



## **Conflict management in community school**

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### **Abstract**

Conflict is an essential and unavoidable human phenomenon. Conflict exists in each and every facet of the society: Schools either privates or community based are no an exception where school teachers, students, parents and the management committees are the major stakeholders. The present study attempts to explore the perceptions towards conflict, reasons for conflict in school as well as identify strategic for conflict management in community school. This study is based on phenomenology research approach. Participant in this study were head teacher, teacher and chairperson of school management committee, who were involved in school education. Head teacher and chairperson school management committee are selected by purposive sampling; two teachers and one non-teaching staff are selected in random sampling. Questioners, in-depth interview, interaction and records of School management committee minute book are the primary sources and conflict related journals, books are the secondary sources.

The traditional view of conflict is believed that the conflict is something bad, that it is destructive for the organization, and that it should be avoided but modern organizations have recognized the necessity of conflicts and do not run away from the conflicts among its employees. Conflicts at the school are caused by differences of opinion and negative situations. School conflicts are caused by lack of communication and organizational factors. School conflicts have both positive and negative outcomes in terms of psychological, social and organizational aspects.

Conflict management strategies are essential in order to utilize them for handling conflicts in the schools. Prominent conflict handling styles include; competing, avoiding, collaborating, compromising and accommodating.

Conflict resolution and peer mediation training is managed constructively in every classroom and school. Awareness should be raised for all educators related to effective conflict resolution at schools so that each educator can be involved in the process. Necessary precautions should be taken prior to conflict situations so that conflicts related to educators, school environment and students do not negatively affect the quality of education and training. When managed effectively, conflicts can offer positive contributions to both school goals and to educators and students.

**Keywords:** school conflict, perceptions, stakeholder, school culture, strategies

### **Introduction**

Conflict is an essential and unavoidable human phenomenon. The extent through which human interaction takes place there is a likelihood of personal likes and dislikes. Such agreements and disagreements among individuals and groups are confined to the conflicts. Conflicts are neither constructive nor disruptive but the ways these are handled make them either positive or negative. The practice of recognizing and dealing with disputes in a rational, balance and effective way conflict management implemented within a school and business environment usually involves effective communication, problem resolving abilities and good negotiating skill to restore the focus to the overall goal of company.

Thomas (1976) defines conflict as the process begins when one party perceives the other has frustrated, or is about to frustrate, some concern of his. Any organization that is experiencing conflict within the team has a choice. Conflict can destroy the group, or this can be an opportunity to create a new direction for the team. It does not just appear. Conflict evolves. Conflict in the workplace typically involves differences of opinion, style, or approach that are not easily resolved. These can lead to hurt feelings and altercations among employees. Conflict may occur between co-workers, or

between supervisors and subordinates, or between service providers and their clients or customers. Conflict can also occur between groups, such as management and labor, or between whole departments. Some conflicts are essentially arbitrary, meaning it doesn't matter who "wins," only that the problem is resolved so everyone can get back to work. But some conflicts reflect real disagreements about how an organization should function. If the winner of the conflict happens to be wrong, the organization as a whole could suffer. In the school different stakeholder are collaborating and integrating with collective effort for the better education and improvement of the school. The teacher's students, parents and the school management committee are the main aspect for the quality education. Individual difference is common features of the human beings, between individuals arising out of a difference in thought, process, attitudes, understanding, interests, requirements and even sometimes perceptions. Quality education is the product of collective effort of all stakeholders. Abreu (1982) [1] agreements and disagreements among individuals and groups is confined to the conflicts. Conflicts are neither constructive nor disruptive but the ways these are handled make them either positive or negative. This paper focuses on conflict among teacher- teacher, Head

teacher- teacher, Head teacher –School management committee, Teacher parents. This paper aims to present the concept of conflict in school and strategies used in conflict management at school.

Commonwealth Secretariat (2000) <sup>[2]</sup>, state that the governance of a school is done through a coalition of interests performing different functions all aimed at enabling the school to operate and achieve its aims. This is in line with the observation by Owens (1987) <sup>[12]</sup> that people in generations have definite roles to perform and many interactive factors help to determine precisely their particular performances.

