Identifying Conflict Management Methods of School Principals as Perceived by School Teachers in Jordan

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The main purpose of this study was to identify conflict management methods used by secondary school principals based on the perspective of teachers. A sample of 256 male and female teachers participated in the study. The concept of conflict management was measured using cooperation, avoidance, waiver, competition, and settlement as a method to manage conflicts among teachers. The findings of the study indicated that 'settlement' was the most preferred method for conflict management by school principals, followed by cooperation, then by the waiver. Avoidance was the least preferred method to be used by school principals in conflict management. The results of the study revealed statistically no significant differences in gender, educational qualification, and experience among participants on the perceived conflict management method used by the school principals (p-value >0.05). The study recommended training courses for school principals to raise their awareness of conflict management.

Keywords: conflict management methods, school principals, secondary school teachers

INTRODUCTION

Human factors are the most important inputs to production systems and have the most influence on the identity of an institution and the characteristics of its future. The nature of education is governed by a complex network of internal and external relationships that are created by human interaction with one another, and these interactions either enhance the spirit of love and cooperation or spark conflict and disagreement.

Conflict can take many forms, including internal conflict, conflict between individuals, conflict between groups, and conflict between organizations. If the organization does not have incompetent managers with no leadership skills or experience and personal diligence is the driving force of their decisions without following the practical steps for decision-making, there will be conflict because they do not follow the laws, marginalize the hierarchy, and do not follow the practical steps for decision-making. Conflicts arise primarily from disagreements over control methods and competing goals (Al-Amyan 2002).

Conflict is a natural phenomenon and a continuous organizational behavioral process that occurs when individuals or institutions interact. It is an unavoidable consequence of the increase in institutional size, including educational institutions, the diversity of their qualifications and skills, and their differences in attitudes and behavior patterns (Al-Muasher 2005).

As a result of personal, intellectual, cultural, educational, social, and economic differences between teachers, conflict in educational institutions, including that represented by the school, is an unavoidable phenomenon that cannot be prevented or eliminated. Teachers differ in terms of their characteristics, resulting in a disparity in their ability to agree on school objectives, procedures, and methods for achieving those objectives among themselves. Furthermore, teachers may encounter negative problems such as mistrust and fear, which may lead to conflict (Al-Amayra 2002).

Thus, conflict resolution and its various methods are essential for the development of educational institutions in general, and schools in particular. Schools require a moderate amount of conflict to prevent stagnation, boredom, and routine, as well as to maintain growth and effectiveness (Al-Sharif and Abdel Alim 2009). Despite the importance of the school principal's role in facilitating school matters to achieve desired goals, he occasionally encounters conflict. Investing that time in personal growth and creativity (Hammoud 2002).

Depending on the principal's style, the strategies used to deal with conflicts between teachers differ. Managers with defeatist behavioral styles tend to avoid conflicts between teachers and have a lack of interest in addressing and eliminating the underlying causes of conflict. An individual with a firm approach to conflict resolution utilizes the integration strategy to resolve conflicts, with the participation of conflicting parties and achieves a satisfactory outcome (Rahim 2017). This study was conducted to identify conflict management methods for secondary school principals in the Irbid district from the teachers' point of view based on the foregoing as well as the importance of the school principal's role in resolving conflicts among teachers in the first educational institution.

THE CONCEPT OF CONFLICT

Conflict occurs when one party recognizes that another party's actions will adversely affect its interests (Hanouneh 2006). Managing conflict involves selecting an appropriate method after understanding the causes and dimensions of conflict (Al-Muasher 2005).

As an operational definition, conflict management methods are the preferred methods used by secondary school principals in the Irbid district to resolve conflicts among teachers. Principals of secondary schools are the person appointed by the Ministry of Education to supervise the school. They provide an appropriate educational environment for the school to achieve its goals.

