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CONSENT FACTORS OF THE NEW TEACHERS FOR COPING WITH CONFLICTS IN THE CLASS

Abstract

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The dissertation consists of 155 standard text pages. It contains an introduction, three chapters, a conclusion and appendices. 127 literary and 4 internet sources were used.

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1. Introduction

The concept of discussion in the center of this study is the well-being of teachers in general, and the novice teachers in particular. In this sense, it is possible to see teachers' resilience as a human ability to cope, overcome, and even gain strength in view of distress (Le Cornu, 2009). From reviewing the literary background in this field of knowledge, it is apparent that there is only a few studies in a relative manner that we have observed the contribution of the resilience to the coping of teachers with significant among other things, it is clear that a higher resilience may influence the teacher's ability to make effective and productivity decisions in a way that can help his well -being, as well as for better performance of his role, And as a result of the more meaningful benefit to the educational system in which it operates.

In order to examine the research claim, a quantitative-correlative design was employed in which 364 teachers at different levels of seniority were surveyed. 212 (58%) are new teachers in their first or second year of teaching. The remaining participants in the study are veteran teachers with a seniority of five years or more (42%). Teachers' attitudes and characteristics were measured using closed and validated questionnaires as research tools.

In practical terms, the research findings have significant implications for understanding teacher behavior patterns throughout their career development, and in particular, they have special significance in the context of teacher training processes before they are actually engaged in teaching. These processes need to place more emphasis on developing the resilience of teachers in general, and in particular aspects of

resilience that precede challenging experience, namely, striving for new experiences and new experiences that, by their nature or especially, pose a personal challenge to personal and professional development. Accordingly, there is room for the development of a teacher training program that will work to enhance the new teachers' sense of resilience, both at a value level that strives to promote the intrinsic motivation for teaching, as well as the experiential, challenging and entrepreneurial level. Such a program may lay the groundwork for the new teachers to adopt a pattern of action that promotes experience, investigation, look, and striving for improvement even in the face of anticipated difficulties and even failures.

2. Relevance of the Research Topic

Much of the research in field of teaching has focused on the "ordinary teacher" or, alternatively, on identifying successful teachers and successful teachers' teaching methodologies. However, one group of teachers, e.g. struggling teachers, received relatively less academic attention. The group of struggling teachers is estimated to account for 5-7 percent of the teachers (Yariv, 2004). This group refers to teachers who fail to perform, their results are relatively low and their negative attitude can affect their colleagues. Such struggling teachers often encounter problems and difficulties in their work such as the inability to lead their class, difficulties in addressing disciplinary issues, they experience lack of motivation, and may have problems in communicating with the school's principal, students, students' parents, or the school's staff members. The literature addresses the group of struggling from several perspectives. Teachers, like other workers, face difficulties in their work. In the face of these difficulties most will experience temporary setback in their work. However, there are some whose difficulties last longer, among which there are a few who

fail to meet minimal professional requirements. Such teachers where often described as incompetent or as poor performing (Bridges, 1986, 1992). In most cases such teachers do not function according to professional standards, their academic performance is poor, they fail to discipline their classes, are very low motivated, behave aggressively or in insensitive manner, and generally are referred to as inflexible, insubordinate and critical (Lavely et al, 1992). From a social point of view, some teachers are sometimes called "marginal" as they find it difficult to integrate with other teachers or other staff members. Yariv (2004) use a more ambiguous approach, referring to these teachers as "challenging" because these teachers' behavior and functioning pose challenges for the principal of the school. Yariv (2004) found that along with low motivation and teaching difficulties challenging teachers were also found to often confront other staff and management members and refused to accept directions. Arielly (1995) referred to teachers' difficulties as teaching discomfort as a result of frustrating encounters between the teachers and their students. According to him, teachers and students' relationships might sometimes be characterized as on the verge of crisis. These conducts foul teaching and lead to a sense teachers refers to as discomfort. According to Arielly (1995) these difficulties are due to teachers' feeling that their influence on students' moral education, social integration and expected contribution to society is negligible. According to him, teaching discomfort is an expression of teaching difficulties which is followed by pressure and burnout in teachers. These definitions uphold the teacher as responsible for the problem. However, there are who question this approach. For example, Wragg, Haynes, Wragg and Chamberlin (2000), add the question mark to their book title, "Failing teacher?", to emphasis that sometimes it is not the teachers who fails but rather her principal or the system, and that in many cases the use of the concept of failure in

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inappropriate. According to Wragg et al. (2000) instead of dealing with negative labeling on should focus on mitigating discomfort and difficulties in teachers' work.

The research adopted this approach to investigate into significant and prolonging difficulties experienced by new teachers – ones that influence the teachers' performance and their emotional, health and social conditions. Assuming that at least some of the difficulties new teachers encounter can be attributed to aspects other than teaching or the education system, the present study identified these aspects along with their influence on the teachers' professional performance and even teachers' possible decision to ultimately leave teaching. Along a long teaching career, a teacher experiences many personal and professional events, some of them are not foreseeable. These events, which occur alongside normative professional development, have a real effect on their functioning. As teachers are constantly developing professionally - from the stage of early studies and initial training to courses and professional learning throughout their careers (Sikes, Measor & Woods, 1985) - it is only natural that different events might affect their performance differently in each stage. As an obvious example one might consider how personal events such as a wedding or childbirth, or how professional constraints such as moving between schools or the need to teach different subjects might affect a teacher performance. It is argued that each event that one might view as stressful, both positively or negatively, will be followed by a behavior which will reflect this stress (Gitterman & Germain, 2008). Thus, the better a teacher adapts to personal or environmental changes to fit the constraints of the profession or the organization, the better his performance and feeling will be. Teachers who will feel that the organization and its' manager do not recognize or understand their personal distress will

experience more difficulties in adjusting to the system and lack of support.

Furthermore, as teachers perceive themselves as professionals) Conley, Bacharach and Bauer, 1989), they also expect autonomy and independence in decision making, they expect professional and personal support and expect to establish effective relationships with their surroundings. However, following the course of their career teachers might face several personal and professional difficulties who might undermine their self-confidence (Harrison, 2009). In many cases these difficulties might be perceived as incompetence. Although the concept of incompetence rather vague and lacks precise meaning, its symptoms can take the form of inability to learn and teach or the unwillingness to do so. The literature often regard incompetence as related to self-efficacy (Cass, 2000). It is used to differentiate between teachers who know (or believe) they can face and meet the task in hand and underachieving teachers do not. Following Bandura (1993), who considered self-efficacy as one's knowledge and perception regarding her potential to successfully accomplish future tasks, a teacher whose self-efficacy is low might also be unmotivated to act at all (Bandura, 1993).

The present study expanded the knowledge about the concept of resilience, and particularly helped understand how shaping and enhancing one's sense of resilience can affect the potential of new teacher coping abilities with conflicts they will face during their first years of work. The present study have not only helped in understanding the meaning of the concept of resilience, but also helped to identify the means and factors that can influence new teachers' perception of resilience and how it is formulated along the teachers' training process. In light of the findings of the study, it is possible to integrate instructive tools

and methodologies which can improve new teachers' resilience and sense of empowerment during these teachers training process. These means can not only be viewed as a tool to help new teachers cope with conflicts they most surely will encounter during their first years of work, but also as a systematic preventive tool that might reduce burnout among new teachers, and specifically minimize early resignation of teachers who chose to "give up" considering their inability and willingness to cope with the difficulties of the job.

3. Main Thesis, Subject and Object of the Research

Research question

The present research argues that new teachers' coping abilities, especially during their first years as teachers, are tied to their sense of resilience as a human ability to cope, overcome, and even strengthen in times of distress (Le Cornu, 2009). Moreover, it is argued that using an organized and well-structured training can influence new teachers' resilience in a way that will enable them to cope better and more effectively with conflicts they may encounter in their first years of employment.

Therefore, the research question is whether it is possible to influence the perception of resilience of new teachers, and accordingly, how this sense of resilience contributes to new teachers' coping abilities with conflicts during their first years of work?

Object of the research

To answer the research question, the present study will examine the characteristics of the resilience of new teachers, and accordingly develop an appropriate training program for the

construction and reinforcement of this strength. The effectiveness of this program in dealing with conflicts and difficulties during the teacher's first years of work will be examined through a comparative empirical study. Thus the present research' objective is to provide both a theoretical review and an empirical examination of teachers' resilience, and to provide a practical insights regarding the role resilience play in the framework of teachers' training and initiation.

Subject of the research

The conceptual framework of the present research belongs to the academic subject concerning the well-being of teachers in general, and specifically the well-being of novice teachers. This field of research is mainly concerned with teachers' ability to cope, overcome, and even gain strength in view of distress which arise as an inherent attribute of the profession. As teaching practice is very often considered as directed by a social mission and contribution (Conley et al., 1989), many of its' practical aspects are in contradiction to this altruistic nature, with many teachers, and specifically novice teachers, experience burnout and great difficulties in dealing with other stakeholders (i.e. students, parents, peers, principles etc.). Furthermore, their performance might degrade in the context of student achievement and coping with increasing disciplinary and job dissatisfaction, professional, frustration and even burnout feelings (Yariv, 2011).

Purpose of the study

The purpose of the research is to deepen the understanding of teachers' resilience and its' contribution to novice teachers. For this purpose, it is imperative to understand the different types and nature of conflicts teacher deal with, and thus teachers' coping. The significance of these difficulties faced by teachers is the need to deal with various conflicts within the work of teachers. Interestingly, the research literature points out that despite the importance and difficulty of dealing with classroom management, which involves coping and managing complex conflicts, the topic has been widely addressed in teacher education programs, and in a minority in the investigation of academic and international institutions (Yariv and Gorb, 2018; Bazezew & Neka, 2017).

Tasks of the research

The present research main task is to formulate the research idea concerning the dynamics of the way teachers' resilience help build a sense of self-ability and later on in dealing with conflicts.

Following from the abovementioned, the first task of the present task is to provide a thorough theoretical review of teachers' resilience and self-efficacy, along with a review of teachers' conflicts and coping strategies. According to the theoretical review, the second task of the present study is to provide an empirical justification for measuring resilience among teachers, followed by such empirical examination. The final task of the present study will be to draw up conclusions and practical implementation recommendations through which resilience is relevant to novice teachers and teachers' training.

Research hypotheses

One can formulate three main research hypotheses to examine the associations between teachers' resilience, self-efficacy and their patterns for coping with conflicts:

H1.   There is a positive association between teachers' self-efficacy perception and their resilience, so that teachers which are more resilient are characterized by higher self-efficacy perception.

H2.   The higher teachers' resilience and self-efficacy is, the greater their use of skilled and professional coping strategies to cope with conflicts.

H3.   The higher teachers' resilience and self-efficacy is, the less difficulties they face coping with conflicts.

Additional research hypotheses can be formulated for these claims:

H4.   New teachers' self-efficacy and resilience is lower than that of experienced teachers.

H5.   The ability of new teachers to cope with conflicts is lower than that of experienced teachers.

Stages of the research

The present research claim is that through structured and regulated training, young teachers' resilience can be influenced in a way that allows them to better and more effectively deal with conflicts they may encounter in their early years of work. For this end, the first stage of the research is to provide a theoretical framework concerning innovation and management in education, work characteristics and difficulties of new

teachers, coping with conflicts in teaching, and finally concerning resilience and conflicts in teaching.

