

# Organizational Conflict among Teachers and the Principal's Strategies of Dealing with It from the Teachers' Perspective in Schools of Jordan

Ali Mohammad Jubran<sup>1</sup>

<sup>1</sup> Department of Administration and Educational Foundations, Faculty of Education, Yarmouk University, Yarmouk, Jordan

Correspondence: Ali Mohammad Jubran, Department of Administration and Educational Foundations, Faculty of Education, Yarmouk University, PO box 1163-566, Irbid, Jordan. E-mail: jubran30@yu.edu.jo

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## Abstract

This research aimed to evaluate the degree of organizational conflict among teachers in Jordanian schools, along with the principal strategies to deal with them effectively. The research population was based on a sample of 123 teachers from Irbid, Jordan for the academic year 2013/2014. A descriptive research approach was adopted with the help of a questionnaire inclusive of 40 items to identify the problems that cause organizational conflict; distributed across four areas. Another questionnaire consisting of 34 items was developed for the strategies to deal with organizational conflict. The degree of organizational conflict in Jordanian schools was moderate. Ranking from most commonly to least frequently-used strategies for organizational conflict management in schools were cooperation strategy, reconciliation, courtesy and avoidance. Results indicated that there was statistically no significant difference ( $\alpha \leq 0.05$ ) due to the effect of gender in all areas. Furthermore, the results pointed out lack of differences related to teachers' qualification. The differences were indicated mostly in favor of males and a lack of statistically-significant result ( $\alpha \leq 0.05$ ) due to the impact of the teachers' experience, as well as, qualifications in creating impacts on strategy (except for avoidance). As per the findings, there was a statistically-significant positive relationship between personal problems faced by teachers, along with the existence of a negative relationship between school management and individual teachers to reconcile strategy, and strategic cooperation. This was observed in relationship to the level of efficiency and success of strategy and strategic cooperation, courtesy strategy, and strategy of avoidance.

**Keywords:** strategy, organizational conflict, conflict management, teacher, principal, Jordan

## 1. Introduction

Educational institutions underlie recent trends that express the importance of organizational conflict and strategies to deal with them, in an academic context. Currently, employees make efforts to increase their productivity, which is directly related to an organization's performance. They have been increasingly interested in behavioral research for knowing different aspects of organizational members, and the ones that drive performance and cause benefits for both the employee and the organization.

In the social context, more emphasis is on the interactions among teachers and students. These social processes make a significant impact on the emotional, academic, and social development of the learner (Engelbrecht et al., 2015). It is a natural phenomenon that individuals confront conflicting situations when they come in contact with each other. It mainly occurs when individuals struggle with differences in goals, abilities and aptitudes. Perhaps an individual dealing with different levels of conflict may cause different effects on another individual on one hand, and on the organizational regulations, on the other (Bader, 2009).

The organizational conflict management phenomenon lacks in organizations, while they occur in multiple formats in different social systems. These systems seek to work in order to achieve some defined goals. Hence, this research is based on the idea that identifies emerging conflicts in various educational institutions of Jordan. It further seeks to resolve these conflicts and reduce them by adopting different managerial strategies.

### *1.1 Problem of the Research*

Today, schools suffer from management problems that lead to conflicts among teachers, whether they are for a personal reason, academic, administrative or social. While conflicts are not always condemnable, their existence within a certain confinement seems acceptable. Therefore, the problem of the research is to identify the types of conflicts among teachers in Jordanian schools, and the principal strategy to deal with these conflicts in order to reduce them and increase teachers' efficiency at work.

### *1.2 Research Aims and Objectives*

The aim of this research is to examine the degree to which conflicts exist within organizations in Jordanian schools, and to evaluate the factors that give birth to such conflicts. It is based on the following objectives:

- To identify the types of dominant organizational conflicts among teachers in schools of Jordan.
- To identify, as well as, understand the factors that create organizational conflict in educational institutions.
- To examine the effects of these conflicts on educational institutions and the individuals.
- To evaluate the methods and strategies by which organizational conflicts can be managed effectively.

### *1.3 Research Questions*

- What is the degree of existence of organizational conflict among teachers in schools of Jordan from teachers' perception?
- What are the strategies that used in schools of Jordan principals for dealing with organizational conflict from the perception of teachers?
- Are there any significant differences (at the level of significance:  $\alpha \leq 0.05$ ) in the research sample due to gender, experience and qualification?
- Are there any significant differences (at the level of significance:  $\alpha \leq 0.05$ ) in the research sample of the strategies to be used in organizational conflict management related to gender, experience and qualification of the teachers?
- Is there a statistically significant correlation (at the level of significance:  $\alpha \leq 0.05$ ) from the viewpoint of the research sample with respect to the prevailing regulatory conflict among teachers in schools of Jordan and strategies to deal with it from the perception of teachers?

### *1.4 Significance of Research*

School managements promote the emergence of organizational conflict in order to encourage principals to create an acceptable atmosphere to be able to deal with conflicts successfully within educational institutions as means to increase efficiency, skill and innovation. Therefore, the results of this research will be accepted by the general school management in Jordan for the selection of the educational leaders who may play their part in resolving conflicts using positive strategies.

