An Examination of School Principals' Conflict Management Styles: Qualitative Analysis Study [1]

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Abstract

The purpose of this research was to analyse the opinions of school principals working in secondary schools on conflicts and conflict management. The research is a qualitative study using a case design. The study group was selected from among the secondary school principals in the Kağıthane and Eyüpsultan districts of Istanbul through the easily accessible case sampling of the purposeful sample. The study was carried out with a total of 20 school principals, including 10 secondary schools and 10 Imam Hatip secondary schools, in the 2021-2022 academic year. A semi-structured interview form was created as a data collection tool in the research. Code, categories and themes were developed through content analysis of the data collected in the research. As a result of this research, a total of 13 categories and 7 different themes were formed from these categories. These are the effect of conflicts on the future of the organization, the parties to the conflict, the issues that cause the conflict, the effect of conflict management, the relationship of conflict with personality traits, the effect of legislation and policy on conflict, and conflict management. The suggestion that emerged in this research is to ensure that school principals' perceptions of conflict can be revealed by developing a questionnaire and monitoring the perceptions of school principals on conflict management at regular intervals. In this way, the conflict management styles of school principals will be determined.

Keywords: School principal; conflict; conflict management

Okul Müdürlerinin Çatışma Yönetim Şekillerinin İncelenmesi: Nitel Analiz Çalışması

Özet

Bu araştırmanın amacı ortaokullarda görev yapan okul müdürlerinin çatışmalara ve çatışma yönetimine dair görüşlerini analiz etmektir. Araştırma vaka deseni kullanılarak yapılan nitel bir çalışmadır. Çalışma grubu İstanbul ili Kağıthane ve Eyüpsultan ilçelerindeki ortaokul müdürleri arasından amaçlı örneklemin kolay ulaşılabilir durum örneklemesi yoluyla seçilmiştir. Çalışma 2021-2022 eğitim öğretim yılında 10 ortaokul ve 10 imam hatip ortaokulu olmak üzere toplam 20 okul müdürüyle gerçekleştirilmiştir. Araştırmada veri toplama aracı olarak yarı yapılandırılmış görüşme formu oluşturulmuştur. Araştırmada toplanan veriler içerik analizi yoluyla kod, kategori ve temalar geliştirilmiştir. Bu araştırma sonucunda toplamda 13 kategori, bu kategorilerden ise 7 farklı tema oluşmuştur. Bunlar: Çatışmaların örgütün geleceğine dair etkisi, çatışmanın

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tarafları, çatışmaya sebep olan konular, çatışma yönetiminin etkisi, çatışmanın kişilik özellikleriyle olan ilişkisi, mevzuat ve politikanın çatışmaya etkisi ve çatışma yönetimidir. Bu araştırmada ortaya çıkan öneri okul müdürlerinin çatışma yönetimine ilişkin algılarının anket geliştirerek düzenli aralıklarla takip edilmesiyle okul müdürlerinin çatışma algılarının ortaya çıkmasının sağlanmasıdır. Bu sayede okul müdürlerinin çatışma yönetim stillerinin belirlenmesi sağlanacaktır.

Anahtar Sözcükler: Okul müdürü; çatışma; çatışma yönetimi

1. Introduction

An organization can be defined as a field of activity in which two or more individuals coordinate for a common purpose. Mankind also opens his eyes to the world in a hospital, which is an organization, grows up as a part of another organization with his family, becomes a part of the school organization when the age of education comes, enters business life and takes part in another organization of social life (Tanriöğen, 2018). Since conflict is a situation that occurs or is perceived between the individual and the parties, the history of the conflict is as old as the history of humanity (Tekarslan et al., 2000). Conflict is the interaction between people who are related to each other as a result of their perceptions of whether something is appropriate or not. In the framework of interaction, parties are expected to behave and react towards each other. This is especially true in verbal and non-verbal forms. The key word in conflict is "perceiving". In addition to the fact that the parties' wishes, goals, and the situation of preventing their comforts are real, it means that such a belief has created the conditions for conflict (Folger et al., 2020).

Organizations are areas where individuals operate in harmony for common purposes. Likewise, organizations are social life itself. Every individual continues his life about organizations throughout his life from birth to death (Tanriöğen, 2018). Life continues in organizations such as hospitals, schools, and workplaces. The deterioration of harmony and harmony in this social structure creates conflict.

Conflict is a state of disagreement, opposition, and contradiction that occurs between individuals or groups for various reasons. It is a phenomenon that has the potential to harm the organization in cases where it is not managed well (Gümüşeli, 1994). Even though conflict is a frightening concept, what needs to be done in cases where it is inevitable is to take advantage of the possible benefits of the conflict and manage the conflict effectively. In cases where it is not known how to cope with difficulties, conflict can lead to devastating results (Karip, 2020).

The most important task in educational organizations is the responsibility of the administrators. For this purpose, managing conflicts that may arise in schools correctly is also a part of the duties of principals (Açıkalın, 1994). If school principals take an active role in diagnosing conflict and managing the process, they will be on the way to achieving their goals. The positive or negative effects of conflicts in organizations show their success in conflict management. Otherwise, if the skill capability in conflict management is lacking, it may cause the organization to become passive. Since conflicts are inevitable in organizations in modern management understanding, and it will not be possible to eliminate conflicts; managers should resolve conflicts in a way that contributes to the survival and development of organizations (Koçel, 2011).

