مجلة العلوم الإنسـانية

دورية علمية محكمة تصدر عن جامعة حائل

بسم الله الرحمن الرحيم

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نبذه عن المجلة

تعريف بالمجلة

مجلة العلوم الإنسانية، مجلة دورية علمية محكمة، تصدر عن وكالة الجامعــــــــة للدراســات العليا والبحث العلمي بجامعة حائل كل ثلاثة أشهر بصفة دورية، حث تصدر أربعة أعداد في كل سنة، وبحسب اكتمال البحوث المجازة للنشـــر. وقد نجحت مجلــة العلـــوم الإنسانية في تحقيق معايير اعتماد معامل التأثير والاستشهادات المرجعية للمجلات العلمية العربية معامل "ارسيف Arcif " المتوافقة مع المعايير العالمية، والتي يبلغ عددها (32) معياراً، وقد أطلق ذلك خلال التقرير السنوي الثامن للمجلات للعام 2023.

رؤية المجلة

التميز في النشر العلمي في العلوم الإنسانية وفقاً لمعايير مهنية عالمية.

رسالة المجلة

نشر البحوث العلمية في التخصصات الإنسانية؛ لخدمة البحث العلمي والمجتمع المحلي والدولي.

أهداف المجلة

تهدف المجلة إلى إيجاد منافذ رصينة؛ لنشر المعرفــة العلميـــة المتخصصــة في المجـــال الإنســاني، وتمكــن الباحثين ـمـــن مختلــف بلـــدان العــــالم ـ من نشر أبحاثهم ودراساتهم وإنتاجهم الفكري لمعالجة واقع المشـــكلات الحياتية، وتأســـيس الأطـــر النظريـــة والتطبيقية للمعـــارف الإنسانية في المجالات المتنوعـــة، وفــق ضوابط وشروط ومواصفات علمية دقيقة، تحقيقا للجودة والريادة في نـر البحث العلــي.

قواعد النشر

لغة النشر

1- تقبل المجلة البحوث المكتوبة باللغتين العربية والإنجليزية.

2- يُكتب عنوان البحث وملخصه باللغة العربية للبحوث المكتوبة باللغة الإنجليزية.

3- يُكتـب عنـوان البحــث وملخصه ومراجعه باللغة الإنجليزيـة للبحـوث المكتوبـة باللغـة العربيـة، علـــى أن تكـــون ترجمـــة الملخـــص إلى اللغـــة الإنجليزيـــة صحيحـــة ومتخصصة.

مجالات النشر في المجلة

تهتم مجلة العلوم الإنسانية بجامعة حائل بنشر إسهامات الباحثين في مختلف القضايا الإنسانية الاجتماعية والأدبية، إضافة إلى نشر الدراسات والمقالات التي تتوفر فيها الأصول والمعايير العلمية المتعارف عليها دولياً، وتقبل الأبحاث المكتوبة باللغة العربية والإنجليزية في مجال اختصاصها، حيث تعنى المجلة بالتخصصات الآتية:

- علم النفس وعلم الاجتماع والخدمة الاجتماعية والفلسفة الفكرية العلمية الدقيقة.
- المناهج وطرق التدريس والعلوم التربوية المختلفة.
- الدراسات الإسلامية والشريعة والقانون.
- الآداب: التاريخ والجغرافيا والفنون واللغة العربية، واللغة الإنجليزية، والسياحة والآثار.
- الإدارة والإعلام والاتصال وعلوم الرياضة والحركة.

أوعية نشر المجلة

تصدر المجلة ورقياً حسب القواعد والأنظمة المعمول بها في المجلات العلمية المحكمة، كما تُنشر البحوث المقبولة بعد تحكيمها إلكترونياً لتعم المعرفة العلمية بشكل أوسع في جميع المؤسسات العلمية داخل المملكة العربية السعودية وخارجها.

ضوابط وإجراءات النشر في مجلة العلوم الإنسانية

أولاً: شروط النشر

1. أن يتّسم بالأصالة والجدّة والابتكار والإضافة المعرفية في التخصص.
2. لم يسبق للباحث نشر بحثه.
3. ألا يكون مستلاً من رسالة علمية (ماجستير / دكتوراة) أو بحوث سبق نشرها للباحث.
4. أن يلتزم الباحث بالأمانة العلمية.
5. أن تراعى فيه منهجية البحث العلمي وقواعده.
6. عدم مخالفة البحث للضوابط والأحكام والآداب العامة في المملكة العربية السعودية.
7. مراعاة الأمانة العلمية وضوابط التوثيق في النقل والاقتباس.
8. السلامة اللغوية ووضوح الصور والرسومات والجداول إن وجدت، وللمجلة حقها في مراجعة التحرير والتدقيق النحوي.

ثانياً: قواعد النشر

1. أن يشتمل البحث على: صفحة عنوان البحث، ومستخلص باللغتين العربيّة والإنجليزيّة، ومقدّمة، وصلب البحث، وخاتمة تتضمّن النّتائج والتّوصيات، وثبت المصادر والمراجع باللغتين العربيّة والإنجليزيّة، والملاحق اللازمة (إن وجدت).

2. في حال (نشر البحث) يُزوّد الباحث بنسخة إلكترونية من عدد المجلة الذي تم نشر بحثه فيه، ومستلاًّ لبحثه .

3. في حال اعتماد نشر البحث تؤول حقوق نشره كافة للمجلة، ولها أن تعيد نشره ورقيّاً أو إلكترونيّاً، ويحقّ لها إدراجه في قواعد البيانات المحليّة والعالمية – بمقابل أو بدون مقابل– وذلك دون حاجة لإذن الباحث.

4. لا يحقّ للباحث إعادة نشر بحثه المقبول للنّشر في المجلّة إلاّ بعد إذن كتابي من رئيس هيئة تحرير المجلة.

5. الآراء الواردة في البحوث المنشورة تعبر عن وجهة نظر الباحثين، ولا تعبر عن رأي مجلة العلوم الإنسانية.

6. النشر في المجلة يتطلب رسوم مالية قدرها (1000 ريال) يتم إيداعها في حساب المجلة، وذلك بعد إشعار الباحث بالقبول الأولي وهي غير مستردة سواء أجيز البحث للنشر أم تم رفضه من قبل المحكمين.

ثالثًا: الضوابط والمعايير الفنية لكتابة وتنظيم البحث

1. ألا تتجاوز نسبة الاقتباس في البحوث (25%).

2. الصفحة الاولى من البحث، تحتوي على عنوان البحث، اسم الباحث أو الباحثين، المؤسسة التي ينتسب إليها– جهة العمل، عنوان المراسلة والبريد الالكتروني، وتكون باللغتين العربية والانجليزية على صفحة مستقلة في بداية البحث. الاعلان عن أي دعم مالي للبحث– إن وجد. كما يقوم بكتابة رقم الهوية المفتوحة للباحث ORCID بعد الاسم مباشرة. علماً بأن مجلة العلوم الإنسانية تنصح جميع الباحثين باستخراج رقم هوية خاص بهم، كما تتطلب وجود هذا الرقم في حال إجازة البحث للنشر.

3. ألا يرد اسم الباحث (الباحثين) في أي موضع من البحث إلا في صفحة العنوان فقط..

4. ألا تزيد عدد صفحات البحث عن ثلاثين صفحة أو (12.000) كلمة للبحث كامل أيهما أقل بما في ذلك الملخصين العربي والإنجليزي، وقائمة المراجع.

5. أن يتضمن البحث مستخلصين: أحدهما باللغة العربية لا يتجاوز عدد كلماته (200) كلمة، والآخر بالإنجليزية لا يتجاوز عدد كلماته (250) كلمة، ويتضمن العناصر التالية: (موضوع البحث، وأهدافه، ومنهجه، وأهم النتائج) مع العناية بتحريرها بشكل دقيق.

6. يُتبع كل مستخلص (عربي/إنجليزي) بالكلمات الدالة (المفتاحية) (Key Words) المعبرة بدقة عن موضوع البحث، والقضايا الرئيسة التي تناولها، بحيث لا يتجاوز عددها (5) كلمات.

7. تكون أبعاد جميع هوامش الصفحة: من الجهات الأربعة (3) سم، والمسافة بين الأسطر مفردة.

8. يكون نوع الخط في المتن باللغة العربية (Traditional Arabic) وبحجم (12)، وباللغة الإنجليزية (Times New Roman) وبحجم (10)، وتكون العناوين الرئيسية في اللغتين بالبنط الغليظ. (Bold).

9. يكون نوع الخط في الجدول باللغة العربية (Traditional Arabic) وبحجم (10)، وباللغة الإنجليزية (Times New Roman) وبحجم (9)، وتكون العناوين الرئيسية في اللغتين بالبنط الغليظ. (Bold) .

