AN EDUCATIONAL POLICY CHANGE: THE CONFLICTS IN SCHOOLS IN THE PROCESS OF ONLINE EDUCATION

EĞİTİM POLİTİKASI DEĞİŞİMİ: ONLINE EĞİTİM SÜRECİNDE OKULLARDAKİ ÇATIŞMALAR

Assoc. Prof. Dr. Osman Ferda BEYTEKİN
ORCID No: 0000-0003-3934-0814
Faculty of Education, Ege University, İzmir, Turkey
Bahar YAZICI, M.A.
ORCID No: 0000-0001-6515-5618
Ministry of Education, Manisa, Turkey

Abstract

The online education process has caused conflicts between school administrators and teachers because it is a new situation and the need to adapt to this new situation quickly. This study aims to examine the teacher-administrator conflicts experienced in schools in the online learning process according to the opinions of teachers. In line with this purpose, the researchers have been sought answers to these questions; "What is the role of school administrators in the online learning process?", "What are the conflicts that teachers have with school administrators in the process of online learning?", "How do conflicts between teacher and administrator affect the teaching process in the online learning process?", "What are the proposals to resolve these conflicts in the online learning process?". The working group of the study consists of 12 secondary school teachers who applied online education in Manisa province during the 2020-2021 academic year, selected by the criterion sampling method. In the research, the phenomenological method was used as one of the qualitative research designs. A semi-structured interview form was used in the data collection process. The collected data were interpreted using the content analysis method and supported by one-to-one quotations from the participants. According to the research findings; it has been determined that the school administrator has roles as a planner, supervisor, and informer in the online education process. The findings revealed that conflicts have arisen due to reasons such as lack of communication, lack of empathy, wrong management style, and inability to adapt to the process in the online education process. The reflection of these conflicts in the teaching process was in the form of lack of motivation, fatigue, and inefficiency. Teachers' suggestions for solutions to the conflicts experienced in this process include effective communication by school administrators, improving their digital age skills, increasing cooperation, and developing effective organizational skills.

Keywords: Online education, conflict, school administrator, teacher

Özet

Çevrimiçi eğitim süreci okul yöneticilerinin ve öğretmenlerin karşılaştığı yeni bir durum olmasından ve bu yeni duruma hızlı bir biçimde uyum sağlama gerekliliğinden dolayı aralarında çatışmalara neden olmuştur. Bu araştırmanın amacı çevrimiçi eğitim sürecinde

okullarda yaşanan öğretmen-yönetici çatışmalarını öğretmen görüşlerine incelenmektir. Bu amaç doğrultusunda araştırmada, "Çevrimiçi eğitim sürecinde okul yöneticilerinin rolü nasıldır?", "Çevrimiçi eğitim sürecinde öğretmenlerin okul yöneticileri ile yaşadıkları çatışmalar nelerdir?", "Çevrimiçi eğitim sürecinde öğretmen ile yönetici çatışmaları öğretim sürecini nasıl etkilemektedir?", "Çevrimiçi eğitim sürecinde yaşanan bu çatışmalara çözüm önerileri nelerdir?" sorularına cevap aranmıştır. Araştırmanın çalışma grubunu, ölçüt örnekleme yöntemi ile seçilen, 2020-2021 eğitim öğretim yılı içerisinde Manisa ilinde çevrimiçi eğitim uygulayan 12 ortaokul öğretmeni oluşturmaktadır. Araştırmada, nitel araştırma yöntemlerinden fenomenolojik desen kullanılmıştır. Veri toplama sürecinde yarı yapılandırılmış görüşme formu kullanılmıştır. Toplanan veriler içerik analizi yöntemi ile yorumlanarak katılımcılardan alınan birebir alıntılarla desteklenmiştir. Araştırma bulgularına göre; okul yöneticisinin çevrimiçi eğitim sürecinde planlamacı, denetleyici ve bilgilendirici olarak rollerine sahip olduğu belirlenmiştir. Çevrimiçi eğitim sürecinde iletişimsizlik, empati kuramama, yanlış yönetim tarzı, sürece uyum sağlayamama gibi sebeplerden kaynaklı çatışmalar yaşanmıştır. Bu çatışmaların öğretim sürecine yansıması ise motivasyonsuzluk, yorgunluk ve verimsizlik şeklinde olmuştur. Bu süreçte yaşanan çatışmalara öğretmenlerin çözüm önerileri arasında okul yöneticilerinin etkili iletişim kurmaları, dijital çağ becerilerini geliştirmeleri, işbirliğini arttırmaları ve etkili örgütlenme becerilerini geliştirmeleri bulunmaktadır

