

## NEGOTIATION ROLES OF PRINCIPALS AND ASSISTANT PRINCIPALS

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### ABSTRACT

The purpose of this study is to determine the negotiation roles of principals and to determine the opinions of principals working in primary, secondary, and high schools in Düzce regarding their negotiation roles according to various variables. This study will be important for the current and future principals in terms of conflict specific to Düzce province, the negotiation roles of principals in conflict management, and ending the conflict through the negotiation roles of principals. In the study, phenomenology pattern, one of the qualitative research methods that is thought to reflect the nature of the research most accurately, was used. The data collection tool of the research consists of the demographic characteristics of the principals (gender, age, professional seniority, years of service in the administration, and the type of school held). The population of the research consists of ten principals working in these schools at a total of ten educational levels, including three secondary schools, two primary schools, two primary-secondary schools, and three high schools in Düzce in the 2024-2025 academic year. As a result of the research, it is understood that all principals view disagreements or disputes between school shareholders (teachers, students, parents, etc.) that disrupt the school's functioning as a conflict. Principals try to play a negotiating role in these conflicts. Although in-school and out-of-school factors vary among schools, the rate of common issues in which principals play a negotiating role is quite high. The result of this study reveals how important it is for the school climate for principals to intervene as negotiators in times of conflict, to have effective communication skills, and to undertake this role.

*Keywords:* Conflict, principals, school shareholders, negotiation.

### INTRODUCTION

In the legal system, negotiation is one of the solutions provided by the intervention of a neutral third party to resolve disputes between the parties. Negotiators provide guidance to the parties to reach a mutual agreement, but the final decision is made by the parties. This process generally saves time and costs and produces more permanent solutions between the parties. A similar approach is applied in schools to resolve disputes between students, teachers, and parents. Principals are responsible for managing not only educational processes but also the social dynamics within the school. Negotiation is an effective tool for principals to resolve conflicts between students, resolve disagreements with teachers, and ensure the general peace of the school.

#### *Problem Status*

Education has been considered a very important duty for people for centuries and has had a great impact on the existence and development of societies. Schools, which are educational organizations, are the places where education and training are carried out systematically, planned, and syllabi are developed (Döş, 2013). Schools are educational organizations where the human factor is high, and therefore, with

differing people and groups (Özdoğru, 2022). Being a social being by nature, humans are in constant communication and interaction with their environment (Nural et al., 2012). Differentiation of people's ideas, goals, values, impulses, perceptions, and even desires; disagreements in their interests, needs, and desires lead to conflicts (Tshuma et al., 2016). Conflict cannot occur in every organization where people take part, and to prevent conflicts in organizations (Arslantaş & Özkan, 2012). It is a fact that schools are a small representation of social life and that conflicts cannot be prevented in schools because they are organizations where human relations are intense.

Conflict is tension between two or more social entities (individuals, groups, or large institutions) resulting from the negativity of actual and desired responses (Akinnubi et al., 2012). Conflict is a phenomenon that arises from the problems of people working together in an organization and causes the work of people and groups in that organization to stop or become complicated (Eren, 2000). According to Okotoni and Okotoni (2003), conflict has become an integral part of human organizations globally. In organizations, conflicts occur between the individual's superiors or subordinates and colleagues (equal individuals) (Zembat, 2012).

Conflicts in organizations depend on communication (meaning difficulties, communication deficiencies, disorders in communication channels), individual behaviors (personality differences, status differences, goal differences, differences of interest, different values, differences in perception, frustration, gaining power), and organizational structure (size of the organization, workload). may arise due to reasons such as limited resources, control style, management style, reward system, functional dependency, bureaucratic qualifications, joint decision-making and participation, confusion in organizational duties and responsibilities (Arslan & Kazak, 2022). When the literature is examined, individual characteristics (personality, values, goals, commitment to position, stress, anger, desire for autonomy) and interpersonal factors (distrust, misunderstanding, blocking the other party's goals, low interaction, power struggles, distortions and misunderstandings, hostility, dislike, high goals of the parties, insults and humiliation) are the main causes of conflict (Wall & Callister, 1995).

Conflicts in schools are categorized as failure of academic programs, lack of personnel, hostility between individuals, and not actively participating in school activities (Oboegbulem & Alfa, 2013). According to Salleh (2013), the reasons for the conflict are insufficient resources, excessive workload, lack of facilities, and some disagreements and dissatisfaction in management. Many things can lead to conflict, such as communication deficiencies, school climate, beliefs, behaviors and attitudes, personality factors, sharing of insufficient resources, lack of tools and equipment, changes in performance criteria, reward system, favoritism and unfairness by the administrator, limited educational opportunities, and non-compliance with school rules. (Ifeyinwa, 2019). Conflicts in schools occur between students, between principals and teachers, between teacher-student and family, and between other shareholders of the school, such as local authorities (Piti, 2015). In a similar study, conflict can be between staff and staff, staff and students, or staff and principals, resulting in teacher-teacher conflict, teacher-student conflict, and principal-teacher conflict (Uchendu et al., 2013).