### *1.5 Research Limitations*

This research was limited to a sample of schools in Irbid, north of Jordan, for detecting the degree of organizational conflicts among teachers in schools, and principal's strategies of dealing with it from a teacher's perception. It was limited to the academic year 2013/2014, based on which the questionnaire was prepared.

## **2. Literature Review**

### *2.1 Organizational Conflict*

As defined by Qaryouti (2009), conflict is referred to a situation where one of the parties cause a negative impact on the other party through influence in order to gain personal benefits. Conflicts arise as a result when different individuals are protecting their jobs and being especially inquisitive about others. Khudairi (2010) found that conflict is a philosophy consistent with the fact that a human lives on greed and love, and takes all measures to achieve it. Jawad (referred to in Momani, 2006) defined conflict as "a case of gradually increasing acceleration in the attitude of parties from a position of disciplined attitude to a position other than disciplined" (p. 42).

### *2.2 Causes of Conflict in Organizations*

Conflicts are caused due to many reasons; while the hidden reasons may not be known, though they boost conflicts. Moreover, these reasons are not associated for conflict within an organization as it could have been for reasons related to work on a major role in the events of conflicts in an organization. Other reasons can be:

- The degree of functional independence: Members of an organization work in different departments having different responsibilities, which is most likely to create conflicts if not entertained separately.
- The difference in values and goals: A major source of conflict between workers in different departments arises when they have different goals against each other.
- Overlapping powers and responsibilities within the organizational structure: When the responsibilities and powers of the individuals interfere with each other.

Bjuland and Mosvold (2015) made an analysis on mathematics group teachers. Findings of the research suggested that teachers were missing several important aspects of lesson plan, which made them to struggle with the implementation of lesson research. The teaching methodologies did not have any specific efforts to increase visibility of pupil learning.

Theoretical accounts of Qaryouti (2009) and Omyan (2008) discuss that organizational conflict levels are arranged as follows:

- 1) Conflict on an Individualistic Level.
- 2) Conflict between Individuals.
- 3) Conflict on Group Level.
- 4) Conflict on the Organizational Levels.

### *2.3 Effects of Organizational Conflict*

Ababneh (2008) observed that there are those who find positive effects of a conflict and others, who find a negative impact. Supporters of traditional schools believe that conflict is caused by personal problems between individuals and that the usual resulting reaction is incorrect, and must be avoided. For struggling organizations, conflict is perceived as a negative, regardless of its resource because it disrupts the work of an organization in addition to reducing its productivity and creating obstructions. Conflict among teachers can make their professional development ineffective. Shehadeh (referred to Shalabi, 2011) contended that the word conflict itself, carries a negative meaning when you hear, attend to, or imagine a listener's image of confrontation and anger. Shalabi (2011) was of the perception that negative effects of conflict stems from a negative emotion that can be very frustrating, and that the conflict hinders communication between individuals, groups and sections which may lead to suspension of coordination among them. It also diverts attention, efforts and energy, in addition to moving the individual from a participatory to an authoritarian style.

### *2.4 Management of Organizational Conflict*

According to Khudairi (2010), conflict is reflected in the utilization of all individual energies, along with the potential to control other person. So, an organization's mission must be to control this conflict and exploitation in a positive way, and the fact that conflict management's administrative process is governed by the management rules, purposes and functions are known as the art dependent on the skills acquired. Khudairi (2010) further added that coordination is an essential activity in the process of conflict management, which acquires its effectiveness by identifying the tasks. The last procedural activity is conflict follow-up which requires an effective system for ensuring the achievement of goals. It needs to be monitored closely, but on the problems and obstacles that hinder the implementation and advice methods how to deal with it. This part of conflict management reflects all previous operations of drawn plans, organization, direction, motivation, and coordination (Gross, 2013).

### *2.5 Corporate Level Strategies for Conflict Resolution*

As stated by Qaryouti (2009), these strategies can be used to alleviate conflict and to help in avoiding the negative effects related to the use of force and confrontation.

#### *2.5.1 Avoidance Strategy*

Based on the principle of avoidance, the avoider seeks to overlook the causes of conflict, so that he can put it off for an indefinite time period using:

- Negligence
- Physical separation of the conflict parties
- Limited interaction

### 2.5.2 Pacification Strategy

This strategy is based on the principle of leaving the opposing parties until their emotions calm down. There is normally a use of two methods in this strategy which are:

- Mitigation Smoothing
- Reconciling Compromise

### 2.5.3 Power Strategy

This strategy proclaims a use of brutal force to end the conflict. This kind of strategy is aimed at ending a conflict at the earliest possible timeframe, through the intervention of the supreme authority of the organization to intervene between the parties.

### 2.5.4 Confrontation Strategy

This strategy is used to identify the sources of conflict and debate, so that common interests of the conflicting groups are highlighted to show that the focus is on them only. This strategy is used through the following methods:

- Exchange Viewpoints
- Strategic Objectives

The insights obtained through the studies of Awad (2008) summarize the management of a conflict between members of the organization through the following methods:

### 2.5.5 Collaborative Cooperation Strategy

In this strategy, a leader of the organization makes efforts with a view to convince the workers that their goals are harmonious and not clashing. As a result of this belief, workers will discuss the difference explicitly and will reach innovative solutions for everyone's benefit.

