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Öğretmenlerin Çatışma Yaşadıkları Durumlar ve Kullandıkları Çatışma Yönetim Stratejileri

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Makale Bilgisi	ÖZET
<i>Geliş Tarihi:</i> 22.05.2019	Çalışmanın amacı, ilkököl öğretmenlerinin çatışma yaşadığı konuları, çatışma yaşadıkları tarafları, çatışmanın nedenlerini, olası sonuçlarını ve çatışmayı hangi stratejiler kullanarak yönettiklerini tespit etmektir. Araştırma karma yöntem olarak tasarlanmıştır. Karma yöntemlerden yakınsayan paralel desen tercih edilmiştir. 2018-2019 eğitim öğretim yılında Kilis il merkezinde görev yapan ilkököl öğretmenleri ile çalışma gerçekleştirilmiştir. Araştırmanın nitel kısmına 25, nicel kısmına ise 264 ilkököl öğretmeni dâhil edilmiştir. Öğretmenlerin hangi çatışma çözme stratejilerini tercih ettikleri nicel yöntemle; çatışmayı kimlerle, hangi durumlarda yaşadıkları da nitel yöntemle belirlenmiştir. Nitel veriler içerik ve betimsel analiz kullanılarak analiz edilmiştir. Nicel verilerin analizinde ise aritmetik ortalama hesaplanmıştır. Çalışmada yapılan analizler sonucunda öğretmenlerin en çok okul yöneticileri, veliler ve öğretmenlerle çatışma yaşadıkları, genelde kurumun işleyişi, yönetim, öğrenciler ve kişisel ilişkiler konusunda çatışmalar yaşadıkları belirlenmiştir. Okullarda yaşanan çatışmaların nedenleri adaletsizlik, iletişimsizlik, baskı, fikirlerin önemsenmemesi, kişilik özellikleri, fiziki ihtiyaçların giderilmemesi vb. faktörlere bağlandığı, çatışmanın işten soğuma, motivasyonun azalması, işlerin aksaması, dedikodu, iletişim engelleri, gruplaşma, huzursuzluk, güvensizlik gibi hem öğretmenlere hem de okullara negatif etkilerinin olacağı sonucuna ulaşılmıştır. Öğretmenlerin çatışma yönetimi stratejilerinden ise en çok Bütünleştirme, Uzlaşma ve Uyma stratejilerini kullandıkları tespit edilmiştir.
<i>Kabul Tarihi:</i> 28.11.2019	
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Conflict Situations Teachers Experience and Their Use of Conflict Management Strategies

Article Information	ABSTRACT
<i>Received:</i> 22.05.2019	The purpose of this study is to identify the conflict situations the primary school teachers experience with regard to issues, parties, reasons, their possible results and their use of management strategies to overcome these situations. A mixed methods research was used to conduct this study. A convergent parallel design, which is one of the mixed research designs, was chosen. The study was applied to the primary school teachers, who work in the center of Kilis Province in 2018-2019 academic year. 25 primary school teachers participated in the qualitative research, whereas 264 teachers joined the quantitative research. Which conflict resolution strategies are preferred by the teachers are determined using a qualitative method. With whom and in what situations they have experienced the conflict are determined using a quantitative method. Content and descriptive analyses were used to analyse the qualitative data. Arithmetic mean was calculated to analyse the quantitative data. As a result of these analyses, it was found that the teachers mostly experience conflicts with school administrators, students' parents and teachers on the issues including operations of educational institutions, administration, students and personal affairs. It was revealed that the reasons for the conflicts occurring at schools are correlated with the factors such as injustice, lack of communication, pressure, ideas' being ignored, personal characteristics, physical needs' not being met, which negatively influence teachers and schools with regard to alienation from work, decreasing motivation, work going wrong, gossip, communication obstacles, grouping, uneasiness and distrust. It was identified that the teachers mostly use integrating, compromising and obliging conflict management strategies.
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1. INTRODUCTION

An organization is a dynamic construct, where a number of people come together and interact with each other for a common purpose. It seems impossible to expect every person to display the same feeling, thought and behavior characteristics in such a construct. Different thoughts, ideas, applications and suggestions take place in organizations. These differences may bring about conflicts within an organization. Conflicts stem from different situations, levels and sources (Akçakaya, 2003). Conflicts are a natural part of social and work lives and it is not possible to avoid from them (Ajam, 2015; Haraway, & Haraway, 2005). Conflict concept is defined in different resources in varied ways. In the dictionary of Turkish Linguistic Society, conflict is defined as brawl, big armed fighting, fighting, fighting each other or statements, assertions or behaviors which are contradictory with each other (Turkish Linguistic Society Turkish Dictionary, 2005). According to Akçakaya (2003), conflict is a disagreement originating from several reasons among people or groups. Conflict can be described as a concept-taking place as a result of dispute of interest, power and status and discrepancy and contradiction between two parties. These discrepancies and contradictions can be stemmed from the fact that parties want to share a scarce resource and want to do different things in spite of proceeding a common action and have different values, attitudes and beliefs (Karip, 2010). The common characteristics of a conflict concept, which is defined from different point of views by a number of authors, create disagreements, tensions, clashes and a negative communication culture among people or groups.

A conflict can occur both in human life and organizations. It is impossible to completely ignore or annihilate conflicts in organizations (Olaleye & Arogundade, 2013). It really does not matter whether conflicts happen in organizations. What is more important is to use conflict management strategies to prevent conflicts from damaging organizations. According to Rahim (1992), the strategies parties can follow to manage conflicts are examined in five groups including integrating (cooperation), obliging (conformity), compromising, dominating and avoiding (Cited by Karip, 2010:63). The definitions of these strategies are as follows (Aksoy, 2005; Aydın, 1984; Ertürk, 2000; Karip, 2010; Ünver, 2002):

Integrating: It is described as problem solving and cooperation. It is a strategy where parties reach a constructive solution getting to roots of problems working in collaboration. The expectations of both parties are met in this strategy.

Obliging: In this strategy, one of the parties makes sacrifice to satisfy the concern of the other party by ignoring differences in the case of a conflict. It is generally consulted not to damage human relations. However, the frequent use of the obliging strategy will cause problems rather than solving them.

Compromising: It expresses that both parties meet on a common ground by giving up their interests to some extent. In this strategy, both parties experiencing conflicts make sacrifices to some extent.