The second stage of the research will present methodological aspects of the research, among other things concerning the research design, population and sample considerations, research tools and analysis procedures.

The final stage of the research will present the findings of the analysis followed by a discussion of their theoretical and practical implications. The research concludes with a discussion regarding the research limitations and recommendations for further study.

Research limitations

The findings link teachers' resilience, the development of their self-concept, and their coping patterns with their role as teachers. They indicate that the development of resilience precedes the development of self-ability, and that different dimensions of resilience affect the dimensions of self-perception differently for new teachers and for experienced teachers. In addition, the findings of the study indicated that the impact of resilience on self-ability also translates into better coping with conflicts, both in reducing difficulties and in improving professionalism, skill and objectivity in coping.

However, the present study has several limitations: First, the research field is based on sampling from the teacher population only. This fact undermines the ability to generalize the research conclusions and meanings that arise from them, both to other fields of practice and to other positions in the educational system, and especially to principals. In view of this, it is advisable to include, in a continuation study, additional sources of information related to the education system, including

teachers, parents and other officials, in particular those responsible for outlining policy. A second limitation, this study did not address the influence of other intervening factors on which personality characteristics (such as altruism), cultural and social backgrounds, as well as characteristics related to the nature of the school and the climate prevailing on research variables and their relationships can be enumerated. These aspects may affect teachers' performance, both in their pedagogical beliefs, in their perception of their role as teachers, and in their organizational commitment and level of erosion as an expression of their time orientation in the system. These aspects can also shed light on the options available to them for various behaviors in their roles, such as how they demonstrate leadership, the degree of corporate civilian resilience they exhibit, and their success in roles in terms of their learning outcomes and their ability to deal with conflicts. In view of this, additional features can be recommended for future research. Third, the findings of the study are based on data collected from teachers primarily in the Northern District and primarily from the state Jewish sector. As such, the findings of the study may not articulate other aspects that may exist among teachers in other districts and / or other sectors operating in the education system. It is therefore advisable to extend the scope of the research exam to include representation of these populations. Fourth, at the methodological level, this research is based on a quantitative research system, which results from the very use of closed questionnaires and it is difficult for them to learn about the process itself and its implications. To further deepen the topic of research, we recommend using a research set that combines quantitative research with qualitative research, for example through interviews or observations.

4. Research Objectives

The research argued that new teachers' coping abilities, especially during their first years as teachers, are tied to their sense of resilience as a human ability to cope, overcome, and even strengthen in times of distress (Le Cornu, 2009). Moreover, it has argued that using an organized and well-structured training can influence new teachers' resilience in a way that will enable them to cope better and more effectively with conflicts they may encounter in their first years of employment.

Therefore, the research focused on a single main question:

Whether it is possible to influence the perception of resilience of new teachers, and accordingly, how this sense of resilience contributes to new teachers' coping abilities with conflicts during their first years of work?

To answer this question, the present study examined the characteristics of the resilience of new teachers, and accordingly develop an appropriate training program for the construction and reinforcement of this strength. The effectiveness of this program in dealing with conflicts and difficulties during the teacher's first years of work will be examined through a comparative empirical study.

The present research claim is that through structured and regulated training, young teachers' resilience can be influenced in a way that allows them to better and more effectively deal with conflicts they may encounter in their early years of work. For this end, the first stage of the research is to provide a theoretical framework concerning innovation and management in education, work characteristics and difficulties of new

teachers, coping with conflicts in teaching, and finally concerning resilience and conflicts in teaching.

The second stage of the research will present methodological aspects of the research, among other things concerning the research design, population and sample considerations, research tools and analysis procedures.

The final stage of the research will present the findings of the analysis followed by a discussion of their theoretical and practical implications. The research concludes with a discussion regarding the research limitations and recommendations for further study.

5. Research Methodology

The research philosophy underlying this study integrates quantitative and qualitative research. The research first sought to assess teachers' resilience characteristics, as well as their perceptions of their ability to cope with conflicts, and to identify differences in these aspects between new teachers and experienced teachers. For this purpose, a qualitative study was undertaken followed by a quantitative study.

The qualitative study

The qualitative research on the resilience characteristics of new teachers was conducted through a series of interviews with new teachers, experienced teachers, and other officials in the education system to identify the key characteristics of the teacher's resilience issue and its impact on functioning, emphasizing the role of resilience in the new teachers first steps. The quantitative research was used to establish associations between teachers' perceptions of self-efficacy, resilience, and

patterns of coping strategies in order to compare these characteristics among new teachers and experienced teachers.

The set of questions developed for the in-depth interviews in this study correspond to variables underlying the structured interviews and include questions concerning teachers' conflicts and copying strategies, teachers' self-efficacy perception and resilience. Semi-structured questionnaire items include questions such as "What are the conflicts a teacher has to deal with?", "Are there conflicts a new teacher has to deal with while veteran teacher needs not?", "how do you cope with such conflicts?" and "Could you please describe how some new teachers are more resilient to conflicts than others". The average length of an interview is estimated to last for 45 minutes and will be conducted at a secluded room pre-assigned for this purpose in the college.

Following these interviews an intervention program will be prepared. The program subjects and goals will be constructed using the insights from the interviews along with the author experience as teacher and as a teacher trainer to improve and empower new teachers' resilience.

The quantitative research

The quantitative study population consisted of 416 teachers at different levels of seniority. After screening of teachers who have not responded to all questionnaire questions, the sample consisted of 364 teachers – 212 of them (58%) are new teachers who are in their first or second instruction year. The other participants in the study are experienced teachers of five or more years of experience in the profession (42%) (see Table 1).

Table 1: Research participants

		Age Group (of the teachers' students)					
		Kindergarten	1-3 Grades	4-6 grades	7-9 grades	10-12 grades	Total
	New teachers	28	54	62	48	20	212
Research group	Experienced teachers	32	23	50	33	14	152
	Total	60	77	112	81	34	364

In accordance with the directives of the Ministry of Education and the training practices used in teachers' training institutes in Israel, new teachers are obliged to participate in internship under the guidance of pedagogical instructors in the first years after completing their formal training. Participants for the study were recruited according to personal acquaintance as well by approaching such new teachers through colleagues in the profession who are also pedagogical guides. Experienced teachers were recruited by the researcher through a wide sample of schools all over the north of Israel, based on the personal acquaintance as well as of colleagues in the profession.

In this sense, the sample is a convenience sample, and is not a pure random sampling. However, the extensive training and demographic and geographic deployment of the teachers and students participating in these internship processes is broad enough to serve as a proper representation of the entire Israeli teachers' population, so that the conclusions drawn from the present study can be generalized to teachers in Israel.

In the present study was based on previously validated questionnaires as research tools. The research questionnaire was comprised of three main parts, in accordance with the three main research variables: Teachers' self-efficacy perception, their perception of resilience, and a questionnaire for examining their coping patterns with conflicts during their work.

Teachers' resilience was measured by adapting the Occupational Hardness Questionnaire (OHQ) of Moreno Jiménez, Rodríguez Muñoz, Garrosa Hernández & Blanco Donoso (2014). The questionnaire was translated into Hebrew and adapted to the framework of this research. The questionnaire consists of 15 statements relating to three dimensions of resilience: Challenge, Control and Commitment. The responses are ranked on the Likert scale of 5 grades (1 = not at all, 5 = very much), which express the respondents' resilience - a low score indicates a low level of resilience and a high score indicates a high level of resilience. Reliability α coefficient of all dimensions is high and indicates high internal consistency between the items of the different questionnaires. Overall, respondents' resilience was found to be relatively high for all the three dimensions of teachers' resilience. All dimensions were also found to be positively and significantly correlated with each other.

Teachers' self-efficacy perception was examined using the teachers' professional competence questionnaire developed by Friedman and Kass (2001). The questionnaire consists of 29 items whose scores are ranked on a 5-level Likert scale (1 = not at all, 5 = very much), which expresses new teachers' proficiency perception. Relatively high levels of teachers' self-efficacy were documented regarding participants' relationship dimension and Teaching tasks proficiency. However, participants' organizational efficacy was found to be mediocre.

Reliability α coefficient of all dimensions is high and indicates high internal consistency between the items of the different questionnaires. Significant positive correlation were found between interpersonal efficacy and the ability to deal with teaching tasks. This high correlation indicate the existence of a positive and close relationship between the two dimensions, which largely correlates teaching tasks with the quality of interpersonal relationships. In light of this, these two variables have been grouped into a single dimension that expresses the interpersonal relationships and teaching efficacy. Finally, teachers' teaching tasks and interpersonal relationships efficacy was found to be relatively high. Furthermore, a positive statistically significant correlation was documented between participants' teaching tasks and interpersonal relationships efficacy and their organizational influence perception. This suggests a positive relation between the two dimensions of teachers' self-efficacy.

New teachers' perceptions regarding coping with conflicts were examined using a research questionnaire based on the consultation model of Kaplan and Caplan (1970, in Erhard, 2008). The form of the questionnaire is valid through a parallel and independent assessment of two additional judges from among the lecturers of the college. The judges' comments on the original version of the questionnaire were incorporated into the questionnaire and returned to re-evaluation by them, as well as to the evaluation of a third judge.

The final version of the questionnaire includes 55 statements aimed at identifying difficulties in coping with conflicts experienced by teachers. Similarly, the questionnaire is in the feminine form for convenience, but refers to both sexes. All the statements in the questionnaire relate to a single event, in which the subjects were asked to relate to an inter-personal conflict

between a teacher and her students. The subjects were instructed to try and remember and relate to such conflict, and if they did not witness one to try and imagine such incident. The subjects were asked to relate to difficulties, thoughts, feelings, and potential dilemmas concerning the conflict. The questionnaire focusses on four concepts related to the examination of the teacher's knowledge, tools, abilities and professionalism. All items were measured on a Likert agreeableness scale, ranging from 1 (strongly disagree) to 4 (strongly agree).

The findings showed that the three dimensions of conflict management Tools, Self-Efficacy, and Objectivity indicate a moderate level of coping with relation to the measurement scale. In contrast, on average, participants report relatively low levels of coping due to lack of knowledge. Reliability of all dimensions is high and indicates high internal consistency between the items of the various questionnaires. The analysis also showed that there are highly positive correlations between the three dimensions of coping with conflict (Tools, Self-Efficacy, and Objectivity). These high correlation coefficients indicate a close positive relationship between these dimensions and might indicate that they can be grouped into a single variable that expresses professional coping skilled with conflicts based on self-confidence, ability and objectivity. Accordingly, the three dimensions were grouped. Finally, teachers' confident, professional and objective coping was found to be medium. Furthermore, a negative statistically significant correlation was documented between participants' confident, professional and objective coping and participants' knowledge deficiency when coping with conflicts, suggesting a negative relation between the two dimensions.

The course of the study

The present study used a correlational setting in which the study variables are measured simultaneously, and particularly without manipulation of independent variables in the study or control of other characteristics of the study participants.

The research procedure included distribution of the online questionnaire among new teachers and experienced teachers by sending a link to the online questionnaire to prospective participants after locating them in teacher training colleges and schools.

The transfer of the link was accompanied by a personal request from the research editor, which clarified the rules of ethics and discretion throughout the study. Among other things, participants knew that as part of the study, no personally identifying information would be collected from them, and that all data collected within the study would be stored discretely and not transmitted or exposed to anyone unrelated to the research. It was also made clear to the participants, that they did not have to answer the questionnaire, and that even if they started answering it, they could stop at any time without any sanction for stopping participation.

