lack of confidence and lack of control (Makaye & Ndofirepi, 2012).

In Greek schools, sources of conflict appear due to a) Lack of cohesion among teachers due to the regular transfer of school teachers b) Lack of effective school leadership c) Organizational deficiencies and ineffective communication and information exchange patterns d) Limited material and financial resources e) Individual differences and differences in perceptions, attitudes, beliefs (Saiti, 2015).

A conflict can be functional or dysfunctional. This means that it is not necessarily only associated with negative psychological, social and organizational aspects but also positive ones. The positives include the general improvement of relations and the resolution of problems in the direction of a more efficient school administration, while the negatives include the low level of cooperation, inefficient administration and the negative feelings of teachers (Mavrogeorgou, 2021). In particular, they have been linked to counterproductive behavior, such as psychological strain, exhaustion, anxiety (Dijkstra, De Dreu, Evers, & Van Dierendonck, 2009), lower levels of team cohesion such as quality of personal relationships, mutual trust, etc. (Tekleab, Qigley & Tesluk, 2009), lower levels of satisfaction, productivity (Gladstein, 1984), performance, motivation (Saiti, 2014), jeopardizing the educational process (Thapa, 2015).

It is clear that, contrary to the traditional view, conflicts can be constructive when they are managed cooperatively (Valente, Lourenço & Németh, 2020; Lepidas, Stavropoulos & Tenzeris, 2015; De Dreu, 2008; Somech, 2008), correctly and in time. Therefore, it is necessary to understand the underlying processes of conflict so that we can work to maximize productive outcomes and minimize destructive ones (Fisher, 2000).

From this point of view, the purpose of the present study was to investigate and determine the opinions of teachers regarding the causes that can lead to conflicts within the school space and the impact they can have. In particular, the following questions were investigated in this research:

- (1). Are there differences in the perceptions of female and male teachers, averages, regarding causes, consequences and their degree of satisfaction for the management of conflicts by the school Director?
- (2). There are differences in the perceptions of teachers working in primary and secondary education, averages, about the causes, consequences and their degree of satisfaction with the school Principal's management of conflicts.
- (3). There are differences in the perceptions of teachers with more years of teaching, averages, regarding the causes, consequences and their degree of satisfaction with the school Principal's management of conflicts.

The results of this research can be used to maximize constructive conflict management leading to increased productivity, performance and satisfaction of the school organization.

2. Method

2.1 Participants

In total, 58 male and 61 female (n=119) teachers from different regions of Greece participated in the research.

2.2 Procedure

For the purposes of the research, a questionnaire was created which was divided into two parts. The first part included questions related to demographic characteristics while the second part included 16 questions related to the causes (9 questions), their degree of satisfaction with the management of the conflict by the school Principal (2 questions) and the consequences that may have (5 questions). Questions were on a 5-point Likert scale, with 1=not at all and 5 very often. The questionnaire was constructed through the special Google Forms platform offered by Google, making it easy to share it and to collect the data in an Excel spreadsheet. Data was collected in the spring of 2022 and responses were anonymous.

2.3 Statistical Analysis

Statistical analyzes were performed with SPSS IBM 20.0 (Statistical Package for the Social Sciences). To find the differences between the dependent variables of the questionnaire, the t-test analysis and the analysis of variance (one way ANOVA) for independent samples were used. Dependent variables were the questions of the questionnaire and independent factors were a) gender (male - female), b) job level (secondary-secondary), and years of teaching (up to 10 years, from 11 to 20 years, 21 and over). Significance level was set at .005

The statistical hypotheses of this research were:

(H1) Teachers' perceptions of the causes, consequences and their degree of satisfaction with the school principal's management of conflicts will not differ statistically significantly in relation to gender.

(H2) Teachers' perceptions of the causes, consequences and their degree of satisfaction for the school Principal's management of conflicts will not differ statistically significantly in relation to the level of education they work.

((H3) Teachers' perceptions of the causes, consequences and their degree of satisfaction with the school Principal's management of conflicts will not differ statistically significantly in relation to the years of teaching.

