

**THE EXAMINATION OF GUIDANCE AND RESEARCH CENTERS'
ADMINISTRATORS' CONFLICT MANAGEMENT STRATEGIES
WITH THE PERCEPTIONS OF SELF AND TEACHERS**

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ABSTRACT

THE EXAMINATION OF GUIDANCE AND RESEARCH CENTERS' ADMINISTRATORS' CONFLICT MANAGEMENT STRATEGIES WITH THE PERCEPTIONS OF SELF AND TEACHERS

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The purpose of this study is to examine conflict management strategies of administrators who are working in Guidance & Research Centers (GRCs) of Central Anatolia with the perceptions of teachers and administrators themselves.

The subjects of this study included 30 administrators and 141 teachers who worked in the 30 GRCs in 13 cities of Central Anatolia of Turkey.

Data collection was carried out by using quantitative techniques. A survey technique was used to collect data. A questionnaire which was translated to Turkish by Gümüşeli (1994) from The Rahim Organizational Conflict Inventory II (ROCI II) to identify administrators' conflict management strategies was used to collect data.

The questionnaire has two parallel forms, one for administrators to rate themselves and the other for teachers to rate administrators. Administrators' self-ratings of their own conflict management strategies and teachers' ratings of administrators' conflict management strategies were measured with a 5-point likert scale. In addition, the data related with demographic characteristics of both teachers and administrators were gathered by demographic inventory. Demographic Inventory (DI) was developed by the researcher to provide basic demographic information about participants.

Descriptive statistics and SPSS 14.0 were utilized to analyze data. The results revealed that concerning rank ordering of styles, both administrators and teachers indicated administrators as using the Integrating style of handling conflict first, followed by Compromising, Obliging, Avoiding, and Dominating. The data did not reveal rank order of differences between the perceptions of administrators and teachers. The study also revealed that with the perceptions of self, administrators used integrating style at 5th level (strongly agree), compromising style at 4th level (agree), obliging style at 3rd level (undecided), dominating and avoiding style at 2nd level (disagree). On the other hand, with the perceptions of teachers, administrators used Integrating and Compromising style at 4th level (agree), obliging and avoiding style at 3rd level (undecided), dominating style at 2nd level (disagree).

Keywords: Conflict management, conflict management strategies, conflict management strategies of administrators, educational administrators.

ÖZ

REHBERLİK VE ARAŞTIRMA MERKEZİ YÖNETİCİLERİNİN ÇATIŞMA YÖNETİM STİLLERİNİN ÖĞRETMENLERİN VE YÖNETİCİLERİN KENDİ ALGILARI İLE İNCELENMESİ

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Bu araştırmanın amacı, İç Anadolu Bölgesi Rehberlik ve Araştırma Merkezlerinde çalışan yöneticilerin çatışma yönetim stillerini öğretmen ve yöneticilerin kendi algılarıyla incelemektir.

Araştırmanın katılımcılarını İç Anadolu Bölgesinin 13 ilinde bulunan toplam 30 Rehberlik Araştırma Merkezinde çalışan 30 yönetici ve 141 öğretmen oluşturmaktadır.

Veriler Gümüşeli (1994) tarafından Türkçe'ye çevrilen Çatışma Yönetim Stratejileri anketi kullanılarak elde edilmiştir. Anket, hem yöneticilerin kendi çatışma yönetim stratejilerini hem de öğretmenlerin yöneticilerin çatışma yönetim stratejilerini belirlemek amacıyla iki paralel formdan oluşmaktadır. Yöneticilerin

çatışma yönetim stratejileriyle ilgili veriler 5’li likert tipi ölçek ile yönetici ve öğretmenlere uygulanarak elde edilmiştir. Ayrıca yönetici ve öğretmenlerin demografik özellikleriyle ilgili bilgiler araştırmacı tarafından hazırlanan anketle elde edilmiştir.

Verilerin çözümlenmesi için betimsel istatistik ve istatistik paket programı (SPSS) kullanılmıştır. Araştırma sonucunda, öğretmen ve yönetici algıları açısından incelendiğinde, RAM yöneticilerinin öncelikle tümleştirme stilini, daha sonra ise sırasıyla uzlaşma, ödün verme, kaçınma ve baskı kurma stillerini kullandıkları görülmüştür. Sıralamada öğretmen ve yönetici algıları arasında bir fark olmadığı görülmüştür. Ayrıca, araştırma sonucunda, yöneticilerin kendi algılarına göre çatışma yönetmede, tümleştirme stilini her zaman, uzlaşma stilini çoğunlukla, ödün verme stilini ara sıra, kaçınma ve baskı kurma stilini ise az kullandıkları görülmüştür. Ancak, öğretmenlerin algılarına göre ise, yöneticilerin çatışma yönetmede, tümleştirme ve uzlaşma stilini çoğunlukla, ödün verme ve kaçınma stilini ara sıra, baskı kurma stilini ise az kullandıkları görülmüştür.

Anahtar Kelimeler: Çatışma yönetimi, çatışma yönetim stilleri, yöneticilerin çatışma yönetim stratejileri, eğitim yöneticileri.

To Peace

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CHAPTER 1

INTRODUCTION

This chapter describes and discusses briefly the background of the study, the purpose of the study, the significance of the study and the definition of the key terms used in the study.

1.1. The Background of the Study

Managers get things done through other people. They make decisions, allocate resources, and direct the activities of others to attain goals. Managers do their work in an organization. This is a consciously coordinated social unit, composed of two or more people, that functions on a relatively continuous basis to achieve a common goal or set of goals. The people who oversee the activities of other and who are responsible for attaining goals in these organizations are their managers (although they're sometimes called administrators, especially in not-for-profit organizations) (Robbins, 1991, p. 4).

Managers perform four management functions: planning, organizing, leading, controlling. Planning includes defining goals, establishing strategy, and developing

plans to coordinate activities. Organizing includes determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made. Leading includes motivating subordinates, directing others, selecting the most effective communication channels, and resolving conflicts. Controlling includes monitoring activities to ensure they are being accomplished as planned and correcting any significant deviations (Robbins, 1991, p. 4).

According to Robbins (1991, p. 8) again, organizational behavior is a field of study that investigates the impact that individuals, groups, and structure have on behavior within organizations, for the purpose of applying such knowledge toward improving an organization's effectiveness.

Robbins further argues that leadership is the ability to influence a group toward the achievement of goals. The source of this influence may be formal or informal. Since management positions come with some degree of formally designated authority, an individual may assume a leadership role as a result of the position he or she holds in the organization. But not all leaders are managers; nor, for that matter, are all managers leaders. Just because an organization provides its managers with certain rights is no assurance that they will be able to lead effectively. In other words, leaders can emerge from within a group as well as being formally appointed (Robbins, 1991, p. 54).

Leadership is offered as a solution for most of the problems of organizations everywhere. Leadership over human beings is exercised when persons with certain motives and purposes mobilize, in competition or conflict with others, institutional,

political, psychological, and other resources so as to arouse, engage, and satisfy the motives of followers. (Bolman & Deal, 1991, p. 403- 406)

It has been proposed that conflict is a theme that has occupied people's thinking more than any other-with the exception of God and love. It has been only recently, though, that conflict has become a major area of interest and research for students of organizational behavior (Robbins, 1991, p. 428).

Conflict is a serious problem in modern organizations. In many cases, it wastes precious human resources that would be better directed to other activities, including the primary work of the organization. Indeed, surveys of practicing managers suggest that they spend more than 20% of their time dealing with conflict or its aftermath (Rahim, 1990, p. 1). In any group, conflict is inevitable because different people have different viewpoints. In a work group or organization, particularly, group members see the needs of the organization differently because of their different job orientations (Gordon, 2003, p. 120).

Conflict is a natural phenomenon in groups or organizations, and may result in improved functioning in the system (Ivaria, 1995). Conflict is inherent to all social life. It occurs when an individual or a group feels negatively affected by another individual or group. Marquis & Huston (1996) define conflict as "the internal discord that results from differences in ideas, values or feelings between two or more people."

As organizations change, social forces from within and international pressures from without are causing managers to re-examine the basic tasks of management, including conflict management. Managers are being asked to use more interpersonal skills, especially in dealing with groups, to be more involved in handling issues and challenges and to not be so instant in their interactions with subordinates. Along with a change in role for the manager, an increased diversity in the work force has produced less homogeneous groupings in interpersonal style, attitudes, values and interests, which is associated with increased conflict (Rahim, 1979).

According to De Dreu and Van de Vliert (1997, as cited in Fish, Galon & Hendel, 2005, p. 138), organizational conflict may occur between two individuals, within small groups and work teams, or between groups. Van de Vliert (1998, as cited in Fish et al., 2005, p. 138) stated conflict in organizations appear to be associated with organizational characteristics, such as goals, values, norms or related to structural aspects such as decentralization, ambiguity of tasks, power differentials, competition over scarce resources, or a denial of one's self-image or characteristic identifications. Conflict in groups and organizations is often avoided and suppressed because we fear its negative consequences, and seek to preserve consistency, stability and harmony within the organization (Fish et al., 2005).

Conflict occurs whenever interdependent parties perceive incompatible goals. Since organizations have been described as systems of interdependent units with often competing interests, conflict is an inevitable and pervasive part of organizational life. Intraorganizational conflict has many forms, ranging from

informal arguments over office space to formal lawsuits over employment issues that can cost organizations thousands of dollars and person hours. Managers are dealing with conflict in any day, and spending an inordinate amount of time and energy on managing conflict. The most successful managers exhibited a greater percentage of behaviors specifically related to conflict management (Jameson, 1999).

Conflict management has grown into a major subfield of organizational behavior. Conflict in groups and organizations is studied in many disciplines, researchers argue that conflict has a beneficial effect on group identity, development and function. Choice of conflict management strategies may strongly influence outcomes of a conflict . The ability to creatively manage internal conflict in the organization is becoming a standard requirement. Today, successful organizations need to develop the processes, cultures and behaviours capable of accomodating and resolving conflicts in ways that benefit the “consumers and employees” (Fish et al., 2005).

Knowing some of the different methods of dealing with conflict is extremely useful to anyone working with groups or organizations. If a group leader is aware of these methods and their advantages and disadvantages, he or she will be more effective in handling conflict (Gordon, 2003, p. 120-122).

According to Mhehe (1997), educational administrators cannot avoid interacting daily with diverse groups of people including teachers, students, parents, school boards, and the community around the school. Each of these groups has its own problems, needs, views, expectations, and demands which often conflict with

the ideals, demands, and views of others in the educational enterprise. School administrators, especially the principal, are expected to satisfy each of these people, all the time, in ways that end up in good relationship in future and which will contribute to the growth and development of the school enterprise.

Mhehe (1997) stated that diagnosing conflict in a given situation is the basis for choosing an appropriate management strategy. There is no one best way of managing conflicts in educational organizations. There are, however, a number of ways, each suited to circumstances in a particular situation. Most literature suggest the basic principle in choosing a way of managing conflict is to use the approach most likely to minimize destructive aspects and to maximize the opportunity for organizational growth and development.

There has been some research on differences in styles of handling conflict with superiors, subordinates, and peers (Daves & Holland, 1989). According to Pondy and Robbins (Cited in McIntyre, 1997, p. 1), a person's role as superior, subordinate, or peer may impact the style of handling conflict. McIntyre (1997) emphasized that this dimension is very important to the well-being of an organization due to the fact that a great deal of organizational conflict is hierarchical in nature. By allowing different levels of status to individuals, organizations indirectly (or directly) encourage conflict. These conflicts arise because superiors attempt to control the behavior of subordinate and subordinates resist such control. Even the use of terminology such as "superior" or "subordinate" is guaranteed to encourage conflict in a "democratic" or "collaborative" society or at least a society which professes such ideals. An issue in this matter is the question of perspective of the parties involved,

the potential for bias that it brings and potential discrepancies between self-report and evaluation by another party.

Very few studies have looked at the referent role (superior, subordinate, and peer) as a variable in the choice of conflict management style. Daves and Holland (1989) found low correlations between self and subordinate ratings which suggest a discrepancy between how managers perceive their conflict behavior and subordinates perceptions of it.

Interpersonal conflict refers to conflict between two or more organizational members of the same or different hierarchical levels or units. An obvious characteristic of an organization is the fact that everyone does not have the same amount of power or authority, and this may result in conflict. A complex organization imposes on its members a number of constraints that can affect their “styles of handling interpersonal conflict”. The person’s role as superior, subordinate, or peer may impact the style of handling interpersonal conflict. A common perception of subordinates in organizations is that subordinates frequently say what is acceptable rather than what they know is true. This would be especially true when superiors use coercive power in an authoritarian attempt to control the behavior of the subordinates. Most previous studies have dealt with the styles of handling interpersonal conflict with superiors (Rahim, 1986).

This study examines how administrators report handling conflict in comparison with their subordinates’ ratings. The model used is based on two dimensions, concern for self and concern for others, with five resultant interpersonal

conflict handling styles: avoiding, dominating, compromising, integrating and obliging (Rahim, 1986). The Avoiding style would have a low concern for self and for others, the Dominating style would have a high concern for self and a low concern for others, while the Compromising style consists of an intermediate concern for self and others. One using the Integrating style would have a high concern for self and others and represents a desire to fully satisfy the concerns of both parties. This strategy is dependent upon an open exchange of information and an examinations of differences to reach a solution acceptable to both. The Obliging style has a low concern for self and a high concern for others and is the opposite of the Dominating style. The Obliging style emphasizes commonalties to satisfy the concerns of the other party. These are strategies, or styles, that people use when dealing with conflict.

There are lots of conflict in educational organizations. Like any other educational organizations, Guidance and Research Centers (GRCs) also deal with teachers, students and parents. This study looked at administrators' strategies of conflict management in the superior-subordinate relationship with the subordinates evaluating the conflict strategy used by the superior and comparing that with the self-evaluated strategy indicated by the superior with respect to certain demographic characteristics at sampled Guidance and Research Centers.

1.2. The Purpose of the Study

The purpose of this study is to examine the choice of strategy in conflict management by Guidance and Research Centers' administrators with the perception of self and others (teachers) in Central Anatolian Region.

The following specific questions were addressed in the study:

- 1- What are the most frequent strategies used by administrators in conflict management (perceived by administrators and perceived by teachers)?
- 2- Do conflict management strategies of administrators differ in relation to certain demographic characteristics of the administrators perceived by self (sex and work experience)?
- 3- Do conflict management strategies of administrators differ in relation to certain demographic characteristics of teachers perceived by teachers (sex and work experience)?
- 4- Is there any significant difference between administrators' perceptions of their conflict management strategies and teachers' perceptions of them?
- 5- Is there any significant difference between male and female teacher respondents' perceptions about administrators' use of each conflict management strategy in ROCI-II Scale?
- 6- Does the work experience of teachers affect their perceptions about administrators' use of each conflict management strategy in ROCI-II Scale?
- 7- Does the educational level of administrators affect their use of each conflict management strategy?

8- Does the age of administrators affect their use of each conflict management strategy?

1.3. The Significance of the Study

This study tries to settle down the most common conflict management strategies used by the administrators of Guidance and Research Centers (GRCs) in Central Anatolian Region.

This is the first study being done in GRCs about conflict management. There were some earlier studies being done in school settings (primary or secondary education) about conflict management.

The results of this study would provide a basis for further research and for the needs of inservice trainings about conflict management strategies of administrators. This study also would give feedback to the Ministry of National Education about conflict management strategies of administrators who are taking important part in the effectiveness of GRCs.

1.4. The Definitions of the Key Terms Used in the Study

Conflict, is a serious disagreement and argument about something; a state of mind in which you find it impossible to make a decision; a serious difference between two or more beliefs, ideas, or interests (Collins Cobuild Essential English Dictionary, 1990). Conflict is a process in which an effort is purposely made by A to

offset the efforts of B by some form of blocking that will result in frustrating B in attaining his or her goals or furthering his or her interests (Robins, 1991, p. 428).

Conflict Management, is the ability to manage conflict effectively; conflict management refers to the modes used by either or both parties to cope with a conflict (Gordon, 2003, p. 7-8).

Conflict Management Strategies, refers to the different styles of conflict, examining the ways in which individuals managed conflict. The phrase conflict management strategies is used to describe any action taken by a disputant or a third-party to try to manage or resolve a conflict (Rahim, 2002). According to Rahim (2002) these strategies are as follows:

Integrating involves collaboration and problem solving in which both parties share information and look for ways to satisfy each other (Rahim, 2002).

Compromising entails splitting issues down the middle to resolve conflict (Rahim, 2002).

Obliging style means that a person gives in to the wants of others by denying his or her own needs (Rahim, 2002).

Avoiding style entails an individual suppressing or withdrawing from conflict (Rahim, 2002).

Dominating style entails a person forcing issues to get his or her needs met at the expense of another (Rahim, 2002).

Administrators, individuals who holds the administrative positions in GRCs.

Teachers, individuals who are working in Guidance and Research Center as a guidance teacher or practitioner (counselor), as a class teacher and as a special education teacher.

Guidance & Research Center (GRC), is called as “ Rehberlik ve Araştırma Merkezi (RAM) ” in Turkish. It is an educational organization that provides implication and coordination of guidance and counseling activities in schools and also do the determination of individuals who need special education.

CHAPTER 2

REVIEW OF LITERATURE

In this chapter, a review of literature is presented. More recent literature and studies of organizations, organizational behavior, and organizational administration have put a different view on conflict in organizations. This study focuses on the crucial task of the administrators' role in conflict management.

2.1. Definitions of Conflict

Conflict is part of leading, following, doing, and thinking in an organization. Conflict is inevitable in organizations as people with different responsibilities, training, and outlook try to coordinate. Conflict is so pervasive that it has been difficult to define. There is a great deal of conflict among social scientists about how conflict can best be defined (Tjosvold, 1991 p. 33).

Contemporary literature gives various definitions of what conflict is. Owens (1995, p. 146) explained that there is no consensus on the specific definition of the concept "conflict". However, Deutsch (1973, as cited in Mhehe, 1997, p. 5) notes that two things are essential to any conflict: (1) divergent views and (2) incompatibility of those views. Conflict exists whenever incompatible activities

occur. The incompatible actions may originate in one person, group, or nation and are called interpersonal, intra-group, or international respectively.

As stated by many authors, conflict is part of human existence. Where individuals or groups with incompatible goals, values and perceptions are simultaneously competing for scarce resources and/or opportunities in order to achieve their goals, conflict is likely to emerge (Bondesio, 1992).

Barge (1994) defines conflict as a social phenomenon that is woven into the fabric of human relationships, making it an issue of communication. Conflict emerges when we become dependent upon one another to meet our personal goals. This interdependence is the catalyst for conflict between people who interact regularly, such as friends, colleagues, and spouses.

2.2. Conflict Behavior

Conflict behavior is a function of the person and the environment. Behavior is determined by the interplay between certain characteristics of the person (such as their needs, motives, expectations, ability to control their impulses, knowledge, attitudes, and skills) and the characteristics of the situation (the norms, roles, history of relations, task and reward structures, culture, availability of weapons, etc.). Therefore, we target change in both people and in the systems in which they live and work (Coleman & Fisher-Yoshida, 2004).

2.3. Theories of Conflict

According to bureaucratic theory, existence of conflict in an organization is evidence of organizational breakdown and that there has been failure on the part of management to plan adequately and / or to exercise sufficient power and control (Owens, 1995, p. 146).

Traditioanal view of conflict is the belief that all conflict must be avoided that it indicates a malfunctioning within the group (Robbins, 1991, p. 428-430). Traditional administrative theory has usually been strongly biased in favor of the “ideal”; the smooth-running of organization, where harmony, unity, coordination, efficiency, and order exists (Owens, 1995, p. 146).

On the other hand, human relations view of conflict is the belief that conflict is a natural and inevitable outcome in any group and that it need not be evil, but rather has the potential to be a positive force in determining group performance (Robbins, 1991, p. 428-430). The human relation theory seeks to achieve “ideal”; the smooth-running of organization, where harmony, unity, coordination, efficiency, and order exists through happy, congenital work groups, classical supporters would seek to achive it through control and strong organizational structure (Owens, 1995, p. 146).

Interactionist view of conflict is the belief that conflict is not only a positive force in a group but that it is absolutely necessary for a group to perform effectively and is encouraging group leaders to maintain an ongoing minimum level of conflict

enough to keep the group viable, self-critical, and creative (Robbins, 1991, p. 428-430).

The structural perspective on the other hand, emphasizes social control and norms of rationality. From this point of view, conflict is a problem that interferes with the accomplishment of organizational purposes. Hierarchical conflict raises the possibility that the lower levels will ignore or subvert management directives. Conflict among major partisan groups can undermine an organization's effectiveness and the ability of its leadership to function. Such dangers are precisely why the structural perspective emphasizes the need for a hierarchy of authority. A basic function of authorities is to resolve conflict between them, they take it to higher authorities who adjudicate the conflict and make a final decision that is consistent with the organization's goals (Bolman & Deal, 1991, p. 198-199).

Blake and Mouton's (1964, as cited in Dee, Henkin & Holman, 2004, p. 181) an alternative conflict regulation perspective suggested that conflict possesses functional properties that may serve organizational goals. Since conflicts are inevitable, conflict regulation is an "open systems" approach, which incorporates the external environment as both stressor and stimulant organizational innovation. The goal of leadership, here, is not to resolve conflict but to manage it in ways that enable change, flexibility, and responsiveness.

