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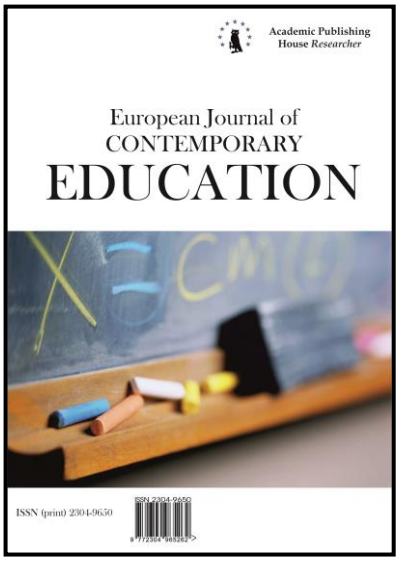

Factors of Conflict in the Educational Environment of the Modern School

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Abstract

The effectiveness and quality of the educational process in modern school depend, among other things, on the level of conflict in the team, on the confidence of interactions in the teacher-student-parent system. In order to analyze the factors of conflict in the educational space of the modern school, the authors conducted a study. The leading method was the survey of Moscow school teachers (N = 127). The study was split into blocks according to the types of interactions: teacher-student, teacher-teacher, teacher-administration, teacher-parent. In order to verify the obtained data, the method of focus groups was used (N = 11).

The study revealed that the greatest likelihood of conflict situations is typical for teacher and student interactions. The dependencies between the occurrence of conflict situations in the educational environment on the teacher's work experience, leadership style, and the level of interaction with parents were also identified. The main factors for the emergence of conflicts were limiting the ability of the teacher to apply legitimate disciplinary actions, reducing the authority of the teacher, the insufficient level of relevance of the content of educational material, forms and methods of conducting the level of training of students, their educational needs. During the interaction between the teacher and the administrative building of the educational organization factors for conflict situations are dysfunctions of the teacher's work organization, lack of conditions for teacher's professional development, uneven and/or unfair distribution of training and additional workload, redundancy of control, authoritarian management style. The one-sided nature of the interaction between the family and the school, the lack of effective feedback, the contradiction between the parents' expectations of the quality of education and the actual learning outcomes in the modern school, the commercialization of the educational space largely contributes to the development of conflicts in the process of interaction between the teacher and the parent community.

Keywords: school, conflict, conflict risks, teacher, educational environment.

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1. Introduction

The development of the education system refers to one of the most significant strategic objectives of society (Dinham, 2013), and is a factor of the implementation of the potential of young people, the formation of strategies for their adaptive behavior during socio-economic transformations (Kylgydai, 2018).

Harmonization of interactions of key actors in the educational environment helps to overcome such modern risks and threats as family distress, the destructive impact of computer games and social networks (Kutianova, 2018); interethnic disunity, cultural maladjustment (Kotovskaia, Yudina, 2018), increasing aggression and crime among adolescents (Nussio, 2019). The process of schooling ensures the process of socialization of the individual, its social and professional development, the implementation of creative potential (Gundry et al., 2014), the reproduction of integrating social attitudes and values (Hansen et al., 2009).

Education is not only an activity aimed at personal development but also aid in changing the inner emotional and cognitive experience of the student. The success of personal development depends on the well-being of the psychological situation at school (Podliniaev, Ivanov, 2018).

In the new conditions, the priorities of modernization of the school system are the mechanisms for consolidating the interests and needs of key actors in the educational space, building trust between them, conditions ensuring the implementation of professional initiatives, and harmonizing teacher-student relations (Vesina, 2010; Rogach et al., 2018; Kabanova, Vetrova, 2018: 511-520).