10. يلتزم الباحث برومنة المراجع العربية (الأبحاث العلمية والرسائل الجامعية) ويقصد بها ترجمة المراجع العربية (الأبحاث والرسائل العلمية فقط) إلى اللغة الإنجليزية، وتضمينها في قائمة المراجع الإنجليزية (مع الإبقاء عليها باللغة العربية في قائمة المراجع العربية)، حيث يتم رومنة (Romanization / Transliteration) اسم، أو أسماء المؤلفين، متبوعة بسنة النشر بين قوسين (يقصد بالرومنة النقل الصوتي للحروف غير اللاتينية إلى حروف لاتينية، تمكّن قراء اللغة الإنجليزية من قراءتها، أي: تحويل منطوق الحروف العربية إلى حروف تنطق بالإنجليزية)، ثم يتبع بالعنوان، ثم تضاف كلمة (in Arabic) بين قوسين بعد عنوان الرسالة أو البحث. بعد ذلك يتبع باسم الدورية التي نشرت بها المقالة باللغة الإنجليزية إذا كان مكتوباً بها، وإذا لم يكن مكتوباً بها فيتم ترجمته إلى اللغة الإنجليزية.

مثال إيضاحي:

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Al-Shammari, Ali bin Issa. (2020). The effectiveness of an electronic program based on the Keeler Model (ARCS) in developing the motivation towards my language subject among sixth graders. (in Arabic). *Journal of Human Sciences, University of Hail.1*(6), 98-87

السميري، ياسر. (2021). مستوى إدراك معلمي المرحلة الابتدائية للإستراتيجيات التعليمية الحديثة التي تلبي احتياجات التلاميذ الموهوبين من ذوي صعوبات التعلم. *المجلة السعودية للتربية الخاصة، 18* (1): 19– 48.

Al-Samiri, Y. (2021). The level of awareness of primary school teachers of modern educational strategies that meet the needs of gifted students with learning disabilities. (in Arabic). *The Saudi Journal of Special Education, 18* (1): 19-48.

11. يلي قائمة المراجع العربية، قائمة بالمراجع الإنجليزية، متضمنة المراجع العربية التي تم رومنتها، وفق ترتيبها الهجائي (باللغة الإنجليزية) حسب الاسم الأخير للمؤلف الأول، وفقاً لأسلوب التوثيق المعتمد في المجلة.

12. تستخدم الأرقام العربية أينما ذكرت بصورها الرقمية. (Arabic.... 1,2,3) سواء في متن البحث، أو الجداول و الأشكال، أو المراجع، وترقم الجداول و الأشكال في المتن ترقيماً متسلسلاً مستقلاً لكل منهما ، ويكون لكل منها عنوانه أعلاه ، ومصدره – إن وجد – أسفله.

13. يكون الترقيم لصفحات البحث في المنتصف أسفل الصفحة، ابتداءً من صفحة ملخص البحث (العربي، الإنجليزي)، وحتى آخر صفحة من صفحات مراجع البحث.

14. تدرج الجداول والأشكال- إن وجدت- في مواقعها في سياق النص، وترقم بحسب تسلسلها، وتكون غير ملونة أو مظللة، وتكتب عناوينها كاملة. ويجب أن تكون الجداول والأشكال والأرقام وعناوينها متوافقة مع نظام APA-

رابعاً: توثيق البحث

أسلوب التوثيق المعتمد فـي المجلة هو نظام جمعية علم النفس الأمريكية (APA7)

خامساً: خطوات وإجراءات التقديم

1. يقدم الباحث الرئيس طلبًا للنشر (من خلال منصة الباحثين بعد التسجيل فيها) يتعهد فيه بأن بحثه يتفق مع شروط المجلة، وذلك على النحو الآتي:

أ. البحث الذي تقدمت به لم يسبق نشرة (ورقيا أو إلكترونيا)، وأنه غير مقدم للنشر، ولن يقدم للنشر في وجهة أخرى حتى تنتهي إجراءات تحكيمه، ونشرة في المجلة، أو الاعتذار للباحث لعدم قبول البحث.

ب. البحث الذي تقدمت به ليس مستلا من بحوث أو كتب سبق نشرها أو قدمت للنشر، وليس مستلًّا من الرسائل العلمية للماجستير أو الدكتوراة.

ج. الالتزام بالأمانة العلمية وأخلاقيات البحث العلمي.

د. مراعاة منهج البحث العلمي وقواعده.

هــ. الالتزام بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية كما هو في دليل الكتابة العلمية المختصر بنظام APA7

2. إرفاق سيرة ذاتية مختصرة في صفحة واحدة حسب النموذج المعتمد للمجلة (نموذج السيرة الذاتية).

3. إرفاق نموذج المراجعة والتدقيق الأولي بعد تعبئته من قبل الباحث.

4. يرسل الباحث أربع نسخ من بحثه إلى المجلة إلكترونياً بصيغة (word) نسختين و (PDF) نسختين تكون إحداهما بالصيغتين خالية مما يدل على شخصية الباحث.

5. يتم التقديم إلكترونياً من خلال منصة تقديم الطلب الموجودة على موقع المجلة (منصة الباحثين) بعد التسجيل فيها مع إرفاق كافة المرفقات الواردة في خطوات وإجراءات التقديم أعلاه.

6. تقوم هيئة تحرير المجلة بالفحص الأولي للبحث، وتقرير أهليته للتحكيم، أو الاعتذار عن قبوله أولياً أو بناء على تقارير المحكمين دون إبداء الأسباب وإخطار الباحث بذلك

7. تملك المجلة حق رفض البحث الأولى <u>ما دام غير مكتمل أو غير ملتزم بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية.</u>

8. في حال تقرر أهلية البحث للتحكيم يخطر الباحث بذلك، وعليه دفع الرسوم المالية المقررة للمجلة **(1000) ريال غير مستردة** من خلال الإيداع على حساب المجلة ورفع الإيصال من خلال منصة التقديم المتاحة على موقع المجلة، وذلك خلال مدة خمس أيام عمل منذ إخطار الباحث بقبول بحثه أوليًا وفي حالة عدم السداد خلال المدة المذكورة يعتبر القبول الأولي ملغي.

9. بعد دفع الرسوم المطلوبة من قبل الباحث خلال المدة المقررة للدفع ورفع سند الإيصال من خلال منصة التقديم، يرسل البحث لمحكِّمين اثنين؛ على الأقل.

10. فـي حال اكتمال تقارير المحكِّمين عن البحث؛ يتم إرسال خطاب للباحث يتضمَّن إحدى الحالات التّالية:
أ. قبول البحث للنشر مباشرة.
ب. قبول البحث للنّشر؛ بعد التّعديل.
ج. تعديل البحث، ثمَّ إعادة تحكيمه.
د. الاعتذار عن قبول البحث ونشره.

11. إذا تطلب الأمر من الباحث القيام ببعض التعديلات على بحثه، فإنه يجب أن يتم ذلك في غضون (أسبوعين من تاريخ الخطاب) من الطلب. <u>فإذا تأخر الباحث عن إجراء التعديلات خلال المدة المحددة، يعتبر ذلك عدولا منه عن النشر، ما لم يقدم عذرا تقبله هيئة تحرير المجلة.</u>

12. يقدم الباحث الرئيس (حسب نموذج الرد على المحكمين) تقرير عن تعديل البحث وفقاً للملاحظات الواردة في تقارير المحكمين الإجمالية أو التفصيلية في متن البحث

13. للمجلة الحق في الحذف أو التعديل في الصياغة اللغوية للدراسة بما يتفق مع قواعد النشر، كما يحق للمحررين إجراء بعض التعديلات من أجل التصحيح اللغوي والفني. وإلغاء التكرار، وإيضاح ما يلزم.

14. في حالة رفض البحث من قبل المحكمين فإن الرسوم غير مستردة.

15. إذا رفض البحث، ورغب المؤلف في الحصول على ملاحظات المحكمين، فإنه يمكن تزويده بهم، مع الحفاظ على سرية المحكمين. ولا يحق للباحث التقدم من جديد بالبحث نفسه إلى المجلة ولو أجريت عليه جميع التعديلات المطلوبة.

16. لا ترّد البحوث المقدمة إلى أصحابها سواء نشرت أم لم تنشر، ويخطر المؤلف في حالة عدم الموافقة على النشر

17. ترسل المجلة للباحث المقبول بحثه نسخة معتمدة للطباعة للمراجعة والتدقيق، وعليه إنجاز هذه العملية خلال 36 ساعة.

18. لهيئة تحرير المجلة الحق فـي تحديد أولويات نشر البحوث، وترتيبها فنيّاً.

