

UDC:

005.96:373.5

Received

Original scientific paper

March 16, 2023

Accepted:

March 27, 2023

Corresponding author:

dragana.radosavljevic@fppsp.edu.rs

CONFLICT MANAGEMENT IN THE TEACHING STAFF OF A SECONDARY SCHOOL EDUCATIONAL INSTITUTION

Aleksandra Vesović

School of Graphics and Media, PhD student at Faculty of Business Studies and Law,
„Union - Nikola Tesla“ University, Belgrade, Republic of Serbia, e-mail: aleksandra.
vesovic5@gmail.com

Dragana Radosavljević

Faculty of Business Studies and Law, „Union - Nikola Tesla“ University, Belgrade,
Republic of Serbia, e-mail: dragana.radosavljevic@fppsp.edu.rs

Suzana Pajić

Faculty of Business Studies and Law, „Union - Nikola Tesla“ University, Belgrade,
Republic of Serbia, e-mail: suzana.pajic@fppsp.edu.rs

Abstract: *Conflicts in everyday life are considered to be bad, they should be neutralized, solved or avoided. Management science and organizational theory say that conflicts are not unwanted. On the contrary, they are desirable to the extent that they bring about positive changes. They are not manipulated, but managed. How it is implemented in practice depends on the national culture, the characteristics of the organization and its culture, the personality structure of individuals and their relationships in the group, that is, the organization.*

In successful and stable organizations, there are always conflicts, at different organizational levels, and they can be uncontrolled, spontaneous or deliberately created, with the aim of preventing the organization from becoming static. The minimum level of conflicts makes the organization alive and creative. In organizations that are in the process of organizational changes, the level of conflicts is higher and they must be controlled, in order not to cause negative effects of changes, but to be useful for future performance.

Education in Serbia for the last 20 years or more has been facing problems of modernization due to: new educational standards, state graduation, application of IT, methods of financing, etc., which leads to contradictions. These contradictions arise between: new

requirements for the quality of education and traditional ways and methods of teaching, the need for new ways of management in educational institutions and the unwillingness of the existing staff for changes, the need of modern society for rapid changes in educational institutions and the psychological unpreparedness of the pedagogical community for innovation . Resolving these contradictions often takes the form of conflict.

Educational activity as a specific activity implies a difference in the interests of students, teachers, management staff, administration and parents. So, there are different interests that are a prerequisite for the appearance of conflicts. Is it possible to manage conflicts in an educational institution?

As much as teachers know their school, i.e. their colleagues, the aim of the paper is to point out the need to know the problems of conflicts, management and finding solutions for them. In order to achieve this, it is necessary to have knowledge about the forms and nature of the conflict. The paper gives an account of the experimental research on the state of conflicts among the teaching staff, practical classes, in the high school of Graphics and Media, Belgrade . The results show a higher percentage of avoiding, or withdrawing from, conflicts. The reason for this is that individuals do not insist on fulfilling their interests at the expense of others, as well as a developed awareness of conflict behavior in specific institutions, such as educational ones. The age of the teaching staff also contributes to this. Teachers of practical classes are highly professionally prepared, which is evidenced by a favorable socio-psychological climate.

Key words: *conflicts, management, educational institutions*

1. INTRODUCTION

The process of pedagogical interaction is often characterized by a lack of mutual understanding and the appearance of conflicts between participants: students, teachers and parents. For pedagogy, the study of conflicts is of particular importance. The teacher should create a favorable atmosphere in the group, because an unfavorable climate makes it difficult and sometimes impossible to have a satisfactory life in an educational institution. Human relations are created by people themselves. By their actions, they can damage the optimal atmosphere for life and work. But teachers have the power to change that and establish a climate that favors personal development and the equal existence of the entire teaching staff.

In order to effectively solve the problems that have arisen, each member of the collective should acquire the necessary level of theoretical knowledge and practical skills of behavior in conflict situations, as well as knowledge about the causes and methods of conflict resolution. Conflict exists even where there is cooperation and agreement. The main issue is not to return to a state without conflict, but to learn to live with conflict, to be aware of its stimulating effect when it develops within certain limits and to be aware of its destructive nature when the limits are crossed. Today's theoreticians and practitioners

of management and human relations management are of the opinion that in the most effective organizations with the best interpersonal relations, conflicts are not only possible but also desirable. It is only necessary to manage them.