Schools have never been trouble-free places, they have been organizations where conflicting elements are experienced dynamically. It is known that it causes conflicts between units due to reasons such as different educational understandings, political views, different values and judgments, subcultural differences, and scarce resources in schools, together with external or internal factors. In this challenging environment, the main duty of the administrators is to prepare the school life based on common values with a fair education environment and open communication channels (Turan, 2014).

Conflict diagnosis is the first step in conflict management. Diagnosis is crucial to the treatment of the conflict. Although open conflict is easy to diagnose, diagnosing perceived and potential conflicts may require managerial skills. The second step is to correctly identify the factors that cause conflict. The third step will be to determine a strategy suitable for the source of the conflict. In the last stage, it is checked whether the determined strategy is sufficient to resolve the conflict (Özcan, 2021). An important issue in conflict management is the perspectives of the conflicting parties towards the manager. The effect of managers who carry ethical leadership values and principles on conflicting individuals or groups positively affects conflict management. If the parties see their manager as honest, fair and reliable, these presuppositions will make the conflict easier to manage (Konak & Erden, 2015). According to Genç (2007), minimizing organizational conflict is related to achieving success in

the personal efforts of the members of the organization. Managers can resolve the conflicts they encounter, but for the correct analysis of the conflict, it is necessary to know the attitude, behaviour and personality traits and to understand the causes of the conflict in depth. Managers need to be able to effectively resolve conflicts that occur within the organization. To resolve conflicts effectively, managers must have the necessary skills. We can divide these into four intellectual skills, emotional skills, interpersonal skills and managerial skills (Murphy, 1997). In this study, school principals' views on conflicts and conflict management, which are common and encountered in schools, were examined.

1.1. Purpose of the Research

The general purpose of this research is to examine the opinions of school principals working in public secondary schools and Imam Hatip secondary schools on conflicts and conflict management. In line with this general purpose, the following sub-objectives have been determined.

1. What are school principals' views on the impact of conflicts in educational organizations on the future of the organization?

2. What are the perceptions of school principals about who among the education stakeholders they have conflicts with?

3. What are school principals' perceptions of the issues that cause conflict?

4. What are school principals' perceptions of the impact of conflict management on the institution?

5. What is the effect of personality traits on school principals' conflict and ability to manage conflict?

6. What are the perceptions of school principals about the impact of MEB legislation and policies on conflict?

7. What is the conflict management style used by school principals?

1.2. Importance of Research

In educational organizations, administrators, teachers, parents and students are indispensable stakeholders in schools. Conflicts that may occur between these can affect the achievement of educational organizations' goals and the development of societies. Determining the conflicts experienced by school principals with the increasing human population in recent years will pave the way for thoughts about conflicts and the ability to manage conflicts and move forward in line with the aims of the Turkish education system. Because schools form the basis of the education system. The operation of the system, all the components in the schools and the coordinated work are also provided by the school principals. In this respect, school principals should be able to analyse conflicts that may occur in their schools and manage conflicts in line with the interests of the school (Akgöz & Cemaloğlu, 2020). In this research, it is thought that it will contribute to both the education system and the field, and guide the administrators and administrator candidates by determining the elements originating from the legislation in the conflicts in educational organizations.

In this study, which will be created by listening to the opinions and experiences of school principals, the focus is on secondary schools and Imam Hatip secondary schools under two different general directorates. It is thought that the school principals in these schools will understand the view of the conflict, with whom the conflict has passed, in what context, the factors causing the conflict, the relationship between personality traits and conflict, how they provide conflict management, and their predisposition to conflict management styles. When the literature is examined, it is seen that there are studies on the concept of conflict, conflicts occurring in schools vary from the motivation of teachers to job satisfaction; It has been revealed that there is a close relationship with many variables from the academic success of the students to the institutional culture of the school. Reduce the destructive effect of conflicts in educational institutions, when managed correctly, it can have positive effects on both the institution and the employees, but if it is not managed, it can cause serious harm to the organization and the employees (Bilgir, 2018). For this reason, it is thought that quantitative and qualitative research conducted by teachers and school administrators will be beneficial for the development of educational organizations. Considering that all kinds of conflicts that occur in educational institutions are of interest to school principals and that they should be managed correctly with their knowledge and experience, the qualitative method of this research makes the research valuable. In addition, as a result of the findings of the research, it is thought that it will be useful to compare the conflict and conflict management of secondary schools with two different general directorates and Imam Hatip secondary schools at the same education level.

1.3. Limitations

- The research was carried out in the 2021-2022 academic year.
- This research is limited to the principals of 10 secondary schools and 10 Imam Hatip secondary schools in the Kağıthane and Eyüpsultan districts of Istanbul.
- The research was carried out within the framework of Covid-19 measures.
- Private secondary schools were not included in the study.
- This research is limited to questions in the semi-structured interview form.

2. METHOD

In this section, information about the research model, study group, data collection process, data analysis, research and publication ethics are given.