Anahtar sözcükler: Çevrimiçi eğitim, çatışma, okul yöneticisi, öğretmen

INTRODUCTION

As the COVID -19 pandemic spreads around the world, education systems are affected. The spread of the covid virus has led to closures in many countries. Recently, in order to achieve physical distance, learning has been done online within a few days in most countries. Although face-to-face meetings and interactions are almost impossible in this process, it should be ensured that students participate in academic activities at home (Paudel, 2021). As educational institutions closed indefinitely, schools and students are trying to find ways to complete classes in the prescribed time frame according to the academic calendar. These attempts have caused problems, of course, but they have also spawned new examples of online education using digital interventions. In fact, this process has ushered in the beginning of a new era by eliminating stereotypes in education. Moreover, COVID -19 has been an opportunity for educational institutions around the world to adopt creative approaches within a short period of time. This process led to the transition to online education through various platforms across the world (Muthuprasad, Aiswarya, Aditya and Jha, 2021). Online education has traditionally been viewed as an alternative pathway that is particularly well suited for adult learners seeking higher educational opportunities. However, the advent of the COVID -19 pandemic has led to the need for educators and students at all levels of education to quickly adapt to virtual courses (Lockee, 2021).

Online education is an interdisciplinary field that tries to eliminate the inadequacies between students, teachers, and course materials and uses the available resources with a pragmatic approach (Bozkurt, 2017). Uşun (2006), defines online education as a type of education in which the time constraint disappears when the student and the teacher are not in

the same place. If instructors and students interact meaningfully, online education will be effective and succeed (Paudel, 2021). The instructor should exhibit an interactive teaching style that encourages interaction among students and with the instructor. Students often face technical problems in online courses. Therefore, it is critical that the instructor has a good command of the technology and is able to perform basic troubleshooting tasks (e.g., adding a student at the last minute, changing student passwords, changing course settings). Organisational skills go hand in hand with mastery of technology (Volery and Lord, 2000).

According to Keegan (1980), the features of online education are as follows:

• In online education, the student and the teacher are not in the same place, and this creates the difference between online education and face-to-face education.

• Online education is carried out through institutions, so it cannot be considered only as an individual work.

• In online education, technical tools are used to bring together the teacher and the student and to transmit educational materials.

• There is bilateral communication in online education, so the students can benefit from communication and they initiate communication (Karataş and Çakmak, 2020).

Prior to the Covid 19 pandemic, the primary goal of online education was to provide access to instruction for those who were unable to attend a traditional, site-based academic program. But over time, the target audience and broader ecosystem of learning have changed as the goal has shifted to supporting continuity of instruction (Lockee, 2021).

While some problems may arise in face-to-face training in educational organizations, incompatibilities and communication problems may occur in online education as well, which is more common today.

A group of people who come together to achieve a common goal is called an organization (Koçel, 2005). It is not always possible to achieve harmony between the individuals who make up the organization. Regardless of the management style, some problems may arise in organizations. According to the common opinion of experts in organizational managements, problems arise in organizations due to the structure and functioning of the organization. One of the problems that occur in organizations is conflict (Toprakçı, 2017).

Rahim (2001) states that there is no a single exact definition of conflict. There are various aspects of different disciplines in the topic of conflict. Conflict is the behavior that people do when they encounter undesirable situations in the social environment they are in, and the emotional structure they arrive at. Erdoğan (1996) defines conflict as a situation that occurs as a result of disagreement or incompatibility of the people in interaction, communication and in situations. Conflict is a part of our lives. Conflicts occur naturally when goals, interests, opinions or beliefs are incompatible (Obraztsova, 2018). Conflict can be defined as a situation of disagreement between individuals or groups for various reasons. From this point of view, conflict is a situation that can occur in any environment where people exist (Kılınç, 1996; Bayar, 2015). Conflict is an inevitable part of business life, but when successfully managed, it has positive effects (Smith and Fredricks-Lofman, 2020). Conflict is defined as a frightening phenomenon and evokes bad meanings in our brains. The concept of conflict usually has negative meanings such as war, struggle, argument. These can generally be called unfavorable situations, problems, hostilities. Conflict is certainly not something that can be avoided. It will

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not disappear as long as there is differentiation in the ideas and beliefs of societies (Karip, 2020; Sarpkaya, 2002). In environments where people with different cultures, personalities, and expectations interact, there has always been and will always be conflict. No one can say that there is human life without conflict (Banner, 1995).

In today's societies, conflict also forms part of everyday life. Conflict can occur in any environment where human beings exist. Because of this, today there are conflicts in communities and organizations that are trying to make a profit in their working environment. Reasons for the occurrence of conflicts include differences of opinion, disputes caused by the rules chosen by enterprises, and strict practices (Kapıcı, 2015). Conflicts between students in schools and between students and teachers can also occur between teachers and administrators. In resolving these conflicts, teachers and administrators, who are one of the most important elements of the school, have major roles. (Dee and Henkin, 2000).

While conflict was considered a negative situation in the past, today it is considered an effective tool in the creation of useful and creative ideas for organizations (Karip, 1999). According to Eren (2009), the positive results of conflict are as follows;

- Individuals experiencing conflicts show all their skills to prove that they are right. In this way, original and new ideas can emerge. This situation is of benefit to organizations.

- Conflict provides to reveal possible individual and organizational problems in organizations so that problems can be solved without proceeding.