From a political perspective, conflict is not necessarily a problem or a sign that something is missing in an organization. Organizational resources are in short supply: there is not enough money to give everyone what they want, and there are

too many jobs at the bottom and too few at the top. If one group controls the policy process, others may be frozen out. Politically, conflict is not necessarily a bad thing. The focus is not on the resolution of conflict but on the strategy and tactics of conflict. Since conflict is not going to go away, the question is how individuals and groups can make the best of it. It is important to note that conflict has benefits as well as costs: Conflict challenges the status quo, stimulates interest and curiosity. It is the root of personal and social change, creativity, and innovation. Conflict encourages new ideas and approaches to problems, stimulating innovation (Bolman & Deal, 1991, p. 199-200).

It is entirely appropriate to say that there has been “conflict” over the role of conflict in groups and organizations.

2.4. Nature of Conflict

Researchers agree that conflict is an inevitable phenomenon of human interaction that is considered to be negative or positive, depending upon how it is managed. In the context of business and industry, Tjosvold (1993, as cited in Evans, 1996, p. 5) stated well-managed conflict strengthens relationships and contributes to an organization's effectiveness and success. Dealing with conflict openly by discussing difficult issues such as values and personal goals, assists parties in recognizing and resolving conflict. An underlying advantage of open discussions is that once people get to know each other they may be less apt to block solutions to the problems they collectively face. On the other hand, individuals in an organization

who choose to avoid conflict are promoting negative conflict as a short term solution. This approach usually backfires and creates greater problems.

According to Tjosvold (1991), conflict is essential to managing an organization. Recent studies document specifically that well-managed conflicts gets ordinary and extraordinary things done for organizations. Conflict management is essential for successful innovation (p. 53). Also, conflict, when poorly managed, costs companies and individuals. Instead of accepting conflict and using it to identify and solve problems, their failure to manage conflict becomes an additional burden (Tjosvold, 1991, p. 56).

Conflict occurs when two or more people attempt to occupy the same space at the same time. This space can be physical, psychological, intimate, political, or any arena in which there is room for only one view, outcome, or individual. Whether cast in the home or the work setting, conflict is absolutely unavoidable condition of active life. In addition, it is neither good nor bad in itself; it simply is. Whether the outcome of a conflict situation is positive or negative is almost totally determined by the way in which it is managed. When managed effectively, conflict actually becomes a vital asset in that it is a prime source of energy and creativity in a system (Gordon, 2003, p. 6).

According to Rahim (2002), conflict may occur when a party is required to engage in an activity that is incongruent with his or her needs or interests; when a party holds behavioral preferences, the satisfaction of which is incompatible with another person's implementation of his or her preferences; when a party wants some

mutually desirable resource that is in short supply, such that the wants of everyone may not be satisfied fully; when a party possesses attitudes, values, skills, and goals that are salient in directing his or her behavior but are perceived to be exclusive of the attitudes, values, skills, and goals held by the other(s); when two parties have partially exclusive behavioral preferences regarding their joint actions; when two parties are interdependent in the performance of functions; or activities.

Most of the recent literature about conflict, occurrence of conflict, and conflict management indicates the same things like above. Administrators can become confused in attempting to deal with conflict in an organization unless as a leader understands and can interpret the nature of the conflict he/she is dealing with.

2.5. Stages of Conflict

Pondy (1967, as cited in Mhehe, 1997, p. 12) suggested that leaders become aware of the dynamics of conflict to better know how conflicts develop and to understand how to deal with each conflict. He indicated five stages of development of conflict: (a) latent conflict, (b) perceived conflict, (c) felt conflict, (d) manifest conflict, and (e) conflict aftermath. He explained that conflicts in organizations are often a result of an outcome, or aftermath of previous conflicts, where the resolutions were unsatisfactory to one of the parties. Other conflicts soon rise, actually leading to the other four dynamics of conflict development process.

According to Pondy, perceived conflict exists when an individual is sensitive about an aspect of latent conflict. In the "win-all" - "lose-all" approach the "lose all"

subject in the conflict will definitely feel overridden by the "win all", this develops hostility and strained relationship between the two parties. Felt conflict is apparent between the two parties when perceived conflicts becomes personalized. Manifest is conflict usually characterized by aggressive behavior on the part of the actors. It is the behavior which in the mind of the actor, frustrates the goals of the other participant (1967, as cited in Mhehe, 1997, p. 13).

Pondy also cautioned that each conflict has an aftermath; but, if a conflict is resolved to the satisfaction of all parties (none of the conflicting parties getting a "win all" or "lose all"), each party retires happily and lives in harmony with the other party and with all members in the institution. In case of any other conflict, it would be either a new case or a case of latent conflicts not previously anticipated or dealt with. On the other hand Pondy cautioned that if a conflict is suppressed, other latent conflicts will be aggravated and sometimes an explosion results (1967, as cited in Mhehe, 1997, p. 14).

2.6. Understanding Conflict

According to Tjosvold (1991, p. 3), conflict pervades organizational life, poorly managed conflicts cost a great deal, no one wins when conflict escalates, it takes two to get tangled into conflict; it takes two to untangle, conflict is not the problem; it is part of the solution, diversity of opinion and information are mandatory to solve problems, conflict reconciles opposing tensions and directions into workable solutions.

2.7. Conflict's Benefits

According to Tjosvold (1991, p. 3-4) benefits of conflict are as follows:

Problem awareness; discussing frustrations identifies poor quality, excessive costs, injustices, and other barriers to effectiveness. *Organizational change*; conflict creates incentives to challenge and change outmoded procedures, assignments, and structures. *Improved solutions*; debating opposing views digs into issues, searches for information and insight, and integrates ideas to create solutions responsive to several perspectives. *Morale*; employees release their tensions through discussion and problem solving. They feel confident that they have faced difficulties together, and their relationships are strong and open. *Personal development*; managers and employees learn how their style affects others and learn the competencies they need to develop. *Self- and other awareness*; people learn what makes themselves and others irritated and angry and what is important to them. Knowing what people are willing to fight about keeps them in touch. *Psychological maturity*; people take the perspectives of others and become less egocentric. They feel confident and powerful they can cope with difficulties by dealing directly with them. *Fun*; employees enjoy the stimulation, arousal, and involvement of conflict, and it can be a welcome break from an easy-going pace. Conflict invites people to examine and appreciate the intricacies of their relationships.

2.8. Types of Conflict

Administrators must examine types of conflicts and their associated influence on educational organizations.

In researches on this subject, it is often difficult to make a clear-cut classification as conflict types tend to be intertwined and are usually in a process of development. It may start as one type and end up as something different (Bondesio, 1992). According to Bondesio (1992) the following types of conflict are distinguished: Intrapersonal conflict, Interpersonal conflict, Individual *vs* group conflict, Individual *vs* organization conflict, Group *vs* group conflict (intergroup), Organization *vs* organization conflict, Strategic conflict and Structural conflict.

Task-related conflict is assumed to involve cognitive processes and person-related conflict is assumed to involve affective processes. Increasing attention has been paid to the interactions between task- and person-related conflicts, and the dynamic nature of conflict over time by which task-related conflict may become person-related conflict (or vice versa) (Bellard, Garcia-Prieto & Schneider, 2003). It is important to briefly note that some task-related conflict in organizations is better than no conflict at all (De Dreu, Dierendronck & Dijkstra, 2004). The meta-analysis by De Dreu & Weingart (2003) showed that whereas both task and relationship conflict were negatively related to team-level job satisfaction, this association was stronger in the case of relationship rather than task conflict. Task-related conflict is probably less of a threat to one's personal identity and self-esteem, and involves less intense emotions than relationship conflict.

Another view on this subject by Argyris (1953, as cited in Mhehe, 1997, p. 8), however, claimed that conflict occurs when a person is not able to act in a specific situation, and that all conflicts involve the tension of opposite needs being enacted at the same time. He developed four types of conflicts from his theory; (a)

when a person desires to do two things which he/she likes equally well but it is possible to do only one, (b) when the person has the choice of doing only two things, neither of which he/she likes, (c) when the person has the choice of doing something he/she likes, but runs the risk of punishment, and (d) when the person has alternative choices of doing something he/she likes but runs the risk of punishment. For Argyris, conflict arises as a matter of choice with the risk of punishment.

Brown and Heffron both note that conflict is particularly likely to occur at the boundaries, or interfaces, between different groups and units. *Horizontal conflict* occurs in the interface between different departments or divisions in an organization: between different schools in the same city, between staff. *Vertical conflict* occurs between different levels in a hierarchy: between teachers and principals in a school. *Cultural conflict* occurs between two groups with different values, traditions, beliefs, and life-styles: between blacks and whites in South Africa, between Catholics and Protestants in Northern Ireland (Cited in Bolman & Deal, 1991, p. 200).

Another view about types of conflict, Beck & Betz, examining organizational conflict in schools, identified two types of conflicts: (a) intra-stratum conflict between groups or individuals of equal power and (b) inter-stratum conflict between groups or individuals of unequal power. School conflicts are inter-stratum, and the conflicting parties have power based within the organization (1975, as cited in Mhehe, 1997, p. 6).

2.9. Sources of Conflict

Categorization of sources of conflict is differ. Three main categories of sources can be distinguished by Bondesio (1992), namely: Personal behavioural factors, Structural, and Communication factors.

According to Aydın (2000, p. 293-313), sources of conflict in organizations are task completion, shared decision making, limited sources, new expertises, communication system, size of the organization, bureuocratic quality, personnel difference, inspection style and individualized behaviors.

2.10. Causes of Conflict

Everyone understands that in most organizations, there are many jobs at the bottom and few at the top. Moving up in the organization inevitably involves competition for the scarce resource of promotion to bigger and better jobs (Bolman & Deal, 1991, p. 201). Competitive tasks or reward structures induce people to fight for perceived limited resources--be they tangible or intangible. Research has consistently shown that competition (a) induces the use of tactics of coercion, threat, or deception, (b) increases attempts to enhance the power differences between oneself and the other, (c) fosters suspicious and hostile attitudes, and (d) increases the importance and size of the issues in conflict (Coleman & Fisher-Yoshida, 2004). Traditionally, according to Coser and Sherif (Cited in Bellard et al., 2003, p. 425) conflict was thought to be due to the competition over scarce resources. Although some organizational conflict can be the result of truly incompatible objectives or

scarcity of resources, most conflict arises from different interpretations of the same situation.

Changing an organization invariably creates conflict among existing groups. Change creates winners and losers. Some individuals and groups support the changes, others are dead set against them. Usually, conflicts are smoothed over and left to smoulder beneath the surface. Occasionally, however, the issues burst into the open as a result of specific circumstances and events (Bolman & Deal, 1991, p. 385).

Intraorganizational conflicts may result over issues such as performance standards, task completion, policy interpretation, or interpersonal differences (Jameson, 1999).

Conflict can thus be seen as subjective, dynamic, and multi-determined, wherein at least two people perceive that they hold discrepant views about their goals, aims, and values (Bellard et al., 2003).

Northcraft and associates (1995, as cited in Bellard et al., 2003, p. 426) have suggested that in diverse teams, social identification may lead members to perceive themselves as different from other team members, and to misconstrue team members' goals and interests as being distributive rather than congruent.

This is not to ignore research on well-being as a function of role ambiguity and role conflict. Role conflict exists when an individual is torn by contradictory job demands or by doing things that he or she does not really want to do. Role conflict is

an instance of within-person conflict (about equally positive or equally negative decision alternatives) and not an interpersonal, or social conflict (about one's own versus another person's goals, views, and values). Role conflict may be an antecedent or consequence of interpersonal conflict, but they are not to be equated (Dreu et al., 2004).

2.11. The Conflict Paradox

More recent theoretical work has emphasized *paradox and contradiction* in organizational conflict (Dee et al., 2004, p. 181).

Conflict contributes to a group's performance but most groups and organizations try to eliminate it (Robbins, 1991, p. 431). The consensus among the organization theorists is that a moderate amount of conflict is necessary for attaining an optimum organizational effectiveness (Bonoma & Rahim, 1979). As such, Brown (1998) has suggested that "conflict management can require intervention to reduce conflict if there is too much, or intervention to promote conflict if there is too little" (p. 9).

Several conflict management scholars (Amason, 1996; Jehn, Northcraft, & Neale, 1999) have suggested that conflict management strategies involve recognition of the following: certain types of conflicts, which may have negative effects on individual and group performance, may have to be reduced. These conflicts are generally caused by the negative reactions of organizational members (e.g., personal attacks of group members). There are other types of conflicts that may have positive

effects on the individual and group performance. These conflicts relate to disagreements relating to tasks, policies, and other organizational issues. Conflict management strategies involve generation and maintenance of a moderate amount of these conflicts. Organizational members while interacting with each other will be required to deal with their disagreements constructively. This calls for learning how to use different conflict-handling styles to deal with various situations effectively (Rahim, 2002).

2.11.1. Public vs Private

The public side of the arena is characterized by conflicts that are sanctioned, authorized or labeled as disputes. The preferred approach to resolving conflict in the public arena is through confrontation. According to the authors, confrontation, in this context, refers to overt discussion of the conflict which leads to positive alternatives such as negotiation, collaboration, and problem solving. The opposite of the public arena is the private arena. Unlike the characteristics of the public arena, the private arena features disputes that occur as covert or hidden conflict. Individuals who operate in the private arena often avoid confrontation (Evans, 1996).

2.11.2. Formal vs Informal

A distinction is made between informal and formal conflicts. Kolb & Putnam (1992, as cited in Evans, 1996, p. 11) believe that conflict is governed by organizational and social structures. The formal structure, like the public arena, is characterized by treating conflict with established procedures that are sanctioned by

the organization. (Evans, 1996). Formal conflicts occur when there is an alleged human rights or policy violation. Because formal conflicts are more likely to lead to litigation, these are often handled in accordance with official corporate conflict management procedures (Jameson, 1999).

Conflict management in the informal social structure is characterized by unofficial positions and gossip. Informal disputes, according to Kolb and Putnam (1992, as cited in Evans, 1996, p. 11), center on the actions and processes of individuals within the organization rather than on the function of conflict management officials. Informal conflicts may occur among coworkers, employees and supervisors, within or between groups, and among departments within an organization. Such conflicts often occur when there are differences in values, beliefs, or opinions regarding how work gets completed, how resources or tasks are distributed, or where priorities should lie (Jameson, 1999).

2.11.3. Rational vs Nonrational

Rationality focuses on the orientation to conflict, or the way disputes should be handled between individuals in an organization. The nonrational approach is impulsive and emotional. This approach is compatible for those who find themselves in the informal, private scenarios. Whereas the rational approach is strategic in nature, the nonrational conflict resolution probably involves impromptu, situational solutions (Evans, 1996, p.13).

2.11.4. Functional vs Dysfunctional Conflict

Conflict is a naturally occurring phenomenon that has both constructive and destructive potential, depending on how it is managed (Coleman & Fisher-Yoshida, 2004).

Functional conflict is the conflict that supports the goals of the group and improves its performance, constructive forms of conflict. Dysfunctional conflict is the conflict that hinders group performance, destructive forms (Robbins, 1991, p. 430-431).

Fisher (2000, as cited in Fish et al., 2005, p. 168)) defines destructive conflict “as a social situation in which there are perceived incompatibilities in goals or values between two (or more) parties, attempts by the parties to control one another, and antagonistic feelings towards each other”.

According to Deutsch, (1973, as cited in Coleman & Fisher-Yoshida, 2004, p. 32) a constructive process of conflict resolution is similar to an effective, cooperative problem-solving process, while a destructive process is similar to a win-lose competitive struggle.

2.11.5. Managing Conflict vs Conflict Resolution

Conflict resolution implies reduction, elimination, or termination of conflict. A large number of studies on negotiation, bargaining, mediation, and arbitration fall

into the conflict resolution category. On the other hand, what we need for contemporary organizations is conflict management and not conflict resolution. Conflict management does not necessarily imply avoidance, reduction, or termination of conflict. It involves designing effective macro-level strategies to minimize the dysfunctions of conflict and enhancing the constructive functions of conflict in order to enhance learning and effectiveness in an organization (Rahim, 2002).

2.12. Causes of Conflicts in Educational Organizations

Loewen (1983, as cited in Mhehe, 1997, p. 6) estimated about 10 percent of human activity in educational organizations to be involved into conflict. He asserted that conflict can be viewed as an integral force in shaping human activity in the organizations.

Roethlisberger (1959, as cited in Mhehe, 1997, p. 6), addressing conflict in organizations, is the lack of understanding between management and workers and causes disagreement between the two groups. Ruben also (1978, as cited in Mhehe, 1997, p. 6) explained that communication or the lack of it causes conflict. Most conflicts, according to this view could ultimately be attributed to problems in communication .

Assael (1969, as cited in Mhehe, 1997, p.6) stated that conflict was an outgrowth of “functional interdependence and the scarcity of resources”. He explained that, when groups within an organization depend upon each other for goal

attainment or productivity, conflict often occurs. Also, scarce resources in an organization can cause conflict between competitors for those resources.

Corwin (1969, as cited in Mhehe, 1997, p.7), studying staff conflicts in 28 public schools, identified five variables that lead to conflict: (a) Structural differentiation where conflict was associated with the degree of organization differentiation, staff specialization and the number of levels of authority; (b) participation in the authority structure where conflict was a result of decentralization of decision-making; (c) regulating procedures where conflict was related to the degree of organizational control; (d) heterogeneity and stability where heterogeneity of the staff were all related to conflict; and (e) interpersonal structure where the rate of informal interaction among staff was related to the amount of tension and conflict.

Here, it is important for administrators to note that the places where the conflict occurs.

2.13. Effects of Conflict On Educational Organizations

Owens (1995) explained that the effects of conflict on organizations must be handled with care because the powerful hostility arising from conflicts can have devastating impacts upon the behavior of the people in the organization. Psychological withdrawal from the hostility, including behavior such as alienation, apathy, and indifference are common behavioral symptoms that can affect the functioning of organizations. Physical withdrawal such as absence, tardiness, and turnover occurs widely in response to conflict in schools that is often written off as

lazines on the part of teachers who have been spoiled by “soft” administrative practices. Ineffective management of conflict, such as a “hard-nosed” policy of punishment for offenses, can create a climate that exacerbates the situation and develop a downward spiral of mounting frustration, deteriorating organizational climate and increasing destruction. Effective management of conflict, on the other hand, means treating conflict as a problem to be managed rather than be solved and emphasizes the collaborative essence of an organization. Such management can lead to productive outcomes and enhance the health of the organization. Conflict, in itself, is neither good nor bad. Its impact on the organization and the behavior of its people is largely dependent upon the way in which it is treated.

According to Mhehe (1997) conflicts are important challenges because they encourage institutional problem-solving and motivate participative leadership which fosters the growth of good ideas from the people in the organization during the process of decision making. Also, conflict makes people seek more effective ways of dealing with issues which, in turn, improves organizational functioning, cohesiveness, clarified relationships and clearer problem-solving procedures.

2.14. Functions of Conflicts in Educational Organizations

Owens (1995) explained that educational organizations exist to foster cooperation and human endeavor in order to achieve goals that are difficult to achieve individually. Organizational ideals emphasize cooperation, harmony, and collaboration. Although recent literature talks very little about conflict in schools,

conflict is pervasive in all human experiences and has the potential to enhance progress and development in organizations if it is well harnessed.

Ruben (1978, as cited in Mhehe, 1997, p. 12), discussing communication and conflict said that conflict is essential to the growth, change, and evolution within organizational system. This means that conflict, as viewed by Ruben is an important force in an organization' s growing and life survival. Conflict is a dynamic process.

Corwin (1969, as cited in Mhehe, 1997, p. 12) saw conflict as encouraging more control over the organizations by increasing leader' s interest in subordinates. A conflicting situation can provide leaders with clues of trouble in their organization when administrators direct their attention to improve the areas of conflict. Conflicts could be useful for leaders who wish to develop more control in their leadership capabilities.

2.15. The Need to Manage

People are often in conflict, but get upset and perplexed just because they are. They quickly blame each other, but blaming does not get a company closer to achieving its goals. Managers and workers conflict daily. Much conflict involves styles and relationships. Many conflicts in and out of organizations are over how people handle conflict. Conflicts, when appropriately managed, add substantial value to organizations. Conflict is the medium by which problems are recognized and solved. Conflict is needed because diverse opinions and information are mandatory to solve problems and get things done in organizations (Tjosvold, 1991, p. 2).

Dealing with the conflict improves quality, reduces costs, upgrades leadership, stimulates brainstorming and teamwork, and institutes new procedures to improve company operations. Conflict is not the problem; conflict is part of the solution. Conflicts can of course be highly costly. Ill-managed conflicts cost money and hurt the bottom line. Managers and employees use their time brooding and fighting rather than working; projects are delayed; materials are wasted (Tjosvold, 1991, p. 3).

The need to manage conflict is as old as group life. Throughout history, people, including our ancestors in hunting and gathering societies, developed ways to manage conflict. Every child is continually learning to cope with conflicts with parents, siblings, peers, and teachers. Parents and educators socialize children to relate to other people and manage their conflicts. Every employee must deal with conflict with colleagues and bosses (Tjosvold, 1991, p. 6).

Employees and managers have learned important and valuable skills in managing conflict. The problem is not that people cannot manage any conflict, but that they have many difficult conflicts. Today, organizations require people to manage conflicts in situations in which humankind has little experience. And the costs of failing to deal with them can be high, even deadly. People need theory tested and developed through research to clarify confusions and provide a framework for action (Tjosvold, 1991, p. 6-7).

