Modern approaches to resolving intergenerational conflict in education: innovations and practical recommendations

Enfoques modernos para resolver conflictos intergeneracionales en la educación: innovaciones y recomendaciones prácticas

Liubov Halukha
Rivne State University of Humanities, Associate Professor, Rivne, Ukraine.
https://orcid.org/0000-0002-5174-5286
liubovhalukha@gmail.com

Abstract

Intergenerational conflict is a pressing challenge requiring a nuanced understanding of modern scientific discourse. The purpose is to identify modern approaches to this intergenerational conflict and to formulate recommendations for resolving misunderstandings within the higher education system. The type of research is quantitative, which involves a semi-structured survey. A purposive sample was used to include participants. The study participants comprise teachers (n = 35) and administrative representatives (n = 15). A total of 50 individuals participated. The survey was conducted in person in December 2024. The results show that most respondents are somewhat dissatisfied with the current level of cooperation between different generations of teachers. The primary reason for the emergence of generational conflict is the differing communication styles. The survey results show that all participants in the educational process recognize the negative impact of generational conflict on the organization of the educational process, especially. Administrative staff of educational institutions generally understand the importance of overcoming the consequences of generational conflict. A possible direction is to engage actively in intergenerational educational and research projects. The conclusions emphasize that this will contribute to establishing more effective mutual understanding among the teaching staff.

Keywords: generational differences, education, intergenerational conflict, teaching strategies, pedagogical innovations.

Resumen

El conflicto de generaciones es un reto urgente que requiere una comprensión detallada en el discurso científico moderno. El propósito es identificar los enfoques modernos de este conflicto de generaciones y formular recomendaciones para resolver los malentendidos en el sistema de enseñanza superior. El tipo de investigación es cuantitativo, lo que implicó una encuesta semiestructurada. Se utilizó una muestra intencional para incluir a los participantes. Los participantes en el estudio son profesores (n=35) y representantes de la administración (n=15). Participaron un total de 50 personas. La encuesta se realizó en diciembre de 2024 de forma presencial. Los resultados muestran que la mayoría de los encuestados están bastante insatisfechos con el nivel actual de cooperación entre las distintas generaciones de profesores. La principal razón de la aparición de conflictos generacionales es el estilo de comunicación. Los resultados de la encuesta muestran que todos los participantes en el proceso educativo reconocen especialmente el impacto negativo del conflicto generacional en la organización del proceso educativo. En general, el personal administrativo de los centros educativos comprende la importancia de superar las consecuencias del conflicto generacional. Una posible dirección es explotar

activamente los proyectos educativos y de investigación intergeneracionales. Las conclusiones subrayan que esto contribuirá sin duda a establecer un entendimiento mutuo más eficaz entre el personal docente.

Palabras clave: conflicto intergeneracional, diferencias generacionales, educación, estrategias de enseñanza, innovaciones pedagógicas.

Introduction

Generational conflict is one of the many challenges facing the modern education system. This conflict arises due to rapid social and technological changes that affect the perception of the learning process, teaching methods, and communication.

The current literature suggests that the younger generation of students has grown up in a digital world where information is readily available at any time. In contrast, many teachers continue to employ traditional teaching methods (Siegień, 2024).

Accordingly, this development leads to misunderstandings that reduce the effectiveness of the learning process and can lead to demotivation on both sides. At the same time, a significant research problem is the lack of effective methods and approaches to resolving the intergenerational conflict in education (Turabay et al., 2023). This fact leads to a decrease in the quality of education (Lavrysh et al., 2022). The models of pedagogical interaction currently in use often overlook changes in values, perceptions of information, and the level of technological awareness among students. Accordingly, this highlights the need to explore new and innovative approaches, underscoring the relevance of this study.

Despite modern pedagogical research, the issue of intergenerational conflict in education remains insufficiently studied. The shortcomings of modern works include the lack of systematic coverage of methods that affect the integration of traditional and digital educational technologies. Furthermore, the current scientific literature reveals a lack of attention to the psychological aspects of intergenerational interactions. Finally, the lack of qualitative empirical research to analyze the effectiveness of various strategies for overcoming intergenerational conflict is significant.

These scientific gaps determine the need to analyze the implementation of innovative solutions that combine modern digital technologies, adaptive teaching methods, and psychological approaches to intergenerational communication. Therefore, this study aims to empirically investigate implementing modern, innovative approaches to resolving intergenerational conflict.

Additionally, the focus is on assessing the presence of intergenerational conflict in the modern education system and identifying the primary causes of this conflict.