In Nepalese school there are main role of school management committee. It is authorized body to conduct the school. Public school management is passive due to lack of economic benefit. Isis voluntary service for them so they don't like to be active. Administrative authority is school head teacher. He should be responsible towards School management committee, as well all parents' teacher and students. There are conflicts between teacher and headmaster, school management committee and head teacher, teacher staff and head teacher, students and head teacher, among teacher, among students. Conflict of stakeholder is serious for the effectiveness of school so should minimize as soon. The causes of conflict range from philosophical differences and opposite goals to power imbalances. Unmanaged conflicts generate atomization in trust and lost productivity. In School there are different stakeholders such as Parents, Teacher, Students, School Management Committee, Parents Teacher associations. School Management Committee is the executive body for the school electing forms the parents where school head teacher is secretariat for the SMC. Head teacher and SMC Chairperson is main for the decisional process in the school management, if there is interest of SMC or head teacher dispute might occur, likewise decision making, staff appointment, different opportunity taking there might dispute occur. Teacher-Teacher, Teacher -Parents and Teacher-Students might occur disputes are very common in School.

What sorts of relation is needed among the teacher staff, student -teacher, teacher- school management committee, and teacher - parent teacher association are essential factor for enhancing the quality education at school. How school process /culture contribute or minimize conflict? It is focus on school management committee and Head teacher, Head teacher and teacher, Teacher and Teacher. Research questions of this issue are: what are the reasons or sources for the conflict among them? How they perceived the conflict and its impacts for the quality education? What sorts of strategies are being practicing at school for the conflict management? How school conflict emerged? How the leaders negotiate the party? How is the nature of conflict? How conflict cause effective school management? How it can be managed? Does serious questions that the every administrator should identify? Are the question's answer are focus in this study.

This study is based on school conflict reference to teacher and teacher, Teacher and head teacher and head teacher and school management committee based on phenomenological research design. In depth interview and focus group discussions are conducted to collect data. It is focus on perceptions towards conflict, causes of conflict and strategies of conflict management. The findings of this study can be generalized in

community school in Bhojpur district in Bhojpur resource centre. This research is conducted in Bhojpur district in Shree Radha Krishna Secondary school Shyamsila. The school was running in a very systematic way and my visit at school was also taken very formally. I couldn't create friendly atmosphere (actually, being treating as a guest, I was not in a position to freely wander around the school) to discuss and interview in the most natural settings, It became very formal.

### **Theoretical and Conceptual Framework**

In my study I used conflict theory specially, Dahrendr off power theory, Karl Marx class struggle theory and Feminist conflict theory.

Conflict theory of Dahrendroff (2006) states people use power to fulfill their needs and interests, and those who are powerless are in struggle. Society can be split up into the "command class" and the "obey class". The command class exercises authority, while the obey class does not. This theory helps me to study the conflict between teacher and head teacher, head teacher and school management committee relation to authority of command class (SMC and School Administrator) with other teacher and staff. Dahrendroff claims that authority relations are the basis of social conflict. The authority is related to positions not individuals. Here this argue helps me how the position (power) causing conflict with staff and stakeholder? This theory tells subordination and authority are products of expectation specified by society, and if those roles are not adhered to, sanctions are imposed and focuses on conflicts of interest and the force that holds society if so it is helps me to study the how interest of command class plays role in school conflict?

According to Fridrich E. & Karl Marx (1988), Function and role of social institutions can be best understood by class system. As per his doctrine, social institution; education system strengthens existing class system that contains two main classes: bourgeoisie, haves; and proletariat, haves not. In this system "haves" own the power to rule over the proletariats. Bourgeoisie are taking more economic advantage exploiting the proletariat (cf. Marvin, 1980) <sup>[16]</sup>. They can't raise their voice at first but gradually they known injustice on them and become united to raise voice against them. According to this theory, in educational institutions there are school management committee and school administration use power and authority to fulfill their needs and interest to the subordinate (teacher and staff) causing conflict. Here teacher and other staff are looking for the opportunities and economic advantages but the administrator aren't ready to provide them. The ideology of ruling class is disseminated by education system which establishes status quo.