### 2.5.6 Competitive Rivalry Strategy

The main purpose of this strategy is that conflict means either win or lose; where a leader, forces workers to compete with their mind and strength. This strategy may be useful in cases where the cause of the conflict results from a lack of resources, while is less effective in cases where a waiver of power occurs because the weaker party has nothing to give up.

## 2.6 Previous Studies

Bawab (1986) studied and determined the "organizational conflict management methods used by high school principals in Jordan". Results of the research showed that school principals tend to use avoidance techniques, competition, and complimentary styles of conflict resolution while using less of cooperation and settlement stances. They also tend to be more inclined towards packages-curve rather than cooperation-curve.

Salem (1988) conducted a research on a sample of junior high school principals in the Greater area of Amman. It was found from the results that conflict management techniques do not vary according to the setting of the school, and that female principals are more inclined to use the method of compromise between the parties in a conflict. To assess the "effectiveness of school leaders and their success in the implementation of educational programs". Dietrich (1991) conducted a research on a sample of 452 leaders of High School. The statistical results of the research showed no significant relationship between the established organizational conflict management techniques by principals and heads of school boards.

Dawod's (1992) research entitled: "School superintendents; perceptions of conflicts and how they deal with them" in the United States detected the methods used by principals in dealing with conflict. The results showed that principals were aware of the conflict from several points of view, and they used a variety of methods depending on their position; the most common method according to this research was a coercive method.

Hahn (1994) conducted a research entitled: "Understanding the principals of the level and types of conflict, including conflicts that happen between principals, and their subordinates", which aimed to show the functional sites of a conflict between principals and subordinates. The results of this research have shown that the gender, age, nature and size of the geographic area were not statistically significant reasons to leave work.

To investigate about the nature of the relationship between the "leadership styles of the principals and leaders of basic schools and strategies for conflict management in both the public and private schools of the International Relief Agency", Zakarian (1994) conducted a research on a group of principals and leaders, and the results of the

research indicated that the strategy used in organizational conflict management is the avoidance strategy whose usage rate was 25%, and that of settlement strategy was 22%, while coercion strategy was in a proportion of 11.3%, and was the lowest. Results of the research also pointed towards a relationship between leadership styles and the prevalent conflict management strategies used by principals. Females were more likely to follow the various conflict management methods than males.

Khodor (1996) conducted a research on “organizational conflict management styles with the basic principles” considering the governance of Mafraq principals, and the results of the research showed that the most common patterns are settlement followed by patterns of cooperation, then courtesy, and finally the pattern of competition. Muasher (2005) held a research on a random sample of 498 employees from various government departments of Jordan, where different methods are used to resolve conflicts including cooperation and compromise, avoidance method, and giving-up style.

Otaibi (2007) conducted a research on principals and supervisors at Riyadh to gain more information on “organizational conflict management in primary girls’ schools in Riyadh”. Results of the research showed that the main cause of organizational conflicts within the primary school of girls and related regulatory reasons was the lack of authority that meets the needs of school, followed by dependency in the business and tasks between relations.

Canaan (2007) conducted a research on “the degree of educational leaders to strategies of organizational conflict in the Jordanian public universities”, between the Deans and Heads of various departments within the scientific and humanitarian faculties (Jordan, Hashemite, Yarmouk, Science and Technology, and Muta). The findings of the research indicated a use of cooperation strategy amongst the most commonly-used ones including problem-solving strategy, dialogue and negotiation, and then a few barriers and degree of exercise, and finally, a sensitivity training strategy.

Bader (2009) conducted a research entitled “the degree of the presence of organizational conflict between the teachers in the schools of the Secretariat of Christian educational institutions in Jordan and the methods of dealing with it from the perspective of principals and teachers”. According to the findings, the degree of existence of organizational conflict in the Christian schools of Jordan was moderate. The strategies used from most common to least commonly-used, were cooperation strategy, reconciliation strategy, courtesy, and avoidance. The results showed that there was no statistically significant impact on the job resulting from the differences in experience and educational qualification, and the existence of differences due to the impact of gender showed differences in favor of males.

In another study conducted by Ja’afreh (2013) entitled “methods of organizational conflict management and its relationship with administrative creativity of public school principals in Karak district of Jordan from their own perspective”, the results showed that the overall methods of organizational conflict management were high in practice. It showed also that there were no statistical differences due to gender and experience.

As one of school conflicts, Rinke (2013) conducted a research to investigate the profession of teaching as an exploratory career. The findings of the research suggested that teaching is associated with professional, personal, and financial costs. On the brighter side, the career provides an opportunity for contributing to the society.

Abu Sneineh and Bayati in their study (2014) on “the degree of organizational conflict management of public secondary school principals and its relationship with organizational loyalty of teachers in the capital of Amman-Jordan” found that the degree of practicing organizational conflict management strategies was moderate. Also, there were statistical differences due to gender in favor of female.

### **3. Methods and Procedures**

This research adopted a descriptive approach to collect data, both for the problems that cause organizational conflict, or the strategies used to manage organizational conflict. The research population were teachers in the city of Irbid, Jordan for the academic year 2013/2014. While the sample comprised of 123 teachers. They were randomly selected. Table 1 given below, shows the distribution of the research sample according to the variables of gender, experience, and qualification.