Hence, the primary objective of this study is to examine the causes of generational conflict in higher education, identify current approaches to addressing this conflict, and formulate recommendations for resolving misunderstandings within the higher education system.

To this end, the following tasks have been identified:

- To determine the level of satisfaction with cooperation between different generations of teachers;
- To assess the scale, causes and consequences of the conflict of generations in higher education;
- To define the role of the administration of educational institutions in resolving the conflict;
- To identify the most effective methods of overcoming intergenerational contradictions.

Theoretical Framework

The problem of generational conflict is not new in science. In particular, American researchers Neil Howe and William Strauss have developed a theory of generations, according to which each generation changes

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every quarter-century. For example, Generation X (born 1960-1981) was characterized by being responsible and independent in life and decision-making, whereas Generation Y (born 1982-2000) showed less interest in material goods and possessed less knowledge (Ardyan et al., 2022).

At the same time, there are also skeptical assessments of generational theory, as it is challenging to imagine that it can account for all the factors and differences in the world. In addition, studies have primarily focused on the European and American worlds, whereas there is much greater diversity around the globe.

However, no one doubts that the generational gap exists and profoundly impacts work performance (Yun et al., 2022a).

This is also true in education, which has been dramatically affected by digitalization and globalization, along with all aspects of social life. This proposed review aims to assess the current state of research on this issue and identify gaps in existing studies.

Generational Conflict in Educational Settings

Several studies have examined the complex issue of the emergence and evolution of generational conflict in universities and other educational institutions. For example, Van de Velde (2024) has provided a thorough overview of integrating future generations into the educational process, identifying the difficulties new students will face if attitudes towards digitalization do not change. Beytekin & Doğan (2019) have emphasized the difference in approaches to education among academics from Generation X and Generation Y, who, in fact, numerically dominate modern higher education. Hiromitsu (2024a) has proposed innovative methods for resolving existing generational conflicts. However, he notes that it will likely never be possible to completely resolve the potential friction between senior and junior teachers.

In his opinion, the researcher has only offered some universal solutions that deserve attention. Kryvoshein (2023) noted the importance of considering the political component in education development since political will directly affects decision-making at the national level. In particular, this situation is quite typical for Ukraine, as noted by researchers (Kaplia et al., 2024). Undoubtedly, the generational conflict should be taken seriously, as Zahorodna et al. (2022) emphasized, as it can potentially impact the quality and level of education. Regarding learning, problems in the teaching environment will undoubtedly impact the overall university environment.

Management of generational conflicts

The problem of generational conflicts needs to be addressed, as its negative consequences are pretty destructive. The researchers noted that understanding inter-age contacts in the workplace constitutes a critical issue for further research Amah (2024). Understanding the individual aspects of the mechanism that leads to the formation of such conflicts has also been studied (Hillman, 2014). However, the empirical component of the study will also require attention, as these articles often lack measurements and surveys. Hillman (2014) proposed some details for understanding intergenerational conflicts, highlighting the individuality of conflict resolution in multicultural environments. Orhani (2023) noted the influence of educational philosophy on the functioning of educational environments, highlighting the problems that arise due to digitalization.

Researchers have also traced individual manifestations of generational conflict and counteraction to their manifestations (Sobry et al., 2023; Portela Pruaño et al., 2022). Individual proposed solutions are essential for developing future recommendations in the management environment (Rushton, 2024; Trujillo-Torres et al., 2023). Such conclusions are essential for future scientific consideration.

Problems in current studies

At the same time, existing studies on overcoming the consequences of inter-age conflicts in today's educational environment only cursorily reveal individual aspects. In particular, little attention is paid to empirical measurements of the situation in higher education institutions. The potential role of innovative technologies in addressing these issues is also discussed in a fragmentary manner.

Therefore, further development of this topic presents opportunities for a deeper consideration of the role of modern approaches in resolving generational conflicts within the educational sector. Therefore, this article aims to fill the gaps and identify practical approaches to resolving generational conflict in the modern educational system.

Methodology

Research design

The type of this study is quantitative, involving the conduct of a structured survey among teachers and administrators of higher education institutions. This type of study was chosen due to the need to obtain objective, statistically sound data on the emergence and consequences of generational conflict in higher education. In addition, the structured survey contributed to quantitatively determining the role of generational conflict, its causes and consequences. The study was conducted from November 2024 to January 2025.

Sample and Participants

A purposive sampling method was used to include participants using clear inclusion criteria:

1. Teachers or representatives of the administration of higher education institutions were eligible for inclusion.
2. A minimum of 3 years of educational experience.
3. Understanding what generational conflict is and how to resolve it.
4. Utilizing various modern teaching approaches.
5. Providing voluntary consent to participate.
6. Willingness to discuss modern methods of resolving generational conflicts in the educational process.

