

Evaluation of Conflict and Resolution Strategies of Administrators According to Teacher Views

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Abstract

The purpose of this research is to examine the views of teachers working in secondary school principals found in the central districts of the conflict management strategy is intended to assess the situation. The research data were collected using qualitative research methods. Interview method was used to obtain the data. Semi-structured interview form was used in the research. The study group of the study consists of 46 teachers working in secondary schools. According to the results obtained from the findings of the study, it was stated that teachers' principals' solution-oriented behavior in solving the conflicts experienced in the school and showing a leading behavior in this issue was stated to be the most important responsibility. Communication-related problems are in the first place in experiencing conflicts. Regarding the communication skills of the school principal, the teachers stated that the concept of empathy in communication, active listening, solution-oriented and respect for different ideas should be the communication behavior of the school principal. It is observed that school principals have critical ideas as well as positive teachers' opinions about the concept of empathy in communication. According to the opinions of the teachers, they stated that the school principals did not have a vision determined in their schools or that this vision was never expressed. The absence or non-implementation of the concept of vision in schools will prevent the realization of the goals and objectives of the school, and will not take advantage of opportunities such as innovation and change. The school administrator should determine the vision of the school and take a joint decision with its employees and lead and pioneer in ensuring that the change that puts the changing technologies of the age into the service of the school spreads throughout the school.

Keywords: Conflict, strategy, school administrator, teacher, leadership.

Introduction

The concept of leadership is a phenomenon that begins with the transition of people from individual life to living as a community. "The orientation of groups of people who are oriented towards specific goals includes another skill ability and persuasion ability" (Avcı & Topaloğlu, 2009). Leadership and leadership in line with this issue; "It is all of the knowledge and abilities to gather people in certain clusters around certain goals and encourage action to achieve the goals" (Aslan, 2013). Those who are in the leadership position of the organization should be a source of motivation for their employees in business life.

It makes leadership and leader descriptions with various ingredients according to the competencies of different trends and their groups (Avcı & Topaloğlu, 2009). The leader unites and converges around the ideas, principles and ideas adopted by the organization's employees; It is defined as a person who leads the right people to a target in advance or encourages others to act in line with certain goals (Avcı ve Topaloğlu, 2009). In other words, a leader is the people that a group of individuals act and follow in line with their wishes, instructions and orders in order to achieve their individual and group goals (Koçel, 2011). Leaders as seen in the definitions; are those who hold the employees in an organization together in line with the goals of the organization, direct, move, and have qualities that differ from other managers or employees. "It is of great importance for leaders to be mediators, directing and unifying on this issue" (Koçel, 2011). In general, Leadership is defined from two different aspects. One is defined

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in terms of leadership process and the other is defined in terms of quality. "Leader as a process, directing the activities of the organization to the goals of the organization, as a person in order; in terms of quality, it is defined as the leader's characteristic that effectively influences the group members" (Koçel, 2011).

Charismatic leadership constitutes the basic dimension of transformational leadership within the scope of contemporary approaches in leadership (Vuran, 2019). It is to make followers believe in their leaders so that they can overcome their problems. The leader is the charismatic leader who inspires them to be confident in meeting the challenges (Vuran, 2019). Transformational Leadership emerged in the USA in 1978. The foundation of transformational leadership is that followers and leaders literally change the relationships between them (Bolat, 2008). Cultural Leadership is a form of leadership that aims to develop and establish an organizational culture (Yıldırım, 2018). For example; As a cultural leader, the duty of school administrators is to create a shared school culture (Yıldırım, 2018). Visionary Leadership, leaders who can look to the future with a new perspective are called visionary leaders (Bridge, 2003). The super leadership approach is of great importance for people to develop their own potential. He advocates that in the super leadership approach, the individual can continuously improve himself and therefore become their own leader.

Conflict; Adventure, explanation, development, critical thinking and creation can be shown as it shows the loss of control at the civilized level, destruction, dehumanization, innovation, violence, barbarism, irrationality. (Ertürk, 2000).