Dominating: It is described as use of power and forcing. It is identified with win-lose orientation. In this strategy, individuals try to solve conflicts placing high concern for themselves by forcing the other party. Self-interested and individualistic people frequently consult this strategy. Frequent use of the dominating strategy in an organization can result in employees having problems, causing them to slow down.

Avoiding: It is a strategy which neglects conflicts among people and organizations. When it is frequently preferred, it can cause bigger conflicts. Frequent use of the avoidance strategy will cause existing problems to grow. Thus, it will damage both employees and the organization.

1.1. Statement of the Problem

Educational organizations are one of the dynamic organizations which are open to society and serve. Their inputs and outputs consist of people. As an organization, schools are constructs where teachers, students, parents and other stakeholders constantly keep in touch with each other. It cannot be expected people from different age groups, genders and positions at schools to embrace the same mindscapes and work in a smooth coordination. Therefore, educational organization is one of the organizations where conflicts are heavily experienced. The fact that the effects of the conflicts occurring at schools have emerged to destroy and threaten their constructs can negatively affect all employees (Koçak & Baskan, 2013). It has to be taken into account that teachers, who are regarded as the heart of schools, can be affected from these conflict situations at schools, thereby negatively influencing education. The conflicts experienced by teachers within the school cause teachers to quit the profession, want to change the school, and cause psychological problems (Kapıcı, 2015). In addition, conflicts in educational institutions have been found out to have a negative effect on the quality of institutions, weakening communication, the overall commitment and the commitment to the organization (Özmen, Aküzüm, & Aküzüm, 2011). Therefore, it is inevitable that serious problems will occur in educational organizations considering that teachers can reflect these problems to the groups of students they address. In this respect, it is important to know the source of conflicts in educational organizations and turn them into opportunities. The conflict reasons, consequences and conflict management strategies of teachers coming from different backgrounds will be different from each other. In this regard, it is important for educational organizations to know that employees, particularly teachers experience conflicts with regard to issues, parties and their use of conflict management strategies to overcome these conflicts. This study aims at identifying the conflicts the

primary education teachers experience with respect to the issues and parties at their schools and the negative and positive effects of conflicts on their schools and their use of conflict management strategies to handle these conflicts.

When the literature review is examined, it is seen that the studies mostly deal with identifying the conflict management strategies school administrators use to overcome the conflicts (Abacıoğlu, 2005; Acar, 2006; Arslantaş & Özkan, 2012; Geçmez, 2009; Gümüşeli, 1994; Gündüz, Tunç, & İnandı, 2013; Güneş, 2008; Karcıoğlu & Kahya, 2011; Koçak & Baskan, 2012; Konak & Erdem, 2015; Odabaşoğlu, 2013; Otrar & Övün 2007; Önk & Cemaloğlu, 2016; Sungur, 2008; Şirin, 2008; Uğurlu, 2001). However, the number of the studies determining the conflicts and the conflict managements experienced by teachers, who are indispensable elements of educational organizations, is limited (Altuntaş, 2008; Günbayı & Karahan, 2006; Özdemir, 2018; Özgan, 2006; Sucuoğlu, 2015). In this regard, it is crucial to confirm the conflict situations teachers experience at schools and their use of conflict management strategies through qualitative and quantitative methods.

1.2. Purpose of the Study

The purpose of this study is to identify the conflict situations the primary school teachers experience with regard to issues, parties, reasons, and their possible results. Besides, it aims at determining which conflict management strategies they use to handle these conflicts.

1.3. Problem of the Study

The main question of the study was specified as "What are the conflict situations and conflict management strategies the primary school teachers experience and use?"

1.3.1. Sub-problems of the study

In accordance with the main problem, the following sub-problems were formed.

1. Who are the parties the primary school teachers experience conflict with?
2. What are the conflict situations/issues the primary school teachers experience?
3. What are the reasons for the conflicts the primary school teachers experience?
4. What are the results for the conflicts the primary school teachers experience?
5. What are the conflict management strategies the primary school teachers use to handle the conflicts?

2. METHODOLOGY

A mixed methods research was used in the study. A convergent parallel design, which is one of the mixed methods research, was chosen. In a convergent parallel design, a researcher uses qualitative and quantitative phases concurrently during a research (Creswell & Plano Clark, 2018). In this research, the data were collected to identify the conflict situations the primary school teachers experience with regard to issues, parties, reasons, their possible results through qualitative research, whereas the data were used to determine which conflict management strategies they use to handle these conflicts through quantitative research.

2.1. Participants

The research was conducted in 2018-2019 academic year. The qualitative part of the research was applied to 25 primary school teachers. Maximum variation sampling method was used to determine the study group. With this method, it was aimed to ensure the maximum variation of the individuals who would be the parties in the research problem (Merriam, 2018; Yıldırım & Şimşek, 2008). In this research, the teachers from different genders, professional seniority, teaching subject matters and socioeconomic status schools were chosen. The demographic information of these teachers is displayed in Table 1.

Table 1.

The Demographic Information of the Teachers who Participated in the Interview

Participants	Gender	Professional Seniority	Branch	Participants	Gender	Professional Seniority	Branch
P1	Male	7	Primary T.	P14	Male	4	Phy. Edc.T.
P2	Male	10	SocialStd.T.	P15	Female	1	Religious T.
P3	Female	6	Primary T.	P16	Male	2	Religious T.
P4	Male	3	Spc. Edc. T.	P17	Male	5	Science T.
P5	Female	5	Phy. Edc.T.	P18	Female	2	Preschool T.
P6	Female	3	Primary T.	P19	Male	28	Primary T.
P7	Female	3	Primary T.	P20	Male	22	Primary T.
P8	Female	2	Math T.	P21	Female	27	Primary T.
P9	Male	2	Primary T.	P22	Female	4	Primary T.
P10	Female	5	Science T.	P23	Female	17	Primary T.
P11	Male	4	Vis.ArtsEdc.	P24	Female	7	Primary T.
P12	Male	2	Primary T.	P25	Female	7	Primary T.
P13	Male	3	Science T.				

According to Table 1, it is seen that 12 male and 13 female teachers took part in the interview. 13 teachers are primary school teachers and the others are branch teachers. Their professional seniority varies from 1 to 28 years.