Conflict is defined as a lack of harmony between an individual and himself or with others as a result of differing opinions and trends. Conflict is defined as dispute or disagreement, and conflict etymologically means conflict between interests and opinions or disagreement. Persen (2001) defined conflict as a

competitive situation in which the two parties realize the conflict between their interests. According to Jawad (2000), Cook and Hansaker (2001), conflict occurs in a series of stages, including:

1. A latent conflict occurs when individuals are unaware of an apparent conflict but are dissatisfied with the current situation. Conflicts may occur due to interdependence at work, multitasking, disagreements about school goals, or communication issues.
2. Conflict realization: This stage refers to a person or group having become aware of the conflict and diagnosing the cause, forming a situation, and responding to it.
3. At the emotional conflict stage, the conflicting parties are aware that there is a conflict, but also in a state of tension, anger, and annoyance; at this stage, the conflict is personal and can be resolved.
4. Exhibiting conflict: When things reach their climax, and the parties begin to demonstrate specific behaviors, either negatively or positively, during any conflict situation, this is known as the stage of public conflict.
5. The stage of conflict's outcomes: This refers to how the conflict is resolved, whether positively or negatively. A cooperative atmosphere should prevail if the conflict is resolved to both parties satisfaction. If the conflict resolution process does not result in a satisfactory solution for both parties, they will suppress their feelings of conflict. It will grow in new forms, eventually becoming more serious.

There are also several characteristics that define a conflict (Robbins, 2001), including:

1. The conflicting parties have competing goals, interests, behaviors, and values.
2. Conflicting parties try to reach an agreement that suits both of them or achieves a favorable outcome.
3. A conflict poses a negative impact on the individual and on the institution, so it must be handled through the manager's intervention and force or peaceful methods.

LITERATURE REVIEW

Many previous studies have investigated conflict management methods in schools (Kaabiah 2021; Mahasneh and Al-Azmat 2019; Hammad 2018). Altinok (2009) explored the organizational conflict management strategies of Turkish secondary school principals. The study surveyed 193 middle and secondary school principals from Konya using a questionnaire. Cooperation ranked first among organizational conflict management strategies, followed by control, self-esteem, and settlement. Conflict management methods used by women outnumber those used by men, and middle schools outnumber high schools.

The study of Kantak and Gezer (2009) investigated the conflict methods used by nursing students in conflict with faculty members, as well as the differences between these methods. Students often use more than one method to manage conflict depending on the conflict, which is influenced by conflict. Students who experience academic failure are more likely to experience conflict than others.

A study by Marzouk (2011) explored the relationship between conflict management strategies used by UNRWA school principals in Gaza governorates and teachers' organizational commitment. According to the study, UNRWA principals in Gaza governorates employ all conflict management strategies, but in varying proportions, with cooperation being the most common. In the Gaza governorate, UNRWA principals practice conflict management strategies (cooperation, settlement (years of service, educational qualification, gender) in descending order). Researchers found that UNRWA teachers in Gaza governorates are highly committed to their organizations.

The relationship between organizational conflict management and the school environment was examined by Boucher (2013). Eight indicators were used from reports about South Carolina schools to determine their conflict management styles, and seven primary school principals were interviewed. A study found that school principals prefer an integrated conflict management style, and school environment indicators do not correlate with conflict management style.

Al-Jaafrah (2013) examined the relationship between organizational conflict management methods and administrative creativity. In terms of conflict resolution methods, gender, and experience did not show statistically significant differences. There is no statistically significant difference in total administrative creativity based on gender or academic qualification, nor is there a statistically significant difference in total administrative creativity based on experience.

Bani Hamad (2016) examined the level of organizational conflict management strategies and job satisfaction among Yarmouk University academics, and the impact of organizational conflict management strategies on job satisfaction, which was distributed to all faculties at Yarmouk University, and (106) questionnaires valid for the study were retrieved. According to the study, Yarmouk University academics' job satisfaction is positively correlated with organizational conflict management strategies. According to the sample members, cooperation strategies were the most commonly employed, followed by settlement strategies, waiver strategies, avoidance strategies, and competition strategies. Academics at Yarmouk University were generally satisfied with their jobs.