المشرف العـــــام

سعادة وكيل الجامعة للدراسات العليا والبحث العلمي

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هـيـئـــة الـتـحـريـــــر

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Exploring conflict causes, strategies and approaches within female public schools from the perspective of principals: A case study of female schools in Riyadh City

استكشاف أسباب النزاعات، الاستراتيجيات والطرق المستخدمة للتعامل معه في مدارس البنات

من وجهة نظر مديرات المدارس: دراسة حاله لمدارس البنات في مدينة الرياض

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Abstract

Vision 2030 has had an important impact across all sectors of the labour market in Saudi Arabia. Despite significant changes, which have facilitated greater gender integration in the workplace, schools remain gender-segregated environments, and the education sector continues to provide the main source of employment for women. Conflict is a pervasive phenomenon everywhere and understanding how it operates in different contexts is important. This research aimed to explore the causes of conflict in female public schools from the perspective of principals and applying the Thomas-Kilmann model to discover the strategies adopted. Using a case study approach, the research utilised interviews with seventeen principals from different secondary and high schools in different regions of Riyadh city, Saudi Arabia. The findings demonstrated many causes of conflict which can be categorised as internal (school rules, procedures and practices; roles and positions; school culture; personality types; lacking skills; age/generation) and external causes (educational policies and family issues). It was evident that the most adopted strategies included avoidance, accommodation and compromise, and that the majority of principals adopted two or more of these strategies. Some strategies appeared to fall outside of the Thomas-Kilmann model, including calming down, forcing (the power of regulations) and accountability. Competing did not appear to be used by any of the principals. Furthermore, whilst previous research has tended to use the terms 'strategies' and 'approaches' interchangeably when discussing conflict management, this research indicated that there is a clear distinction between these two key concepts.

المستخلص

مما لاشك فيه أن رؤية 2030 ذات تأثير لا يستهان فيه على سوق العمل وتطوير المنظمات في المملكة لعربية بكافة القطاعات وحيث ان قطاع التعليم يعتبر هو اكبر مصدر قطاع تعمل فيه النساء فإنه من المهم البحث في ظاهرة النزاع في هذا السياق خاصة أن النزاع هو ظاهرة شائعة في كل المنظمات في كل انحاء العالم، تبنى هذا البحث منهج دراسة الحالة وتم استخدام المقابلات وتم الحصول على البيانات من 17 مديرة في مدارس الثانوية والمتوسطة التابعة لمكاتب إشراف مختلفة في مدينة الرياض وقد انتهى البحث الى نتائج في غاية الأهمية حيث كشف عن العديد من مصادر النزاعات في المدارس منها المصادر الداخلية مثل الإجراءات والممارسات الإدارية، الأدوار التي يلعبها منسوبي المدارس إضافة إلى المصادر الخارجية مثل سياسات التعليم وقضايا الأسرة، كما أظهرت النتائج ان غالبية المديرات اعتمدن استراتيجيتين او اكثر عند إدارة النزاعات في المدرسة، كما اتضح جلياً ان المديرات قد يستخدمن استراتيجيات تقع خارج دائرة الاستراتيجيات التي قدمها ثوماس كيلمان مثل (التهدئة، الاجبار والمساءلة) على ان النتائج اكدت ان الأسلوب المنافس لم يكن مستخدماً من قبل المديرات، اخيراً رغم ان الدراسات السابقة استخدمت مفهومي الاستراتيجيات والأساليب إلا أن هذا البحث اكد انهما مفهومين مختلفين وقدم تفصيلاً عن الاستراتيجيات المستخدمة مقابل الأساليب المستخدمة في إدارة النزاعات.

1. Introduction:

Conflict is an important and inevitable aspect of everyday life and is pervasive within all organisations and workplaces (Ertürk, 2022; Noordin, 2023). While conflict can be productive, it more often has a negative impact on the workplace environment and can vary from minor disagreements to more substantial disputes. Conflict also occurs at a variety of levels within organisations, whether within individuals (self-conflict), between individuals (intra-personal conflict), or within and between groups (intra-group and inter-group conflict) (Mosadeghrad and Mojbafan, 2018). The literature indicates a wide range of causes that lead to conflict within the workplace, and whilst some take place in all workplaces, others may be particular to certain contexts. Differences may occur, for instance, according to the nature of the activities within particular sectors, such as those within health or educational institutions or industry and private sectors.

In recent years, organisations have been increasingly contending with swiftly changing practices and dynamic environments which can be particularly conducive to conflict. Understanding the causes of conflict and its roots is therefore essential for leaders to apply valuable and efficient strategies for its management. Where conflict is dealt with effectively in the workplace, productivity and satisfaction can be enhanced, thus benefitting the organisation as a whole. Conflict, and poor conflict management, however, can negatively affect the workplace environment, the employees and the organisation as a whole. Conflict management therefore has a direct impact on organisational performance.

Saudi Arabia is a traditional society, but since the introduction of Vision 2030, the aspirations and expectations of the outcomes of all state sectors, including education, health, finance and investment, housing and agriculture have changed. As one of the oldest and most established institutions in the country, with a legacy of traditional values, the educational sector, in particular, has experienced significant growth and change. It is subsequently subject to swiftly changing policies, rules and expectations, driven by the pressing need for new and high-quality skills to meet the requirements of the labour market and economy.

Educational institutions are therefore facing the challenges of meeting the increasing demands of Vision 2030 which aims to reshape educational institutions, facilitating the creation of a skilled and competitive workforce for the future. It is thus important that the school environment is conducive to enhanced productivity and creativity, goals that cannot be achieved in environments overly occupied with conflict. The current study therefore explored conflict within the educational context to address levels of conflict, identify the causes and understand the strategies adopted, from the perspective of leaders. This was especially important given that much of the existing research focuses on teachers' perspectives of conflict, overlooking how leaders perceive and deal with conflict.

Conflict in any workplace cannot be fully avoided, but where the degree of conflict is considerable, this can negatively impact all parties. There is a range of evidence on conflict in educational settings from countries across the globe, as demonstrated below, including studies in the Saudi context which demonstrate the presence of conflict within educational institutions. The potential for conflict within the educational context is significant, particularly given the multitude of interactions between the many different parties within educational institutions (Albogome and Algamdi, 2018) (including teachers, principals, administrators, students and families) and the individual differences in personalities and interests of these different parties (Alshamrani, 2017). It is therefore important that the causes of conflict within this context are fully explored and understood.

Furthermore, despite the remarkable changes taking place under Vision 2030, and the movement towards more mixed-gender environments, the system of education has maintained aspects of traditional values, particularly the segregation of gender, resulting in the retention of boys' and girls' schools, each staffed by the same gender. The education sector has remained the biggest employer of women, who work as teachers, administrators, principals and supervisors within girls' schools. There is thus a need to explore issues of gender within schools according to such a system, whether focusing on all-female or all-male environments.

Research on conflict within all-female settings is limited, and as such, developing our understanding of conflict within this specific context is essential. In one important recent study, however, by Addawee (2022), the relationship

between leadership skills and the management of organisational conflict was investigated within an all-female setting in secondary schools in the Sabeha region. A positive relationship and significant differences between female leadership skills and managing conflict were found. Despite these important insights, the study focused on the perspective of teachers, rather than principals. Subsequently, it was evident that there was a need to address this gap, exploring the causes of conflict, whilst at the same time investigating how conflict is dealt with, from the perspective of principals, to mitigate the negative consequences of conflict within educational settings.

The current research aimed to explore the extent to which conflict is present within female public schools, the causes of conflict and the strategies used by principals to address conflict. Importantly, in contrast to previous studies, it aimed to contribute a paper which explores both the causes and strategies of conflict, and to do this from the perspective of principals. Focusing on principals is especially significant given their influence on the actions of all members of staff within the school context, on parents and students, as well as their interactions with educational supervisory organisations and other educational decision-makers. Furthermore, it is the duty of management to acknowledge conflict and identify its causes in an effort to reach the most appropriate means to deal with it (Hussin, 2020).

Whilst there have been several studies on conflict in educational settings in the Saudi context, as touched on above, there has been a tendency to focus predominantly on the perspective of teachers (Albogome and Algamdi, 2018; Alshahrani and AlQahtani, 2020; Addawee, 2022; Shawaqfah and Elkhateeb, 2022). Although this is important, ensuring that the voices of all parties involved, including principals, is essential. Furthermore, whilst conflict within educational institutions has been explored in regions such as Makkah, Al Dawadmi and Sabeha, no study has explored the situation in the context of the city of Riyadh, despite its size and significant population.

The study aimed to address this important gap in knowledge, identifying both the causes of conflict and strategies adopted by public school principals in the city of Riyadh, to inform more effective conflict management, thus facilitating a deeper understanding of the conflict phenomenon in the context of schools.

2. Literature Review:

Conflict has been variously defined as an interactive process between two or more parties involving disagreement (Terason, 2018) or misunderstanding (Kristanto, 2017); a choice that is made between options that may be both favourable or unfavourable (Williams et al., 2019); a naturally-occurring or inevitable tension (Martins et al., 2020) arising in situations of interdependence or constraints on behaviour (Terason, 2018); or a "collision of interests and/or needs" (De Graaf and Rosseau, 2015: 250). In the literature, conflict tends to be separated into two broad categories, distinguishing between relationship (Sonnetag et al., 2013) or what is sometimes termed affective conflict, which encompasses interpersonal incompatibilities and personality clashes, and task or cognitive conflict (Sonnetag et al., 2013; Hu et al., 2019), which involves disagreements surrounding performed tasks and achievement of goals and objectives. Hasibuan (2020) cites the causes of interpersonal conflict as relating to personality, culture, attitudes, values and perceptions. Indeed, research has attributed workplace conflict to interpersonal incompatibilities (Hu et al., 2019; Grammatikopoulos, 2022), to individuals or groups presenting undesirable personality traits, verbal hostilities, frustrations and confrontational behaviours which impact relationships (Akanji et al., 2018), or to scapegoating, lack of accountability, confusing stories, acting selfishly and not considering the team (Williams et al., 2019). Finally, as Mosadeghrad and Mojbafan (2018) suggest, workplace conflict emerges from both personal factors (including employee attitudes, beliefs, personality, skills and values) and organisational factors (pressure, scarce resources and high workload; poor or limited communication; vague or ambiguous job descriptions, rules and policies; job uncertainty; organisational development or change; managerial expectations).