Failure to resolve the conflict in a timely manner creates stress on the people involved in the conflict and impairs healthy thinking and decision-making mechanisms. If a person whose thinking and decision-making mechanism is not healthy, they lose their functionality within the organization, distancing the organization from its purpose and may cause problems in coordinated behavior towards the goal (Şendur, 2006).

In the general definition of the concept of conflict, negative aspects such as situations that lead to reduced effectiveness, inefficiency or dysfunctional consequences come to the fore. However, conflict is not an absolute bad situation. If managed properly, it can also lead to positive results such as increased effectiveness and efficiency, strengthened relationships, learning, progress and development (Katz & Lawyer, 1993; Mullins, 2002).

Organizational conflicts are one of the issues that managers need to focus on. Conflicts are important to managers (Roberts, M., Turner, C. 2005). According to the results of the research conducted by Ş., it was determined that managers spend 40% of their time solving conflicts. Conflict can be defined as the process where the individual or group perceives other individuals or groups as a negative obstacle (Rahim, Antonioni, & Psenicka, 2001).

Although there are many classifications regarding the conflicts occurring in organizations, (Robbins, 2003; Özkalp & Kirel 2011). It considers the reasons of organizational conflict as communication, organizational structure and personal variables. It is also possible that the conflict arises due to the difference in the perspectives of individuals or groups trying to achieve organizational goals (Pooya, Barfoei, Kargozar & Maleki, 2013).

"Conflict management strategies are defined as general and consistent, observable behavioral patterns directed by the individual or group to the conflict situation or the other party" (Montes, Rodriguez & Serrano, 2012).

Integration, "In the integration method, also known as the problem solving method, one's interest is concentrated on both herself and the other" (Bilgin, 2008). Distinctive elements of the integration strategy from other strategies are encounter and problem solving. "In the problem solving process, a solution can be found that will provide maximum satisfaction for the interests and needs of both parties" (Karip, 2010). In the obedience strategy, one of the parties gives up the satisfaction of their interests and needs in return for the interests and needs of the other party to come to the fore (Karip, 2010). The method of compliance can only be achieved through one-sided concessions. Usually it stems from a hierarchical necessity. Persons may engage in such behavior in order to preserve their presence. If the importance is given to the maintenance of the relationship, if the continuation of the conflict will harm the relations with the other party, accepting the wishes of the other party and agreeing on a solution that will satisfy the other party may be seen as the most appropriate option (Karip, 2010).

The purpose of this research is due to Kayseri Republic of Turkey Ministry of Education according to the views of teachers working in secondary school principals found in the central districts of the conflict management strategy is intended to assess the situation.

METHOD

Research Model

Qualitative data help in explaining and elaborating the quantitative data obtained in the first stage (Creswell, 2008). It was used together with scanning and interview technique, which is one of the descriptive research methods. Screening model is a suitable model for researches aiming to describe a past or present situation as it exists. "General screening models; "It is the screening arrangements made on the whole of the universe or a group of samples or samples to be taken from it in order to reach a general judgment about the universe in a universe consisting of many elements" (Karasar, 2011). The interview method was used to obtain the qualitative data of the study, and "interview" is a form that the interviewer directs the questions to the subjects in order to get answers, verbally and generally face to face. The interview technique can be divided into three groups as structured, unstructured and semi-structured. Comparative data is an important factor in the semi-structured interviews used in the research. However, in this way, there is a chance to see how the people interviewed by the researcher structure a certain subject.

Research Study Group

The research consists of teachers working in secondary schools affiliated to the Ministry of National Education in the districts of Kocasinan, Melikgazi and Talas, which are the central districts of Kayseri in the 2019-2020 academic year. Regarding the qualitative dimensions of the research, the personal and private information of the teachers who voluntarily participated in the study were not asked, and the teachers selected according to demographic characteristics were asked to answer the interview questions. In qualitative dimensions, codes were given to the teachers instead of their names, and it was stated as Ö1, Ö2, and Ö3.