Hammad (2018) examined the effectiveness of organizational conflict management among secondary school principals in the Irbid governorate from the perspectives of teachers, educational supervisors, and principals themselves. The study sample consisted of (358) Irbid Governorate teachers, principals, and supervisors, including (190) principals, (181) supervisors, and (5700), and the results showed that secondary school principals in Irbid Governorate are very effective in managing organizational conflict. As reported by teachers, supervisors, and school principals themselves, secondary school principals in the Irbid governorate are very empowered. A positive correlation was found between the degree of administrative empowerment among school principals and their effectiveness at managing organizational conflict.

In addition, the study's findings revealed statistically significant differences in the use of integration, avoidance, and adjustment strategies because of the gender variable, favoring male teachers. As a result, teachers with bachelor's degrees are more likely to use integration and avoidance strategies. However, teachers with more than ten years of experience are more likely to use the avoidance strategy. There is a statistically significant negative correlation between coercion strategy, control strategy, communication efficiency, and integration and avoidance.

Mahasneh and Al-Azmat (2019) examined the correlation between conflict management strategies and teachers' communication efficiency, as well as their use of conflict management strategies. In addition, the study examined how gender, educational qualification, and experience influenced conflict management strategies. Conflict management strategies and communication efficiency scales were used. The study included (48) male and female teachers. In Mafraq Governorate Education Directorate, integration is the most commonly used conflict resolution strategy, followed by avoidance, settlement, coercion, and control.

From the perspective of teachers, the Kaabiah study (2021) examined how organizational conflict management strategies affect job satisfaction in schools in northern-occupied Palestinian territories. The study sample (53) was randomly selected as teachers. To assess organizational conflict management's impact on job satisfaction, the researcher developed a questionnaire. In the study, teachers were satisfied with the management of organizational conflict strategies within the school. Organizational conflict management strategies (gender, years of experience, education qualification) influenced teachers' job satisfaction in the northern occupied Palestinian territories.

This study is in agreement with most of the previous studies in terms of its methodology (descriptive and analytical), including Kaabiah's study (2021), Hammad (2018), Al Jaafra's (2013), and Marzouk (2011), as well as previous studies related to the subject and the objectives. Based on the study population, the results are consistent with those from Kaabiah (2021), Mahasneh and Al-Azmat (2019), Hammad (2018), Marzouk (2013), Altinok (2009), and Boucher (2013), but differ from Bani Hamad studies (2016) Kantak and Gezers, (2009), which examined a society with higher education levels. Accordingly, the study used a questionnaire to assess the level of conflict, as did the rest of the studies.

RESEARCH QUESTIONS

There are differences in teachers' abilities, tendencies, and intellectual trends within the same school, which can lead to conflict between teachers and principals. The researchers decided to conduct a study that sheds light on the most important methods used in conflict management, specifically the most important methods used in conflict management for secondary school principals in the Irbid district from the perspective of teachers. As a result, the following questions should be answered:

1. What are the conflict management methods used by secondary school principals in the Irbid Casbah education district from the viewpoints of male and female teachers?
2. Are there any statistically significant differences ($\alpha \leq 0.05$) in conflict management methods between secondary school principals in the Irbid district as a function of variables (gender, educational qualification, and experience)?

RESEARCH METHODS

In this study, the descriptive survey method, along with data analysis, was used to identify the Conflict Management Methods for Secondary School Principals in Education Directorate Qasabah Irbid from the perspectives of male and female teachers. The study population included all secondary school teachers in Irbid's education district, whose number could not be determined. According to Table 1, a stratified random sample of 256 male and female teachers was selected as a sample of the study population.