- When there is conflict, individuals in organizations express ideas for the solution of problems and this enables individuals to understand their knowledge and abilities.

Conflicts can also create negative situations in organizations. According to Rahim (2001) the situations that may occur are as follows:

- Stress, burnout, and dissatisfaction may occur.
- Communication between individuals and groups may decrease.
- Insecurity may occur.
- A susp icious environment may occur.
- Interpersonal relationships can deteriorate.
- Working efficiency may decrease.
- Resistance to change may increase.
- Commitment to the organization may decrease.

Although conflict has negative connotations, if it is managed correctly, it can be used in line with the objectives (Demirtaş and Güneş, 2002). Managing the conflict successfully and turning the crises created by the conflict into an opportunity will be the most successful way to deal with the inevitable conflict (Sarpkaya, 2002). Effective conflict management in organizations increases the positive aspects of conflicts while reducing the negative aspects prevents the conflict in the organization at the most appropriate level, and includes a win-win solution method (Akkirman, 1998). The meaning of conflict management is much broader than the meaning of conflict resolution. Conflict resolution means stopping the conflict that has occurred, while conflict management means both stopping the conflict and turning negative factors into positive ones when a solution is found (Şendur, 2006). The main thing is not the existence of conflicts, but their management. It is also important whether conflicts are managed

constructively or destructively. Schools that approach conflict positively govern conflict constructively. Schools that are negative govern destructively (Johnson, 1995).

According to Rahim (2001) the conflict management process starts with the expressing of the conflict, then the conflict intervention phase takes place, and finally it ends with the effectiveness phase.
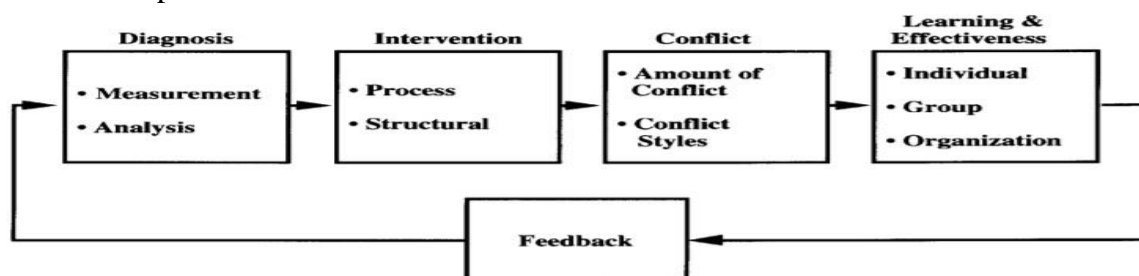

Figure 1. Conflict management process

The school principal, assistant principal, staff, students, and their parents must act together to resolve conflicts that may occur in schools. If conflicts can be resolved, a quality education system can be created. A quality education system should be created for the development of societies. For this reason, more efforts should be made to solve the conflict-related problems that occur in educational organizations (Kapıcı, 2015). Educational institutions are highly prone to conflict due to the pressures of the environment, the nature of the work, and the diversity of interactions, members, and tasks. Constructive and creative conflict management is essential to achieve the educational, administrative, and organizational goals of schools. Administrators and teachers bear the greatest responsibility in this process. In other words, they must be more sensitive in their relationships with others in order to resolve problems and create a constructive conflict management process (Balay, 2006).

This study aims to examine the teacher-administrator conflicts experienced in schools in the online learning process according to the opinions of teachers. There are studies related to conflicts in educational organizations in the literature. In their study, Arslantaş and Özkan (2012) evaluated which of the conflict management styles are used by the school principals working in primary schools in the conflict situations that arise in their schools according to the opinions of the teachers. According to the research findings, school leaders mostly use the "integration and reconciliation" styles when expressing conflict resolution, the "compromise and avoidance" styles are occasionally used, while the "determination" style is reported to be little used. Adeyemi (2009) examined principals' management of conflicts in public secondary schools. The results indicate that school leaders are unable to effectively manage conflict because they are unable to effectively use conflict resolution strategies. Nural, Ada and Çolak (2012) examined the conflict management methods used by school principals according to the teacher perceptions in their studies. According to the research findings, it is possible that as principals' tenure increases, so do their skills in dealing with conflict. As principals' communication skills increase, so does their perception of the conflict management methods they use. In this case, teachers should familiarise themselves with the structure of the institution and compromise in the face of potential conflict so they can choose their path. In their study, Crossfield and Bourne (2018) examined the factors that cause interpersonal conflict between principals and teachers in secondary schools. Management issues, human resource practices,

work structure, employee development, cultural differences, and ethical concerns was found to be major causes of interpersonal conflict. Tshuma, Ndlovu, and Bhebhe (2016) examined the causes of conflict among school staff . The main structural causes of conflict were cited as the allocation of resources, poor working conditions, and the management style of executives. In their study, Güngör and Yılmaz (2021) examined the conflict strategies and methods used by school administrators during the online education period. According to the research findings, in the emerging crisis situations, in accordance with the strategies and methods used by managers to resolve conflicts, the majority of study participants expressed their preference for a problem-solving and collaborative approach. Since there are limited studies related to this topic in the literature, it is necessary to conduct this research. The problem sentence of the research is: "According to the opinions of teachers, in the online education process; what is the role of school administrators, what are the conflicts between teachers and administrators in schools, what is the impact of conflicts on the teaching process and what solutions are proposed?''. This study seeks answers to the questions:

