

The Effectiveness of Organizational Conflict Management by Secondary School Principals in the Triangle Area Within Israel and Its Relationship to Teachers Motivation

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Abstract: Many principals lack the ability, skill and effectiveness necessary to diagnose and manage conflict, choose the appropriate method to deal with it, and show the process of conflict management. Many of these studies recommended the necessity of studying the effectiveness of organizational conflict management in educational institutions, especially secondary schools, and its relationship to some variables. One of the most important of these variables that should be studied is the issue of motivation among teachers in secondary schools. So, this study aimed to reveal the degree of effectiveness of the organizational conflict management by secondary school principals in the Triangle area within Israel and its relationship to the level of motivation of teachers in those schools. The study adopted the mixed methods design research as the quantitative research was used using the descriptive correlational survey method, and the qualitative research using the interview, and the school community is all secondary school teachers (2177) in the Triangle area within Israel. The sample was (372) teachers, who were chosen by the simple random sampling. The study results showed that the degree of the strategies of organizational conflict management by secondary school principals in the Triangle area within Israel was high, except the avoidance strategy was medium. The study results showed also that the degree of teacher's motivation was high.

Keywords: Organizational Conflict Management Strategies, Motivation, Secondary Schools, Israel

1. Introduction

Knowledge development and scientific progress require us to prepare individuals with skills, experiences and knowledge at different levels, to deal with the rapid changes taking place in our contemporary world [1]. The school is one of the educational institutions that contribute significantly to the process of preparing and developing individuals in various aspects of their personality, and this can only be achieved through a realistic future educational vision and a qualified educational cadre with competencies capable of developing the learner's performance [2].

Educational institutions depend in achieving their goals on a number of organizational variables, the most important of which is the ability of the educational leader to manage organizational conflicts professionally and in proportion to the goals of his educational institution [3], as the organizational conflict directly affects the satisfaction and

level of performance of its employees, which requires school principals to make a lot of effort to manage these conflicts to advance the educational learning process for the better, especially since the occurrence of disputes and conflicts is often accompanied by changes in the overall relationships prevailing within the institution [4].

Conflict is a natural behavioral phenomenon that exists in the lives of individuals, groups and organizations, so it became a part of the normal situation of any institution, it presents in educational institutions, including schools, in different forms and at varying levels [5]. Researchers [6-8] believe that the presence of a moderate amount of it in any institution or organization, achieves the highest level of effectiveness, if it is managed in a good way. Hence, the conflict management process appears, which has become one of the most important and necessary competencies for principals in educational institutions, including schools, and whose importance is equivalent to the importance of the

planning process or the decision-making process [9].

Therefore, dealing with organizational conflict has become one of the most important duties of the school principal [10], and the principals' ignorance of the methods of managing organizational conflict, and their lack of effectiveness in managing it [11], is a big problem, because conflict has become a natural phenomenon in organizations as a result of the differences in their members' tendencies and attitudes and what they have of ideas and organizational visions towards work and ways to achieve its goals [12].

Interest in studying motivation is an important factor in directing and activating the individual's behavior, and his awareness of the situation, as well as helping him to understand and explain the behavior of the individual and

those around him, as motivation is a basis in the individual's pursuit of himself, [13] which raises the level of the individual's performance and productivity in various fields, and there is a great correlation between the effectiveness of conflict management by school principals and teachers' high motivation for achievement [14].

One of the most important requirements that contribute to raising the level of education is the teacher's achievement motivation. If this motivation is high, his performance undoubtedly will be affected positively, which will have a great impact on students, and on the educational process as a whole, and if this motivation is low, his performance will be negatively affected and will extend its impact on students and the educational process [15].

2. Study Results

Table 1. Arithmetic averages and standard deviations of the estimates of the study sample members for the areas of organizational conflict management arranged in descending order.