TABLE 1
THE PARTICIPANTS

Characteristic	Indicator	Frequency	Percent
Gender	Male	96	37.5
	Female	160	62.5
Qualification	Bachelor's degree or less	200	78.1
	Higher than Bachelor	56	21.9
Experience	Less than ten years	176	68.8
	More than ten years	80	31.3

THE STUDY INSTRUMENT

The study instrument consisted of 42 items distributed into five areas. These areas are cooperation, avoidance, waiver, competition, and settlement. To verify the face and content validity of the instrument, a group of ten specialized and experienced faculty members from Jordanian University and the Ministry of Education reviewed the instrument. These experts were consulted about whether each statement of the questionnaire was appropriate and safe. After taking their comments into account, ten statements were removed, resulting in using 32 statements in the final version of the instrument.

To ensure the reliability of the instrument, the equation of Cronbach's alpha was applied to all statements, with the reliability coefficient being 0.90, which is acceptable. According to Table 2, the reliability coefficients for the statements ranged between 0.90-0.91, with the highest value being for "cooperation" and the lowest for "settlement". Most of the studies indicate that Cronbach Alpha Coefficients with a 0.60 score is accepted as an acceptable value. In calculating and categorizing the items' scores, the researchers considered an item score from 0.01 to 2.50 low, from 2.60 to 3.35 moderate, and from 3.60 to 5.00 high.

Domain	Alpha
1. Cooperation	0.91
2. Avoidance	0.90
3. Waiver	0.91
4. Competition	0.90
5. Settlement	0.90
The instrument a whole	0.90

FINDINGS AND DISCUSSION

The first research question in this paper is about the conflict management methods used by secondary school principals as perceived by the teachers. According to Table 3, the averages of scores for the conflict management methods used by the principals ranged between 3.83-3.13. The highest score is for the method of settlement (Average = 3.83), followed by the method of cooperation (Average = 3.58), and the method of waiver (Average = 3.56). From the bottom of the table, the method of competition received the lowest score (Average = 3.13), followed by the method of avoidance (Average = 3.31).

It is possible to attribute this result to the fact that school principals are not limited to one conflict resolution strategy to be applied in all conflict situations, but rather to a variety of conflict resolution techniques. In the strategies, it is evident that principals are exposed to a variety of conflict situations requiring the use of different methods and strategies depending on the circumstances. Certainly, no single effective method can be applied to all conflict situations. Therefore, the effective method in a specific conflict situation is the one that leads to a possible and effective solution in that situation, as this is consistent with most previous studies that confirm principals' use of a variety of conflict management strategies (Kaabiah, 2021; Mahasna 2019; Bani Hamad 2016; Marzouk, 2016).

TABLE 3
CONFLICT MANAGEMENT METHODS USED BY SCHOOL PRINCIPALS

No	Domain Area	Rank	Average	SD	Rating Level
1	Cooperation	2	3.58	1.03	Moderate
2	Avoidance	4	3.31	1.12	Moderate
3	Waiver	3	3.56	0.94	Moderate
4	Competition	5	3.13	1.08	Moderate
5	Settlement	1	3.83	0.84	High

COOPERATION

The participants were asked to indicate the use of the cooperation method and strategy by the principals. As presented in Table 4, the findings of the study show that the score of responses to the eight statements measuring the use of cooperation by the principals ranged between 4.02-3.25. The highest average score (4.02) is recorded for a statement that stated that "The principal encourages the conflicting parties to communicate and work together to solve problems". This result shows how eager the school principals are to collaborate, solve problems, and take the education process forward. On the other hand, the principals' cooperation with the teachers to develop plans and programs to deal with conflict scored the lowest in the table (Average = 3.25). This finding suggests that teachers perceive their principal as wanting to confront conflicts without prior plans and to be content with dealing with conflicts that arise outside their prior

arrangement. In addition, school principals are unilaterally planning and developing appropriate programs because they believe teachers have enough preparation, lessons, and shift schedules to cope without burdening them with additional administrative programs. The findings are consistent with the previous studies (Marzouk, 2011; Bani Hamad, 2016).