2. THEORETICAL FOUNDATIONS OF THE PROBLEM OF CONFLICT MANAGEMENT IN THE TEACHING STAFF

2.1. Studying the problem of conflict management in the teaching staff

A conflict is a conflict between social actors in order to achieve opposing interests, positions, values and attitudes, one side against the other.

Historical and pedagogical analysis of the problem of conflict management makes it possible to single out the phases, main contradictions and trends in the development of the conflict, assess the state of affairs in modern conditions and predict changes in the future.

«Conflictology is the science of patterns origin, development and completion conflicts, as well as management them» (Александрова Е.В., 1993, p. 346). Pedagogical _ conflictology is theoretical and applied direction , whose is main the purpose study nature and causes pedagogical conflicts , development method for their practically regulation and resolution « (Александрова, Л.М., 1997, pp. 3-4).

Within the framework of conflictological issues, the attention of scientists is focused on the study of conflicts in groups of students, the conflictological competence of teachers, pedagogical intervention in conflicts and ways to prevent and solve them . The preparation of future teachers for resolving conflicts in the pedagogical process is studied.

The question of the function of conflicts , in the literature, is considered in the framework of two paradigms: perceptions of conflict k acts as creative factor and the idea of conflict as a destructive phenomenon. Volkov believes that in some cases they can positively affect both the individual and the group, developing and improving them. But there can also be a negative influence conflict (Волков Б.С., Волкова Н.В., 2006, p. 384). The realization of the potential positive possibilities of conflicts is successful if they are recognized as purposeful, fruitful and as a normal state of social relations .

2.2. Types and characteristics of conflicts in the teaching staff

A person comes into conflict with other members of the group to which he belongs when he finds himself in a situation that is significant and important for him and when he does not see the possibility to change something. He usually tries not to complicate relationships and remains reserved.

Conflicts can be internal, i.e. intrapersonal, and they arise in the process of confronting different tendencies in the personality itself. They are characteristic of conscientious and responsible people.

Interpersonal conflicts arise between individuals and a group or between groups. They are a response to overwork or lack of work (Гришина Н.В., 2000, p. 64). Interpersonal

conflicts in 75% to 80% of cases arose as a conflict of material interests of individual subjects, which manifests itself as a mismatch of character, personal attitudes and moral values. Reacting to the situation, everyone acts in accordance with their character, attitudes, and different people behave differently in the same situations.

The conflict between an individual and a group arises due to a discrepancy between individual and group norms of behavior, i.e. the attitude of the individual differs from the attitude of the group. Often the group manager can cause these conflicts due to unpopular decisions. Given that organizations consist of formal and informal groups, conflicts may arise between them generated by differences in interests.

According to the length of time, conflicts can be divided into short-term and long-term. They are the short-term result of misunderstandings and mistakes that are quickly recognized. In the long term, they are associated with deep moral psychological traumas and objective difficulties.

According to nature, conflicts can be objective and subjective. Objective ones are related to real problems, shortcomings, violations of rules that arise in the process of functioning and development of the organization. Subjective ones arise due to discrepancies between personal assessments of certain events and relationships between people.

According to the consequences, conflicts can be constructive and destructive. Constructive ones suggest the possibility of rational transformations, as a result of which the very object of the conflict is eliminated. With the right approach, they can bring benefits to the organization. If the conflict has no real basis, nor does it create opportunities for the improvement of internal organizational processes, then it is destructive. It destroys the entire system of relations between people and introduces disorganization.

Quick conflicts are characterized by extreme manifestations of the negative attitude of the conflicting parties and are emotionally colored. Long-term conflicts arise in cases of stable, deep and hard-to-reconcile contradictions (**Волков Б.С., Волкова Н.В.**, 2006, p. 384).