In the study, participants were selected from among employees of higher education institutions through a request to the administration. Additionally, invitations were disseminated through internal communication channels, including email and internal information platforms. The invitation clearly stated the requirements for participants (inclusion criteria) and the study's primary purpose.

At the same time, a mailing was also sent to teachers through various communication channels. The administration was involved similarly. Additionally, the inclusion of administrative representatives in the study was facilitated through personal contacts. A total of 50 people participated: teachers (n = 35) and administrative representatives (n = 15). The sample is purposeful (non-probability) and exploratory, which limits the generalization of results, but allows us to identify trends and features relevant for further research. Hence, despite the small sample size, the results allow us to identify primary trends and form the basis for further, broader research. Table 1 presents basic data on the participants.

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Table 1.
Data on study participants: group, age, experience and gender

№	Group	Age (mean ± standard deviation)	Educational experience (mean ± standard deviation)	Gender	Specialties
1	Teachers	42 ± 5	14 ± 3	M – 60% F – 40%	Pedagogy History Mathematical disciplines Economics International relations
2	Administration	45 ± 6	16 ± 4	M – 30% F – 70%	Mathematical disciplines History Economics Management Administration
3	Total	43 ± 5	15 ± 3	M – 50% F – 50%	Various specialties

Source: Author's development

Instruments and Procedure

For this study, a semi-structured survey was conducted to explore the role of generational conflict in modern higher education, identify its causes, and assess its consequences.

The survey was carried out in December 2024 in an in-person format. Participants had the opportunity to express their opinions on specific questions freely. Additionally, the developed questionnaire included questions aimed at identifying the most pressing issues related to generational conflict in education and evaluating innovative approaches to addressing them.

The survey was conducted in stages: initially among teachers and later among the administration. The key questions were as follows:

1. How satisfied are you with the current level of cooperation between different generations of teachers?
2. How do you assess generational conflict in the modern higher education system?

   a) Very low
   b) Low
   c) Average
   d) High
   e) Very high

4. In your opinion, what are the main reasons for the emergence of this conflict?
5. What is the most significant impact of generational conflict in education?

   a) Quality of the educational process
   b) Motivation
   c) Team atmosphere
   d) Personal professional development of teachers

6. Are there any methods implemented in your educational institution to mitigate the causes and consequences of generational conflict?
7. Which methods do you consider the most effective in addressing generational conflict?

a) Interactive teaching methods, further digitalization of learning
b) Project method
c) Mentoring and coaching
d) Conducting training on communication

8. Should the identified modern approaches to resolving generational conflict in higher education be implemented?

Thus, these questions helped identify effective methods for addressing generational conflict and influenced the assessment of its current state in modern education.

Data Analysis

Microsoft Excel software was used for data analysis. This program was chosen for its ability to quickly and efficiently process data and provide a clear graphical visualization.

A thematic analysis was employed to process open-ended questions in several stages. In the first stage, all responses were combined into a single document, from which errors and typos were eliminated. Then, similar responses were selected to apply the coding method, which received short labels based on their content. In particular, the following key phrases were highlighted:

1. Conflicts due to different views on the discipline – *Differences in approaches to learning*
2. Young teachers are more actively using technology – *Impact of new technologies*

This step was crucial for forming a general impression of the results obtained, which was reflected in the textual support for the numerical values. After that, all codes were grouped by content categories and the main themes were identified:

1. *Difference in values*
2. *The role of technology*
3. *Differences in educational approaches or methods*
4. *Conflict resolution strategies*

The survey results were also counted, and specific numerical values were determined. The data were checked and clarified a second time. Each block of questions was described in terms of the task and purpose of the study. The analysis method enabled the interpretation of the results, comparison with the research of other scientists, and the formulation of specific generalizations and recommendations.

Hence, the collected data were processed using descriptive statistics: frequencies, percentages, and averages. To increase the analytical depth, inferential statistical methods were also applied, in particular, the following tools were used to process quantitative data:

- T-test for independent samples - to compare the mean values between two groups;
- Correlation analysis (Spearman coefficient) - to assess the relationship between age, experience, and the level of adoption of innovative strategies.

Ethical principles

The study complied with the basic principles of academic ethics: voluntary participation, anonymity, confidentiality and no harm to participants. Before filling out the questionnaire, all respondents were informed about the aim of the study, the nature of participation and the right to refuse at any stage. Formal consent was obtained by confirming participation in the survey.