An integral part of the pedagogical process at school is the involvement of the teacher in building interactions with various participants in education - students, colleagues, administration, social partners (Iarychev, 2011). As the results of modern studies show, the frequency and specificity of these interactions, contradictions in values, norms, and expectations of subjects of the educational process, determine the nature of the flow of conflicts in the school system. Management dysfunctions, which determine the occurrence of conflict situations, are associated with the distribution of powers, workload, organizational hierarchy, leadership style, level of readiness to accept innovations. Socio-psychological factors of conflict in the school environment due to differences in communication skills, behaviors, goals, interests of participants in the educational process. Economic factors of conflict in the system of school education are usually associated with the general trends in the development of the Russian educational services market and the macroeconomic situation in the country as a whole, as well as with the private characteristics of individual educational organizations: their financing, the level of teachers' salaries compared with average values, attraction of additional funds and sponsorship. A separate factor in the emergence of conflicts is the high level of commercialization of school education. According to experts, the impact of this factor leads to the deformation of institutional forms of interaction in the “student-teacher” system, the emergence of corrupt practices of imposing tutoring services, reproduction of social inequality in Russian society, limiting the number of unprotected and vulnerable social groups in access to quality education (Frolova, Rogach, 2017; Kabanova, Vetrova, 2018: 710-716).

The assessment of the nature and consequences of the conflict is ambivalent. On the one hand, conflict situations are a source of development, a way of resolving contradictions, a transition to a qualitatively new state of social systems. On the other hand, conflicts in the school environment can acquire a rather destructive character, having a negative impact, primarily, on students' perception of educational material (Skelton, 2012), the effectiveness of individual training programs (Forman, 2016). At the same time, the inadequacy of conflict prevention and coordination contributes to building up the destructive potential of conflicts in the system of school education (Cha, 2016).

Conflict behavioral stereotypes lead, in particular, to dequalification of the teacher, contribute to the increase of tension, emotional exhaustion, depression (Ivakhnenko, 2015).

The process of overcoming the negative consequences of conflict shall focus on cooperation technologies, collaborative design of the educational environment (Minchin, 2009), mechanisms for introducing child-friendly methods of conflict management at schools (Gellin, 2018). Of particular importance is the democratic style of pedagogical communications, the implementation of the principles of parity in the interactions of participants in the educational process (Gonchar, 2011).

Analysis of research on the emergence and development of conflicts in the system of school education demonstrates the significant interest of researchers to this issue. The typology of conflicts in education, their specificity is discussed in the works by G.S. Berezhnoi, A.M. Magdeeva, V.R. Mukhadinova, L.B. Hendry (Berezhnaia, 2012; Hendry, 1978). Conflict management techniques are the subject of scientific analysis in the works by Iu.L. Astakhova, I. Hakvoort, K. Larsson, A. Lundström (Astakhova, 2013; Hakvoort et al., 2018).

The scientific works analyze the manifestations of the conflict: the presence of contradictions that reflect the difference between the goals, interests, values, motives or roles of the subjects of the conflict; opposition (confrontation) of the subjects of the conflict, their desire to harm the opponent; negative emotions and feelings towards each other as background characteristics of the conflict interaction (Saralieva, 2011).

The greatest attention in modern scientific literature is given to conflicts arising during student interaction, the causes of adolescent aggression, bullying, and tendencies of growing school violence (Grigorieva, 2014; Cha, 2016; Fernandez-Fuertes, 2019). American researchers are focusing on an increase in cyberbullying cases, demonstrating concern about hiding a significant part of schoolchildren's life from the attention of parents and teachers, the inability to provide timely support and psychological assistance in case of conflict escalation (Aftab, 2011; Giumetti et al. 2012). Recently, actions of a destructive nature became more frequent with the participation of adolescents of middle and senior school age, whose activities were coordinated through the global Internet (Kowalski, 2011). At the same time, the scientific and expert community still does not have reliable data on trends and patterns in the development of schoolchildren's conflicts in social networks.

It should be noted that the research devoted to the analysis of trends, characteristics, and factors of conflict situations, the subject of which is the teacher, is much less represented today. At the same time, due to the increase in the teaching load, continuous reform in terms of the content of educational programs, modernization of the foundations of the secondary education system, the teacher is in a particularly vulnerable position. The situation is aggravated by the fact that the teacher is the key figure of the educational process, implementing the functions of the educational system (educational, educational, etc.); participating in the processes of interaction with students, their parents, colleagues, and administration. Teacher productivity determines the effectiveness of achieving the ultimate goals of the educational process – raising a person as a harmoniously developed personality with a high creative potential of self-development.