Table 1. Frequencies and percentages according to the research variables

Categories		Frequency	Rate
<b>Gender</b>	Male	12	9.8
	Female	111	90.2
	Total	123	100
<b>Experience</b>	Years to less than 5 years	57	46.3
	From 5 to less than 10 years	31	25.2
	10 years and over	35	28.2
	Total	123	100
<b>Qualification</b>	Diploma	16	13
	Bachelor	96	78
	Master	11	8.9
	Total	123	100

This table indicates that the proportion of females in the sample is larger than that of males. It also turns out that most of the respondents had years of experience ranging from 1-5 years, and that the proportion of those with a Bachelor's degree was more than those with a diploma or Master's degree.

### 3.1 The Research Tool

The researcher prepared a questionnaire for the collection of data from teachers that consisted of two parts: the emergence of organizational conflict factors and strategies for managing organizational conflict. A questionnaire was developed with reference to the theoretical literature and previous studies for example the research insights obtained from Otaibi (2007) and Bader (2009). It shows responses in reference to a Likert scale based on five degrees: 5-4-3-2-1, respectively. Accordingly, the degree is determined by the existence of a conflict during teachers' management based on the average responses as in the items of the questionnaire.

### 3.2 Validity of the Research Tool

To ensure the validity of the questionnaire, the researcher used Content Validity through the presentation of a tool on 5 respondents of specialists from faculty members in Jordanian universities. Resolution has been formed in the initial image of 81 items distributed to find out the emergence of conflict factors 43 items and conflict management strategies 38 items. After collecting the questionnaires, the researcher conducted amendments requested for by the respondents, and has observed the approval rate of 80% or more. It was extracted after the deletion, addition and modification, the number of items of the questionnaire 74 spread over the emergence of conflict factors 40 and item relating to conflict management strategies 34.

### 3.3 Reliability of Research Tool

To ensure the reliability of the tool, the internal consistency of account on an exploratory sample from outside the research sample of 20 was obtained through Cronbach's alpha equation. The table below shows these transactions, and is considered the appropriate ratios for the purposes of this research.

Table 2. Internal consistency coefficient Cronbach's alpha

Domains of internal consistency	Cronbach's alpha
Personal problems facing the teacher	0.79
Relationship between teacher and school management	0.92
Problems facing the teacher with educational institution	0.88
Level of efficiency	0.93
Total problems	0.95
Reconcile strategy	0.88

Cooperation strategy	0.94
Courtesy strategy	0.83
A voidance strategy	0.73
Coercion strategy	0.80

In order to answer the questions of the research, the use of averages and standard deviations has been made. The analysis had been performed according to the following standard:

- 1 to 1.49, very low
- 1.50 to 2.49 few
- from 2.50 to 3.49 medium
- from 3.50 to 4.49 large, and
- 4.50 and more very large

#### 4. Findings of Research

##### 4.1 The First Question: What Is the Degree of Existence of Organizational Conflict among Teachers in Schools of Jordan from Teachers' Perception?

To analyze the responses to this question, average values were extracted along with the standard deviations, so the existence of organizational conflict among teachers in schools in Jordan from the teachers' perception was illustrated through the following table:

Table 3. Averages, standard deviations, so the existence of organizational conflict among teachers in schools in Jordan, from the perception of teachers in descending orders of averages

Rank	Number	Domain	Arithmetic mean	Standard Deviation	Level
1	2	Relationship between the teacher and management	2.9	1.02	Medium
2	3	Problems facing the teacher with educational institution	2.88	0.79	Medium
3	4	Level of efficiency	2.63	1.03	Medium
4	1	Personal problems facing the teacher	2.49	0.77	Low
<b>Total problems</b>			2.75	0.76	Medium

Table 3 shows that the average values ranged between 2.49-2.90, where the field of Relationship between the teacher and school management came at the first place; the highest arithmetic average was 2.90 of any medium degree, in second place, followed by the field of the problems facing the teacher with educational institution. An arithmetic mean of 2.88 was moderate; then the area of the level of efficiency came at the third place with a mean value of 2.63 that was referred to as moderate. The area of personal problems facing the teacher in the very last place had a mean value of 2.49 which showed a low degree followed by the average arithmetic mean of the conflicting problems that showed a medium degree of 2.75.

##### 4.2 The Second Question: What Are the Strategies Used in Schools of Jordan Principals for Dealing with Organizational Conflict from the Perception of Teachers?

To answer this question, averages and standard deviations of the strategies to be used in schools of Jordan for dealing with organizational conflict from the perception of teachers was extracted, and the table below illustrates the responses:

Table 4. Averages and standard deviations of the strategies to be used in schools of Jordan in organizational conflict from the perception of the management of teachers in descending order of averages

Rank	No.	Strategy	Arithmetic mean	Standard Deviation	Level
1	2	Cooperation strategy	3.6	0.99	very high
2	1	Reconcile strategy	3.45	0.87	Medium
3	3	Courtesy strategy	3.11	0.77	Medium
4	5	Coercion strategy	3.09	0.98	Medium
5	4	Avoidance strategy	2.9	0.75	Medium

The above Table 4 shows that the averages have ranged from 2.90-3.60, where cooperation strategy is at the first place with the highest arithmetic average of 3.60 which was significant. Followed by it at the second place was the reconciling strategy that amounted to a mean of 3.45 moderately, while at the third place, courtesy strategy with a mean result of 3.11 was shown as a moderate result. At the fourth place, the coercion strategy with a moderate mean value of 3.09 was shown while at the last place; an avoidance strategy with a moderate mean of 2.90 was observed.