2.1. Pattern of the Research

The focus of this research is school principles. The case study design was used in the research, as the opinions of school principals working in secondary schools and Imam Hatip secondary schools about conflict, the factors causing conflict and conflict management will be investigated. The reason for choosing the qualitative situation model is that it examines the events and phenomena limited by the perceptions and experiences of school principals towards conflict. In the qualitative case model, the aim is to conduct deep research on a particular case and produce results. Creswell (2003) defines it as a review with appropriate data collection tools in a specific time frame such as a single person, program, event, process, institution, organization, or social group. Case study means to examine in depth the environment, individual, event and processes, which are among the factors that concern the situation in a natural environment such as a school, institution, or organization, with a holistic perspective (Erişti et al., 2013).

2.2. Working Group

The study group of the research consists of 20 school principals in 10 secondary schools affiliated with the General Directorate of Basic Education and 10 Imam Hatip secondary schools affiliated with the General Directorate of Religious Education, selected from a total of 55 official secondary school principals affiliated to the Ministry of National Education, working in the districts of Kağıthane and Eyüpsultan in the province of Istanbul in the 2021-2022 academic year.

Istanbul is the city with the highest number of schools in Turkey in terms of both the number of schools and the number of students. Numerous surplus is also seen among 39 districts of Istanbul. Among these, Kağıthane and Eyüpsultan districts are among the regions where the population is dense. The selection of the study group from neighbouring districts is also a positive factor in terms of the validity of the research. Of the school principals selected by the random sampling method of the nonprobability sampling method, 55% were selected from the Kağıthane district and 45% from the Eyüpsultan district. In this research, the information of the participants is not with their names, but with their pseudonyms.

2.3. Data Collection

After reviewing the literature for this study with school principals, 11-item questions were prepared in the first stage of the semi-structured interview form prepared by the researcher, after receiving corrections from two field experts from education administration and three field experts who are competent in the field of measurement and evaluation, and after a pilot, the application was made to three school principals. Then, deciphers were made and after item analysis, a 9-item final interview form was created. The conformity of the interview form to our language was also checked by the Turkish teacher. While the first part includes personal and demographic information of the participants, the second part includes questions consisting of 9 items. To collect data in the research, the semi-structured interview form developed for the study called "Qualitative analysis study of examining the conflict management styles of school principals" was applied voluntarily.

One of the methods used to collect data in qualitative research is the interview. The interview is a data collection tool frequently used by organizational scientists to reach different dimensions of the organization in organizational studies (Yıldırım & Şimşek, 2013). A semi-structured interview is the type of interview in which

the researcher provides detailing of the answers of the participants with the side and sub-questions developed by being more flexible and adhering to the flow of the interview (Yalçıner, 2006).

2.4. Data Collection Tools

School administrators who could participate in the research were visited to make an appointment with the necessary permissions, and after they were informed about the scope and purpose of the research, an appointment was made for a future date and interviews were held on the appointment day. Verbal permission was obtained from the school principals for the interviews to be audio-recorded. The interviews lasted approximately 30-40 minutes.

2.5. Analysis of Data

As a result of face-to-face interviews with 20 school principals in the research, the data obtained from the participants were collected by voice recording before the analysis stage, then deciphered through google driver and converted into text, then collected in computer programs (word, excel) and made suitable for analysis. To conduct content analysis, codes were created by the researcher in line with the opinions of the participants from the data obtained in the research, categories were obtained by establishing meaningful relationships from the codes, and themes including the categories were created.

2.6. Scientific Research and Publication Ethics

In the study, all the rules specified to be followed by the *"Higher Education Institutions Scientific Research and Publication Ethics Directive"* were complied with. None of the actions specified in the 2nd part of the Directive, titled "*Actions Contrary to Scientific Research and Publication Ethics*", were carried out.

2.6.1. Ethics Committee Approval

Committee Name = FSMVU Ethics Committee

Decision Date = 10/02/2022

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2.7. Validity and Reliability of the Research

In this study, the data obtained from the interviews with the school principals were made suitable for content analysis. In order to determine the correct themes, the stages of grouping, summarizing and coding the data were paid attention to, and the data was re-edited. Since the opinions of the school principals are given by reference without changing them, the validity and relevance of the findings are in question. By taking the opinions of my advisor, the content analysis was confirmed and the validity and reliability of the research were tried to be ensured. In qualitative research, generalization of validity to the population is not expected. Because the universe is in chaos, phenomena are constantly changing. The collected data may not belong to the universe one second later. Since it is based on hermeneutic, interpretative and constructivist philosophies, the data obtained cannot be solidified. In terms of the validity of qualitative research, credibility, acceptability, and transferability are mentioned (Sönmez & Alacapınar, 2019). In general terms, validity refers to the accuracy of the results obtained in the research, while reliability refers to the repetition of the research results; It is the ability of other researchers to reach the same results in similar environments with the same data (Yıldırım & Şimşek, 2013).

While the reliability of quantitative research in a positive understanding of science is based on perception by sense organs, mathematics and logic, the reliability of qualitative research depends on consistency, versatility and confirmability (Sönmez & Alacapınar, 2019). In order to ensure credibility in this research, it is also evaluated that translating the audio recordings including field notes during the data collection process is effective in increasing the reliability. In this study, the data collection process was described in detail, and the collected information and documents were preserved and confirmed. The findings obtained in the research were created by considering the environments that the participants were connected to and consistency was ensured. In addition, face-to-face interviews with school principals were held in their own office rooms by establishing warm dialogues, and it is thought that this contributes positively to reliability as it reduces anxiety levels.