The specificity of pedagogical work is reflected in the fact that the teacher's work is carried out individually. Working with students in a one-on-one class, the teacher is usually in a state of increased neuropsychological load, because he has to actively regulate his own behavior and the behavior of the students in different situations.

The teacher is used to assessing and evaluating. It is difficult for him to agree with the conclusions that the unfavorable development of the pedagogical situation is conditioned by his personal and professional weaknesses and shortcomings. Many teachers also have a certain degree of personal anxiety, which is why they tend to exaggerate, dramatize events and engage in unnecessary psychological defense.

The demographic structure of teaching staff in secondary schools is in favor of women. More than 65% of teaching staff are women (<https://data.stat.gov.rs/Home/Result/11030201?languageCode=sr-Latn>). Conflicts are more common in gender homogeneous teams, which affect the business sphere of employee relations and turn into business conflicts that do not contribute to the normal development of individuals and the efficiency of the educational process. The causes of conflict are diverse. The beginning of the conflict, mostly, was caused by one reason, and another gave it a prolonged character.

2.3. Difficulties in managing conflicts in the teaching staff

Each interest group, and therefore the school, has its own business structure. It consists of business interactions that occur during the performance of duties by teachers and school administrators. These interactions in the vertical section (between principal and deputy, between principal and teacher) are predominantly managerial in nature, and in the horizontal section (between teachers) they are professional and pedagogical and to a lesser extent managerial (only when teachers participate in management). Those in management structures avoid the negative, that is, conflicts, and many will approve of their superior's position even though they know it is wrong. Anti-conflict culture is proving to be unsustainable.

The school also has its own socio-psychological structure made up of connections of a psychological nature. It is about the invisible emotional threads of sympathy and antipathy, respect, disrespect and other forms of spiritual connections between people. In this structure, the members are not equal. Some enjoy more sympathy and respect, while others have little or are isolated and neglected by colleagues and managers. A collective is well managed when its business and socio-psychological structure match.

Conflict management is possible if the necessary conditions are met, which include:

- Objective understanding of conflict, as reality;
- Recognition of the possibility of active influence on the conflict and its transformation into a factor of self-regulation and self-correction ;
- Availability of material and spiritual resources, as well as legal basis for management;
- The ability of actors to harmonize their views and interests.

The issue of conflict management in the teaching staff stems from the understanding of conflict as an integral part of the social process, as a source and driving force of people's creative activity, but also as a determinant of development problems. Conflict management in the teaching staff is a targeted influence on the conflict process, which ensures the resolution of socially significant problems. It includes anticipating conflicts, preventing some and simultaneously stimulating others, ending and suppressing conflicts.

3. EXPERIMENTAL WORK ON THE IDENTIFICATION OF METHODS FOR CONFLICT MANAGEMENT IN THE TEACHING STAFF

3.1. Research on the state of conflict in the teaching staff of the School of Graphics and Media

The total number of teachers in the High School of Graphics and Media, Belgrade, is 98. Of that number, 38 are practical teachers. In the research survey of a voluntary character, 28 teachers of practical classes answered: 17 teachers (aged 25 to 59) and 11 trainee teachers (aged 23 to 35). The Thomas conflict measurement method was applied

Kilmann Conflict mode instrument (TKI) (Thomas LK Kilman HR , available at www.cpp.com), which is the best known and most applied method for more than 40 years. It enables the determination of typical ways of an individual's reaction to conflict situations.

The typology of conflict behavior is based on two styles of behavior. Cooperativeness or cooperation is associated with a person's attention to the interests of other conflict participants and competition characterized by an emphasis on protecting one's own interests. It can also be called assertiveness, which is characterized by self-protective behavior. These two dimensions identify the following ways of conflict management: **1. competition (rivalry)** is the least effective way of behaving in conflicts, through which the desire to satisfy only one's own interests at the expense of others is expressed; **2. cooperation** occurs when conflict participants come to alternative solutions that fully satisfy the interests of both parties; **3. Compromise** is a type of agreement between conflicting parties and is reached through mutual concessions; **4. avoidance** is withdrawal from the conflict, due to the lack of desire to cooperate and achieve one's own goals; **5. adaptation (adaptation)** is a cooperative way of solving conflicts, oriented towards the interests of others.