Thomas (1963) <sup>[15]</sup> states that, Feminist conflict theory argue that women have traditionally been oppressed so that men can benefit from positions of power, wealth, and status. Thomas claim that the conflict over limited natural resources is what led men to relegate women to domesticity. This interpretation of conflict theory also leads to the idea that men cannot be trusted to give power to women because this gift would conflict with their inherent nature. This theory helps me to study the female teachers' role and their challenge and conflict with other staffs and administration. In school male teachers are dominating female teachers. In school management

committee especially female members are involved just for formality with no role in any function and process.

**Conceptual Framework**

Conflict theory seeks to scientifically explain the general contours of conflict in society: how conflict starts and varies, and the effects it brings. Thomas (1977) [18], states that the central concerns of conflict theory are the unequal distribution of scarce resources and power. What these resources are might be different for each theorist, but conflict theorists usually work with Weber’s three systems of stratification: class, status, and power. Conflict theorists generally see power as the central feature of society, rather than thinking of society as held together by collective agreement concerning a cohesive

set of cultural standards, as functionalists do. In school head teacher, vice head teacher and other in charge of different department has authority, so they role to other teacher and staff. Conflict theorists would argue that all groups in society are born from conflict. An example might be that of labor unions, which are developed to fight for the interests of workers, whereas trade organizations are made to fight for the interests of the moneyed classes. This theory of groups is opposed to functionalism in which each of these groups would play a specific, set role in society. Competition over scarce resources (money, leisure, sexual partners, and so on) is at the heart of all social relationships. Competition rather than consensus is characteristic of human relationships.

**Conceptual Framework**

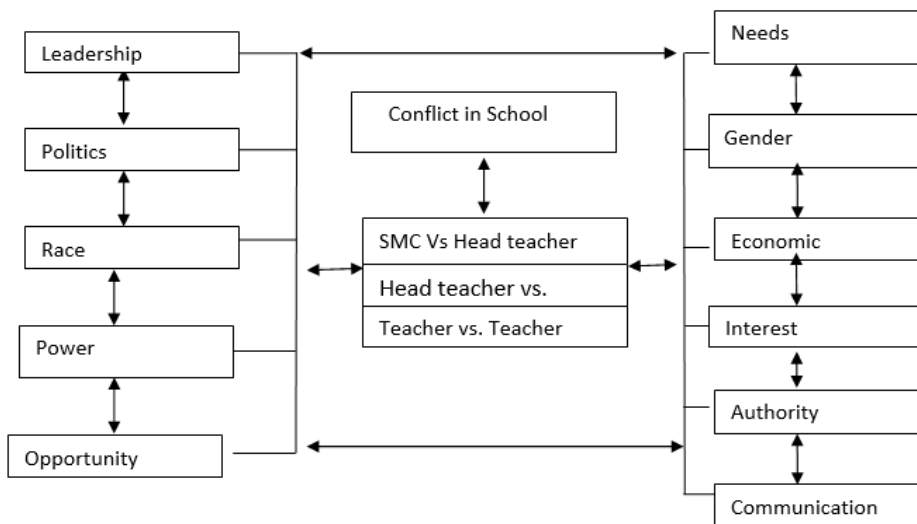


Fig 1

**Methodology**

This study employs phenomenology research design. Phenomenology is known as educational qualitative research design (Ponce, 2014; Creswell, 2013, Marshall & Rossman, 2010) [3]. The philosophical basis of qualitative investigation stems from phenomenology, from hermeneutics and from existentialism. (Lucca Irizarry and Berrios Rivera, 2013) [11]. Therefore, qualitative research is contextualized in different philosophical paradigms which center on diverse conceptions of reality (Guba & Lincoln, 2000; Denzin & Lincoln, 2008) [10, 10]. Participant in this study were head teacher, teacher and chairman of school management committee, who were involved in school education. Head teacher is administrative as well as academic authority for the operation of the school. He is coordinating with school management committee, parents, teaching and non-teaching staffs, students and other stake holder. Head teacher and chairperson school management committee are selected by purposive sampling; two teachers and one non-teaching staff are selected in random sampling. Questioners, in-depth interview, interaction and facts of School management committee minute book are the primary sources and conflict related journals, books are the secondary sources.