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Since the study did not involve interference in the personal sphere, did not use vulnerable groups of the population and did not involve risks for participants, no formal appeal to the ethics committee was made. At the same time, the research methodology complies with generally accepted standards of ethical behavior in the humanities and social sciences.

Results and Discussion

In modern education, the conflict between generations is one of the most pressing issues directly affecting the educational process. First of all, there are essential differences in pedagogical values, specific approaches to understanding the essence of education, innovative technologies, and communication styles that can create obstacles in the interaction between students and teachers and promote mutually beneficial development. For this reason, an effective solution to this problem (or at least an approach to such a solution) will significantly contribute to improving education quality, developing innovative educational methods and creating a comfortable developmental environment. One of the most important things is to identify the best solutions to ensure harmonious education cooperation between representatives of different generations.

Therefore, it is essential to identify further innovative approaches, specific methods, and practical recommendations to mitigate the negative aspects of the conflict between generations and evaluate the potential effectiveness among the participants. To begin with, it is essential to establish how satisfied respondents are with the current level of cooperation between different generations (see Figure 1).
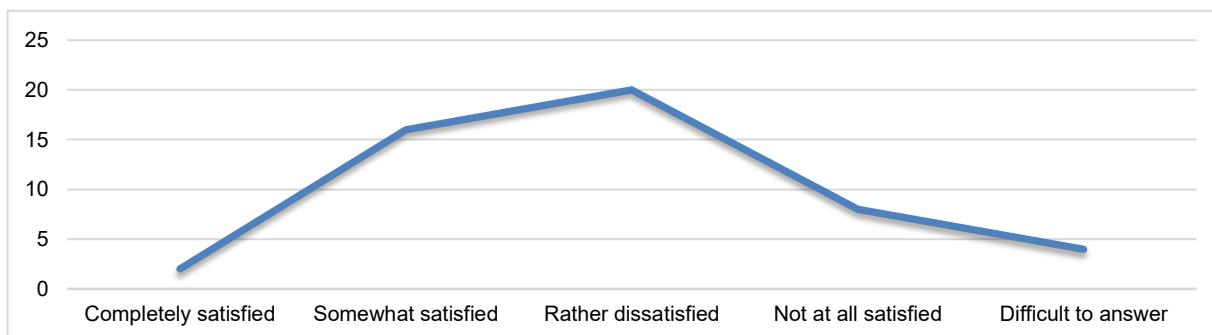

Figure 1. The level of satisfaction with the current cooperation between different generations of teachers
Source: Author's development

The results show that the majority of respondents are somewhat dissatisfied with the current level of cooperation between different generations of teachers (20 respondents, or 40%), which is higher than the number of respondents who are "rather satisfied" (12 respondents, or 32%). It is worth noting that the number of individuals who are completely satisfied with the cooperation between different age groups of teachers is only two people (4%). In contrast, the number of those who are entirely dissatisfied is almost four times higher, at eight people (16%). Four people (8%) could not answer the question. The latter, however, does not mean that they do not feel the conflict between generations. They probably could not define the current level of cooperation in more detail. The respondents were also asked to directly assess the existence of generational conflict in modern higher education (see Figure 2).
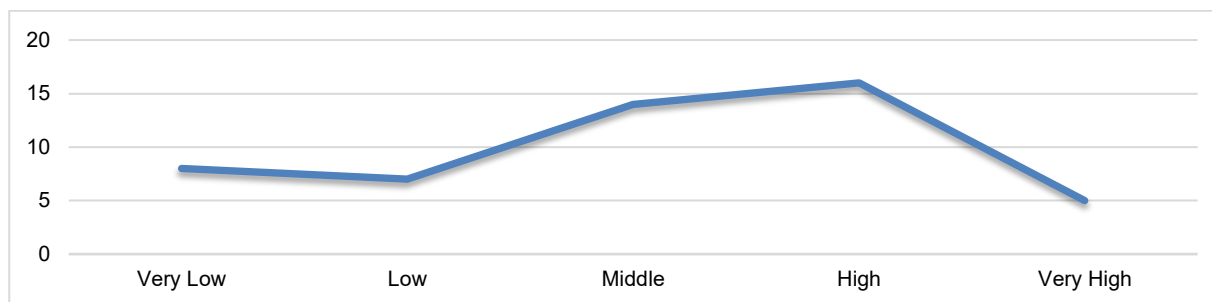
Figure 2. The level of generational conflict in the modern higher education system
Source: Author's development