2.16. Management of Conflict in Educational Organizations

Owens (1995) explained that many people do not like conflict: they fear and avoid it whenever they can. Leaders must understand these fears, so that, during conflict mediation, they take care not get pushed by the parties in the conflict to avoid or deny practices of conflict management which are considered ineffective in resolving conflicting issues. He warned that mismanaged conflicts in organizations can generate hostility between the conflicting parties. He explained that the key goal of any conflict management is to eliminate or reduce-to manage the hostility arising from the conflict. He advises that the time and place to intervene is before conflict can arise, rather than after the conflict has arisen.

Owens (1995) further advised that leaders should make sure that members in their organization (well before the need arises) talk openly about the nature of conflict and strategies and tactics used in dealing with conflict. These conversations would be productive and helpful to everybody in the organization.

Porter, Lawler and Hackman (1975, as cited in Mhehe, 1997, p. 14) noted that two prime functions of a leader in conflict management are diagnosis and execution. They cautioned that while diagnosing and executing leaders must first consider the goals and tasks of the organization. Because excessive conflicts mute organization's goals, administrators must develop conflict management skills to face those conflicts that inevitably arise in their organization. They note that recent literature on conflict management indicates that leaders must avoid mediation of conflict where one party wins all and another party loses all, this only leads to hostile relationships in future.

Conflict can occur in a cooperative or a competitive context. Conflict could result from sharing leadership roles in the school bureaucracy, such as heads of department and the assistant principal, or sharing the resources, like money, books, computers available for day- to-day use in running of the school and the school projects. Actions that are incompatible with another actions prevent, obstruct, interfere with, injure, or in some way make the latter less likely or less effective. Incompatibility creates the dilemma of choosing among alternatives, and conflict becomes “the pursuit of the incompatible, or at least seemingly incompatible goals such that gains to one side is attained at the expense of the other”. In this way everyone involved in the conflict strives to avoid losing, and losers seek to become winners (Mhehe, 1997).

2.17. The Role of Educational Administrators in Conflicts

Owens (1995) defines administration as working with and through other people to achieve organizational goals. Maurer (1991, as cited in Mhehe, 1997, p. 17) explained that a typical day for a school principal can start with a conflict. This situation means that a school administrator cannot avoid dealing with conflicts.

Owens (1995) contended that organizational conflict is now seen as inevitable, endemic, and often legitimate because the individual and the group within the human social system are interdependent and constantly engaged in dynamic processes of defining and redefining the nature of the extent of their interdependence.

It is natural that, when the leader is present, the people in the organization must experience conflict as a normal part of the organization life. Loewen observed that about 10 percent of human activity goes into conflict. A school administrators cannot avoid dealing with conflict in school each day. However, it is important that conflicts are managed carefully and well. Hardly a day goes by that the school administrator is not either involved in a conflict or mediating one. Demands can come from superiors, various constituents from the community, parents, students, and teaching staff. Maurer observed that, whenever such conflicts occur, the administrator is the one called upon first to help resolve the conflict. He noted that, although the school administrator can be disputant in the conflict, very often the administrator is thrust upon in the role of a mediator. Parents, students, teachers and other administrators look to the educational administrator to mediate disputes (Cited in Mhehe, 1997, p. 20).

2.18. Different Approaches To Conflict Management

Conflict management refers to the modes used by either or both parties to cope with a conflict. Adler & Towne (1990, as cited in Gordon, 2003, p. 7-8) identified three possible courses of actions when faced with a conflict: (1) accepting the status quo (i.e. living with the problem); (2) using force and mandating change; (3) reaching an agreement by negotiating. Three types of outcomes result from these approaches to conflict management: Win-Lose approach, Lose-Lose approach and Win-Win approach.

According to Gordon (2003, p. 7-8) three basic strategies that are used to manage conflict. These strategies concern the way in which the conflict is resolved rather than the way in which it is conducted. *Competition* is known as the "win/lose" approach to conflict; people compete to see who wins, and the winner takes an. The most obvious unilateral attacks. On the other hand, if a fight becomes unavoidable, he or she can handle it. *Compromise* is a "lose/lose" approach. All parties agree to sacrifice equal portions of what they want. Subsequently, another mutual cut may be established and another until everyone settles for very little of what he or she originally wanted. An illustration of the result of conflict that is dealt with through compromise is the comparison between the wording of a bill in the House of Representatives prior to its first committee hearing and the final wording when that bill is enacted into law. *Collaboration* is called the "win/win" approach. When this strategy is employed, people agree ahead of time to work with their conflict until they come up with a unique solution that provides each of them with all or almost all of what he or she wants. There is little question that the collaborative approach to conflict, although it is the most costly in terms of time and energy, has the highest probability of producing the most creative and highest yielding results.

2.19. Conflict Management Methods or Strategies

Although most authors do not make a clear distinction between methods and techniques, a difference is distinguishable. Methods are also referred to as conflict management styles. The conflict management method/style is executed in terms of a series of techniques which are conducive to the specific style (method) (Bondesio, 1992).

A large body of research exists that has focused on the use of specific conflict styles, tactics, and strategies. Much of this research began with a focus on different styles of conflict, examining the ways in which individuals managed conflict (Braithwaite & Olsen, 2004, p. 273).

According to Rahim (2002) existing literature on conflict management is deficient on strategies needed to manage conflict at the macro-level. An effective conflict management strategy should minimize affective conflicts at various levels, attain and maintain a moderate amount of substantive conflict and select and use appropriate conflict management strategies.

Any one method of dealing with conflict will not apply to all situations or all personalities. The leader in a group must consider when to employ what style, and with whom. Learning about the alternative means of handling conflict gives a wider choice of actions to employ in any given situation (Gordon, 2003, p.120-122).

Mary P. Follett found three main ways of dealing with conflict: domination, compromise, and integration. She also found other ways of handling conflict in organizations, such as avoidance and suppression (1940, as cited in Rahim, 2002, p. 216).

Blake and Mouton (1964, as cited in Rahim, 2002, p. 216) were early pioneers who conceptualized the principles of conflict management from an organizational perspective and first presented a conceptual scheme for classifying the modes (styles) for handling interpersonal conflicts into five types: forcing,

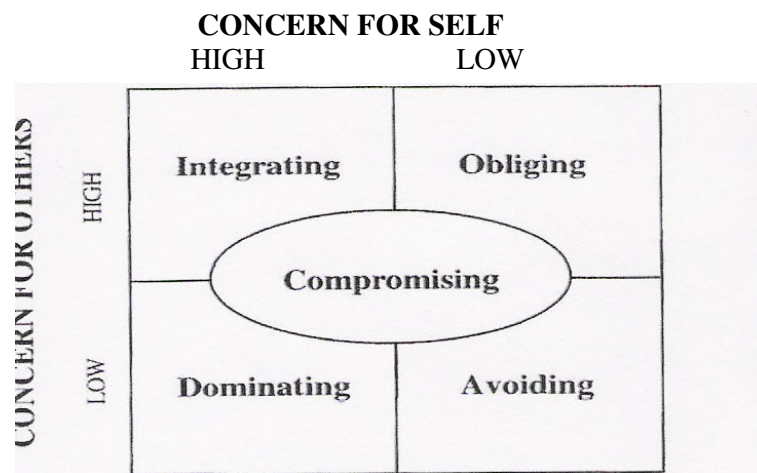
withdrawing, smoothing, compromising, and problem solving. They described the five modes of handling conflict on the basis of the attitudes of the manager: concern for production and for people. In this approach leaders change the entire system by reorganizing the goals and objectives of the organization, beginning from the top managerial level.

Thomas and Kilman's model for defining conflict resolutions based upon two dimensions, assertiveness and cooperativeness, which, in turn, yield five principles or modes. These five conflict handling modes are plotted along these two dimensions: competition (assertive and uncooperative), collaboration (assertive and cooperative), avoiding (unassertive and uncooperative), accommodation (unassertive and cooperative) and compromise (intermediate in both assertiveness and cooperativeness) (1978, as cited in Rahim, 2002, p. 216).

Pruitt's dual-concern model (concern for self and concern for others) suggests that there are four styles of handling conflict: yielding, problem solving, inaction, and contending. He did not recognize compromising as a distinct style (1983, as cited in Rahim, 2002, p. 216).

There are five common ways of dealing with organizational conflict. These methods are "denial or withdrawal", "suppression or smoothing over", "power or dominate", "compromise or negotiation", "integration or collaboration" (Gordon, 2003, p.120-122).

Based on the conceptualizations of Follett, Blake & Mouton, and Thomas, Bonoma and Rahim (1979) differentiated the styles of handling conflict on two basic dimensions: concern for self and concern for others. The first dimension explains the degree (high or low) to which a person attempts to satisfy his or her own concern. The second dimension explains the degree (high or low) to which a person attempts to satisfy the concern of others. It should be pointed out that these dimensions portray the motivational orientations of a given individual during conflict. Combination of the two dimensions results in five specific styles of handling interpersonal conflict, as shown in the following figure (Cited in Bonoma & Rahim, 1979, p. 1327).



Source: (Bonoma & Rahim, 1979, p. 1327)

Figure 2.19.1: The Dual Concern Model of the Styles of Handling Interpersonal Conflict.

The strategies of conflict management presented, are consistent with the contemporary leadership theories in organizations. According to these theories, there is no one best style for dealing with different situations effectively. Whether a

particular leadership style is appropriate (or inappropriate), depends on situation(s)
(Rahim 2002, p. 218).

Although some behavioral scientists suggest that integrating or problem solving style is most appropriate for managing conflict, it has been indicated by others that, for conflicts to be managed functionally, one style may be more appropriate than another depending upon the situation. In general, integrating and to some extent compromising styles are appropriate for dealing with the strategic issues. The remaining styles can be used to deal with tactical or day-to-day problems (Rahim, 2002, p. 218).

Combining the two dimensions, descriptions of five specific styles of handling conflict are :

1. Integrating (high concern for self and others) style is associated with problem solving which may lead to creative solutions, i.e., the diagnosis of and intervention in the right problems. The use of this style involves openness, exchanging information, looking for alternatives, and examination of differences to reach an effective solution acceptable to both parties (Rahim et al., 2002).

2. Obliging (low concern for self and high concern for others) style is associated with attempting to play down the differences and emphasizing commonalities to satisfy the concern of the other party. An obliging person neglects his or her own concern to satisfy the concern of the other party (Rahim et al., 2002).

3. Dominating (high concern for self and low concern for others) style has been identified with win-lose orientation or with forcing behavior to win one's position. A dominating or competing person goes all out to win his or her objective and, as a result, often ignores the needs and expectations of the other party (Rahim et al., 2002).

4. Avoiding (low concern for self and others) style has been associated with withdrawal, buckpassing, or sidestepping situations. An avoiding person fails to satisfy his or her own concern as well as the concern of the other party (Rahim et al., 2002).

5. Compromising (intermediate in concern for self and others) style involves give-and-take whereby both parties give up something to make a mutually acceptable decision (Rahim et al., 2002).

A summary of the styles of handling interpersonal conflict and the situations in which these are appropriate or inappropriate have been presented in Table 2.19.1.

Table 2.19.1: Styles of Handling Interpersonal Conflict and the Situations Where They are Appropriate or Inappropriate.

Conflict Handling Style	Situations Where Appropriate	Situations Where Inappropriate
Integrating	Issues are complex. Synthesis of ideas is needed to come up with better solutions. Commitment is needed from other parties for successful implementation. Time is available for problem solving One party alone cannot solve the problem Resources possessed by different parties are needed to solve their common problems.	Task or problem is simple. Immediate decision is required. Other parties are unconcerned about outcome. Other parties do not have problem-solving skills.
Obliging	You believe that you may be wrong. Issue is more important to the other party. You are willing to give up something exchange for something from the other party in the future. You are dealing from a position of weakness. Preserving relationship is important.	Issue is important to you. You believe that you are right. The other party is wrong or unethical.
Dominating	Issue is trivial. Speedy decision is needed. Unpopular course of action is implemented. Necessary to overcome assertive subordinates. Unfavorable decision by the other party may be costly to you. Subordinates lack expertise to make technical decisions. Issue is important to you.	Issue is complex. Issue is not important to you. Both parties are equally powerful. Decision does not have to be made quickly. Subordinates possess high degree of competence.
Avoiding	Issue is trivial. Potential dysfunctional effect of confronting the other party outweighs benefits of resolution. Cooling off period is needed.	Issue is important to you. It is your responsibility to make decision. Parties are unwilling to defer, issue must be resolved. Prompt attention is needed.
Compromising	Goals of parties are mutually exclusive. Parties are equally powerful. Consensus cannot be reached. Integrating or dominating style is not successful. Temporary solution to a complex problem is needed.	One party is more powerful. Problem solving enough needing problem-solving approach.

Source: (Rahim, 2002, p. 219)

2.20. Studies in The World

In McIntyre's study (1997) about conflict management, he examined how managers report handling conflict in comparison with their subordinates' ratings. The model used included two dimensions, concern for self and concern for others, with five interpersonal conflict handling styles, Avoiding, Dominating, Compromising, Integrating, and Obliging. The Rahim Organizational Conflict Inventory II was used on 109 managers and 372 subordinates from East Coast Companies. The results showed that managers and their subordinates agree on the ranking of the conflict management strategies used by managers, ranking them in order of frequency used as Integrating, Compromising, Obliging, Dominating, and Avoiding. Significant differences were found between self and subordinate ratings but low to moderate correlations between self and other reports. Managers reported being more Integrating and less Dominating whereas their subordinates rated them as more Avoiding and less Compromising than the managers rated themselves.

In the study by Ivaria (1995) about managing conflict in the collaborative process, he found that useful strategies for addressing conflict in the collaborative process included: "withdrawing", "forcing", "smoothing", "compromising" and "confronting". Behaviors which support the conflict management strategies include: acknowledging the speaker verbally or nonverbally, paraphrasing the speaker's words, reflecting the speaker's emotion, clarifying what the speaker has stated, elaborating to help the speaker expand comments, and summarizing relevant data.

The study done by Gayle (1991) about sex differences in conflict

management strategy selection, results indicated that although men were somewhat more competitive and women were somewhat more compromising, the average effect sizes were small. Findings indicated that the sex of the disputants plays a small, but definite role in the selection of competitive and compromising conflict management strategies. No differences were observed in the selection of avoiding, accommodating, and collaborating strategies.

Eiserman, Fris and McIntosh (1992) studied types of conflict management strategies used in three kinds of organizations (in schools, in community health centres, and in schools of nursing). Findings of a study that examined the ways in which school principals, directors of nursing education programs, and supervisors of community health centers manage conflict. The study attempted to determine the applicability of research on conflict management in noneducational settings to school organizations. Findings indicate that both groups of principals and the community health center supervisors most often handled conflict by managing the common information base, and that nursing education directors attempted to manage the organizational climate. A conclusion is that conflict resolution information developed from the study of certain organizational settings is not necessarily applicable to others.

Cistone, Dee and Henkin (2000) studied conflict management strategies of principals in site-based managed schools. Develops a profile of preferred conflict-management behaviors and strategies of a sample of principals in a large urban school district with site-based managed schools. Results reflect principals' preference for solution-oriented conflict strategies, where differences are resolved

through collaborative and integrative problem solving.

Beersma and De Dreu (2005) studied conflict in organizations. Conflict theory and research has traditionally focused on conflict management strategies, in relation to individual and work-team effectiveness and productivity. Far less attention has been devoted to outcomes including job satisfaction, organizational commitment, turnover intentions, and individual health and well-being. This state of affairs is unfortunate because it isolates conflict theory and research from broader issues in organizational psychology and organizational behaviour research. It also impedes applied work in that it remains uncertain how interventions influence not only conflict and effectiveness, but also satisfaction and well-being.

In Johnson's (1994) study about "conflict management: a review of the literature for school", indicates that school leaders who realize that conflict is not necessarily negative or positive can learn to manage conflict by understanding the steps of the conflict process from the antecedents to the outcomes. Successful conflict management can result in innovation and adaptation in the school.

In Grab's (1996) study about "managing tensions in educational organizations: trying for a win-win approach", constructive tension can be healthy for an organization. Although win-lose solutions based on adversarial strategies are common, the management of conflicts in schools should focus on win-win problem solving, which requires creativity. Identifies collaboration as the most desirable conflict resolution strategy, and discusses conflict management skills of listening, providing feedback, conceptualization, effective confrontation, flexibility, and

resourcefulness.

In the study by Mhehe (1997) about “the role of the school administrator in conflict management”, educational administrators cannot avoid interacting daily with diverse groups of people including teachers, students, parents, school boards, and the community around the school. Each of these groups has its own problems, needs, views, expectations, and demands which often conflict with the ideals, demands, and views of others in the educational enterprise. Diagnosing conflict in a given situation is the basis for choosing an appropriate management strategy. There is no one best way of managing conflicts in educational organizations. There are, however, a number of ways, each suited to circumstances in a particular situation. Most literature suggests the basic principle in choosing a way of managing conflict is to use the approach most likely to minimize destructive aspects and to maximize the opportunity for organizational growth and development. To a very large extent, leaders’ conflict management role is one of the most commonly performed, doing a great deal of work at unrelated pace, yet, never sure when they have succeeded, or when their whole organization may come down around them because of some miscalculation of which they will have initiated another conflict.

Fish et al. (2005) studied about leadership style and choice of strategy in conflict management among Israeli nurse managers in general hospitals, they identified conflict mode choices of head nurses in general hospitals and examined the relationship between leadership style, choice of strategy in handling conflicts and demographic characteristics. Head nurses perceive themselves significantly more as transformational leaders than as transactional leaders. Compromise was found to be

the most commonly used conflict management strategy. Approximately half of the nurses surveyed used only one mode in conflict management. Transformational leadership significantly affected the conflict strategy chosen. Head nurses tend to choose a conflict-handling mode which is concerned a form of a Lose-Lose approach.

In the field study by Dijkstra, Evers and Van Dierendonck (2005) about responding to conflict at work and individual well-being. They tested the hypothesis that conflict at work and its responses resulted in the experience of more organizational stress and therefore, in reduced well-being. They not only showed that conflict was positively related to helplessness and flight behaviour, but also that these responses mediated between conflict and organizational stress. Finally, increases in experienced organizational stress reduced well-being.

Dreu et al. (2004) studied conflict at work and individual well-being. Conflict theory and research largely ignored the possible relationships between conflict at work, and individual health, well-being, and job satisfaction. They presented a model that argues that poor health and well-being can trigger conflict in the workplace, and reduce the extent to which conflict is managed in a constructive, problem solving way. The model further proposes that conflict, especially when managed poorly, can have negative long-term consequences for individual health and well-being, producing psychosomatic complaints and feelings of burnout.

In the study by Trusty (1976) “an exploration of conflict and conflict management”, the study reported on was conducted to study aspects of conflict and

conflict management that might have implications for the fields of education and educational administration. The five phases of the study include a review of the literature, a series of interviews, a synthesis of ideas, the dissemination of findings, and a concluding research effort focused on the various types of conflict being studied. It was assumed that conflict is pervasive in all facets of life, that it is a natural rather than a pathological phenomenon, and that the properties of conflict, the situational variables related to the production of conflict, and the characteristics of effective and ineffective conflict management strategies could be identified and isolated for purposes of analysis and diagnostic study. The types of conflict studied were intrapersonal, interpersonal, intragroup, intergroup, intraorganizational, and interorganizational. The variables related to conflict include its origins, causes, symptoms, and outcomes as well as strategies to manage conflict and the goals of parties engaged in conflict. The persons interviewed were representative of the major fields of inquiry, including political science, sociology, economics, psychology, education, business, labor arbitration, and law.

2.21. Studies in Turkey

Gümüşeli (1994) investigated to what extent the secondary school principles in İzmir employ the methods of conflict management in conflicts that erupt between the teachers under their supervision and themselves, and to find out whether they are influenced by organizational and individual demographic variables in their choice of particular styles of conflict management. The study revealed full consensus among the subjects that “integrating” and “compromising” were the most frequently used styles of conflict management whereas “dominating” the most infrequently used. It

also revealed a consensus among both subject groups that a principal's choice of conflict management style was not influenced by such demographic variables as the school type; the size and location of the school; the school from which the principal graduated; the principal's age, sex, and professional seniority as well as the period of time he spent at the school. However, the study showed that the number of in-service training in conflict management attended by a principal had an impact on his choice of conflict management style. There were statistically significant differences between the principals who had never attended in-service training and those who had. A contrastive analysis revealed significant differences between the principals and teachers included in this study in what they felt about the extent to which the integrating and avoiding styles were used. Contrary to the teachers, the principals felt that the integrating style was resorted to more frequently than the avoiding style.

Karip (2000) did a study to examine the causes and results of conflict in schools. Data were gathered from 249 administrators. The results of the study revealed that illiteracy, educational and cultural differences, communication inadequacy, ego and being opponents of one sides were the causes of conflict and that low moral, decrease in work productivity and communication problems were the results of conflicts.

In the study done by Elma (1998) about conflict management competencies of principals in elementary schools. The sample of this research consisted of 50 elementary schools' teachers and principals. There was not a significant differences between the opinions of the principals and the teachers related to the conflict concept. However, there was a significant differences between them in terms of the

opinions related to conflict management competencies of the principals.

In the study done by Uğurlu (2001), about style of conflict management of the primary school principals in İzmir metropolitan, the significant difference was found out in the teachers' perception related to the conflict management style of the principals in the sub-dimensions of compensation, induction and agreement. The most common conflict management style was induction, and the least one was the ruling that the principals used. Significant difference was found out the conflict management styles of the primary school principals of the dimensions of completion, compensation and agreement according to their socio-economic level in the area of the schools.