Data for this study were collected through five individual, semi-structured interviews. I have developed a series of open-ended questions to capture the perception towards conflict, during my focused interview with sample population I used mobile as recording device. I wrote a descriptive account of their experience, which included all the events, examples, and anecdotes associated with conflict experiences with some direct quotes significant to this study. In writing those accounts, the intended outcome of this process was to create a small number of summary categories to capture the key themes in their stories. Participants were articulate enough to explain their experiences and perceptions. I recorded all interviews at mobile phone and write down on paper then select common ground for general theme, basic theme and global theme. I transcribe the theme and edited for accuracy by the participation. Interaction, in depth interviews were taken with participation developing rapport with them facts and dates are collected. All the interviews are recorded transcribed coded and interpreted.

**Discussion of the Results**

In this chapter, I have described the stories of participants taken from primary and secondary sources concerning their

reasons, perceptions towards conflict and strategies for conflict management.

### **Reasons for School Conflict**

Where there are people, conflict often exists. People disagree for a variety of reasons. Many school leaders try to minimize workplace conflicts to promote a positive corporate culture with high team morale. While conflict is usually seen as negative, but school administrator should consider that there are positive aspects of conflict that improve the quality of education and culture of school environment. The reasons of school conflict by the participations opinion are:

#### **Difference in opinion and negative situations**

School is a mini society where teacher students' parents' school management committee are the main stakeholder. Roles and responsibilities of all stake holders are different but equally important. Interview taken from the head teacher defined school conflicts as differences of opinion and negative situations. My participation 5 teachers (P5) and Head Teacher who have been teaching here for 5 years in this school state that

Disagreement and confrontation with teacher parent administrator and students. Different belief, values and understanding of people there are inability to find common ground and unity in ideas, having different views, clash of ideas dis harmony. Not tolerating, not respecting others values, destructive attitude that cause difference on opinion. Teachers who defined conflicts as negative situations emphasized the concepts: forming groups with likeminded people or making group and not responding administration not supporting them, harming others, communication gap, ideological disputes and prejudices that create negative situations.

As regarding the opinion of the participations school conflict is difference in opinion and negative situations. In school there are various teacher from different opinion ideology cultural background so three would be problems in common opinion and they doesn't like to respect each other's identity (Argon, 2014) that cause confrontation with teacher and administrations.

In my observation I found teacher leader from different political ideology are not responsible with school administration. They exercise their power towards administration. Administration can't make them responsible. Such practices make other responsible and dedicated personnel humiliation and practice to follow them. Whenever personnel become irresponsible at school, School administration questions towards them this interactive process and human relation (Rahim, 2001) is the reason for negative situation which causes communication gap and misunderstanding each other internal tension, unconformity,

#### **Lack of communication**

Communication is key functions of manager. Effective communication among all teaching and non-teaching staffs is important (Robbins, 2010) in all organization. My respondent (P5) stated that

Unresponsiveness, disagree, personal judgments, persistency and misunderstandings generate conflicts that are based on

communication. Not respecting each other's opinion ignoring other, underestimating other information gap, disrespect towards others views caused conflict.

I am agreeing with the idea and support that communication gap plays important role for conflict. Communication must be clear and effective. Problems in communication is the caused by indifference in staffs, due to their personality, perception and attitude, value culture, religion (Karcıolu & Aliogulları, 2012), If somebody disagree with other he doesn't share ideas and information. Personal judgments create misunderstanding and try to ignore other causes communication gap. A lack of communication lead to misunderstanding, which in turn can lead to mistakes, missed deadlines and altered project directions. If a staff member feels her work or time has been wasted or blames a colleague for not conveying the proper information in a timely manner, frustration can result. Misunderstanding often arises when instructions are not clearly communicated, updates and status reports are not shared right away or there is no lead person responsible for a project or task. Agreeing this argument my participant head teacher claim that "Non responsiveness causes conflict". Teacher students and other staff request for information, clarification or opinion. When the authoritative body delay in response they feel being intentionally non communicative and interfering with her ability to perform her own job. This can create a toxic, non-collaborative environment, even if the non-responsiveness is due to an oversight or other benign cause.

#### **Personal Reasons**

Difference people have different ideas views and opinion. Personal behavior, culture, attitude personal relationships plays important role in a my participation 'head teacher' said that personal reasons that create conflicts are Unnecessary complaints, high expectations, dissatisfaction about meeting their expectations/desires, personal ambitions and weaknesses, prejudices, cultural and economic differences, ignorance, lack of tolerance and misunderstandings.