*4.3 The Third Question: Are There Any Significant Differences (at the Level of Significance:  $\alpha \leq 0.05$ ) in the Research Sample Due to Gender, Experience and Qualification?*

To answer this question, averages and standard deviations of the response of the research was extracted sample to study the problems due to gender, experience and qualification of the respondents. Results are illustrated through the following table:

Table 5. Averages and standard deviations of the response of the research sample problems due to gender, years of experience and educational qualification

	Gender		Personal Problems Facing The Teacher	Relationship Between The Teacher And School Management	Problems Facing The Teacher With Educational Institution	Level Of Efficiency	Total Problem
Gender	Male	Q	3.2	2.83	3.42	3.31	3.2
		P	.777	.955	0.819	0.746	0.646
	Female	Q	241	2.9	2.83	2.56	2.7
		P	0742	1.087	0.778	1.032	0.758
Experience	Less than 5 years	Q	257	3.07	2.98	2.69	2.84
		P	0.868	1.028	0.807	1.038	0.808
	From 5 to less than 10 years	Q	2.27	2.5	2.55	2.21	241
		P	0.67	1.045	0.818	0.788	0.707
	sraey 10	Q	2.55	2.97	3.1	2.92	2.92

Qualification	Diploma	P	0.691	0.985	0.689	1.11	0.641
		Q	235	2.96	3.1	2.83	2.86
	Bachelor	P	0.68	1.121	0.799	1.374	0.751
		Q	246	2.86	2.82	2.57	2.7
	Master	P	0.796	1.014	0.783	0.986	0.763
		Q	2.9	3.14	3.11	2.9	3.03
		P	0.675	1.06	0.911	0.835	0.743

Table 5, in contrast, shows ostensible averages and standard deviations of the responses because of the different variables of gender, years of experience and educational qualification categories. To illustrate the significance of statistical differences between the averages multi-variances were used for an analysis as shown in Table 6.

Table 6. Analysis of multi-variance triples the impact of gender, years of experience and educational qualification on key problem areas

Source of variance	Domains	Total squares	Degrees of freedom	Average squares	The value of P	Statistical significance
Gender	Personal problems facing the teacher	5.375	1	5.375	9.819	0.002
H=0.193 relationship between the teacher and the school management		0.407	1	0.407	0.399	0.529
H=.000 problems facing the teacher with education institution		2.377	1	2.377	4.042	0.047
	Efficiency level	3.757	2	3.757	3.806	0.053
Personal problems facing the teacher		1.381	2	0.691	1.262	0.287
Wilkes=0.910 relationship between the teacher and the school management		7.745	2	3.872	3.787	0.025
H = 0.204 problems facing the teacher with educational institution	H = 0.204 problems facing the teacher	3.93	2	1.965	3.341	0.039
	Level of Efficiency	6.546	2	3.273	3.316	0.04
Personal problem facing the teachers		1.858	2	0.929	1.697	0.188
Wilkes=.948 relationship between		1.773	2	0.886	0.867	0.423

the school management					
H=.626 problems facing the teacher with education institution	1.243	2	0.621	1.057	0.351
Level of Efficiency	1.213	2	0.607	0.615	0.543
Error personal problems facing the teacher	64.05	117	0.547		
Relation between the teacher and school management	119.629	117	1.022		
The problems facing the teachers with education institution	68.814	117	0.588		
Level of Efficiency	115.485	117	0.987		
Total personal problems facing the teacher	73.857	122			
Relation between the teacher and school management	128.377	122			
The problems facing the teachers with educational institution	77.839	122			
Level of Efficiency	129.425	122			

It can be seen from the Table 6 the following:

- There were statistically-significant differences ( $\alpha \leq 0.05$ ) due to the impact of gender in the areas where personal problems were faced by the teacher. This difference appeared in favor of males.
- There were statistically significant differences ( $\alpha \leq 0.05$ ) due to the effect of experience in all areas except for personal problems faced by teachers, and based on marital differences function between the statistical averages that were used for comparisons as shown in the Table 8.
- The lack of statistically-significant differences ( $\alpha \leq 0.05$ ) was related to qualification in all areas of the impact.

Table 7. Analysis of multi-variance studied the impacts of gender, years of experience and academic qualification at college-levels

Contrast Source	Total squares	Degrees of freedom	Average squares	The value of P	Statistical significance
<b>Gender</b>	1.541	1	1.541	2.886	0.092
<b>Experience</b>	4.47	2	2.235	4.186	0.018
<b>Qualification</b>	1.255	2	0.628	1.176	0.312
<b>Error</b>	62.46	117	0.534		
<b>Total</b>	70.567	122			

It can be seen from the Table 7 that:

- There was a lack of statistically-significant differences ( $\alpha \leq 0.05$ ) due to the effect of gender, as the value of p value was 0.092.
- There were statistically significant differences ( $\alpha \leq 0.05$ ) due to the impact of the experience, as the value of p was 0.18.
- There was a lack of statistically-significant differences ( $\alpha \leq 0.05$ ) due to the impact of educational qualification, as the value of p was 0.312.