3. RESULTS

When the data were analysed in line with the sub-objectives of the thesis study titled "Examination of the conflict management styles of school principals: qualitative analysis study", 7 themes and 13 categories were found. The themes and categories obtained from the research are the codes that emerged as a result of the interviews with the participants. These categories and themes are given in Table 1.

Table 1. Themes and Categories

Themes	Categories
1. The impact of conflicts on the future of the organization	1.1. Personal negativities
	1.2. Institutional negativities
	1.3. Positive Effects
2. Parties to the conflict	2.1. In-house
	2.2. Outside the institution
3. Issues causing conflict	3.1. In-house
	3.2. Outside the institution
4. Impact of conflict management	4.1. Positive effects
	4.2. Adverse effects
5. The relationship of conflict with personality traits	5.1. Personality traits
6. The impact of legislation and policy on conflict	6.1.Legislationandpolicyapplications
7. Conflict management	7.1. Attitudes towards a solution
	7.2. Methods for solution

In this research, the themes and categories formed in line with the sub-objectives of the research are given in Table 1. Emerging themes are divided into seven: The effect of conflicts on the future of the organization, the parties to the conflict, the issues that cause the conflict, the effect of conflict management, the relationship of conflict with personality traits, the effect of legislation and policy on conflict, and conflict management.

3.1. Findings Regarding the First Sub-Objective

The theme of "the effect of conflicts on the future of the organization" refers to the school principals' evaluation of the future of the organization regarding the conflicts. In this theme, three categories were formed: institutional negativities, personal negativities and positive effects.

In this research, the category of institutional negativities expresses the perceptions of school principals about conflicts and their effects on the organization. The most frequently repeated topics in the category emerged as the negative impact of conflicts on corporate culture and its impact on education and success. The opinions of the school principals on the subject are presented below.

> Akın: *I see and feel that the staff working at the school reduces the performance of teachers and administrators and their love of work and profession.*

> Muhsin: *Conflicts, for example, can disrupt the synergy and atmosphere in our school. This greatly affects teachers' view of the school, their approach to school, their happiness at school, and their level of unhappiness.*

In this research, the category of personal negativities refers to what negativities the conflicts experienced in organizations cause personally to the stakeholders of education. The most common issue in this category was the decrease in the work motivation of the conflicting parties and the sadness in the person. It has been observed that most secondary school principals have the idea of personal negativity.

In this research, the category of *positive effects* states that the conflicts occurring in the organization affect the organization positively and contribute to the development of the school. This evaluation was generally seen in Imam Hatip secondary school principals. The opinions of school principals on the subject are presented below.

3.2. Findings Regarding the Second Sub-Objective

Under the theme of "parties to the conflict", two categories were formed internal and external. In this research, in the in-house category; It has been stated which school-centred education stakeholders play a role in the

conflicts that school principals face in schools. According to this category, it was observed that school principals mostly had conflicts with teachers, while conflicts were rarely encountered with the school-parent union, canteen and students. The opinions of the school principals on the subject are presented below.

> Muhsin: *As a school principal, I have a lot of conflict with the teacher first and the parents second. Sometimes it can be because teachers do not know their limits and the law.*

> İhsan: *In our institution, we mostly have conflicts with parents. Our staff does not cause us much trouble.*

This research is in the non-institutional category; It was stated with which external stakeholders that school principals had conflicts. Conflicts with student parents, senior management units and non-governmental organizations brought about by the hierarchical structure are the most common ones in the category. Regarding the parties to the conflict, there is no difference according to the school type.

3.3. Findings Regarding the Third Sub-Objective

The theme of "issues causing conflict' expresses the axis of the conflicts experienced by school principals in educational institutions. The data collected in this context is divided into two categories internal and external. In this research, the category of in-house refers to the issues that create the conflict that originates from within the institution. In the intra-institutional category, student behaviours (peer bullying, sabotaging the lesson, disrespect, etc.), school budget, student costumes, and being indifferent to the lesson were the most common conflict issues. The opinions of the school principals on the subject are presented below.

> Didem: *The misbehaviour, demeanour and disguise of the student at school, but mostly the behaviours of the students to harm other students in the school.*

> Cevdet: *There may be problems with parents due to some behavioural problems and dress disorders. Slang words, disrespect, bullying, etc. that students use, especially by being influenced by the digital world and the internet at work. We call the parents. We talk to them and try to solve it with the support of the guidance counsellor.*

In this research, the category outside the institution states that the conflicts of the secondary school principals are related to the external causes of the conflicts. In the category outside the institution, parent behaviours (habits of complaining, being involved in education, style problems, not adopting the mission of the school, helping the school budget) and legislation-bureaucracy factors were found to be the reasons for the conflict.

3.4. Findings Regarding the Fourth Sub-Objective

The theme of "the effect of conflict management" refers to the effect of school principals' conflict management situations on the institution and themselves. In this context, positive effects were put forward under two categories as negative effects. In this study, the category of positive effects expresses the positive effect of school principals' conflict management on the institution and the individual. It is stated that the most frequently repeated positive effects of managing conflicts are that it develops the corporate culture, gives a positive perspective towards the institution, provides a peaceful and comfortable feeling, contributes to personal development, adds value to the individual, develops the ability, strengthens communication, and helps to gain people. The findings do not differ according to the type of school. The opinions of the school principals on the subject are presented below.