1. What is the role of school administrators in the online education process?

2. What are the conflicts experienced by teachers with school administrators in the process of online education?

3. How do teacher and administrator conflicts affect the teaching process in the online education process?

4. What are the solutions to these conflicts experienced in the online education process?

METHOD
Research Design

It was aimed to examine the teacher-administrator conflicts experienced in schools during the online education process according to the opinions of teachers so a qualitative study was preferred (Yıldırım and Şimşek, 2011). The research is designed as a phenomenological type in qualitative research types. Phenomenological type is a qualitative research design that aims to shed light on individuals' perceptions and experiences according to their own opinions (Ersoy, 2016). In this type, it is considered important that the participants included in the study group have direct experiences (Patton, 2014). In this study, the phenomenological design was used because it aims to investigate the conflicts between the teacher and the administrator in the online education process and the main causes of the conflicts in accordance with the opinions of the teachers who have experienced this process.

Study Group

Purposeful sampling allows in-depth study of situations that are considered to have rich information (Yıldırım and Şimşek, 2011). The participants of this study were determined using the criterion sampling method, which is one of the purposeful sampling methods. As a criterion, 12 secondary school teachers have been identified as a working group with the condition of conducting online education for at least two semesters in Manisa province during the 2020-2021 academic year. The participants were coded as P1, P2, P3........P12.

Data Collection

Interview; is a quite effective method used to reveal people's perspectives, personal experiences, feelings, values. It is stated that supporting the interview process by integrating it

with data obtained from observations and written documents will increase the validity and reliability of the conducted research (Yıldırım and Şimşek, 2011). The data were collected using a semi-structured interview form prepared by the researcher. During the preparation of the interview form, first of all, preliminary interviews were conducted with the teachers around the researcher, taking into account the process. As a result of the interviews, an interview form was prepared. Expert opinion was obtained after the interview questions were prepared. With the feedback from the expert, the questions were rearranged.

Data Analysis

In this study, content analysis was used to analyze the data obtained from semi-structured interview forms. According to Yıldırım and Şimşek (2011), the main purpose of content analysis is to reach concepts and relationships that can explain the collected data. For this purpose, it is necessary to conceptualize the collected data first, then organize them logically according to the concepts that have emerged and, accordingly, identify the themes that explain the data. In the qualitative research method, the data are analyzed in four steps; first coding the data, second finding the themes, then editing the codes and themes, and finally identification and interpreting of the findings. In this study, at the first stage of data analysis, the data were read multiple times, and after the reading process was completed, the codes for each participant's answer were determined. After the code and category determination stage, the themes were reached. After the stage of determining the themes, relevant citations were added to the statement of the findings.

Validity and Reliability

In this research, internal validity was tried to be ensured through expert examination and participant confirmation. External validity was tried to be provided by describing the research process and the transactions made in this process in detail. Accordingly, the model of the study, the working group, the data collection tool, the analysis of the data, and how the findings were organized, were explained in detail. To ensure the internal reliability of the research, the opinions obtained from the participants were given directly without comment.

FINDINGS

In this part of the research, the findings obtained on the basis of the analysis of the data are given.

Findings on the role of school administrators in the online education process

The teachers were asked, "What is the role of your school administrator in the online education process?". The themes and sub-themes obtained as a result of the answers given to this question are given in Table 1.

Table 1. The roles of school administrators in the online education process according to the opinions of teachers

Theme	Sub-Theme	Codes	F
The role of school administrators in the online education process	Planning	Preparing course schedule	7
	Supervision	Course supervision, Eba supervision	5
	Informing	Conveying Ministry's documents	3
	Passivity	Stay in background	3

The theme of the role of the school administrator in the online education process is gathered under 4 sub-themes; planning, supervision, informing, and passivity. The codes for each sub-theme are indicated in order. Accordingly, below are a few one-to-one quotes from teacher opinions for the sub-theme of planning.

"The school administrator acts as the planner and controller. Their current duties are planning the lesson schedules and checking the class books." (P4).

"We have an administrator who plans the process, makes adjustments according to the changes and tells us the relevant information and rules." (P5).

"In this process, the school administrator only had a role in determining the course schedule. Apart from that, the school administrator does not have a role in the online education process." (P12).

A few one-to-one quotes for the sub-theme of supervision are below.

"He is the one who tries to be a guide but doesn't give up controlling either."(P3).

"The school administrator is the person who supervises the online courses."(P6).

"S/he took on an ambitious role that wanted us to be at the forefront of the EBA point ranking and that constatntly checked our EBA scores (P7)

"Our school administrator asked the teachers for documents such as photographs, documents, and videos that they are doing online education." (P12).