Table 8. Comparisons of the impact of years of experience

		Arithmetic Mean	Less than 5 years	From 5 to less than 10 years
<b>Relationship between the teacher and school management</b>	Less than 5	3.07		
	From 5 to less than 10 years	2.5	*57.	
	Years and over 10	2.97	0.1	0.47
<b>The problems facing teacher with educational institution</b>	Less than 5	2.93		
	From 5 to less than 10 years	2.55	0.38	
	Years and over 10	3.1	0.17	*55.
<b>Level of efficiency</b>	Less than 5	2.69		
	From 5 to less than 10 years	2.21	0.489	
	Years and over 10	2.92	0.23	*71.
<b>Total problems</b>	Less than 5	2.84		

\* Significant at the level of significance ( $\alpha \leq 0.05$ )

The following results can be seen from the Table 8:

- The presence of statistically-significant differences ( $\alpha \leq 0.05$ ) between class experiences from one year to less than 5 years, and between class experiences from 5 to less than 10 years. The results came in favor of a class experience from one year to less than 5 years, in a relationship between the school management and the teacher.
- There were statistically significant differences ( $\alpha \leq 0.05$ ) between class experience from 5 to less than 10 years and between class experiences of 10 years and over. The results came in favor of a class experience of 10 years and over, the problems facing the teacher with the educational institution and the level of effectiveness.
- The presence of statistically significant differences ( $\alpha \leq 0.05$ ) between class experience from 5 to less than 10 years, on one hand and each of the two categories of experience years to less than 5 years and 10 years or more. There were differences for the benefit of both categories experienced from a year to less than 5 years and 10 years or more, as a whole.

*4.4 The Fourth Question: Are There Any Significant Differences (at the Level of Significance:  $\alpha \leq 0.05$ ) in the Research Sample of the Strategies to be Used in Organizational Conflict Management Related to Gender, Experience and Qualification of the Teachers?*

To answer this question, averages and standard deviations of the response of the sample were extracted, to research the strategies used in the organizational conflict management due to gender, expertise and qualified personnel as illustrated in the table given below:

Table 9. Averages and standard deviations of the response of a sample research of the strategies used in the organizational conflict management due to gender individuals, years of experience and educational qualification

	Gender		Reconcile strategy	Cooperation strategy	Courtesy strategy	Avoidance strategy	Coercion strategy
Gender	Male	Q	4.42	4.52	3.64	3.05	3.08
		P	0.525	0.428	0.397	0.966	0.967
	Female	Q	3.35	3.5	3.06	2.89	3.09
		P	0.842	0.992	0.783	0.729	0.989
Experience	Less than 5 years	Q	3.41	3.45	3.06	2.86	3.11
		P	0.871	1.01	0.805	0.806	1.018
	From 5 to less than 10 years	Q	3.6	3.86	3.19	2.85	2.93
		P	0.897	1.026	0.762	0.791	0.895
	10 years and over	Q	3.4	3.63	3.13	3.02	3.21
		P	0.872	0.931	0.745	0.623	1.008
Qualification	Diploma	Q	3.34	3.73	3.07	2.78	2.98
		P	0.887	1.021	0.742	0.802	1.123
	Bachelor	Q	3.47	3.58	3.11	2.99	3.14
		P	0.86	1	0.801	0.724	0.966
	Master	Q	3.5	3.6	3.17	2.35	2.89
		P	1.049	1.032	0.605	0.731	0.971

Q=the arithmetic average p=standard deviation

Table 9 shows in contrast, ostensible averages and standard deviations of the responses of the sample to research about the strategies used in the organizational conflict management because of the different variables of gender, years of experience and educational qualification categories.

Table 10. Analysis of multi-variance investigates about the impact of gender, years of experience and educational qualification for the strategies to be used in the organizational conflict management

Contrast	Areas	Sun of squares	Degree of freedom	Average squares	P Value	Statistical significance
Gender	Reconcile strategy	13.673	1	13.673	20.373	0
	Cooperation strategy	12.677	1	12.677	14.074	0
	Courtesy strategy	3.789	1	3.789	6.459	0.012
	Avoidance strategy	0.367	1	0.367	0.684	0.14
	Coercion strategy	0.03	1	.03	0.031	0.861
Experience	Reconcile strategy	2.036	2	1.018	1.517	0.224
	Cooperation strategy	4.602	2	2.301	2.554	0.082

	Courtesy strategy	0.559	2	0.279	0.476	0.622
	Avoidance strategy	1.419	2	0.71	1.323	0.27
	Coercion strategy	1.725	2	0.862	0.875	0.42
Qualification	Reconcile strategy	0.31	2	0.155	0.231	0.794
	Cooperation	0.31	2	0.155	0.172	0.842
	Courtesy strategy	0.112	2	0.056	0.096	0.909
	Avoidance strategy	5.379	2	2.69	5.014	0.008
	Coercion strategy	1.123	2	0.561	0.569	0.567
	Reconcile strategy	78.523	117	0.671	0.569	
	Cooperation	105.389	117	0.901		
Qualification	Courtesy strategy	68.634	117	0.587		
	Avoidance strategy	62.759	117	0.536		
	Coercion strategy	115.366	117	0.986		
		93.294	122			
		121.56	122			
		72.875	122			
		68.994	122			
		117.925	122			