Kaya (1998) did research about modes of conflict management which appear between the primary education school managers and teachers in Batman. In his study, the managers and teachers were in different opinions as to their graduation in relation with the application of the conflict management approaches in the management of the conflicts between the managers and teachers of the primary schools in the province Batman.

Ural (1997) did research about the primary schools principals' managing methods of the conflict with teachers. The study revealed that principals used the collaborating and compromising methods "always"; the avoiding method "usually" and "sometimes", the compensation method "sometimes", and the forcing method "never" in managing their conflicts with teachers. As a result of analysis of the data obtained, there hasn't been found the significant difference at .05 level in the

thoughts of principals, teachers of the first and second steps related to the methods of avoiding, compensation and forcing in managing the conflicts whereas there has been found a significant difference between the three groups related to the methods of collaborating and compromising. Principals' opinion about the methods to manage their conflicts with teachers were found not to change according to the steps they worked at, to the management education they had had, their priority in management, to the length of their working in their school, to the number of teachers in their school and to the settlement area at where the school and to the school exists, whereas there has been found a significant difference at .05 level related to sex in using the method of avoiding. The study also revealed that there was a significant difference of at .05 level in using the method of collaborating by principals according to teachers' sexes, and in using the methods of compensation by principals according to teachers' level of education.

Özmen (1997) did research in order to determine the level of organizational conflicts and conflict management strategies of the academics at the universities of Firat and İnönü. Taking into consideration the amount of experienced conflict and implemented conflict management strategies, the findings have revealed that there have been some discrepancies not only the subject groups at the two universities but between the findings of that research and the ones of some others related to business organizations.

In the study done by Yıldırım (2003) about the relationship between empathic tendency, skills and conflict management strategies of basic education school managers, findings revealed that conflict management strategies of "integrating",

“compromising”, “avoiding”, “dominating” and “obliging” have equal importance for the managers, yet, “integrating” is the most common strategy used for conflict resolution by the managers. No significant differences have been determined between teachers and managers in the use of strategies “compromising”, “avoiding”, “dominating” and “obliging”. No significant differences have been detected between “empathic skill scores” or “conflict management strategies” of managers and their graduation, vocational experience and course attendance.

Another study carried out by Abacıoğlu (2005), she investigated the conflict management styles of school principals and the extent to which school culture built related to individual demographic variables and to find out whether there is a relationship between school principals’ choice of conflict management styles and the six factors found in school culture. From the principals’ perception the data revealed that “integrating” was the most frequently used conflict management style which was followed by the “compromising” style. Conflict management style of “obliging” and “avoiding” were perceived to be less frequently used and “dominating” style appeared to be the most infrequently used. Analysis of correlations between principals’ use of conflict management style and the demographic variables of school type, gender, the school from which the principal graduated and the year of experience as a principal revealed statistical significance. No statistical significance was found between principals’ conflict management styles related to school size and age variables. On the other hand, statistical significance was found between the degree to which school culture is built related to school type, age, and experience variables. No statistical significance was found related to the school from which the principal graduated, school size and gender variables. The principals’ self-

perceptions, while not significant, revealed a positive relationship between the conflict management styles of integrating and compromising and the factors of school culture. According to the data, significance was determined between dominating style and the five factors of school culture except “learning partnership”. The data also revealed that there is a negative relationship between “dominating” style and “collaborative leadership” found in school culture. There is no statistically significant relationship between the conflict management style of avoidance and the six factors of school culture.

In Sözen ‘s study (2002) about the conflict management style of the school principles and the impact of these styles to the stress level of the teachers, she found that school principals, while dealing with conflicts mostly use integration and leastly use accommodation styles. Stress level has a negative relation with integration, compensation and compromise, and positive relation with competition. Women, according to men perceive that principles use integration and compromise styles. The style which creates the most stress is competition style, which creates the least stress is compromise style. There is no significant difference among demographic variables of the teachers and stress levels.

In Demirci’ s (2002) study about determining the conflicts encountered in primary education schools and the solution strategies that school administrators applied. Functional conflicts happen sometimes but dysfunctional conflicts happen usually in terms of realizing educational targets. Latent conflicts and felt conflicts were encountered sometimes, but perceived conflicts and manifest was not encountered in terms of conflict forms. Vertical conflicts were encountered usually,

horizontal conflicts were encountered occasionally, but line-staff conflict and social conflicts were not encountered in terms of conflict circumference. Interpersonal and intragroup conflicts were not encountered usually, conflicts between members of group and between organizations were encountered sometimes, but intrapersonal conflict were never encountered. In terms of conflict sides, role conflict was encountered usually, but insitutionalized and goal conflicts occasionally among other conflict types. School administrators always apply some strategies such as increasing sources, compromising, changing attitudes, improving communication, integrating and superordinating goals to solve problems encountered in the schools. Smoothing and dominating behaviors are used usually. Third party peacemaking, ignoring, leaving to boss decision, changing structural parameters, voting, discussion, avoiding strategies are applied sometimes. To determine common enemy, obliging, withdrawing, political instruments, keeping busy and replacement of persons strategies are not used.

CHAPTER 3

METHOD

In this chapter, the problem, the overall design of the study, the subject, the data collection instrument, the data collection procedure, the data analysis procedure and the limitations of the study are explained and discussed.

3.1. The Overall Design of the Study

The purpose of this study is to examine conflict management strategies of administrators who are working in Guidance & Research Centers (GRCs) of Central Anatolia with the perceptions of teachers and administrators themselves.

The subjects of the study were the administrators and teachers at the GRCs that are part of the Ministry of National Education in Central Anatolia.

Data collection was carried out by using quantitative techniques. A survey technique was used to collect data. A questionnaire which was translated to Turkish by Gümüşeli (1994) from The Rahim Organizational Conflict Inventory II (ROCI II) to identify administrators' conflict management strategies was used to collect data. The questionnaire has two parallel forms, one for administrators to rate themselves

and the other for teachers to rate administrators. Administrators' self-ratings of their own conflict management strategies and teachers' ratings of administrators' conflict management strategies were measured with a 5-point likert scale. Necessary permission to use this inventory was taken from Gümüşeli. In addition, the data related with demographic characteristics of both teachers and administrators were gathered by demographic inventory. Demographic Inventory (DI) was developed by the researcher to provide basic demographic information about participants. Descriptive statistics and SPSS 14.0 were utilized to analyze data.

3.2. The Subject

The subject of this study consists of 30 GRCs' administrators and teachers in 13 cities of Central Anatolia of Turkey. All GRCs that are found in Central Anatolian Region included in this study. The researcher worked with the whole population in this study. The subjects of this study included 30 administrators and 141 teachers who worked in the same GRCs. Newly appointed teachers were not included in this study. The number of administrators and teachers who were participated in this study are presented in Table 3.2.1. Also, administrators' and teachers' questionnaires return rates across the GRCs are presented in Table 3.2.2.

Table 3.2.1: Number of Administrators and Teachers Who are Working in the GRCs.

Number	Name of the cities	Name of the GRC	Number of administrators	Number of teachers	
			frequency	frequency	percent
1	Ankara	Mamak GRC	1	7	5,0
2	Ankara	Çankaya GRC	1	9	6,4
3	Ankara	Yenimahalle GRC	1	6	4,3
4	Ankara	Altındağ GRC	1	8	5,7
5	Ankara	Sincan GRC	1	5	3,5
6	Ankara	Etimesgut GRC	1	6	4,3
7	Ankara	Keçiören GRC	1	4	2,8
8	Ankara	Polatlı GRC	1	5	3,5
9	Ankara	Gölbaşı GRC	1	5	3,5
10	Ankara	Beypazarı GRC	1	2	1,4
11	Ankara	Kızılcahamam GRC	1	4	2,8
12	Ankara	Nallıhan GRC	1	5	3,5
13	Ankara	Şereflikoçhisar GRC	1	2	1,4
14	Ankara	Çubuk GRC	1	2	1,4
15	Çankırı	Çankırı GRC	1	2	1,4
16	Eskişehir	Eskişehir GRC	1	7	5,0
17	Kayseri	Kayseri GRC	1	10	7,1
18	Konya	Beyşehir GRC	1	1	,7
19	Konya	Akşehir GRC	1	2	1,4
20	Konya	Ereğli GRC	1	3	2,1
21	Konya	Meram GRC	1	5	3,5
22	Nevşehir	Nevşehir GRC	1	4	2,8
23	Niğde	Niğde GRC	1	4	2,8
24	Sivas	Sivas GRC	1	6	4,3
25	Yozgat	Yozgat GRC	1	2	1,4
26	Yozgat	Sorgun GRC	1	5	3,5
27	Aksaray	Aksaray GRC	1	4	2,8
28	Kırıkkale	Kırıkkale GRC	1	6	4,3
29	Karaman	Karaman GRC	1	5	3,5
30	Kırşehir	Kırşehir GRC	1	5	3,5
Total			30	141	100

Table 3.2.2: Administrators' and Teachers' Questionnaires Return Rates Across the GRCs.

Name of the cities	Name of the GRC	Administrators' questionnaires		Teachers' questionnaires	
		Expected frequency	Return frequency	Expected frequency	Return frequency
Ankara	Mamak GRC	1	1	8	7 (87,5)
Ankara	Çankaya GRC	1	1	12	9 (75)
Ankara	Yenimahalle GRC	1	1	6	6 (100)
Ankara	Altındağ GRC	1	1	10	8 (80)
Ankara	Sincan GRC	1	1	5	5 (100)
Ankara	Etimesgut GRC	1	1	6	6 (100)
Ankara	Keçiören GRC	1	1	10	4 (40)
Ankara	Polatlı GRC	1	1	5	5 (100)
Ankara	Gölbaşı GRC	1	1	5	5 (100)
Ankara	Beypazarı GRC	1	1	6	2 (33,3)
Ankara	Kızılcahamam GRC	1	1	6	4 (66,7)
Ankara	Nallıhan GRC	1	1	5	5 (100)
Ankara	Şereflikoçhisar GRC	1	1	3	2 (66,7)
Ankara	Çubuk GRC	1	1	4	2 (50)
Çankırı	Çankırı GRC	1	1	5	2 (40)
Eskişehir	Eskişehir GRC	1	1	10	7 (70)
Kayseri	Kayseri GRC	1	1	15	10 (66,7)
Konya	Beyşehir GRC	1	1	1	1 (100)
Konya	Akşehir GRC	1	1	2	2 (100)
Konya	Ereğli GRC	1	1	3	3 (100)
Konya	Meram GRC	1	1	5	5 (100)
Nevşehir	Nevşehir GRC	1	1	4	4 (100)
Niğde	Niğde GRC	1	1	4	4 (100)
Sivas	Sivas GRC	1	1	6	6 (100)
Yozgat	Yozgat GRC	1	1	7	2 (28,6)
Yozgat	Sorgun GRC	1	1	8	5 (62,5)
Aksaray	Aksaray GRC	1	1	6	4 (66,7)
Kırıkkale	Kırıkkale GRC	1	1	8	6 (75)
Karaman	Karaman GRC	1	1	6	5 (83,3)
Kırşehir	Kırşehir GRC	1	1	5	5 (100)
Total		30	30 (100)	185	141 (76,2)

Note: The numbers in parentheses indicate the percentages.

3.3. The Data Collection Instruments

In this study, the data were gathered by administering two instruments, namely The Rahim Organizational Conflict Inventory II (ROCI II) and demographic inventory (DI).

The Rahim Organizational Conflict Inventory II (ROCI-II) that was translated to Turkish by Gümüşeli (1994) was used to identify administrators' conflict management strategies. Necessary permission to use this inventory was taken from Gümüşeli. It has two parallel forms. One for the administrators to rate themselves and the other for teachers to rate the administrators.

Administrators' self-ratings of their own conflict management strategies and teachers' ratings of administrators' conflict management strategies were measured with a 5-point Likert scale from 1 to 5 on 28 questions. From the original form of the questionnaire, 5 is strongly agree, 4 is agree, 3 is undecided, 2 is disagree and 1 is strongly disagree. In the Turkish version of the questionnaire 5 is called as "her zaman", 4 is called as "çoğunlukla", 3 is called as "ara sıra", 2 is called as "az", 1 is called as "çok az".

ROCI-II consists of five interpersonal conflict handling styles: Integrating, Obliging, Dominating, Avoiding and Compromising. In the questionnaire, styles denoted to the following items: 1, 5, 12, 22, 23, 28 for integrating style; items 2, 11, 13, 19, 24 for obliging style; items 8, 9, 18, 21, 25 for dominating style; items 3, 6, 16, 17, 26, 27 for avoiding style; items 4, 7, 10, 14, 15, 20 for compromising style.

The Rahim Organizational Conflict Inventory (ROCI-II) was prepared after long-term study and was used in many studies. Two instruments were developed by Rahim (1983) for conflict management. First one was The Rahim Organizational Conflict Inventory, (ROCI-I) is for conflict in organizational settings. Second one is The Rahim Organizational Conflict Inventory, (ROCI-II) for conflict management style between superior, subordinate and peer group. ROCI-II consists of three forms; to measure organizational members' intentions in interpersonal conflict with superiors (Form A), subordinates (Form B), and peers (Form C). Each form contains 28 statements which were selected on the basis of repeated factor and item analyses. Although there is no time limitation finishing the forms, subjects typically need about eight minutes to complete the ROCI-II. The subjects respond to each statement on a five-point Likert scale which measures five independent dimensions of conflict strategies. A higher score represents the person's propensity to use a particular style, or styles, of handling interpersonal conflict. The ROCI-II is designed to measure five independent strategies of handling conflict. These five styles are Integrating (IN), Obliging (OB), Dominating (DO), Avoiding (AV), and Compromising (CO). In the development of the questionnaire, the potential problem of social desirability or response distortion bias was checked and a marginal but significant positive correlation between social desirability and integrating scales was found. As a result, Rahim (1983) concluded that the five scales of conflict are relatively free from social desirability or response distortion bias.

The Cronbach alpha (range= .72 to .77) of the individual scales of the ROCI-II are as follows (Rahim,1986): IN (.77), OB (.72), DO (.72), AV (.75), and CO (.72)

and has a mean of .74. Test-retest reliabilities, computed from students who filled out the ROCI-II twice at an interval of one week, ranged between .60 and .83 ($p < .0001$).

Table 3.3.1: Results of Analyses of Reliability Statistics of ROCI-II

Styles of Conflict management	Test-Retest	Cronbach Alpha	Spearman Brown two half test	Gutman Lambda	Kristof Reliability
Integrating	.83	.77	.73	.77	.77
Obliging	.81	.72	.71	.73	.72
Dominating	.76	.72	.71	.73	.72
Avoiding	.79	.75	.71	.76	.76
Compromising	.60	.72	.67	.73	.73

Source: (Cited in Gümüşeli, 1994, p. 147)

ROCI-II has been used for defining conflict management strategies of administrators in educational fields in Turkey (Abacıoğlu, 2005; Gümüşeli, 1994; Kaya, 1998; Özmen, 1997; Sözen, 2002; Uğurlu, 2001; Yıldırım, 2003). ROCI-II is an extensively used and reliable instrument for assessing conflict management strategies of administrators.

Reliability statistics for the Turkish version of the ROCI-II were based on the results of 40 administrators and 50 teachers who were working in high schools through a test and retest method. The reliability of the inventory was .81 for administrators and .88 for teachers at Gümüşeli's study in 1994 (p. 138).

In the study by Özmen (1997, p. 88), ROCI-II scale was translated to Turkish again. For reliability statistics "alpha value" was found as .81 depend on the results of 40 instructors at Fırat and İnönü Universities.

In Kaya's study (1998, p. 49), the reliability of the ROCI-II was .80 for administrators and .86 for teachers of primary schools in Ankara Province.

In Uğurlu's study (2001, p. 74-75), the reliability of the ROCI-II Scale was found as .87 as a result of application on 597 teachers of primary schools in İzmir Province.

Another study by Sözen (2002, p. 29), alpha value for reliability statistics of the ROCI-II Scale was found as .80 in the pilot study on teachers of Yenibosna Primary School in İstanbul Province.

Another reliability statistics for the ROCI-II scale were made by Abacıoğlu (2005, p. 33-34). The results were based on 45 MS students of Educational Sciences Institute at Yeditepe University through a two weeks test and retest method. The results of the reliability statistics indicated that Spearman-Brown= .83, Gutman Split-half= .83, Alpha= .76. Between these three reliability analyses correlation coefficient value (r) = .71 was found. In Abacıoğlu's study "Alpha Value" for each style was found as IN (.85), OB (.84), DO (.85), AV (.84), CO (.84). As a result, it can be said that reliability of the ROCI-II was really high.

In order to obtain additional reliability evidence of ROCI-II, in the present study, the scale was administered to 30 administrators and 141 teachers. Internal consistency calculated by Cronbach alpha was found for administrators as .72 and for teachers as .79. Cronbach alpha values for each style were found for administrators as IN (.82), OB (.49), DO (.51), AV (.47), CO (.59) and has mean of .58. Cronbach

alpha values for each style were found for teachers as IN (.93), OB (.68), DO (.67), AV (.47), CO (.79) and has mean of .71. In the present study, Cronbach alpha values of some styles for administrators OB (.49), DO (.51), AV (.47), CO (.59) and for teachers OB (.68), DO (.67), AV (.47) were very low. Although reliability statistics of ROCI-II Scale in previously mentioned studies were high, in this study, additional reliability evidence indicated that croncbach alpha values of some styles were found as relatively low. Nunnally and Bernstein (1994) stated 0.7 to be an acceptable reliability coefficient but lower thresholds are sometimes used in the literature. Acceptable levels of reliability depend on the purpose of the instrument. Nunnally (1978) proposed the following rule of thumb: alphas of .50 or higher are judged adequate for research purposes (p. 306). The reliability scores of the present study were, thus judged to be acceptable. According to Gliem and Gliem (2003), cronbach's alfa reliability coefficients normally ranges between 0 and 1. In practice, it will be some place in between. However, there is actually no lower limit to the coefficient. The closer Cronbach's alpha coefficient is to 1, the greater the internal consistency of the items in the scale. It should also be noted that while a high value for Cronbach's alpha indicates good internal consistency of the items in the scale, it does not mean that the scale is unidimensional. Factor analysis is a method to determine the dimensionality of a scale. The alpha for the total scale is also computed assuming that the item under examination is deleted. If the alpha increases over the current total scale alpha when an item is deleted, then the rule of thumb is to delete the item unless it is theoretically necessary for the analysis. The higher the better, but it is often difficult to get real high values. Even a test with low reliability may provide somewhat useful scores for several testing purposes. Likert scales may be subject to distortion from several causes. Respondents try to portray themselves or

their group in a more favorable light (*social desirability bias*). **Social desirability bias** is the inclination to present oneself in a manner that will be viewed favorably by others. Being by nature social creatures, all people are inclined to seek some degree of social acceptance, "social desirability" is by no means an epithet. Social desirability in its extreme however, can cause difficulties in research, particularly in social researches. When participants (subjects) in research provide "socially desirable" answers, results can often be confounded. According to Bademci (2005), reliability refers to the scores (or results) obtained with an assessment of instrument and not to the instrument itself.

In Ma's study (2001), the reliability, using Cronbach alfa, of scores of the five conflict modes were : OB (.75); IN (.75); AV (.71); DO (.64) and CO (.49). Reliability is an indicator of the degree to which the different items share in their measurement of the same construct (Hair et al., 1995) (as cited in Ma, 2001). Thus, for the sample in his study, the different items of AV and DO scales in ROCI-II may not measure the same thing. He attributed the lower reliability to social desirability.

Social desirability bias of ROCI-II for the Turkish version, deletion of item and factor analysis of subscales are beyond the tasks of this study.

In Turkey, studies that used ROCI-II Scale indicated the reliability of the inventory. The results of croncbach alpha statistics may be acceptable for the present study as well. This may be because of the very small size of the subjects and the effect of social desirability. For this, it can also be said that in GRCs, administrators and teachers may had filled the questionnaires in a more positive way in the

Integrating dimension which seems to be the most socially desirable style. Points on five point Likert scale were so high in Integrating and Compromising styles that are most socially desirable styles but points on five point Likert scale were so low in Avoiding and Dominating styles that are not socially desirable ones. It may be argued that both administrators and teachers may have answered the questionnaire in a very socially desirable way. Another reason for this may be the organizational structure of the GRCs because GRCs are small organizations, have small personnel size, and have close relationship and close communication between personnel (between subordinates and superiors).

3.4. The Data Collection Procedure

Participants were informed that all data would be treated as confidential and only the researchers would have access to the data collected. After receiving permission to conduct the study from the authorities of the Ministry of National Education, questionnaires were distributed with a letter and e-mail ensuring confidentiality. In order to gather data, instruments were sent to subjects by post and e-mail except for centers in Ankara. Before sending instrument to subjects, the researcher made some phone call (at least twice) with the administrators of the 20 GRCs in order to decide whether to send instrument by post or e-mail (if there is an internet technology or not). With these phone calls, the purpose of the study and confidentiality of the application were explained to the administrators. Extra explanation was made by the researcher in e-mail and post (with an information note). Also, the researcher wanted the subjects to fill and send instruments

individually by e-mail if they received the instrument by e-mail but fill individually and put an enclosed letter and post all these together.

The Rahim Organizational Conflict Inventory ROCI-II and Demographic Inventory (DI) were administered to the participants who are working in the 30 GRCs of 13 provinces in the Central Anatolian Region. In the explanation part of the instrument the purpose of the study was explained to the subjects. Researcher went to 10 GRCs in Ankara metropolitan center and then those who participated were asked to fill out the instruments individually. The researcher went some GRCs once but some GRCs twice (one for distribution, the other for collection). In order to gather data, the researcher made many phone calls and mailed the instrument to some GRCs more than once.