> Can: *Therefore, when we manage conflict, you see that it is very beneficial for your personal development, corporate culture and our institution. When we can resolve the conflict, you are appreciated by your external stakeholders.*

> Ali: *The most important aspect is the development of the institution, then the development of what we call democratic understanding.*

> İhsan: *When we solve the problem, both the teacher and the school administration breathe so easily that there is such a relief that we can move forward more solidly. The teacher's view of the school is changing, and so is his view of the administration.*

In this study, the negative impact category; refers to the negative impact of school principals on the institution and the individual if they cannot manage the conflict. The most common issues in the category are decreased morale and motivation, damage to school culture and organizational climate, academic failure, stress on the

person, its wearing effect, decrease in the reputation of the principal, resentment, and decrease in school belonging.

3.5. Findings Regarding the Fifth Sub-Objective

The theme of "relationship of conflict with personality traits" refers to the effect of personality traits on school administrators' conflict or ability to manage conflict. In this context, the effect of personality traits was revealed under the category of personality traits. Differences or similarities in the research findings are presented according to the type of school. In this study, all of the school principals in the category of personality traits think that conflict is related to personality traits. The opinions of the school principals on the subject are presented below.

> Sedat: *I can act impulsively. This event may be a deterrent to the other party, or it may be decisive. In this respect, I think the character is effective.*

> Murat: *I think it is the most effective thing. Man is a sociological being, who lives in society, and communicates while living, what shapes his communication is his knowledge, character structure and experience. These, in turn, determine their relationships.*

The most striking features in the personality traits category of the study are being persuasive and persuasive, communication skills, school principals' experience of conflict, and patience.

3.6. Findings Regarding the Sixth Sub-Objective

Under the theme of "The effect of legislation and policy on conflict", the category of legislation and policy implementations was formed. The most common issues within the category are that school principals have to collect money for the needs of schools, criticism of the education system, teachers' reluctance towards project implementations in schools, laws being vague and based on interpretation, canteen rents being halved (pandemic), deficiencies in student discipline legislation. There have been perceptions of the concept of working hours.

In this research, the most striking issue under the category of legislation and policy implementations is that schools are forced to collect donations as a result of not meeting school needs. Although it is officially seen as the duty of school parent unions, it has been declared that this issue is on the backs of school principals and confronts school principals with parents. The opinions of the school principals on the subject are presented below.

> Ersin: *Unfortunately, schools are in a very financially troubled situation in general right now. To overcome this problem, a school-parent union association is established according to the regulations of the Ministry of National Education. We are trying to meet the economic needs of schools with school-parent associations. But this is also insufficient.*

> Sedat: *The hardest job in the world is asking for money. When money is involved, you are always in conflict. In the legislation, the state covers things such as electricity, water, natural gas, teachers, and rent, but it is very lacking in other areas.*

One of the remarkable issues in the legislation and policy implementations category of this research is the school principals' criticism of the education system. It has been stated that there is no settled structure in areas such as government changes, ministerial changes, and legislative changes.

3.7. Findings Regarding the Seventh Sub-Objective

Under the theme of "conflict management", the school principals' attitudes towards resolution during conflicts are divided into two categories of the category of resolution-oriented methods they use in conflicts. Attitudes show the emotions, beliefs and behavioural tendencies of school principals about conflict management. In the category of resolution-oriented methods, the most frequently used conflict management styles by school principals were found to be good listening (without prejudice and empathy), integrating, ignoring, dominating, reconciling, persuading, giving respite, and having one-on-one meetings in the office.

In this research, the category of attitudes towards a solution; expresses the attitudes of school principals in conflicts. The most important of these are being fair to the parties, caring about the interests of the stakeholders (teachers, students, parents), and valuing the parties. The opinions of school principals on the subject are presented below.

> Didem: *... I listen to both sides and try to manage this situation in a way that does not harm our school. In other words, we talk about the things that can happen, I say that this situation will not bring them any benefit both as a colleague and as a school (for educational purposes), I explain the positive*

aspects of the situation, and I try to protect the corporate culture. If that culture is destroyed, we will
not be able to stand up again, and I am proud as a person who has achieved this situation. This is due
to my fairness and impartiality. If you lose neutrality, people will never trust you again.

In this research, in the category of solution-oriented methods, one of the management styles that school principals frequently use in conflicts is that the parties should be listened to. It is thought that active listening without prejudice makes a great contribution to the solution. Another method frequently used by school principals is integration. School principals stated that positive communication language would help overcome problems by collaborating. It has been seen that the integration style is used more frequently in Imam Hatip secondary school principals with a small number of students and teachers.

4. DISCUSSION AND CONCLUSION

The themes found in the content analysis of the thesis study titled "Examination of school principals' conflict management styles: qualitative analysis study", in line with the seven sub-objectives of the research: The effect of conflicts on the future of the organization, the parties to the conflict, the issues causing the conflict, the effect of conflict management, the relationship of conflict with personality traits, legislation and policy. It has emerged as the effect of conflict and conflict management.