Teachers working in 19 schools in the central districts in the universe of his research constitute. A total of 46 teachers evaluated conflict resolution strategies depending on the learning leadership of the school principals. Semi-Structured Interview Form In the qualitative stage, teachers' views on conflict resolution strategies according to learning leadership characteristics of school principals were collected with a semi-structured interview form developed by the researcher. Quantitative data were taken as a basis in the creation of the interview form, and the questions prepared were examined by 3 expert Turkish teachers who had a

master's degree in their field in terms of content validity and language, and their opinions were received. The interview form was applied to 20 people in a school that was selected as a pilot, and they were asked to indicate questions they did not understand or contradict their logic. At the reliability stage, the statements with consensus and disagreement were determined by the researcher and five experts. The reliability formula proposed by Miles and Huberman (1994) was used to calculate the reliability of the study. Reliability = Consensus / (Consensus + Disagreement) After the calculation, the reliability of the study was calculated as 84%. reliability calculations of more than 70% are considered reliable for research (Miles v& Huberman, 1994).

Collection of Data

The scale and semi-structured interview form, which were used as data collection tools in the study, were applied between September and November 2020. It was stated that they are not obliged to write their names on the scale and interview form with demographic questions. Since face-to-face interviews would take time and they were deemed inappropriate, the researcher was asked to answer the interview questions. A total of 46 teachers participated in this research. The themes were created by coding the obtained information and analyzed accordingly.

Results

Dimension 1: Teachers' views on the roles and responsibilities of the school administrator: "Please indicate what are the roles and responsibilities of your school administrator in establishing an institution"? 6 sub-themes related to the question were determined. The most important role and responsibility of school principals in the organizational functioning of the institution were requested by teachers. The themes created after the expressions of the teachers are given in Table 1.

When Table 1 is examined, "What are the roles and responsibilities of your school administrator in creating corporate culture?" (32) of the teachers to ensure that the school climate is positive, (18) to create a school identity that learns, (11) to solve the conflicts experienced in the school, (9) to create communication channels (6) to create the vision of the school. determined that.

Supporting views on ensuring a positive school climate

Regarding the role and responsibility of school administrators in creating school culture, most of

the teachers expressed their opinions about the positive school climate. As an example, T9's statement "The most important role and responsibility of the school principal is to create an environment of love and respect in the school, while T15's statement "I think " from the teachers Ö42 'that the school climate is not positive is the

most important factor in experiencing all kinds of violent tendencies and conflicts that may occur in the school' ". Teachers Ö37 "The group that principals need most in the formation of a positive climate is teachers, if school principals aim to satisfy their own ego, tension increases. " They expressed in the form.

Table 1. School administrators' roles and responsibilities

No	Theme	Frequency
1.	Ensuring that the school climate is positive	32
2.	Creating the learning school identity	18
3.	Solving conflicts at school	11
4.	Creating communication channels	9
5.	Determining the vision of the school	6
6.	Increasing the academic success of the school	4

Statements on the creation of a learning school culture 18 statements evaluated that the necessity of establishing the learning school culture in schools is the most important role and responsibility of the school principal. For example, Ö1 stated that "I believe in the importance of effective learning in increasing the success of the school, considering that learning is continuous in our profession and in all areas of our life. "I believe it is important to keep up, I think that the struggle against these changes will be through continuous learning. While expressing his opinion, Ö34 stated that "school principals should be open to learning and should

not think that they are sufficient in this matter, they should act exemplary to teachers on this issue".

Dimension II: Teachers' Views on Communication Skills of the School Principal

"Provide information about your school principal's communication skills within the institution"? 4 themes were determined for the questionSub-themes and frequency information about the communication skills of the school principal of the teachers who evaluate the school administrators are given in Table 2.

Table 2. Communication skill of the school principal

No	Theme	Frequency
1.	Empathy in communication	35
2.	Effective and relevant listening in communication	20
3.	Being solution oriented in communication	15
4.	respect for different ideas in communication	13

When the communication skills of school principals of teachers in the study were evaluated, 4 sub-themes were determined. According to the statements of the teachers in the sub-themes determined, 35 statements regarding the necessity of empathy for the principal, the statements of the teachers expressing their opinion about the effective and relevant listening of the principals20, the teacher statement indicating the necessity of the school principals to be solution-oriented 15, the school administrators need to respect different ideas teacher expression was determined as 13.