The data for the study were gathered from 30 GRCs' administrators and teachers in 13 provinces of the Central Anatolian Region. The study was carried out in 2005/2006 academic year. The data collection was conducted in March and April 2006 ; and the results were analyzed in April and May 2006. Approximately 10 minutes was required to fill out the questionnaire for both administrators and teachers.

As a result, all administrators from 30 GRCs filled the questionnaire with no missing. But the situation with teachers was different. This is because of the difficulty in evaluating their administrators or indifference of the subjects in this kind of research application. Also due to the lack of face to face communication,

researcher could not persuade teachers to participate in the study. Especially in Keçiören GRC, most of the teachers didn't fill the questionnaire (see Table 3.2.2).

3.5. The Data Analysis Procedures

After all questionnaires were collected from the participants, they were sorted and grouped for each GRC. Then, the variables and the data entry design for the SPSS package program were prepared. Descriptive statistics and cross tabulation techniques were utilized to analyze the data of the study. A conflict-handling profile for each administrator was determined. To compare the hierarchy of conflict management styles among administrators and teachers the means obtained for each scale of the ROCI-II were rank ordered and compared. Independent samples t-test were used in order to test the differences between self-report of administrators and teachers' report of their administrators across the ROCI-II scale. The effect of demographic variables (such as sex and work experience for teachers; age and educational level for administrators) on the five conflict strategies of ROCI-II scale was also evaluated by ANOVAs. All statistical analyses were performed by SPSS 14.0 version.

3.6. The Limitations of the Study

Some of the limitations of the study should be noted. In assessing conflict management strategies, it is not possible to control for all the factors, which could influence administrators' conflict management strategies. The influence of factors such as the characteristics of the organizational climate and organizational structure

were not examined in this study. These characteristics include: relations with peers, level of authority, and opportunities for continuous professional development. Furthermore, the actual behaviour is not observed in the study. The results consist of subjects' self-reports (teachers and administrators) on what they would be inclined to do.

The subjects of this study is limited to 30 administrators and 141 teachers who are working in the 30 GRCs of the Central Anatolian Region. Therefore, the results of this study are limited with the perceptions and experiences of the subject group. Despite these limitations, it should be noted that an educational study of this nature would hopefully contribute to the generation of new ideas and perspectives about conflict management and conflict management strategies in educational administration.

Another limitations of this study is the very small size of participants in some GRCs. Because there were some GRCs with only one or two or three teacher(s) working. The data relied on the perceptions of one or two teacher(s)'s evaluation about their administrators (see Table 3.2.1 and Table 3.2.2).

CHAPTER 4

RESULTS

This chapter presents the results about the conflict management strategies used by GRCs' administrators as perceived by themselves and teachers who worked as their subordinate in the same GRC. This chapter is organized based on the flow of the subproblems as stated in Chapter 1.

4.1. Demographic Characteristics of the Subjects

The subjects of this study consisted of 30 administrators and 141 teachers in 30 GRCs of Central Anatolian Region. The distribution of the participants in relevance to their demographic characteristics is presented below.

About the sex distributions of the administrators, males were predominant (80%) whereas only a minority of administrators was female (20%) (see Table 4.1.1).

About the educational level of administrators, we observe that only 20 percent of the administrators had a graduate education degree (MS and Doctorate) and rest of the administrators had undergraduate education degrees (80%) (see Table 4.1.1).

When we look at the age distributions of administrators, we can see that 40 percent of the administrators between the age of 25-34, 33.3 percent of the administrators between the age of 35-39 and 26.7 percent of the administrators over the age of 39 (see Table 4.1.1).

As it can be seen from the Table 4.1.1, 30 percent of the administrators had under 5 years of work experience, 40 percent of the administrators had 5-9 years of work experience, and other 30 percent of the administrators had over 9 years of work experience.

Table 4.1.1: Demographic Characteristics of Administrators (N=30)

		Frequency	Percent
Sex	1-Female	6	20.0
	2-Male	24	80.0
Educational level	1-Undergraduate	24	80.0
	2-Graduate (MS, Doctorate)	6	20.0
Age	1- 25-34	12	40.0
	2- 35-39	10	33.3
	3- > 39	8	26.7
Work experience	1- < 5 years	9	30.0
	2- 5-9 years	12	40.0
	3- > 9 years	9	30.0

About the sex distributions of the teachers, 44.7 percent of the teachers were female and 55.3 percent of the teachers were male. Female and male teacher respondents were proportionally closer to each other (see Table 4.1.2).

About the educational level of teacher respondents, we can see that only 8.5 percent of the teachers had a graduate education degree (MS and Doctorate) and rest of the teachers had an undergraduate degree (91.5%) (see Table 4.1.2.).

When we look at the age distributions of teachers we can see that 41.8 percent of the teachers under the age of 29, 37.6 percent of the teachers between the age of 29-34 and 20 percent of the teachers over the age of 34 (see Table 4.1.2).

As it can be seen from the Table 4.1.2, 34 percent of the teachers had under 5 years of work experience, 36.9 percent of the teachers had 5-9 years of work experience, and other 29.1 percent of the administrators had over 9 years of work experience.

Also it can be seen from the Table 4.1.2 that 80.1 percent of the teachers were guidance teacher and 19.9 percent of the teachers were special education teachers.

Table 4.1.2: Demographic Characteristics of Teachers (N=141)

		Frequency	Percent
Sex	1-Female	63	44.7
	2-Male	78	55.3
Educational level	1-Undergraduate	129	91.5
	2-Graduate(MS, Doctorate)	12	8.5
Age	1- < 29	59	41.8
	2- 29-34	53	37.6
	3- > 34	29	20.6
Work experience	1- < 5 years	48	34.0
	2- 5-9 years	52	36.9
	3- > 9 years	41	29.1
Branches	1- Guidance teacher	113	80.1
	2-Special education teacher	28	19.9

4.2. What Are the Most Frequent Strategies Used by Administrators in Conflict Management (Perceived by Administrators and Perceived by Teachers)?

What are the most frequent strategies used by administrators in conflict management (perceived by administrators and perceived by teachers)? To answer this question, each group' s mean scores of conflict management strategies were rank-ordered.

Concerning rank ordering of styles, both administrators and teachers indicated administrators as using the Integrating style of handling conflict first, folllowed by Compromising, Obliging, Avoiding, and Dominating. The data did not reveal rank order of differences between the perceptions of administrators and teachers (see Table 4.2.1). This is similar to the rank ordering found by Abacıoğlu (2005), Gümüşeli (1994, p. 160-161), Karip (2000, p. 173) and Yıldırım (2005, p.144-145).

Table 4.2.1: Rank-Ordered Means on the ROCI-II Scales of Administrators' Self and Subordinate Reports (Teachers)

Scale	Self (Administrators) (N=30)		Subordinates (Teachers) (N=141)	
	M	SD	M	SD
Integrating	4.50	.39	3.99	.86
Compromising	3.73	.37	3.70	.67
Obliging	3.11	.52	3.25	.65
Avoiding	2.36	.56	3.06	.62
Dominating	2.14	.55	2.25	.74

4.2.1 Level of Using Items in Five Conflict Management Strategies by Administrators With the Perceptions of Teachers and Self

In the following part, items related to each style of handling conflict were given to express the level of use by administrators with the perceptions of self and teachers. In here, frequency level, percentages, mean and SD scores of perceptions of behaviors that takes place in the items related to each style were given by the researcher (see Table 4.2.1.1 and Table 4.2.1.2).

With the perceptions of administrators, in the integrating style of managing conflict, behavior in item 23 was the most frequently used by administrators (M= 4.66), behavior in item 12 was the least frequently used by administrators (M= 4.33) (see Table 4.2.1.1, Appendix A and Appendix C).

According to the perceptions of administrators, in the obliging style of managing conflict, behavior in item 24 (M= 4.03) was the most frequently used by

administrators. Whereas, behavior in item 11 ($M=1.90$) was the least frequently used by administrators (see Table 4.2.1.1, Appendix A and Appendix C).

In the dominating style of managing conflict, behavior in item 21 ($M= 3.86$) was the most frequently, but behavior in item 9 ($M= 1.20$) was the least frequently used by administrators with the perceptions of self (see Table 4.2.1.1, Appendix A and Appendix C).

In the avoiding style of managing conflict, behavior in item 27 ($M= 3.90$) was the most frequently, however behavior in item 17 ($M= 1.30$) was the least frequently used by administrators with the perceptions of self (see Table 4.2.1.1, Appendix A and Appendix C).

According to administrators, in the compromising style of conflict management, behavior in item 15 ($M= 4.53$) was the most frequently used by administrators from other items. Behavior in item 20 ($M= 1.50$) was the least frequently used by administrators from other items (see Table 4.2.1.1, Appendix A and Appendix C).

Table 4.2.1.1: Level of Using Items in Five Conflict Management Strategies by Administrators With the Perceptions of Self

Conflict Management Strategies	Item Number	Frequency					Percent					M	SD
		1	2	3	4	5	1	2	3	4	5		
Integrating	1				19	11				63.3	36.7	4.36	.490
	5				13	17				43.3	56.7	4.56	.504
	12			2	16	12			6.7	53.3	40.0	4.33	.606
	22			2	12	16			6.7	40.0	53.3	4.46	.628
	23				10	20				33.3	66.7	4.66	.479
	28			1	10	19			3.3	33.3	63.3	4.60	.563
Obliging	2		1	6	16	7		3.3	20.0	53.3	23.3	3.96	.764
	11	15	7	5	2	1	50.0	23.3	16.7	6.7	3.3	1.90	1.124
	13	10	8	8	3	1	33.3	26.7	26.7	10.0	3.3	2.23	1.135
	19		3	13	13	1		10.0	43.3	43.3	3.3	3.40	.723
	24		1	4	18	7		3.3	13.3	60.0	23.3	4.03	.718
Dominating	8	26	3	1			86.7	10.0	3.3			1.16	.461
	9	24	6				80.0	20.0				1.20	.406
	18	12	7	8	3		40.0	23.3	26.7	10.0		2.06	1.048
	21	1	3	3	15	8	3.3	10.0	10.0	50.0	26.7	3.86	1.041
	25	11	7	4	5	3	36.7	23.3	13.3	16.7	10.0	2.40	1.404
Avoiding	3	5	9	10	5	1	16.7	30.0	33.3	16.7	3.3	2.60	1.069
	6	14	12	3	1		46.7	40.0	10.0	3.3		1.70	.794
	16	8	9	7	5	1	26.7	30.0	23.3	16.7	3.3	2.40	1.162
	17	24	3	3			80.0	10.0	10.0			1.30	.651
	26	9	9	7	5		30.0	30.0	23.3	16.7		2.26	1.080
	27	5	1	2	6	16	16.7	3.3	6.7	20.0	53.3	3.90	1.516
Compromising	4			6	17	7			20.0	56.7	23.3	4.03	.668
	7	1		2	23	4	3.3		6.7	76.7	13.3	3.96	.718
	10			1	16	13			3.3	53.3	43.3	4.40	.563
	14			5	20	5			16.7	66.7	16.7	4.0	.587
	15			1	12	17			3.3	40.0	56.7	4.53	.571
	20	21	3	6			70.0	10.0	20.0			1.50	.820

When the Table 4.2.1.2 examined, according to teachers, in the integrating style of conflict management, behavior in item 1 ($M= 4.10$) was the most frequently used by administrators whereas behavior in item 22 ($M= 3.73$) was the least frequently used by administrators (see Appendix B). Both administrators and teachers agreed with the use of integrating style most. However, their views about frequency level of use of this style were different. These results are also parallel to the study done by Yıldırım (2003).

In teachers' view, in the obliging style of conflict management, behavior in item 24 ($M= 3.92$) was the most frequently used by administrators, but behavior in item 13 ($M= 2.39$) was the least frequently used by administrators (see Table 4.2.1.2 and Appendix B). Views of administrators and teachers about the use of obliging style were the same.

With the perceptions of teachers, in the dominating style, behavior in item 21 ($M= 3.63$) was the most frequently used by administrators. Whereas, behavior in item 8 ($M= 1.44$) was the least frequently used by administrators (see Table 4.2.1.2 and Appendix B). Both administrators and teachers agreed with use of dominating style least.

In the avoiding style of conflict management, according to teachers, behavior in item 27 ($M= 4.26$) was the most but behavior in item 17 ($M= 2.09$) was the least frequently used by administrators (see Table 4.2.1.2 and Appendix B). In here, it can be said that administrators and teachers views about frequency level of use of this

style were different. These results are also parallel to the results of the study done by Yıldırım (2003).

Teachers' views about compromising style, behavior in item 10 (M= 4.17) was the most frequently used by administrators. Behavior in item 20 (M=2.19) was the least frequently used by administrators (see Table 4.2.1.2 and Appendix B). Views of administrators and teachers about the use of compromising style were the same.

Table 4.2.1.2: Level of Using Items in Five Conflict Management Strategies by Administrators With the Perceptions of Teachers

Conflict Management Strategies	Item Number	Frequency					Percent					M	SD
		1	2	3	4	5	1	2	3	4	5		
Integrating	1	2	5	17	69	48	1.4	3.5	12.1	48.9	34.0	4.10	.851
	5	5	8	17	55	56	3.5	5.7	12.1	39.0	39.7	4.05	1.033
	12	5	6	24	57	49	3.5	4.3	17.0	40.4	34.8	3.98	1.007
	22	10	9	27	57	38	7.1	6.4	19.1	40.4	27.0	3.73	1.137
	23	5	4	23	54	55	3.5	2.8	16.3	38.3	39.0	4.06	.994
	28	4	7	21	63	46	2.8	5.0	14.9	44.7	32.6	3.99	.967
Obliging	2	8	7	37	57	32	5.7	5.0	26.2	40.4	22.7	3.69	1.055
	11	22	38	50	26	5	15.6	27.0	35.5	18.4	3.5	2.67	1.058
	13	34	38	50	17	2	24.1	27.0	35.5	12.1	1.4	2.39	1.027
	19	3	7	53	64	14	2.1	5.0	37.6	45.4	9.9	3.56	.822
	24	3	9	22	68	39	2.1	6.4	15.6	48.2	27.7	3.92	.938
Dominating	8	96	32	8	5		68.1	22.7	5.7	3.5		1.44	.759
	9	93	22	16	7	3	66.0	15.6	11.3	5.0	2.1	1.61	1.011
	18	57	30	29	20	5	40.4	21.3	20.6	14.2	3.5	2.19	1.212
	21	16	11	23	49	42	11.3	7.8	16.3	34.8	29.8	3.63	1.294
	25	51	26	36	18	10	36.2	18.4	25.5	12.8	7.1	2.36	1.283
Avoiding	3	19	13	45	40	24	13.5	9.2	31.9	28.4	17.0	3.26	1.240
	6	39	37	33	26	6	27.7	26.2	23.4	18.4	4.3	2.45	1.198
	16	11	15	35	59	21	7.8	10.6	24.8	41.8	14.9	3.45	1.111
	17	67	28	18	21	7	47.5	19.9	12.8	14.9	5.0	2.09	1.283
	26	25	24	51	29	12	17.7	17.0	36.2	20.6	8.5	2.85	1.188
	27	9	3	11	37	81	6.4	2.1	7.8	26.2	57.4	4.26	1.118
Compromising	4	4	8	21	62	46	2.8	5.7	14.9	44.0	32.6	3.97	.981
	7	3	9	17	75	37	2.1	6.4	12.1	53.2	26.2	3.95	.912
	10	4	3	14	64	56	2.8	2.1	9.9	45.4	39.7	4.17	.902
	14	3	9	19	80	30	2.1	6.4	13.5	56.7	21.3	3.88	.887
	15	3	7	19	66	46	2.1	5.0	13.5	46.8	32.6	4.02	.925
	20	52	34	37	12	6	36.9	24.1	26.2	8.5	4.3	2.19	1.152

4.2.2 The Distribution of Administrators' and Teachers' Perceptions of Level of Using Five Conflict Handling Styles by Administrators

The total scores of each respondent were calculated for each conflict handling style and divided by the number of items in that conflict handling style to make it conform to the five point likert scale used in the study, 5 is strongly agree , 4 is agree, 3 is undecided, 2 is disagree and 1 is strongly disagree. As a result, the highest possible mean score for each style of handling conflict is 5.00 and the lowest is 1.00. The mean score of each conflict handling style between 1 to 1.79 for level one (strongly disagree), 1.80 to 2.59 for level two (disagree), 2.60 to 3.39 for level three (undecided), 3.40 to 4.19 for level four (agree) and 4.20 to 5.00 for level five (strongly agree). With the help of this classification one can observe frequency and percentages of conflict handling style used by administrators.

How do principals perceive their style of handling conflict in 5 conflict handling styles? As indicated in Table 4.2.2.1, conflict handling style of integrating includes 6 items in the questionnaire, administrators mostly perceive themselves at fourth level (agree) (36.7%) and at fifth level (strongly agree) (63.3%). In other words, all of the administrators perceived themselves using integrating style most frequently (100 %).

In the conflict management style of obliging that includes 5 items in the questionnaire, administrators perceive themselves at 4th level (agree) (43.3%), at 3rd level (undecided) (40%) and at 2nd level (disagree) (16.7%). Nearly half of the administrators perceived themselves not using obliging style frequently.

About dominating style, including 5 items, only 3.3 percent of the administrators perceive themselves at 4th level (agree), 26.7 percent of them perceive themselves at 3rd level (undecided), half of them perceive themselves at 2nd level (disagree) (50%), and 20 percent of them perceive themselves at first level (strongly disagree). In other words, majority of the administrators perceived themselves not using dominating style frequently (70%).

In the conflict management style of avoiding, including 6 items, 26.7 percent of the administrators perceive themselves at 3rd level (undecided), majority of them perceive themselves at 2nd level (disagree) (60%) and 13.3 percent of them perceive themselves at first level (strongly disagree). In other words, also majority of the administrators perceived themselves not using avoiding style frequently (73.3%).

In compromising style, including 6 items, only 6.6 percent of the administrators perceive themselves at 5th level (strongly agree), majority of them perceive themselves at 4th level (agree) (76.7%), and 16.7 percent of them perceive themselves at 3rd level (undecided). In other words, majority of the administrators perceived themselves used compromising style frequently (83.3%).

As indicated in the Table 4.2.2.1, administrators did not perceive themselves at 1st (strongly disagree) and 2nd level (disagree) in integrating and compromising styles. The highest percentage was in the compromising style at 4th level (agree) (76.7%), the second highest percentage was in the integrating style at 5th level (strongly agree) (63.3%). Also it can be understood from the Table 4.2.1 and Table 4.2.2.1, with the perceptions of self, administrators used integrating style at 5th level

(strongly agree), compromising style at 4th level (agree), obliging style at 3rd level (undecided), dominating and avoiding style at 2nd level (disagree).

Table 4.2.2.1: Distribution of Administrators' Own Perceptions of Level of Using Five Conflict Handling Style (N= 30)

Conflict Management Strategies	Level	Frequency	Percent
Integrating	1- "strongly disagree"	-	-
	2- "disagree"	-	-
	3- "undecided"	-	-
	4- "agree"	11	36.7
	5- "strongly agree"	19	63.3
Obliging	1- "strongly disagree"	-	-
	2- "disagree"	5	16.7
	3- "undecided"	12	40.0
	4- "agree"	13	43.3
	5- "strongly agree"	-	-
Dominating	1- "strongly disagree"	6	20.0
	2- "disagree"	15	50.0
	3- "undecided"	8	26.7
	4- "agree"	1	3.3
	5- "strongly agree"	-	-
Avoiding	1- "strongly disagree"	4	13.3
	2- "disagree"	18	60.0
	3- "undecided"	8	26.7
	4- "agree"	-	-
	5- "strongly agree"	-	-
Compromising	1- "strongly disagree"	-	-
	2- "disagree"	-	-
	3- "undecided"	5	16.7
	4- "agree"	23	76.7
	5- "strongly agree"	2	6.6

About the distributions of teacher respondents' perceptions of administrators in 5-conflict handling style, the same procedure followed and distributions of frequencies and percentages of levels across all ROCI-II Scale were calculated.

How do teachers perceive administrators' style of handling conflict across all ROCI-II Scale? As indicated in Table 4.2.2.2, in conflict handling style of integrating, 41.9 percent of the teachers perceived administrators in the order of using at 5th level (strongly agree) (41.9%), at 4th level (agree) (36.2%), at 3rd level (undecided) (15.6%), at 2nd level (disagree) (3.5%) and at 1st level (strongly disagree) (2.8%), respectively. In other words, most of the teacher respondents perceived administrators using integrating style frequently (78,1%).

In the obliging style, 8.5 percent of the teachers perceived administrators at 5th level (strongly agree), 37.6 percent of them at 4th level (agree), 41.1 percent of them at 3rd level (undecided), 11.4 percent of them at 2nd level (disagree) and only 1.4 percent of them at 1st level (strongly disagree). In other words, nearly half of the teacher respondents perceived administrators not using obliging style frequently.

In dominating style, only 2.1 percent of the teachers perceived administrators at 5th level (strongly agree), 6.4 percent of them at 4th level (agree), 29.1 percent of them at 3rd level (undecided), 39 percent of them at 2nd level (disagree), and 23.4 percent of them at 1st level (strongly disagree). In other words, most of the teacher respondents perceived administrators not using dominating style frequently (62,4%).