The causes of conflict have been explored within different contexts, but in terms of the educational context, there are several studies which have provided important insights, albeit with a focus on different variables, using different methods. In terms of more quantitative studies, for instance, Okoth and Yambo (2016) aimed to determine the causes of conflict in secondary schools in Kisumu city, Kenya, and its influence on student achievement. Using a sample of 382 students and 265 teachers, they found that the main cause of conflict was different personali-

ties, followed by competition, incompatibility of needs and interests, miscommunication and unmet expectations. Salleh and Adulpakdee's (2012) quantitative study admirably included the perspectives of principals, alongside teachers in Islamic private secondary schools in Yala Province, Thailand. The sample of 313 participants included eleven principals and 302 teachers and it was found that the main cause of conflict in their study was ambiguously defined responsibilities. More qualitative research by Göksoy and Argon (2016) into teachers' views of school conflict, using 57 classroom and subject matter teachers in Bolu central district in Turkey, found that the majority of conflict was caused by a lack of communication, followed by personal, political-ideological and organisational factors. Also in Turkey, Ertürk's (2022) study on schools in the Yeniçağa district of Bolu, focused on 40 teachers from three elementary schools, two middle schools and two high schools, and employed semi-structured interviews and content analysis, similarly finding that conflict was significantly reduced or did not occur in schools that had effective communication. In addition, it also showed an absence of conflict in schools where duties and responsibilities were fulfilled in a timely manner, where there was organisational fit, where the behaviour of teachers and administrators was in accordance with the rules of professional ethics and business ethics, and where there was teamwork and cooperation. Looking at different perspectives according to position within the school, and employing mixed methods, Shanka and Thuo (2017) included 146 teachers and 50 department heads, and interviews with ten principals, ten vice principals, 20 unit leaders and 30 parent and teacher association members in primary schools in Ethiopia. Their findings indicated that teachers and school leaders cited different causes of conflict. School leaders, for instance, attributed conflict to teachers' lack of preparation and low achievement in their work plans, whereas teachers indicated that conflict was caused by work overload, unfair scheduling of timetables, lack of reward and recognition, and leaders' poor accountability and responsibility. The literature showed, therefore, that there is a variety of causes of conflict across all contexts, and whilst there is some similarity between these, different contexts experience different causes of conflict and, indeed, even in the same contexts, the causes differ according to the perspectives of individuals in different roles. Such findings, which emphasise such variety of causes, facilitated the need for qualitative methodology in the current study

in order to more sufficiently explore the causes of conflict in the chosen context and answer the research questions more precisely.

One of the most commonly cited papers on conflict management (Akanji et al., 2018; Williams et al., 2019; Hamadou, 2023), written by Thomas and Kilmann (1974; 1977), highlights two dimensions of behaviour during conflict: assertiveness (how individuals address their own concerns) and cooperativeness (how individuals address the concerns of others), which led to five main strategies for dealing with conflict. These include competing (assertive and uncooperative pursuit of one's own goals, resulting in a one-sided win), collaborating (assertive and cooperative, satisfying the needs of both parties), compromising (involves some element of assertiveness and cooperativeness, where compromise is reached by both parties but conflict may remain unresolved), avoiding (unassertive and uncooperative, involving ignoring, postponing or withdrawing from conflict) and accommodating (unassertive and cooperative, neglecting one's own concerns and addressing those of the other party through either obedience or generosity). Such categorisation has been used in a range of studies which have explored conflict management from different perspectives, including those of employees (Kristanto, 2017; Parmer, 2017) and leaders (Ghavifekr et al., 2019; Martins et al., 2020). It is worth noting that other widely-used models include Dual Concern Theory, which draws on the work of Blake and Mouton (1964) and Deutsch (1973) and focuses on how conflict management relates to either concern for the self or concern for others and the work of Rahim (2002) which suggests five strategies, including integrating, obliging, dominating, avoiding and compromising. The Thomas-Kilmann model was, however, considered the most appropriate and reliable model for the current study given its wide usage and testing across a range of studies and its value as an assessment tool on conflict management styles amongst both individuals and groups (Nischal, 2014).

There has been a range of research which has explored conflict management strategies within the work context. Mosadeghrad and Mojbafan (2018), who looked at conflict types and conflict management strategies among hospital managers in Tehran, found that the causes of conflict for hospital managers are predominantly organisational, rather than personal, and identified collaborating as the dominant conflict management style. There was some difference here according to age and position, with more senior managers

adopting this style of conflict management, and middle and operational managers more commonly employing compromising and avoiding styles, and front-line managers more often using avoiding styles. The sample included both males and females, which is important for comparison purposes, but does not allow sufficient focus on the female perspective, which has tended to be largely overlooked. Differences in conflict management style according to age, position and gender have also been identified in a study by Martins et al. (2020), with nurse managers in health institutions in northern Portugal, to examine the conflict management strategies used. They found that while there was a preference for collaboration in conflict management, in practice, enforcement strategies were more commonly used. Employees aged 41-50 years, for example, were more likely to use dominating styles, when compared with those aged over 50 who chose more obliging strategies. Again, this predominantly quantitative approach provided useful insights and a wide range of responses, but may have been limited in achieving depth of response. It also relied on a mixed gender sample, thus perhaps giving less priority to the neglected female response.

Looking at management strategies adopted within educational settings, one quantitative study which drew on 1309 questionnaires with headmasters, senior assistants and teachers across a range of Malaysian primary schools (Ghavifekr et al., 2019), found that collaborating, accommodating and compromising were the main strategies adopted by the schools' administration. Such conflicts were found to predominantly arise from communication, authority, rewards, resources, personality, human relations and allocation of duties. This study provided insights into a range of different perspectives, although the limited detail provided by the questionnaire method is perhaps somewhat restrictive. Using a smaller sample population of 245 school administrators from 35 secondary schools, but similarly employing quantitative strategies, research by Amie-Ogan and Nma (2021), which looked at conflict in public senior secondary schools in Port Harcourt Metropolis of Rivers State, showed that the conflict management strategies used, including avoidance, collaborating, compromising and accommodating, had a strong influence on teachers' performance. It suggested that principals should adopt the most amicable strategies to ensure a positive impact on teachers' performance. It is notable, however, that this study focused on how principals should change, without drawing directly on their perspectives. In another study which employed a qualitative perspective and drew on the perspectives of the principal, teachers and employees of a junior school in Indonesia, it was found that collaboration, accommodation and compromise were the most common strategies adopted for managing conflict (Hamdi, 2021). This study is important for including the principal perspective, although it focused solely on one principal for its findings. Another study, however, drew on a broader sample of principals to determine the principal perspective on conflict management strategies in secondary schools in Malaysia. It was suggested that as principals' strategies impact school members' behaviours and the performance of the organisation as a whole, it is important that rather than suppressing or resolving conflict, it should be managed in consultation with supervisors and other employees. This quantitative study emphasized that the principals need to adapt their behaviour and conflict management strategies according to the situation (Noordin, 2023) and it is important that further research, such as the current study, explore this using more qualitative methods. The literature has therefore demonstrated that there has been a considerable amount of research into conflict within schools, with some similarities in the causes of conflict and its management, although there have been important differences according to context and culture.

There has been some research in this field in the Arab context. In one study that aimed to understand conflict management styles among the principals of public secondary schools in the Directorate of Education of the Kasbah al-Mafraq region, a questionnaire was given to 325 teachers. The results found that the strategies used, in order of significance, included cooperation, pacification and settlement, concession, competition and avoidance. Gender was shown to have an effect when the strategy of avoidance was adopted, but otherwise, there was no significant relationship between gender and strategy adopted (Shawaqfah and Elkhateeb, 2022). In another study which explored conflict management from the perspective of 165 teachers at secondary schools in Khamis Mushait, it was found that teachers were largely motivated in their choice of approach by responsibility to the school, followed by loyalty to the school, and then desire to continue working in the school (Alshahrani and AlQahtani, 2020).