In the quantitative part of the research, the population of the study included the primary school teachers who work in Kilis Province. Among the schools the researcher could reach, the scale was applied to 300 primary school teachers using random sampling method. 36 scales were omitted because of involving missing or wrong information. The sampling was calculated from 264 teachers. The demographic information of the teachers is indicated in Table 2.

Table 2.

The Demographic Information of the Teachers who Participated in the Quantitative Research

Variable	Group	f	Percentage (%)
Gender	Female	123	46,6
	Male	141	53,4
Professional Seniority	1-10 years	173	65,5
	11-20 years	64	24,2
	21 +	27	10,2
Branch	Preschool Teachers	6	2,3
	Primary School Teachers	228	86,4
	Branch Teachers	30	11,3

When Table 2 is examined, it is revealed that 53.3% of the participants were male teachers and 46.6% female teachers. The majority of the teachers are primary school teachers (86.4%) and their professional seniority mostly varies from 1 to 10 years (65.5%).

2.2. Data Collection Instruments

A semi-structured interview form was prepared in the context with the qualitative part of the study. It was developed by the researcher based on the literature review. After the interview, questions were prepared, and sent to two field experts who have studies on "conflict" issue. Their perceptions of the questions were derived. Several questions were added to the interview questions taking into account their feedbacks. A pilot study was conducted with a primary school teacher and a branch teacher to test the clarity of the questions in the interview form. After the pilot study, the necessary changes were made and the final version of the form was obtained. In the interview form, six main questions such as "With whom do you experience conflict at school?, What are the conflict situations/issues have you experienced at school? Can you give an example?" and additional questions depending on the former ones, were posed.

In the quantitative part of the research, Personal Information Form and Conflict Management Strategies Scale were used. The categories including gender, professional seniority and branch in the personal information form were developed by the researcher. The development of the scale of the conflict management strategies and its validity and reliability made by Özgan (2006). The scale consists of 5 sub-components, namely integrating, avoiding, dominating, compromising and obliging. There are 41 items, which try to identify teachers' use of conflict management strategies in the scale. In the scale, Five-point Likert-point scaling including "Never (1)", "Rarely (2)", "Sometimes (3)", "Often (4)" and "Always (5)" is used. Cronbach Alpha coefficient of the scale was calculated as .84 for this study.

2.3. Data Collection

The quantitative and qualitative data of the research were collected concurrently between January and February in 2018-2019 academic year. It took about 5-10 minutes to answer the questions in the scale in the quantitative part. The data collection instruments were applied to the teachers with the necessary explanations provided by the researcher upon receiving the permissions from the school administrators.

In the qualitative part of the research, face to face meetings were conducted with the teachers. In the selection of the teachers, it was paid attention to the fact that they could express themselves well and would be volunteer to participate in the study. In the context with the advices derived from the school administrators and the teachers who are close to the researcher, the teachers were determined to be interviewed. Appointments were made with the teachers beforehand. A convenient time was arranged for both of the parties. The interviews were conducted in the teachers' room or the vacant classrooms of the schools where the teachers work. It took about 30-45 minutes to interview with the participants. Tape recording was generally allowed to be made. Only two participants did not want tape recording. During the interviews with these two participants, the notes were taken by the researcher.

2.4. Data Analysis

SPSS 21.0 software program was used to analyse the quantitative data. Frequency and percent values were calculated to identify the participants' demographic characteristics. Arithmetic mean was used to reveal the primary school teachers' use of conflict management strategies. The score intervals and values of the items in the scale were as follows: 1,00-1,79 "Never"; 1,80-2,59 "Rarely"; 2,60-3,39 "Sometimes"; 3,40-4,19 "Often" and 4,20-5,00 "Always" (Özgan, 2006).

The qualitative data, tape recording and the notes taken by the researcher were transcribed and examined. Both content analysis and descriptive analysis were conducted to analyse the data. The categories and codes were formed for each question posed during the interview. To illustrate, the responses such as student development, teachers' school guard duty, class schedule, work load, parents' indifferences, principals' injustice and so forth were elicited for the question "Where do the conflicts you experience stem from with regard to issues and situations?" Similar and related codes were gathered together and the categories, namely "Student related issues, Administration related issues, Institution related issues etc." were formed. Through the descriptive analysis, the percent values of the categories and codes were indicated. The participants' perceptions of the issues in this study were given in a detailed way to ensure the validity and reliability of the qualitative research. The teachers were frequently provided the feedbacks to prevent misunderstandings or misinformation during the interviews. After the interviews were transcribed, the interview notes were sent to their e-mails and their feedbacks for the content of the interviews were confirmed. Besides, the qualitative research processes were indicated in the data collection part in a detailed way. The validity and reliability of the research were ensured through these treaties.

3. FINDINGS

Based on the interviews conducted with the teachers, their perceptions of the people with whom they experience conflict at the schools where they work, are displayed in the following table.

Table 3.

The people with whom the Teachers Experience Conflict

The people with conflict	Frequency
School Administration	19
Student's Parents	9
Teachers	6
Students	5
Assisting Employees	3

The results of the interviews indicated that the teachers mostly experience conflict with school administration (19) and student's parents (9) and least with the assisting employees (3) at the schools.

In the context with the second sub-problem of the research, the participants were asked what the conflict situations/issues they experienced at their schools. Their answers are displayed in Table 4.

Table 4.

The Conflict Situations/Issues the Teachers Experience

Category	Code	Frequency
Students	Student Behaviors	3
	Student Failure	3
	Student Absenteeism	1
	Ignorance	1
Administration	Injustice	5
	Pressure	3
	Lack of Support	2
	Lack of Motivation	2
	Not Informing	2
	Political Issues	2
	Ignoring Opinions	1
Institutional Working	System of School Guard Duty	3
	Classroom Placement	2
	Official Writings	2
	Class Schedule	2
	Duty Distribution	1
	Things going Wrong	1
	Permission	1
	Physical Needs	1
	Classroom Cleaning	1
	Personal Affairs	Gossip
Selfishness		5
Stubbornness		2
Difference of Opinions		2

The conflict situations/issues experienced by the teachers in the study group, were examined under the four categories, namely students (8), administration (17), institutional working (14) and personal affairs (14).