After completing a quota of over 400 questionnaires, as described above, the data file was compiled for the purpose of performing the statistical analyzes.

Analysis of the data was done using SPSS version 23. In the first stage, descriptive statistics of the characteristics of the research population and the main research variables were reviewed. In this framework, the distribution of univariate frequencies was examined for each of the variables, as well as averages and standard deviations. In the second stage, the

internal reliability of the various research questionnaires was examined based on the Cronbach α index.

The study hypotheses were examined. The first three research hypotheses have argued for the existence of an association between the three variables. These hypotheses were examined using Pearson correlation as an indication of a significant linear relation between variables. The fourth and fifth research hypotheses argued that there were differences in resilience, self-efficacy, and conflict coping experiences of new teachers and experienced teachers. Correspondingly, these hypotheses were tested using a t-test to compare the mean of independent samples with respect to the study groups. To test the sixth research hypothesis, multiple linear regression analysis was carried out to examine the combined effect of research group and resilience on self-concept, and to further examine the combined effect of all three variables on teachers' coping. Such an examination is also a means of confirming the previous examination methods reviewed above.

6. Findings

H1: There is a positive association between teachers' self-efficacy perception and their resilience, so that teachers which are more resilient are characterized by higher self-efficacy perception

For the purpose of hypothesizing, the correlation coefficients (Pearson) were examined between the dimensions of resilience and the dimensions of organizational capability. The results of the analysis are summarized in Table 2 below.

Table 2: *Pearson correlation table of teachers' resilience and teachers' self-efficacy*

		Self-efficacy	
		Organizational influence	Teaching tasks and interpersonal relationships
Teachers' resilience	Challenge	.436**	.501**
	Control	.237**	.272**
	Commitment	.381**	.505**

** p<.01, *p<.05

The results of the analysis show that there are positive and significant correlations between the dimensions of resilience and the dimensions of self-efficacy. Within this framework, it was found that there were significant positive correlations between organizational influence perception of self-efficacy and the resilience that promotes challenging experience (r = .436, p <.01), control-focused resilience (r = .237, p <.01), and intrinsic motivational resilience (r = .381, p <.01). Similarly, there were significant positive correlations between self-efficacy perception relating to teaching tasks and interpersonal relationships and participants' resilience that promotes challenging experience (r = .501, p <.01), control-focused resilience (r = .272, p <.01), and resilience that lies on commitment and intrinsic motivation (r = .505, p <.01).

These findings confirm the first research hypothesis.

H2: The higher teachers' resilience and self-efficacy is, the greater their use of skilled and professional coping strategies to cope with conflicts

For the purpose of hypothesizing, the correlation coefficients (Pearson) were examined between the dimensions of resilience and self-efficacy and participants' coping with conflicts dimension regarding confident, professional and objective coping with conflicts. The results of the analysis are summarized in Table 3 below.

Table 3: Pearson correlation table of teachers' resilience, self-efficacy and confident, professional and objective coping with conflicts

		Confident, professional and objective coping with conflicts
Teachers' resilience	Challenge	$.350^{**}$
	Control	$.215^{**}$
	Commitment	$.362^{**}$
Self-efficacy	Organizational influence	$.492^{**}$
	Teaching tasks and interpersonal relationships	$.472^{**}$

** $p<.01$, *$p<.05$

The results of the analysis show that there are positive correlations between teachers' resilience and their confident, professional and objective coping with conflicts, with positive significant correlations regarding teachers' resilience that promotes challenging experience ($r = .350$, $p <.01$), control-focused resilience ($r = .215$, $p <.01$), and commitment intrinsic motivated resilience ($r = .362$, $p <.01$).

These findings confirm the hypothesis that there is a positive relationship between teachers' resilience and their ability to cope professionally and skillfully with conflicts.

In addition, the findings indicated positive correlations between teachers' confident, professional and objective coping with conflicts and their self-efficacy regarding their organizational influence (r = .492, p <.01), as well as their perceptions of teaching and interpersonal relationships (r = .472, p <.01).

These correlations indicate that there is a positive relationship between the ability to deal with conflicts in a professional and skillful way with the teachers' self-concept.

In conclusion, the findings reviewed above confirm the second research hypothesis.

H3: The higher teachers' resilience and self-efficacy is, the less difficulties they face coping with conflicts

For the purpose of hypothesizing, the correlation coefficients (Pearson) were examined between the dimensions of resilience and self-efficacy and participants' coping with conflicts dimension regarding difficulties when coping with conflicts. The results of the analysis are summarized in Table 4 below.

		Knowledge deficiency when coping with conflicts
Teachers' resilience	Challenge	-.108[*]
	Control	-0.017
	Commitment	-.175[**]
Self-efficacy	Organizational influence	-.212[**]
	Teaching tasks and interpersonal relationships	-.288[**]

** p<.01, *p<.05

The results of the analysis show that there are significant negative correlations between difficulties in dealing with conflicts due to knowledge deficiencies and the level of resilience that promotes challenging experience (r =-.108, p<.05) and commitment based internal motivational resilience (r =-.175, p<.01). In contrast, there was no significant correlation between coping difficulties due to knowledge deficiencies and resilience focused on control.

These findings confirm a negative association between knowledge deficiencies when coping with conflicts and resilience dimensions that promotes challenging experience and that is based on intrinsic motivational commitment. Conversely, according to these findings one cannot confirm any association between knowledge deficiencies when coping with conflicts and resilience that is based on perceived control over possible processes and situations.

Similarly, in relation to self-efficacy dimensions, the analyzes indicated that there are negative and significant correlations between difficulties in coping with conflicts due to knowledge deficiencies and perception of organizational influence (r =-.212, p<.01) as well as between perceived ability in interpersonal and interpersonal tasks (r=-.288, p<.01).

These findings confirm that there is a negative association between difficulties in coping with conflicts due to knowledge deficiencies and self-efficacy.

H4: New teachers' self-efficacy and resilience is lower than that of experienced teachers

Initially, the research hypothesis was examined using t tests across independent samples. For this purpose, the levels of resilience and self-efficacy of experienced teachers and of new teachers were compared. Here are the results of the comparison.

Table 5: New and experienced teachers' resilience and self-efficacy: Means and t-test comparisons

			Research Group		Means Comparison	
			New teachers	Experienced teachers	t	(df)
Teachers' resilience	Challenge	M	4.08	4.16	1.089	(319)
		(sd)	(.64)	(.66)		
	Control	M	4.11	4.14	0.473	(333)
		(sd)	(.59)	(.57)		
	Commitment	M	4.29	4.33	0.663	(321)
		(sd)	(.60)	(.61)		
		M	3.34	3.67	4.540**	(315)

	Organizational influence	(sd)	(.65)	(.69)		
Teachers' self-efficacy	Teaching tasks and	M	3.85	4.09	5.087**	(349)
	interpersonal relationships	(sd)	(.47)	(.41)		

** p<.01, *p<.05

Comparing new and experienced teachers' resilience did not indicate any significant differences between the two research groups. According to these findings, new teachers' resilience is similar to experienced teachers' resilience. These findings are inconsistent with the research hypothesis and might suggest that resilience is better viewed as a personal trait that shaped before engaging in teaching profession and does not change significantly throughout teachers' years of work.

In contrast, the results of the analysis revealed that self-efficacy perception regarding organizational influence among experienced teachers (M=3.67) was significantly higher (t(df=315)=4.54, p<.01) than this perception among new teachers (M=2.79). Similarly, self-efficacy perceptions concerning with performing teaching tasks and maintaining interpersonal relationships of experienced teachers (M=4.09) were found to be significantly higher (t(df=349)=5.087, p<.01) than these perceptions among new teachers (M=3.85).

These findings confirm the hypothesis that self-efficacy among new teachers is lower than that of experienced teachers.

Combining the findings from Table 2 Table 5 above, it is possible to indicate that teachers' self-efficacy is influenced by both their resilience and their seniority (i.e., whether they are new teachers or experienced teachers). However, since resilience is not affected by seniority, there is room to examine

which of the two factors (resilience or seniority) has a greater influence on self-concept.

To do this, a Multivariate Analysis of Covariance (MANCOVA) was conducted. In this analysis, the dependent variables are the two dimensions of self-efficacy, and the independent variables are the three dimensions of teachers' resilience and the research group (i.e. whether teachers are novice or experienced). In addition, three interaction variables between the study group and the three study variables (one interaction per dimension of teacher resilience) were included in the analysis. The purpose of the interaction variables is to examine whether the associations between resilience and self-efficacy are different for new and experienced teachers. Following are the results of the analysis.

Table 6: *New and experienced teachers' self-efficacy by teachers' resilience and seniority – MANCOVA analysis*

Independent Variables	Self-Efficacy (Dependent Variables)					
	Organizational Influence			Teaching tasks and interpersonal relationships		
	B	t	η^2	B	t	η^2
Intercept	1.38	3.43**	.03	2.49	9.97**	.22
New Teachers	-.12	-.23	.00	-.54	-1.65	.01
Challenge	.42	3.70**	.04	.27	3.78**	.04

Experienced teachers' resilience	Control	.14	1.37	.00	-.01	-.09	.00
	Commitment	-.01	.06	.00	.12	1.46	.01
Addition for new teachers' resilience (interactions)	Challenge	-.12	.82	.00	-.10	-1.09	.00
	Control	-.22	1.62	.00	-.04	-.50	.00
	Commitment	.28	1.68*	.01	.21	2.02*	.01
		$F_{(7,356)}=17.3^{**}$ $R^2=.254$			$F_{(7,356)}=28.7^{**}$ $R^2=.360$		

** $p<.01$, * $p<.05$

The results regarding self-efficacy perception relating to organizational influence suggest the analysis is significant ($F(7,365)=17.3$, $p<.01$, R2=24.4%). In this model, it was found that teachers' organizational influence perception increases with teachers' resilience that promotes challenging experience (b=.42, $p<.01$), and that this increase is similar for new and experienced teachers. Additionally, it was found that teachers' organizational influence perception increases only with new teachers' intrinsic motivational resilience (b=.28, $p<.01$).

Similar results were found self-efficacy perception relating to performing teaching tasks and maintaining interpersonal ($F(7,365)=28.7$, $p<.01$, R2=36.0%). In this model, it was found that teachers' teaching tasks and interpersonal relationships perception increases with teachers' resilience that promotes challenging experience (b=.27, $p<.01$), and that this increase is similar for new and experienced teachers. Additionally, it was found that teachers' teaching tasks and interpersonal

relationships perception increases only with new teachers' intrinsic motivational resilience (b=.21, p<.05).

In summary, it can be stated that resilience is not affected by teachers' experience, so the resilience of experienced and new teachers is not significantly different. However, in contrast, teachers' self-efficacy is associated with both resilience and seniority (as expressed by the research groups). The concept of self-efficacy is positively affected by challenging experiences promoting resilience for both new and experienced teachers, and it also positively associated with intrinsic motivational resilience, however the latter is only relevant to new teachers.

These findings constitute only partial confirmation of the research hypothesis.

The ability of new teachers to cope with conflicts is lower than that of experienced teachers

Initially, the research hypothesis was examined using t tests across independent samples. For this purpose, coping with conflicts of experienced teachers and of new teachers were compared. Here are the results of the comparison.