The respondents determined that the conflict between generations is either "medium" (14 respondents, 28%) or "high" (16 respondents, 32%). According to the Likert scale, this indicator, with a value of "very low" assigned as one and "very high" assigned as 5, corresponds to a value of 3.06. These results demonstrate an above-average value but not a high one. This assessment is further supported by the low number of respondents (only five people, or 10%) who identified such a conflict as highly relevant. However, no respondent scored 0 ("no conflict"), so the intergenerational conflict is present. It is essential to identify its causes (see Figure 3).
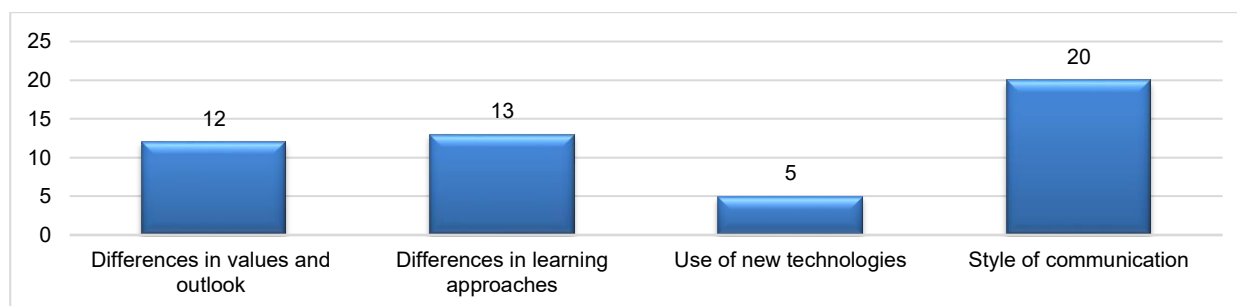

Figure 3. Causes of intergenerational conflict
Source: Author's development

The primary reason for the emergence of generational conflict is the distinct style of communication that is often evident between senior and junior colleagues in higher education institutions. This figure was supported by 20 respondents (40%). The reasons for this are the differences in values and worldviews between young and older teachers and different approaches to organizing and envisioning the ultimate goal of education, which are approximately equal. The lowest indicator is the use of new technologies, with five respondents (10%). Obviously, due to the Russian armed aggression against Ukraine and the widespread adoption of distance learning, which has been exacerbated by the effects of the COVID-19 pandemic and related quarantine restrictions, almost all teachers, regardless of age, have acquired sufficient skills to utilize at least some digital tools in the learning process.

Respondents identified the threat of intergenerational conflict (see Figure 4). Respondents identified that the most significant negative impact of the generational conflict among teachers is seen in the quality of the educational process (17 people, or 34%). The problem of deterioration of mutual understanding within the teaching team is somewhat less significant, affecting 15 respondents (30%). Negative manifestations that harm motivation were noted by 11 people (22%). On the other hand, the least negative impact of the generational conflict was recorded in personal professional development, noted by only seven respondents (14%).
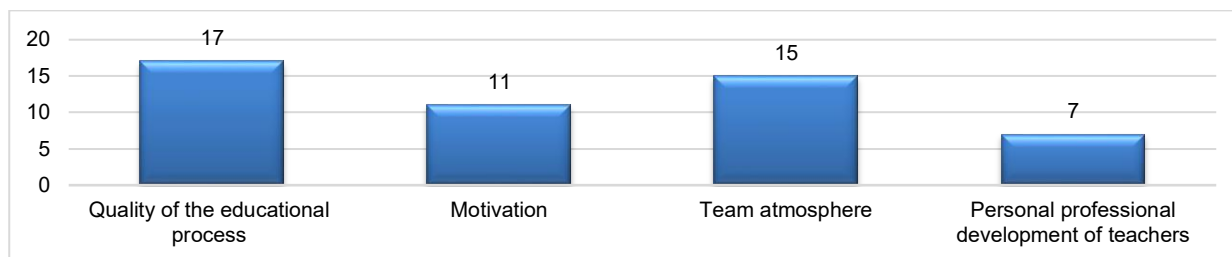
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Figure 4. The influence of the existing conflict of generations in education
Source: Author's development