TABLE 4
COLLABORATION METHOD USED BY SCHOOL PRINCIPALS

No.	Statement	Average	SD	Rating Level
1.	The principal encourages the conflicting parties to communicate and work together to solve work problems.	4.02	0.860	High
2.	The principal collaborates with teachers to reach decisions that are acceptable to all parties.	4.19	0.830	High
3.	The principal openly raises all issues	3.53	1.13	Moderate
4.	The principal establishes common goals that require everyone's cooperation to achieve.	3.50	1.07	Moderate
5.	The principal assists teachers in resolving issues.	3.46	1.15	Moderate
6.	Encourages collaboration	3.44	106	Moderate
7.	The principal demands that conflicting parties prioritize the public interest.	3.32	1.10	Moderate
8.	The principal collaborates with teachers to develop conflict resolution plans and programs.	3.25	1.04	Moderate

AVOIDANCE

The survey questionnaire requested the participants to indicate the use of the avoidance method by the school principals. As presented in Table 5, the results of the study show that the score of responses to the seven statements measuring the use of avoidance method by the principals ranged between 3.96-2.86. The highest average score (3.96) is recorded for a statement that stated that "The principal attempts to avoid stress at school". Meanwhile, the principal believes that "disagreements between teachers are unimportant" scored the lowest in the table (Average = 2.86).

The results show that teachers believe principals are concerned about keeping their schools calm and stable so that students and teachers can advance in their level and achievement, whether they are represented at the individual level by students and teachers or at the administrative level by the school director. Most of the teachers have dealt with teacher disputes. Teachers mentioned classes, schedules, and shifts in their study tool responses.

TABLE 5
AVOIDANCE METHOD USED BY SCHOOL PRINCIPALS

No.	Statement	Average	SD	Rating Level
1.	The principal attempts to avoid stress at school	3.96	1.02	High
2.	The principal avoids causing himself any inconvenience.	3.59	1.14	Moderate
3.	The principal avoids open debate about disagreements with teachers.	3.52	1.25	Moderate
4.	The principal postpones dealing with the conflict until things calm down.	3.16	1.03	Moderate

No.	Statement	Average	SD	Rating Level
5.	The principal diminishes the importance of the opposing parties' points of view.	3.15	1.10	Moderate
6.	The principal avoids points that cause work to be obstructed.	2.93	1.25	Moderate
7.	The principal believes that disagreements between teachers are unimportant.	2.86	1.10	Moderate

SETTLEMENT

The participants were asked to indicate the use of the settlement method by the school principals. As presented in Table 6, the findings of the study show that the score of responses to the six statements measuring the use of the settlement method by the principals ranged between 3.88-2.99. The highest average score (3.88) is recorded for a statement that stated that the principal considers "the feelings of others to maintain existing relationships with them". On the other hand, the statement that indicates that the principal "retracts previous decisions" received the lowest average (2.99).

The results show that teachers believe principals are concerned about keeping their schools calm and stable so that students and teachers can advance in their level and achievement, whether they are represented at the individual level by students and teachers or at the administrative level by the school director. Most of the teachers have dealt with teacher disputes. Teachers mentioned classes, schedules, and shifts in their study tool responses. Leaving dispute resolution to whims will expose the school to collapse, and the retreat in decision-making is commonly explained as either hesitation or haste in making decisions, which is not appropriate for the principal who serves as a role model.

TABLE 6
SETTLEMENT METHOD USED BY SCHOOL PRINCIPALS

No.	Statement	Average	SD	Rating Level
1.	The principal considers the feelings of others in order to maintain existing relationships with them	3.88	0.97	High
2.	The principal assists others in finding solutions that suit them	3.78	0.86	High
3.	The principal prioritizes the wishes of others over his own.	3.69	0.92	High
4.	When solving problems, the principal considers the wishes of others.	3.67	0.96	High
5.	The principal is always in agreement with his decisions and the teachers' instructions.	3.37	3.01	Moderate
6.	The principal retracts previous decisions.	2.99	0.94	Moderate

COMPETITION

The participants were asked to indicate the use of the competition method by the school principals. As presented in Table 7, the findings of the study show that the score of responses to the six statements measuring the use of the competition method by the school principals ranged between 3.73-2.64. The highest average score (3.73) is recorded for a statement that stated that the principal "struggles with facts to reduce it". This finding indicates that school principals use evidence, and solutions to persuade opposing parties, implying respect between teachers and principals rather than coercion through force, authority, and coercion, which is commensurate with teachers and their leaders' natures.