4.1. Results and Discussion on the First Sub-Objective

School principals' perceptions of conflict are positive if conflicts can be managed. Otherwise, results that deeply affect the organization are seen. The damaging effect of the conflicts, both institutionally and individually, is a situation that a school principal does not want. Because corporate culture is the bond between employees and the trust between them. In this respect, the deterioration of unity and harmony in the school and every behaviour that affects the peace of the organization are the factors that will shake the corporate culture. According to the perceptions of school principals, Göçer (2021) concluded in his study that conflicts disrupt the integrity of the personnel in the school and cause deviations in the unity of purpose. As Akçakaya (2003) mentioned in his study, school principals who evaluated that conflicts are a situation that closely concerns the change and development of schools emphasized that conflicts occurring at the optimal level contribute to the efficiency of the organization.

As a result, it has been concluded that the school principals have positive views on the conflict, as well as conflicts that are not managed properly, can harm the institution. Considering the type of school, it has been seen that the conflicts experienced at the optimal level will provide the change and development of the school, and are mostly evaluated by the Imam Hatip secondary school principals.

4.2. Results and Discussion Regarding the Second Sub-Objective

The perceptions of school principals about who among the education stakeholders they have a conflict with are divided into two categories internal and external, under the theme of "parties to the conflict". The internal category refers to internal stakeholders with whom school principals have conflicts. Teachers are the parties that school principals have the most conflict with. The category outside the institution refers to the conflicting parties among the stakeholders of the school principals outside the institution. Conflicts with parents, bureaucracy/top management, and conflicts with tradesmen and non-governmental organizations are the prominent titles of this category. Especially in this triangle spiral, Özgan (2006) conducted his doctoral study on the conflicts of teachers working in primary education, especially with principals and parents; Güllüoğlu (2013), on the other hand, showed in his research that teachers experience the most conflict with school principals. A similar study was conducted by Kürçe (2015), and one of the most intense conflicts in industrial vocational high schools was found to be manager-teacher conflicts. As a result, it has been seen that Imam Hatip Secondary School principals are more in conflict with the bureaucratic structure in terms of school type. The reason for this is that they are a school affiliated with the General Directorate of Religious Education, and there is a lack of legislation of its own.

4.3. Results and Discussion on the Third Sub-Objective

To sub-category, the perceptions of school principals on issues that cause conflict, internal and external categories were formed under the theme of "issues causing conflict". In the intra-institutional category, it was revealed on which subjects the school principals had conflicts. According to this, student behaviours, school budget, students' attitudes towards the lesson and their costumes were frequently encountered topics. In the category outside the institution, parent behaviours and bureaucratic structure factors are the main conflicting issues. Undesirable student behaviours in schools both prevent the learning climate and affect teachers and administrators (Akçadağ,

2008). In the study conducted by Güllüoğlu (2013) on undesirable student behaviours, it was seen that student behaviours ranked sixth among the subjects that teachers had conflicts with within private schools.

The issue of school budget has been a major issue of the Turkish Education System in the past. An important step in the search for resources, which school principals enter to provide the budget, is the request for donations from the parents of the students. This situation brings with it manager-parent conflicts. Although there is a serious budget allocated to the ministry every year, it is obvious that there is not much budget left for schools when various expenses are removed. Due to the insufficient budget of the school and the lack of auxiliary personnel, it is inevitable for the school principals to apply to the public, that is, the parents of the students. In the study conducted by Sağ (2021), in which he investigated the budget problems in schools, it was seen that the financial support sent by the ministry to schools was not enough, so school principals found extra income-generating solutions such as parent donations, canteen rents, preschool fees.

4.4. Results and Discussion on the Fourth Sub-Goal

With the sub-purpose of the effect of school principals' conflict management on the institution, positive effects and negative effects categories were formed under the theme of "effect of conflict management". In light of the collected data, the positive effects on the institution are respectively; a positive perspective towards the institution, contribution to the corporate culture, and contribution to education. The positive effects on the individual are respectively; it improves the ability to gain people, contributes to personal development, gains value, and maintains positive communication, and problem-solving. In light of the collected data, the negative effects on the institution are respectively; harming the corporate culture and organizational climate, causing academic failure, and decreasing school belonging. The negative effects on the individual are respectively; It reduces morale and motivation, creates stress, wears out people, reduces the reputation of the manager, and the feeling of losing leadership.

In this research, Kürçe (2015) found positive and negative effects similar to the positive and negative effects that occur on the parties after the conflict, in the research he conducted with school administrators, in the form of individual development, psychological maturity, increasing productivity, the emergence of different ideas and finding different solutions, organizational change and teamwork, and awareness of problems, and found it negative. In a study conducted by Yurdunkulu (2016) on teachers, it was found that the morale of the majority was negatively affected after conflict. Özgan (2006), on the other hand, stated in his research on primary school teachers that there was an effect on the morale of teachers after they experienced conflict. Bilgir (2018) and Erol (2009) also showed in their research on teachers that conflict has psychological consequences on teachers such as emotional sensitivity, low morale, and feeling bad.