A few one-to-one quotes for the sub-theme of information are below.

"During this process, our administrators constantly shared all kinds of documents from higher authorities directly in groups." (P1).

"The most important role our school administrator undertakes in the online education process is to convey the statements made by the Minister of National Education to us through the Provincial Directorate of National Education" (P2).

"I don't think that administrators take an active role in the online education process much. Especially after the teachers started doing the lesson schedule, they only became the ones who shared the official documents and informed us."(P8)

A few one-to-one quotes for the sub-theme of passivity are below.

"Since the students were not actively at school, school administrators did not take much responsibility in this process, they generally remained passivity. School administrators should have attended classes regularly on certain days from the first moment the schools opened. At the beginning of the semester, the students who did not attend the classes in the first 3 weeks should have been identified, their parents should have been informed, and they should be called to the school when necessary." (P1).

"I think that our school administrator was outside the online education process and did not take an active role in this process, the role of being active was on the teachers, and the school administrators were always in the background." (P9).

The most recurring sub-theme of the theme of the school administrator's role in the online education process is planning and, in this context, preparing the lesson plan takes place. The supervision sub-theme includes course supervision and eba supervision. The informing sub-theme includes conveying the ministry's documents. Finally, the passivity sub-theme is about staying in the background. Thus, the functions of administrators in online education are planning, supervision, information, and passivity.

Findings on the conflicts experienced by teachers with school administrators in the online education process

The teachers were asked, "What are the conflicts you have with your school administrator during the online education process?". The themes and sub-themes obtained as a result of the answers given to this question are given in Table 2.

Table 2. Conflicts experienced between teachers and school administrators in online education process according to the opinions of teachers

Theme	Sub-theme	Codes	F
Conflicts experienced between teachers and administrators in online education process	Lack of communication	No communication, misunderstanding	6
	Lack of Empathy	Lack of tolerance	5
	Management style	Imposition of procedures, course supervision, assigning extra tasks, inability to guide	4
	Inability to adapt to the process	Insufficient information transfer, inadequate guidance, incorrect planning	4

The theme of conflicts experienced between teachers and school administrators in the online education process is gathered under 4 sub-themes: lack of communication, lack of empathy, management style, and inability to adapt to the process. The codes for each sub-theme are indicated in order. Accordingly, below are a few one-to-one quotes from teacher opinions for the sub-theme of miscommunication.

"At the very beginning of the process, they used teachers only as a teaching tool. We weren't asked how our health is, how our parents are, how our psychology is and what's going on. No one asked if there are concerns, fears. In the conditions of the pandemic, all the responsibilities of the students were assigned to the teachers. Even the responsibilities of parents were assigned to teachers." (P1).

"There were communication problems, misunderstandings. The troubles caused by uncertainty were very exhausting. To be asked for the videos and photographs of the course being taught and the creation of a competitive environment between the branch teachers caused problems ..." (P3).

A few one-to-one quotes for the sub-theme of lack of empathy are below.

"They scheduled courses without asking us at different times of the day, without distinguishing between morning and evening, and the combination of lessons was also done without asking us. It could have been a little more tolerant and our situation could have been considered." (P2).

"We are obliged to communicate with students and parents through Whatsapp groups. In fact, we are forced to do so. I think we are on the verge of switching to a fully flexible working model for teachers. Messages come to our personal mobile phones at all hours of the day and night." (P4).

"The involvement of parents in the online courses is disturbing. The thought of if I make a mistake and be complained about dominates. Confronting the administration on this issue

and the lack of classroom privacy in the online course creates tension. Our administrator cannot empathize with us in this regard." P(7).

A few one-to-one quotes for the sub-theme of management style are below.

"As the schools are closed, administrators lost control over the students and teachers. As most of them are bad at technology, I had to deal with student and teacher problems due to my branch." (P8).

"Due to the lack of the number of teachers, some teachers were given more lessons than they could take. They didn't give some courses of some classes. Most of the time lessons of teachers coincided with each other. The schedule of classes was not fixed. At the beginning of the semester, they did not add the Information Technology course to the program. And then they gave it by combining classes." (P10).

A few one-to-one quotes for the sub-theme of inability to adapt to the process are below.

"They couldn't adapt to the process quickly. Online education began very late, and the course schedules have constantly changed. They should have adapted to the process as soon as possible. They could have worked more regularly and systematically and made their lesson schedules fixed." (P10).

"As they could not adapt to the process, they also could not properly guide us" (P1).

The most recurring sub-theme of teacher-administrator conflict in the online education process is the lack of communication, and in this context, no communication and misunderstanding occur. The lack of empathy sub-theme involves a lack of tolerance code. Management style issues arise from imposing procedures, monitoring courses, assigning additional tasks, and, inability to guide teachers. Finally, the sub-theme inability to adapt to the process sub-theme is about insufficient information transfer, inadequate guidance, and incorrect planning in the online teaching process. Thus, the causes of conflict between teachers and administrators in the online education process are lack of communication, lack of empathy, management style, and inability to adapt to the process.