			Research Group		Means Comparison	
			New teachers	Experienced teachers	t	(df)
Coping with conflicts	Knowledge Deficiencies	M	1.65	1.47	3.250**	(345)
		(sd)	-0.56	-0.5		
	Confident, professional and objective coping	M	2.79	2.89	1.903^	(344)
		(sd)	-0.48	-0.43		

** p<.01, *p<.05, ^p<.06

Comparison of coping patterns between new teachers and experienced teachers reveals that new teachers (M=1.65) encountered significantly more (t(df=345)=3.250, p<.01) difficulties due to knowledge deficiencies that experienced teachers (M=1.47). Similarly, experienced teachers (M=2.89) expressed significantly more (t(df=344)=1.903, p=.058) confident, professional and objective coping than new teachers (M=2.79).

These findings confirm that new and experienced teachers cope differently with conflicts.

Combining the findings from Table 2, Table 3 and Table 7 above, it is possible to indicate that teachers' coping with conflicts is influenced by both their resilience, self-efficacy, and their seniority (i.e., whether they are new teachers or experienced teachers). However, as stated above (see Table 6),

since resilience is not affected by seniority and since resilience and seniority interact to influence self-efficacy, one should also wonder how these three variables affect teachers' coping with conflicts.

For this purpose, a Multivariate Analysis of Covariance (MANCOVA) was conducted. In this analysis, the dependent variables are the two dimensions of teachers coping patterns, and the independent variables are the three dimensions of teacher resilience, the two dimensions of self-efficacy and seniority (expressed by research group). In addition, five interaction variables were also included in the analysis. The five interactions correspond to three dimensions of resilience (one interaction for each dimension of resilience with the study group) and two dimensions of self-efficacy. The purpose of the interaction variables is to examine whether the relationship between resilience and self-efficacy, respectfully, and coping with conflicts are different for new and experienced teachers. Following are the results of the analysis.

Table 8: New and experienced teachers' coping with conflicts, self-Efficacy and resilience – MANCOVA analysis

	Dependent Variables					
	Knowledge Deficiencies			Confident, professional and objective coping		
Independent Variables	B	t	η^2	B	t	η^2
Intercept	2.84	6.09**	.10	.84	2.42**	.02

		Dependent Variables					
		Knowledge Deficiencies			Confident, professional and objective coping		
Independent Variables		B	t	η^2	B	t	η^2
	New Teachers	-.27	-.47	.00	-.16	-.38	.00
Experienced teachers' resilience	Challenge	.04	.39	.00	.00	.01	.00
	Control	.15	1.67	.01	.04	.56	.00
	Commitment	-.13	-1.14	.00	.06	.65	.00
Experienced teachers' Self-Efficacy	Organizational influence	-.07	-.88	.00	**.21**	**3.77****	**.04**
	Teaching tasks and interpersonal relationships	**-.33**	**-2.39***	**.02**	**.21**	**2.03***	**.01**
Addition for new teachers' resilience (interactions)	Challenge	.09	.71	.00	.03	.26	.00
	Control	-.08	-.69	.00	-.05	-.60	.00
	Commitment	-.04	-.27	.00	.05	.41	.00
Addition for new teachers'	Organizational influence	.02	.19	.00	-.01	-.11	.00
	Teaching tasks and	.11	.64	.00	.04	.28	.00

	Dependent Variables					
	Knowledge Deficiencies			Confident, professional and objective coping		
Independent Variables	B	t	η^2	B	t	η^2
Self-Efficacy interpersonal (interactions) relationships						
	$F_{(11,352)}=4.21^{**}$ $R^2=.116$			$F_{(11,352)}=14.49^{**}$ $R^2=.312$		

** $p<.01$, *$p<.05$

The results regarding difficulties in coping with conflicts due to knowledge deficiencies suggest the analysis is significant ($F(11,352)=4.21$, $p<.01$, $R2=11.6\%$). In this model, coping difficulties are explained by a single significant factor that mediates other potential effects on the variable. It is found that there is a negative correlation between teachers' teaching and interpersonal efficacy and their difficulties in coping with conflicts due to knowledge deficiencies ($b=-.33$, $p <.05$).

Similarly, the results regarding confident, professional and objective coping with conflicts is significant ($F(11,352)=14.49$, $p<.01$, $R2=31.2\%$). In this model, confident, professional and objective coping with conflicts was explained by only two variables – the two dimensions of self-efficacy. According to this, confident, professional and objective coping is positively correlated with self-efficacy's perception of organizational influence ($b=.21$, $p<.01$) as well as with self-efficacy's perception of performing teaching tasks and maintain interpersonal relationships ($b=.21$, $p<.05$).

These findings imply that coping with conflicts are influenced only by teachers' self-efficacy, and that this influence mediates other potential influences over coping with conflicts (i.e. of seniority and resilience).

These findings confirm the research hypothesis.

7. Practical Significance of the Research

Theoretically, the contribution of the present study is to a better understanding of the developmental processes of teachers' ability to deal with conflicts, given the development of their self-concept and their resilience.

In practical terms, these findings have significant implications for understanding teacher behavior patterns throughout their career development, and in particular, they have special significance in the context of teacher training processes before they are actually engaged in teaching. These processes need to place more emphasis on developing the resilience of teachers in general, and in particular aspects of resilience that precede challenging experience, namely, striving for new experiences and new experiences that, by their nature or especially, pose a personal challenge to personal and professional development.

The findings indicate that these aspects underlie the development of self-concept, both in the organizational and pedagogical and interpersonal aspects. Moreover, the dimensions of resilience develop before the development of self-concept. For new teachers, self-efficacy is influenced by the intrinsic motivation that characterizes long-term investment readiness. Resilience among new teachers expresses hopes of being "good teachers" and aspirations for their ability to achieve

value goals. The willingness to invest and learn to achieve these goals underpins their sense of ability. Unlike them, experienced teachers are more sober. These are teachers whose experience in the system and teaching has calibrated their set of expectations. For these teachers, the sense of self-ability is not a value motivation but rather a need for personal and professional development, a challenge that such recognition brings with it and the adaptability and openness to experiencing new experiences and new experiences that result from it. Correspondingly, for these teachers the sense of being able to succeed, both at the organizational and pedagogical and interpersonal levels, is a result of the same resilience.

Against this background, there is room for the development of a teacher training program that will work to enhance the new teachers' sense of resilience, both at a value level that strives to promote the intrinsic motivation for teaching, as well as the experiential, challenging and entrepreneurial level. Such a program may lay the groundwork for the new teachers to adopt a pattern of action that promotes experience, investigation, look, and striving for improvement even in the face of anticipated difficulties and even failures.

The development of such a program in the early stages of teacher training and in their early years of teaching is likely to influence their perceptions of ability and, together with it, reduce the difficulties these new teachers experience or experience during their role in dealing with conflicts. At the same time, such a program is expected to enhance teachers' professionalism, skill and objectivity in dealing with conflicts. In line with this, it will make teachers more open to promoting innovation and experience in schools with the aim of improving the entire education system.

II.   Dissertation Contents

1. Introduction

Theories addressing employees and organization suitability usually deal with subjects such as perceived pressure at work, employees' work satisfaction, the factors that influenced the worker occupational selection, the criteria for employment, the organizational culture, and more (Edwards, 2008). This approach holds that the degree of employee adaptation to the organization is derived from the degree of compatibility between factors such as professional ability and tendency, organizational ethical and moral values and what the organization represents. An interpersonal attraction among members of the organization and a system of satisfaction and organizational commitment can be maintained only when the employee's perception of the organization (e.g. the employee's feelings, beliefs and thoughts about the organization) and her work fit one another (Crites, Fabigar & Petty, 1994). Thus, a teacher who has difficulty learning the organization and her position or has difficulty in maintaining collegial relations with the rest of the staff or with other elements in the system may find herself outside the group, isolated and left to herself in dealing with her professional problems.

Hence, worker-organization discrepancy can be described by the gap between the teacher characteristics and those of the organizational system and culture (Edwards, 2008). Thus, for example, a teacher with poor social skills might find it difficult to integrate into a team that requires cooperation and a shy and withdrawn teacher might find it difficult to manage a class and will suffer disciplinary problems. The resulting difficulties may be expressed as lack of "chemistry" or as communication problems with the principal or other school staff members, as feelings of lack of support and of alienation and loneliness on

behalf of the teacher, and a lack of compliance with expectations of parents or students in terms of low achievement or disciplinary problems. In this sense, the gap between the qualifications and personality of the teacher and the demands of the position raises criticism and difficulties, which seem to be insoluble. These lead to dissatisfaction at work, professional inefficiency, frustration and even feelings of burnout among teachers. It might also be argued that this mismatch is what leads to alienation from the staff, lack of help from the principal, complaints from parents that intensify the teacher's difficulties and raise additional question marks. This is particularly true when one of the participants is new to the system, for example when a new headmaster enters the job or when a transition to another school is required, and is even more true when a teacher is in the first steps in the training process. This situation is a threat to many teachers who find their experience, knowledge nd status are at question. The new principals try to shape the behavior of teachers who have difficulty, often without success (Yariv, 2011).

However, surprisingly, the literature addressing the contribution of teachers' resilience to their coping abilities is rather scarce. It has focused mainly on teacher perception of their self-efficacy and ability (Bandura, 1993), even though it is known that it is also influential in teachers' ability to make effective and productive decisions about themselves, their role, and the system (Tait, 2008).

The present study focused on examining the concept of teachers' resilience, particularly in relation to the extent to which this aspect may affect the potential of new teachers to cope with the conflicts they will face during first years of work. Accordingly, the literature review begins with a review of the work characteristics of new teachers, among which addressing the

possible difficulties faced by these teachers. In addition, the review examines the resilience of new teachers, both in general and in the way it is reflected in the various conflicts that these teachers may encounter during their work. Finally, the review will examine patterns of coping with conflicts and conclude with an understanding of the relationship between these patterns of conflict and the resilience of new teachers.

In the Dissertation Contents below I will share shorty the main agendas of the Theoretical Framework of the Study as well as the findings of the reaches and conclusions.

Inexperienced Teachers, Project Management and Innovativeness in Education

The first theoretical chapter's goal was to review project management and innovativeness in education, following a review of how these aspects are reflected with inexperienced teachers. The theoretical review reveals the importance and need for project management and innovativeness nurturing in education.

Many teachers possess the ability to lead innovative projects and encourage innovations and creative initiatives. However, teachers, and novice, inexperienced teachers in particular, need guidance and a supportive, tolerant setting, where they will be permitted to nurture their ideas.

In order for teachers to succeed in nurturing professional learning while implementing innovations, the school system and school administration are to provide the teachers with the conditions necessary for teachers' learning. They are to remove factors inhibiting innovative diffusion by assisting innovativeness-promoting teachers at school, receiving consultation from educational and organizational experts,

planning proper schedules for teachers so as to organize learning processes, conducting experiments and observations within learning groups, providing fiscal support and other incentives to teachers who demonstrate willingness to learn, innovate, initiate effective changes, grow professionally and promote decisions nurturing decentralized leadership within the school (Butkevica & Zobena, 2017, 60).

Self-Management in Education

The second theoretical chapter's purpose was to review the management in education area, exploring the school-based management and monitoring in that category of education.

