A comparative study in the management of reducing organizational conflict between secondary school principals and supervisors from the point of view of sports teachers in Ramadi Education.

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Abstract. The importance of the research lies in looking at organizational conflict in an integrated and interconnected manner to know its main roots in order to work to reduce it and then remove it as much as possible and control it and direct it for the benefit of the work of institutions. The study aimed to find differences in the management of reducing organizational conflict between school principals and supervisors in education in Ramadi from the point of view of physical education teachers. The descriptive approach was used comparatively on the research sample of school principals and educational supervisors in Ramadi Education, numbering (16 school principals and 7 supervisors) from the point of view of 32 sports teachers. The scale of managing the reduction of organizational conflict was adopted. After the teachers finished answering, the questionnaires were collected, audited, and the statistical data were processed using the statistical bag. The researcher reached the following conclusions: School principals in Anbar Education seek with all their efforts to manage the reduction of organizational conflict within the school or educational institution better than educational supervisors from the point of view of sports teachers. - Conflict is an organizational phenomenon, and the existence of an acceptable level of it is necessary for the continuation of the work of the institution and its members, as it cannot always be considered negative or always positive, so it can be judged by the ability of the school principal and educational supervisor to manage it properly. Considering the conclusions, the researcher recommends encouraging teamwork and creating a high degree of trust and cooperation between the school administration and the educational supervisor and his teachers to reduce conflict between individuals and groups. - Involving school principals and educational supervisors in periodic training courses and informing them of modern administrative methods, including the issue of managing the reduction of organizational conflict.

Keywords: Organizational conflict, conflict reduction management, secondary school principals and supervisors, sports teachers.

1. INTRODUCTION

Organizational conflict is one of the natural phenomena present in our lives as individuals and institutions, and it is inevitable because stability and stability are almost impossible, and it is a form of interaction between different parties in interests, perceptions and details, and it appears in the form of conflict and differences in methods of reaching goals, and conflict occurs when it is impossible to agree on administrative behaviors in terms of authority and responsibility. Conflict is a moral thing that begins from within the individual with a feeling of dissatisfaction, and in the work of the educational institutions that we interact with or work in, as these institutions are considered, according to modern trends in management, educational and pedagogical institutions, in which the human being is the first element that expresses his vitality and interaction, and the more effort the person exerts in his performance and the effectiveness he shows, this is reflected in the effectiveness of the educational institution (Ali,

2022). Organizational conflict is considered "one of the main forms of interaction or perhaps disruption of work and means of decision-making in a way that leads to difficulty in comparing and choosing between alternatives, and perhaps the presence of conflict at a certain level is an incentive and a source of strength to raise the job performance of individuals and groups, but reaching a high level of conflict has more negative effects than positive ones (Ali & Hamad, 2021). The individual may face "conflict with himself between his ambitions, abilities and readiness, and he may suffer from conflict as a result of his relationships with others or because of the administrative systems he deals with, and he may also face conflicts with the external environment as a result of the secretions of the social systems of the different environment, and perhaps the individual's dealing with different levels of conflicts may generate different effects on the individual himself and the institution to which he belongs (Ali & Hammadi, 2022). And the concept of organizational conflict It refers to the process of disagreement or conflict that results as a reaction to the exertion of great pressure by a specific individual or group of individuals, or its institution, on another individual or group of individuals, whether from within the field of work or in another societal field, with the aim of bringing about a change (positive or negative) in the structure, standards, or values of that individual or group, or the concept of organizational conflict refers to the process of disagreement or conflict that results as a reaction to the exertion of great pressure by a specific individual or group of individuals, or its institution, on another individual or group of individuals, whether from within the field of work or in another societal field, with the aim of bringing about a change (positive or negative) in the structure, standards, or values of that individual, group, or institution (Ali et al., 2022). In educational institutions, where individuals and institutions are exposed under the current circumstances to external environmental pressures represented by political, security, economic, social, cultural, technological and other influences that are reflected in the reality of the internal environment of the institution, including the problem of conflict that makes the behavior of individuals unnatural or unfamiliar and may lead them to extremism or radicalism in certain directions (Hussein Harim, 2000). It is obvious that this will negatively affect the level of individual performance of the individual and the institution, which conflicts with achieving the desired goals (Adham Ali et al., 2022). Therefore, the successful school principal and educational supervisor who possesses efficient administrative specifications of creativity, knowledge, speed and accuracy in management may have the ability to control the style represented in points of view and thus his ability to manage and reduce organizational conflict. Therefore, the importance of the research lies in looking at organizational conflict in an integrated and interconnected manner to know its basic roots in order to work to reduce it and

then remove it as much as possible and control it and direct it for the benefit of Institutional work.