On the other hand, the statement that indicates that the principal "uses sanctions to change the conflicting parties' positions" received the lowest average (2.64). This finding may reflect teachers' awareness of the principals' abilities to resolve conflicts without coercion or penalties, and if the arguments in dispute did not require punishment.

TABLE 7
COMPETITION METHOD USED BY SCHOOL PRINCIPALS

No.	Statement	Average	SD	Rating Level
1.	The principal struggles with facts to reduce it.	3.73	0.91	High
2.	The principal refuses to make concessions to the conflicting parties.	3.34	1.06	Moderate
3.	The principal implements laws and regulations to compel the parties to reach to accept the proposed solution.	3.23	1.07	Moderate
4.	The principal uses administrative authority to resolve conflict.	2.89	1.15	Moderate
5.	The principal makes an effort to minimize opposing viewpoints.	2.96	1.10	Moderate
6.	The principal uses sanctions to change the conflicting parties' positions.	2.64	1.19	Moderate

WAIVER

Table 8 presents principals' use of the waiver method as perceived by the school teachers. The results show that the score of responses to the five statements measuring the use of the waiver method by the school principals ranged between 3.99-3.58. The highest average score (3.99) is recorded for a statement that stated that the principals create an appropriate environment for conflicting parties to reach satisfactory solutions. This indicates that the school principals encourage opposing parties to propose solutions on their own.

Meanwhile, the lowest average score (3.58) was recorded for the statement that indicates that the principals use a negotiation style based on concessions made by the conflicting parties. The result shows that the school principals put more effort to persuade opposing parties to accept solutions that satisfied their approval. This is similar to the findings reported earlier by Hammad (2018) and Bani Hamad (2016), but different from Al Jaafra (2013).

TABLE 8
WAIVER METHOD USED BY SCHOOL PRINCIPALS

No.	Statement	Average	SD	Rating Level
1.	The principal creates an appropriate environment for conflicting parties to reach satisfactory solutions.	3.99	0.84	High
2.	The principal encourages a give-and-take approach to problem-solving.	3.93	0.81	High
3.	The principal works to achieve benefits for the conflicting parties to satisfy everyone.	3.86	0.86	High
4.	The principal provides a common ground for conflict resolution.	3.82	0.86	High
5.	The principal employs a negotiation style based on concessions made by the conflicting parties.	3.58	0.86	Moderate

DEMOGRAPHIC DIFFERENCES

To answer the second research question, the Independent Samples T-Test was used to identify gender differences, qualification differences, and also differences in experience among the school principals in using the five conflict management methods.

Gender Differences

Table 9 presents the results of gender differences. According to the findings, male participants recorded high average scores (between 3.64-3.41) in perceptions toward the use of five conflict management methods by the school principals as compared to the average scores of female participants (between 3.53-3.10). However, the results of the independent t-test revealed that the average differences between male and female participants are not statistically significant (p-value >0.05). The lack of statistically significant differences due to the gender variable may be related to the similarity in the educational environment and the lack of diversity. In addition, limited differences between one school and another, as well as the similarity in the instructions, and regulations applicable to all teachers regardless of their specializations or qualifications. Similar findings have been reported by Al-Jaafira (2011) and Marzouk (2011).