The significance of school-based management is the expansion of authorities in managing school personnel and staff. In school-based management, a principal may select his teachers. He may make a decision about granting tenure, assigning teaches to various committees and delegating authorities to them, instigate dismissals. Such a principal possesses a higher degree of managerial authority than a school principal who lacks those means (Ministry of Education, School-based Management, Document of Agreements, not dated).

Still, the perceptions and feelings of principals and teachers at Independent schools may be mixed. For instance, they may feel their areas of authorities are limited and too specific, or that they have been granted only partial authorities (Greenstein & Gibton, 2011; p. 13). The teachers, meanwhile, may report greater satisfaction with they job, because they benefit from a greater degree of autonomy and involvement in managerial decisions (Khalid & Abu-Romi, 2016; p. 197). They may experience positive changes in their work, resulting from the policy supporting collaborative work, and cooperation between the teachers (Wylie, 2011; p. 18). On the other hand, the further

the process continues, the teachers may feel less satisfied, mostly because of the great responsibility in their hands as for any occurrences at the school. Furthermore, the school-based management system may intensify the competition among the staff members and cause conflicts due to involvement in managerial decisions (Khalid & Abu-Romi, 2016; p. 197).

The review also implied the importance and need in education management and nurturing self-monitoring at Independent schools. School-based management is still under transformation and development processes. A new perspective of school-based management indicates the need to perceive it as yielding higher academic achievements, as well as the need to assess the school on the basis of enhanced academic achievement, school's culture and climate, students' and teachers' satisfaction, enhancing school's management and modes of operation, and wise utilization of available resources, so as to achieve organization's goals (Friedman, 2010; p. 1).

Work Characteristics and Difficulties of New Teachers

In summary, Classroom management involves a variety of actions a teacher takes to establish a setting which will support and facilitate academic and social-emotional learning (Dicke et al., 2015). This chapter's goal was to review the classroom management field, emphasizing authority and teacher's leadership required from the teacher.

In the past decade, a greater extent of interest has been taken in classroom management and teacher's leadership as key components in school reforms and even in teacher evaluations. Nonetheless, a greater body of well-established theoretical literature is still necessary, as well as empirical studies to

explore the teacher's initiative relating to management and leadership (Yariv & Gorev, 2018; Wenner & Campbell, 2017). Most studies in the classroom management field have mainly focused upon the way in which classroom discipline issues may be reduced, as well as the way in which students' involvement in learning processes is to be induced. Other studies focused upon the interaction of classroom management and leadership quality, the teacher's sense of self-efficacy and tension and burn-out causes (Dicke et al., 2015).

The review have demonstrated the complexity of classroom management practices in general, and particularly in the digital age, when the teacher's authority is gradually being undermined. The use of advanced technology in the classrooms, as well as the multitude of tasks guided by the digital media, emphasize the need for regulation of students' behavior as part of classroom management. The innovative digital instruments have reduced the teacher's influence in the students' eyes, some who have become skeptical as for the liability of the knowledge delivered by the teacher. Those changes have yielded a situation where, on the one hand, there is a legitimacy crisis toward the teacher's authority as the classroom manager, and, on the other hand, teachers begin managing their classroom by employing their authority to establish work methods, new rules and norms, which facilitate overcoming the loss of control over the class (Cheong, Shuter & Suwinyattichaiporn, 2016).

Classroom management is a task which requires teaching skills, as well as interpersonal skills. Those skills integrate ethical and moral considerations, which the teacher should be able to construct and employ (Lauterstein-Pitlick & Yariv, 2018). It has been revealed that in the educational reality there is a wide range of classroom management strategies, involving the

teacher's authority and leadership. Each teacher should be able to identify the management style which suits him most, out of the various available methods, based upon high self-awareness and professionalism which stem from virtuous ideals, lying within the practices and skills he acquires through years of work (Lauterstein-Pitlick & Yariv, 2018). Often, teachers who are decent classroom managements succeed in selecting modes of management corresponding to teaching goals, the required academic activity and the characteristics of the students in their classrooms (Dicke et al., 2015). Another point this paper raised was that classroom management through transformational leadership is desired and important, yet in the educational reality teachers face challenges while attempting to serve as role models to their students. The school's organizational and hierarchical structure, and the work load, are more conducive for a transactional leadership classroom management, which may be effective but less desired morally and educationally (Lauterstein-Pitlick & Yariv, 2018).

To conclude, it seems that there is a long way toward classroom management by teachers as ideal leaders. At present, little attention is paid to classroom management and leadership in the teachers' training institutes. Most teachers think classroom management is highly important, but not everybody is satisfied with the training and preparations they received by the teacher training program (Eisenman et al., 2015).

Coping with conflicts in teaching

In summary, the chapter's goal was to review the subject matter of teachers' coping with classroom conflicts.

This review was written based upon the theoretical approach, as a theoretical review of theories and previous research conducted in the field. It was revealed that the research literature has

identified a variety of teachers' techniques for coping with and managing interpersonal conflicts in the classroom, such as Forcing, collaborating/integration, compromise, avoidance/lack of response, adaptation/ conflict resolution, empathy and student reinforcement, journalistic technique for boundary establishment, etc. Some techniques are more complex, requiring broader experience, thus novice teachers may face difficulties in implementing them. Other techniques may be simpler, while other are acquired in teachers' training institutes. It has been revealed, for instance, that novice teachers cope with the phenomenon through other methods, such as nurturing positive relationships and humor with the students. At any rate, teachers and novice teachers are expected to know how to integrate the methods and adapt them to the given case. They are to cope with classroom conflicts out of awareness and in an educated manner, without being sucked into a power struggle with the student or to insult him.

The review found that coping with conflicts issue's complexity raises the need for teacher training and supervision for inexperienced teachers in particular as for conflict management and mediation techniques. In this way, teachers will be more aware of the problems and prospects pertaining to coping with conflicts in the classroom and their outcomes. Teacher and student-teacher training might contribute to essential skills and activities connecting teachers and students, and forming connections among the students (Shahmohammadi, 2014; p. 634).

Resilience and conflicts in teaching

New teachers may encounter many conflicts during their work, from the type of work they seek, to adaptation to the organization and their relationships with those around them. Teaching may bring personal satisfaction, but it also involves

many tension interfaces with the system, along relationships with colleagues, students and parents, as well as tension as a product of workload, disruptive behavior, and lack of recognition of achievement (Klassen & Chiu, 2010). Byrne (in Friedman and Gavish, 2003) points to three main problems that can lead to conflicts in a teacher work environment and practice: satisfying the needs of students in a heterogeneous and packed classroom, coping with discipline problems, and the need to obtain support from the surrounding, namely the principal, other teachers, other stuff members and parents.

The difficulty in teachers' work is the need to establish meaningful relationships with many stakeholders, such as students, peer educators, principals, parents and the public in general. Teachers who find it difficult to develop meaningful relationships with students will experience less rewards and personal satisfaction, suffer from a sense of disappointment, helplessness and weariness. In addition, these teachers must deal with the prevailing social and organizational atmosphere, particularly by comparing the teacher with other members of the team. In general, when the integrity of the interaction is disturbed, and the teacher's relationships with the various stakeholders become problematic, teachers might a growing feeling of weariness. Moreover, these interactions and consequences keep intensifying as public organizational and system demands are growing for better teaching as well as better teachers (Van Droogenbroeck, Spruyt, & Vanroelen, 2014).

Teachers-principal relationships

A manager's enabling management style can help resolve conflicts and improve teacher satisfaction within a positive climate. Such a management pattern would enable the teacher to seek help when needed, as well as enable the teacher to

develop open and fruitful communication (Inbar, 2000). A management style that does not allow such open communications will increase the teacher's tendency to isolate herself from other members of the staff and may probably lead to dissatisfaction as well as to a feel that her problems are personal and do not allow the intervention of others to overcome them. As frustration intensifies, the teacher may also feel that she is unable to cope with the problem and will gradually lose her motivation to teach. Thus, involving teachers in decision making contribute to teachers' independence and empowerment and consequently encourage teachers to take initiative. Teachers' autonomy directly and positively affects their perception of professional security and negatively affects their emotional and mental fatigue (Van Droogenbroeck, Spruyt, & Vanroelen, 2014).

In schools where principals managed to arouse teachers' shared sense of purpose students' disruptions dropped, leading to a stronger sense of effectiveness among teachers. In addition, principals who used their leadership to provide resources to teachers encouraged them and allowed them to create a place where self-belief and self-governance were powerful factors. Finally, when school principals promoted societal behavior as well as performance rewards, teachers' sense of competence tended to be higher. Teachers' sense of effectiveness and resilience grew as they had greater influence in school, both independently and through decision making (Tschannen-Moran & Hoy, 2007).

Teachers-colleagues' relationships

Beyond the importance of the teacher-principal relationship, literature emphasizes the important role the nature of the relations between teachers and their colleagues have over teachers' well-being and prosperity. These relationships should

be based on personal, social and professional assistance, support and sharing. Collaborative organizational culture can induce and encourage such collaborative relationships and norms in a manner that will increase mutual support among teachers. These relationships can also help promote constructive peer feedback and promote mutual understanding. Brevers and Tomik (in Friedman and Gavish, 2003) emphasize the importance of comparison between teachers, so that a teacher who has experienced difficulties but knows that his colleagues do not experience similar issues may suffer from stress, and eventually also from exhaustion and burnout.

Somekh and Zehavi (2005) argue that there is a connection between teachers' satisfaction with their work and effective teamwork. They argue that peer work can leverage educational achievement. Interactions between peers and colleagues, both personal, social and professional, enhance the individual's sense of belonging and help her identify with the organization's goals and teaching profession, as well as promote team pride and consolidation.

Difficulties in teamwork or peer relationships can evolve from different role perception among the team or between peers, as well as from organizational structure which does not provide opportunities for teamwork, interpersonal and intra-personal development. Furthermore, many teachers lack communication skills among which are willingness and openness to share information, to expose their perceptions to others, to give and receive feedback, and to participate in decision-making processes. One can imagine how this incompetence may lead to teams' reservation from such teachers and consequently to the teacher's seclusion and isolation, both personally and professionally. Teachers who find it difficult to integrate into operating teams (e.g. other teachers in school, other teams and

circles of members within the education system) may also have difficulties in their professional performance and feel lonely and without support (Somekh and Zehavi, 2005)

Teachers' relations with parents and community

Teachers' work is affected by the parents and the community in which the school is located and operetta in. Although many teachers believe that parents must be viewed as partners and as an integral part of the educational process, many of them also believe that parents' involvement should be limited only to specific issues that require their intervention. They expect parents to "line up" and follow their strategy (Fisherman, 2014).

At the same time, both public and communal perception of teachers see the teachers as the sole responsible for education success. Doing so, they usually ignore other environmental factors such as students' background and organizational environment in which they operate. Therefore, teachers may experience a trampling of their autonomy and professional discretion by people who are not directly involved in the educational process or educational evaluation (Cohen, Higgins & Ambore, 1999). By viewing teachers as the sole responsible for children's behavior and academic achievements, parents and other community members place teachers in the 'line of fire' and tend to focus only on them as an object of criticism. As a result, teachers who feel that they do not meet the criteria set by these parents and community members will experience pressure and intense workload, which consequently over time might lead them to give up teaching altogether.