In avoiding style, only 1.4 percent of the teachers perceived administrators at 5th level (strongly agree), 30.5 percent of them at 4th level (agree), 45.4 percent of them at 3rd level (undecided), 19.9 percent of them at 2nd level (disagree), and 2.8 percent of them at 1st level (strongly disagree). In other words, nearly half of the teacher respondents perceived administrators not using avoiding style frequently.

In compromising style, 21.3 percent of teachers perceived administrators at 5th level (strongly agree), majority of them perceived administrators at 4th level (agree) (56.1), 15.6 percent of them perceived administrators at 3rd level (undecided), 4.9 percent of them at 2nd level (disagree), and 2.1 percent of them at 1st level (strongly disagree). In other words, most of the teacher respondents perceived administrators using compromising style frequently (77,4%).

When in all conflict management styles, frequencies of teachers perceptions were examined, the highest percentage was in the Compromising style at 4th level (agree) (56.1%), the second highest score was in the Avoiding style at 3rd level (undecided) (45.4%). Generally there are some differences between self perceptions of administrators and teachers perceptions of administrators. Because percentages of administrators' self perceptions were high in two style, namely Integrating and Compromising. These two styles may reflect social desirability, since both styles can be considered as positive ones. However, percentages of teachers' perceptions about administrators were not as high as that of administrators' in two styles (Integrating and Compromising). Teachers perceptions of administrators in five conflict handling style included all levels (1 to 5) at a varying level.

It can also be understood from the Table 4.2.1 and 4.2.2.2., with the perceptions of teachers, administrators used Integrating and Compromising style at 4th level (agree), obliging and avoiding style at 3rd level (undecided), dominating style at 2nd level (disagree).

Table 4.2.2.2: Distribution of Teachers' Perceptions About Administrators' Level of Using Five Conflict Handling Style (N= 141)

Conflict Management Strategies	Level	Frequency	Percent
Integrating	1- "strongly disagree"	4	2.8
	2- "disagree"	5	3.5
	3- "undecided"	22	15.6
	4- "agree"	51	36.2
	5- "strongly agree"	59	41.9
Obliging	1- "strongly disagree"	2	1.4
	2- "disagree"	16	11.4
	3- "undecided"	58	41.1
	4- "agree"	53	37.6
	5- "strongly agree"	12	8.5
Dominating	1- "strongly disagree"	33	23.4
	2- "disagree"	55	39.0
	3- "undecided"	41	29.1
	4- "agree"	9	6.4
	5- "strongly agree"	3	2.1
Avoiding	1- "strongly disagree"	4	2.8
	2- "disagree"	28	19.9
	3- "undecided"	64	45.4
	4- "agree"	43	30.5
	5- "strongly agree"	2	1.4
Compromising	1- "strongly disagree"	3	2.1
	2- "disagree"	7	4.9
	3- "undecided"	22	15.6
	4- "agree"	79	56.1
	5- "strongly agree"	30	21.3

4.3. Do Conflict Management Strategies of Administrators Differ in Relation to Certain Demographic Characteristics of the Administrators Perceived by Self?

The distributions of female and male administrators' perceptions of self about 5 conflict handling styles, the same procedure mentioned above followed and distributions of frequencies and percentages of levels across all ROCI-II Scale were calculated.

As indicated in the the Table 4.3.1 with the perceptions of female and male administrators, the rank ordering of the styles used by the administrators in the same way; Integrating, Compromising, Obliging, Avoiding, Dominating, respectively. Also it can be understood from the Table 4.3.1 and 4.3.2, with the perceptions of female and male administrators, administrators used integrating style at 5th level (strongly agree), compromising style at 4th level (agree), obliging at 3rd level (undecided), avoiding and dominating style at 2nd level (disagree).

Table 4.3.1: Rank-Ordered Means on the ROCI-II Scales of Female and Male Administrators

Scale	Female Administrators (n= 6)		Male Administrators (N= 24))	
	M	SD	M	SD
Integrating	4.21	.293	4.50	.398
Compromising	3.65	.501	3.71	.346
Obliging	2.80	.700	3.12	.470
Avoiding	2.06	.784	2.44	.483
Dominating	1.90	.616	2.23	.534

As indicated in Table 4.3.2, 66.7 percent of the male administrators use integrating scale at 5th level (strongly agree). 45.8 percent of the male administrators use obliging style at 4th level (agree). Male administrators use dominating style at 2nd level (disagree) (54.2%). 75 percent of the male administrators use avoiding style at second level (disagree). 83.3 percent of the male administrators use compromising style at 4th level (agree). Both male and female administrators did not perceive themselves using integrating and compromising style at 1st (strongly disagree) and 2nd level (disagree). Male administrators had the highest percentages at 4th level (agree) in compromising style (83.3%) and also had the second highest percentages at 5th level (strongly agree) in integrating style (66.7%). Both of these styles are the most socially desirable ones. In regarding this conclusion, it can be said that male administrators behave in a more socially desirable way than female administrators. Although male and female administrators perceived themselves in using integrating and compromising styles the most, the percentages of the male administrators were higher than the females.

It can be understood from the tables (see Table 4.3.1 and Table 4.3.2) that according to female and male administrators, the order and level of use of these five styles is not different.

Table 4.3.2: Distribution of Female and Male Administrators' Own Perceptions of Level of Using Five Conflict Handling Style

Conflict management strategies	Level	Female (n= 6)		Male (n= 24)	
		frequency	percent	frequency	percent
Integrating	1- "strongly disagree"	-	-	-	-
	2- "disagree"	-	-	-	-
	3- "undecided"	-	-	-	-
	4- "agree"	3	50.0	8	33.3
	5- "strongly agree"	3	50.0	16	66.7
Obliging	1- "strongly disagree"	-	-	-	-
	2- "disagree"	2	33.3	3	12.5
	3- "undecided"	2	33.3	10	41.7
	4- "agree"	2	33.3	11	45.8
	5- "strongly agree"	-	-	-	-
Dominating	1- "strongly disagree"	2	33.3	4	16.6
	2- "disagree"	2	33.3	13	54.2
	3- "undecided"	2	33.3	6	25.0
	4- "agree"	-	-	1	4.2
	5- "strongly agree"	-	-	-	-
Avoiding	1- "strongly disagree"	4	66.7	-	-
	2- "disagree"	-	-	18	75.0
	3- "undecided"	2	33.3	6	25.0
	4- "agree"	-	-	-	-
	5- "strongly agree"	-	-	-	-
Compromising	1- "strongly disagree"	-	-	-	-
	2- "disagree"	-	-	-	-
	3- "undecided"	2	33.3	3	12.5
	4- "agree"	3	50.0	20	83.3
	5- "strongly agree"	1	16.7	1	4.2

As indicated in the Table 4.3.3, based on three levels of administrators' work experience, the rank ordering of the styles used by the administrators in the same way; Integrating, Compromising, Obliging, Avoiding, Dominating, respectively. Also it can be understood from the Table 4.3.3 and 4.3.4, again based on the three levels of administrators' work experience, administrators used integrating style at 5th level (strongly agree), compromising style at 4th level (agree), obliging at 3rd level (undecided), avoiding and dominating style at 2nd level (disagree).

Table 4.3.3: Rank-Ordered Means on the ROCI-II Scales of Administrators' Work Experience With the Perceptions of Self

Scale	<5 years work experience (n= 9)		5-9 years work experience (n= 12)		> 9 years work experience (n= 9)	
	M	SD	M	SD	M	SD
Integrating	4.68	3.996	4.41	.379	4.43	.436
Compromising	3.70	.273	3.52	.336	3.82	.484
Obliging	3.12	.509	3.14	.637	3.05	.400
Avoiding	2.33	.523	2.36	.583	2.40	.644
Dominating	2.01	.509	2.31	.598	2.02	.514

Table 4.3.4 indicates that administrators who had less than 5 years of work experience use integrating style at 5th level (strongly agree) (77.8 %) and compromising style at 4th level (agree) (100%). Administrators who had 5-9 years work experience use Compromising style at 4th level (agree) (75%), sixty percent of the administrators who had 5-9 years work experience use Obliging style at 4th level (agree). 66.7 percent of the administrators who had more than 9 years of work experience use Dominating style at 2nd level (disagree). 77.8 percent of the administrators who had less than 5 years of work experience use Avoiding style at 2nd level (disagree). It is understood from the table that administrators who had less work experience use two most desirable styles that are, Integrating and Compromising with higher percentages.

From the following tables (see Table 4.3.3 and Table 4.3.4), the rank order and level of use of these five styles does not change according to administrators' work experience with the perceptions of self.

Table 4.3.4 : Distribution of Administrators' Own Perceptions of Level of Using Five Conflict Handling Style According to Their Work Experience

Conflict management strategies	Level	<5 years work experience (n= 9)		5-9 years work experience (n= 12)		> 9 years work experience (n= 9)	
		frequency	percent	frequency	Percent	frequency	percent
Integrating	1	-	-	-	-	-	-
	2	-	-	-	-	-	-
	3	-	-	-	-	-	-
	4	2	22.2	5	41.7	4	44.4
	5	7	77.8	7	58.3	5	55.6
Obliging	1	-	-	-	-	-	-
	2	1	11.1	2	16.7	2	22.2
	3	4	44.4	4	33.3	4	44.4
	4	4	44.4	6	60.0	3	33.3
	5	-	-	-	-	-	-
Dominating	1	3	33.3	1	8.3	2	22.2
	2	4	44.4	5	41.7	6	66.7
	3	2	22.2	5	41.7	1	11.1
	4	-	-	1	8.3	-	-
	5	-	-	-	-	-	-
Avoiding	1	-	-	2	16.7	2	22.2
	2	7	77.8	7	58.3	4	44.4
	3	2	22.2	3	25.0	3	33.3
	4	-	-	-	-	-	-
	5	-	-	-	-	-	-
Compromising	1	-	-	-	-	-	-
	2	-	-	-	-	-	-
	3	-	-	3	25.0	2	22.2
	4	9	100	9	75.0	5	55.6
	5	-	-	-	-	2	22.2

4.4. Do Conflict Management Strategies of Administrators Differ in Relation to Certain Demographic Characteristics of Teachers Perceived by Teachers?

As indicated in the the Table 4.4.1, perceptions of female and male teachers are similar to that of the administrators'. According to the teachers, administrators use Integrating, Compromising, Obliging, Avoiding, Dominating, respectively. Also it can be understood from the Table 4.4.1 and 4.4.2, according to female and male teachers, administrators used Integrating and Compromising styles at 4th level (agree), Obliging and Avoiding styles at 3rd level (undecided), Dominating style at 2nd level (disagree).

Table 4.4.1: Rank-Ordered Means on the ROCI-II Scales According to Female and Male Teachers

Scale	Female Teachers (n= 63)		Male Teachers (n= 78)	
	M	SD	M	SD
Integrating	3.91	.844	4.05	.882
Compromising	3.61	.740	3.76	.614
Obliging	3.21	.644	3.27	.656
Avoiding	3.05	.655	3.07	.597
Dominating	2.24	.731	2.25	.751

In here, the difference between teachers and administrators according to their sex was the level of use of these styles by administrators, especially the level of use of two styles, first one is Integrating (teachers' perceptions of the use of this style was lower than that of administrators), second one is Avoiding (teachers' perceptions of the use of this style was higher than that of administrators) (see Table 4.4.1 and Table 4.4.2).

When we look at the female and male teachers' perceptions of administrators in using five styles of handling conflict (see Table 4.4.2), we can see that 47.4 percent of the male teachers perceive administrators using Integrating style at 5th level (strongly agree), 49.2 percent of the female teachers see administrators using obliging style at 3rd level (undecided), 39.7 percent of the female teachers perceive administrators as using dominating style at 2nd level (disagree), 48.7 percent of the male teachers' perceptions about administrators using avoiding style at 3rd level (undecided). Also, 61.5 percent of the male teachers' perceptions about administrators using compromising style at 4th level (agree). This is congruent with the results of male administrators. Male teachers' perceptions of administrators were also high in Integrating and Compromising styles. Male and female teachers agreed on the administrators use of integrating and compromising styles mostly but the difference in here is the percentages between two groups.

It is understood from the tables (see Table 4.4.1 and Table 4.4.2) that with the perceptions of teachers, rank order and level of use of these five styles by administrators does not change according to female and male teachers.

Table 4.4.2: Distribution of Female and Male Teachers' Perceptions About Administrators' Level of Using Five Conflict Handling Style

Conflict management strategies	Level	Female (n= 63)		Male (n= 78)	
		Frequency	Percent	frequency	percent
Integrating	1	1	1.6	3	3.8
	2	3	4.8	2	2.6
	3	12	19.0	10	12.8
	4	25	39.7	26	33.3
	5	22	34.9	37	47.4
Obliging	1	1	1.6	1	1.3
	2	7	11.1	9	11.5
	3	31	49.2	27	34.6
	4	19	30.2	34	43.6
	5	5	7.9	7	8.9
Dominating	1	14	22.2	19	24.3
	2	25	39.7	30	38.5
	3	19	30.2	22	28.2
	4	4	6.3	5	6.4
	5	1	1.6	2	2.6
Avoiding	1	1	1.6	3	3.8
	2	14	22.2	14	17.9
	3	26	41.3	38	48.7
	4	22	34.9	21	26.9
	5	-	-	2	2.6
Compromising	1	2	3.2	1	1.3
	2	4	6.3	3	3.8
	3	12	19.0	10	12.8
	4	31	49.2	48	61.5
	5	14	22.2	16	20.5

As indicated in the Table 4.4.3, according to three levels of teachers' work experience, the rank ordering of the styles used by the administrators in the same way; Integrating, Compromising, Obliging, Avoiding, Dominating, respectively. It can also be understood from the Table 4.4.3 and 4.4.4, according to three levels of teachers' work experience, administrators used Integrating and Compromising styles at 4th level (agree), obliging and avoiding styles at 3rd level (undecided), dominating style at 2nd level (disagree).

Table 4.4.3: Rank-Ordered Means on the ROCI-II Scales of Administrators According to Teachers' Work Experience

Scale	<5 years work experience (n= 48)		5-9 years work experience (n= 52)		> 9 years work experience (n= 41)	
	M	SD	M	SD	M	SD
Integrating	4.08	.958	3.93	.765	3.95	.865
Compromising	3.84	.698	3.56	.626	3.70	.675
Obliging	3.18	.560	3.38	.579	3.16	.802
Avoiding	3.03	.682	3.04	.563	3.12	.621
Dominating	2.21	.745	2.21	.613	2.33	.879

In here, the difference between teachers and administrators according to their work experience was the level of use of these styles by administrators, especially the level of use of two styles, first one is Integrating (teachers' perceptions of the use of this style was lower than that of administrators), second one is Avoiding (teachers' perceptions of the use of this style was higher than that of administrators) (see Table 4.3.3 and Table 4.4.3).

As it can be understood from Table 4.4.4, according to teachers who had less than 5 years of work experience, administrators use the Integrating style at 5th level (strongly agree) (52.1%). 47.9 percent of the teachers who had less than 5 years of work experience perceived administrators using Obliging style at 3rd level (undecided). 48.1 percent of the teachers who had 5-9 years work experience perceived administrators using Dominating style at 2nd level (disagree). Half of the teachers who had 5-9 years work experience perceived administrators using Avoiding style at 3rd level (undecided) (50%). 60.4 percent of the teachers who had less than 5 years of work experience perceived administrators using compromising style at 4th level (agree). It can be inferred from the results that teachers who had less than 5 years of work experience perceived administrators at high levels (5th "strongly agree" for Integrating style and 4th "agree" for Compromising style) that are the two most desirable styles because the percentages, frequency and mean score are higher than other work experience levels. In addition, according to teachers' three levels of work experience, there were no differences in the use of obliging and avoiding styles. So, it can be said that work experience of teacher respondents created no differences in the use of each 5 style by administrators.

With the perceptions of teachers, teachers' work experience created no difference in the rank order and level of use of these five styles by administrators (see Table 4.4.3 and Table 4.4.4) .

Table 4.4.4: Distribution of Teachers' Perceptions About Administrators' Level of Using Five Conflict Handling Style According to Their Work Experience

Conflict management strategies	Level	<5 years work experience (n= 48)		5-9 years work experience (n= 52)		> 9 years work experience (n= 41)	
		frequency	percent	frequency	Percent	frequency	percent
Integrating	1	3	6.3	-	-	1	2.4
	2	-	-	2	3.8	3	7.3
	3	5	10.4	11	21.2	6	14.6
	4	15	31.2	20	38.5	16	39.0
	5	25	52.1	19	36.5	15	36.6
Obliging	1	-	-	-	-	2	4.9
	2	6	12.5	4	7.7	6	14.6
	3	23	47.9	21	40.4	14	34.1
	4	17	35.4	21	40.4	15	36.6
	5	2	4.2	6	11.5	4	9.8
Dominating	1	11	22.9	10	19.2	12	29.3
	2	19	39.6	25	48.1	11	26.8
	3	13	27.1	14	26.9	14	34.1
	4	5	10.4	3	5.8	1	2.4
	5	-	-	-	-	3	7.3
Avoiding	1	2	4.2	-	-	2	4.9
	2	9	18.7	12	23.1	7	17.1
	3	20	41.7	26	50.0	18	43.9
	4	16	33.3	14	26.9	13	31.7
	5	1	2.1	-	-	1	2.4
Compromising	1	1	2.1	1	1.9	1	2.4
	2	1	2.1	3	5.8	3	7.3
	3	5	10.4	11	21.2	6	14.6
	4	29	60.4	30	57.7	20	48.8
	5	12	25.0	7	13.4	11	26.8

4.5. Is There Any Significant Difference Between Administrators' Perceptions of Their Conflict Management Strategies and Teachers' Perceptions of Them?

Comparisons of administrators' and teachers' mean scores for each style of handling conflict in ROCI-II Scale are presented in this section.

The Independent Samples t-test assesses whether the means of two groups are statistically different from each other. This analysis is appropriate whenever you want to compare the means of two groups (Baykul, 1999; Büyüköztürk, 2003; Green, Salkind & Akey, 1997; Kalaycı, 2005).

Is there really any significant difference between teachers' and administrators' perceptions of each conflict management strategies of ROCI-II Scale? To answer this question, each group's mean scores of conflict management strategies were compared by independent samples t-test. The values of independent samples t test results for each conflict management strategy are presented in Table 4.5.1. An alpha level of .05 was used for all statistical tests.

In the conflict management strategy of "Integrating", independent samples t test of significance with equal variances assumed at, t value ($t_{(169)} = -3.15$, $p_{(0.002)} < .05$) shows a statistically significant difference between administrator and teacher respondents' mean scores of Integrating style. Administrators perceive themselves significantly more Integrating than the perceptions of the teachers.

In the conflict management strategy of “Obliging”, independent samples t test of significance with equal variances assumed at, t value ($t_{(169)} = 1.14$, $p_{(0.25)} > .05$) shows that there is no statistically significant difference between administrator and teacher respondents’ mean scores of Obliging style.

In the conflict management strategy of “Dominating”, independent samples t test of significance with equal variances assumed at, t value ($t_{(169)} = 0.77$, $p_{(0.44)} > .05$) shows that there is no statistically significant difference between administrator and teacher respondents’ mean scores of Dominating style.

In the conflict management strategy of “Avoiding”, independent samples t test of significance with equal variances assumed at, t value ($t_{(169)} = 5.70$, $p_{(0.000)} < .05$) shows a statistically significant difference between administrator and teacher respondents’ mean scores of Avoiding style. Teachers perceive administrators significantly more Avoiding than the perceptions of the administrators. In other words, administrators perceive themselves significantly less Avoiding than the perceptions of the teachers.

In the conflict management strategy of “Compromising”, independent samples t test of significance with equal variances assumed at, t value ($t_{(169)} = 0.29$, $p_{(0.76)} > .05$) shows that there is no statistically significant difference between administrator and teacher respondents’ mean scores of Compromising style.

The scale profiles for self versus other reports are not parallel. The Independent Samples t test results confirm the differences between self and others

reports. Administrators reported to be significantly more Integrating but less Avoiding in handling conflict than teachers. In contrast, teachers rated administrators as more Avoiding and less Integrating than the administrators.

Independent Samples t-test yielded significant differences in scale means between the self and teachers reports. As predicted, administrators reported themselves to be significantly more Integrating in handling conflict than their subordinates. Significant differences were also found for the Avoiding scales, with subordinates' rating, administrators as more Avoiding in conflict management than the administrators' rating themselves.

Table 4.5.1: Independent Samples T Test Results on the ROCI-II Scales of Administrators' Self and Subordinate Reports

Conflict Management Strategies	Rater	N	MEAN	SD	df	t	P
Integrating	Teachers	141	3.99	.86	169	-3.15	0.002
	Administrators	30	4.50	.39			
Obliging	Teachers	141	3.25	.65	169	1.14	0.25
	Administrators	30	3.11	.52			
Dominating	Teachers	141	2.25	.74	169	0.77	0.44
	Administrators	30	2.14	.55			
Avoiding	Teachers	141	3.06	.62	169	5.70	0.00
	Administrators	30	2.36	.56			
Compromising	Teachers	141	3.70	.67	169	-0.29	0.76
	Administrators	30	3.73	.37			

4.6 Is There Any Significant Difference Between Male and Female Teacher Respondents' Perceptions About Administrators' Use of Each Conflict Management Strategy in ROCI-II Scale?

Comparisons of male and female teacher respondents' mean scores for the use of each style of handling conflict in ROCI-II Scale by administrators are presented in this section.

Is there really any significant difference between male and female teacher respondents' perceptions of administrators in using each conflict management strategies of ROCI-II Scale? To answer this question, each group' s mean scores of conflict management strategies were compared by independent samples t-test. The values of independent samples t test results for each conflict management strategy are presented in Table 4.6.1. An alpha level of .05 was used for all statistical tests.