Findings on the reflection of teacher-school administrator conflicts experienced in the online education process to the teaching process

The teachers were asked, "How do the conflicts you have experienced with your school administrator affect the teaching process?" The themes and sub-themes obtained as a result of the answers given to this question are given in Table 3.

Table 3. Reflection of teacher-administrator conflicts experienced in the online education process to the teaching process according to the opinions of teachers

Theme	Sub-theme	Codes	F
Reflection of teacher administrator conflicts experienced in the online education process to the teaching process	Motivation	Demotivation of students, demotivtion of teacher	7
	Exhausting	Compete for points in the Eba system, sharing activity, weary	5
	Ineffectiveness	Students' low attendance, ineffective courses	4

The theme of reflection of teacher-administrator conflicts experienced in the online education process to the teaching process is collected in 3 sub-themes: motivation, exhausting, and ineffectiveness. The codes for each sub-theme are indicated in order. Accordingly, below are a few one-to-one quotes from teacher opinions for the sub-theme of motivation.

"It affected us negatively. It's hard to stay motivated already. In this process, it was tiring to constantly prove that I did this. March and June were much more tiring. Uncertainty, the manager's constant making of a new lesson schedule, and learning it while starting the lesson in the morning reduced our motivation. Some of my colleagues had difficulty to start the online education courses. When we lost our motivation, this was reflected on the students as well, and some lack of motivation occurred in them too."(P3).

"Due to the problems, the motivation of both teachers and students is very low. The low attendance to classes, the infrastructure problems that we think students may be experiencing are rendering teachers helpless. Not knowing whether the decisions we make are in favor of or against the students makes us very tired. I think the administrators also left the teachers alone about this issue." (K4).

A few one-on-one quotes on the exhausting sub-theme are below.

"The problems experienced were exhausting for us…" (P5).

"As there is a point system in Eba, we were asked to keep this point high. Half of my day was spent with the online courses, the other half with uploading homework to Eba. Because of the problems we are experiencing, the process is very tiring…" (P7).

"The schedules constantly changed, and we had to change our lesson plans, and therefore we were in a difficult situation. Of course, these all were very tiring." (P11).

A few one-on-one quotes on the ineffectiveness sub-theme are below.

"In a word, teacher and manager conflicts in the online education process affect the teaching process negatively. Particularly, since the administration did not do any work on the attendance-absence status of the students, the participation in the classes decreased a lot on the basis of each class, and it also affected the students very negatively. The number of students who take advantage of this situation has also increased tremendously. If the attendance chart had been checked by the administration every week, attendance would not have dropped as much. There would be no inefficiency in the lessons" (P1).

"As administrators constantly asked us to increase the Eba score, we assigned a lot of homework to the students and they got bored, so the attendance to the lessons decreased for a while" (K5).

The most recurring sub-theme of the theme reflection of teacher-administrator conflicts experienced in the online education process to the teaching is motivation, and, in this context, demotivation of students and demotivation of teachers take place. Exhausting sub-theme includes compete for points in the Eba system, sharing activities, and tired codes. Finally, the ineffectiveness sub-theme refers to students' low attendance to courses and ineffective courses. Thus, the reflection of teacher and administrator conflicts experienced in online education process are rooted from motivation loss, exhausting process, and ineffectiveness.

Findings on solution proposals to conflicts experienced in the online education process

The teachers were asked, "What are your proposals for solving the conflicts that you have with your school administrator during the online education process?" The themes and sub-themes obtained as a result of the answers given to this question are given in Table 4.

Table 4. Solution proposals to the conflicts experienced in the online education process according to the opinions of teachers

Theme	Sub-theme	Codes	F
Solution proposals to conflicts experienced in the online education process	Effective communication	Human relations, solution oriented	6
	Digital age skills	Technological competence, taking responsibility	4
	Cooperation	Teacher- administrator collaboration	4
	Planned work	Organizing the course schedule, regular guidance	3

The theme of solutions offered to conflicts experienced in the online education process was collected in 4 sub-themes: effective communication, digital age skills, cooperation, and planned work. The codes for each sub-theme are indicated, respectively. Accordingly, below are a few one-to-one quotes from teacher opinions for the sub-theme of effective communication.

"School administrators must necessarily improve themselves in terms of human relations. I can recommend that they be sent to in-service training to effectively communicate with teachers."(P1).

" To take an approach for solving every problem encountered. Trying to solve the problem without enlarging it. I think that a qualified administrator should make his difference in such situations..."(P7).

A few one-on-one quotes on the digital age skills sub-theme are below.

"Managers had to have digital age skills and be directive. I think that when the first covid came out, a work program should have been created that also included a parent, teacher, student, information technology specialist and curriculum specialist. We have tried to conduct the normal process remotely, this is not urgent online education. The objectives of the program should have been prioritized. With this uncertainty, I am of the opinion that the education process is not only unhealthy but also tiring. I have forgotten the number of course schedules that changed, the coursebook has turned into a jigsaw puzzle. There must be reliable systems other than Zoom. Principals should acquire digital education skills and in this process, school administrators should learn using web tools" (P3).