The survey participants were asked to move beyond identifying the shortcomings to determining the participation of educational institution administrators in addressing this conflict (see Figure 5). The survey results showed that the administration of residential institutions generally understands the importance of addressing the consequences of intergenerational conflict.
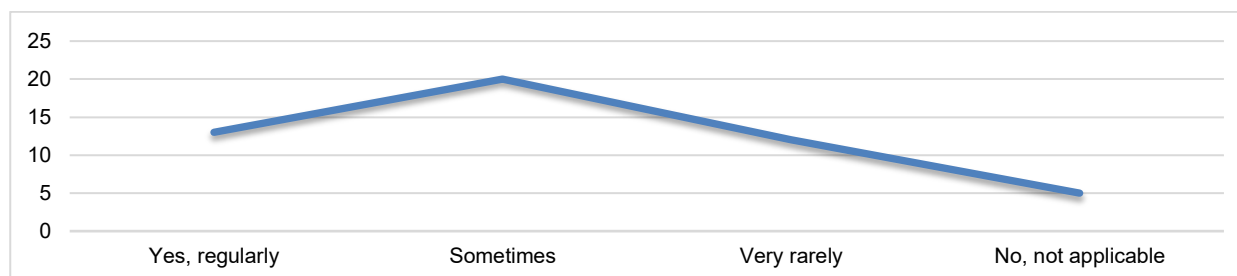

Figure 5. Implementation of methods for overcoming the consequences and causes of intergenerational conflict
Source: Author's development

In general, 33 respondents positively identified the administration's desire to influence and prevent the consequences of the generational conflict. Of these, 13 (26%) noted the regularity of such measures, and 20 (40%) said such measures are implemented occasionally. On the other hand, 17 teachers surveyed indicated that the administration's response would require a broader impact: 12 (24%) reported rare cases of intergenerational conflict resolution, and 5 (10%) denied any attempts to resolve such conflicts. Although this unsatisfactory rate of intergenerational conflict resolution remains relatively high, it is essential to define better which methods of resolving intergenerational conflict can be considered the most effective (see Figure 6). The respondents primarily mentioned joint projects by teachers of different ages as a good example of conflict resolution (21 people, or 42%).
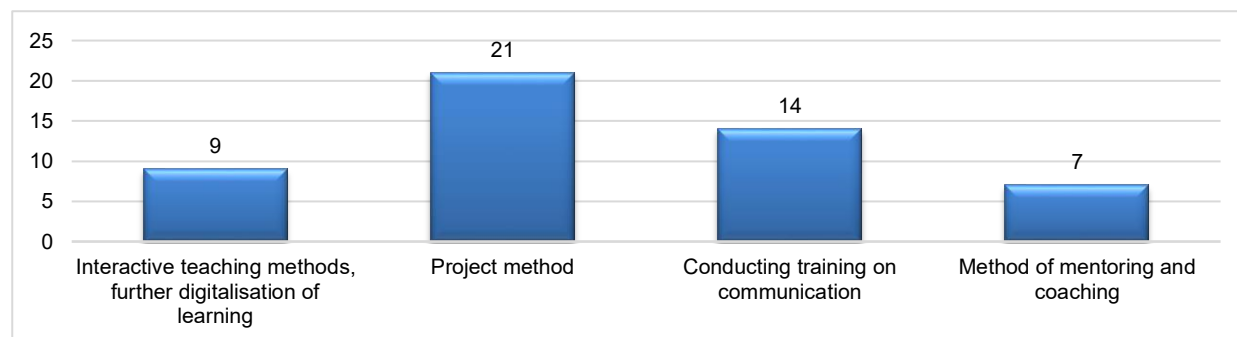

Figure 6. Effective methods of addressing intergenerational conflict
Source: Author's development

The respondents were guided by the idea that working on familiar topics and tasks would significantly reduce tensions and eliminate the lack of appropriate communication. Special psychological and communication training was positively assessed by 14 people (28%). The maximum distance between teachers facilitated through digital means of organizing the educational process was identified by nine people (18%). Only six respondents (12%) consider using mentoring and coaching to be effective.

Even though the administration has, on average, more work experience (16 ± 4 years versus 14 ± 3 years for teachers), both groups demonstrate a moderately high level of awareness of intergenerational conflict. To identify possible differences in satisfaction with intergenerational cooperation, a t-test for independent samples was conducted (Table 2). The results showed a statistically significant difference between teachers and administration (t = –3.29, p = 0.0019), indicating a significantly lower level of satisfaction among teachers.

In addition, a Spearman correlation analysis was conducted to determine the relationship between age, work experience, and the assessment of the level of intergenerational conflict (Table 2). A moderately strong positive correlation was found between age and the assessment of conflict ($\rho = 0.67$, $p < 0.0001$) and between experience and the assessment of conflict ($\rho = 0.71$, $p < 0.0001$). Such indicators showed that with age and accumulation of experience, the subjective perception of conflict increases.