It can be seen from the Table 10 that:

- There were statistically-significant differences ( $\alpha \leq 0.05$ ) due to the impact of gender in all strategies except avoidance strategies and coercion, and the observed differences were in favor of males.
- A lack of statistically-significant differences ( $\alpha \leq 0.05$ ) due to the impact of the experience for all strategies.
- A lack of statistically significant differences ( $\alpha \leq 0.05$ ) related to the factor of qualifications in all strategies except for the effect of avoidance strategy, and a statement of marital differences between statistical-averages that was used for comparisons as shown in the Table 11.

Table 11. Comparisons dimensional manner qualification on the avoidance strategy of the impact

	A voidance strategy	Diploma	Bachelors	Masters
Diploma	2.78			
Bachelors	2.99	0.21		
Masters	2.35	0.43	*63.	

\* Significant at the level of significance ( $\alpha \leq 0.05$ )

It can be seen from the Table 11 that there were no statistically-significant differences ( $\alpha \leq 0.05$ ) between BS and MS, and results came in favor of BA.

*4.5 The Fifth Question: Is There a Statistically Significant Correlation (at the Level of Significance:  $\alpha \leq 0.05$ ) from the Viewpoint of the Research Sample with Respect to the Prevailing Regulatory Conflict among Teachers in Schools of Jordan and Strategies to Deal with It from the Perception of Teachers?*

To answer this question, Pearson correlation coefficient was extracted between the prevailing regulatory conflict among teachers in the schools in Jordan and strategies to deal with it from the perception of teachers, as the Table 12 illustrates:

Table 12. Pearson correlation of the relationship between the prevailing regulatory conflict among teachers in the schools of Jordan and strategies to deal with it from the perception of teachers

		Reconcile Strategy	Cooperation strategy	Courtesy strategy	Avoidance strategy	Coercion strategy
Personal problems facing the teachers	Correlation coefficient	.268**	.243**	.249**	.242**	0.059
	Statistical significance	0.003	0.007	0.005	0.007	0.514
	Number	123	123	123	123	123
The problems Facing the teacher with educational institution	Correlation coefficient	-.200**	-.206*	-0.12	0.097	0.001
	Statistical significance	0.027	0.023	0.187	0.288	0.989
	Number	123	123	123	123	123
Level of efficiency	Correlation coefficient	-0.004	-0.002	-0.038	0.12	0.499
	Statistical significance	0.963	0.98	0.675	0.185	0.499
	Number	123	123	123	123	123
Problem as a whole	Correlation coefficient	.206*	.217*	.232**	.280**	0.074
	Statistical significance	0.022	0.016	0.01	0.002	0.415
	Number	123	123	123	123	123
	Correlation coefficient	0.049	0.046	0.068	.209*	0.056
	Statistical significance	0.592	0.617	0.453	0.021	0.537
	Number	123	123	123	123	123

\* Statistically significant at the significance level ( $\alpha \leq 0.05$ )

\*\* Statistically significant at the significance level  $\alpha \leq 0.05$ )

The following results can be seen from Table 12:

- The presence of a statistically-significant, positive relationship between personal problems facing the teacher and the success of the strategy, and strategic cooperation, courtesy strategy, and the strategy of avoidance.
- A negative statistically-significant correlation of relationship between the teacher and school management with reconcile strategy, and cooperation strategy.
- The presence of statistically-significant positive relationship between level of efficiency and success strategy, cooperation strategy, courtesy strategy, and the strategy of avoidance.

- The presence of statistically-significant, positive relationship between the problems as a whole, and the avoidance strategy.

## 5. Discussion of Results and Analysis

### 5.1 *The Results of the First Question: What Is the Degree of Existence of Organizational Conflict among Teachers in Schools of Jordan from Teachers' Perception?*

Results related to the first question showed that the degree of presence of organizational conflict estimates averages for the research sample on areas as a whole, as an arithmetic average of 2.75, and a standard deviation 0.76 were observed. These results revealed to the researcher the conviction of the teacher and to some extent, the Organizational style prevalent in schools in Jordan. It also suggests the existence of multiple organizational conflicts in the educational institution.

The field of school management teacher relationship in the first place was the highest arithmetic average 2.90 of a medium degree. This may be attributed to the weak level of knowledge about school management strategies by teachers considering that most of them are not for higher education at all. It may also be attributed to the weakness of mastery of leadership skills in school management. While the area of personal problems faced by the teacher ranked last and reached a mean value of 2.4, thus, showing a lower degree. This may be attributed by the ability of a teacher to deal with personal problems and his/her belief in the high-end educational instructions.