Research problem.

Organizational conflict occurs within the educational institution in situations where the behavior of one of its employees can harm, interfere with, resist, or conflict with the functional activities of some employees, or occurs in organizational situations that require the performance of incompatible activities, which leads to a decrease in the efficiency of activities, as a result of transferring the work and duty of non-compliant parties, and sometimes leaving work. We find that the intervention of the parties concerned with resolving and managing conflicts varies according to the powers between the school principal and the educational supervisor of that school, so this study can help increase the awareness of educational administrative institutions of these effects resulting from organizational conflict and seek to manage and reduce it within the educational institution.

Research objectives.

- Identify the degree of management of reducing organizational conflict among secondary school principals and supervisors from the point of view of sports teachers in Ramadi Education.
- Find differences in managing reducing organizational conflict between secondary school principals and supervisors from the point of view of sports teachers in Ramadi Education.

Research hypothesis.

- The variation of organizational conflict management methods according to the situations that require resolving those situations by secondary school principals and supervisors from the point of view of sports teachers in Ramadi Education.

Research areas:

- Human field: A sample of physical education principals, supervisors and teachers in secondary schools in Ramadi Education.
- Temporal field: The period from 7-30/1/2019
- Spatial field: Secondary school buildings in Ramadi Education.

Definition of terms:

- "Organizational conflict: "A social process that arises between two parties between whom there is a conflict of interests and goals, and each of them seeks to achieve its interests and goals, using all methods, whether legitimate or illegitimate" (Youssef Abdel Amir, 2011)
- Managing organizational conflict reduction:

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Managing organizational conflict reduction is the process of "controlling and stimulating constructive conflict, as well as preventing destructive conflict, and working to resolve it when it appears" *(*Robbins, 2009*).*

2.   RESEARCH METHODOLOGY AND FIELD PROCEDURES

Research methodology:

The descriptive approach was used in the comparative style because it is the best scientific solution and the most appropriate to suit the nature of the research problem(Ali et al., 2022)

Community and research sample:

The research community was defined as the principals and supervisors of secondary schools in Ramadi, numbering 20 secondary school principals, 20 school principals and 7 supervisors. The research sample was randomly selected from school principals and educational supervisors in Ramadi Education, numbering (16 school principals and 7 supervisors) from the total community from the point of view of 32 sports teachers within the twenty schools.

Methods and tools used in the research:

- 1-Arab and foreign sources.
- 2-Internet.
- 3-Organizational Conflict Reduction Management Scale, Appendix 1.
- 4-Assistant work team.

Organizational Conflict Management Scale (Rehab Abdulhadi Mahsoun, 2018)**.**

The Organizational Conflict Reduction Management Scale was adopted, which includes 49 statements distributed over six domains:

The first domain (avoidance) consists of 7 statements.

The second domain (power) consists of 10 statements.

The third domain (calming) consists of 9 statements.

The fourth domain (cooperation) consists of 6 statements.

The fifth domain (compromise) consists of 10 statements.

The sixth domain (confrontation) consists of 7 statements.

Thus, the highest score on the scale is (245) degrees, the lowest score is (49) degrees, and the hypothetical mean of the scale is (147) degrees (Muhammad Abdus Salam, 2004)

Exploratory experiment:

The exploratory experiment of the scale was conducted on Monday 1/7/2019 on a sample of (2) teachers who were randomly selected. The purpose of the exploratory experiment was to ensure the clarity of the scale instructions, to ensure the clarity of the phrase and the absence of errors in it, to identify the obstacles and negatives that may occur during the application of the main experiment, to ensure the efficiency and tasks of the auxiliary work team in (distributing the scale questionnaires to the sample) (Othman Jassim N. H. & Ameer Jaber Mushref, 2023).