"Administrators need to change their perspective on technology and the digital world. In today's digital world, education and training with an analog thought structure do not progress. The pandemic process has made this situation more visible. Using a computer does not mean just opening Office programs and preparing additional course fees." (K8).

A few one-on-one quotes on the cooperation sub-theme are below.

"My solution proposal to the problems is the participation of the administrators in the classes. Of course, school administrators may not be able to attend all of the classes...

However, they should definitely attend the class from time to time. This participation should be aimed at increasing student motivation, not in the sense of course follow-up" (P2).

"In this process, administrators must provide adequate information and support to teachers. There are teachers in our school who have problems because they don't know how to use the Eba and Zoom programs. Our manager immediately planned a seminar for them and helped them to solve the problem. He helped his teachers in every problem encountered. Such positive approaches will also provide solutions in schools where problems are experienced." (P5).

A few one-on-one quotes on the planned work sub-theme are below.

"Everything should be carried out in a planned way, school administrators should not conduct business according to their own interpretation." (P6).

"From the beginning of this process, a course schedule should be prepared for each teacher as it is done at school, and, online courses should be defined according to this program. Administrators should get rid of the idea that some lessons are more important and value all the lessons. In this difficult process, they should take the responsibility instead of leaving all the responsibility to the teachers"(P9).

The most recurring sub-theme of the theme of solution proposals to conflicts experienced in the online education process is effective communication, and, in this context, human relations and solution-orientedness take place. The digital age skills sub-theme includes technological competence and taking responsibility codes. Finally, the planned work sub-theme includes organizing the course schedule, and regular guidance. Thus, the proposed solutions to the conflicts that arise in the online education process are effective communication, digital age skills, cooperation, and planned work.

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

According to the findings, the role of school administrators in the process of online education was determined as planning, supervision, informing, and passivity. Teachers indicated that school administrators who have a planning role are seen as course schedule planners. Conflicts arose between teachers and administrators because school administrators in this role could not create a careful and regular course schedule. The fact that administrators, who have a supervisory role, could not conduct course supervision and Eba system supervision regularly and fairly also led to conflict. The school administrators, who have the role of informing, could not actively participate in the management of the online education process by only providing teachers with the official documents from the Ministry of Education. The teachers indicated that the school administrators informed them by forwarding the official documents from the Ministry of Education to them. It was found that school administrators, who play a passivity role, stay in the background. In her study Pollock (2020) found that administrators state their roles around safe schooling and setting the context for future schooling and also state their role of instructional leader to digital instructional leader in online education process. In their studies Reyes-Guerra, Maslin-Ostrowski, Barakat and Stefanovic examined the role of the school leader in the early stages of the pandemic COVID -19. They found that school leaders lead with flexibility, creativity, and care; bend rules and shift priorities; and are resilient under pressure. They leveraged the strengths of their schools,

including the school environment and intra-school expertise, and made connections across schools. The first phase of the crisis forced school leaders to prioritize the care, safety, and well-being of students, teachers, and communities over accountability and systemic institutional constraints. In their study, Yıldızoğlu and Burgaz (2014) found that the personality traits of school administrators play an important role in their conflict management style preferences. Rani (2018) concluded in his study that there is a positive and significant relationship between leadership styles and conflict management styles with all dimensions of personality. This study also examined the role of school administrators in online education. While examining the role of school administrators, teachers briefly mentioned some of the conflicts that occurred. Özmen and Aküzüm (2010) examined and found the importance of leadership role of school administrators in conflict resolution in their study. Mehta and Sidhar (2017) examined the role of personality type and leadership style in the choice of conflict handling style of school principals and directors of colleges. It can be concluded that the role of the school administrator also determines the causes of the conflict and the ways to resolve it.

It was found that the conflicts between teachers and school administrators in the online education process were mostly due to lack of communication. In his study, Çınar (2010) concluded that communication is one of the most frequently used methods by administrators in implementing organizational goals and that the success of educational organizations, which are the basic structures for meeting the educational needs of society, is related to the effectiveness of school administrators in the communication process. Dady (2015) found that poor administrator and teacher performance, administrator-teacher disagreements, differing perceptions, and favouritism are the main causes of administrator-teacher conflict in elementary schools. In this study, it was also found that lack of communication and misunderstanding among school administrators and teachers also lead to conflict. It was found that teachers are dissatisfied with this situation. It can be recommended that school administrators should be encouraged to attend in-service training so that they can communicate effectively. The lack of empathy and tolerance of school administrators towards teachers is also one of the reasons for conflict. In their studies Frolova, Rogach, Ryabova, and Zuykina (2019) concluded that during the interaction between the teacher and the administrative building of the educational organization, factors of conflict situations include malfunction of the teacher's work organization, lack of conditions for the teacher's professional development, unequal and/or unfair distribution of training and additional workload, redundancy of control, authoritarian leadership style. In their research, Nacar and Demirtaş (2017) concluded that school administrators should have the competencies of communication skills, empathy, and tolerance towards staff and students. It was found that another reason for conflict was the management style of school administrators. Conflicts were caused by school administrators imposition of procedures, course supervision, assigning extra tasks on teachers, and inability to provide guidance to teachers. It can be recommended to school administrators to avoid conflicts by reconsidering their management style during online education. Rai and Singh (2021) found that the most common structural factors that led to conflict between teachers and administrators were unequal distribution of work, inadequate resources, facilities, and working conditions, followed by the other factors that occurred less frequently. Gökçe and Özen (2019)