Determining the style or type of behavior in a conflict situation is done using a questionnaire of 60 questions, grouped into 30 pairs. In order to determine which type the subject is inclined to, after carefully reading each of the double statements, he is invited to choose the one that is closest to him. The data obtained as a result of the study are correlated with the key. The number of points an individual achieves on each scale gives an idea of his tendencies towards displaying appropriate forms of behavior in conflict situations.

The test for assessing the level of personality conflict, i.e. in an individual, allows to determine both in individual cases and the overall level of conflict in the collective. The questionnaire consists of 14 questions, where it is proposed to choose the most appropriate answer for the respondent's personality. The resulting data is correlated with the key. The number of points an individual has achieved on the scale gives an idea of the level of conflict of a given person. Levels of conflict development: 14-23 low level of conflict, 24-32 average level and 33-43 high level.

The test for assessing the psychological climate in the teaching staff makes it possible to determine the level of the socio-psychological climate in the collective. The level of group formation can be diagnosed and the dynamics of its development monitored. Respondents were given a questionnaire with 13 questions asking them to rate the climate in their team on a scale from -3 to +3. The assessments indicate: -3 – the property is always manifested in the team; 2 – the property appears in most cases; -1 – the property is often manifested; 0 – both properties are manifested to the same extent. The processing includes two phases: Phase 1 – it is necessary to add up the absolute values, first the positive (+) and then the negative (-) ratings given by each participant in the survey. The smaller value is then subtracted from the larger value. The result is a number with a positive or negative sign. This is how each team member's responses are processed. Phase 2 - all the numbers obtained after processing the answers of each participant must be added and divided by the number of respondents. Then he compares the obtained figure with the

key of the method: + 22 and above – this is a high degree of favorable socio -psychological climate; from 8 to 22 - average degree of socio -psychological climate, from 0 to 8 - low degree of favorability, from 0 to -8 - initial unfavorable socio - psychological climate, from -8 to -10 medium unfavorable and from -10 and below - strong unfavorable.

3.2. Results of experimental work on the example of the Graphic and Media School

Table 1. Determining the style of behavior in a conflict situation according to TKI (first group of respondents)

Number of respondents	Number of points on the behavior scale				
	Competition	Cooperation	Compromise	Avoidance	Adaptation
1.	12	6	2	4	6
2.	3	4	11	4	8
3.	0	5	8	11	6
4.	4	6	8	10	2
5.	0	3	5	7	5
6.	2	10	8	7	3
7.	7	6	5	8	4
8.	1	9	8	6	6
9.	2	2	10	9	7
10.	4	8	6	8	4
11.	3	5	7	9	6
12.	2	2	0	0	2
13.	1	3	8	10	8
14.	0	8	7	10	5
15.	0	6	8	10	6
16.	1	3	2	11	10
17.	2	2	7	5	2
	Σ=44 or 10%	Σ=88 or 19%	Σ=110 or 24%	Σ=125 or 27%	Σ=90 or 20%

Source: authors

Table 1 shows that the most common style of behavior in a conflict situation in high school, in the first group of teachers, is the avoidance style, 27%. In second place is compromise style, 24%, in third place is adaptation 20%, in fourth place is cooperation 19% and in the last, fifth place is competition 10%.

Table 2. Determining the style of behavior in a conflict situation according to TKI (second group of respondents, trainee teachers)

Number of respondents	Number of points on the behavior scale				
	Competition	Cooperation	Compromise	Avoidance	Adaptation
1.	6	7	4	5	8
2.	4	8	10	4	4
3.	3	7	7	4	9
4.	0	6	11	5	8
5.	2	4	7	9	8
6.	0	3	10	9	8
7.	6	6	6	9	3
8.	1	8	10	8	3
9.	0	8	8	10	4
10.	3	5	7	9	6
11.	4	2	5	11	8
	Σ=29 or 9%	Σ=64 or 20%	Σ=85 or 26%	Σ=83 or 25%	Σ=69 or 20%

Source: authors

Table 2 shows that the most common style of behavior in a conflict situation in the high school of Graphics and Media, in the second group of trainee teachers, is the style of compromise, 26%. In second place is the avoidance style, 25%, third place is shared by adaptation 20% and cooperation, and in fourth place is competition 9%.