In the conflict management strategy of “Integrating”, independent samples t test of significance with equal variances assumed at, t value ($t_{(139)} = -.960$, $p_{(0.339)} > .05$) shows that there is no statistically significant difference between female and male teacher respondents' mean scores of Integrating style.

In the conflict management strategy of “Obliging”, independent samples t test of significance with equal variances assumed at, t value ($t_{(139)} = -.576$, $p_{(0.565)} > .05$) shows that there is no statistically significant difference between female and male teacher respondents' mean scores of Obliging style.

In the conflict management strategy of “Dominating”, independent samples t test of significance with equal variances assumed at, t value ($t_{(139)} = -.141$, $p_{(0.888)} > .05$) shows that there is no statistically significant difference between female and male teacher respondents’ mean scores of Dominating style.

In the conflict management strategy of “Avoiding”, independent samples t test of significance with equal variances assumed at, t value ($t_{(139)} = -.142$, $p_{(0.888)} > .05$) shows that there is no statistically significant difference between female and male teacher respondents’ mean scores of Avoiding style.

In the conflict management strategy of “Compromising”, independent samples t test of significance with equal variances assumed at, t value ($t_{(139)} = -1.298$, $p_{(0.197)} > .05$) shows that there is no statistically significant difference between female and male teacher respondents’ mean scores of Compromising style.

Tablo 4.6.1: T Test Results on the Five Conflict Handling Style in ROCI-II Scale According to Teachers’ Sex

Conflict Management Strategies	Sex	n	M	SD	df	t	P
Integrating	Female	63	3.91	.84	139	-.960	0.339
	Male	78	4.05	.88			
Obliging	Female	63	3.22	.64	139	-.576	0.565
	Male	78	3.28	.66			
Dominating	Female	63	2.24	.73	139	-.141	0.888
	Male	78	2.26	.75			
Avoiding	Female	63	3.06	.66	139	-.142	0.888
	Male	78	3.07	.59			
Compromising	Female	63	3.62	.74	139	-1.298	0.197
	Male	78	3.77	.61			

4.7. Does the Work Experience of Teachers Affect Their Perceptions About Administrators' Use of Each Conflict Management Strategy in ROCI-II Scale?

This section presents the results on the effect of teachers' work experience on the perceptions of the use of five conflict handling style of ROCI-II Scale by administrators.

On the basis of demographic data, first, teacher respondents were grouped according to their work experience. The options in the questionnaire were 6 groups, but the researcher decreased 6 groups to 3 group because of the small size of the participants (see Table 4.7.1). Independent Samples One-Way ANOVA was used because there were three groups. F test is based on parametric assumptions such as normality and homogeneous variance. An alpha level of .05 was used for all statistical tests.

In the conflict management strategy of "Integrating", one-way ANOVA results indicates that equal variances assumed at, F ratio ($F_{(138)} = 0.45$, $p_{(0.63)} > .05$) shows that the effect of age level was not statistically significant on the administrators' use of the Integrating style.

In the conflict management strategy of "Obliging", one-way ANOVA results indicates that equal variances assumed at, F ratio ($F_{(138)} = 1.77$, $p_{(0.17)} > .05$) shows that the effect of work experience was not statistically significant on the administrators' use of the Obliging style.

In the conflict management strategy of “Dominating”, one-way ANOVA results indicates that equal variances assumed at, F ratio ($F_{(138)} = 0.38$, $p_{(0.68)} > .05$) shows that the effect of work experience was not statistically significant on the administrators’ use of the Dominating style.

In the conflict management strategy of “Avoiding”, one-way ANOVA results indicates that equal variances assumed at, F ratio ($F_{(138)} = 0.25$, $p_{(0.77)} > .05$) shows that the effect of work experience was not statistically significant on the administrators’ use of the Avoiding style.

In the conflict management strategy of “Compromising”, one-way ANOVA results indicates that equal variances assumed at, F ratio ($F_{(138)} = 2.07$, $p_{(0.13)} > .05$) shows that the effect of work experience was not statistically significant on the administrators’ use of the Compromising style.

Table 4.7.1: Results of One-Way ANOVA According to Teachers’ Work Experience

Conflict Management Strategies	Work Experience	n	M	SD	df	F	P	Significant Difference
Integrating	1. < 5 years	48	4.09	.96	138	0.45	0.63	No Difference
	2. 5-9 years	52	3.93	.77				
	3. > 9 years	41	3.95	.88				
Obliging	1. < 5 years	48	3.18	.56	138	1.77	0.17	No Difference
	2. 5-9 years	52	3.38	.58				
	3. > 9 years	41	3.16	.80				
Dominating	1. < 5 years	48	2.21	.75	138	0.38	0.68	No Difference
	2. 5-9 years	52	2.21	.61				
	3. > 9 years	41	2.34	.88				
Avoiding	1. < 5 years	48	3.03	.68	138	0.25	0.77	No Difference
	2. 5-9 years	52	3.04	.56				
	3. > 9 years	41	3.12	.63				
Compromising	1. < 5 years	48	3.84	.69	138	2.07	0.13	No Difference
	2. 5-9 years	52	3.57	.63				
	3. > 9 years	41	3.7	.68				

There is no significant difference between the mean scores of teacher respondents' level of work experience across the five ROCI-II scales. So Tukey HSD or Scheffee test is not necessary to make any further analysis (see Table 4.7.1).

4.8. Does the Educational Level of Administrators Affect Their Use of Each Conflict Management Strategy?

As presented in Table 4.8.1, according to administrators' two level of education, the rank ordering of the styles used by the administrators are as follows: Integrating, Compromising, Obliging, Avoiding, Dominating. Also it can be understood from the Table 4.8.1, according to administrators' two level of education, administrators used Integrating style at 5th level (strongly agree), Compromising style at 4th level (agree), Obliging style at 3rd level (undecided), Avoiding and Dominating style at 2nd level (disagree).

Table 4.8.1: Rank-Ordered Means on the ROCI-II Scales of Administrators According to Their Educational Level

Scale	Undergraduate (n= 24)		Graduate (n= 6)	
	M	SD	M	SD
Integrating	4.5	.402	4.5	.408
Compromising	3.7	.289	3.7	.663
Obliging	3.1	.552	3.1	.432
Avoiding	2.4	.549	2.1	.641
Dominating	2.1	.516	2.0	.731

This section involves the results on the effect of educational level of administrators on the use of five conflict handling style of ROCI-II Scale

On the basis of demographic data obtained from administrators, administrators grouped according to their educational level. The options in the questionnaire were B.S., MS and Doctorate. During the analysis, it was seen that there was only one administrators who had a doctorate degree. So MS and Doctorate groups were taken as a single one group. As a result, classification of the groups were made as undergraduate and graduate education levels. Mean scores of two educational levels of administrators were taken for each conflict handling style and then compared statistically by using t test in order to see whether there is a significant difference or not. But the homogeneity of group variances was not significantly equal in Compromising style of handling conflict, because of difference in subject size of two educational level of administrators. So the researcher decided to use Mann Whitney-U Test because the number of administrators who had undergraduate education was 24 and the number of administrators who had graduate education was 6. Second group's subject size was 6. The nonparametric tests for two independent samples are useful for determining whether or not the values of a particular variable differ between two groups. This is especially true when the assumptions of the t test are not met (Baykul, 1999; Büyüköztürk, 2003; Green, Salkind & Akey, 1997; Kalaycı, 2005). An alpha level of .05 was used for all statistical tests.

In the conflict management strategy of “Integrating”, Man Whitney-U test results indicates that U value ($U = 70.50$, $p_{(0.937)} > .05$) shows that there is no

statistically significant difference between means scores of administrators' level of education (see Table 4.8.2).

In the conflict management strategy of "Obliging", Man Whitney-U test results indicates that U value ($U = 65$, $p_{(0.714)} > .05$) shows that there is no statistically significant difference between mean scores related to administrators' level of education.

In the conflict management strategy of "Dominating", Man Whitney-U test results indicates that U value ($U = 57.50$, $p_{(0.448)} > .05$) shows there is no statistically significant difference between mean scores of administrators' level of education.

In the conflict management strategy of "Avoiding", Man Whitney-U test results indicates that U value ($U = 52.50$, $p_{(0.309)} > .05$) shows that there is no statistically significant difference between mean scores on the administrators' level of education.

In the conflict management strategy of "Compromising", Man Whitney-U test results indicates that U value ($U = 54$, $p_{(0.674)} > .05$) shows that there is no statistically significant difference between mean scores related to administrators' level of education.

Table 4.8.2: Results of Mann Whitney-U Test According to Administrators' Educational Level

Conflict Management Strategies	Educational Level	N	Mean Rank	Sum of Ranks	U value	p
Integrating	1. Undergraduate	26	15.56	373.50	70.50	.937
	2. Graduate	6	15.25	91.50		
Obliging	1. Undergraduate	26	15.79	379	65	.714
	2. Graduate	6	14.33	86		
Dominating	1. Undergraduate	26	16.10	386.50	57.50	.448
	2. Graduate	6	13.08	78.50		
Avoiding	1. Undergraduate	26	16.31	391.50	52.50	.309
	2. Graduate	6	12.25	73.50		
Compromising	1. Undergraduate	26	15.83	380	64	.674
	2. Graduate	6	14.17	85		

4.9. Does the Age of Administrators Affect Their Use of Each Conflict Management Strategy?

This section presents the results on the effect of age level of administrators on using five conflict handling style of ROCI-II Scale.

Administrators were grouped according to their age level. There were six groups in the questionnaire but the researcher reduced 6 groups to 3 group because of the sample size of the groups. Independent Samples One-Way ANOVA was used because there were three groups. F test is based on parametric assumptions such as normality and homogeneous variance. Three groups' sample sizes were over 6. An alpha level of .05 was used for all statistical tests.

In the conflict management strategy of “Integrating”, one-way ANOVA results indicates that equal variances assumed at, F ratio ($F_{(27)} = 0.207$, $p_{(0.814)} > .05$) shows that the effect of age level was not statistically significant on the administrators’ use of Integrating style.

In the conflict management strategy of “Obliging”, one-way ANOVA results indicates that equal variances assumed at, F ratio ($F_{(27)} = 0.575$, $p_{(0.569)} > .05$) shows that the effect of age level was not statistically significant on the administrators’ use of Obliging style (see Table 4.9.1).

In the conflict management strategy of “Dominating”, one-way ANOVA results indicates that equal variances assumed at, F ratio ($F_{(27)} = 0.249$, $p_{(0.781)} > .05$) shows the effect of age level was not statistically significant on the administrators’ use of Dominating style.

In the conflict management strategy of “Avoiding”, one-way ANOVA results indicates that equal variances assumed at, F ratio ($F_{(27)} = 1.942$, $p_{(0.163)} > .05$) shows that the effect of age level was not statistically significant on the administrators’ use of Avoiding style.

In the conflict management strategy of “Compromising”, one-way ANOVA results indicates that equal variances assumed at, F ratio ($F_{(27)} = 1.475$, $p_{(0.247)} > .05$) shows that the effect of age level was not statistically significant on the administrators’ use of Compromising style.

As indicated in Table 4.9.1, according to administrators' three levels of age, the rank ordering of the styles used by the administrators are as follows: Integrating, Compromising, Obliging, Avoiding, Dominating, respectively. It can also be understood from the Table 4.9.1, according to administrators' three levels of age, administrators used Integrating style at 5th level (strongly agree), Compromising style at 4th level (agree), Obliging style at 3rd level (undecided), Avoiding and Dominating style at 2nd level (disagree).

Tablo 4.9.1: Results of One-Way ANOVA According to Administrators' Age Level

Conflict Management Strategies	Age level	N	M	SD	df	F	P	Significant Difference
Integrating	1. 25-34	12	4.46	.41	27	.207	.814	No Difference
	2. 35-39	10	4.57	.38				
	3. > 39	8	4.48	.44				
Obliging	1. 25-34	12	2.98	.43	27	.575	.569	No Difference
	2. 35-39	10	3.22	.67				
	3. > 39	8	3.15	.47				
Dominating	1. 25-34	12	2.07	.48	27	.249	.781	No Difference
	2. 35-39	10	2.14	.54				
	3. > 39	8	2.25	.71				
Avoiding	1. 25-34	12	2.36	.46	27	1.942	.163	No Difference
	2. 35-39	10	2.13	.58				
	3. > 39	8	2.64	.63				
Compromising	1. 25-34	12	3.62	.36	27	1.475	.247	No Difference
	2. 35-39	10	3.73	.28				
	3. > 39	8	3.74	.38				

There is no significant difference between the mean scores of administrators' level of age across the five ROCI-II scales. So Tukey HSD or Scheffee test was not necessary to make any further analysis (see Table 4.9.1).

CHAPTER 5

DISCUSSION AND IMPLICATIONS

This chapter presents the discussions of the results of the study and suggests the implications for practice and recommendations for further research.

5.1 Discussion of major findings

The data obtained from 30 administrators and 141 teachers in 30 GRCs of Central Anatolia revealed important results about the demographic characteristics of the subject. It is understood from the data that the majority of the administrators are male. Distribution of educational levels among the administrators shows that most of the administrators had undergraduate degrees. Very few administrators had graduate degrees (Master of Science or Doctorate).

Of the demographic characteristics of the teachers, most of them had undergraduate degree. Only a small group among the teachers had a graduate degree (Master of Science). When the educational level and the work experience of teachers compared with that of administrators, it can be said that teachers and administrators more or less were similar to each other.

The administrators' return rate of the questionnaire in our study was perfect (100%). But teachers' return rate of the questionnaire in some GRCs was very low, especially from Keçiören GRC, only 4 teachers out of 10 filled the questionnaire.

The main aim of the study was to examine and explain the conflict management strategies used by administrators perceived by self and perceived by teachers in GRCs located in Central Anatolian provinces (13 provinces in total).

It is argued that administrators' own perceptions of conflict handling style is reliable or not compared to the perceptions of teachers on the administrators' conflict handling behaviors. The data shows the same rank order of conflict management strategies reported by both administrators and teachers: Integrating, Compromising, Obliging, Avoiding and Dominating. This is similar to the rank ordering found by Rahim (1986) in a sample of 1219 managers. Rahim found that when the target was subordinate, Integrating was the primary conflict strategy, followed by Compromising. This findings is also congruent with the McIntyre study (1997). According to McIntyre (1997), these two primary styles may reflect social desirability, since both styles can be considered as positive ones, involving a moderate to high concern for self and others. These styles are also more congruent with the current organizational changes that espouse a more participative, group based approach to managing subordinates and conflict. With these styles, both parties of the conflict "win" while with the Dominating, Avoiding, or Obliging styles, one of the parties loses. The subordinates' reporting may be considered to be more objective reflection of the administrator's actual behavior than the self reporting on the part of administrators. Several authors have proposed that these styles are more effective in

a democratic work environment because they imply a balance between the self and other dimensions (McIntyre, 1997). The result of this study also was congruent with the results of the studies carried out by Gümüşeli (1994), Yıldırım (2003) and Abacıoğlu (2005), in order of the styles used by principals were Integrating, Compromising, Obliging, Avoiding, and Dominating, respectively.

In Abacıoğlu's study (2005), from the principals perceptions, the data revealed that "Integrating" was the most frequently used conflict management style which was followed by the Compromising style. Conflict management styles of Obliging and Avoiding were perceived to be less frequently used and Dominating style appeared to be the most infrequently used.

When the mean scores of both administrators' and teachers' perceptions of the each conflict management style were compared and analyzed by t-test, there is an inconsistency between the perceptions of teachers and administrators. Teachers' perceptions are valuable and constitute a reference for us. Because the size of teacher group is larger than the size of administrator group. Probability of being objective is higher among the teachers because they evaluate administrators, not themselves.

In this study, in general, according to self perceptions of administrators, administrators used Integrating style at 5th level (strongly agree), Compromising style at 4th level (agree), Obliging style at 3rd level (undecided), Dominating and Avoiding style at 2nd level (disagree). However, with the perceptions of teachers, administrators used Integrating and Compromising style at 4th level (agree), Obliging and Avoiding style at 3rd level (undecided), Dominating style at 2nd level

(disagree). When other studies were examined (Gümüşeli, 1994; Yıldırım, 2003) in relation to the conclusion of this study, it was noticed that the inconsistencies are available among the perceptions of teachers and administrators on the level of using each conflict handling style.

Support was found for differences between the administrators' self-reported conflict management style and the teachers' ratings, with administrators reporting being more Integrating and less Avoiding than did their teachers. Therefore, although both administrators and teachers appear to share a common perception of the predominant conflict management styles used by administrators, there seems to be a discrepancy in the extent to which they report these behaviors. Teachers rated their administrators as being more Avoiding and less Integrating. The administrators' report suggest they see their behavior in a more positive way than teachers.

Regarding the demographic characteristics of both administrators and teachers, according to administrators' sex and work experience, administrators used Integrating style at 5th level (strongly agree), Compromising style at 4th level (agree), Obliging at 3rd level (undecided), Avoiding and Dominating style at 2nd level (disagree). On the other hand, according to teachers' sex and work experience, they perceived administrators used Integrating and Compromising styles at 4th level (agree), Obliging and Avoiding styles at 3rd level (undecided), Dominating style at 2nd level (disagree).

This discrepancy may be explained in a variety of ways. If the administrators' self report is more subject to self-serving biases, then the subordinate ratings may be

better predictor of their behavior than the self-report data (Daves & Holland, 1989). However, the role and power differential may also shape a negative bias on the part of the subordinate, which may lead to negative attributions of the administrator's behavior (Howat & London, 1980). A negative attribution on the part of the subordinates may also stem from the subordinates perceiving a discrepancy between their attitudes and beliefs and that of their superiors, including their beliefs about appropriate styles of handling conflict.

Another explanation may be the organizational climate. If the organization is unstable this could affect the reporting of conflict management style by both managers and subordinates (McIntry, 1997). Regarding the managers' self-report, instability might force the managers to perceive Integrating as the more desirable management style because of the need for more cooperation or, if there is a crisis mentality, it could encourage a more Dominating approach to interacting with their subordinates. Integrating is appropriate in complex situations where commitment and resources are required from other parties in order to solve common problems and there is the expectations of a future relationship between the parties. On the other hand, a Dominating style, from the manager's point of view, would be appropriate when a speedy decision and/or an unpopular course of action required. From the subordinate's point of view, the power differential would tend to be a more negative and defense attributional system towards the managers' behaviors (McIntry, 1997).

The results of this study confirm the assertion that self-report data may yield different information than ratings by others, and suggest that these two sources of information should be treated carefully when evaluating administrators' conflict

management strategies. This study shows that the styles most frequently used are positive and socially desirable strategies; namely, Integrating and Compromising. However, the teachers see the administrators' conflict management strategies in a more negative way than the administrators' self perception.

Another t-test result for the educational level differences of administrators' own perceptions about their style of handling conflict suggest that educational level of administrators creates no significant difference in their perceptions of conflict handling style. In other words, both two groups of the administrator have a similar view on using style of conflict handling. In addition to this, age level of the administrators creates no significant difference in their perceptions of conflict handling style. This is congruent with the study of Abacıoğlu (2005) where no statistically significant difference was found related to administrators' graduation year and age level.

Also teachers' work experience and sex creates no significant difference in their perceptions among the use of five styles of handling conflict by administrators.

Present study described the administrators' use of conflict handling styles statistically so that we would have the opportunity to see which styles are possessed frequently by administrators and which are not possessed that frequently. At this point, it is possible to get an idea about the fulfillment of administrators' own roles and tasks by examining the description of conflict handling style by the perceptions of teachers.

As a general conclusion, it can be stated that administrators' view of themselves with regard to required conflict handling styles is more positive than teachers' view about administrators.

5.2 Implications for Practice

Administrators should be encouraged and trained to involve effectively in conflict management. By the way of in-service training, effectiveness of conflict management will be improved. If the conflict is managed effectively, time, energy and sources devoted to the accomplishment of the goals of the organizations will be increased. The consequences of conflict, as observed by Owens (1995), are such that they are major contributors to the study of organizations and organizational behavior today.

The conclusions on the demographic characteristics of administrators shows that male administrators are still predominant among the whole administrator population, female administrators' contribution to the administration of the GRCs is very little. Educational level distributions of administrators imply that there are few number of administrators who have a Master's degree from the whole population. In time, administrators who have MS or Doctorate degree, may contribute to the effectiveness of the organization more than others (the more administrators with MS or Doctorate degrees in educational system, the more effective administrators in dealing with the handling conflict).

5.3 Recommendations for Further Research

A similar study may be done with a larger sample which would enhance the generalization of the conclusions reached. The accepted subject size of this study is enough but just includes one region of Turkey. Further studies can be made for other regions of Turkey. This study may also need to be carried out with a larger sample including all administrators of GRCs in Turkey with a more systematic way to examine any possible variation in conflict management or including other variables.

This study can be replicated by administering the questionnaire not only to teacher and administrators but also to other support staff in GRCs as well. First of all, because there is a significant difference between teachers' and administrators' perceptions of conflict handling styles, the causes of these differences needed to be handled in further studies. Also students, parents, and other teachers who were working with the coordination of GRCs can evaluate administrators because these groups have the advantage of observing administrators' behaviors in detail. Since the data obtained from this study is limited to the perceptions of administrators and teachers, a qualitative study about frequency of the use of these styles of conflict management can be made in order to see the real observations of all groups in GRCs.