Teacher-students' relations

Friedman and Gavish (2003) claim that teachers will be most affected by their students' expectations and attitudes towards

them. If students' attitude is mostly negative, the teacher will experience a decrease in self-confidence, emotional exhaustion, and a negative attitude towards the students, the school and the entire profession. Moreover, when facing behavioral and disciplinary problems, such negative attitude from their students might cause teachers to feel unprofessional and uncappable. Over time such teachers will devaluate their self-value and status. Chang (2009) review also shows that disruptive and unsupportive behavior of students exert pressure on the teacher and is one of the main factors of teachers' burnout. According to him, such attitude from the students often reflects teachers' failure to meet organizational and environmental expectations for assertive conduct and leadership in the classroom.

Pines (2002) explained this by revealing that teachers' notion of their professional goals where expressed as their expectations to educate, influence, inspire and motivate students. Therefore, when students did not respond to teachers' efforts as teachers expected, or when students were inattentive or were not interested in learning, many teachers felt unimportant and meaningless. These feelings are a source of stress for students and might lead to mental exhaustion of teachers (Martin, Sass, & Schmitt, 2012).

Teachers who found it difficult to develop meaningful relationships with their students experienced less rewards and personal satisfaction in their teaching and suffered from higher levels of disappointment, helplessness and weariness. Thus, the relationship between teachers and their student is very significant in teachers' daily behavior and coping through their "bad" or "good" feeling. Accordingly, most agree that the teachers, especially during their early years, spend considerable time and effort in getting to know their students and establish

meaningful relationships with them as an attempt to achieve pleasure and satisfaction in their work.

Teachers-organization's relationship

Stress at the workplace is often a result of discrepancies between the worker and the organization or working environment. In the case of teachers, these discrepancies might be due to the teacher herself and her personality characteristics (for example, the teacher's need to stand up to supervision and criticism, the teacher's relationships with colleagues and management, status issues, and role conflicts), they can evolve from excessive demands from the environment (e.g. time pressure, academic performance measures, frequent changes in educational policy) or even lack of sufficient resources to cope with other aspects of the profession such as means to deal with students' (low) motivation and lack of organizational and managerial support when dealing with disciplinary problems. In addition, it should also be noted that, like other workers, teachers' stress is a result of personal issues such as when teachers experience family problems or lack of adequate social support. These teachers might experience stress in their private lives as well as in their professional lives (Kyricacou, 2001).

Fisherman (2014) argues that along with these personal and environmental stress factors one should also address additional structural and professional stress factors such as the coping with low wages, lack of social esteem, lack of promotion opportunities, frequent organizational changes, and role conflicts. These stressors are most prevalent during the first years of teaching and over time foster negative emotions as anger, worry, physical fatigue and even exhaustion following by health problems, increasing frustration and professional burnout.

According to Ross, Romer & Horner (2011) teachers who suffer from persistent stress will have to deal with increasing dissatisfaction, decreased self-esteem, low motivation, poor work climate, and lack of team collaboration. Moreover, such teachers will develop a negative attitude towards themselves as well as resentment and hostility towards their friends and students, so that instead of showing initiative and responsibility such teachers will be characterized by indifference and contempt for everyone around them. Such teachers would often feel more helpless and hopeless compared to their peers, and therefore their performance will also decline.

Some teachers' stress factors were found to be related to school climate and the educational system. Factors such as exaggerated demands from teachers, poor morale, lack of appreciation, low salaries, and low status were shown to hamper teachers' sense of competence. In addition, professional isolation, uncertainty, and alienation also tended to weaken teachers' resilience and their perception of self-efficacy (Tschannen-Moran & Hoy, 2007). Fischerman (2014) also highlighted stressors that stem from personal failures and difficulties such as external focus, low self-esteem, inefficient coping practices, feelings of lack of control, and more. These factors are mostly expressed in the context of conflicts.

Coping with conflicts

Teaching is considered by many as a vocation or as a calling. When asked why they chose teaching, teachers mostly refer to internal and altruistic reasons, such as wanting to teach, work with children, or contribute to society (Van Droogenbroeck, Spruyt & Vanroelen, 2014). When this ideology fails to realize it shatters accompanied by disillusionment when the "dream is lost" (Gavish and Friedman, 2007). To cope with this potential

disappointment, teachers from different backgrounds and different personalities must adapt to a variety of copying styles.

According to Gitterman & Germain (2008), any event might be experienced as positive or as negative (i.e. stressful, potentially harmful) and is accompanied by an according behavior that transmits this perception. As a result, teachers would benefit from adapting to personal and environmental changes to suit professional and organizational constraints organization, in accordance with their sense of resilience. For example, teachers who feel that the organization and its principal does not recognize or understand their personal distress will experience greater difficulties in adjusting to the system facing this kind of lack of support. Thus, personality factors such as emotionality, obsessiveness, worry, introversion, and over-identification with others will affect teachers wear and burnout intensity (Friedman and Gavish, 2003).

Teaching is considered by many teachers as a vocation, and teachers who are asked to answer the reason for their choice of teaching mainly refer to internal and altruistic reasons, such as wanting to teach, work with children, or contribute to society (Van Droogenbroeck, Spruyt & Vanroelen, 2014). When this ideology fails to be grounded in realistic successes, it shatters, in the way Gavish and Friedman (2007) define it as "disillusionment" and "dream loss" (Gavish and Friedman, 2007). In order to cope with this disappointment, each teacher adapts, according to his own personality, models for coping.

Weiner (1986) theory of individuals' experiences formulation process can be used to examine teachers' explanations regarding difficulties they encounter at work. The theory argues that an individual's explanations to failure and success relies on both internal and external factors and that the nature of the perception of how these factors contribute to the outcome of the

event (e.g. to failure or success) also affect future expectations. These perception will also influence an individual's sense of control over future events, emotion and motivation to engage in future tasks and events. With regard to teachers, this implies that teachers examine different situations according to a subjective and limited perspective, trying to maintain positive outlook, even when facing pressure and failure. It should be noted that that this process is not systematic or objective (i.e. ordered and empirical based investigation and conclusion), but rather unconscious psychological processes.

Many studies addressed this issue. For example, in a longitudinal study of 428 teachers who were asked to assess the causes of classroom discipline problems 66% believed that they were due to factors related to the students' background, 30% thought they were due to students' personal characteristics, and only 4% of the teachers thought were due to teachers' actions, including actions taken by previous teachers of the students (Croll & Moses, 1985). Miller (1995, 2003) found that teachers treat behavior problems as a complex phenomenon, with most of its attributes being directed to the students ("in need of praise", "not accepting rules of conduct") and the students' parents ("Father is missing", "parents are punishing") and the least was attributed to the teachers or teachers' actions. In line of these studies, the present research can also expect that highly resilient teachers will tend to rely more on external attributions rather than on internal ones. It will be argued that internal-defensive attribution seems to be designed to block a sense of pain and vulnerability ("It will not happen to me"), but it actually makes it difficult for the novice teacher to deal with conflicts.

Resilience and dealing with conflicts

The ability to cope with conflicts is influenced by emotional resilience and self-efficacy. As resilience is a central component of the motivation process it also affects coping abilities. People with a sense of high self-efficacy will generally choose to perform more challenging tasks and set high goals for themselves. Their actions are planned and they expect optimistic outcomes for their actions. Facing conflicts, a more resilient individual will be more effective and will be more inclined to influence and control the situation. Moreover, after failure such resilient individuals will recover faster and better, while maintaining their commitment to achieving their goals. Alternatively, less resilient individuals will find it hard to motivate themselves to cope and struggle because they will not believe they have what it takes to succeed (Schwarzer & Hallum, 2008).

Individuals' resilience and self-efficacy may differ as different teachers face different situations and stressors. Emotional resilience, expressed, among other, by teachers' self-belief will predict more effectively their behavior and coping. However, it should also be noted that self-beliefs are mostly a result of acquired skills and knowledge, which means that they are based on experience and past perceptions. Thus, as argued by Dicke et al. (2014), teachers who are more emotionally resilient will tend to perceive the classroom as less threatening, implement better strategies, and consequently will perform better and experience a more positive classroom environment.

Pearce and Morrison (2011) argue that teachers with high resilience and self-belief in their abilities recover faster and are more likely to persist in difficult situations. These teachers adapt to change more quickly, and may ultimately be less likely to leave the profession. A strong sense of self-efficacy helps teachers deal with conflicts because such teachers make better

decisions and are more purposeful and self-insightful, as well as desire for achievement and use effective coping strategies. Conversely, teachers with less faith in themselves who have difficulty managing the emotional aspects of their working lives will be more prone to stress and burnout. Professional work challenges such as heavy workload, challenging classroom environment, lack of adequate preparation and training process, or lack of support were also found to adversely affect teachers' self-belief and pose a potentially greater risk for less resilient teachers, and especially so for novice teachers.

Recent studies (Brunetti, 2006; Chong & Low, 2009) have examined factors that have contributed to improving the teacher's resilience. their findings suggest that these factors include traits such as altruism, strong internal motivation, perseverance, a sense of humor, emotional intelligence and willingness to take risks. Hence, these features can help new teachers recover from failures and better cope with challenges and conflicts at work. In addition, Pearce and Morrison (2011) argued that there are unique talents associated with teachers' resilience among which are teachers' ability to simultaneously evaluate and consider a variety of solutions along with an ability to accept, learn from and recover from failures. The authors also argue that often such teachers have strong interpersonal skills that enable the development of social support networks (Pearce and Morrison, 2011).

In summary, teachers' resilience is an expression of a teacher's long-term interaction with her environment. Teachers' personal characteristics, such as self-belief, self-confidence and coping abilities, play a significant role in helping overcome and better deal with challenging situations and conflicts. Over time, as teachers gain more experience in dealing with conflicts and challenging situations they become more adapt to handling

these obstacles while maintaining their personal well-being. However, as pointed out by Mansfield, Beltman, Price, & McConney (2012), teachers' resilience is also greatly influenced by organizational and other environmental stressors. This suggest that teachers' resilience can be strengthen by enhancing mutual reciprocity, social, professional and organizational support to teachers. However, this also means that, as teachers' resilience is shaped and is more influenced during their first years as teachers, teachers' resilience can be consolidated, structured and intensified during their training years. The present study will present an integrate instructive tools and methodologies which can improve new teachers' resilience and sense of empowerment during their training process. These tools will help new teachers cope with conflicts during their first years of work and might serve as a systematic preventive tool that might reduce burnout among new teachers.

2. Findings and discussion

The concept of discussion in the center of this study is the well-being of teachers in general, and the novice teachers in particular. In this sense, it is possible to see teachers' resilience as a human ability to cope, overcome, and even gain strength in view of distress (Le Cornu, 2009). From reviewing the literary background in this field of knowledge, it is apparent that there is only a few studies in a relative manner that we have observed the contribution of the resilience to the coping of teachers with significant among other things, it is clear that a higher resilience may influence the teacher's ability to make effective and productivity decisions in a way that can help his well -being, as well as for better performance of his role, And as a result of the more meaningful benefit to the educational system in which it operates (Tait, 2008), however, it also became apparent that

research in the field focused on the small realm of resilience to the ability and capacity of teachers (bandura, 1993).