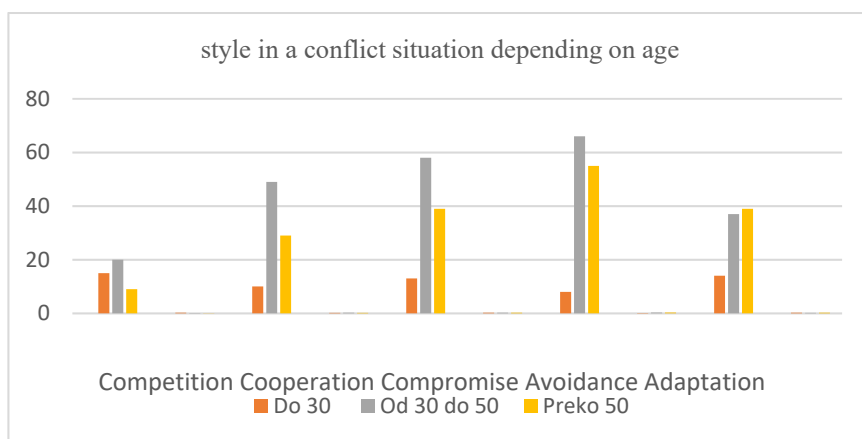
Based on quantitative data, it can be argued that such as compromise, avoidance, accommodation and cooperation are distributed in approximately equal proportions. This can be used to judge the high level of professional preparation of the teacher in terms of behavior in a conflict situation, as well as the high level of adaptation of each team member to joint activities.

Table 3. Determining the style of behavior in a conflict situation depending on age

Age	Number of points on the behavior scale and percentage									
	Competition		Cooperation		Compromise		Avoidance		Adaptation	
Until the 30	15	26%	10	16%	13	22%	8	13%	14	23%
From 30 to 50	20	9%	49	21%	58	25%	66	29%	37	16%
Over 50	9	5%	29	17%	39	23%	55	32%	39	23%

Source: authors

A comparative analysis of behavior styles in a conflict situation depending on age is also presented with a histogram.



Histogram 1. Styles of behavior in a conflict situation depending on age
Source: authors

The conclusions drawn are as follows: up to 30 years of age competition prevails, from 30 to 50 years avoidance prevails, as well as after 50 years. According to this, it can be judged that before the age of 30, the idea of pedagogical activity and communication methods was not fully formed, among teachers, and probably not even with students. St. Aaron and a range of from 30 to 50 years, and after 50 years, characterizes fact Yes are fundamental contradictions _ conflict and teachers not them recognize like it is real and permanent. Also, it can be assumed that most teachers in the school have low self-esteem and insufficiently developed social intelligence, which can lead to increased internal conflicts.

Table 4. Summary table for determining the level of conflict in an individual

Level of conflict	Secondary school teaching staff
Low	35%
Average	53%
Tall	12%

Source: authors

After processing the results, the degree of conflict between the teaching staff at the High School of Graphics and Media was determined. Thus, 12% of teachers have a high level of conflict, 53% of teachers have an average level of conflict, and 35% of teachers have a low level of conflict. In this pedagogical collective, the level of conflict is at an average level.

Table 5. Results of the study of the socio-psychological climate in the teaching staff

Number of respondents	Sociological climate	Psychological climate
1.	-8	+24
2.	-22	+14
3.	+3	+17
4.	+3	+30
5.	+6	+27
6.	+3	+23
7.	+8	+12
8.	-8	+32
9.	-3	+35
10.	-5	+12
11.	-15	+28
12.	-2	
13.	-21	
14.	+12	
15.	-20	
16.	+3	
17.	-15	
	$\Sigma=81, -81/17= -4.7$	$\Sigma=254, 254/11=23$

Source: authors

Analyzing results psychological climate in the classroom frame medium schools discover the vein initial a unfavorable a sociopath climate (avg _ is - 4,7). Therefore, this group can hardly be called a full collective . Analysis of the results studies psyche o loške climate it was established Yes this one educational frame has tall degree favorable psychological climate (avg is + 23).