TABLE 9
GENDER DIFFERENCES

No.	Domain Areas	Gender	Average	SD	t-value	p-value
1.	Cooperation	Male	3.41	0.69	0.17	0.86
		Female	3.38	0.89		
2.	Avoidance	Male	3.50	0.52	1.95	0.06
		Female	3.13	0.82		
3.	Waiver	Male	3.47	0.64	1.86	0.07
		Female	3.10	0.88		
4.	Competition	Male	3.64	0.23	1.60	0.11
		Female	3.53	0.26		
5.	Settlement	Male	3.53	0.26	0.89	0.83
		Female	3.40	0.59		

Educational Qualification Differences

Table 10 presents the results of educational qualification differences. Except for the "Cooperation" method, participants with bachelor's degrees recorded high average scores (between 3.58-3.38) in perceptions toward the use of four conflict management methods by the school principals as compared to the average scores of the participants with a degree higher than the bachelor degree (between 3.56-3.12). For the "Cooperation" method, the participants with a degree higher than the bachelor's degree recorded an average score of 3.39 as compared to 3.38 for the participants with a bachelor's degree.

Nevertheless, the results of the independent t-test revealed that the average differences in educational qualification participants are not statistically significant (p-value >0.05). The lack of statistically significant is due to the similarity in the educational environment, the lack of diversity, and the limited difference between one school and another, as well as the similarity in the laws, instructions, and regulations that apply to all teachers, regardless of their specializations or qualifications (Al-Jaafarah, 2013; and Marzouk, 2011).

TABLE 10
EDUCATIONAL QUALIFICATION DIFFERENCES

No.	Domain	Qualification	Average	SD	t-value	p-value
1.	Cooperation	Bachelor's degree	3.38	0.77	-0.03	0.97
		Higher than Bachelor	3.39	0.86		
2.	Avoidance	Bachelor's degree	3.38	0.69	1.12	0.27
		Higher than Bachelor	3.18	0.78		
3.	Waiver	Bachelor's degree	3.39	0.76	1.35	0.18
		Higher than Bachelor	3.12	0.84		
4.	Competition	Bachelor's degree	3.58	0.27	0.41	0.69
		Higher than Bachelor	3.56	0.25		
5.	Settlement	Bachelor's degree	3.41	0.96	0.17	0.86
		Higher than Bachelor	3.38	0.89		

Experience Differences

Table 11 presents the results of experience differences. Participants with less than 10 years of experience recorded high average scores in perceptions toward the use of three conflict management methods (i.e. avoidance, competition, and settlement) by the school principals as compared to the average scores of the participants with more than 10 years of experience. Similarly, the participants with more than 10 years of experience recorded high average scores in perceptions toward the use of two conflict management methods (i.e. cooperation and waiver) by the school principals as compared to the average scores of the participants with less than 10 years of experience. However, the results of the independent t-test revealed that the average differences in experience among the participant are not statistically significant (p-value >0.05).

TABLE 11
EXPERIENCE DIFFERENCES

No.	Domain	Experience	Average	SD	t-value	p-value
1.	Cooperation	<10 years	3.34	0.79	0.67-	0.51
		10 years or more	3.49	0.90		
2.	Avoidance	<10 years	3.27	0.71	0.05	0.96
		10 years or more	3.26	0.85		
3.	Waiver	<10 years	3.14	0.77	1.44-	0.16
		10 years or more	3.44	0.90		
4.	Competition	<10 years	3.58	0.25	0.61	0.54
		10 years or more	3.54	0.25		
5.	Settlement	<10 years	3.64	0.23	1.60	0.11
		10 years or more	3.53	0.26		

CONCLUSION

The purpose of this study was to examine teachers' perspectives toward the conflict management methods adopted by the secondary school principals in the Education Directorate Qasabah, Irbid, Jordan. The study found that 'settlement' is the most preferred method for conflict management followed by cooperation, then waiver. Avoidance is the least preferred method to be used by school principals for conflict management. Using the study variables, no statistically significant differences were found about the gender, qualification, and experience of participants. Based on the findings of the study, the researchers conclude the study with some important recommendations. The recommendations include the provision of

training courses for school principals focusing on the practical aspects of conflict resolution. Conflict can be reduced by allocating responsibilities and resources in a balanced manner. To assist teachers in understanding themselves and others, training, and seminars are necessary. The human aspect of conflict resolution should also be considered since it has a positive impact on the individual.

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