2. Materials and methods

The objective of the research is to analyze the factors of conflict in the educational environment of the modern school. In particular, the authors aim to study the causes of conflicts in the following types of interactions: teacher-student, teacher-teacher, teacher-administration, teacher-parent; identify key problems determining the occurrence of conflict situations in the educational environment, consider the associated conflict risks.

The study used a set of theoretical and empirical methods, including the analysis of scientific literature and statistical data, classification and grouping, factor and correlation analysis.

The leading method of research was the survey of teachers in Moscow schools, carried out by sending a questionnaire via e-mail, which allowed for the representation of all administrative districts of Moscow, as well as the diversity of existing types of educational institutions. The research sample was N=127. Age and gender characteristics of the sample are as follows: women – 79.1 %, men – 20.9 %. The average age of respondents in the sample was 48.55 years, with a range of 35-59 years. In addition, the indicators of the educational level of respondents are as follows: 10.1% of teachers have academic degrees of candidates of sciences; 1.3 % – doctors of science; 32.6 % – have two or more graduate degrees.

The questionnaire consisted of 4 blocks, allowing to identify the specifics and factors of conflict in the following types of interactions: teacher-student, teacher-teacher, teacher-administration, and teacher-parent. It is important to note that the findings of the study are relevant to the context of large cities and should not be interpreted neglecting a number of assumptions suitable for small urban or rural settlements.

The study also used such research methods as the Spearman's rank correlation method and Pearson's χ^2 test. Statistical significance was set at $p < 0.05$.

In order to verify the obtained data, the method of focus groups was used, which involved 11 teachers. During the focus groups, issues related to conflict risks in the work of the teacher, the specifics of the course and conflict resolution in modern schools were discussed.

3. Research results

The research found that according to the pedagogical community, conflict situations most often occur in the school environment when a student and teacher interact. 60 % of the surveyed teachers have participated in conflict with students.

One of the factors in the emergence of conflict situations between teacher and student is the decrease in student motivation to learn (62 % of teachers noted this factor). Students are mostly guided by the formal results of the assessment in the form of USE points. Teachers consider the student's refusal to perform a learning task or its poor quality performance to be the most characteristic form of this conflict. The majority of respondents noted that the level of preparation of students for classes can be called only average (42 %), or even low (31 %).

It should be noted that these negative trends are associated not only with the students' personality, their level of responsibility and motivation. The scientific literature has a number of factors that cause a decline in interest in learning. The key factors are: lack of flexibility in setting and achieving the goal of the lesson, the lack of material and psycho-physiological means of the lesson's tasks on the part of the trainees, the irrelevance of the content of the educational material to the level of students' preparation, lack of availability in the presentation of the material, violation of pedagogical ethics, mistakes in the process of interaction with students, subjectivism, discrimination against individuals, lack of competence of the teacher in updating the material, its touch with real life, increase of student interest in the subject (Berezhnaya, 2012).

The research results indirectly confirm these findings. According to the interviewed teachers, the risk of conflict is inversely proportional to the length of service and experience of the teacher. Thus, 78 % noted that the number and intensity of conflict situations are significantly higher among young specialists. During the interview, the following views were expressed:

"As practice shows, young teachers, as a rule, cannot cope with the rudeness of students. They often react aggressively, can speak rudely and incorrectly. Undoubtedly, some students deserve to be taught manners, but such teacher's behavior only provokes further conflicts".