I support this opinion, the personality types, educational and cultural levels, experiences, skills, emotions, beliefs and thoughts of the staff result in viewing and interpreting the same events and situations differently (Korkmaz, 1994). Conflicts can also occur due to differences in interpersonal skills and competences, personality characteristics, views, values, moral judgments and emotions as well as communication gaps (Bartol and Martin, 1991).

#### **Political ideology and organization**

Political and ideological conflict reasons are lack of respect towards different opinions, lack of tolerance and insistence on personal judgments while organizational reasons include my participation head teacher said that

"Inability to follow rules, neglect of duty, negative impact of the social environment, student absences, failure in education and training and unjust practices in task distribution".

It is more generable to various situations that caused conflict. As can be seen from both the main themes and the sub categories, conflicts can be caused by many reasons. Literature also states that classifying conflicts under specific headings is not a correct approach (Huczynski and Buchanan,

1991). However, reasons based on personal characteristics (Ozkalp and Kirel, 2001) and based on organization and management structure are regarded as the main reasons behind conflicts. Although the organization and its aims are common, In addition, just like individual differences, political and ideological differences of opinion should be used as a source of enrichment and not as a reason for polarization and enmity. Teachers employed at schools should interact with each other socially to ensure benefits for themselves and for the organization. Otherwise, tensions will occur and peace, collaboration and team spirit will be harmed and an undisciplined environment will materialize. This will result in other conflicts in addition to decreasing performance and motivation and harming the quality of education.

### **Perceptions towards Conflict**

Perception is process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. What are the perceptions towards conflict stories from the participant are described below:

#### **Conflict as negative outcomes/situations**

School administration and teacher staff still have the traditional assumptions towards the conflicts because the majority of teachers consider conflicts as unnecessary and disturbing situations based on traditional view. Conflicts are considered to be phenomena that hinder the realization of school goals and that harm educators and students. Therefore the majority of teachers do not believe that conflicts at schools can create opportunities to resolve problems related to management. According to my participation (P5) opinion: Conflict is negative situations and negative impact of school conflicts manifest themselves psychologically, socially and organizationally. Conflicts create anger, lack of communication, harming the self and others, unease, lack of trust, feelings of insignificance, unhappiness, disappointment, frustration, stress and indifference psychologically. Conflicts which increase negative thoughts and emotions in the personnel are also reflected on the work and decrease motivation.

As stated opinion of my participations their opinion is still practices in all the situations and all the schools. It is regarded as traditional views. Personnel who cannot control the conflicts do not only reflect these negative results on themselves but also on their colleagues and there by experiencing breakdowns in their relationships with their colleagues. Conflicts can result from individual conflicts, interpersonal conflicts and organizational conflicts (Ate, 2015). According to the head teacher one of my participation said that

Conflict waste the time and resources, increase animosity and hostility among the personnel and result in lack of tolerance, violence, formation of groups with likeminded people, polarization, enmity and prejudices, Break down in relationships among the colleagues bring negative emotions such as lack of trust and Suspensions.

Supporting the opinion I argue that Conflict may lose precious time and resources. Instead of concentrating on meeting their objectives, employees waste time on divisive issues. Misuse tools equipments and materials of the school materials and

funds is quite rampant when conflicting parties engage in “warfare.” wrangle, stress and emotional confrontations reduce the workers' productivity, and eventually, the Profitability of the school.

Organizational results of conflicts are tense and unsettled environments. There are no good relationships with staffs and co-workers. There are no effective communication. Damaged team spirit and communication, forming groups with ideologically likeminded people, decreased productivity and performance, decreased motivation and achievement, lack of discipline, increases in drop outs and decreased school quality. Therefore, when conflicts are not effectively managed, the school environment is also negatively affected. In addition to creating waste in terms of effort, time and financial resources, conflicts also result in deviation from the aims and can even end up in leaving the organization.

#### **Conflict as positive outcomes /situations**

Positive outcomes of conflicts are observed in personal, social and organizational aspects. It is modern concept of conflict. In terms of personal aspects my participation said that School conflicts result in learning correct behaviors, realizing mistakes, distinguishing different ideas, regarding events from multiple perspectives, developing new ideas and methods, finding the truth and relaxation.