The research showed that the predominant styles of behavior in conflict situations in the teaching staff of the Graphic and Media School are avoidance and compromise, which is explained by the higher professional preparation and theoretical awareness of teachers about behavior in conflict situations, as well as the peculiarities of professional communication. The choice of behavior styles in a conflict situation is also determined by the age characteristics of the members of the teaching staff. The higher the age, the greater the desire to avoid conflict. Rivalry style comes last. Therefore, it can be assessed that teachers try not to engage in direct confrontation and that they do not seek to satisfy their interests at the expense of others.

The level of a favorable socio-psychological climate in the teaching staff grows from the professional preparation of teachers in this matter. One can judge the high level of professional preparation of the teachers of the practical classes of the School of Graphics and Media in terms of behavior in a conflict situation, as well as the high level of adaptability of each team member to joint activities.

4. CONCLUSION

It has been established that conflict is often based on contradiction that is subject to certain patterns. Social pedagogues should not be afraid of conflicts, but they should understand the nature of the conflicts' occurrence, and use specific influence mechanisms to successfully resolve them.

Understanding the causes of conflict and using mechanisms for their management is possible only if future teachers possess the knowledge and skills of relevant personal qualities, knowledge and skills. The style of behavior in a specific conflict is determined by the extent to which the teacher wants to satisfy personal interests, acting passively or actively, and the interests of the other party, acting jointly or individually.

The main way of conflict-free pedagogical communication is the formation of a high level of pedagogical professionalism, mastering the art of getting out of conflict situations without losing one's dignity. The results of special studies of socio-psychological consequences of conflicts in groups convince us not only of their negative nature, but also of their constructiveness.

The teacher should organize the work in such a way that the participants themselves become the main actors in resolving the conflict, through the awareness of contradictions as the subject of the conflict, through the inner work of individuals and the reflection in their mind of their own behavior.

REFERENCES

- 1) Cvijanović J., (2004), Organizacione promene, Ekonomski institut, Beograd
- 2) <https://data.stat.gov.rs/Home/Result/11030201?languageCode=sr-Latn>, [Pristup 15.03.2023.]
- 3) Karnegi D., (2021), Kako rešavati konfliktne na profesionalnom i privatnom planu, Edicija, Beograd
- 4) Malešević D., (2020), Veština rešavanja konflikata na poslu, Provens, Beograd
- 5) Radosavljević D., Jevtić S., Radosavljević M., (2021), Ljudski resursi – upravljanje konfliktima i stresom, skripta, FPSP, Beograd
- 6) Thomas L.K. Kilman H.R., Thomas-Kilman conflict mode instrument, CPP, Inc. www.cpp.com
- 7) Vidović S., Radovanović M., (2004), Spremnost u sukobe (recepti za bolje bavljenje sobom, drugima, međusobnim odnosima i konfliktima), Nemačka organizacija za tehničku saradnju, Beograd
- 8) Александрова Е. В., (1993), Социально-трудовые конфликты: пути разрешения, -- М.: Луч, 1993. - 346с. Социально-трудовые конфликты: пути разрешения / Е. В. Александрова. - Москва : ПМБ РАУ
- 9) Александрова Л.М., (1997), Развитие эмоциональной экспрессивности у учителей // Сб. тез. 2-й ежегодн. всероссийск. конф. «Практическая психология в школе

(цели и средства)», Сентябрь 1996. - СПб.: ГП «ИМАТОН», С. 3-4., <https://lib.rosdiplom.ru/library/prosmotr.aspx?id=125713>, [Pristup 15.03.2023.]

