

The Causes of Conflicts between Stakeholders and Educational Management

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Abstract

The purpose of the article is to find out the causes of conflicts occurs in the colleges between the stakeholders and educational management by the help of different kinds of literature reviews. The study of article is based on the review of literature and the secondary data has been used. The causes of conflicts occur due to different kinds environment in the organization. That environment may be internal and external. The causes occur due to the misunderstanding, selfishness, dominating behaviour, insufficient resources, traditional planning ways, etc.

Keywords: Conflict, causes of conflicts, stakeholders, educational management

1. Introduction

The organization is the place where the men and women work together to get the organizational objectives. To achieve the goals, they are involved in the activities but their thinking, attitude, behaviour, discipline, etc. are not similar. As a result, the conflicts occur. Hence, conflict is the disagreement occurred between and among the groups and individuals in an organization.

Conflicts in schools can be caused by a variety of circumstances, including personal, interpersonal, administrative, and other issues. Prejudice, personality differences, low motivation, being manipulative, lack of honesty and sincerity, and a resistance to learning are examples of individual factors. The causes of conflicts arising from interpersonal relationships are determined as negative communication, groupings, not recognizing the newcomers, the ambition of success in teachers, not welcoming criticism, jealousy of success and qualifications of others, the desire of individuals to be at the forefront all the time, gossip and rumor, having different ideas, misunderstanding, false and incriminating accusations of individuals, not being respectful to others' opinions, avoiding work and the presence of teacher with professional inexperience. As for the administrative factors, conflicts were found to be intensified by poor leadership abilities, a lack of expertise in educational administration, favoritism, the desire to be obeyed at all costs, domineering behavior, refusing to accept intervention, ignoring the teachers' opinions, adopting an autocratic and abstentionist management style, failing to fulfill duties and responsibilities, and a tendency to advocate for some teachers individually.

Other reasons that have been cited as causes of conflict between educators include the workload being given to certain employees, insufficient resources, not fulfilling duties and responsibilities, and a power discrepancy between administrators and teachers. Educational institutions have a structure that encourages cooperation and harmony among its members.

However, there is no such thing as every individual shall be happy all the time. For this reason, conflict is an inevitable phenomenon in educational institutions (Ertürk, 2021). Conflict occurs between people in all kinds of human relationships and in all social settings. Since there are so many different ways people can differ, the absence of conflict usually means that there is little meaningful interaction going on. Conflict in and of itself is neither good nor bad. However, the manner in which conflict is handled determines whether it is constructive or destructive (Deutsch & Coleman, 2020).

Conflict can occasionally arise as a result of these agreements and differences between people and groups in the classroom. Conflicts are neither productive nor disruptive, but depending on how they are handled in the classroom, they can be either. Causes of conflict include difference in perceptions, limited resources, overlapping authority amongst others; while conflict management strategies include accommodation, avoidance, competition and collaboration (Isabu, 2017). Eventually this infrastructure becomes highly institutionalized and widely disseminated and serves as a foundation for the development of a culture of conflict. This in turn comes to dominate every society engaged in intractable conflict (Bar-Tal & Halperin, 2013). Stakeholders somehow affect knowledge generation and dissemination, thus, university constituencies, who are the stakeholders, are important to be identified as they are affected by the outcome of university activities (Avci, Ring, & Mitchell, 2015). When conflict does not exist or arise, it indicates that there is no human being. As long as human beings exist, conflict is bound to occur, because every human being has his/her own beliefs, values, and norms; however, each of them has a different cultural background. It is pertinent for an average person to protect his/her beliefs, values, norms and cultural background (Olasunkanmi, 2015). Verbal and non-verbal interactions that occur daily between teachers and head teachers, teachers and pupils, and among pupils can generate conflict that may adversely affect teaching, learning, and schooling effectiveness. Little attention is, however, paid to the quality of relationships that exists between teachers and pupils, among teachers, among pupils, between teachers and their school heads, and between schools and their local communities (Opoku-Asare, Takyi, & Owusu-Mensah, 2015). Any organization needs conflict, and no organization is immune to it. Institutions of higher education are not exempt from this. The administration and professors are the main parties in contention. Many scholars have urged that the educators must learn the conflict management skills so as to overcome it, every individual uses different type of conflict styles (Hamayun, wei, Muhammad, Khan, & Attia, 2014). Conflicts are inevitable in human life. In organizations or even across nations, it is unavoidable. Conflict is an inseparable aspect of people's as well as organizations' life (Omisore & Abiodun, 2014). As long as organizations continue to use work teams, conflict cannot be avoided since it is an inevitable aspect of work teams (Thakore, 2013). Conflict is an outcome of behaviors. It is an integral part of human life. Whenever there is interaction there is conflict. Conflict is the manifestation of enmity, unfavorable attitudes, antagonism, violence, competition, and miscommunication. It is also associated with situations that involve contradictory interest between two opposing groups (Thakore, 2013).