The category for students is composed of student behaviours (3), student failure (3), student absenteeism (1) and ignorance (1) codes. P13 coded teacher expressed that he has conflicts with the students and their parents in the case of student failure indicating that *"I experience conflicts with especially the fourth grade students. They cannot be very successful in math class. I try to do my best to teach with different methods. However, I cannot see their success in return for my teaching and I experience conflicts with the students and their parents who question this case."* P18 coded participant emphasized student behaviours as a conflict issue quoting *"I experience conflicts when students are involved in behaviours distracting teaching processes."*

The second category with regard to administration consists of injustice (5), pressure (3), lack of support (2), lack of motivation (2), not informing (2), political issues (2) and ignoring opinions (1) codes. The most frequently repeated issues in the conflicts experienced with the administration are injustice and pressure situations. P7 coded participant stressed the school administrator's not treating fairly as a conflict issue stating *"The school principal assigns less demanding tasks to her close friends, whereas she gives me more demanding tasks. This situation causes me to experience conflicts with the principal and his/her close friends."* P18 coded teacher stated the school principal's pressures quoting *"I experienced conflicts with my principal because of the interventions made in the classroom. He supports traditional approach. He thinks that a teacher teaches and a student listens. As I did not act in accordance with this approach, he exercised pressure on me and we started to experience conflicts."* P2 coded teacher paid attention to the lack of support from the school administration revealing, *"I cannot get the necessary support from the school administration in the guidance and awareness raising activities for my students. The principal thinks that I am the only one who will guide my students."* P4 coded a special education teacher stressed the school administrator's not considering his opinions quoting *"Those students who are in need of special education, warm up too late on the classroom placement issue. Therefore, although we express our opinions not to change classroom placements, the school administration does not regard our opinions."*

The category with regard to institutional working is composed of the system of school guard duty (3), classroom placement (2), official writings (2) class schedule (2), duty distribution (1), things' going wrong (1), permission (1), physical needs (1) and classroom cleaning (1) codes. When the teachers' perceptions on these issues are examined, P17 coded teacher who experiences problems on class schedule issue, remarked, *"I am experiencing the conflicts on the excessive course hours for support and education."* P20 coded teacher indicated that teachers' opinions should be taken to decrease the conflicts experienced on class schedule stating *"The school administration has a mind of its own to determine class schedule at the beginning of the semesters. On this issue, I experience conflicts."* P10 coded teacher pointed out the possibility of the conflicts on the official writings citing *"We are experiencing conflicts on the official documents. Any official document from the Ministry of National Education is announced to us at the last moment or too late and we are asked to do something at once. Naturally, we are having conflicts with the administration or the other teachers on not fulfilling or retarding the duties."*

In the category with personal affairs, there are gossip (5), selfishness (5), stubbornness (2) and difference of opinions (2) codes. The participants mostly expressed their opinions on gossip and selfishness issues. P6 coded teacher paid attention to the difference of opinions citing *"I had problems stemming from the fact that people have different opinions about an issue or situation and rights gain meanings according to their point of views."* P1 coded teacher stated about the gossips within the institution indicating *"I had conflict with the other teachers when I heard the gossips meaning I was close to the school administration."*

In the context with the third sub-problem of the research, the reasons for the conflicts the teachers experience were examined. The categories and codes were formed based on the answers derived from the teachers are displayed in Table 5.

Table 5.

The Reasons for the Conflicts Experienced at the Schools based on the Teachers' Perceptions

Category	Code	Frequency
The Reasons for Personal based Affairs	Communication Problems	5
	Personal Characteristics	3
	Lack of Knowledge	3
	Failing to Cooperate	3
	Different Perspectives	2
	Political Views	2
	Irresponsibility	1
	Abusing the Goodwill	1
The Managerial based Reasons	Injustice	11
	Resistance to Change	6
	Authority	6
	Ignoring Ideas	5
	Unclear Instructions	1
Physical Resources	Not Meeting Physical Needs	4
	School Size	2

As a result of the interviews conducted with the teachers, the reasons were grouped under three categories, namely personal based affairs (20), managerial based reasons (29) and physical based reasons (8) with 15 codes.

The category with the reasons for personal based affairs is composed of communication problems (5), personal characteristics (3), lack of knowledge (3), failing to cooperate (3), different perspectives (2), political views (2), irresponsibility (1) and abusing the goodwill (1) codes. The most frequently repeated code by the participants is communication problems. P13 coded teacher pointed out the importance of communication in a conflict indicating, *"We had conflicts with each other because of misunderstandings in the sense that I had a mutual disagreement with my teacher friend that is we could not express ourselves well."* P11 coded mentioned empathy and stated that he had handicaps in the communications, thereby bringing about the conflicts indicating *"Lack of understanding, answering without understanding what the other person wanted to say. In short, I experience conflicts with the teachers because of lack of empathy."* P2 coded teacher stated to experience conflicts because of failing to cooperate quoting *"I experience conflicts because both my students and some of my colleagues forget to work for a common purpose and avoid cooperating and assign workload on me."* On the other hand, P19 coded teacher stressed that conflicts with teachers or school administrators are experienced because of political reasons pointing out *"I think that the system of union damages educational institutions. I have conflicts with a number of teachers and administrators on account of being in a different educational union."*

The category with the managerial based reasons includes injustice (11), resistance to change (6), authority (6), ignoring ideas (5) and unclear instructions (1) codes. The most frequently illustrated code among the managerial based reasons is injustice, that is administrators' treating unfairly. P7 coded teacher emphasized that the administrator's treating unfairly brings about the conflicts indicating *"The school administrator does not handle the problems fairly. The tolerance shown for a teacher mostly aggrieves most of us, thereby causing us to experience conflicts."* Another P17 coded participant demonstrated the emphasis of the injustice issue revealing, *"Our school principal prioritizes his own needs rather than the students' ones and opens courses for the teachers who are close to him."* P5 coded teacher stressed the teachers' changing something inhibited by the administrators displaying *"Our administrators are far away from productivity reflecting an incredible professional fatigue and when we come up with something new, they discourage us citing 'you cannot put new wine in old bottles', which is a major cause of conflict for me."* Another P14 coded teacher remarked on the issue with regard to ignoring ideas quoting *"We are suggesting something for student development, which is related to our fields. However, any attention is not being paid to our ideas."*

The two codes, namely "not meeting physical needs (4)" and "school size (2)" were created in the context with the conflicts experienced from the lack of physical resources. P23 coded participant stressed that the limited physical opportunities could bring about conflicts quoting *"On account of the limited budget of the school, cleaning materials cannot be bought and the classrooms cannot be cleaned. These cause us to have conflicts with the assisting employees."* P7 coded teacher mentioned about

the large schools and the large number of teachers and students indicating *"There are about 50 teachers at our school and each of them has different expectations, aims, thoughts and we are naturally experiencing conflicts."*

When the sub-problem of the research "What do the conflicts have positive and negative effects on you or your organization?" was posed to the participants, all the participants indicated that the conflicts do not have any positive effects on them or their organizations. They claimed that they are negatively affected by the conflicts experienced. Their perceptions of this issue are displayed in Table 6.