3. Results

The overall internal consistency of the questionnaire was found to be satisfactory (Cronbach's Alpha = .768). t-test independent samples was conducted to evaluate Hypothesis 1. The results of the analysis showed a statistically significant difference between the genders only in the "degree of satisfaction with conflict management between teachers by the Principal", ($t=-2.640$, $df=117$ sig=.009 < 0.05) and in the "degree of satisfaction with the management of conflicts between teachers and parents by the Principal" ($t=-2.157$, $df=117$ sig=.033<.05). Females ($M=3.30$ and $M=3.52$ respectively) had more positive perceptions of how principals manage conflicts both between teachers and between teachers and parents than males ($M=2.67$ and $M=3.10$ respectively) (Table 1 and Table 2).

t-test independent samples was conducted to evaluate Hypothesis 2 (that the perceptions of the three groups of teachers with different years of teaching will not differ significantly on the dependent variables of the questionnaire. The results showed a statistically significant difference between teachers difference between teachers working at different levels of education in a) "conflicts are due to social factors" ($t=-2.131$, $df=112,310$ sig=.035 < 0.05) with teachers working in primary education ($M=2.92$) considering social factors less important as a cause of conflicts in relation to teachers working in secondary education ($M=3.34$), b) "conflicts lead to a drop in morale" ($t=-2.781$, $df=117$ sig=.006 < 0.05) with teachers working in the secondary school ($M=4.41$) considering that conflicts lead to a greater drop in morale than teachers working in secondary education ($M=3.96$), and c) "conflicts lead to increased work stress" ($t=-2.299$, $df=117$ sig=.023 < 0.05) with teachers working in primary education ($M=4.08$) considering conflicts more important in increasing work stress than teachers working in secondary education ($M=4.43$) (Table 1 and Table 2).

One-way analysis of variance (One -Way Anova) was conducted to evaluate Hypothesis 3 (One -Way Anova) (that the perceptions of the three groups of teachers with different years of teaching will not differ significantly on the dependent variables of the questionnaire). The results showed a statistically significant effect of the "teaching years" factor on the question a) "do conflicts affect the work environment» ($F_{(2,116)}=3,984$, $p=.021<.05$). Scheffe's multiple comparisons test showed statistically significant differences only between teachers with more than 21 years of teaching experience and those with 10 to 20 years of teaching experience ($p=.029<.05$) with teachers with fewer years believing that the conflicts affect the work environment to a greater extent ($M=4.14$) compared to teachers with more years of teaching ($M=4$). β) "satisfaction with the principal's management of teacher-parent conflicts" ($F_{(2,116)}= 3.710$, $p=.027<.05$. Scheffe's multiple

Table 1: (mean ± SD).

	Gender		School			Years of teaching			
		N	Mean ±SD		N	Mean ±SD		N	Mean ±SD
conflicts due to the Director's management style	Man	58	3,88±1,061	primary	49	3,71±1,155	under 10 years	37	3,54±1,238
							10 to 20 years	43	3,84±1,132
	Woman	61	3,54±1,233	high	70	3,7±1,172	over 21 years	39	3,72±1,123
Conflicts due individual factors	Man	58	3,71±0,937	primary	49	3,71±1,118	under 10 years	37	3,78±0,976
							10 to 20 years	43	3,77±0,895
	Woman	61	3,82±0,958	high	70	3,8±0,809	over 21 years	39	3,74±0,993
conflicts due civilizing factors or culture	Man	58	2,98±1,162	primary	49	2,82±1,093	under 10 years	37	3,03±1,258
							10 to 20 years	43	2,74±1,136
	Woman	61	3,03±1,224	high	70	3,14±1,243	over 21 years	39	3,28±1,146
Conflicts due social factors	Man	58	3,19±1,067	primary	49	2,92±0,997	under 10 years	37	3,14±1,159
							10 to 20 years	43	3,12±1,179
	Woman	61	3,15±1,167	high	70	3,34±1,166	over 21 years	39	3,26±1,019
conflicts due lack of empathy	Man	58	4,05±0,963	primary sch.	49	4,27±0,836	under 10 years	37	4,41±0,798
							10 to 20 years	43	4,14±0,941
	Woman	61	4,36±0,775	high	70	4,17±0,916	over 21 years	39	4,1±0,882
Conflicts due formality	Man	58	3,02±0,964	primary	49	2,9±1,005	under 10 years	37	2,86±1,251
							10 to 20 years	43	3,02±0,988
	Woman	61	3,13±1,218	high	70	3,2±1,15	over 21 years	39	3,33±1,034
Conflicts due uncertainty	Man	58	3,22±1,009	primary	49	3,29±1,275	under 10 years	37	3,11±1,286
							10 to 20 years	43	3,21±1,081
	Woman	61	3,21±1,292	high	70	3,17±1,076	over 21 years	39	3,33±1,132
conflicts due miscommunication & misunderstanding information	Man	58	3,72±1,022	primary	49	3,86±1,118	under 10 years	37	3,81±1,126
							10 to 20 years	43	3,74±1,093
	Woman	61	3,69±1,162	high	70	3,6±1,069	over 21 years	39	3,56±1,071
conflicts due organizational weaknesses or division of tasks	Man	58	3,67±1,161	primary	49	3,35±1,052	under 10 years	37	3,57±1,144
							10 to 20 years	43	3,81±1,052
	Woman	61	3,48±1,058	high	70	3,73±1,128	over 21 years	39	3,31±1,104
conflicts affect the work environment	Man	58	4,14±0,926	primary	49	4,04±0,912	under 10 years	37	4,14±0,948