This opinion more critical towards conflict because most of the people feel conflict is negative and it shouldn't be in any organization or school but conflict is necessary that helps the school to run effectively and efficiently. In each issue there should be Comments, critiques, and disagreement from which leader should determine the best decisions. Misunderstanding of the individuals should be settling creatively. It helps the head teacher to be corrected and makes them realized their mistake gain various ideas and methods which gets from critiques. In terms of social and organizational aspects, my participation (P5) state that School conflicts result in communication among the staff, better understanding of one another, respecting others' opinions, reaching a consensus and being persuaded realizing the problems, overcoming/resolving existing problems, increasing competitive performance related to development of different and new solutions, creating a democratic environment and enriched views, embellishing the environment and reaching a common solution.

According to this argue, it is creative opinion really in positive way conflict make correction to their daily activities and to bring change in their understanding. It is very important for problem identifying and resolving. It makes personnel more democratic more competitive and more transparent in every activity. It makes teacher and other administrator more responsible and accountable. Conflicts are constructive situations that increase the quality of decisions made by the personnel, motivate them for creativity and innovation, encourage interest and curiosity among the staff, reveal problems and generate self-criticism and options for change when anger and tension are allowed to be expressed comfortably and this increases the performance of both the individuals and the group (Ateş, 2015). While conflicts provide flexibility in terms of alternatives of decisions in terms of different behaviors, they also result in the generation of higher level ideas due to clash of opposite ideas (Dinçer

and Fidan, 1996; Ertekin, 1993).

### **Conflict Management Strategies in School**

Decisions or plans designed to impact favorably the key factors on which the desired outcome of an organization is strategic. Effective conflict management strategies are essential for the improvement of school. Strategy is important because the resources available to achieve these goals are usually limited. Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions: A strategy describes how the ends (goals) will be achieved by the means (resources). Strategy can be intended or can emerge as a pattern of activity as the organization adapts to its environment or competes. It involves activities such as strategic planning and strategic thinking.

The conflict management strategic used in school as stated by the participations are:

#### **Accommodating**

This approach primarily determines the situation of the conflict and analyses the nature of and the conditions in which the conflict occurred. Moreover, it involves little concern for self and more concern for others (Rahim and Bonoma, 1979, cited by Rahim, 2001: 27–28)<sup>[13]</sup>. The accommodating style is one of sacrifice, selflessness and low assertiveness. My participation T5 states that

In school Parties are willing to give up just about everything in order to preserve the relationship with the other party, giving the opposing side what they want, allow the other party to satisfy their concerns while neglecting their own.

As regarding the opinion of the participation in school parties tries to understand each other the process involving allowing the other party to satisfy their concerns while neglecting your own. People who are accommodating are often described as being "nice" and find satisfaction in helping others to get their needs met. They tend to be sensitive to the feelings of others and try to be supportive, kind and nurturing. They will often put the needs of others before their own and portray a spirit of cooperation demonstrating the proverb "it is better to give than to receive". These traits were probably ingrained during childhood and may be reinforced by family, religious or other values. Individuals who have a tendency to be accommodating prefer the harmony, good will and reciprocity that is often associated with this behavior trait and feel that it serves them well most of the time. The appreciation and friendliness accommodators receive from others supports the old adage that "you catch more flies with honey than you do with vinegar". For this reason accommodators often feel that they get more than they give by taking this approach to life.

#### **Avoiding**

This approach involves little concern for self and others and is a technique of conflict management strategy that promotes the postponement of a situation and avoids any discussion of the problem with the parties involved. My participation as state that:

The parties are not paying attention to the conflict and not taking any action to resolve it. The avoidance strategy seeks to put off conflict indefinitely. By delaying or ignoring the

conflict the avoider hopes his problem resolves itself without a confrontation. Those who actively avoid conflict frequently have low esteem or hold a position of low power.

As state of my participations at school in some of the cases parties are not pay attention for conflict management they avoid the conflict. This style is only appropriate when the issues are of low importance, or it is clear to both parties that the consequences of delay in making a decision will be minimal. It may also be appropriate when you are being pressed to negotiate a peripheral issue and there is a much bigger - and more important - conflict looming. An avoiding style should be used sparingly and only when something is going to change the other person, or the situation. For example, it's ok to avoid a conflict with a co-worker if you know you are going to quit your job soon.