The results of the study also showed that teachers quite critically evaluate the effectiveness of their interaction with students. Only 50 % of teachers believe that they have high performance in their work, 43 % know how to present their subject in a clear and accessible manner to their students. Almost half of the respondents noted that they are faced with the problem of meeting the requirements the modern students and their parents place thereon. On the one hand, schoolchildren are mostly aimed at successfully passing unified exams (USE, GSE), which requires memorization of a large amount of information and hard work of a teacher. On the other hand, modern schoolchildren focus on new higher educational standards – they are interested in interactive, innovative forms of lessons (Rogach et al., 2017). Such diverse requirements, according to teachers, are quite difficult to combine in the school curriculum. Individual requests increase under the influence of various factors: specific scientific interests of students, social expectations of the family, degree of difficulty in learning programs, forms of conducting lessons and organizing the educational process, individual psychological characteristics of students' personality, etc. (Shatova, 2014).

Conflicts also result from a narrowing of the authority and capabilities of the teacher in terms of responding to the destructive behavior of the student. The teachers' answers often included the following statements: *"whatever happens, the teacher will always be to blame: could not cope with the class, could not teach, could not earn credibility, and so on"; "no one in the school administration will understand whether there is a teacher's fault or not, in order not to inflate the scandal with the student's parents, they will blame us for everything"; "any criticism or remark of the teacher may be perceived by the students as a violation of their rights".*

Today, teachers mentioned only a few of the means of influence they could apply to a student: a ban on using a mobile phone during a lesson; in case of violation of discipline, call someone from the school administration or call parents. Thus, according to teachers, "*in virtually any conflict situation in a classroom, a teacher cannot make an independent decision without the involvement of parents or school management".*

It should be noted that the ideas about the qualities of the "ideal teacher" have certain discrepancies among students and teachers. Students primarily focus on the personal, individually-unique features of the teacher, while teachers believe that professional skills and abilities determine the assessment of their effectiveness, the perception among students. For adolescents, the human qualities of a teacher (sociability, benevolence, the ability to understand others, etc.) have significantly more weight than professional ones. This dissonance can also serve as a factor in the conflict.

Approximately half of the interviewed teachers note the negative impact of the Internet on the quality of the educational process (constant use of a mobile phone, cheating, ready-made answers), and on the behavior of students (increase in aggression, rudeness). The majority of teachers (84 %) have been faced with an open manifestation of aggression among students.

The problem of the influence of modern information networks and mass media is becoming increasingly negative. Viewing violence scenes leads to irreversible changes in the psyche and behavior of schoolchildren, increasing their aggressiveness. Teachers note that the influence of such an information flow has a cumulative effect. Episodes in the media, the Internet, and propaganda of violence form negative experiences in adolescents, thanks to which students at the subconscious level reproduce aggressive behavioral models and accumulate aggressive attitudes.

The results of the study illustrate a more favorable situation in teacher-teacher interactions. Most teachers feel their own value in the school team (91 %), can count on the support of their colleagues in the cooperation process (91 %). Psychological incompatibility is rare, 96 % of teachers claim that there are no teachers in the school personally unpleasant to them. Most of the teachers surveyed would not like to change their place of work, associating it with the existing teaching team they feel comfortable to work in (89 %).

Characterizing the specifics of conflict situations with colleagues, 53 % of the teachers noted an increase in the workload and a lack of time as a destabilizing factor. About 62 % of respondents noted that sometimes they have to engage in disputes with their colleagues because of the scheduling, distribution of additional unsociable workload, however, these situations rarely escalate to serious conflicts.

Work experience and service in the process of communication with colleagues, similar to the system of student-teacher interaction, also act as a very significant factor in reducing the level of conflict tensions (Table 1). 64 % of respondents believe that the higher the experience of a teacher is, the less often he/she comes into conflict with his/her colleagues. This judgment is supported by the results of Pearson's χ^2 test. The relationship between teacher experience and the frequency of conflicts with colleagues is statistically significant at $p < 0.05$. This is often due to the adaptation of teachers to teaching activities and the team in general.

Table 1. The relationship of frequency of conflicts to work experience
(χ^2=24,209, the number of degrees of freedom is 12)

The frequency of conflicts with colleagues	Teaching experience					Total
	less than 5 years	5-15 years	15-25 years	25-35 years	Over 35 years	
very often	2	7	4	2	1	**16**
often	6	11	8	3	1	**29**
rarely	2	10	15	13	4	**44**
very seldom	0	7	14	9	8	**38**
Total	**10**	**35**	**41**	**27**	**14**	**127**

Opinions were expressed that "Experienced teachers understand the price of a conflict and its destructive consequences for each of the participants", that "experience forms the skills of non-conflict resolution of problems".