						10 to 20 years	43	4,53±0,735
	Woman	61	4,33±0,908	high	70	4,37±0,904	over 21 years	39 4±1
Conflicts affect interpersonal relationships;	Man	58	3,24±0,683	primary	49	3,24±0,879	under 10 years	37 3,32±0,747
							10 to 20 years	42 3,29±0,891
	Woman	61	3,36±1,058	high	70	3,34±0,778	over 21 years	39 3,26±0,785
conflicts affect the learning process	Man	58	3,52±1,232	primary	49	3,51±1,12	under 10 years	37 3,57±1,237
							10 to 20 years	43 3,93±1,183
	Woman	61	3,69±1,232	high	70	3,67±1,305	over 21 years	39 3,28±
lead to a drop in teacher mental strength conflicts	Man	58	4,03±0,936	primary	49	4,41±0,788	under 10 years	37 4,14±1,004
							10 to 20 years	43 4,23±0,812
	Woman	61	4,25±0,85	high	70	3,96±0,924	over 21 years	39 4,05±0,887
conflicts lead to an increase in work stress	Man	58	4,31±0,754	primary	49	4,08±0,997	under 10 years	37 4,19±0,908
							10 to 20 years	43 4,44±0,7
	Woman	61	4,26±0,893	high	70	4,43±0,65	over 21 years	39 4,21±0,864
satisfied conflicts between teachers are handled by the principal	Man	58	2,67±1,22	primary	49	3,06±1,449	under 10 years	37 2,76±1,321
							10 to 20 years	43 2,81±1,419
	Woman	61	3,3±1,346	high	70	2,94±1,226	over 21 years	39 3,41±1,117
satisfied conflicts between teachers and parents are handled by the principal	Man	58	3,1±1,003	primary	49	3,22±1,212	under 10 years	37 3,08±1,256
							10 to 20 years	43 3,19±0,893
	Woman	61	3,52±1,12	high	70	3,39±0,982	over 21 years	39 3,69±0,893

Table 2: T-test by gender and by school

	Gender					School				
	Levene's Test for Equality of Variances		t	df	Sig. (2-tailed)	Levene's Test for Equality of Variances		t	df	Sig. (2-tailed)
	F	Sig.				F	Sig.			
conflicts due to the Director's management style	3,661	,058	1,601	117	,112	,095	,758	,066	117	,948
conflicts due individual factors	,005	,945	-,649	117	,518	7,215	,008	-,485	117	,628
conflicts due civilizing factors or culture	,005	,946	-,228	117	,820	4,118	,045	-1,481	117	,141
conflicts due social factors	,596	,441	,205	117	,838	5,153	,025	-2,131	112,310	,035
conflicts due lack of empathy	,802	,372	-1,932	117	,056	,554	,458	,570	117	,570
conflicts due formality	7,014	,009	-,567	113,342	,572	1,269	,262	-1,484	117	,140
conflicts due uncertainty	3,677	,058	,052	117	,959	2,649	,106	,528	117	,598
conflicts due miscommunication & misunderstanding information	,807	,371	,177	117	,860	,151	,698	1,267	117	,207
conflicts due organizational weaknesses or division of tasks	,481	,489	,968	117	,335	,017	,895	-1,867	117	,064
conflicts affect the work environment	,026	,872	-1,130	117	,261	,018	,895	-1,957	117	,053
Conflict affect interpersonal relationships	7,214	,008	-,799	110,037	,426	,855	,357	-,641	117	,523
conflicts affect the learning process	,114	,736	-,758	117	,450	1,576	,212	-,702	117	,484
conflicts lead to a drop in teacher mental strength	,033	,856	-1,291	117	,199	,127	,722	2,781	117	,006
conflicts lead to an increase in work stress	,017	,897	,316	117	,752	3,524	,063	-2,299	117	,023
satisfied conflicts between teachers are handled by the principal	,394	,531	-2,640	117	,009	2,254	,136	,481	117	,632
satisfied conflicts between teachers and parents are handled by the principal	3,096	,081	-2,157	117	,033	4,038	,047	-,800	117	,426

*. The mean difference is significant at the 0.05 level.