#### **Collaborating**

According to this approach the opposing parties with a favorable attitude develop the communication necessary to overcome any misunderstanding and to find the best possible solution. In addition the approach must involve confrontation and open discussion of the problem if it is to succeed in generating innovative solutions and promoting justice and fairness two essential elements for effective teamwork

Cooperating with the other party to understand their concerns and expressing own concerns in an effort to find a mutually and completely satisfactory solution. Collaboration works by integrating ideas set out by multiple people. Collaborating style strives to make sure that both sides are satisfied.

Regarding the participation's opinion collaboration strategies is creative solution acceptable to everyone collaboration through useful calls for significant time commitment not appropriate to all conflicts it is win-win situation of parties (Chen 2002). It requires an open discussion of all the issues and concerns, exploration of alternative solutions, and honesty and commitment from all the parties. To be successful, the collaborating style participants need to be able to surface concerns in a non-threatening way and think imaginatively. The collaborating style is an excellent way to merge insights from people with different perspectives on a problem, and the result can be a strong commitment to the solution from each side.

#### **Compromising**

The compromising strategy typically calls for both sides of a conflict to give up elements of their position in order to establish an acceptable if not agreeable solution. This strategy prevails most often in conflicts where the parties hold approximately equivalent power. As opinion of the participation

Parties are attempting to resolve a conflict by identifying a solution that is partially satisfactory to both parties, but completely satisfactory to neither, common solution to resolving disagreements in negotiation and mediation processes. Parties produce an agreement; compromise does not always resolve problems that contain underlying interpersonal or organizational conflict.

Regarding this opinion compromise is frequently a "settled" resolution to a problem and not typically the optimal solution sought by either party. It may generate a functional or material

solution but not resolve emotional or behavioral issues associated with the disagreement. As a result one or both parties in the dispute may continue to harbor ill feelings or other dissatisfaction that can surface again if the parties continue to have contact with each other.

### **Competing**

Competition operates as a zero-sum game in which one side wins and other loses. Highly assertive personality's often fall back on competition as a conflict management strategy. The competitive strategy works best in a limited number of conflicts such as emergency situations. Regarding the participations opinion:

A competing style is one in which the concerns and the position of the opposition are completely ignored. Winning the argument is the only metric, and any concession to the other side is seen as a sign of weakness. The conflict can be won by any means necessary: argument, rank (position or authority), or a political exercise of power.

As regarding the opinion both parties compete each other, no concern about the other side's feelings and how they will live with the decisions - that is their tough luck. The competing style can be appropriately used when the goal is quick action, or when there is little hope of consensus ever being reached.

Schools are social organization entities segmented into hierarchies of departments and individual. Conflict is a part of human life, respectively all of its aspects, it is impossible to avoid it in all sector private and public organizations. In traditional concept conflict is believed that the conflict is something bad, that it is destructive for the organization, and that it should be avoided but modern organizations have recognized the necessity of conflicts and do not run away from the conflicts.

The key person in school is head teacher and chairperson of the SMC who might have strategic of compromising, avoiding, collaborating, and competing for the quality school.

### **Conclusion**

Conflicts at the school are caused by differences of opinion (inability to reach consensus, disagreements, having different ideas etc.) and are negative situations (forming groups with likeminded people, unconformity, harming others, breakdowns in communication, ideological clashes and prejudices etc.). Psychological negative outcomes include anger, lack of communication, harming the self and others, uneasiness, unwillingness, insecurity, feelings of insignificance, sadness, resentment, frustration and stress; social negative outcomes include animosity and hostility, intolerance, violence, forming groups with likeminded people, enmity, polarization and organizational negative outcomes include a tense environment, weakened cooperation, breakdowns in communication, ideologically formed groups with likeminded people, decreases in productivity, performance, motivation and achievement, an undisciplined environment, quitting the profession and decreased quality of education. Personal positive outcomes of conflicts include learning accurate behaviors, realizing mistakes and different ideas, developing new ideas and methods, arriving at the truth, relaxation and compromise; social positive outcomes of

conflicts include enhanced communication, getting to know each other better, respecting others, compromise and organizational positive outcomes of conflicts include realizing problems and finding solutions, developing different and new solutions, increasing competitive performance, creating a democratic environment and enriching the organization.