Conflict is usually viewed as a negative phenomenon within organizations and is often sought to be avoided or eliminated. This notion of conflict has essentially resulted from the misconception that conflict is inherently distasteful, destructive and pathological to the attainment of organizational objectives (Samantar, 2004). Higher education institutions cannot avoid conflict because they support academic freedom and unrestrained thought. Conflict can occur between students versus faculty, faculty versus faculty, faculty versus administrators and students versus students (Holton, 1995).

Along with educational administration and educational leadership, educational management is one of a trio of related ideas. These three concepts are related but nonetheless possess definitional differences depending on where the terms are applied (Lynch, Asavisanu, Rungrojngarmcharoen, & Ye, 2020). An applied area of management is educational management. One can therefore deduce that educational management refers to the application of theory and practice of management to the field of education or educational Institutions (Ali & Abdalla, 2017). Educational management may even be considered a (logy) by itself when it comes to the management of educational organizations (Bush, 2003).

1.1. Causes of Conflicts in the educational industry

The causes of conflicts have been enumerated by different researchers in the educational industry like Schools, Colleges and University. In the international context, according to (Mullius, 2010), the causes of conflicts are as follows:

Limited Resources

Most school resources are limited and as a result, teachers and principals struggle to have their own share. The greater the limitation of resources than usually, the greater the potential for conflict.

Poor communication network

Poor communication network is highly rated as one of the main causes of conflict in schools (Iwuagwu, 2011). School principals who introduce innovation without first educating the teachers and students of the nature and foreseen benefits of the innovation in the school cannot expect genuine cooperation and participation from them, and this can lead to conflict. Also, when decisions are not disseminated effectively, sources of conflict can thus be created for or by teachers and students.

Task inter-dependence

Where the task of a teacher is dependent upon the work of another teacher, there is potential for conflict. Also, if the work of a department in the school is dependent upon the output of another department, a similar situation can arise. If reward or punishment systems are perceived to be based on keeping up with performance level, then the potential for conflict is even greater.

Overlapping authority

When two or more teachers or departments claim authority for the same activities or tasks, conflict is likely to occur.

Role conflict

A role is the expected pattern of behaviour associated with members occupying a particular position within the structure of the school. In practice, the manner in which some teachers actually behave may not be consistent with their expected pattern of behaviour. Problems of role incompatibility and role ambiguity arise from inadequate or inappropriate role definition in the school system and can be a significant cause of conflict.

Inequitable treatment

A teacher's perception of unjust treatment in the operating of personnel policies and practices or in reward and punishment systems can lead to tension and conflict.

In the Nepalese context, according to (Thapa) the causes of conflict occur in the teaching learning process in school are enumerated below:

Politicization

Politicization in school was one of the major sources that create educational conflicts in schools. It was that politicization enhanced teachers' absenteeism. During the course of interview one teacher said, "Those teachers who are acting 'as political workers' more often became absent from school". In this situation, if school head ordered to the teachers to take

an extra class it rather enhances conflict. In this respect, one respondent teacher as clearly said “it is too much tedious for me if I have to take ‘extra classes without facility”.

The feeling of local teachers vs. outsiders

Generally, local teachers tried to dominate the outsiders, because they had the feeling that community members recognize them, they can interact with them in any time. Likewise, they had the feeling that they own the school and outsiders must be careful in every activity. For instance, one outsider teacher said, “more often local teachers become absent, they show negligence towards teaching and often come late and leave early.” In the case of outsiders, they take long leaves while they go for leisure. Therefore, local teacher counts the number of days the outsiders take leaves and the outsider counts the number of hours and frequency of leave of the local teachers. Due to the majority and domination from the local teachers, outsiders often remained salient.