4.5. Results and Discussion on the Fifth Sub-Goal

The personality traits category was formed under the theme of "relationship of conflict with personality traits" with the sub-purpose of the effect of personality traits on school principals' conflicts and management of conflicts. In light of the collected data, it was stated by school principals that personality traits are effective in conflicts and their management. It has been seen that the mentioned features are respectively persuasive ability, communication skill, sense of trust, modesty, empathy ability, consultation culture, and patience. First of all, all school principals think that human character is effective in conflicts. The importance of personality structure, Jones and Melcher (1982) found in their study that school administrators should consider the personality of the other party when deciding on conflict management. The ability of people to establish satisfying and reassuring relationships with other members of society is related to the quality of their communication skills. Because communication means a lot. Communication has both a facilitating-beneficial and problematic aspect (Üstün, 2005). Güneş (2020), who works in this field, revealed that teachers with communicative problems can have a lot of problems with school principals. According to the school principals who participated in the research, it was revealed that management experience was also stated as an effective tool in the management of conflict. It has been stated that as a manager, with the effect of experiences, it is possible to communicate effectively and manage people more easily. In the study conducted by Sevinç (2017), it was seen that school principals became more competent as they experienced in the field of management.

4.6. Results and Discussion on the Sixth Sub-Goal

The category of legislation and policy implementations was formed under the theme of "the effect of legislation and policy on conflict" to subordinate the perceptions of school principals on the impact of MEB legislation and policies in the conflicts they experienced. According to the collected data, the provision of the school budget, the criticism of the education system, the ambiguous and open interpretation of the legislation, the reluctance of the teachers towards the projects, the halving of the canteen rents due to the pandemic, the deficiencies in the disciplinary legislation despite the undesired student behaviours, the problem of choosing the enrolment region-school of the teachers, The perceptions of the concept of overtime, the results of the inability to open the exercise activities due to the low course fees show that the legislation and policies are factors in the conflict. The fact that school principals have to find resources to meet school needs is one of the most important factors causing conflict. Although the income-expenditure balance should be carried out officially through parent-teacher associations, the issue of school finance is an area for which principals are also administratively responsible. In a study conducted by Çınkır (2010) and Turan (2007), it was stated that among the problems faced by the principals working in primary education, there were problems arising from the school budget. While it is written in the legislation that education is free (Constitution of the Republic of Turkey, 1982, p. 42), it has been seen that the search for resources by school principals due to lack of funds brings along conflicts. The attitudes and behaviours of the parents are changing due to both the knowledge of the legislation and the news in the media, and the job of the school principals becomes more difficult. Considering that the incomes in schools consist of government support, local opportunities and personal efforts (Usul, 2020), it is inevitable that school principals who have to collect donations from their parents will face them.

4.7. Results and Discussion on the Seventh Sub-Objective

With the sub-purpose of the conflict management styles used by school principals in conflicts, the categories of attitudes towards resolution and methods towards resolution were formed under the theme of "conflict management". According to the collected data, the conflict management forms used are respectively; effective listening to the parties, integrating, ignoring, dominating, conciliating, persuading, cooperating, and meeting one on one. In solving problems using positive communication language in conflict management, active listening emerged as a communication tool frequently used by school principals. The democratic attitudes and openness to communication of those who primarily choose this way of conflict management show that the integration style is a way used and adopted by school principals. It has been seen that it is widely used especially by Imam Hatip school-type principals. This is thought to be related to the low number of students and teachers in the school.

In the studies conducted, Geçmez (2009) also reached similar results and found that school administrators use integration, compromise, compliance, domination and avoidance styles as conflict management, respectively. Likewise, Yüksel (2020) stated that school principals use the styles of compromise, integration, domination, avoidance, and compromise the most according to their views on conflict management. However, in studies examining conflict management according to teacher perception, Preacher (2017) stated that they use the styles of dominating, integrating, avoiding, reconciling and compromising in principal conflicts, respectively. On the other hand, Erol (2009) and Kaya (2008) found that principals integrate, compromise, avoid, compromise and dominate according to the perception of teachers.

5. RECOMMENDATIONS

In line with the information obtained from the results of this research, suggestions for practitioners and researchers are presented below.

5.1. Recommendations for Practitioners

Communication seminars can be organized to strengthen the relations of school principals with stakeholders.

It is one of the results of this research that school principals have conflicts with parents, who are stakeholders in education. Therefore, at the beginning of the year, training on child and adult education and behavioural disorders in children can be given to parents.

Student behaviours have an important place in the conflicts of school principals with parents. At the beginning of the year, students can be trained on disciplinary rules and sanctions, relations between students, and teacher-student relations through school directorates and school guidance services.

5.2. Recommendations for Researchers

Since this research is made for the administrators of official secondary schools and official Imam Hatip secondary schools, it may be useful to make perceptions about conflict for private secondary school administrators as well.

This work done with school principals can also be done with assistant principals and vice principals in other institutions.

This research can also be applied to district and provincial National Education Directorates to examine conflicts in educational institutions.

6. DECLARATION

Scientific Research and Publication Ethics: In the study, all the rules specified to be followed by the *"Higher Education Institutions Scientific Research and Publication Ethics Directive"* were complied with. None of the actions specified in the 2nd part of the Directive, titled "*Actions Contrary to Scientific Research and Publication Ethics*", were carried out.