- 10) Волков Б.С., Волкова Н.В., (2006), Конфликтология: Учебное пособие для студентов высших учебных заведений, изд. 2-е испр. И доп. - М.: Академический Проект; Альма Матер,
- 11) Волков Б.С., Волкова Н.В., (2006), Конфликтология, изд. 2-е испр. И доп. - М.: Академический Проект; Альма Матер, 384 с.
- 12) Гришина Н.В., (2000), Психология конфликта - СПб., 64с

ATTACHMENT

TEST : ASSESSMENT OF THE WAY TO RESPOND TO CONFLICT

Instructions: The questionnaire presented to you consists of two statements , and b. After reading each statement carefully, choose the one that is more in line with the way you usually behave.

1a	Sometimes I let others take responsibility for solving a controversial issue
1b	Instead of discussing what we disagree on, I try to draw attention to what we both agree on
2a	I am trying to find a compromise solution
2b	I try to solve the matter taking into account all the interests of the other person and my own
3a	I usually try to get by
3b	Sometimes I sacrifice my interests for the interests of the other person
4a	I am trying to find a compromise solution
4b	I try not to hurt the other person's feelings
5a	When solving a controversial situation, I always try to find support from the other
5b	I try my best to avoid useless tension
6a	I try to avoid trouble for myself
6b	I'm trying to find my way
7a	I try to postpone the resolution of the disputed issue in order to finally resolve it over time
7b	I believe that it is possible to give up on something in order to achieve something else
8a	I'm usually persistent in trying to get my way
8b	First, I try to determine what interests are involved
9a	I don't think it's always necessary to worry about some kind of disagreement that has arisen
9 b	I try to get there in my own way
10a	I am determined to get my way
10b	I am trying to find a compromise solution
11a	First of all, I try to clearly define what interests are at stake
11b	I try to calm the other person down and mostly maintain our relationship
12a	I often avoid taking a stand that might cause controversy
12b	I give the other a chance to stick to his opinion in something, even though he doesn't move forward
13a	I suggest a middle solution

13b	I insist that everything be done my way
14a	I communicate my point of view to the other person and ask about his views
14b	I try to show the other person the logic and merit of my views
15a	I try to calm the other person down and save our relationship
15b	I try to do whatever it takes to avoid tension
16a	I try not to hurt the other person's feelings
16b	I usually try to convince the other person of the validity of my position
17a	I'm usually persistent in trying to get my way
17b	I try my best to avoid useless tension
18a	If it makes the other person happier, I'll give them a chance to insist on their way
18b	I will give the other a chance to stick to his opinion even if he meets me halfway
19a	Before now, I'm trying to determine what are the interests and disputes of everyone involved
19b	I try to put controversial issues aside so that I can finally solve them in the end
20a	I try to overcome our differences right away
21a	When negotiating, I try to be considerate of the other
21b	I always tend to discuss the problem directly
22a	I'm trying to find a position that's in the middle
22b	I defend my position
23a	As a rule, I deal with satisfying the wishes of each of us
23b	Sometimes I leave it to others to take responsibility for solving a controversial issue
24a	If the other person's position seems very important to me, I try to accommodate them
24b	I try to convince the other to compromise
25a	I am trying to convince the other person that I am right
25b	When negotiating, I try to pay attention to the other's arguments
26a	I usually offer the middle position
27a	I often try to avoid disputes
27b	If it makes the other person happy, I'll give them a chance to express themselves
28a	I usually try to get my way
28b	In solving the situation, I usually ask for support from the other
29a	I suggest a middle position
29b	I don't think it's always worth worrying about disagreements
30a	I try to spare the other's feelings
30b	In an argument, I always take a stand so that we can succeed together

Questionnaire key: Rivalry: 3a, 6b, 9b, 10a, 13b, 14b, 16b, 17a, 22b, 25a, 28a ; Cooperation: 1b, 5a, 8b, 11a, 14a, 19a, 20a, 21b, 23a, 26b, 28b, 30b ; Compromise: 2a, 4a, 7b, 10b, 13a, 18b, 20b, 22a, 24b, 26a, 29a ; Avoidance: 1a, 5b, 7a, 12a, 15b, 17b, 19b, 21a, 23b, 27a, 29b ; Adaptation . 1b, 3b, 4b, 11b, 15a, 16a, 18a, 24a, 25b, 27b, 20a

Processing of results - Each answer is worth 1 point. The obtained quantitative assessments are compared with each other in order to identify the most desirable form of social behavior in situations of conflict, the tendencies of its relations in difficult situations.