The starting point for examining the theoretical background on the issue should consider employee-organization fit (or rather the likelihood of misfit). From this perspective, the teaching profession is characterized by a value and social mission alongside professional perceptions of those engaged in the work (Conley et al., 1989), which is reflected in the concept of autonomy and independence in decision making, professional development, and the management of various effective and beneficial and challenging interactions with a variety of stakeholders (Harrison, 2009). Many times, throughout the teachers' long career, especially in the early years of teaching, there is a discrepancy between teacher characteristics and the system characteristics in which they operate. Teachers who find it difficult to work with the school principal or staff, who have to cope with lack of support and sense of alienation and loneliness and incompatibility to live up to parents' and students' expectations, will also have difficulty in their teaching and performance will also be poor in the context of student achievement and coping with increasing disciplinary and job dissatisfaction, professional, frustration and even burnout feelings (Yariv, 2011).

Recall that the responsibility of beginning teachers is quite similar to that of experienced teachers. New teachers and experienced teachers alike need to achieve educational outcomes through the fulfillment of teaching tasks, supervision and supervision in front of pedagogical and parental committees and the fulfillment of a series of administrative tasks (Le Cornu, 2009). The difficulty of a new teacher to meet the full range of requirements he may face may seem that such a teacher is not performing according to the accepted professional standards,

whose achievement is low, or that his or her pedagogical abilities in classroom discipline are poor and his or her behavior aggressive or insensitive. Such teachers were often referred to as "incompetent" and having difficulty performing poor performance (Bridges, 1986, 1992; Lavely et al., 1992). Given that new teachers are at risk of leaving the profession, the research rationale suggests that the resilience of new teachers may be the key factor in helping beginning teachers become more secure, and more committed to their long-term work (Le Cornu, 2009).

In order to substantiate the research rationale for the contribution of resilience to beginning teachers, it is first necessary to understand in depth the characteristics of conflicts faced by teachers. First, as noted several times throughout the work, teacher work difficulty is due first and foremost to the need to simultaneously deal with a number of separate but related arenas with diverse stakeholders (Van Droogenbroeck, Spruyt, & Vanroelen, 2014). First are the students, whom the teachers want to educate and inspire and motivate. When difficulties arise in achieving these professional goals (for example, when students are unresponsive, disinterested in learning, disruptive and low achievement) teachers will feel less important and meaningless and may suffer from mental exhaustion (Martin, Sass, & Schmitt, 2012). Other stakeholders the teachers face are the parental public, who in many cases do not share or be an integral part of the educational process in a way that aligns with teachers' perceptions (Fisherman, 2014), but disregards and tends to assume full responsibility for the situation of students (Cohen et al. , 1999). School principals are also important stakeholders because they can stimulate a shared sense of purpose and provide room for self-belief and self-efficacy for both teachers and students, as well as influence efficiency and perceptions (Tschannen-Moran, & Hoy, 2007).

Difficulty in maintaining such symbiotics and creating an unsuitable climate will have a direct impact on the professional confidence and emotional and mental fatigue of teachers (Van Droogenbroeck, Spruyt, & Vanroelen, 2014). There are, of course, other important stakeholders, such as the teacher's peers and other systemic elements in the education system (Fisherman, 2014; Ross et al., 2011) who may contribute to the pressure and development of negative emotions and difficulty in performing the job adequately.

The significance of these difficulties faced by teachers is the need to deal with various conflicts within the work of teachers. Interestingly, the research literature points out that despite the importance and difficulty of dealing with classroom management, which involves coping and managing complex conflicts, the topic has been widely addressed in teacher education programs, and in a minority in the investigation of academic and international institutions (Yariv and Gorb, 2018; Bazezew & Neka, 2017). A variety of classroom management techniques for managing and managing interpersonal conflicts in the classroom such as constraint, collaboration / integration, compromise, avoidance and non-response, conflict and empowerment, empathy and student empowerment, and boundary journalism. The techniques are more complex and require more experience, and mor Other techniques may be simpler and some are taught in teacher training institutions, such as beginning teachers dealing with the phenomenon through other methods such as fostering positive relationships and humor with students, however, teachers and beginning teachers need to know how to combine the methods and adapt them to the case. They have to deal with classroom conflicts consciously and intelligently, without getting into a power war with the student or insulting him, in sum. In this way, teachers will be more aware of the problems and possibilities of dealing

with classroom conflicts and their consequences. Teacher training and teaching students may contribute to essential skills and activities for mediating teachers and students and between students and themselves (Shahmohammadi, 2014).

These aspects led to the formulation of the research idea in order to deepen how resilience helps build a sense of self-ability and later on in dealing with conflicts. The research literature has shown that teachers who have the resilience and sense of self-ability will usually choose to perform more challenging tasks and set high goals for themselves. Their actions will be more orderly and understandable, and their expectation will be overly optimistic. Equally important, however, is that even in the face of many difficulties, more resilient teachers will recover more quickly in conflicts in a way that allows them to maintain their commitment and focus on achieving the goal, in many cases more effectively (Schwarzer & Hallum, 2008). In light of this, it can be concluded that the teacher's strength is the result of a long-lasting interaction between him and the environment. Mental traits such as self-belief, confidence, and coping strategies are important to overcome challenging situations and conflicts. When coping takes place successfully, adjustments to obstacles occur and personal well-being can be maintained. The factors that will preserve the required resilience are reciprocal, personal and professional support (Mansfield et al., 2012). The research claim that has been put to the test is that through structured and regulated training, young teachers' resilience can be influenced in a way that allows them to better and more effectively deal with conflicts they may encounter in their early years of work.

Hypothesis 1: There is a positive association between teachers' self-efficacy perception and their resilience, so that

teachers which are more resilient are characterized by higher self-efficacy perception

The first research hypothesis sought to confirm the relationship between the concept of resilience and the sense of self-efficacy of teachers. The results of the statistical analysis indicated that there were significant positive correlations between all dimensions of resilience (resilience that promotes challenging experience, focused resilience in controlling intrinsic motivational resilience), and between organizational competence and perceptions capable of interpersonal and interpersonal tasks. These findings confirm the first research hypothesis.

This view is very much in line with the research literature that links the notion of resilience with the notion of self-ability. In general, there is consensus that resilience is a key component of the teachers' motivational process, and therefore has a direct impact on how goals are set, through the construction of the modes of action and the perspective that illuminates difficulties throughout the process. The concept of resilience in this context can be translated as the ability to self-motivate and to believe in the ability to succeed (Schwarzer, & Hallum, 2008).

Similarly, the corroboration of the research hypothesis is also consistent with the findings of Mansfield et al. (2012), who viewed teacher resilience as a characteristic of the teacher's accumulated experience of interacting with his environment. Their argument underpins the assumption that such an ability develops mental traits such as self-belief, confidence, and coping strategies that develop the concept of ability and the perception of success against obstacles and the ability to maintain personal well-being.

Hypothesis 2: The higher teachers' resilience and self-efficacy is, the greater their use of skilled and professional coping strategies to cope with conflicts

The purpose of the second research hypothesis is the first part of examining the second tier in the impact of resilience on teacher functioning. In other words, the purpose of this hypothesis is to examine how teachers' resilience and self-concept are reflected in an external attribution concept for coping with conflicts (Miller, 2003). This research hypothesis sought to examine the links between the dimensions of resilience and self-concept and the dimension that expresses professionalism, objectivity, and the successful use of a range of tools and conflicts in coping with conflicts.

The results of the coefficient analysis between professional and proficient coping with conflicts and teacher resilience and self-perceived ability indicate that positive correlations exist in all cases. These findings confirm the second research hypothesis.

The implication of these findings is that higher resilience among teachers is also reflected in the capacity for professional, skilled and successful coping with conflicts that arise in teachers' work. Similarly, the findings also indicate that this professional and skilled coping pattern is associated with a higher self-concept. To a large extent, these findings corroborate the insights of Pearce and Morrison (Pearce, & Morrison, 2011), who argued that resilience and a strong sense of self help to deal with conflicts because decision making will be more purposeful and have self-insights, desire for achievement, and use of coping strategies. These researchers also argued that there are unique talents related to teacher resilience that can be addressed in dealing with a variety of solutions and the ability to fail, learn and move on are strong interpersonal skills that enable the development of social support networks. Correspondingly, it is

also argued that resilience, and therefore self-ability, embodies traits of altruism, strong intrinsic motivation, perseverance, sense of humor, emotional intelligence, and willingness to take risks (Brunetti, 2006; Chong & Low, 2009). This claim reinforces the recognition that these traits may help teachers to recover and face challenges and conflicts during work, especially during their early years of work.

Hypothesis 3: The higher teachers' resilience and self-efficacy is, the less difficulties they face coping with conflicts

The third research hypothesis is a direct continuation of the second hypothesis, but unlike this one, the emphasis is on the relationship between resilience and self-efficacy and less successful aspects of coping, expressed in teachers' perceptions.

In general, the analysis of these findings indicates that there is a negative relationship between difficulties in dealing with conflicts due to lack of knowledge and the concept of resilience that promotes challenging experience, internal motivational resilience and two dimensions of self-ability. In this sense, the research findings confirm the research hypothesis.

The research literature has often dealt with the fact that conflicts are often viewed as an interpersonal conflict, which is a direct threat to the teacher, even though this is not a reality. Studies such as Zedekiah's et al (2008) emphasize that effective coping with conflicts requires alertness and early identification of the potential for its occurrence. They argue that conflict management and understanding are based on answering three fundamental questions: (1) Who and why does student behavior interfere? Emphasizing the distinction between disorder and learning and the classroom or the dignity or well-being of the teacher, (2) what drives student behavior? And in accordance with (3) what are the results that may arise from the teacher's

response? It is interesting to see that this concept of coping with conflict requires an extensive pedagogical knowledge base, either for clarifying the concept of the job and the status of the teacher, or for internalizing aspects of the responsibilities of authority associated with the teacher's role, and in particular a realistic recognition of the power limitations.

Clearly, a teacher who lacks basic knowledge (even if it is a basic knowledge of his concept, as in the case of an inexperienced teacher) will find it difficult to understand the complex and subtle aspects of conflict. For example, such teachers may be characterized by an egocentric view of the conflict and refuse to put the student at the center (Shimoni et al., 2000 with Zedekiah et al., 2008). Additional practices for dealing with conflicts in such cases are forcing & obliging or avoiding & sidestepping (Goksoy & Argon, 2016; Bazezew & Neka, 2017). Common to these techniques is adherence to dry administrative practices or unfamiliar denial, and their effectiveness is questionable, and may even create negative feelings for students and cause other undesirable behavior in the future (Shahmohammadi, 2014).

These techniques do not take into account the children's needs, expectations, conflicts themselves, or students' behavioral problems. They concentrate, almost fully, on the teacher's perception and the consequences of his situation. One of the aspects that comes into play in such cases concerns their controlling perception, and the fact that conflict has the potential to undermine this perception. It is easy to understand, therefore, why there is no relationship between personal resilience that comes from a perception of circumstantial control and difficulty in coping, since such personal resilience is based on a futile attempt to formulate a deterministic conception of what is happening, as found in the research

findings. In contrast, resilience that promotes challenging experiences that undermine "routine" and "known" also leads to greater sensitivity to such events as well as greater openness to contain and deal with them. These aspects also stem from the development of "inner truth" expressed in teachers 'inner motivational resilience, and the expression also reflects teachers' ability to influence organizational moves and their ability to handle instructional tasks and less formal and / or predictable aspects of interpersonal interactions. These aspects are clearly implied by the findings of the study and largely express Isaacson's (2016) concept of developing positive techniques based on openness, understanding, and inclusion along with assertiveness for dealing with classroom conflicts.