Table 6.

The Negative Results of the Conflicts Experienced according to the Teachers' Perceptions

Category	Code	Frequency
Individual	Diminishing Motivation	11
	Decreasing Productivity	10
	Uneasiness	8
	Distrust	3
	Failure	3
	Resentment	2
Institution	Lack of Communication	7
	Grouping	6
	Negative School Environment	6
	Negative Feelings Against Institutions	4
	Things going Wrong	3
	Gossip	3
	Waste	1

The negative results of the conflict situations experienced by the teachers who participated in the research were examined under two categories, namely individual (37) and institution (30). The category with the negative effects of the conflicts experienced on individuals is composed of "diminishing motivation (11)", "decreasing productivity 10)", "uneasiness (8)", "distrust (3)", "failure (3)" and "resentment (2)" codes. In this regard, the most frequently repeated codes are diminishing motivation, decreasing productivity and uneasiness. P11 coded participant stressed that the conflict he experienced caused to lose his enthusiasm for working and diminish his motivation quoting *"Due to the conflict I experienced with the principal, after a while, I realized that I was not enthusiastic to attend the class and I did not do intentionally the assigned tasks."* Another P6 coded teacher stated that the conflicts experienced at the schools decrease productivity indicating, *"The conflict situations I experienced at the school prevented me, the teachers around me and the other students from working productively on account of the tension created by the conflict situations."* Another P25 coded participant remarked that she felt uneasy at the end of the conflict and it negatively influenced himself quoting *"As a result of the conflict I experienced with my teacher in the same branch, I felt uneasy in the school environment and I do not want to be with him in the same environment."* It is inevitable that a conflict situation, which is experienced by a person, will have negative effects on this person. However, these effects will not be confined to that particular person and will influence other people and even all the organization itself. In this regard, it was quoted from P12 coded participant *"In terms of psychological aspect, it negatively affects me and as I am a human, this is negatively reflected on the teachers around me and my students in my class."*

In the context with the category with the negative effects of the conflicts experienced on institutions, the codes "lack of communication (7)", "grouping (6)", "negative school environment (6)", "negative feelings against institutions (4)", "things' going wrong (3)", "gossip (3)" and "waste (1)" were formed. The most frequently stated codes are lack of communication, grouping and negative school environment. The teachers expressed that the conflicts negatively influence the communication with the teachers, administrators, parents and students and, therefore, these conflicts have negative effects on the institution. At this point, it was quoted from P22 coded participant *"I realized that some parents rarely came to the class and did not want to talk to me."* Another P12 coded participant indicated that the conflicts affected the communication within the institution revealing *"I have started to make an official contact with the administrators and sometimes ignore even greeting."* It is true that conflicts bring about grouping. P2 coded participant emphasized that grouping negatively influences communication citing *"The conflicts we have experienced with the teachers have caused to form groupings. We live in a group of 3 or 4 teachers without showing any concern to each other."* The participants' perceptions of the negative effects of the conflicts experienced on the school environments and the schools are as follows: *"...the conflict results came to a discussion point and created anger and uneasiness among the parties, thereby causing a negative school environment. (P4)"; "The conflicts I experienced with the administrators caused me to develop negative feelings against the school and the school where I was happy to be beforehand, griped my soul. (P5)"* Based on these perceptions, it can be claimed that the conflicts experienced have negative impacts on both individuals and organizations and these negative impacts influence not only the parties who have experienced them, but also all the institutions where the parties are involved. These negative impacts cause people to develop negative feelings

against their own institutions, create a negative institutional environment, decrease employees' motivations, diminish productivity at work, make communication obstacles evident in the institutions and prevent them from working properly.

In line with the sub-problem of the research, the teachers were asked how they handled the conflict situations they experienced. In this regard, both quantitative and qualitative research methods were applied. In the part of the quantitative research, the arithmetic mean of their use of conflict management strategies is displayed in the following table.

Table 7.

The Teachers' Perceptions of the Conflict Management Strategies

Variables	N	\bar{X}	ss	Values
Obliging	264	3.55	.561	Often
Integrating	264	4.12	.510	Often
Avoiding	264	3.31	.544	Sometimes
Compromising	264	3.91	.485	Often
Dominating	264	3.28	.608	Sometimes

When Table 7 is examined, it is seen that the teachers frequently use Integrating ($\bar{X}=4.12$), Compromising ($\bar{X}=3.91$) and Obliging ($\bar{X}=3.55$) strategies and rarely use Avoiding ($\bar{X}=3.31$) and Dominating ($\bar{X}=3.28$) strategies. It can be stated that the teachers prefer Integrating, Compromising and Obliging strategies more. According to this result, the interviews were conducted with the teachers to comprehensively derive the knowledge with regard to their use of conflict management strategies. Their perceptions are shown in Table 8.

Table 8.

The Teachers' use of Conflict Management Strategies

Conflict Management Strategies	Participants	Frequency
Compromising	P4, P7, P8, P9, P10, P11, P12, P13, P16, P18, P19, P21, P22, P23,	14
Integrating	P6, P14, P17, P20	4
Avoiding	P1, P5, P15, P24	4
Obliging	P3, P2, P25	3
Dominating	-	-
Total		25

When Table 8 is examined, it is seen that the teachers mostly use Compromising (14) strategy. The teachers, who prefer using Compromising strategy, stated that they find a middle ground indicating, "We can find solutions for the conflict issues we experience with the other party by talking without breaking our hearts. (P23)" and "We reach a compromise by talking our problems. (P23)" Another P21 coded teacher emphasized the injustice issue citing "When I feel hard done, I remark the injustice, I advocate my right. If the other party is too insistent, I try to compromise with the other party." P13 coded teacher stressed using compromising strategy when he has a conflict with his students and colleagues stating, "In the conflicts with the students and the other teachers, we solve them by common consent."