Main experiment:

The main experiment was applied to the research sample that included (16 school principals and 7 supervisors) from the total community from the point of view of 32 sports teachers within the twenty schools, on Sunday (1/20/2019) until Wednesday (1/30/2019), as the questionnaire was distributed in its final form to the sample with the necessity of emphasizing the tester to answer for one alternative by placing a (√) mark in front of the alternative that he finds appropriate, which expresses his point of view in managing conflict reduction by the school principal or supervisor Educational, and after the examiners finished answering, the questionnaires were collected and verified. It was found that all questionnaires were fully answered, then the researcher collected the scores for each individual in the sample in order to extract the total score that each individual in the sample obtained for all the statements, and by collecting the alternative scores for each paragraph to ultimately represent the total score for the scale in addition to the score for each field of the scale to put them in special forms for statistical processing using the appropriate statistical methods.

Statistical methods:

The statistical data were processed using the bag statistic (spss), and with the following laws: percentage, arithmetic mean, hypothetical mean, standard deviation, test (T-test), for independent samples *(A*l-Alwani O. A., 2023*)*

3. PRESENTATION, ANALYSIS AND DISCUSSION OF THE RESULTS OF THE ORGANIZATIONAL CONFLICT REDUCTION MANAGEMENT SCALE:

- Presentation of the results of the organizational conflict reduction management scale for the research sample.

    Table (1) shows the statistical parameters of the organizational conflict reduction management scale and its areas for school principals from the teachers' point of view

Confront ation	Compro mise	Coope ration	Deescal ation	Power	Avoid ance	Organizational Conflict	Statistical methods

22.93	32.75	18.18	31.65	35.81	25.53	166.87	Arithmetic mean
21	30	18	27	30	21	147	Hypothetical mean
2.53	2.92	2.27	3.43	4.01	1.72	7.82	Standard deviation
0.64	0.44	0.21-	0.25	0.12-	0.02	0.05	Skew
51.1	63.24	45.16	52.17	50.5	83.85	120.65	T-value for one sample
0.000	0.000	0.000	0.000	0.000	0.000	0.000	Error level
0.05	0.05	0.05	0.05	0.05	0.05	0.05	Significance level
spiritual	spiritual	spiritual	spiritual	spiritual	spiritual	spiritual	Significance of differences

Table (2) shows the statistical parameters of the organizational conflict reduction management scale and its areas for school supervisors from the teachers' point of view.

Confrontation	Compromise	Cooperation	Deescalation	Power	Avoidance	Organizational Conflict	Statistical methods
22.18	32.03	18.43	29.31	31.46	21.71	155.21	Arithmetic mean
21	30	18	27	30	21	147	Hypothetical mean
2.36	2.85	1.91	3.31	3.41	2.37	8.85	Standard deviation
0.49-	0.65	0.35	0.48	0.18-	0.38-	0.2-	Skew
53.14	63.43	54.41	50	52.09	51.78	99.144	T-value for one sample
0.000	0.000	0.000	0.000	0.000	0.000	0.000	Error level
0.05	0.05	0.05	0.05	0.05	0.05	0.05	Significance level
spiritual	spiritual	spiritual	spiritual	spiritual	spiritual	spiritual	Significance of differences

Table (1+2) shows that the management of reducing organizational conflict among secondary school principals and supervisors from the teachers' point of view achieved arithmetic means for the scale and its areas greater than the hypothetical means, and the calculated t values achieved error level values less than the significance level (0.05). This means that secondary school principals and supervisors from the teachers' point of view have the ability to manage reducing organizational conflict according to situations that require avoidance, force, or appeasement, and sometimes cooperation, settlement, or confrontation. It was shown that principals and supervisors in the educational institution follow joint cooperation among themselves to achieve goals and the best results and follow settlement and a policy of give and take in cooperation with the parties to the conflict to reach common ground and partial solutions that satisfy both parties to the conflict, in addition to reconciliation between the two parties by using human skills to influence the parties to the conflict to move towards compromise solutions acceptable to both parties (Khudair Kazim et al., 2004). The researcher believes that this result may indicate the awareness of principals and supervisors in secondary schools that there are some cases of conflict between teachers that require non-intervention by them, especially when these cases are simple and harmless to either party or

the educational institution alike. School principals and supervisors in secondary schools realize the importance of conflict and its possible correct dimensions. The confrontation method is one of the ways to provoke conflict by encouraging interaction and providing opportunities to express opinions, discuss matters, and motivate workers to be creative, innovative, grow, and think (Hani Abdel Rahman Saleh Al-Taweel, 1998).