Table 2.
Comparative and correlational analysis of demographic and behavioral variables

Analysis	The meaning of statistics	p-meaning	Description
t-test (satisfaction level: teachers vs. administration)	-3.29	0.0019	There is a statistically significant difference between the groups
Spearman correlation (age ~ conflict score)	0.67	0.00013	Moderate positive correlation; significant relationship
Spearman correlation (experience ~ conflict score)	0.71	0.00015	Moderate positive correlation; significant relationship

Source: Author's development

At the same time, using digital technologies should not be seen as an opportunity to deepen the age gap. In organizing the educational workload, it is necessary to incorporate technologies that enhance communication rather than exacerbate isolation. For example, tools and platforms such as Google Workspace or Microsoft Teams can be mentioned. Although mentoring was the least popular in the survey, there is a need to improve this practice, including by increasing the motivation of teachers to participate in mentoring programs. Generational conflict as a research concept is not a new phenomenon in science. However, in recent years, significant transformations have occurred due to the rapid digitalization of the educational process, which also impacts the relationships within the teaching staff. There are problems with establishing cooperation in the new conditions, specifically in finding common access points between specialists of different categories and varying teaching experiences.

This proposed article aims to analyze modern approaches to resolving the intergenerational conflict in education, examine specific innovations, and formulate practical recommendations. Consideration of such a general problem involved the analysis of other tasks as well: to characterize the presence of generational conflict in the higher education system (to what extent the participants of the educational process independently determine its importance), to define the essence of generational conflict, to identify the most effective innovative methods of counteracting generational conflict and to formulate recommendations for overcoming it. The proposed results indicate that most respondents are dissatisfied with the current level of cooperation between different generations of teachers, with only 4% of respondents fully satisfied with cooperation between different age groups of teachers. The survey analysis also revealed that respondents assessed the conflict between generations as 'medium' (28%) or 'high' (32%). According to the Likert scale, the analysis of all indicators yields a value of 3.06, indicating an above-average result.

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The findings confirm the conclusions of other researchers, who have pointed to the presence of intergenerational conflict in educational institutions to varying degrees of severity (Drury & Fasbender, 2024; Orte et al., 2017). Usually, however, a moderate level of conflict is indicated, which, in terms of the Likert scale, can also be determined in the range of 3.00-3.10 (Yun et al., 2022b), correlating with the proposed study results. Moderation of conflict is rightly associated with a high degree of respect for older teachers and younger conservative employees, as colleagues who may have a different point of view but are committed to doing their job well (Hiromitsu, 2024b; Dere & Başıbüyük, 2024). The ethical aspect of this plays a vital role, although this does not negate the existence of a generational conflict, as acknowledged by respondents.

The results also demonstrate the essence of the generational conflict in education. Respondents noted that the primary reason for the emergence of generational conflict is the style of communication that is often evident between senior and junior colleagues in higher education institutions (40%). The reasons for this are the differences in values and worldviews between young and older teachers and different approaches to organizing and envisioning the ultimate goal of education.

The lowest indicator is the use of new technologies. There is also an understanding of the overall negative impact of generational conflict on the organization of the educational process, particularly in the educational context. There is also a negative impact on mutual understanding within the teaching team and on maintaining motivation. The results align with the findings of other researchers (Ahsan et al., 2022; Urick et al., 2016).

In particular, researchers note that the issue of communication between different generations is a classic problem not only in the university environment but also in society as a whole (Zhang & Wiebe, 2022; Madhavan et al., 2023). Obviously, with the growth of digitalization, this process has intensified, necessitating an appropriate response.

Researchers have also concluded that the conflict between generations is typically assessed from a negative perspective (Moreno Abellán et al., 2022; Dzhym et al., 2023). However, some researchers' views diverge from this general concept, arguing that opportunities exist for conflict resolution and development (Yeung et al., 2021). The concept of response is entirely subjective and requires numerous conditions for implementation, a point also emphasized in research (Rushton et al., 2023). The following empirical studies will allow us to consider this issue more thoroughly.

The results demonstrate that the administration of residential institutions generally understands the importance of overcoming the consequences of intergenerational conflict. Thus, most respondents noted that educational institutions' administrations are ready to counteract the effects of intergenerational conflict. The findings confirm the conclusions of other researchers who note the importance of establishing quality interaction between teachers and other participants in the educational process to overcome generational conflict (Thoilliez & Wortmann, 2024).