After the most frequently preferred Compromising strategy, P14 coded participant presented his opinion in the context with Integrating (4) strategy citing "We try to handle the conflicts with the administrators or parents through one on one interview." P6 coded participant explained proposing solutions among a variety of solutions, which appeal to both of the parties interacting with the other respondent indicating, "I try to conduct interviews with the people with whom I experience conflict and propose a variety of solutions for the conflicts and implement the decisions reached with a consensus to overcome them." P20 coded teacher emphasized the purpose for the student development demonstrating "We strive to solve the conflicts embracing a good will and solution oriented approach."

Some of the teachers (4) expressed that they use Avoiding strategy when they experience a conflict. It was quoted from P25 coded teacher "When the other party is not solution oriented, I avoid entering into an argument with that party." P15 coded participant who does not want to pay attention to the person with whom he experiences conflict, uttered that he/she disregards that person indicating, "I try not to deal with the other party keeping silent." On the other hand, P24 coded participant who prefers physically keeping away from the school, mentioned the avoiding strategy citing "I solved the conflict I experienced by asking to be appointed to another school."

The perceptions of the teachers who use Obliging strategy are as follows: "I usually embrace it when it does not constitute a serious problem. (P3)", "The number of the teachers at the school is not large and I accept not to cause a lack of communication. (P2)", "I respect for the other party's ideas and I do what he/she asks. (P25)" When these participants' perceptions are examined, it can be claimed that the teachers use obliging strategy when the conflict is not a serious one not to offend the other party and not to cause communication problems.

As a result of the interviews implemented with the teachers, the teachers remarked that they do not use Dominating strategy.

4. RESULTS, DISCUSSION AND RECOMMENDATIONS

A mixed methods research was used to identify the conflict situations the primary school teachers experience with regard to issues, parties, reasons, their possible results and their use of management strategies to overcome these situations. In this part of the research, the obtained results were dealt and discussed in the light of the literature.

In the context with the first sub-problem of the research, it was determined with whom the teachers experience conflicts at their schools. The findings indicated that the teachers are more likely to experience conflicts with their administrators, students' parents and teachers, respectively. They are least likely to have conflicts with their students and assisting employees. There are the studies on this issue in the literature. It was found in the study conducted by Özgün (2006) that the teachers mostly experience conflicts with the principals and students' parents and least with assisting employees and students. It was confirmed in the research implemented by Güllüoğlu (2013) that the teachers mostly have conflicts with the administrators (principal and vice principals), students' parents, teachers and students, consecutively. It was reached in another study by Sucuoğlu (2015) that the high school teachers mostly experience conflicts with their students and colleagues, whereas they have conflicts with assisting employees and students' parents the least. Based on these results, it can be deduced that teachers experience more conflicts with the person or a group of people with whom they are frequently in communication and have to work for a common purpose together.

In the scope of the second sub-problem of the research, what the conflict situations/issues the teachers experienced at their schools were investigated. As a result of the research, these conflict situations/issues were grouped under four categories, namely students, administration, institutional working and personal affairs. It was found that the teachers mostly have conflicts on injustice, gossip, selfishness, and students' cases issues. When the studies conducted in this issue are examined, the conflicts the teachers generally experience are as follows: student behaviours, assignment of duties, negative individual attitudes, disrespect, reward and punishment methods, systems of evaluation, appearance, exercising of power, period, resource distribution, getting permission, school and classroom cleaning, injustice, monetary issues, and union (Güllüoğlu, 2013; Karip, 2010; Özgün, 2006; Sucuoğlu, 2015; Uysal, 2012; Vaiz, 2017; Zembat, 2012). These results are in parallel with the ones of the current study. In line with the results, it can be said that teachers often have conflicts about the occupations they engage in, as well as conflicts related to human relations within the organization.

In the context with the third sub-problem of the research, the reasons for the conflicts the teachers experience were identified. These reasons were grouped and examined under three categories, namely personal affairs, managerial reasons and physical reasons. Based on the teachers' perceptions, it was identified that the reasons of the conflicts are composed of lack of communication, injustice, resistance to change, pressure, ignoring ideas, different perspectives, personal characteristics, political reasons, not meeting physical needs. When the study conducted by Yeniçeri (2009) is examined, it is seen that the reasons for the conflicts experienced at organizations are related with administration, goals and business structure. When these reasons with regard to the educational institutions are taken into account, Korkmaz (1994) emphasized that policies, implementations, attitudes, bureaucratic circumstances, a variety of personal values, differences in personal behaviours and communication disorders could be the reasons to bring about conflicts at schools. Kara (1995) indicated the sources for conflicts as unfair division of labour, limited resources, lack of communication and vagueness of job descriptions. Özgün (2006) enumerated the reasons for conflicts as lack of knowledge, differences in education and culture, pressure, proving oneself, lack of communication, acting partially, grouping, life style, political differences, expectations' not being met, resource shortage, competition, jealousy, self-seeking, underestimating job and false charge. It was specified in the study applied to the pre-school teachers by Zembat (2012) that the conflicts stem from the teachers' use of the same place, their competitions at work, not acting for a common action, grouping among the teachers and lack of knowledge sharing. The reasons for the conflicts experienced at schools were confirmed to be concerned with school size, communication obstacles, differences in the managerial system, resource shortage, not having a shared value and opinion, individual differences among the teachers, the differences in the status and roles in the study conducted by Bayar (2015). When the results of the current research and the studies in the related literature are examined, the reasons for the conflicts experienced at schools are generally concerned with the interpersonal communication and managerial ones.

In line with the fourth sub-problem of the research, it was examined what the positive and negative effects of the conflict situations the teachers experience at schools were. The teachers expressed that the conflicts do not have a positive contribution to them and their institutions. When the literature is examined, it is seen that the conflicts within the institutions affect employees and the institutions themselves. According to Karip (2010), the conflicts experienced enable the organizations that cannot keep up with the changes the new era provides, to go through themselves. On the other hand, Genç (2007) claims that the conflicts have positive impacts to reveal and handle some hidden problems and provide different ideas to develop institutions. Gülşen & Gökçer (2012) mentioned the benefits of the conflicts in the sense that they encourage creativity within an institution, enable everybody to express their ideas openly and increase motivation. These results do not overlap with the ones of the current study.