### 5.2 *The Results of the Second Question: What Are the Strategies Used in Schools of Jordan Principals for Dealing with Organizational Conflict from the Perception of Teachers?*

Results of the second question showed that the cooperation strategy came first in terms of use in the management of organizational conflict by the principals of the highest arithmetic average that was 3.60. This may be attributed to the tendency of principals to strengthen teachers' belief that their goals are compatible rather than competitive or independent of each other. It is natural that such a belief compels the workers to discuss the differences between them frankly and openly, and thus, a conflict of interest between various parties occurs. As the results indicates, the avoidance strategy ranked last and showed a mean value of 2.90 which was considered as moderate. It uses the method of avoidance, and emphasizes that the causes of conflict does not deserve attention and that these conflicts will disappear with the passage of time if they are ignored and neglected. This research is consistent with results of the Otaibi-research (2007), which was conducted on principals and supervisors of schools in the city of Riyadh in Saudi Arabia. Moreover, the results were also consistent with the research of Canaan (2007), which was conducted on the deans and heads of departments in public universities, and with the research by Muasher (2005), which was conducted on a number of government employees in the southern part of Jordan.

### 5.3 *The Results of the Third Question: Are There Any Significant Differences (at the Level of Significance: $\alpha \leq 0.05$ ) in the Research Sample Due to Gender, Experience and Qualification?*

This question results indicated that there were no statistically- significant differences ( $\alpha \leq 0.05$ ) due to the impact of gender in all areas. This may be attributed to the lack of a different nature of male and female problems, in terms of the causes of the problem and the size and implications. The results also indicated that there were statistically-significant differences ( $\alpha \leq 0.05$ ) due to the effect of experience between class experience from one year to less than 5 years and between class experience from 5 to less than 10 years and results came in favor of a class experience from one year to less than 5 years, in a relationship of school management teacher. The researcher believes that this result is a logical fact that the owners have acquired expertise in a number of skills to deal with the teachers.

Results also indicated that there were no statistically-significant differences ( $\alpha \leq 0.05$ ) related to the qualification in all areas of the impact, and that the reason for this was because of the training courses.

### 5.4 *The Results of the Fourth Question, Which Stipulates: Are There Any Significant Differences (at the Level of Significance: $\alpha \leq 0.05$ ) in the Research Sample of the Strategies to be Used in Organizational Conflict Management Related to Gender, Experience and Qualification of the Teachers?*

This question's results indicated that there are no statistically-significant differences ( $\alpha \leq 0.05$ ) due to the impact of gender in all strategies except avoidance strategies and coercion, and that the differences came in favor of males. Teachers' responses indicated that principals' use of avoidance method in conflict management is more than meeting the parameters of this method and the advantage of low-interest and low self-interest in others. Perhaps this is due to the nature of the conflicts in males that differ from the nature of conflicts in females in terms of the reasons, and size, and the implications of the conflict as the conflict in males may be slimmer and

have less impact on the workflow, and can be overcome or avoided. This research agrees with the research presented by Dietrich (1991). With respect to the strategy of coercion, it may be due to the nature of personal principals that tend to something of domination, hegemony and control in others more than principals.

#### *5.5 The Results of the Fifth Question: Is There a Statistically Significant Correlation (at the Level of Significance $\alpha \leq 0.05$ ) from the Viewpoint of the Research Sample with Respect to the Prevailing Regulatory Conflict among Teachers in Schools of Jordan and Strategies to Deal with it from the Perception of Teachers?*

Results indicated the presence of statistically-significant positive relationship between personal problems facing the teacher and the success of the strategy, strategic cooperation, courtesy and the strategy of avoidance. This may be attributed to the principals who try to pursue these strategies for teachers who are confronting the personal issues. With respect to the strategy of avoidance, the researcher attributes this to the leader who tries that conflict does not waste time, and part of the existence of the conflict works to raise the level of the enterprise and advancement if looked at, in a positive way. It also pointed out a negative correlation and a statistically-significant relationship between the school management and teachers towards reconcile strategy, and strategic cooperation. The results were related to a normal situation because the strategy of conciliation and cooperation cannot be reconciled with these problems, particularly the problems facing the teacher within the educational institution, and issues that concerned the relationship of the school management and the teacher. The fact that these problems provide for a lack of interest in school management in the feelings of the teacher while the reconcile strategy works on the convergence of views between the parties to the conflict. It also referred to the existence of a positive relationship between the level of statistically-significant effectiveness of luck and every strategy, strategic cooperation, courtesy and the strategy of avoidance. While all these strategies suggest positive contributions in the resolution of conflicts, the avoidance strategy is the only exception.

### **6. Recommendations**

In light of the results, the following recommendations have been made:

- Increasing the awareness of principals and teachers, and enrich their understanding on the importance of organizational conflict in their schools through training courses.
- Enhancing the understanding of conflict strategy and regulatory cooperation, and strengthen the strategic management in educational institutions through the involvement of all teachers in the goal-setting, annual, monthly and daily plans with utmost transparency and clarity.
- Conducting workshops and meetings regularly to see the problems faced by the teacher or administrator at the school, and examine ways to benefit from each other's experiences.
- Teachers notice their role in the educational institution, where they work. To increase the membership of institution and turn the conflict into a partnership, working on development and advancement in essential.
- Construction of social and human relations between principals and teachers would encourage better communication.
- Directing the efforts of researchers in such educational institutions for the research of other areas on the subject of organizational conflict such as a research relationship of organizational conflict and its impact on the academic performance of a teacher, and institutional affiliation, or work pressure.

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