Empathize in communication

Statements about the necessity of empathy for school administrators in communication are stated below. According to this, while Ö43 stated that "

our school principal communicates with us as if we had not experienced the same problems in the past, although our school principal reached this position from the teaching staff, " while Ö27 "sometimes we ask for permission when our children or a relative get sick during our studies at school, but this is humanitarian. Ö42 stated that "in my opinion, a good administrator's behavior with empathy will be the most important factor in preventing conflicts in schools, but we will lead the concept to come to the fore ". . In the S40, everybody thinks that their thoughts are more important. In fact, empathy comes to the forefront, it means that I can experience the same problems in communication like you in time, I am in the same conditions as you.

Listening effectively and relevant in communication

In the research, there are 25 statements stating that the effective and interested listening of teachers evaluating school administrators is a more important skill for a school administrator. Accordingly, while Ö31 stated that "he seems to be listening to our school principal while telling our opinions or troubles about any subject, it gives me the feeling of being ignored" while s8 stated that "I expect a warm atmosphere in communication, but

I cannot see this in our administrators so I wanted to organize an activity in my class. I give information to our school principal as if he is not listening to me, he only makes expressions with his gestures, this attitude emphasizes that I am not important".

Dimension III: Your school principal's teaching views on how to create a conflict-free vision Sub-themes and frequency information about the ability of teachers who evaluate school principals to create a vision without conflict are given in Table 3.

Table 3. Communication skill of the school principal

No	Theme	Frequency
1.	The school vision should express shared values	38
2.	The school principal must have a vision	21
3.	The vision of the school should be open to change and development	11
4.	The school's vision should be collaborative	8

Among the 78 statements, the vision of the school should express common values 38 statements, the school principal should have a vision 21 statements the school's vision should be open to change and development 11 statements and the vision of the school should be based on cooperation They expressed it in the form of 8 statements.

School vision should express shared values statement views

The vision of the school should express shared values. It is mentioned in 38 statements that "s7" every school should have a vision, but the more important thing is that school principals should have a vision of love, respect and tolerance. "The values and the values of our country are not the same, so school principals should act with this in

mind in the management stages. expressed in the form. The shared vision of the school is that everyone should include the rules in ethical and moral sense, but I do not think that values are reflected in the school much, increasing school success should not be the only vision of the school principal.

Dimension IV: Teachers' views on how your school principal should resolve conflicts in response to changes: "Please provide information about how your school principal should resolve the conflicts that occur against the changes that occur? 3 themes were determined for the question The sub-themes and frequency information about the resolution of the conflicts arising against the changes of the teachers who evaluate the school principals are given in Table 4.

Table 4. Management of the conflicts of school administrators against changes

No	Theme	Frequency
1.	Planning change management	25
2.	Being a role model in change management	18

When we look at the teachers' opinions about how your school principal should solve the conflicts that occur against the changes in the study, there are 50 statements, and 32 statements such as change management planning are included in the study, while being a role model in change management is mentioned in 18 statements.

Teachers' opinions on Change Management Planning

Regarding the planning of change management, our school principal has problems in using the

change conditions in his favor. He stated that there is no planning for adaptation to the change conditions in the school, "Ö22, on the other hand, stated that the school administration does not have a plan and the ability to solve it in order to adapt to the changes as teachers.

Students' Views on Being a Role Model in Change Management

14 statements about being a role model in Change Management were used, and Ö16 said, "Let there be a positive change in the school, but in

these changes, our school principal is not a role model for us in overcoming these difficulties, it is a source of stress. " He expresses at every opportunity that we have to change in the meetings, but despite the role and model of the school, he has many shortcomings in this regard. "

Table 5. Conflict resolution strategies of managers

No	Theme	Frequency
1.	Providing problem solving through teamwork	30
2.	Determining the goals of teams	14

Regarding the school principal's use of teamwork in conflict resolution in the institution, while the statement that the problems should be solved by teamwork is included in 30 statements, the determination of team goals is mentioned in 14 statements.