found in their studies that teachers generally expressed negative opinions about the imposition of procedures and the assigned additional tasks. These opinions are reported as stress, motivation, job dissatisfaction, frustration, fatigue, feeling worthless, and low performance. The same results were obtained in this study. Supervision of online courses is one of the problems that teachers face. Since online education is a new situation, the division of the online course may pose problems for both teachers and students in terms of the integrity of the course. In this context, it may be more effective for the school administrator to participate in the classroom during course processing without disrupting the integrity of the class.

It has been found that conflict in the process of online education leads to a loss of motivation among teachers and indirectly among students. Doğan and Koçak (2014) concluded in their study that teachers' motivation increases when school administrators' social communication skills increase. In their study, Göksoy and Argon (2016) found that conflicts are mainly due to lack of communication, followed by personal, political-ideological, and organizational factors. Conflict has both negative and positive effects on psychological, social, and organizational aspects. Teachers who experience conflict have negative feelings such as disappointment, numbness, stress, sadness, discomfort, and dislike their jobs, have low morale and motivation, associate with peers, and have lower performance. In his dissertation, Bazemore (2020) found that conflict in educational organizations leads to despair and dissatisfaction among teachers and a negative classroom environment caused by distrust and dissatisfaction among teachers. Also in this study, it was found that school administrators' communication skills affect teachers' motivation. The resolution of communication problems by school administrators plays an important role in resolving conflicts in schools. It has been found that the conflicts between teachers and school administrators in the online education process tire and wear out teachers. The fact that school administrators compete for points in the Eba system and constantly want to share the activity has also tired teachers. On the other hand teachers have been given additional tasks in the process has made it difficult for them to adapt to the online education process. The conflicts experienced have led to inefficiency in the teaching process and the participation rate of students has decreased. In his study, Thapa (2015) found that teachers and administrators lost trust in each other in a conflictual situation. They had no respect for the other teacher and did not believe that the school had made a fair judgment. The teachers had their own drives, motives, goals, or expectations for the school. They were frustrated because they could not fulfill their interests to the school. When teachers work in a conflicted situation, they can lose their professional motivation. Gök and Özçetin (2020) in their study on perceptions of conflict situations in educational institutions and their impact on employee motivation concluded that conflicts disrupt organizational climate and work flow and that conflicts within the organization lead to unwillingness to work, loss of energy and dissatisfaction. During and after the epidemic, it may be advised to teach school administrators management skills that they should have during the online education process.

Teachers' solutions to the conflicts between teachers and administrators in the online education process were identified as effective communication, improving digital age skills, cooperation, and using planned work. In his study, Kgomo (2006) suggested that administrators should listen carefully to teachers and be unbiased, attend workshops and read materials on conflict management, be transparent, know each other's personalities, keep

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teachers adequately informed at all times, and involve all teachers in the school's processes. Bayar and Zengin (2021) made suggestions to solve communication problems between school administrators and teachers. According to them, activities, respect for opinions, responsibility, attending in-service trainings, and empathy are vital. According to Henkin, Cistone, and Dee (2000), administrators should prefer solution-oriented conflict management approaches in which differences are resolved through cooperative and integrative problem solving. Tshuma, Ndlovu, and Bhebhe (2016) recommend that school administrators be equipped with conflict resolution skills to identify potential causes of conflict and subsequently manage conflict in schools. They also recommend that conflict resolution committees be established in every school and that the government and school development committees work to improve teachers' working conditions to reduce the rate of conflict in schools. Indelicato's (2005) study indicates that principals prefer a collaborative process when managing conflict between teachers and administrators. Principals emphasized the need to listen, create win-win situations, make the teacher feel valued throughout the conflict resolution process, and put students first in resolving the conflict. According to Shanka and Thuo (2017), key conflict management strategies include building leadership skills, following rules and regulations, accepting change, wisely allocating resources, participating in decision making, providing training opportunities, and understanding individual differences and roles. In his dissertation Ward II (2017) recommends that leaders complete required conflict management training so they know how to effectively implement conflict management strategies. The proposal to develop digital age conflict resolution skills is different from the conflict resolution methods that are common in educational organizations in normal times. Improving digital age skills stands out as a conflict resolution management that attracts attention in the online education process. It can be suggested that school administrators are developed by universities through various trainings on the skills required by the digitalized world.

Researchers can apply this study to different levels of education and examine whether conflicts change or resemble in different levels. It may be suggested that researchers conduct the study in other provinces to reach a larger sample group.

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