TEST : ASSESSMENT OF THE LEVEL OF PERSONALITY CONFLICT

Instructions: Read the question carefully and choose one of the suggested answers

1.	Is it typical for you to strive for dominance, that is, to subjugate others to your will?					
	a	Not	b	How when	c	Yes
2.	Are there people at work who fear you and maybe even hate you?					
	a	Yes	b	Hard to answer	c	Not
3.	Who are you anymore?					
	a	A pacifist	b	Principled	c	Enterprising
4.	How often do you have to make critical judgments?					
	a	Often	b	Periodically	c	Rarely
5.	What would be most typical for you if you were at the head of a new team?					
	a	He would draw up the team's work program for the coming year and convince the team of its expediency	b	He would study who is who and make contact with the leadership	c	More often would be se consulted with to people
6.	In case of failure, which condition is typical for you?					
	a	Pessimism	b	Bad mood	c	Self-resentment
7.	Is it typical of you to strive to maintain and respect team traditions?					
	a	Yes	b	Most likely	c	Not
8.	Do you consider yourself one of those who would rather tell the bitter truth than remain silent?					
	a	Not	b	Most likely	c	Yes
9.	Of those personal qualities you struggle with, you are most often trying to free yourself:					
	a	Irritability	b	Empathy	c	Bigotry according to criticism of others
10.	Who are you anymore?					
	a	Independent	b	Leader	c	Idea generator
11.	What kind of person are you?					
	a	Extravagant	b	An optimist	c	persistent
12.	What do you most often have to work against?					

	a	Injustice	b	Bureaucracy	c	selfishness
13.	What is most typical for you?					
	a	I underestimate my abilities	b	I objectively assess my abilities	c	I overestimate mine abilities
14.	What causes you to clash with people most often?					
	a	Excessive initiative	b	Too much criticality	c	Excessive zeal

Key:

14-17 – very low level ; 18-20 – low ; 21-23 – below average ; 24-26 – slightly below average ; 27-29 – medium ; 30-32 – slightly above average ; 33-35 – above average ; 36-38 – tall ; 39-42 – very tall

TEST: ASSESSMENT OF THE PSYCHOLOGICAL CLIMATE IN THE TEACHING STAFF

Instruction: evaluate how the above characteristics are manifested in your team. First, read the suggested text and then choose the statement that you think is true.

		3	2	1	0	-1	-2	-3	
1.	A bright, cheerful tone of mood prevails		2						1. Depressive behavior prevails
2.	Good will in relationships, mutual sympathy			1					2. Conflict in relationships, antipathy
3.	There is mutual understanding in the relations between groups within the team				0				3. The groups are in conflict with each other
4.	Team members like to spend time together, to participate in joint activities					-1			4. They show indifference towards closer communication, express a negative attitude towards joint activities
5.	Successes or failures of colleagues cause empathy, sincere participation of all team members				0				5. Successes or failures leave colleagues indifferent or cause envy or gloating
6.	Respecting each other's opinions					-1		-3	6. Everyone considers their opinion the main one, intolerant of the opinion of their colleagues
7.	The achievements and successes of the team are perceived as their own					-1		-3	7. The achievements and failures of the team do not resonate with the team members
8.	In difficult moments, there is an emotional unity behind it "one for all, all for one".	3							8. In difficult times, the "limp" team gets into arguments, confusion, mutual accusations

9.	A sense of pride in the team, if the leaders notice it	3							9.	Praise and encouragement of the team are treated with indifference here
10.	The team is active and full of energy	3							10.	Thus, it is active and passive
11.	They are sympathetic and kind to new team members, helping them get used to the team	2							11.	Newcomers feel like strangers, they are often hostile
12.	Joint work fascinates everyone, the desire for joint work is great	2							12.	The team cannot raise for a common cause, everyone thinks about their own interests
13.	In the team, there is a fair attitude towards all members, they cheer for the weak, they defend them	2							13.	The team is noticeably divided into the "privileged" and despises the weaker