The proposed results also indicate some methods of resolving intergenerational conflict that should be considered the most effective, including joint projects of teachers of different ages as a good example of conflict resolution, special psychological and communication training, the use of digital tools for organizing the educational process, and the use of mentoring and coaching. Similar methods, but in a different order, have also been mentioned by other researchers, emphasizing their relevance and effectiveness (Ferrare & Phillippo, 2021; Kurebay et al., 2023). The actual difference with the results obtained is that researchers mainly recognize mentoring or coaching as second only to joint projects (Vanblaere & Devos, 2021). This is due to the need for effective communication, which facilitates discussion of important issues, exchanging experiences, and more. The method's significantly lower popularity in Ukrainian realities can be attributed to formalization and excessive bureaucracy (Sokol & Melko, 2022). Overcoming the excessive bureaucratization of the process will allow us to rethink the benefits of using this approach.

The study results indicate that, even though administrative staff have somewhat more experience in the educational field than teachers (16 ± 4 years versus 14 ± 3 years), both groups showed a moderately high awareness of intergenerational conflict. This confirms the findings of several previous studies, which indicate that the acquired experience is not always the basis for reducing intergenerational tension, since the conflict may be associated not only with professional experience, but also with profound cultural and value differences (Hillman, 2014; Madhavan et al., 2023).

In addition, the t-test can reveal a statistically significant difference in the level of satisfaction with intergenerational cooperation: teachers are significantly less satisfied with this aspect than the administration. This is consistent with the results of other studies that show that teachers, especially the younger generation, more often feel misunderstood and undervalued by management, which can increase the feeling of intergenerational conflict (Sobry et al., 2023).

Correlation analysis allowed us to indicate that with age and accumulation of experience, the subjective perception of intergenerational conflict increases. This may be because older workers have more established values and stereotypes, which conflict with the views of younger colleagues, who are oriented towards innovation and change. At the same time, the results indicate the need to implement specialized training and programs that will contribute to better mutual understanding and reduce tension between generations, which is in line with the recommendations of modern pedagogical literature. Hence, some recommendations based on the survey results are also proposed.

In particular, it is proposed that elements of teamwork be incorporated into everyday tasks. This will help establish a more effective mutual understanding among the teaching staff, foster cooperation with students, and reduce tension during communication. A possible option is to actively engage in intergenerational educational and research projects that bring together representatives from different age groups of teachers, along with the involvement of graduate students and undergraduates. Special psychological and communication training is relevant and should be organized continuously.

Given that the administration of educational institutions is aware of the need to overcome the consequences of intergenerational conflict, attention should be paid to the mechanism of regular involvement of professional psychologists. These recommendations align with the broader vectors for overcoming the intergenerational conflict proposed by other scholars (Chandler, 2018). However, they also refer to the specifics of work in Ukraine, where the implementation of joint projects can be considered more promising than attending formal educational training.

The methodology employed in this study has its limitations, which should be considered when interpreting the article's results. First of all, it should be noted that a survey is a relatively subjective method of collecting information, as it relies more on the personal experiences of respondents, who may not have a comprehensive understanding of the situation in the educational institution as a whole. A similar problem is also associated with the use of the Likert scale. At the same time, the proposed limitations do not affect the overall state of the work, as the information collected demonstrates the general directions and views of the respondents.

Conclusions

The generational conflict poses a significant challenge for the modern education sector, as the rapid development of technology, changes in communication, and the speed of information processing can be problematic for many conservative teachers. It was found that most respondents are somewhat dissatisfied with the current level of cooperation between different generations of teachers. However, respondents rate the conflict between generations as 'moderate' or 'high', corresponding to a score of 3.06 (above average) on the Likert scale.

The moderation can be attributed to the high respect for older teachers, young conservative employees, and others. This ethical aspect plays a vital role, although it does not negate the existence of a generational

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conflict. The essence of the generational conflict in education is also demonstrated. For example, it was noted that the biggest reason for the emergence of generational conflict is the communication style. The influence of factors such as the differences in values and worldviews of young and older teachers and varying approaches to the organization and vision of the ultimate goal of education is described at approximately the same level. The survey results show that all participants in the educational process recognize the negative impact of generational conflict on the organization of the educational process, mutual understanding within the teaching team and maintaining motivation.

Administrative staff of educational institutions generally understand the importance of overcoming the consequences of generational conflict. There are several innovative methods for resolving the conflict between generations, including implementing joint projects for teachers of different ages, conducting specialized psychological and communication training, utilizing digital tools to organize the educational process, and applying the methods of mentoring and coaching.

Among the recommendations, it is worth emphasizing the need to incorporate elements of teamwork into everyday tasks. This will help establish a more effective mutual understanding among the teaching staff, foster cooperation with students, and reduce tension during communication. Another option is to engage actively in intergenerational educational and research projects. Special psychological and communication training is also relevant and should be organized regularly.

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