All of the teachers in this study group stated that the conflicts they experienced have negative results for the individuals and institutions. It was confirmed that the conflicts decrease the teachers' motivation, diminish their productivity and make them feel uneasy at schools. Although these results negatively influence the teachers as individuals, they will negatively affect other employees and institutions as a whole. To illustrate, the teacher who feels uneasy as a result of the conflict experienced, is more likely to reflect this negative feeling to his/her students in the classroom and may not be able to teach as planned. When he/she goes to the teachers' room, he/she will reflect his/her uneasiness to the other teachers and cause communication problems. In other words, the effects of the conflicts within an institution are not confined to individuals, but they can involve the entire institution itself. As a result of the study, it was found that the conflicts have negative effects including lack of communication, increasing grouping, forming a negative school environment, increasing negative attitudes and feelings against the school, increasing gossips and things' going wrong on the overall institution. The studies in the literature emphasize the negative results of the conflicts. The conflicts experienced at an organizational level can have a number of negative impacts on its employees and organization itself. Kara (1995) described the harms of the conflicts as teachers' declining productivity, decreasing schools' quality and harming unity and solidarity. Genç (2007) stated the negative consequences of the conflicts as declining employees' morale and productivity, increasing the adaptation problems among the employees, increasing the conflicts and decreasing cooperation. Besides, Karip (2010) indicated that a conflict within an institution could be a reason for employees to quit their jobs. Özgan (2006) emphasized that the conflicts negatively affect the teachers' morales and decrease their performances at work. It was found in the study conducted on the teachers by Vaiz (2017) that the harms of the conflicts include uneasiness, tension, decline of motivation, ineffectiveness in education, polarisation, negative impact on communication, breaking down relationships, not being eager to go to school, not cooperating, causing uneasy and tense environment at school.

As a result of the analyses to conduct to determine what the conflict management strategies the teachers use, the different results were derived. In this part of the research, both the quantitative and qualitative results were formed. In the quantitative result of the research, the teachers mostly use Integrating, Compromising and Obliging strategies and Dominating one the least. In the qualitative part of the research, the teachers mostly use Compromising strategy, sometimes Integrating, Avoiding and Obliging strategies and do not prefer Dominating strategy. The difference among the quantitative and qualitative research results could be stemmed from the fact that the participants do not have a sufficient knowledge about the strategies. For instance, during the interviews conducted with the participants when they were firstly presented the options for the strategies, they indicated Integrating strategy. However, when they explained how to handle the conflicts, it was understood that they did not use that strategy to solve the conflicts. When the related literature review is examined, it is seen that the different results were obtained. In the studies conducted by Altuntaş (2008) and Özdemir (2017) it was revealed that the teachers mostly use integrating and compromising and avoiding, dominating and obliging strategies the least to handle the conflicts they experience. Günbayı & Karahan (2006) found that the teachers mostly utilize integrating and compromising conflict management strategies and avoiding and dominating ones the least. In the study applied to the college administrators and academicians by Şirin (2008), it was identified that the participants use integrating, compromising, obliging, avoiding and dominating conflict management strategies, respectively. It was found in the study by Güllüoğlu (2013) that the teachers firstly use compromising strategy and lastly avoiding strategy in the case of a conflict situation. When the result of the current research is evaluated in the light of the studies in the literature, it can be stated that the teachers generally struggle to find a compromise and act constructively and sometimes make their own sacrifices and expect sacrifices from other parties to handle conflicts with the least loss.

The following suggestions were made based on the results derived from the study:

The most frequently experienced conflict situations by the teachers are class schedule, task assignment and sharing classes, which stem from the administrators' not acting fairly. In order not to enable teachers to have such a perception, administrators should arrange teachers' tasks in a transparent way taking into account their workload.

At the end of the study, a result was reached that if a conflict situation is not managed well, it negatively influences school environment. In this regard, school administrators should arrange the meetings, which will open the communication channels, and arrange social activities, which will combine everybody.

Experimental studies can be conducted to determine the effectiveness of the strategies used to reduce conflict situations experienced by teachers.

Research and Publication Ethics Statement

All information in this study has been obtained and presented in accordance with academic rules and ethical concerns.

Contribution Rates of Authors to the Article

The article was conducted with a single author.

Statement of Interest

There is no conflict of interest for this study.

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6. GENİŞ ÖZET

Eğitim örgütleri topluma açık bir sistem olan, girdisi ve çıktısı insan olan ve hizmet üreten dinamik örgütlerden biridir. Örgüt olarak okullar, öğretmen, öğrenci, veli ve diğer paydaşların sürekli iletişim halinde olduğu yapılardır. Farklı yaş grubundan, cinsiyetten, mevkilerden insanların bir arada barındığı okullarda da aynı düşünce kalıplarının herkes tarafından kabul edilip uyumlu bir şekilde çalışmanın beklenmesi imkânsızdır. Bu sebeple eğitim örgütleri, çatışmaların yoğun olarak yaşandığı kurumlar arasında yer almaktadır. Bu doğrultuda çalışmada ilköğretim öğretmenlerinin çatışma yaşadığı konuları, çatışma yaşadıkları tarafları, çatışmanın nedenlerini ve olası sonuçlarını tespit etmek amaçlanmıştır. Ayrıca öğretmenlerin çatışma durumlarını hangi yöntemleri kullanarak yönettiklerini belirlemek de bu çalışma kapsamında amaçlanmıştır. Bu amaç doğrultusunda ana problem olarak "İlköğretim öğretmenlerinin yaşadıkları çatışmalar ve çatışma yönetimi stratejileri nelerdir?" sorusu belirlenmiştir.

Araştırma karma yöntem olarak tasarlanmıştır. Karma yöntemlerden yakınsayan paralel desen tercih edilmiştir. Bu çalışmada öğretmenlerin çatışma yaşadıkları durumlar, kimlerle çatışma yaşadıkları ve çatışmanın olumlu veya olumsuz etkilerinin neler olduğu nitel araştırma ile toplanıp aynı zamanda çatışma yaşadıklarında hangi stratejileri kullanarak çatışmayı yönettiklerini tespit etmek amacıyla da nicel araştırma ile veriler toplanmıştır.