Table3: ANOVA

		Sum of Squares	df	MeanSquare	F	Sig.
conflicts due to the Director's management style	BetweenGroups	1,759	2	,879	,650	,524
	WithinGroups	156,947	116	1,353		
	Total	158,706	118			
Conflictsdueindividualfactors	BetweenGroups	,031	2	,016	,017	,983
	WithinGroups	105,381	116	,908		
	Total	105,412	118			
conflicts due civilizing factors or culture	BetweenGroups	5,935	2	2,968	2,137	,123
	WithinGroups	161,056	116	1,388		
	Total	166,992	118			
Conflictsduesocialfactors	BetweenGroups	,460	2	,230	,182	,833
	WithinGroups	146,179	116	1,260		
	Total	146,639	118			
conflicts due lack of empathy	BetweenGroups	2,076	2	1,038	1,343	,265
	WithinGroups	89,671	116	,773		
	Total	91,748	118			
Conflictsdueformality	BetweenGroups	4,352	2	2,176	1,829	,165
	WithinGroups	137,968	116	1,189		
	Total	142,319	118			
Conflictsdueuncertainty	BetweenGroups	,969	2	,484	,357	,700
	WithinGroups	157,351	116	1,356		
	Total	158,319	118			
conflicts due miscommunication & misunderstanding information	BetweenGroups	1,254	2	,627	,522	,595
	WithinGroups	139,451	116	1,202		
	Total	140,706	118			
conflicts due organizational weaknesses or division of tasks	BetweenGroups	5,242	2	2,621	2,173	,118
	WithinGroups	139,900	116	1,206		
	Total	145,143	118			

	BetweenGroups	6,390	2	3,195	3,984	,021
conflicts affect the work environment	WithinGroups	93,022	116	,802		
	Total	99,412	118			
	BetweenGroups	,123	2	,062	,091	,913
Conflict affect interpersonal relationships	WithinGroups	78,986	116	,681		
	Total	79,109	118			
	BetweenGroups	8,668	2	4,334	2,961	,056
conflicts affect the learning process	WithinGroups	169,769	116	1,464		
	Total	178,437	118			
	BetweenGroups	,675	2	,338	,417	,660
lead to a drop in teacher mental strength conflicts	WithinGroups	93,896	116	,809		
	Total	94,571	118			
	BetweenGroups	1,646	2	,823	1,214	,301
conflicts lead to an increase in work stress	WithinGroups	78,639	116	,678		
	Total	80,286	118			
	BetweenGroups	10,233	2	5,117	3,048	,051
satisfied conflicts between teachers are handled by the principal	WithinGroups	194,758	116	1,679		
	Total	204,992	118			
	BetweenGroups	8,289	2	4,145	3,710	,027
satisfied conflicts between teachers and parents are handled by the principal	WithinGroups	129,576	116	1,117		

*. The mean difference is significant at the 0.05 level.

comparisons test showed statistically significant differences only between teachers with more than 21 years of teaching experience and those with 10 to 20 years of teaching experience ($p=.034<.05$) with teachers with fewer years of teaching being more satisfied ($M=3.69$) than teachers with fewer years of teaching ($M=3.08$) (Table 1, Table 3).

4. Discussion- Conclusion

If we take into account that no matter how hard we look we will not meet identical people, that even between identical twins their personalities, their values, their beliefs, their wants, their goals, their beliefs, their needs, their worldview, are not identified then it is realized that it is impossible to wait for the conflicts to disappear. Within this spirit different conflicts appear in school organizations (Hakvoort, Larsson & Lundstrom 2020), a micrograph of society, with great heterogeneity and interpersonal relationships at multiple levels. Today, contrary to the traditional view that conflicts should be avoided because they are harmful to organizations, it is argued that they can be beneficial when managed constructively (De Dreu, 2008). Consequently, it is a task primarily of the executives and secondarily of the teachers to succeed through appropriate strategies to manage them or even mitigate them in order to increase the performance and efficiency of the school organization. This naturally presupposes the identification and precise determination of their causes.