Whilst several studies have touched on gender in relation to workplace conflict (Kirti, 2017;

April and Sikatali, 2019; Mthethwa et al., 2019; Martins et al., 2020), providing important insights into gender differences here, these tend to be conducted in mixed-gender work environments, which potentially yield different responses to conflict than single-sex environments. In terms of gender differences in conflict management, several studies have shown that female managers are more likely to use avoiding styles than males (Mosadeghrad and Mojbafan, 2018; April and Sikatali, 2019), with some associating such strategies with attempts to avoid being perceived as aggressive or confrontational, characteristics largely associated with men. April and Sikatali (2019) also found that where females were more likely to form relationships and networks, male leaders were less likely to delegate and subsequently had a higher workload. Much of the research on gender and conflict has focused on differences between male and female leaders in dealing with conflict, which provides important insights into how women deal with conflict in comparison to men (Mosadeghrad and Mojbafan, 2018; Mukundan and Zakkariya, 2018; April and Sikatali, 2019; Martins et al., 2020) . Despite this, few studies have focused solely on women's conflict management strategies and have tended to be conducted in mixed-gender work environments, which potentially yield different responses to conflict than single-sex environments. This is an important gap, particularly with women progressively entering the labour market. Thus, understanding conflict and its management within all-female contexts in Saudi Arabia has become an increasingly salient issue, and insights gained here will prove valuable not just in this specific context, but also more widely in relation to conflict amongst females in organisational settings.

3. Importance of the Study and Research Questions:

As shown, there is a need for research which focuses on the perspective of principals, using qualitative tools to explore the full picture of conflict within schools rather than hypothesizing the relationship between variables; which was the aim of this study. It was believed this would assist in understanding the causes of conflict in Saudi Arabia, helping to consider the lack of skills in dealing with conflict effectively. Several key research questions informed the study:

1. To what extent is conflict present within female public schools within the city of Riyadh?
2. What are the causes of conflict in female

public schools in Riyadh, especially from the perspective of the principals of the schools?
3. What are the most dominant strategies used by female principals in dealing with conflict in public schools in Riyadh?

4. Methodology:

4.1. Research design:

The research adopted a qualitative case study design which employed qualitative semi-structured interviews with seventeen female principals from seventeen different middle and high schools in Riyadh but with care to include schools from a variety of neighbourhoods. A case study approach was adopted as the intention was to understand the real-life phenomenon of conflict in work settings within particular contextual conditions of Saudi Arabian, all-female educational institutions (schools). Case studies are particularly valuable when investigating a phenomenon involving a large variety of factors (Fidel, 1984; Alreshidi, 2021) and, indeed, the literature has shown that there are numerous factors which generate conflict within the context of educational institutions. They are also suitable where direct observation of factors and relationships can be conducted (Ibid.), as in the current study. Whilst case studies have been criticised for lack of generalisability, it is not the intention of case studies to generalise from a 'sample', it is more about analytic generalisation (Yin, 2009) and in the current study, this relates especially to theories of conflict. Critique has also been raised in relation to lack of rigour within case studies (Ibid.) and it was thus essential in the current research to ensure that detailed notes were taken, and transcripts recorded to ensure that all evidence could be reported.

4.2. The Schools and Participating Principals:

Whilst the initial intention was to include primary schools, the timing of the fieldwork did not allow for the inclusion of primary schools. The research used purposive sampling to locate the most knowledgeable participants on the selected topic. This form of sampling is a non-probability sampling method, whereby the sample is chosen by the researcher to provide a representative sample among the target population (Saunders et al., 2009; Punch and Oancea, 2014). At the same time, some diversity of experience was sought in the sample in terms of location, school type, level of experience and qualifications (see Table 1 be-

low). The sample included principals from eight high schools and nine middle schools across the whole city of Riyadh, with level of experience ranging from 10-30 years. Most principals were qualified to Bachelor degree level, although two also held Masters degrees. Due to the nature of the research, the sample was also restricted, with the focus on principals of schools, where there is only one possible participant within each school, and neighbourhood restrictions, where it was necessary to include different school types in different neighbourhoods.

Table 1
Principals' Details

Principal	School type	Experience years	Qualifications
1	High School 1	13	Bachelor
2	High School 2	25	Masters
3	High School 3	30	Bachelor
4	High School 4	10	Bachelor
5	High School 5	20	Bachelor
6	High School 6	12	Masters
7	High School 7	27	Bachelor
8	High School 8	12	Bachelor
9	Middle School 1	15	Bachelor
10	Middle School 2	20	Bachelor
11	Middle School 3	16	Bachelor
12	Middle School 4	23	Bachelor
13	Middle School 5	20	Bachelor
14	Middle School 6	20	Bachelor
15	Middle School 7	21	Bachelor
16	Middle School 8	13	Bachelor
17	Middle School 9	13	Bachelor

4.3. Semi-structured interviews:

Qualitative methods were considered the most suitable form of data generation, as gathering frequencies and statistical data would not have yielded sufficient insights into these issues (Maxwell, 2012). Qualitative semi-structured interviews were deemed appropriate given that respondents' knowledge, experiences and opinions were sought (Matthews and Ross, 2010) about conflict management. Semi-structured interviews are also flexible and open to probing specific issues (Mason, 2002), enabling the researcher to go beyond a set of predetermined questions (Brewerton and Millward, 2001). It was believed that more structured, standardised questions would restrict this opportunity and be insensitive to variations in respon-

dents' reasonings. The interviews included eleven face-to-face interviews and six online interviews. It was necessary to offer online interviews in order to increase the participation rate according to the obstacles faced. Due to the full schedules of principals, for instance, and the need to hold emergency meetings, interviews were cancelled at the last minute. Online interviews were not considered problematic, however, as in recent years, the use of technology has become an increasingly important and commonly used form of communication, which can facilitate an open conversational style, is arguably continuously engaging and for some provides forms of additional data which can further enhance the quality of this method (Howlett, 2021). Interviews were conducted between September 2021 and the end of January 17th of 2022

Table 2
Interview Guide Questions

No.	Interview Questions
1.	How would you describe the state of conflict in your school? - Please give any examples you can to demonstrate this conflict.
2.	Please talk me through any conflict you have experienced in your school in the last month.
3.	In your opinion, who are the main parties involved in conflict in your school? - Please share with me any examples to illustrate this.
4.	What has your reaction been when you discovered conflict in your school?
5.	How would you describe yourself in managing conflict in your school?
6.	In what ways do you deal with conflict? - Please share examples of these.
7.	Do you feel that you have always been successful in your management of conflict? Please explain.
8.	Have there been any times when the management of conflict has felt out of your control? - Please share examples of these.

4.4. Interview Analysis:

The semi-structured interviews lasted from between 35 and 75 minutes each and were audio recorded with assurances of confidentiality. The interviews were conducted in Arabic, fully transcribed and then translated into English in a form suitable for thematic analysis (Braun and Clarke, 2014). The duration of this stage of the process was six months. The six phases of analysis proposed by Braun and Clarke (2014) involved reading and re-reading the transcripts to enhance familiarity, before generating the initial codes. Thus, in step two, the material was coded by assigning names and labels to pieces of text (Punch and Oancea, 2014). This involved the use of literature driven coding (based on the conceptual framework extracted and synthesised from the literature review) and then data driven coding for data not covered in the conceptual framework. Themes were then generated from the codes and reviewed, in steps three and four, before naming and defining themes for step five. Finally, the findings from the study were produced and reported.

4.5. Procedures:

Prior to the research taking place, approval was gained from the Ministry of Education. The interview schedule was then designed, approved by university academics and piloted. The seventeen principals – all of whom had given consent to their participation following explanation of the study and their rights – were then interviewed in their workplaces. All interviews were audio-recorded with consent, following assurances of confidentiality, and full transcribed by the research, before translating to English for analysis.

5. Findings:

The findings showed that the level of conflict in public schools can be considered to represent a moderate level in general, even though there were two schools within the sample that had an extensive amount of conflict, and three had very little. Whilst most of the principals may initially have been concerned about disclosing conflict within the school because of fear that it may be associated with incompetency, further into the interviews, the level of conflict within their schools could be determined from their responses. The findings highlighted three key issues, including the causes of conflict, strategies adopted by principals within schools to deal with conflict and the approaches used to address conflict. In relation to the latter, whilst there is a tendency within the literature to conflate approaches and strategies used for managing conflict, the findings from the current study

indicated that these are distinctive and are therefore discussed separately to indicate their individual significance.

5.1. Causes of conflict within female public schools

The data showed that there are many different causes of conflict within schools, which can be classified as internal (including organisational and individual) and external (such as educational policies and family issues), as demonstrated below.

5.1.1. Internal causes of conflict

Looking initially at internal organisational factors, several key causes emerged from the responses of the participants, including school rules, procedures and practices; roles and positions; school culture; personality types and age/generation issues.

5.1.1.1. School rules, procedures & practices

The most common response from the participants regarding internal causes of conflict within their schools was related to the implementation of school rules, practices and procedures. There was some consensus amongst the principals that teachers often tried to use excuses to prevent them from having to work the early starts or late finishes that were required of them. This could cause conflict amongst the staff. It would appear that more sufficient guidance and fair distribution of less desirable expectations, is needed here to avoid such conflict arising. Similarly, it was suggested that the absence of criteria relating to the distribution of duties for teachers according to different subjects could also be a cause of conflict. This was not simply related to teachers, but also administrators, especially where they were in control of different classes. Subjects such as Maths and Arabic, for instance, often required a greater number of classes and therefore a higher workload, in comparison to other subjects, such as history and geography. Furthermore, the lack of official job descriptions for administrators was the source of conflict for many schools, leading to conflict not just between administrators and principals, or administrators and teachers, but also causing conflict between administrators themselves. Related to this was conflict caused by administrators' knowledge of rules and regulations. This had the effect of exacerbating or intensifying the conflict in such situations. Similarly, lack of clarity and detail surrounding the criteria for evaluations was cited amongst several participants as being a key cause of conflict within the school. As criteria were deemed to be generic or broad, there was a sense that evalua-

tions were founded on principals' interpretation of them, which could result in accusations of subjectivity from teachers and administrators, leading to conflict between staff members and the principals.