Teachers' views on solving problems through teamwork:

30 statements were used regarding teachers' views about solving problems with teamwork Ö12 " In our school, we have a board of student behaviors, the board convenes, the decision is made about the student, but it is inadequate in solving the problem, there should be teams in the schools where the problem is solved. We act individually, we believe that we will be more successful if we tackle problems as a team. "

Teachers' Views on Determining Goals Through

Dimension V: Teacher views on what your school principal should do when using teamwork in conflict resolution:

The themes and frequency information related to your school principal's teamwork in the institution and its use in solving conflicts are given in Table 5.

Teamwork

Considering the teachers' opinions about determining the goals with teamwork, a total of 14 statements were used. Ö13 stated that " We cannot act together in schools, there is no coexistence in the teachers' room, but everybody hangs out individually, although there are teachers who do not greet us even though we are the same group, I think the school principal should teach us to be a team. " We know that there are common teams (groups) in all important educational activities, but are they managed in accordance with their objectives? this is discussed

Dimension VI: Conflicts arising from the management style of the school principal

5 sub-themes were created for the question of "Provide information about the conflicts arising from the management style of your school principal".

Table 6. Conflicts arising from the management style of the school principal

No	Sub Theme	Frequency
1.	Grouping within the school	25
2.	Conflicts of interest	20
3.	Pressure (mobbing)	18
4.	Discrimination	14
5.	The creation of an unfair structure	8

Provide information about the conflicts of teachers within the scope of the research arising from the management of your school principal? When their answers to the question were evaluated, 5 sub-themes were formed. Teachers stated that the most important conflict that occurred due to the management style of school principals is that grouping occurs within the school. 20 people stated that it causes conflicts of interest in school, 18 teachers expressed the idea that we are exposed to mobbing as a result of the management style, 14 people stated that discrimination occurred due to the management style, and 8 people stated their opinions about the

formation of the unfair structure.

Grouping within the school

25 people from the teachers' statement, who think that grouping occurs within the school regarding the conflicts arising from the management style of the school administrator, expressed this theme. One of the teachers, Ö25, expressed his thoughts as "There has been a group within the school shaped according to the political thoughts of the school principal, when we criticize some issues, we see the reaction of this group". In addition, there is a group of teachers who do not leave the principal in the school, and the teachers

are more protected in cases related to the course schedules or leave of the school, which disturbs me a lot. From the teachers, "I think I have been doing successful work at school, but certain people who are sincere with the administrators are not what we do, their work is more appreciated".

VII. Dimension: The strategies the school principal applies in my conflict resolution

"What is your school principal's conflict resolution strategy in your school? 5 themes were created for the question.

Table 7: School principal's strategies for conflict resolution

No	Sub Theme	Frequency
1.	Problem solving	36
2.	Avoiding	20
3.	Fit	14
4.	Domination	10
5.	Compromise	8

5 themes related to the question of the conflict solving strategy applied by your school principal in your school were created by the teachers within the scope of the study. According to this, 36 expressions of the teachers who evaluated the school principals applied the problem solving strategy in their schools, 20 of the teachers stated that the school principals applied the avoidance strategy, 14 of the teachers The school principals applied the strategy of domination in 10 statements, and 8 statements of the teachers stated that they applied the compliance strategy, and 8 of the school principals stated that they applied the compromise strategy.

Problem solving

To the question asked about your school principal's conflict resolution strategies, teachers stated that they used a problem-solving strategy. When a problem occurs, it immediately goes to us and takes our ideas to solve the problems. It expresses the form. One of the teachers, 8 ", our school principal is very calm and uses his power to solve the problems that occur at school.

Conclusion and Recommendations

Teachers stated that the most important role and responsibility of school principals in establishing an institutional organization is to ensure that the organizational climate is positive. When the relevant literature is examined, it is seen that there are theses and articles that put teachers' views in the foreground by researchers (Akar, 2006), (Emeksiz, 2003) in secondary education (Karataş, 2008), (Günbay, 2003), the most important provider of school climate It was stated that the principal and the teachers' greatest motivation for school staff is the positive organizational climate. In their research, Şişman (2002) and Turan (1998) found a positive relationship between the supportive principal

behavior dimension of the school climate and teachers' commitment to school. While teachers state that their schools cannot reach the learning school level, a better management process should be established in the process of establishing learning schools in schools.