The conflict in the process of interaction between the teacher and the administration is characterized by a high level of complexity; the resolution requires efforts both from individual teachers, from the whole team, and from the leader. The personality of the head of the pedagogical

team, the level of his/her competence to a large extent determines the effectiveness of prevention and resolution of conflict situations.

The lack of attention of the head to the psychological and social aspects of the management of the organization may cause open and latent conflicts in the school. In the process of creating a favorable social and psychological climate at school, the interests, needs of members of the teaching staff, their individual psychological and professional characteristics, behavioral patterns, and specific motivations should be taken into account (Tselutina et al., 2015). Thus, according to the results of the study, one of the factors of motivation, the basis of productive work in school, respondents consider the existence of conditions for professional growth and personal development. However, approximately every tenth teacher (11 %) noted the absence of these conditions, 47 % agree that only the formation of prerequisites for the teacher's professional and personal development proceeds at school. Opinions were expressed that "*today the teacher's profession is devoid of creativity", "paperwork and constant monitoring leave no time for improving the quality of their work, mastering new educational technologies, using creativity in teaching", "the administration treats the teacher as a replaceable cog in the wheel"*. Many teachers say that they do not have access to discussion and management decisions that contribute to the development of the educational process (62 %).

Additional sources of conflict risks are dysfunctions of the management of teachers' work, in particular, an inconvenient timetable, uneven distribution of study load, insufficient clarity in defining functions and roles. Thus, 27 % of teachers are not satisfied with the mode of their work, 53 % noted that they often receive contradictory instructions from the school administration, which hinder the educational process. Such conflicts occur "vertically" since the interests of teachers most often collide with the interests of the heads and the principal.

Authoritarian management style, excessive managerial control, lack of an individual approach can also provoke "vertical" conflicts in the school environment. More than half of the respondents expressed their dissatisfaction with the school's leadership style in general (58 %). At the same time, opinions were expressed that "*today a new type of leader has come to the school's leadership – a professional manager who, at the same time, has no degrees in pedagogy, has not worked at school, does not know it from the inside", "many administration representatives oppose themselves to the team of teachers rather than work with them to achieve a common goal", "representatives of the school administration, as a rule, inadequately assess the level of their managerial competence, do not understand that their leadership style does not find support in the team and causes rejection".*

Table 2. The relationship of the level of conflict between the administration and the teacher to management style

Evaluation of management style at school	The level of conflict between the administration and the teacher			Total
	high	medium	low	
authoritarian	25	25	9	**59**
democratic	10	22	36	**68**
Total	**35**	**47**	**45**	**127**

The study revealed a direct relationship between the support of an authoritarian style in school and the estimates of conflict between the administration and teachers ($\chi^2 = 22.294$; df=4; $p < 0.01$). It should be noted that these conflicts are rather latent in nature. During the interview, respondents, describing the tension in interaction with the administration, noted the absence of open confrontation. This conflict has its own characteristics: criticism from the leadership, its unwillingness to take into account the opinion of the teacher, lack of conditions for the implementation of professional initiatives. The perception of these situations is characterized by a high level of stress for the teacher.

When answering the question of what exactly causes the negative assessments in the activity of the educational organization, different opinions were expressed. The overwhelming majority

(91 %) does not satisfy the high academic workload (an excessive amount of study hours, additional classes, etc.); 42 % believe that the school does not have an adequate resource and technical base (computers, equipment, laboratories, etc.); 40 % note difficulties in relationships with management. As for wages, 56 % of teachers are not satisfied with their size. This indicator in determining the key negative characteristics in the education system turned out to be less significant than the high level of workload.

The study of conflicts in the "teacher-parents" system has shown that the core of such conflicts is disagreements related to the model of education and training of schoolchildren. Most often they relate to the goals, methods, tools that are used by teachers and parents. Parents' claims to school or to a specific teacher are associated with various aspects of the organization of the educational process.