Hierarchical position

The structural hierarchy of the school was creating educational debate and dilemmas among the teachers. The secondary level teachers were considered higher level teachers in school. Due to the level wise educational qualification, salary scale, and level wise teaching, teachers had the feeling of superiority. Such feeling was creating obstacle to establish close relationship among them. In this respect, one respondent teacher from the primary level expressed her experience in this way

The social values

Particularly in Nepal, the social values that were created by the century, long tradition of Hindu caste system had significant influence to educational conflicts. More specifically, it was observed that the lower caste teachers were facing many problems in schools to establish relationships among the teachers

Selection of teacher:

It was identified that there was confrontation between community and school while selecting the temporary teachers. The School Management Committee had full authority to select the temporary teachers. In this context, one teacher said, “Even the teachers did not know about the vacancy and selection procedure. They only knew when the selected teacher started to teach in the school.” Over politicization in education is the root cause of educational conflicts in school. In every schooling activity such as appointment of teachers, appointment of head teachers, nomination of School management Committee chairpersons and its’ members, transfer of teachers, and even reward and punishment to the teachers are influenced by politics one-way or the other. Misuse of power in administering educational activities by the school authority is another important source, which has significant role to educational conflicts in school.

1.2 Literature Review

Conflicts are an inevitable part of university education in Nigeria. This means that they cannot be eradicated completely. It is necessary to effectively manage conflict so as to avoid the disruption of university activities and a decline in the progress and development of the university. This can be done through effective communication between conflicting parties, effective resource management, amongst others (Stella, 2020).

Conflict cannot be totally averted or eradicated in any given organisation, in the sense that, we are bound to agree and disagree at one point or the other, but can only be subjected to considerable control by the administrators and managers of the various organizations, such as schools and colleges, by taking into consideration those methods, strategies and techniques that matches up with the nature of conflict at their disposals (Oresajo, 2015).

Constructive conflicts are necessary for the success of the organization as it improves the quality of decisions, stimulates creativity and innovation, encourages interest and

curiosity among group members, provides the medium through which problems can be aired and tensions released, leads to maximum use of resources and fosters an environment of self-evaluation and change (Kodikal, Rahiman, & Pakeerrappa, 2014).

It is impossible to separate conflicts from organizations. Organizational members come from different backgrounds, think so differently and communicate so uniquely. These make conflict a high probability. It becomes imperative therefore to determine the causes of conflict. It is important to state that many conflicts are either avoidable or unnecessary (Abah, Itodo, & Haruna, 2019).

Conflict is abundantly present in every society. The nature and types of conflicts that emerge in school vary from school to school. The common types of conflicts usually occur between the students on one hand and school authority on the other. Other forms of conflicts include intrapersonal conflict among teachers as well as students regarding the causes of different norms and values, desires and selfishness (Thapa, 2015).

Students-management conflicts in tertiary institutions vary the study revealed that communication gap between students and the school authorities was the major cause of students-management conflicts accounting for about 82% including what they referred to as structural factors and personal behavior factors (Adeyemi, Ekundayo, & Alonge, 2010).

1.3 Research Objective

The major objective of the study is to find out the causes of conflicts that in the educational institution through the help of literature review of different articles. Specifically, the study is to focus on the causes of conflicts between stakeholders and educational professional in the national and international context.

2. Materials and Method Used

The study is based on the literature review. All the data for the study are taken from the secondary source. It is the descriptive type of study.

3. Result and Discussion

As per the study of different literature of various researchers, the causes of conflicts are grouped in the colleges as individual, interpersonal, administrators and others factors. An individual factor includes the conflict related to personality, personal interest, lake of honesty, etc. Another interpersonal conflict is raised due to the negative communication, use of groupism activities in the colleges, not identifying the recruits in colleges, the determination of success in teachers, not convivial criticism, jealousy of success and qualifications of others in the colleges, the desire of individuals to be at the forefront all the time, gossip and rumor, etc. Similarly, the administrator factor includes the weak leadership, traditional planning ways, lake of proficiency in managing the administration activities, neglecting the instructor, dominating behaviour, not fulfilling the duties and responsibilities provided by the management, insufficient resources concerned to the education, etc. Conflict does not only affect the organizations or colleges negatively; it may be helpful to the organization due to the causes of conflicts. The conflicts can increase the working environment in the organization. The conflicts between stakeholders and educational management can be resolved in private and public colleges/universities by considering all the issues raised in the organization.

4. Conclusion and Recommendation

Based on the finding from the different literature reviews, the study found the crisis in the educational institution caused by the conflicts when it was not managed and handled properly. Another finding is this that conflict is an attendant feature of human interaction and cannot be eliminated; however, its proper management and transformation are essential for peace and progress in human society. The next finding is that conflicts can be constructive or destructive. Similarly, the conflict among principals, teachers and students as dampened

the moral of teachers and other staff, and it negatively affected their productivity. The causes of conflicts should be resolved on time among students and teachers and its effects on teaching learning process in school must be decreased. Otherwise, it will bring destructive impacts on teaching learning, and it may lead to violence.

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