School Conflict Management

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Abstract
A dynamic school as an organization is subject to multiple transformations and educational management must take into account all the stresses acting on the school both from the external environment and the internal environment. Therefore, education manager must be prepared to respond effectively in prevention and resolution of conflicts.

Key words: management, conflict, education, school, environment, group, solution agreed.

Conflict (Latin conflictus - "clash", „disagree”) represents a component normal but sometimes NECESSARY, of human relations. In general, conflicts are perceived as having a negative connotation because of disturbances in the life of the group. Modern management emphasizes the positive side of the conflict, seen as a natural consequence of diversity, because after a conflict, it can relieve tension, group members may summon express wishes, sometimes reaching intergroup conflicts. Instead, let be a beacon to motivation in an incentive increase of individual performance or group. So the danger of conflict escalation can not be ignored, therefore management skills and solutions have to be early developed. A good manager can solve any conflict!

Conflict situation occurs when one side perceive that the other side is frustrating against her. When there are differences in information, differences in the perception of the same information, differences in the perception of values, principles differences, differences of position, etc. On the other hand, competition, selfishness, fear, distrust, intolerance can lead to conflict. Conflict resolution involves, firstly, separation of person
conflict, positioning the group members in the classroom and interests separate positions. Therefore, when starting the conflict mediation do not ask "What they want?". It was very important wonder, why they want this?. Another crucial thing is to anticipate the response. The manager must consider possible solutions before asking (because complex problems have several solutions) and to obtain approval to apply the parties this joint solution. PARTIES have equal roles being aware that they had in the decision of The fact that it was not obligation outside, they reached an agreement freely after they redefined their relations, while perceiving them in a new way.

Any conflict has a resolution depending on a number of factors. In the classroom the teacher - tutor is to be group manager for unintended conflict resolution between students, between students and school between and parents on between students and parents.

In the following, we present how to solve the conflict, apparently trivial, but which produced serious disturbances within the group of students, with consequences on learning.

Among students of grade a conflict arose who drew the parents, about their settlement banks. Some children sat 'traditional' (Class I) in the first bank, a good reason: they had problems with distance vision. Knowing the situation, the teacher had placed them in the top banks. Growing at different rates, almost all children who had vision problems were much taller than the others standing further back. Adjusting to the first class gymnasium requires considerable effort from the children who must follow what is written on the blackboard. Misunderstanding lessons, backlogs, low notes are putting children on account of inability to see the blackboard. Conflict between children short, seated in the back seat and children who had vision problems, place the first banks issue to burst in the first meeting with parents who urged to resolve the situation.

Conflict involved the following steps:

1. Identification need ("What do you need?" "What?")

All persons involved in the conflict should be able to answer this question without blame or accuse. This is a very important step in resolving the conflict, because, often, a conflict may be produced by any reason other than the highlighted one.

There were identified the needs of the students in both groups wanted to occupy positions closer to the board.

2. Defining the problem ("What do you think is your problem?")
The whole class can give a helping hand to find an answer. Class must take into account the needs of both parties and not blame one. In turn, warring parties must agree on the definition.

There were exposures to the arguments of each party, and other members of the class helped define the problem without. The formula contrary, concluded that both sides are right.

3. Brainstorming

At this stage seek more opportunities for solving conflict. Students propose an alternative solution. The answers are written on the board, without formulating any verdict or assessment.

We have proposed several solutions which have been held up: settlement of banks semicircular or square, placing them in the „chess game set”, ensuring for each student to the board and the compromise, turning students into banks in small intervals time.

4. Evaluation solving variants („would you agree with this version?”)

Each of the parties to the conflict must complete the list and say that alternative solutions are acceptable.

We went to analyze each variant exhibited. The first variant, which suited both parties, was categorically rejected by the class teacher prior of exchange for reasons related to the peculiarities of the educational process in the primary. It foreshadowed a potential conflict with the teacher of the other class.

The second solution is not convenient for classroom teachers because it makes difficult their access to students at certain points of the lesson involving contact individually with them.

The third option - which included turning students into banks at fixed time intervals, so each student to stay, in turn, the first bank, then the second bank and so on - seemed a convenient compromise for both parties. This eliminates the „permanent „foster children and deprivation of others. In addition, it was a convenient solution from another point of view: we put students in a position to see the class from another angle, changing its "perspective" actually beneficial consequences on the formation of their personality.

5. Finding the best solution „You agree that this solution will solve the problem?”. We must be sure that both parties agree and acknowledge their efforts made to resolve the conflict.

Once accepted and recognized as third option, compromise, was passed to establish a strategy for implementing that solution.

6. Checking the solution.
A plan was drafted for evaluation of the solution. The variant can occur for a few minutes, an hour, day or next week, depending on the severity of the conflict and the age of the people involved. In this case, the assessment was made at the next meeting with parents, it took place over a week, observing that things go as agreed, the conflict is thus resolved.

**Conclusions**

Resolving this conflict, in the initial stage, prevented the escalation of the conflict (which is particularly harmful, since the children were at the beginning of a new cycle and resentments and frustrations as climate deteriorated in this group). We appreciate that the place had the following positive consequences:

1. Has fostered innovation leading to improved learning activities;
2. Created LIABILITY feeling each student in finding solutions to the conflict;
3. Has created a sense of trust that there are solutions to be sought together and that a compromise is necessary and preferable to an escalation of conflict.

Conflict management, an important component of quality management has a key role in achieving social performance, school therefore is an essential factor in the development of modern society, is called to help students learn and practice effective ways for prevention and conflict resolution.

**References**

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