It was stated that the most important responsibility of teachers is that school principals act in a solution-oriented manner in solving the conflicts experienced in the school and show a leading behavior in this regard. Communication-related problems are in the first place in experiencing conflicts. This situation causes the teachers' motivation to decrease and the school climate to be negative. In a study conducted by Özgan (2006), "primary school teachers and school principals conflict with the most pressure and self-demonstration." Öztürk and Dündar (2003) supports this research by stating that appreciation of employees, taking their opinions and participation in decisions in their study titled "organizational motivation and factors that motivate public employees."

Regarding the communication skills of the school principal, the teachers stated that the concept of empathy in communication, active listening, solution-oriented and respect for different ideas should be the communication behavior of the school principal. It is observed that school principals have critical ideas as well as positive teachers' opinions about the concept of empathy in communication. In studies conducted, the lack of empathy level of school administrators in empathy is one of the reasons for communication problems and conflict in schools. While Wolf, Pescosolido and Druskat (2002) stated that empathic state meets the emotional needs of employees and strengthens the sense of belonging and team of individuals, Barbuto and Wheeler (2006) state that the concept of empathy is the

most important condition in effective communication of leaders. In their study by Töremen, Ekinci, and Karakuş (2006), they stated that school principals who have empathic communication power have higher academic success of their students in their institutions. behavior behavior is the behavior that teachers expect from school administrators.

They stated that the vision should encompass values according to the opinions of the teachers for the principal to create a vision without conflict. Senge (2014) stated that accuracy, openness, honesty, freedom, equality of opportunity, merit and commitment are at the forefront regarding the values of the organization. School principals should share and build common values in the whole institution in a clear and understandable way, as well as sharing the vision of their schools. The existence of values will be an important factor in preventing conflicts as well as increasing cooperation.

According to the opinions of the teachers, they stated that the school principals did not have a vision determined in their schools or that this vision was never expressed. The absence or non-implementation of the concept of vision in schools will prevent the realization of the goals and objectives of the school, and will not take advantage of opportunities such as innovation and change. The school administrator should determine the vision of the school and take a joint decision with its employees and lead and pioneer in ensuring that the change that puts the changing technologies of the age into the service of the school spreads throughout the school. Doğan, S. Hatipoğlu, C. (2009) states in his research that creating a vision regarding the effect of the concept of vision on the performance of enterprises regarding businesses, by looking at the relationship between vision concept and vision strategic management, it states that the vision provides performance increase. They stated that according to the opinions of the students, team planning should be done in solving the conflicts of the teams. The studies conducted support this view. According to Webster (2002), a balanced team structure, a talented leader, the process of team activity, decision method, open communication channel, roles and responsibilities should be clearly expressed. Evaluating the conflicts arising from the management style of the school administrators, teachers stated that the biggest conflicts started with grouping and that there were conflicts of interest, oppression, discrimination and an unfair structure. According to the results of this research, school principals should approach

everyone equally in preventing these negative structures and have a management approach that will ensure the positive school climate. Özmen and Aküzüm (2010), emphasized the importance of cooperation and empathy in order to resolve conflicts that arise in relation to conflicts arising from the management of the school administrator.

Regarding the conflict resolution strategy of the School Principal, according to the teachers' opinions, school principals use the problem solving (integration) strategy and the least they use is the compromise strategy. Strategies As described in the relevant literature, the same strategy is not applied in every case, if it is applied, it is thought that it will reduce the conflicts when it is applied, but it may cause an increase. Teachers who state that school principals apply the problem solving method are important for working in a more democratic school where the concept of communication is at the forefront. It is observed that the results of the research and the studies are compatible with each other. In our research where integration is the most preferred and the least compromise, Tanrıverdi's (2008) research results gave the same results.

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