Several principals mentioned the problems caused by student violation of school rules, especially in reference to the misuse of social media and technology amongst students within the schools. This emerged predominantly as an issue for Middle Schools. The violation of rules could also lead to conflict amongst students, especially where students inform on others who break the rules. Furthermore, the practice of dealing with student violation of school rules also caused conflict. It was explained, for instance, that principals or other staff members sometimes felt that rules were unreasonable and therefore struggled to implement them, avoiding punishing students for issues that they believed to be minor.

5.1.1.2. Roles and positions

In addition to conflict arising from school rules, procedures and practices, the findings showed that roles and positions were a source of conflict in several schools. This was mentioned in terms of ambiguity and dissatisfaction relating to the roles of administrators and teachers, and subsequent workloads. Perceptions of superiority relating to role and position within the school were also cited as a source of conflict by several of principals. This was particularly common amongst the staff members, where teachers reportedly largely regarded themselves as superior to administrators. This seemed to relate not only to their higher salaries but also to their perception of their heightened value within the school in comparison with administrators. Such opinions were explained as leading to sensitivity amongst administrators in their dealings with teachers, which led to some conflict. Similarly, conflict arising from perceptions of superiority also emerged in cases where staff had previously held higher status positions, leading them to feel that they were special or different from their colleagues and to subsequently behave in ways that caused negative feelings amongst others, which could then raise issues between them.

5.1.1.3. School culture

Many of the participants cited sources of conflict which were related to the school culture. This included, for instance, poor relationships amongst staff. One principal shared many examples of the poor relationships she had encountered when she started working at her school. She stated that:

When I came to the school, teachers did not

work together, administrators did not work together. I found that the relationships between everyone in the school were very bad, there were no friendly relationships. It felt as if they were all enemies. I tried to change the culture of the school, change the culture of enemies and I tried to make them feel that we are here as a family; we each need each other (Middle School 9).

She explained that the culture of the school before she arrived was one that was conducive to gossip and this appeared to be encouraged by the previous principal, which had facilitated poor relationships. Furthermore, she stated that the school culture lacked a sense of working as a team and focused more on individual attainment and praise. Arguably, attitudes are a key part of the school culture, and it was explained by several principals that amongst their staff, some held negative attitudes about the principals themselves, believing that it was not worth engaging principals to resolve problems, as they believed nothing would change. Also mentioned was the lack of commitment demonstrated by staff in respect of their duties within the school. As several principals explained, some teachers who are responsible for staying after school leave before the expected time.

Conflict caused by school culture also appeared to include issues related to alliances that had developed between particular individuals, such as those in the same subject areas. It also appeared that conflict could emerge as a response to a lack of communication or poor communication within the school. This could include staff members' dislike of the ways in which others communicated with them, such as receiving orders in an unacceptable way, as highlighted by many of the principals. In one example shared, poor communication had led to conflict not simply within the school, but also between the school and parents and could be related to social values held by women in Saudi society, as most staff members prefer to talk to the mothers and would be less comfortable talking to the fathers.

5.1.1.4. Personality types

The findings also showed that personality types are an important cause of conflict within schools, and that personality types could be the cause of conflict amongst others or could lead individuals into conflict with others. The personality types that emerged as the most destructive within the school, included those that were aggressive, arrogant, unsociable, disrespectful, and vengeful. One principal, for example, discussed the negative impact that the personality of one of her teachers had

on the school, not just in relation to other staff but also in relation to the students and their parents. This particular member of staff was described as arrogant by the principal and did not appear to care about the school's approach to testing the students. As the principal explained:

This made the students and the parents uncomfortable. When we talked to her and explained that the parents were not happy, she said she didn't care as she was educated in the US so she is special and unique and had a better education than anyone else in the school. She was very arrogant and this was not acceptable to me, among the teachers and the parents or when I found the teacher shouting at the vice principal and saying this is not your business (High School 1).

Similarly, another principal discussed the impact of the personality of one of her teachers on the school as a whole, as whilst the teacher was believed to be good at her job, her unsociable personality prevented her from establishing relationships with the other staff and caused dissatisfaction amongst students and parents. Along the same lines, another personality type to emerge as a cause of conflict was the disrespectful personality. This was demonstrated in relation to staff members who did not show respect in relation to the school hierarchy.

Finally, it appeared that the personality of the principals could also create issues. Several principals discussed their arrival at the schools and the conflicts they had to face that were caused by the behaviours of the previous principals, which arguably relate to their personalities. Vindictive personalities, which reinforced negative environments and cultures of gossip were regarded as facilitating conflict, but so too were vengeful personalities. One principal actually appeared to implicitly reveal a negative personality in her description of a situation that occurred in her school and how she responded to it. Her dealings with others appeared to be somewhat vengeful in response to behaviour that she finds unpleasant as she would look for any mistake that they make and document it to give them a warning (Middle School 2). As such, the personality of the principals themselves might on occasion be regarded as a cause of conflict.

5.1.1.5. Age/generation

There was one surprising cause of conflict within the schools, which was age or generation of staff members. Two of the principals highlighted the problem caused within their schools by generational differences, with one pointing to the lack of willing amongst older generations to adopt new technologies or methods within their teaching, which caused conflict with the younger teachers. At the same time, problems were also identified in relation to the younger generation of teachers and in one case, it was shown how the choice of clothing for a younger teacher was not considered suitable within the formal schooling context and was regarded as a potential cause of conflict through the lack of boundary-setting between teachers and students. Appropriate guidelines for addressing issues that arise from generational differences would therefore be beneficial for tackling potentially negative impacts within schools.

5.1.2 External causes of conflict

As the data showed, there are some causes of conflict which can be considered external causes because they are not in the control of the school administration. These include educational policies (institutional) and family issues (social).

5.1.2.1. Educational policies

Educational policy was the most commonly-cited cause of conflict from the perspective of principals. It is important to note that these policies are important for improving the quality of education, but there were several ways in which these were deemed by the principals to lead to conflict within the school environment. These included the introduction of changes within the education sector or the swift implementation of actions with little notification for schools. In one example, the Ministry of Education introduced the opening of classes in early childhood within schools, and due to the perception that these would be easier to teach, there were many requests to move to schools where these classes were, reportedly leading to teacher shortages within the existing provision. This caused conflict amongst staff where such shortages must be managed.

Another change introduced by the Ministry included the introduction of professional licenses as it was explained that many teachers felt offended after their many years of experience. Additionally, the lack of guidelines relating to staff duties was also cited as leading to conflict within the school, particularly in relation to ambiguities surrounding the duties of administrators. As one principal explained:

the policy of education doesn't give clear determination of duties of administrators. They give clear indicators for teachers but not administrators. So this is when we face misunderstanding when an administrator says they cannot do something as

it is not one of their duties. We have faced this problem since the Ministry expanded the hiring of administrators who came from different fields, lacking qualifications and are not trained well in administration (High School 5).

It appears then, that it is not the educational policies themselves which are deemed to cause conflict but rather the timescale between establishing new policies and their implementation.

Finally, other conflicts arising from educational policy, according to the participants, included the registration of more students than a school could occupy, which caused difficulties amongst staff with the distribution of duties, or the introduction of new subjects. It was stated, for instance, that when a subject was introduced where teachers lacked knowledge (such as critical thinking), it was difficult to convince staff to take on the subject, which could lead to further conflict.

5.1.2.2 Family issues

The data indicated that family issues could also present points of conflict within the schools. The lack of cooperation between schools and parents, for instance, caused conflict, as did problems between the parents of students at schools, or conservative families who are aware of what their daughters do. It was also suggested that there is a kind of discrimination against particular communities within school environments, which can lead to conflict amongst students. Whilst it was suggested that this was not a dominant problem in most cases, it was stated that it had resulted in physical violence in some situations. It was felt that such discrimination and ways of dealing with it emerged directly from family influence, and subsequently was difficult to address. Furthermore, there were extreme cases of students who were reported to bring problems to the schools, relating to issues with their parents. In one case, the principal explained that one student's bad behaviour had been directly related to her parents' infidelities, pushing her to demand their attention through inappropriate actions at school. The principal explained that this situation took her a considerable amount of time to solve and eventually led to the student being removed from the school. In a few cases, conflict was also shown to emerge from parents who lacked trust in the school and felt that the school concealed information from them. It also appeared that negative attitudes amongst the parents could also result in conflict, especially where they disagreed with or disliked the administrative practices used within the schools to protect the students. It was also found that parent involvement where students break school rules could exacerbate conflict. Demands from parents to punish those who violate rules, for instance, could lead to conflict between parents and staff. Principals explained the difficulties in dealing with such parents and the time it could take to address such conflict that arose in communicating with them.