No.	Areas	Arithmetic average	Standard deviation	Rank	Degree
1	Collaboration strategy	3.71	0.93	1	High
2	Compromising strategy	3.56	0.78	2	High
3	Accommodation strategy	3.48	0.79	3	High
4	Competition strategy	3.4	0.68	4	High
5	Avoidance strategy	2.92	0.88	5	Medium
Total degree		3.43	0.56		High

Table 1 shows that the degree of effectiveness of organizational conflict management came to a high degree, and the first was the area (collaboration strategy) with an arithmetic average of (3.71) and a high degree, and in the second rank (the compromising strategy) with an arithmetic average of (3.56) and a high degree, and in the third rank (Accommodation strategy) with an arithmetic average of (3.48) and a high degree, and in the fourth rank (competition strategy) with an arithmetic average of (3.40)

and a high degree, and in the last rank is the area of (avoidance strategy) with an arithmetic average of (2.92) and a medium degree.

The results show also that there are no statistically significant on all strategies of organizational conflict management due to the differences of gender and years of experience variables, but there are statistically significant due to the academic qualification variable, and it came in favor of the "Bachelor" degree.

Table 2. Arithmetic averages and standard deviations of the estimates of the study sample members for the items of the teachers' motivation level, arranged in descending order.

No.	Item	Arithmetic average	Standard deviation	Rank	Degree
55	I carry out the tasks assigned to me by the principal with leniency	4.1	0.94	1	High
56	I will continue to work at the school under the current principal	4.07	1.1	2	High
48	My work at school gives me a sense of accomplishment	3.99	1.03	3	High
42	The principal enhances my motivation towards work when he lets me do my job independently and without interference from him except when necessary	3.98	1.07	4	High
47	I eagerly participate in school activities	3.94	1.02	5	High
49	The principal gives me the right morale enhancement when I do a good job	3.91	1.12	6	High
43	The principal enhances my motivation towards work when he emphasizes teamwork	3.9	1.08	7	High
39	The principal stimulates my motivation to teach	3.84	1.06	8	High
44	The principal creates appropriate opportunities for my professional development	3.83	1.14	9	High
54	The principal's approach to following up on my performance is a driver for development	3.82	1.13	10	High
40	I trust the justice of the principal in his evaluation of my performance	3.8	1.13	11	High
41	The principal's objectivity in dealings reassures me and motivates me to work more	3.78	1.13	12	High
51	The principal helps me in solving my professional problems facing me	3.77	1.12	13	High
52	The principal encourages me to develop new ideas that inspire creativity in my work	3.77	1.17	14	High
50	The principal encourages me to find new alternatives to problems facing me	3.77	1.12	15	High
53	The principal contributes to highlighting my leadership qualities	3.76	1.17	16	High
45	I am satisfied with the leadership style of the school principal	3.75	1.18	17	High
46	The principal involves me in making decisions related to my work	3.71	1.14	18	High
Total degree		3.86	0.96		High

Table 2 shows that the arithmetic averages in the level of motivation ranged between (3.71 - 4.10), with an estimation degree (high) on all items, and the arithmetic average of the total degree was (3.86) with a standard deviation of (0.96). Item (55), which states: "I carry out the tasks assigned to me by the principal with leniency," came in the first rank with an arithmetic average of (4.10) and a standard deviation of (0.94), and Item (56) which states, "I will continue to work at the school under the current principal", was ranked second with an arithmetic average of (4.07) and a standard deviation of (1.10).

While item (45), which states: "I am satisfied with the leadership style of the school principal," came with an arithmetic average of (3.75) and a standard deviation of (1.18) in rank (17) (penultimate), and item (46), which states: "The principal involves me in making decisions related to my work" with an arithmetic average of (3.71) and a standard deviation of (1.14) in rank (18) (last).

The results show also that there are no statistically significant on the level of the teacher's motivation due to the differences of gender and years of experience, and the academic qualification variables.

Table 3. Pearson's correlation coefficient between the effectiveness of organizational conflict management by secondary school principals in the triangle area Israel and the level of teachers' motivation.