School conflicts are caused by lack of communication (indifference, disrespect, personal judgments, persistency, and misunderstandings) and personal (unnecessary complaint, high expectations, personal ambitions, prejudices, cultural-economic differences etc.), political/ideological (disrespect for different ideas, intolerance, insistence on personal judgments) and organizational factors (not following the rules, neglect of duty, negative impact of the social environment, curriculum, failure in education, unjust practices at task distribution).

School conflicts have both positive and negative outcomes in terms of psychological, social and organizational aspects.

Awareness should be raised for all educators related to effective conflict resolution at schools so that each educator can be involved in the process. Necessary precautions should be taken prior to conflict situations so that conflicts related to educators, school environment and students do not negatively affect the quality of education and training. When managed effectively, conflicts can offer positive contributions to both school goals and to educators and students. Hence, in-service training courses and seminars should be organized so that teachers can better understand school conflicts and manage them effectively.

Conflict management strategies are essential in order to utilize them for handling conflicts in the schools. Prominent conflict handling styles include; competing, avoiding, collaborating, compromising and accommodating. Competing strategy characterizes assertiveness and uncooperativeness and it occurs when the parties involved work for their respective gains at the expense of opposite party. This style is described as power-focused style and might is right approach can best summarize this approach. Second strategy is avoiding which is both unassertive and uncooperative; in this the person involved work neither for his own benefit nor bothers about the other party. This is sometimes considered as best because it works on the principle of leave one alone. Collaborating approach is opposite of avoiding and is characterized by both assertiveness and cooperativeness. This style focuses on satisfying the needs of both parties involved. In this both parties agree on working together. A collaborative approach to conflict management, we argue, may enhance levels of trust and cooperation between the president and the board. Collaboration may be an especially useful strategy for resolving and/or regulating conflicts and loosening the grip of dissension where confrontation involves stakeholders with differential power and resource. Compromising style is a mid-way approach for conflict management, it adopts an intermediate course between assertiveness and cooperativeness and it is effective when both parties agree on sacrificing some concerns for achieving a solution. Finally, accommodating style is characterized by both unassertiveness and cooperativeness and it is the opposite of competing style. In this style an individual gives up some of his concerns so as to accommodate the needs of his adversary.

### Recommendations

Based on research findings I recommend to the policy level, Practice level and research level as below:

**Policy Level:** It's recommended to the Policy level authoritative body that, Conflict is free atmosphere conducive to constructive and creative work. Conflict should settle very wisely if it can't it harm very to the organization. Conflict resolution and peer mediation training should manage constructively in every classroom and school. There should be provision of counselor in educational institutions. Sincere efforts should be made to resolve tensions & cultivate an atmosphere of mutual acceptance and tolerance, accommodation & understanding.

### Practice level

In every school should perceived the conflict as a positive outcomes and it should be settle wisely in win win situations. Awareness should be raised for all educators related to effective conflict resolution at schools so that each educator can be involved in the process. Necessary precautions should be taken prior to conflict situations so that conflicts related to educators, school environment and students do not negatively affect the quality of education and training. When managed effectively, conflicts can offer positive contributions to both school goals and to educators and students. Hence, in-service training courses and seminars should be organized so that teachers can better understand school conflicts and manage them effectively. Teacher head teacher and member of SMC should focus on creative opinion and positive comments of other. They should bring change in their understanding as views of others positive critiques and comments. It is very important for problem identifying and resolving one another opinion. It makes personnel more democratic more competitive and more transparent in every activities. It makes teacher and other administrator more responsible and accountable. Conflicts are constructive situations that increase the quality of decisions made by the personnel, motivate them for creativity and innovation, encourage interest and curiosity among the staff, reveal problems and generate self-criticism and options for change when anger and tension are allowed to be expressed comfortably and this increases the performance of both the individuals and the group.

### Research level

I recommend future research expand the scope of my original study. By interviewing a larger number of school teachers from a variety of geographical locations, races, genders, ages, and socioeconomic backgrounds, the data would be more substantive, and increase the reliability of my study. In addition, future research might include studies of effects and consequences of conflict.

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