Hypothesis 4: New teachers' self-efficacy and resilience is lower than that of experienced teachers

There are two levels to the examination of the fourth research hypothesis. The first tier seeks to examine whether there are differences in the resilience and self-efficacy of new teachers and experienced teachers. The results of the comparison show that there is no difference in the resilience of experienced teachers and new teachers, all in all three dimensions of resilience. In contrast, the results of the exam show that the level of self-efficacy of experienced teachers is higher than that of new teachers, both in terms of organizational ability and in capacity for instructional and interpersonal relationships. These findings confirm the hypothesis that self-efficacy among new teachers is lower than that of older teachers. However, the research hypothesis regarding resilience of new and old teachers cannot be corroborated.

These findings contrast with Bandura's (1993) insights, which blurred the notion of resilience with the notion of self-ability. Bandura's (1993) definition of the concept of resilience was in

the negative, focusing on the criterion of incompetence expressed in symptoms such as difficulty, reluctance or inability to learn or help. From this resilience and ability express a sense of success, personal ability to cope with difficulties and willingness to invest effort and even stubbornness on the way to achieving the goal. In this sense, resilience and self-capacity are early self-fulfilling beliefs (Tait, 2008).

Unlike this approach, research findings show that self-concept has improved over the years - lower among new teachers and higher among experienced teachers. This finding makes sense in light of the experience gained by veteran teachers, and with it the skills, insights and professional knowledge that lead to their clearer perception of success with the new teachers.

However, the absence of a similar trend of change in resilience indicates that resilience is a deeper and earlier feature of self-concept. The resilience of experienced teachers is no different from that of new teachers, despite the experience, skill, confidence and knowledge gained by the experienced teachers. In other words, resilience that promotes challenging experience, focusing on controlling motivation from sources of intrinsic motivation is an aspect of the teacher that develops earlier, in more detail even before they begin their work as teachers. In fact, this results in an order of precedence between resilience and self-concept.

Against this backdrop, the research hypothesis sought to examine another layer of the relationship between resilience and the self-concept that embodies within it also the insight that resilience crystallizes before the self-concept is formulated. This examination revealed that the differences in self-concept between experienced teachers and new teachers do not stem directly from teachers' experience. Instead, the test showed that different dimensions of teachers' self-perceptions were

influenced differently by different strengths of experienced teachers and new teachers. The results of the exam indicated that for experienced teachers, self-efficacy dimensions were influenced by the resilience dimension that promotes challenging experience and, for new teachers, they were influenced by the resilience dimension of intrinsic motivation.

These findings mean that for new teachers, self-efficacy is influenced by intrinsic motivation that is characteristic of long-term investment. Like Tschannen-Moran & Hoy (2007), resilience among new teachers expresses hopes of being "good teachers" and aspirations for their ability to achieve value goals. The willingness to invest and learn to achieve these goals underpins their sense of ability.

Unlike them, experienced teachers are more sober. These are teachers whose experience in the system and teaching has calibrated their set of expectations. For these teachers, the sense of self-ability is not in value motivation but rather in the need for personal and professional development, the challenge that such recognition brings with it and the adaptation and openness to new experiences and new experiences that result from it (Moreno Jiménez et al., 2014). Correspondingly, for these teachers the sense of being able to succeed, at both the organizational and pedagogical and personal levels, is a result of the same resilience.

Hypothesis 5: The ability of new teachers to cope with conflicts is lower than that of experienced teachers

Similar to the fourth research hypothesis, the fifth hypothesis also sought to first examine the coping characteristics of experienced teachers and veteran teachers. This comparison

has, according to the hypothesis, suggested that new teachers experience more difficulties in dealing with experienced teachers as well as experienced teachers who deal with conflicts more professionally and proficiently than new teachers. These findings confirm the hypothesis that coping patterns among new and old teachers are different.

Similar to the findings of Melnick & Meister (2008) who argued that beginning teachers have more difficulty with complex techniques and who require experience in the handling of interpersonal conflicts, the findings also confirm that beginning teachers lack the target and skills required when dealing with conflicts. Experienced teachers, respectively, have more diverse awareness and tools to contain all aspects of conflicts, among other things, feel more comfortable reporting to parents and communicating the event and its meaning, in part because they are better acquainted with the community and student population and feel safer in decisions and assessments Theirs towards students (Melnick & Meister, 2008).

Against this backdrop, the research hypothesis sought to examine another layer of how conflict coping skills evolve throughout teachers 'years of experience, one that also incorporates the development of resilience and teachers' self-concept. Exam results indicated that conflict coping patterns are not directly influenced by teachers' experience, ie there are no direct differences in the coping experience of experienced teachers and veteran teachers. Instead, the self-perception concept mediated the full range of effects on teachers' coping patterns. More specifically, it was found that Difficulty dealing with conflicts due to lack of knowledge was negatively affected only by the Teaching and Interpersonal Efficacy dimension of experienced teachers. This means that teachers experience more Difficulty dealing with conflicts due to lack of knowledge as

their teaching and interpersonal efficacy is lower, and vice versa.

A combination of the insights emerging from Hypothesis 4, in which Teaching and Interpersonal Efficacy is influenced by different dimensions of the resilience of experienced and experienced teachers, indicates that there is no direct impact of experience and resilience on Difficulty dealing with conflicts due to lack of knowledge. All of this is reflected in Teaching and Interpersonal Efficacy, and it influences teachers' coping skills.

Similarly, the findings of the study showed that Professional and skilled coping with conflicts is affected only by the dimensions of self-ability, and in both cases the effect is positive. This means that teachers report a higher level of Professional and Skilled Coping with Conflicts as higher Organizational Efficacy and Teaching and Interpersonal Efficacy. In this case, too, the entire effect of resilience on the self-perception concept documented in Hypothesis 4 does not have a direct impact on resilience on Professional and skilled coping with conflicts, for both new and experienced teachers.

These findings mean that conflict coping patterns are influenced by self-concept, which mediates other coping patterns (both seniority and resilience). These findings confirm the research hypothesis.

3. Dissertation's Contributions

The appropriate perspective for understanding research findings needs to understand the context in which the education system operates and its characteristics in recent years. As discussed extensively in previous chapters, the education system today exposes difficult and complex problems, and is even seen as a

crisis-prone system. Examples of this are many and varied, including low achievement, inefficient use of budgetary resources and, moreover, increasing disparities between students from different populations and classes, along with ongoing trends in teacher status and ability (Amit, 2014).

This ongoing trend has created considerable interest, both theoretically and practically, to create change for the better. Some of the arguments argued that the problem lay at the level and administrative structure of the creation of huge and multiple bureaucratic mechanisms. These centralized mechanisms, on the one hand, have created a growing sense of embarrassment, lack of control and organizational inefficiency, and, on the other, hierarchy and centralization that have been initiated and creative by those engaged in education (Wolansky and Friedman, 2003). As a result, policies aimed at reducing centralization and transferring educational and organizational powers to schools and from teachers to teachers could be seen. These policies included, among other things, the promotion of educational innovation projects, autonomy in education, encouraging local educational initiatives, and promoting the involvement of teaching staff in the management of education (Weiniger, 2017). These approaches were reflected in a more decentralized concept of responsibility in the educational process, curriculum, teaching methods, and in the management of teacher staff and resource allocation (Khalid & Abu-Romi, 2016). Known examples in this context that have also been reviewed in this work are self-concept (Santibaneza, Abreu-Lastra, & O'Donoghue, 2014), project management education (Svejvig & Andersen, 2015), or promoting innovation in education (Vidislavsky, 2016).

However, it soon became apparent that many teachers, and certainly new teachers, lacked the right knowledge and skills,

had a supportive and inclusive environment that would enable them to implement the high expectations they had. Alongside these, it was also found that lack of appropriate guidance for teachers who demonstrate a willingness to learn, innovate, initiate beneficial changes and grow professionally, and promote decisions that foster decentralized leadership at Butkevica & Zobena (2017, 60). Despite the growing interest in educational leadership aspects as key components of reforms, it has become clear that theoretical research in the field of teacher management and leadership initiatives is insufficient (Yariv & Gorb, 2018; Wenner & Campbell, 2017). Two topics that have been the focus of this study are one of the disciplinary aspects of classroom management and the encouragement of student involvement in learning processes, and on the other, the quality of classroom management, teacher self-efficacy, and stress and burnout factors (Dicke et al., 2015).

The current study sought to deepen knowledge related to these two key aspects of conflict coping and teachers' ability to offer, while offering another cause that has not yet been given a major place in research literature - teacher resilience. The research claim was that resilience expresses a human ability to cope, overcome, and even strengthen against negative and challenging experiences, and therefore is a key factor in developing the concept of ability, and accordingly influences the ability to cope with problematic events in the teaching environment, i.e., in dealing with conflicts.

The following is a summary of the research conclusions:

• In general, the findings of the study confirmed the existence of a positive relationship between self-efficacy and teacher resilience, so that high-resilience teachers have a high level of self-ability.

•	Similarly, the findings of the study provided an overall affirmation of the relationship between teacher resilience, their perceptions, and their coping patterns, both in the positive aspect of greater use of professional and skill coping strategies and in the negative aspect that expresses fewer difficulties in coping.

•	The sense of self-capacity and resilience of new teachers is lower than that of old teachers. In addition, the study provided evidence that teacher resilience crystallized prior to the formation of their self-concept. In fact, the findings of the study suggest that the dimensions of resilience develop even before the actual work begins in teaching, while the self-concept of competence grows in parallel with teaching and accumulating experience in the field.

•	Moreover, it has become clear that resilience has a different influence on the self-concept of new teachers and experienced teachers. The dimensions of self-efficacy among experienced teachers were influenced by the resilience that promotes challenging experience and, for new teachers, they were influenced by the resilience dimension of intrinsic motivation.

•	Resilience among new teachers expresses hopes of being "good teachers" and aspirations for their ability to achieve value goals. The willingness to invest and learn to achieve these goals underpins their sense of ability.

•	For experienced teachers the sense of ability, both at the organizational and pedagogical and interpersonal levels, is a result of extreme resilience.

•	In general, the ability of new teachers to cope with conflicts is lower than that of veteran teachers

•	However, Difficulty dealing with conflicts due to lack of knowledge was negatively affected only by the Teaching and Interpersonal Efficacy dimension of experienced teachers. This means that teachers experience more Difficulty dealing with conflicts due to lack of knowledge as their teaching and interpersonal efficacy is lower, and vice versa.

•	Further, it can be concluded in the light of the findings of the study that there is no direct effect of experience and resilience on Difficulty dealing with conflicts due to lack of knowledge, since all influence is expressed within Teaching and interpersonal efficacy, and it affects the ability of teachers to cope

•	This means that teachers report a higher level of Professional and skilled coping with conflicts as higher Organizational Efficacy and Teaching and Interpersonal Efficacy. It also means that conflict coping patterns are influenced by self-concept, which mediates other coping patterns (both seniority and resilience).

## III.	Scientific Publications on the Topic of the Dissertation

1. Davidesko, M. (2019) Teachers' resilience and coping with conflicts: the case of novice and experienced teachers.Сборник с доклади от Седма международна научна конференция Съвременното

образование – условия, предизвикателства и перспективи, ISBN: 978-954-00-0200-2q p. 456 – 464.

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