Araştırma 2018-2019 eğitim öğretim yılında gerçekleştirilmiştir. Araştırmanın nitel kısmı Kilis il merkezinde görev yapan 25 ilköğretim öğretmeni ile yapılmıştır. Çalışma grubu seçilirken amaçlı örnekleme yöntemlerinden maksimum çeşitlilik örnekleme tercih edilmiştir. Araştırmanın nicel bölümünde ise Kilis ilinde bulunan ilköğretim öğretmenleri evren olarak belirlenmiştir. Araştırmacının ulaşabileceği okullar arasından rastgele örnekleme yöntemi kullanılarak 300 ilköğretim öğretmene ölçek uygulanmıştır. Yanlış veya eksik doldurulan 36 ölçek dikkate alınmayıp örneklem 264 öğretmen üzerinden değerlendirilmiştir.

Çalışmanın nitel bölümünde yarı yapılandırılmış görüşme formu hazırlanmıştır. Araştırmanın nicel bölümünde ise Kişisel Bilgi Formu ve Çatışma Yönetimi Stratejileri Ölçeği kullanılmıştır. Araştırmanın nicel ve nitel verileri eşzamanlı olarak 2018-2019 eğitim öğretim yılında Ocak ve Şubat ayları arasında toplanmıştır.

Nicel verilerin analizinde SPSS 21.0 paket programı kullanılmıştır. Örnekleme dâhil olan katılımcılara ait demografik özellikleri belirlemek amacıyla frekans ve yüzde değerleri hesaplanmıştır. Nitel verilerin analizinde hem içerik analizi hem betimsel analiz kullanılmıştır. Görüşme esnasında sorulan her bir soruya yönelik olarak kategori ve kodlar oluşturulmuştur. Araştırmanın birinci alt problemi doğrultusunda öğretmenlerin görev yaptıkları okulda kimlerle çatışma yaşadıkları belirlenmiştir. Elde edilen bulgular doğrultusunda öğretmenlerin çoğunlukla sırasıyla yöneticiler, öğrenci velileri ve öğretmenlerle; en az ise öğrenci ve yardımcı personellerle çatışma yaşadıkları tespit edilmiştir.

Araştırmanın ikinci alt problemi kapsamında öğretmenlerin okulda hangi konu veya durumlarda çatışma yaşadıkları irdelenmiştir. Yapılan araştırma sonucunda okullarda yaşanan çatışma konu ve durumları öğrencilerle ilgili, yönetim ile ilgili, kurumun işleyişi ile ilgili ve kişisel ilişkilerle ilgili konu ve durumlar olmak üzere dört başlık altında toplanmıştır. Öğretmenlerin çoğunlukla adaletsizlik, dedikodu, bencillik, öğrenci durumları üzerinde çatışma yaşadıkları sonucuna ulaşılmıştır.

Araştırmanın üçüncü alt problemi doğrultusunda okullarda yaşanan çatışma durumunun nedenleri öğretmen görüşleri doğrultusunda belirlenmiştir. Çatışmanın sebepleri kişisel ilişkilerden kaynaklı sebepler, yönetsel sebepler ve fiziki sebepler olmak üzere üç başlık altında incelenmiştir. Öğretmenlerin görüşleri doğrultusunda okullarda yaşanan çatışmanın sebepleri iletişimsizlik, adaletsizlik, değişime direnç gösterme, baskının olması, fikirlerin önemsenmemesi, farklı bakış açıları, kişisel özellikler, siyasi nedenler, fiziki ihtiyaçların giderilmemesi çatışmanın sebebi olarak tespit edilmiştir.

Araştırmanın dördüncü alt problemi doğrultusunda öğretmenlerin okullarında yaşadıkları çatışma durumlarının olumlu veya olumsuz etkilerinin neler olabileceği irdelenmiştir. Araştırmaya katılan öğretmenler yaşadıkları çatışmanın kendilerine ve kurumlarına herhangi bir olumlu katkısının olmadığı ifade etmişlerdir.

Çalışma grubu kapsamındaki öğretmenlerin tümü yaşadıkları çatışmaların olumsuz sonuçlara sebep olduğunu ifade etmişlerdir. Çalışmada çatışmanın okul ortamlarında hem bireye hem de kurma karşı olumsuz sonuçlarının olacağı tespit edilmiştir. Özellikle çatışmaların öğretmenlerin motivasyonlarının düşmesine, iş veriminin azalmasına, okul ortamında huzursuz olmalarına neden olduğu sonucu elde edilmiştir. Her ne kadar bu sonuçlar öğretmenlere bireysel olarak olumsuz etkilese de aynı anda diğer çalışanları ve kurumun genelini de olumsuz yönde etkileyecektir.

Öğretmenlerin hangi çatışma çözme stratejilerini kullandıklarına yönelik yapılan analizler sonucunda iki farklı sonuç elde edilmiştir. Araştırmanın bu bölümünde aynı anda hem nicel hem de nitel sonuçlar oluşturulmuştur. Araştırmanın nicel sonucunda öğretmenlerin en çok Bütünleştirme, Uzlaşma ve Uyma stratejilerini, en az ise hükmetme stratejisini kullandıkları tespit edilmiştir. Araştırmanın nitel sonucunda ise en fazla Uzlaşma stratejisini kullandıkları, bütünleştirme, kaçınma ve uyma stratejilerini ara ara kullandıklarını ve hükmetme stratejisini ise tercih etmedikleri sonucu elde edilmiştir.

Çalışmada elde edilen sonuçlar doğrultusunda şu öneriler sunulmuştur:

Çalışmanın sonucu doğrultusunda öğretmenlerin en fazla çatışma yaşadıkları durumlar ders dağılımı, görev dağılımı, sınıf paylaşımı gibi konularda yönetimin adaletli davranmamasıdır. Bu konuda öğretmenlerin bu şekilde bir algıya düşmemeleri adına bu tarz durumları şeffaf bir şekilde öğretmenlerin iş yükü düşünülerek düzenlemeleri önerilebilir.

Çalışma sonucunda iyi bir şekilde yönetilmediğinde çatışmanın okul iklimini olumsuz yönde etkilediği sonucu elde edilmiştir. Bu sonuç doğrultusunda okulların bu durumdan daha az etkilenmeleri adına yöneticilerin kurum içerisinde iletişim kanallarını açacak toplantılar, sosyal etkinlikler planlayarak herkesin kaynaşmasını sağlaması önerilebilir.