In the data collection process of this study, teachers were not asked whether they had a conflict or received any punishment from the administrators. There may have been such teachers in the sample who hesitated evaluating their administrators objectively. This possibility should be concerned and some precaution and

measurement should be taken in the selection of teacher sample and execution of questionnaires in future studies.

The results of the study also showed the need of retranslation of ROCI-II Scale to Turkish and the need of factor analysis and the need of reliability statistics again because of the low cronbach alfa scores of some subscales obtained in this study and translation problems found in some items of the scale.

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APPENDICES

APPENDIX A

Form-A Yöneticiler İçin

Sayın RAM Yöneticisi,

Bu araştırmanın amacı, İç Anadolu Bölgesi Rehberlik ve Araştırma Merkezlerinde çalışan yöneticilerinin çatışma yönetim stratejilerini belirlemektir. Anketimiz iki bölümden oluşmaktadır. Birinci bölüm, anketi cevaplandıranlarla ilgili kişisel bilgilere ulaşmak için hazırlanmış anket sorularını içermektedir. İkinci bölümdeki anketimiz ise, yöneticilerin çatışma yönetim stratejilerini belirlemek amacıyla tasarlanmıştır. Anket sonuçları kurumunuzdaki diğer çalışanlara kesinlikle bildirilmeyecek ve araştırma dışında asla kullanılmayacaktır. Lütfen anketteki tüm soruları yanıtlayınız. Herhangi bir sorunuz olduğu takdirde lütfen iletişim kurunuz. Çalışmaya katkılarınızdan dolayı teşekkür ederim.

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Bölüm 1

Kişisel Bilgiler

Bu bölümde, anketi cevaplandıranlarla ilgili verilerin elde edilmesi amaçlanmaktadır. Durumunuza uygun olan seçeneği (X) işareti koyarak işaretleyiniz.

1. Kurumdaki göreviniz? () Müdür () Müdür Yardımcısı
2. Cinsiyetiniz? () Kadın () Erkek
- 3-En son mezun olduğunuz okul? **(Bölüm adını da yazarak belirtiniz)**
() 2-3 yıllık eğitim enstitüsü veya ön-lisans.....
() Lisans.....
() Yüksek Lisans.....
() Doktora.....
4. Yaşınız?
() 25 ten küçük
() 25-29
() 30-34
() 35-39
() 40-44
() 45 ve üstü
- 5-Hizmet Süreniz?
Öğretmenlik:
() 1 yıldan az () 1-4 () 5-9 () 10-14 () 15-19 () 20 ve üstü
Yöneticilik:
() 1 yıldan az () 1-4 () 5-9 () 10-14 () 15-19 () 20 ve üstü
Toplam:
() 1 yıldan az () 1-4 () 5-9 () 10-14 () 15-19 () 20 ve üstü

6-Şu anda görev yaptığınız yerdeki yöneticilik süreniz?

() 1 yıldan az () 1-4 () 5-9 () 10-14 () 15-19 () 20 ve üstü

7-Yönetim konusunda katıldığınız seminer sayısı?

() Hiç () 1-2 () 3-5 () 5 ve üzeri

Bölüm II

Çatışma Yönetim Stratejileri Anketi,

Sayın RAM yöneticisi, anketin bu bölümünde davranış biçimleri başlığı altında 28 davranış verilmiştir. Merkez çalışanlarıyla olan bir anlaşmazlık durumunda bu davranışları hangi sıklıkla gösterdiğinizi düşününüz. Davranış biçimlerini değerlendirirken yakın geçmişte karşılaştığınız mümkün olduğu kadar çok sayıda anlaşmazlık durumunu hatırlamaya çalışınız.

Her davranışın karşısında yer alan seçeneklerden size uygun olan seçeneğe (X) işareti koyunuz. Doğru veya yanlış cevap yoktur. Seçeneklerden her biri çalışanlarla aranızda anlaşmazlık çıkması durumunda sizin o davranışı hangi sıklıkla kullandığınızı göstermektedir.

Bunun için, (5) Her zaman; (4) Çoğunlukla; (3) Ara sıra; (2) Az; (1) Çok az olmak üzere büyükten küçüğe doğru sıralanan beş sıklık derecesi belirlenmiştir.

Anketi cevaplamaya ilişkin bir örnek aşağıda verilmiştir:

Örnek:

Herhangi bir konuda çalışanlarla aranızda bir farklılık, uyuşmazlık, sorun veya başka bir ifadeyle anlaşmazlık çıkması durumunda;

Sıklık Derecesi

Davranış Biçimleri	Her zaman	Çoğunlukla	Ara sıra	Az	Çok az
	(5)	(4)	(3)	(2)	(1)
1.Onların isteklerini dikkate alırım.	()	(X)	()	()	()
2.Fikirlerimi kabul ettirmek için onlara baskı yaparım.	()	()	()	()	(X)

Örnekteki cevaplamayı yapan yöneticinin,

1.maddeye verdiği cevaba göre;herhangi bir uyuşmazlık durumunda “çoğunlukla çalışanların görüşlerini dikkate aldığını”,

2.maddeye verdiği cevaba göre de; herhangi bir anlaşmazlık durumunda “kendi fikirlerini kabul ettirmek için çalışanlara çok az baskı yaptığını” ifade etmektedir.

Herhangi bir konuda çalışanlarla aramda bir farklılık, uyuşmazlık, sorun veya başka bir ifadeyle anlaşmazlık çıkması durumunda;

Aşağıda her bir davranış için size uygun seçeneği (X) işareti ile işaretleyiniz.

DAVRANIŞ BİÇİMLERİ	Her zaman	Çoğunlukla	Ara sıra	Az	Çok az
	(5)	(4)	(3)	(2)	(1)
1. Herkesçe kabul edilebilir bir çözüm bulmak için sorunu onlarla birlikte incelemeye çalışırım.					
2. Onların ekonomik, toplumsal ve ruhsal ihtiyaçlarını karşılamaya çalışırım.					
3. Kötü duruma düşmekten kaçınmak için onlarla anlaşmazlıklarımı açığa vurmamaya çaba gösteririm.					
4. Ortak bir karara ulaşabilmek için fikirlerimi onlarınkiyle birleştirmeye çalışırım.					
5. Bir soruna hepimizin beklentilerini karşılayacak çözümler bulmak için onlarla birlikte çalışmaya çaba gösteririm.					
6. Onlarla görüş ayrılıklarımı açıkça tartışmaktan kaçınırım.					
7. Bir çıkmazı çözmek için orta bir yol bulmaya çalışırım.					
8. Fikirlerimi kabul ettirmek için baskı yaparım.					
9. Kendi lehime karar çıkartmak için yetkimi kullanırım.					
10. Onların isteklerini dikkate alırım.					
11. Onların isteklerini koşulsuz benimserim.					
12. Bir sorunu birlikte çözebilmek için onlarla tam bir bilgi alışverişi yaparım.					
13. Onlara ödün veririm.					
14. Anlaşmazlıklarda tıkanmayı gidermek için orta bir yol öneririm.					
15. Bir uzlaşma sağlanabilmesi için onlarla görüşürüm.					
16. Onlarla anlaşmazlıktan kaçınmaya çalışırım.					
17. Onlarla karşılaşmaktan kaçınırım.					
18. Kendi lehime karar çıkarmak için bilgi ve becerilerimi kullanırım.					
19. Onların önerilerine uyarım.					
20. Bir uzlaşma sağlamak için pazarlık yaparım.					
21. Sorunun beni ilgilendiren yönünü sıkı takip ederim.					
22. Sorunun mümkün olan en iyi şekilde çözülebilmesi için tüm endişelerinin açığa çıkmasına çaba gösteririm.					
23. Hepimizce kabul edilebilecek kararlara ulaşabilmek için onlarla işbirliği yaparım.					
24. Onların beklentilerini karşılamaya çaba gösteririm.					
25. Rekabet gerektiren bir durumda gücümü kullanırım.					
26. Kırgınlığı önlemek için onlarla görüş ayrılığımı açığa vurmam.					
27. Onlara nahoş sözler söylemekten kaçınırım.					
28. Bir sorunun doğru anlaşılabilmesi için onlarla çalışmaya çaba gösteririm.					

APPENDIX B

Form-B RAM Çalışanları İçin

Sayın RAM Çalışanı,

Bu araştırmanın amacı, İç Anadolu Bölgesi Rehberlik ve Araştırma Merkezlerinde çalışan yöneticilerinin çatışma yönetim stratejilerini belirlemektir. Anketimiz iki bölümden oluşmaktadır. Birinci bölüm, anketi cevaplandıranlarla ilgili kişisel bilgilere ulaşmak için hazırlanmış anket sorularını içermektedir. İkinci bölümdeki anketimiz ise, yöneticilerin çatışma yönetimi stratejilerini belirlemek amacıyla tasarlanmıştır. Anket sonuçları kurumunuzdaki diğer çalışanlara kesinlikle bildirilmeyecek ve araştırma dışında asla kullanılmayacaktır. Lütfen anketteki tüm soruları yanıtlayınız. Herhangi bir sorunuz olduğu takdirde lütfen iletişim kurunuz. Çalışmaya katkılarınızdan dolayı teşekkür ederim.

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Bölüm 1 Kişisel Bilgiler

Bu bölümde, anketi cevaplandıranlarla ilgili verilerin elde edilmesi amaçlanmaktadır. Durumunuza uygun olan seçeneği (X) işareti koyarak işaretleyiniz.

- 1.Cinsiyetiniz? ☐ Kadın ☐ Erkek
- 2.Branşınız? ☐ Rehber Öğretmen ☐ Özel Eğitim Öğretmen ☐ Sınıf Öğretmeni ☐ Diğer.....
- 3-En son mezun olduğunuz okul? **(Bölüm adını da yazarak belirtiniz)**
☐ 2-3 yıllık eğitim enstitüsü veya ön-lisans.....
☐ Lisans.....
☐ Yüksek Lisans.....
☐ Doktora.....
4. Yaşınız?
☐ 25 ten küçük
☐ 25-29
☐ 30-34
☐ 35-39
☐ 40-44
☐ 45 ve üstü
- 5-Hizmet Süreniz?
Öğretmenlik:
☐ 1 yıldan az ☐ 1-4 ☐ 5-9 ☐ 10-14 ☐ 15-19 ☐ 20 ve üstü
- 6-Şu anda görev yaptığınız yerdeki çalışma süreniz?
☐ 1 yıldan az ☐ 1-4 ☐ 5-9 ☐ 10-14 ☐ 15-19 ☐ 20 ve üstü

Bölüm II

Çatışma Yönetim Stratejileri Anketi,

Sayın RAM çalışanı, anketin bu bölümünde davranış biçimleri başlığı altında 28 davranış verilmiştir. Yöneticinizle olan bir anlaşmazlık durumunda yöneticinizin bu davranışları hangi sıklıkla gösterdiğini düşününüz. Davranış biçimlerini değerlendirirken yakın geçmişte karşılaştığınız mümkün olduğu kadar çok sayıda anlaşmazlık durumunu hatırlamaya çalışınız.

Her davranışın karşısında yer alan seçeneklerden uygun olan seçeneğe (X) işareti koyunuz. Doğru veya yanlış cevap yoktur. Seçeneklerden her biri yöneticinizle aranızda anlaşmazlık çıkması durumunda yöneticinin o davranışı hangi sıklıkla kullandığını göstermektedir.

Bunun için, (5) Her zaman; (4) Çoğunlukla; (3) Ara sıra; (2) Az; (1) Çok az olmak üzere büyükten küçüğe doğru sıralanan beş sıklık derecesi belirlenmiştir.

Anketi cevaplamaya ilişkin bir örnek aşağıda verilmiştir:

Örnek:

Herhangi bir konuda yöneticinizle aranızda bir farklılık, uyuşmazlık, sorun veya başka bir ifadeyle anlaşmazlık çıkması durumunda;

Sıklık Derecesi

Davranış Biçimleri	Her zaman	Çoğunlukla	Ara sıra	Az	Çok az
	(5)	(4)	(3)	(2)	(1)
1.İsteklerimizi dikkate alır.	()	(X)	()	()	()
2.Fikirlerini kabul ettirmek için bizlere baskı yapar.	()	()	()	()	(X)

Örnekteki cevaplamaı yapan merkez çalışanının

1.maddeye verdiği cevaba göre;herhangi bir uyuşmazlık durumunda yöneticisinin “çoğunlukla çalışanların görüşlerini dikkate aldığını”,

2.maddeye verdiği cevaba göre de; herhangi bir anlaşmazlık durumunda yöneticisinin “kendi fikirlerini kabul ettirmek için çalışanlara çok az baskı yaptığını” ifade etmektedir.

***Kurum Müdürünü değerlendirmek için doldurulacak**

Herhangi bir konuda yöneticinizle aranızda bir farklılık, uyuşmazlık, sorun veya başka bir ifadeyle anlaşmazlık çıkması durumunda;

Aşağıda her bir davranış için yöneticinize uygun seçeneği (X) işareti ile işaretleyiniz.

DAVRANIŞ BİÇİMLERİ	Her zaman	Çoğunlukla	Ara sıra	Az	Çok az
	(5)	(4)	(3)	(2)	(1)
1.Hepimizce kabul edilebilir bir çözüm bulmak için sorunu bizlerle birlikte incelemeye çalışır.					
2.Ekonomik, toplumsal ve ruhsal ihtiyaçlarımızı karşılamaya çalışır.					
3.Kötü duruma düşmekten kaçınmak için bizlerle anlaşmazlıklarını açığa vurmamaya çaba gösterir.					
4.Ortak bir karara ulaşabilmek için fikirlerini bizimkilerle birleştirmeye çalışır.					
5.Bir soruna hepimizin beklentilerini karşılayacak çözümler bulmak için bizimle birlikte çalışmaya çaba gösterir.					
6.Bizimle görüş ayrılıklarını açıkça tartışmaktan kaçınır.					
7.Bir çıkmazı çözmek için orta bir yol bulmaya çalışır.					
8.Fikirlerini kabul ettirmek için bizlere baskı yapar.					
9.Kendi lehine karar çıkartmak için yetkisini kullanır.					
10.İsteklerimizi dikkate alır.					
11.İsteklerimizi koşulsuz benimser.					
12.Bir sorunu birlikte çözebilmek için bizlerle tam bir bilgi alışverişi yapar.					
13.Bizlere ödün verir.					
14.Anlaşmazlıklarda tıkanmayı gidermek için orta bir yol önerir.					
15.Bir uzlaşma sağlanabilmesi için bizlerle görüşür.					
16.Bizlerle anlaşmazlıktan kaçınmaya çalışır.					
17.Bizlerle karşılaşmaktan kaçınır.					
18.Kendi lehine karar çıkarmak için bilgi ve becerilerini kullanır.					
19.Bizim önerilerimize uyar.					
20.Bir uzlaşma sağlamak için pazarlık yapar.					
21.Sorunun kendini ilgilendiren yönünü sıkı takip eder.					
22.Sorunun mümkün olan en iyi şekilde çözülebilmesi için tüm endişelerimizin açığa çıkmasına çaba gösterir.					
23.Hepimizce kabul edilebilecek kararlara ulaşabilmek için bizlerle işbirliği yapar.					
24.Beklentilerimizi karşılamaya çaba gösterir.					
25.Rekabet gerektiren bir durumda gücünü kullanır.					
26.Kırgınlığı önlemek için bizlerle görüş ayrılığını açığa vurmaz.					
27.Bizlere nahoş sözler söylemekten kaçınır.					
28.Bir sorunun gerektiği şekilde anlaşılabilmesi için bizimle çalışmaya çaba gösterir.					

APPENDIX C

The Rahim Organizational Conflict Inventory II (ROCI-II) For Administrators

You may have incompatibilities, disagreements, or differences (i.e. conflict) with your subordinates. Rank each of the following statements to indicate how you handle your conflict with your subordinates. Try to recall as many recent conflict situations as possible in ranking these statements.

There are no right or wrong answers. The response which is most characteristics of your behavior, in a situations of conflict with your subordinates, is the best answer. Any other answer, which may be considered as more desirable or acceptable, will simply lead to misleading information (Please circle your responses).

- 5-Strongly agree
- 4-Agree
- 3-Undecided
- 2-Disagree
- 1-Strongly disagree

STATEMENTS

- 1-I try to investigate an issue with my subordinates to find a solution acceptable to us
- 2-I generally try to satisfy the needs of my subordinates.
- 3-I attempt to avoid being “put on the spot” and try to keep my conflict with my subordinates to myself
- 4-I try to integrate my ideas with those of my subordinates to come up with a decision jointly.
- 5-I try to work with my subordinates to find solutions to a problem which satisfy our expectations.
- 6-I usually avoid open discussions of my differences with my subordinates.
- 7-I try to find a middle course to resolve an impasse
- 8-I use my influence to get my ideas accepted
- 9-I use my authority to make a decision in my favor.
- 10-I usually accomodate the wishes of my subordinates.
- 11-I give in to the wishes of my subordinates.
- 12-I exchange accurate information with my subordinates to solve a problem together.
- 13-I usually allow concessions to my subordinates.
- 14-I usually propose a middle ground for breaking deadlocks.
- 15-I negotiate with my subordinates so that a compromise can be reached.
- 16-I try to stay away from disagreements with my subordinates.
- 17-I avoid an encounter with my subordinates.
- 18-I use my expertise to make a decision in my favor.
- 19-I often go along with the suggestions of my subordinates.
- 20-I use “give and take” so that a compromise can be made.
- 21-I am generally firm in pursuing my side of the issue.
- 22-I try to bring all our concerns out in the open so that issues can be resolved in the best possible way.
- 23-I colloborate with my subordinates to come up with decisions acceptable to us.
- 24-I try to satisfy the expectations of my subordinates.
- 25-I sometimes use my power to win a competitive situation.
- 26-I try to keep my disagreement with my subordinates to myself in order to avoid hard feelings.
- 27-I try to avoid unpleasant exchanges with my subordinates.
- 28-I try to work with my subordinates for a proper understanding of a problem.

APPENDIX D

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Araştırma, Planlama ve Koordinasyon Kurulu Başkanlığı

Sayı : B.08.0.APK.0.03.05.01-01/ 8570

30/12/2005

Konu : Araştırma İzni

KONYA VALİLİĞİNE
(İl Millî Eğitim Müdürlüğü)

İlgi : Ankara Valiliği İl Millî Eğitim Müdürlüğü'nün 15.12.2005 tarih ve 13840 sayılı yazısı.

Orta Doğu Teknik Üniversitesi Eğitim Bilimleri Anabilim Dalı Yüksek Lisans programı öğrencisi Sülbiye AYDIN'ın "Çatışma Yönetimi" konulu tez anketini İç Anadolu Bölgesi illerinde (Ankara, Kırıkkale, Çankırı, Yozgat, Sivas, Niğde, Kırşehir, Nevşehir, Kayseri, Aksaray, Karaman, Konya, Eskişehir) kurulu olan Rehberlik Merkezlerinde çalışan yönetici ve rehber öğretmenlere uygulama izin talepleri incelenmiştir.

Orta Doğu Teknik Üniversitesi Rektörlüğü tarafından kabul edilen ve ekte gönderilen 7 sayfa 84 sorudan oluşan anketin araştırmacı tarafından uygulanmasında Bakanlığımızca sakınca görülmemektedir.

Bilgilerinizi ve gereğini rica ederim.

Cevdet CENGİZ
Bakan a.
Müsteşar Yardımcısı

EKLER :

EK - 1 Anket (7 Sayfa)

DAĞITIM :

Ankara, Kırıkkale, Çankırı, Yozgat, Sivas,

Niğde, Kırşehir, Nevşehir, Kayseri, Aksaray, Samsun,

Karaman, Konya Eskişehir Valiliğine

İL MİLLÎ EĞİTİM MÜD.
16 OCAK 2006

KONYA VALİLİĞİ
Eğitim Müdürlüğü

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APPENDIX E

Sayın Sulbiye Hanım,
Doktora tezimde kullanmış olduğum anketi siz de çalışmanızda kullanabilirsiniz. Ayrıca size yardımcı olabileceğim bir konu olursa bana yazabilirsiniz, memnuniyetle yardımcı olurum.
Hasan Bey'e de selam ve saygılarımı iletirseniz sevinirim.

Başarılar dilerim

----- Original Message -----

From: sulbiyecemeci

To: aligumuseli@hotmail.com

Sent: Wednesday, October 19, 2005 3:56 PM

Subject: çatışma yönetimi

Sayın Prof. Dr. Ali İlker GÜMÜŞELİ. İsmim Sülbiye AYDIN CEBECİ. ODTÜ Eğitim Fakültesi, Eğitim Bilimleri Bölümü, Eğitim Yönetiminde yüksek lisans öğrencisiyim. Prof. Dr. Hasan ŞİMŞEK ile çalışıyorum. “MEB’ e bağlı Rehberlik ve Araştırma Merkezlerinde çalışan yöneticilerin çatışma yönetim stratejileri” konusunda tez çalışması yapmayı planlıyorum. Bu çalışmamda sizin tarafınızdan Türkçe’ye uyarlanan “Çatışma Yönetimi Anketini” kullanmak istiyorum. Uygun gördüğünüz takdirde anketinizi kullanabilir miyim? Bu konuda sizden izin istiyorum. Uygun görürseniz bu e-mail adresine gönderebilir misiniz? Üniversitenizin ve sizin WEB sitenizden e-mail adresinize ulaştım. Size acaba başka nasıl ulaşabilirim. Umarım yanlış bir yol izlememişimdir. İlginiz ve yardımınız için şimdiden çok teşekkür ederim.

Saygılarımla.

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