5.2. Conflict management strategies

The data showed that the principals at public schools in Saudi Arabia use many different strategies to deal with conflict. The data indicated that the most common strategies used by the principals were calming down, accommodating and avoiding. The least adopted strategy was accountability. The participants used the strategy of calming down to demonstrate greater understanding of the parties of the conflict and a more considerate and caring approach to their employees which reflects their belief that it is the fastest way to effectively address conflict. This strategy appeared to be widely utilised by principals as a tool for self-preservation and the protection of image in front of others. This was in line with the general response during the interviews that conflict within their school was largely something of the past that they had dealt with upon their arrival at the school. They were subsequently conservative when talking about conflict within the school during their own period of management, as opposed to when the school was managed by the previous principal. This – and the seeming reliance on the calming strategy – appeared to reflect the extent to which they try to protect their own image as competent managers. There seemed to be the feeling that if there is a lot of conflict in their school, they will be deemed less competent.

The accommodating strategy was often used by principals who also used the calming down strategy, often being driven by the same motivation of satisfying all parties and not exaggerating the problem, or bringing problems to the school or the principal. Participants mentioned using avoidance strategies as they are concerned about the consequences of confrontation. It also appeared that avoidance was adopted as a strategy as a result of the consequences witnessed during previous experiences within the school environment, such as witnessing a previous principal using confrontation regularly. Some participants mentioned using avoidance to deal with conflict which they felt was not substantial enough to negatively impact the school or would not lead to major problems for the school. Whilst one participant stated that they found confrontation to be a good strategy for reducing conflict in the school (High School 8), the majority of participants mentioned that they preferred to avoid confrontation as a strategy for

dealing with conflict. They felt that it was either a waste of time or they were concerned about the negative consequences of confrontation which may exacerbate rather than control or diminish the conflict. Where they did use it, the principals justified their combination of two seemingly opposing strategies as using confrontation only under certain conditions:

I like to be sure that conflict is not there, I even try to make sure there are no tiny embers of conflict because I am concerned that if there is anything small there, one day it will grow and come again. So I like to use calming down and confrontation, but with confrontation I always try to ensure there is not strong disagreement, I like to make sure there is respect between people and guide them to be polite during confrontation (Middle School 5).

Indeed, it appeared that whilst some participants did not like to use certain strategies, they adopted them where they felt it was needed to address the conflict. This related not just to confrontation but also to the use of force or the power of rules and regulations, as evident in the responses of some principals. Most of the participants who mentioned using force or the power of rules and regulations explained that they used it for particular situations or the most important requirement in the school of arriving and leaving on time. They appeared to be particularly stringent in addressing lateness, which was deemed especially negatively within the culture of education and required strict handling. The responses of the participants indicated that the compromising strategy was used most often when the lack of official regulations prevented them from being able to officially enforce staff to engage in required roles or duties. Only one principal mentioned her preference for using accountability as a strategy for reducing conflict within the school. This strategy thus requires further investigation in future strategies. Competing did not emerge in the findings at all as a strategy adopted by the principals and whilst collaboration was not explicitly mentioned either, arguably calming down – which was the most widely used strategy – may be associated with collaboration, in terms of these strategies possessing many similar elements.

5.3. Approaches to dealing with conflict

The data indicated that there were distinctive approaches which could be distinguished from strategies, which require further attention within conflict research. One of the most frequently cited approaches adopted by the principals for managing conflict in their schools, for instance, was the

use of proactive behaviour and this appeared to be used with many strategies, including calming down, accommodation, confrontation, power of rules and regulations and use of third party. Proactive behaviour included actions which prevented conflict in the school, such as tackling rebellion directly and removal of undesirable staff and students from the school in order to address conflict that is occurring or, in other instances, providing training or giving staff the responsibility of distributing workload in order to prevent conflict. In terms of dealing with rebellion amongst teachers and administrators, for instance, principals explained that it was effective to focus efforts on the most rebellious individuals:

Before sending the paper to be signed by the teachers, I decided to convince her [a difficult teacher] to sign first so that all of the others would sign it too (Middle School 3).

The removal of undesirable individuals from the school, whether staff or students, was also cited by several principals as an approach to addressing conflict, as was training to address conflict caused by poor relationships resulting from bad attitudes, difficult personalities and lack of experience and skills. Finally, giving staff responsibility for distributing workload was considered an effective approach by the principals for reducing conflict from occurring, as this was considered to be a major cause of conflict within schools for the majority of the participants.

Ensuring fair treatment was another of the most commonly-cited approaches used by the principals and included ensuring fairness through an adequate balance of duties, ensuring the satisfaction of all parties or through the expression of the belief of the right of everyone to benefit from the solution to the conflict. Furthermore, investigating the situation in order to identify the root causes of conflict or to make effective judgement, and taking action on the basis of this, was another approach adopted by some of the principals to tackle conflict in their school. It was shown that the investigative approach helped the principals to identify underlying causes of conflict, such as jealousy or sensitivity, and to deal with these appropriately. Furthermore, investigating may help to uncover personal circumstances that affect the behaviour of staff, and understanding these can lead to measures that are more effective in dealing with the causes of conflict. The main element of this investigative method was listening carefully to judge the situation. It is worth mentioning that there are other forms of listening, which were practised by many of the principals, but in these cases, the listening was the approach adopted – rather than leading to

particular actions – with the intention of calming down the different parties involved in conflict.

Indirect intervention was another approach cited by the principals and seemingly fits with the avoidance strategy. This was evidenced amongst the participants, with one principal providing a range of examples of her indirect intervention in conflict, whilst also acknowledging her favoured strategy as avoidance. One form of indirect intervention appeared to be the avoidance of official action in order to protect the self, particularly where the escalation of conflict was avoided to ensure that the principal did not have to confront aggression from others.

Finally, in looking at the approaches used by principals, establishing a positive culture within the school was mentioned. Where principals had come into schools with negative environments and high levels of conflict, for instance, this was one of the first approaches they had adopted to tackle the conflict. At the same time, ensuring a good culture within the school was regarded as a key approach to preventing conflict from arising in the first place. Thus, there was a range of different approaches adopted by the principals to tackle conflict, which were used across different strategies.

6. Analysis and discussion:

The data indicated that for the majority of schools involved in the research, there was a moderate level of conflict, and many causes of conflict (both internal and external), with principals utilising a range of different strategies to deal with it. Even though the data showed that there are dominant strategies used, including calming down, accommodation and avoidance, other types of strategies were also used, including compromising, confrontation, force or power of regulations and accountability. There was also evidence of a range of approaches, which were regarded as distinct from the strategies. When looking at the transcripts in detail at the beginning of the analysis process, it appeared that several principals were keen to suggest that conflict did not occur within their schools at the start of the interviews, or suggested that conflict was a problem at their school with the previous principal before they took on their position, indicating a need to distance themselves from something their perceived to be negative. Nonetheless, as the interviews progressed, many expressed important issues relating to conflict, including causes, strategies and approaches used. The findings emphasized, for example, the many different causes of conflict within schools.

In line with previous research, there was some suggestion that within the educational context, conflict could be attributed to both personal and organisational causes (Goksoy and Argon, 2016; Ertürk, 2022). Additionally, however, causes could be considered both internal and external. Internal causes, for instance, which were arguably within the control of the principals included conflict related to roles and positions, school culture, dominant values, age/generation, skills of staff and student behaviour. What was evident from these causes was that with the first two - roles and positions, and school culture - principals were capable of not only addressing the conflict that arises, but also of instilling values, rules and procedures which would prevent or limit conflict arising in the first place. This could be considered to reflect a form of conflict competence, whereby principals would have the capabilities to handle conflict effectively and prevent escalation of conflict (Msila, 2012). Conversely, there were also situations where principals could be the cause of conflict where they facilitated a more negative culture within the school, such as one that encouraged gossip or jealousy between staff, or where their personality was not conducive to controlling conflict efficiently, although this appeared to be the case within a minority of the participants in the sample. Nonetheless, it is important to be aware of the ways in which the principals themselves can be the cause of conflict within the school. With the other causes of conflict, which largely related to either the staff (dominant values, age/generation and skills) or to the students (violation of school rules), the methods adopted by principals largely related to addressing conflict when it emerged.

It also appeared, however, that some of the causes touched on by the principals were out of their control (external), such as educational policies (which are set by the Ministry). These related to policies for recruitment within Saudi Arabia, the lack of official guidelines and the introduction of new requirements. Such causes appeared to be prominent causes of conflict within the majority of the sample for the current study, and indeed were the most common causes of conflict mentioned by the principals, thus emphasising the need for attention from the Ministry of Education. Within Saudi Arabia, for instance, the recruitment of staff is the responsibility of the Supervision Offices, not the principals of individual schools. Consequently, when staff shortages occur within schools, the sometimes-delayed process of replacement results in the principals using other means to cover subjects, such as the distribution of additional responsibilities for existing staff on top of their usual workload, leading to conflict. This indicates the need for the Supervision Offices to offer more im-

mediate solutions to staff shortages, which prevent principals from using methods, which create conflict and protect principals from dedicating time and efforts to unnecessary and time-consuming tasks.