Today, teachers estimate the interaction of school and family in the process of teaching and educating students as ineffective (76 %). 49 % believe that not all modern parents are ready for constructive dialogue.

Table 3. The relationship between estimates of the level of interaction between parents and the school and the onset of conflict

Assessment of the level of interaction between parents and the school	The level of conflict between the teacher and parents of students		
	high	medium	low
high	7	9	17
medium	12	26	11
low	31	10	4

The study shows the inverse relationship between estimates of the level of interaction between parents and the school and the onset of conflict ($\chi^2 = 36.581$; df=4; $p<0.01$). A tighter communication schedule reduces the risk of misunderstanding and serves as prevention to conflict interactions between parents and the teacher.

These findings are supported by other studies that emphasize the effectiveness of creating and maintaining partnerships between school and parents. The establishment of regular and constructive interaction has contributed to both reducing conflict and improving the performance of schoolchildren (Mereoiu, 2016).

Many teachers noted that it is extremely difficult to improve relations with the parents of students because today the teacher's work is perceived as one of the services to be provided to everyone (67 %). The high rhythm of life, the workload of parents contributes to the fact that the school is perceived as a "luggage room", and the family at the same time completely relinquishes its responsibility for upbringing their children. The majority of teachers (74 %) noted that parents practically do not participate in the educational work of the school. Family involvement is characterized only by attending parent meetings. The one-sided nature of the interaction between family and school is one of the key problems in modern Russian conditions. At the same time, teachers acutely feel the need for support from the parent community. The overwhelming majority of respondents noted that the family should not only create the material conditions for the life of the child, but also instill respect for the elders (91 %), educate the moral person (91 %), and directly help the child in the learning process (87 %).

During the survey, 80 % of respondents expressed the opinion that over the past few years both the teacher's authority and the level of respect from the parents have decreased. Articulation of negative assessments of the teacher in the family and their transmission in educational institutions contributes to the formation of certain stereotypes, their negative impact on the educational process.

Conflicts between a teacher and a parent are perceived most painfully and are distinguished by a high level of personal perception. In the course of the study, teachers expressed their opinions that *"parents do not hear teachers", "parents believe that teachers understand better how they should teach their children", "parents shift the upbringing of their children to teachers", "parents*

began to build their relationship with the teacher similarly to the salesman-client relations, and accordingly, the client is always right", "parents are not ready to listen to constructive criticism, overestimating or idealizing their children", "a poor assessment and remark is perceived as child's belittling".

4. Discussion

The teachers noted the frequent conflicts with students, instances of schoolchildren's aggression against teachers. This conclusion is confirmed by the results of other studies. The high level of conflict, the increase in the aggressiveness of adolescents is characteristic of the modern Russian education system. According to the study of the Higher School of Economics, every second Russian teacher at least once in his practice had to face threats or harassment from students, and about 6 % of respondents said that this happens very often. It can be concluded that about 75 thousand teachers are victims of bullying by their students. At the same time, about 50 thousand are subject to cyberbullying – bullying on the Internet*. The situation is complicated by the growing threats of the aggressive information space, the development of Internet addictions, the negatively stable dynamics of deviations, and the promotion of consumer lifestyles. The limited disciplinary and organizational mechanisms for influencing students, reducing the authority of a teacher in modern Russian conditions, limits the school's ability to prevent and combat the deviations of students.

Also as a factor in the emergence of conflict situations between teacher and student is the gap between the increasing needs of students to the quality of the educational process, innovative forms of classes and the teacher's limited capabilities associated with objective factors (high load, the need to prepare students for a unified exam) and subjective factors (lack of competence of the teacher, dysfunction of his/her motivation).

Teacher-teacher interactions have the lowest level of conflict. According to the respondents, a fairly favorable socio-psychological climate has been formed in the teaching staff. The factors causing conflicts in this interaction are the uneven distribution of the volume of extracurricular activities among colleagues, organizational difficulties in scheduling, the subjective distribution of the bonus fund. According to experts, different levels of teachers' workload with public tasks and additional responsibilities, biased or uneven distribution of resources are among the most significant factors contributing to conflicts in the school community (Berezhnaia 2012).