Conflict strategies						
Motivational	Avoidance strategy	Accommodation strategy	Compromising strategy	Competition strategy	Collaboration strategy	Total degree (conflict)
	-0.19**	0.62**	0.74**	0.37**	0.84**	0.74**

** Statistically significant at ($\alpha \leq 0.01$) level.

It is noted from the results of Table 3 that there is a direct, strong, positive and statistically significant correlation at the significance level ($\alpha \leq 0.05$) between the degree of effectiveness of organizational conflict management by secondary school principals and the level of motivation among teachers in the triangle area within Israel, where the value of the correlation coefficient reached (0.74**) at a significance level of (0.01), and this value is considered high and statistically significant, and this indicates that the higher the degree of effectiveness of organizational conflict in secondary schools in the triangle area within Israel, the higher the teachers' motivation.

Also, a positive correlation appears between motivation and each of the accommodation strategy, the compromising strategy, the competition strategy and the collaboration strategy, and it ranged between (0.37-0.84) at a statistical significance level of (0.01). While it is clear from the table that there is a negative correlation between motivation and avoidance strategy.

3. Obstacles and Solutions

3.1. Obstacles

The first topic: Obstacles related to legislative requirements

Failure to involve teachers in developing plans and determining appropriate policies for the school.

Not providing sufficient freedom for teachers to practice their tasks and activities.

The lack of collective participation in resolving conflicts and dealing with educational issues in the school.

The school's work is centered on one individual, and the powers are usually in the hands of the principal himself.

The second topic: Obstacles related to the planning process

The principal's failure to prepare the necessary plans to

face conflict situations.

The non-participation of the conflict parties in reaching a real solution to the existing conflict.

Weakness in choosing the appropriate method for dealing with conflict.

The third topic: Obstacles related to the organizational structure.

The director's failure to establish a conflict management unit within the educational institution's organizational structure.

The director's failure to adopt an open-door policy, and to be committed to transparency and clarity.

Weakness in developing organizational confidence within the educational institution.

The lack of effective communication that contributes to activating the process of exchanging opinions and ideas in the school systems in a positive manner, which leads to providing a high degree of respect and mutual trust among school staff members.

The fourth topic: Obstacles related to the development of leadership requirements in educational institutions.

The inability of the principal to develop the competencies, skills and characteristics that he should possess and practice in his educational institution to enable him to manage conflict more effectively and positively affect the motivation of teachers.

3.2. Solutions

The first topic: Suggestions for job descriptions

Consolidating and clarifying administrative rules at the beginning of the school year.

Necessity of developing a detailed list of tasks, rights and duties, accessible to all teachers.

The second topic: Proposals related to the delegation of powers

Empowering teachers: by providing them with the capabilities and skills that enable them to exercise their tasks

related to participating in solving problems and conflicts that may arise within the educational institution.

The third topic: Suggestions related to the religious aspect
The presence of a good role model.

God-fearing in all decisions issued, as well as in dealing with teachers and notifying them in word and deed that they are equal, no one is superior to another except to the extent of his commitment and discipline.

The fourth topic: Suggestions related to team spirit

Establishing a conflict management unit within the educational institution's organizational structure.

Develop organizational trust within the school through (vertical) trust between the school principal and teachers.

4. Conclusion

The results of the research showed that there is a positive correlation between the degree of effectiveness of conflict management by secondary school principals in the Triangle region and the level of motivation of teachers, especially the strategy of cooperation, so this strategy must be strengthened and managers urged to use it in conflict management by involving teachers in setting annual goals and plans and dealing with them transparently and clearly.

5. Recommendations

In light of the results (quantitative and qualitative) of the study, the researcher recommends the following:

- 1) Work to deepen and increase awareness of the importance of organizational conflict among school principals and raise their awareness of the positive effects of the conflict and consider it a reality in schools and educational institutions. It cannot be avoided because it is an essential element of change, and it is necessary to manage it appropriately to achieve its desired goals.
- 2) Paying attention to achieving effective participation of teachers, engaging them with their colleagues, and working in a team spirit.
- 3) Awareness of school and educational institutions principals of the importance of high achievement motivation and its role in achieving the desired goals and results and improving the level of achievement of teachers.
- 4) Providing the appropriate atmosphere to raise teachers' motivation and make them feel safe and secure in their work.

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