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8. GENİŞLETİLMİŞ ÖZET

Okullar hiçbir dönem sorunsuz yerler olmamış çatışmaların dinamik olarak yaşandığı örgütler olmuşlardır. Okul dışı ya da içi etmenlerle birlikte farklı eğitim anlayışları, siyasal görüşler, farklı değer ve yargılar, alt kültür farklılıkları, okullardaki kıt kaynaklar gibi sebeplerle okul birimleri arasında çatışmaların yaşandığı bilinmektedir. Böylesine zorlu bir otamda okul müdürlerinin çatışmalara dair neler hissettiklerinin ve çatışmalarla nasıl başettiklerinin anlaşılması eğitim örgütlerindeki işleyişi daha verimli hale getirmiş olacaktır. Literatür incelendiğinde de okul merkezli her türlü çatışmanın okul müdürünü yakından ilgilendirdiği görülmüştür. Bu sebeple okul müdürlerinin bilgi ve tecrübelerine dayanarak çatışmaların doğru çözümlenmesi gerekmektedir.

Bu araştırmada ortaokul müdürlerinin okullarda karşılaştıkları ve yaygın bir durum olan çatışmalara ve çatışma yönetiminne dair görüşleri incelenmiştir. Okul müdürlerinin edindikleri tecrübeler ışığında çatışmanın tarafları, çatışmaya sebep olan durumlar, çatışmanın sonuçları ve çatışmaları yönetme şekilleri nitel yöntemle ortaya çıkarılmıştır. Ayrıca Millî Eğitim Bakanlığı bünyesindeki İki farklı genel müdürlüğe bakılarak bu ortaokullardaki çatışma durumları hakkında farklılıklar ortaya konmuştur. Bu amaçla 2021-2022 eğitim öğretim yılında istanbul iline bağlı Kağıthane ve Eyüpsultan ilçelerinde resmi ortaokullar arasından 10 ortaokul müdürü ile 10 imam hatip ortaokulu müdürü olmak üzere toplam 20 okul müdüründen çalışma grubu oluşturulmuştur. Çalışma grubuyla yüz yüze görüşmeler gerçekleştirilerek araştırmacılar tarafından hazırlanan yarı yapılandırılmış görüşme formu ile veriler toplanmıştır. Toplanan verilerden kodlar, kategoriler ve temalar oluşturularak içerik analizi yapılmıştır.

Eğitim örgütlerinde yöneticiler, öğretmenler, veliler ve öğrenciler okulların en önemli paydaşlarıdır. Diğer faktörleri de hesap ettiğimizde okullarda yaşanabilecek çatışmalar eğitim örgütlerinin amaçlarına ulaşmasını etkilemektedir. Giderek artan insan nüfusuyla birlikte okulların sosyal, ekonomik, politik ve bireysel açıdan önemli misyon üstlenmesi okul müdürlerinin yaşadıkları çatışmaların belirlenmesi, çatışmalar hakkıdaki düşünceleri ve çatışmaları yönetebilmeleri eğitim sistemimiz açısından çok faydalı olacaktır. Bu doğrultuda okul müdürleri okullarında yaşadıkları çatışmaları doğru analiz edebilmeli ve okul menfaatleri doğrultusunda çatışmaları yönetebilmelidir.

Bu araştırmada toplanan veriler doğrultusunda yedi tema ortaya çıkmıştır. Bunlar: çatışmaların örgütün geleceğine dair etkisi, çatışmaların tarafları, çatışmaya sebep olan konular, çatışma yönetiminin etkisi, çatışmanın kişilik özellikleriyle ilişkisi, mevzuat ve politikanın çatışmaya etkisi, çatışma yönetimi. Yapılan araştırma sonucunda aşağıdaki sonuçlara ulaşılmıştır.

- Okul müdürlerinin çatışmaya dair olumlu görüşleri olduğu gibi doğru yönetilemeyen çatışmaların kuruma zarar verebileceği de belirlenmiştir.

- Okul müdürleri kurum içinde öğretmenler, öğrenciler, okul aile birliği ve kantin üyeleriyle çatışma yaşarken; kurum dışında veliler, bürokratik yönetim, esnafla çatışma yaşamaktadır.

- Çatışma yaşanılan konular istenmeyen öğrenci davranışları, okul bütçesinin temini, istenmeyen veli davranışları, bürokratik işleyiş, öğrencilerin derse karşı olumsuz tutumları, mahalli faktör konularında çatışmalar yaşadığı görülmüştür.

- Çatşmayı yönetebilmenin bireysel ve kurumsal açıdan olumlu ve olumsuz sonuçlar ortaya çıkardığı

- Okul müdürlerinin kişilik özelliklerinin çatışmalarda ve çatışmaların yönetilmesinde önemli bir etken olduğu;

- Okul müdürleri, okul bütçesinin temini konusundan velilerden bağış toplamaları, eğitim sistemindeki değişiklikler, istenmeyen öğrenci davranışları dolayısıyla disiplin mevzuatının yetersizliği, bazı mevzuat maddelerinin muğlak olması nedeniyle Millî Eğitim Bakanlığı mevzuat ve politikalarının çatışmaya neden olduğu görülmüştür.

- Okul müdürlerinin yaşadıkları çatışmaları yönetim şekilleri sırasıyla; tarafların etkin dinlenmesi, olumlu iletişim dili, bütünleştirme, görmezden gelme, hükmetme, uzlaştırıcı olma, ikna etme, iş birliği yapma olduğu belirlenmiştir. Okul türüne göre hükmetme stilini daha çok ortaokul müdürleri kullanırken; bütünleştirme stilini daha çok imam hatip ortaokulu müdürlerinin kullandığı görülmüştür.