What also emerged from the findings was the need for more sufficient guidelines relating to staff duties, the lack of which puts pressure on principals to address the issues that arise. This can lead to further problems, which exacerbates conflict situations, as principals are reliant on their own methods and approaches, which are diverse across schools and can lead to dissatisfaction amongst staff, which can subsequently result in more conflict. Accordingly, where force or the power of regulations are used, the conflict may appear to be stopped, or may be prevented in the immediate term, but feelings of dissatisfaction remain, creating an environment which can trigger conflict more swiftly. Finally, the introduction of new policy for teaching staff has shown to be the cause of conflict, where teachers were concerned about failing to achieve their professional licenses and subsequently their jobs. This change in policy - which was deemed necessary to enhance the quality of teaching, and included sufficient time and attempts for licenses to be achieved - led to increased pressure on teachers and principals, as well as to conflict between teachers and principals where teachers showed a kind of resistance. It may be, therefore, that when such changes are introduced, greater attention should be paid to developing strategies which support teachers and principals on many different levels, to reduce the occurrence of conflict. Whilst previous research has touched on task-interdependence as a cause of conflict within schools, emphasising that, where the work of a department or member of staff is dependent on the output of another (and where performance level assessments result in punishment or reward) (M.O., 2017), the current research also suggested a form of task inter-dependence between schools and the Supervision Office which could be the root, or partial root, of conflict.

Looking at the strategies used by the female principals to manage conflict, in line with existing literature, the findings indicated that principals could utilise several strategies, depending on the situation, and sometimes use several strategies at once. As touched on previously, Thomas and Kilmann (1974) propose five main strategies and whilst the current study found some similarities with the strategies they propose, there were also important differences. As mentioned, the most commonly used strategies of the principals included calming down, accommodation and avoidance. Whilst accommodation and avoidance are in line with Thomas and Kilmann's model, and appear to

support previous findings on the most commonly used strategies by female leaders (Vestal and Torres, 2016), the use of 'calming down' perhaps fits most sufficiently within their category of collaborating, as it involves both assertiveness and cooperation, satisfying the needs of both parties. It could be argued, however, that 'calming down', which was the description used by the principals, more appropriately reflects the strategy adopted as the primary goal of the principals in using this was to de-escalate the situation in the moment, due to their concern for the consequences of anger and bad feeling of the parties involved. None of the principals described the need to be assertive, to cooperate or to satisfy all parties at this time. The strategy was seemingly driven by fear of the consequences and the need to mitigate negative outcomes immediately and, as such, 'calming down' appears to most appropriately describe this strategy. The strategy of avoidance similarly appeared to be motivated by the fear of consequences and the need to de-escalate the situation. Another strategy used by the principals included the use of force or the power of regulations. This appeared to fit more closely with aspects of Rahim's (1985; 2002) model (which includes integrating, obliging, dominating, avoiding and compromising), rather than Thomas and Kilmann, where dominating and obliging strategies reflect this use of force.

Importantly, such data appeared to demonstrate that the educational context cannot be separated from Saudi society. It was shown, for instance, that the actions of principals in dealing with conflict - particularly in terms of calming down and avoidance - reflected Saudi society's traditional values, which include shame associated with having problems. It has previously been shown that the avoidance and compromise strategies are common among principals, as indicated in one study of Greek educational leaders in dealing with conflict (Saiti, 2015). In contrast to this study, however, in the current study, calming down and accommodation strategies were the most common (as well as avoidance). The previous study explained the adoption of such strategies in relation to a perception that good leaders are keen to please everyone and keep all staff and students happy, and as mentioned, in Saudi Arabia, leaders are also keen to promote the interests of others over themselves, but it appears that different strategies were used in order to achieve this. Furthermore, one strategy, which did not appear to be used by the principals, was the competing strategy. Arguably, this could also reflect Saudi traditional values, which are more closely aligned with collectively and the interests of others rather than individuality and self-interest. Thus, the principals would be less

likely to adopt a competing strategy, which is assertive in the pursuit of one's own goals. It has also been shown, however, that whilst no one explicitly mentioned adopting the competing strategy, it actually appeared to have been adopted by several principals in the sample but was concealed by different techniques. Again, this may relate to Saudi society's appreciation of cooperation where focusing on the self is perceived negatively as a form of selfishness. Moreover, Gary (2021) suggests that the use of force might reflect the competing strategy, as it does not take the other party into consideration in its actions.

It is also worth noting that whilst the findings indicate that traditional values are represented in the actions of the principals, in terms of not demonstrating self-interest, there was some suggestion that self-interest was part of the motivation for their choice of strategies, but this was largely concealed in their strategies and approaches. This may be an indication of the gradual infiltration of individuality into Saudi society. According to Madalina (2016), for instance, the management of conflict through collaboration is characterized by a high level of assertiveness or cooperation. There was some support for these findings in the current study, with most principals' cooperation strategy being motivated by the desire to avoid negative consequences or protect themselves. At the same time, the methods adopted by some principals to protect themselves (such as identifying and recording the mistakes of others) indicated that issues of social identity and identity conflict (Karelaia and Guillen, 2014), cannot be overlooked. These relationships between the strategies adopted and traditional values, as well as the role of identity conflict, would benefit from further investigation.

Finally, the data emphasised that the strategies of dealing with conflict are more than what has been included in the Thomas-Kilmann model. There is a need to develop a more comprehensive model, which encompasses the full range of strategies adopted within conflict management, with consideration for cultural variation. There is a tendency for existing models to restrict their categorisation to five different strategies, which at present appears limited. The current study found that several strategies which adopted by the principals for managing conflict. This included accommodation, calming down, avoiding, confrontation, forcing (power of regulations) compromising and accountability. Furthermore, it is important to establish clear boundaries between the approaches and strategies used by principals to deal with conflict. Strategies, for instance, are broader than approaches, which are a form of action. This can be seen in the current study where the approach

of investigating conflict may have been considered a strategy of problem solving in previous studies.

7. Limitations and recommendations:

Following the analysis of the findings, it is important to acknowledge the research limitations and to provide several practical recommendations. Despite the important insights provided by the research, for instance, as a qualitative case study approach was adopted, the generalisability of the findings is perhaps limited, as they focus on particular contexts and circumstances. In the current study, the findings relate specifically to all-female contexts within Saudi Arabia. Important recommendations have also emerged from the study, however, including:

- As mentioned, during the interviews several principals highlighted the high level of conflict in the school before they arrived in their position. This appeared to be a kind of defence mechanism, where they wanted to detach themselves from any conflict that had been in their school and any association of responsibility for it. This might indicate the need for training for principals around conflict and its management. Principals would benefit from being made aware that it is a normal part of everyday life in the workplace, not something to hide or be ashamed of, but rather to learn how to tackle effectively. Thus, training in appropriate techniques and strategies would help here and ensure greater consistency across schools in conflict management.

- It also appears that training for teachers who select to become student supervisors is essential to help them to provide appropriate and effective advice to students.

- Educational policy emerged as a key cause of conflict within schools, especially where changes were implemented with little warning or insufficient guidance. Again, it is important to recognize that educational policy in itself is an essential and necessary part of educational development. Thus, understanding the ways in which the implementation of such policy impacts schools in relation to conflict is important. As we have seen, it may be beneficial if the Ministry provided a broader timescale and sufficient information to ensure preparation for the implementation of new policies within schools.

- The Ministry should lead on establishing clear rules for schools on the distribution of workload between teachers and administra-

tors, particularly in terms of different subject areas. This would assist in reducing conflict between staff members.

- In order to reduce potential conflict arising from relationships with the families of students, it would also be beneficial to introduce a programme for all schools which focuses on the development of strong relationships with parents, which may then facilitate better co-operation and shared values.

- The removal of difficult members of the school (including staff and students) would appear to be an ineffective way of dealing with conflict. Arguably, addressing the root of the problem would be more sufficient than simply moving it to another school. Again, the Ministry's involvement here, through preventing these transitions from occurring is one solution, but schools should also have official strategies in place for dealing with such situations.

- Finally, further research is needed to investigate the causes of conflict identified in this study (perhaps quantitatively), as well as qualitatively exploring the factors impacting principals' specific choice of strategies in dealing with conflict. It is also important to investigate the typology of conflict and levels of conflict within institutions and to identify the sources with the greatest levels of conflict: students, parents, teachers, administrators or leaders, to ensure that these are brought to the attention of the Ministry and can subsequently lead to a more harmonious and productive school environment. Further comparison of conflict within different types of educational institutions: elementary, middle or high schools, would also facilitate greater understanding here. It has also been shown that there are many studies from Eastern countries (Malaysia, Turkey, Indonesia and Iran), which may indicate that conflict is particularly prevalent within these contexts in educational settings. This may relate to collectivist cultures and thus, further investigation would be beneficial here.

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