Therefore, this study tried through empirical data to determine the generative causes, the consequences and the degree of satisfaction of teachers working in public schools in Greece with the way conflicts are managed by the principal.

Teachers in general, regardless of their gender, men and women, the level of education they work (primary and secondary) and years of teaching (up to 10 years, from 11 years to 20 and over 21 years) support to the same extent that conflicts can arise due to lack of empathy, Manager's management, individual factors, miscommunication and misunderstanding of information, organizational weaknesses or even division of tasks, formality, cultural factors or culture uncertainty. However, social factors were the only cause that differentiated the perceptions between teachers working in different levels of education with teachers working in secondary education seeing them as more important for the occurrence of conflicts. The reasons for this result remain unclear, however there is a possibility that this is happening due to the fact that teachers with different specializations work in secondary education, in contrast to primary education. For example, in secondary education, each subject is taught by a different teacher while in primary education the lessons are mainly taught by the class teacher.

In addition, it was found that primary school teachers believe that conflicts lead to a greater increase in work stress and a drop in morale. Work overload and interpersonal conflicts have been considered particularly stressful factors (Jaramillo, Mulki & Boles, 2011), while a qualitatively positive school climate affects the type of emotions, i.e. the mental mood of teachers, and vice versa (Saitis, 2008). The multiple increased demands of the teaching subjects of the teachers of primary education in contrast to their colleagues in secondary education who teach a subject such as physics, mathematics combined with the upcoming assessment with criteria that are not clearly defined by the recent law of education in Greece may have led to the increased stress but also the greater drop in morale felt by the teachers of this level of education. It is argued that morale is one of the most critical success factors of organizations (Bakotić, 2016). The expression "Ethical flourishing!" was started to refer to the morale of the soldiers, however its use has been generalized and today it is often used when dealing with difficult situations demonstrating its special importance of this parameter in effectively dealing with difficult situations.

On the other hand, teachers with more years of teaching, over 21 years compared to teachers with fewer years of teaching, 10 years or less, reported that conflicts affect the work environment to a greater extent. Employees - teachers - spend a significant part of the day inside the school organization. Therefore, it is important that working hours create pleasant feelings and be used constructively. Only in this way will employees be able to invest in their work despite fatigue, physical or mental they feel (Barry, 2000), to increase their performance and their creative mood. When we refer to the work environment, we do not mean only the workplace in the narrow sense of the physical space but also the social relations, the relations of interaction and cooperation that develop within it to achieve a goal or a vision in a way that employees are satisfied. It is an indisputable fact that the interiors and exteriors of primary schools are painted, the rooms are larger creating a pleasant mood in contrast to secondary schools which are often duller, colorless and poorly lighting. Possibly this parameter is the most easily manageable as students and teachers within the framework of actions can contribute to the aesthetics of the internal and external spaces of their schools. With reference to the second parameter of the working environment, i.e., an appropriate organizational climate, education executives should find ways to increase motivation, incentives by providing appropriate rewards/awards to everyone and mainly to

teachers with more years of active teaching so that they are led on the one hand to improvement of the working environment and, on the one hand, to the satisfaction of all the teachers who serve in the school unit. In this direction, education executives in general and school principals in particular could ask teachers what it is that satisfies them or does not satisfy them in their working environment and accordingly make the appropriate interventions, thus improving the working conditions of their employees. Education executives should give due weight to this parameter as it can affect the effectiveness and performance of the school organization. Finally, women compared to men judged more positively the way the Principal handled interpersonal (between teachers) and inter-group (between teachers and parents) conflicts, and teachers with more years of service compared to their colleagues with less years more positively the way the Director manages inter-group (between teachers and parents) conflicts. Similar results of dissatisfaction with the ways in which problems were resolved by the head were also verified by Makaye and Ndofirepi, (2012). The results show the complexity of the phenomenon and the heterogeneity due to the different experiences of the teachers. Regardless of the reasons and causes, teachers agree that conflicts are present with the principal/leader of the school organization called upon to mitigate them and "exploit" them for the benefit of the school unit (Papageorgakis&Sismanidou, 2016).

Effective school principals should create an atmosphere of collegiality in which conflict is managed for the benefit of all. However, most of the managers do not have the necessary knowledge and as a result they operate by instinct resulting in the appearance of high rates of conflicts (Msila 2012; Okotoni&Okotoni, 2003). It is important that principals develop conflict management skills if their schools are to thrive. to train and then to train the teachers in conflict management tactics with the ultimate goal of creating groups.

5. References

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