In the interaction of the teacher and the administration, the following organizational and managerial dysfunctions pose conflict risks: control redundancy; authoritarian leadership style; conflicting directions; ambiguity and/or injustice in the distribution of the volume of additional extracurricular activities.

During the interaction between parents of students and teachers, conflict situations have a high level of their emotional perception and are largely associated with a low level of trust in each other of these subjects of the educational environment (Kylgydai, 2018). The factor of conflict in this interaction is the ambiguity of the perception of the functions of the family and the school in the process of training and raising a child. Each of the parties underestimates the contribution of each other; teachers often distance themselves from the fulfillment of the educational function, considering it to be the prerogative of the family. At the same time, the parent community is extremely negative about the role of the school in the educational process. According to the results of the survey of Russians, conducted by the All-Russian Public Opinion Research Center, half of the respondents (54 %) consider the volume of school knowledge to be insufficient for admission to a university/institute based on the Unified State Examination (USE)†. At the same time, 70 % of Russians believe that today students are being trained only for passing tests, which leads to the

* Researchers were horrified by the statistics of bullying teachers: every second is a victim [Electronic resource]. URL: http://www.tech24news.ru/issledovatelej-uzhasnula-statistika-travli-uchitelej-muchayut-kazhdogo-vtorogo/ (accessed date: 17.10.19).

† All-Russian Public Opinion Research Center. VCIOM. Press release No. 2945 EGE: how to measure knowledge? 06.10.2015 [Electronic resource]. URL: http://wciom.ru/index.php?id= 236&uid=115418 (access date: 17.10.19).

deterioration of the quality of knowledge*. In modern conditions, there is a certain contradiction between the expectations of parents to the intellect, social and communicative skills, moral qualities of students and the actual learning outcomes in the modern school.

Additional factors for the emergence and development of conflict situations in the educational environment are the commercialization of the educational space and the lack of conditions and opportunities for the teacher to be included in the decision-making process. Considering educational services as a "product" and parents as "buyers" transforms the sociocultural attitudes of the school and the teacher, whose image is not associated with high authority. While excessive pressure on teachers affects their ability to use innovative methods in the educational process, to improve the quality of student preparation, and develop professionally.

5. Conclusion

The authors have studied the factors of conflict in the educational process in the context of interactions such as teacher-student; teacher-teacher; teacher-administration; and teacher-parents.

The study found that the dyadic interaction has the greatest potential for conflict: the teacher and the student in the framework of the educational process. The relationship of the frequency of occurrence of conflict situations to the experience of the teacher was established. Most often, young professionals and teachers with less than 15 years of experience are faced with conflicts.

According to the respondents, the range of legitimate educational opportunities for students is highly limited. This does not allow leveling the destructive behavior of adolescents. The factors initiating conflicts between the teacher and the student are contradictions between the growing needs of modern students for the forms of conducting classes, the ability of the teacher to present the material and specifics of the educational process in an interesting way, based on the need to memorize a large amount of information and prepare for a unified state exam.

The interaction of teachers with each other showed to have the lowest conflict risks. The factors causing conflicts in this interaction are the uneven distribution of the volume of extracurricular activities among colleagues, organizational difficulties in scheduling, the subjective distribution of the bonus fund.

The main factors causing conflicts between the teacher and the administration are authoritarian management style, low level of involvement of the teaching staff in management decision making, lack of conditions for professional growth and personal development, and dysfunctions in the distribution system of additional work.

Conflicts between the teacher and the parent community are caused by disagreements in assessing the role and functions of the family and school in raising the younger generation. The inflated educational expectations of the parents come into conflict with the attitudes of the teacher, focused on helping the family in the process of educational activities. The decline in the authority of the teacher, the commercialization of the educational environment, the low level of parental involvement in the educational process, and school management practices are additional factors in conflict situations.

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