- Presentation of the results of the differences between principals and supervisors in the organizational conflict reduction management scale from the perspective of sports teachers

In order to find the differences between principals and supervisors, the results were processed using a t-test for independent samples, as shown in Table (3).

Table (3) shows the statistical features of the differences between principals and supervisors in organizational conflict reduction management

Significance of differences	Sig.	T-Test	Standard deviation	Arithmetic mean	Organizational Conflict Reduction Management Scale from the Perspective of Sports Teachers
spiritual	0.000	5.58	8.85	155.21	Supervisors
			7.82	166.87	Managers
Significant at significance level ≤ 0.05					

Table No. (3) shows the existence of statistically significant differences in the management of reducing organizational conflict between school principals and supervisors in secondary schools from the point of view of physical education teachers and in favor of school principals. The researcher believes that school principals are more exposed to conflicts and disputes within the institution with teachers and realize that the conflict of positive debate and brainstorming during the confrontation can lead to transforming the energy generated by the conflict into strength and impact to take on a positive rather than negative character (Hussein Harim, 2000). The confrontation method can deepen the mutual understanding between the parties to the conflict if used effectively. Secondary school principals also realize that once the conflict is resolved through confrontation, individuals become more committed to the outcome through their participation in resolving it. Also, the face-to-face meeting between the conflicting groups through confrontation is not concerned with determining who is right or wrong or who is the winner or the loser, but rather lies in solving the conflict problem by benefiting from the opinions and ideas of all the different parties to achieve everyone's connection to the institution through interest in achieving their interests (Jamal al-Din and Thabet Abd al-Rahman, 1999). The opportunity must be given to deliberation, rationality and reconsideration of the matters that led to the conflict, which is a reflection of the attempt to

maintain internal peace and stability and the relative calming of differences, and to mitigate their severity and reduce their importance, as well as confronting severity with gentleness, and creating an atmosphere of calm in order to overcome the problem (Awad et al., 2024). Secondary school principals, due to their proximity to cases of differing points of view and organizational conflict, may resort to using the field of force according to their powers in management, as they tend to impose solutions capable of ending the conflict by force, or by orders capable of ending it that are not subject to discussion, and to be firm in issuing and following up on decisions regardless of the approval of the rest of the teachers, relying on the official authority in dealing with the conflict and its parties (Hummadi et al., 2024(. Through the above, we find that managing to reduce organizational conflict has received wide attention from researchers, and educational and administrative institutions have reflected a clear difference regarding conflict and its role in the behavior of individuals and institutions, as studies indicate that the principal spends about 20% of his time in dealing with and managing conflict, and what one of the field studies reached about the topics that occupy the greatest importance for principals in programs Administrative development, the process of conflict management has become more important than decision-making, leadership, and communication skills among managers *(*Marinos.los, 2000*)*.

4.   CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- School principals in Anbar Education strive with all their efforts to manage and reduce organizational conflict within the school or educational institution better than educational supervisors from the point of view of sports teachers.
- Conflict is an organizational phenomenon, and the presence of an acceptable level of it is necessary for the continuation of the work of the institution and its members, as it cannot always be considered negative or positive, so it can be judged by the ability of the school principal and educational supervisor to manage it properly.

Recommendations

- By encouraging teamwork and creating a high degree of trust and cooperation between the school administration, educational supervisor and teachers in it to reduce conflict between individuals and groups.
- Involving school principals and educational supervisors in periodic training courses and informing them of modern administrative methods, including the subject of managing and reducing organizational conflict.

- Conducting similar studies on other samples and institutions.

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