Conflict is an inevitable phenomenon in school life, and therefore, when school stakeholders experience conflict or disagreement, principals spend time solving the problems (Balay, 2006). In educational organizations, as in other organizations, the issue of how to manage conflict is of greater importance than questioning its existence. The most basic way to try to resolve conflicts is to become aware of them and identify their causes without ignoring them. It is thought that this study will further increase school efficiency (Sucuoğlu, 2015). Managing conflicts effectively and correctly is one of the most important duties of administrators to ensure that the school achieves its goals (Arslantaş & Özkan, 2012). Teachers, who constitute a large part of school shareholders in educational organizations, may sometimes experience conflicts and problems with other individuals. Conflicts in schools affect both teachers' motivation, performance, and creativity, and reduce the quality of education. In this case, knowing the

negotiation behaviors of principals plays a major role in resolving conflicts experienced by school shareholders (Özdoğru, 2022). Principals play an important role in resolving conflicts and problems that teachers experience with other individuals. Principals should be good negotiators in ending the disputes that teachers have with shareholders (Çelikten, 2004).

According to Smith and Sidwell (1990), negotiation is the process of helping third parties to resolve conflicts between two or more individuals by using their conflict resolution and communication skills (as cited in Öz Doğru, 2022). Negotiation is an agreement situation where the needs of the conflicting parties are met, and both parties can reach a win-win result (Aytekin, 2019). Negotiators are third parties who use conflict resolution and communication skills in the process and assist conflicting individuals or groups. It is possible to produce other solutions to the conflicts that occur, to produce alternative solutions to the disputes, and to prevent the changes from becoming a barrier that will prevent both parties. The role of the negotiator is of great importance at this stage. Oğuz (2011) emphasizes the importance of the negotiating role of principals in conflicts between teachers. Thanks to the negotiation of the manager, the reconciliation of both parties satisfies both the manager and the parties (Karip, 2013). Constructive and original conflict method are of great importance in order to achieve educational, managerial, and organizational goals. Managers have important duties and responsibilities at this stage (Mukazhanova & Demirbolat, 2022). The most important duties of managers in achieving organizational goals are to manage conflicts effectively and play the role of negotiator between both parties. Conflict management involves communication between the negotiator and both parties (Uzun & Ayık, 2017).

The goal of negotiation is to ensure effective conflict resolution. The atmosphere of negotiation encourages both parties to determine their own actions. Thanks to the negotiator, the parties' conflicts are resolved (Bodine & Crawford, 1998). Implementation of the negotiation method in schools helps to create a safe school atmosphere, to teach interpersonal communication skills and effective conflict resolution methods to the parties benefiting from the negotiation stage, to ensure that administrators receive fewer disciplinary incidents, and to alleviate violent incidents (as cited in Day-Vines et al., 1996). Principals: It provides leadership in education and training to teachers, students, parents, and the environment, and works to create team spirit and develop corporate culture. Principals have a harmonious, reassuring, exemplary attitude and behavior based on love and respect. It ensures justice among employees. This type of authority of principals can be considered within the scope of negotiation. However, there is no provision in the legislation about the negotiation role of principals (M.O.E., 2016).

Conflict is a process resulting from disagreement and incompatibility experienced by social entities such as individuals, groups, and organizations in their internal and external relations (Özkara & Tunç, 2020). Conflict is a normal and inevitable phenomenon for both social life and all organizations (Mirzeoğlu, 2005). It is common for conflicts to occur frequently in educational organizations. In schools, as in all organizations, it is much more important not the existence of conflict, but how it will be managed. At this stage, the most important duty falls on principals.

The principal will only achieve the school's goals by recognizing conflicts between teachers and other school shareholders and managing conflicts well (Horata, 2013). In conflict management, communication is required between the negotiator and third parties. Principals are third parties in resolving conflicts between shareholders (Uzun & Ayık, 2017). Principals need to take on the role of negotiator in solving the problems of school shareholders. Ensuring justice between individuals while principals carry out their duties can be considered within the scope of their negotiation role. However, there is no provision in the legislation regarding the negotiation role of principals. In addition, it appears that there are very few studies in the literature on the negotiation roles of principals. In this study, determining the negotiation roles of principals is discussed as the topic, which increases the importance

of the study. In addition, based on the results obtained, it is thought that revealing the negotiation roles of principals will give ideas to the studies to be carried out on this subject.

In this context, the current research aims to determine the negotiation roles of principals. Additionally, this research is important in revealing how the negotiation roles of principals affect school management and climate. Accordingly, it is thought that the results of the research may provide a different perspective on the negotiation roles of principals regarding conflict management methods and will contribute to the knowledge in the literature from different perspectives.

The purpose of this study is to determine the negotiation roles of principals in the face of multiple events (conflicts with parents, other teachers, assistant principals, and students) that teachers encounter while performing their profession. The aim is to determine whether the negotiation role of principals has a positive effect on the conflicts experienced at school.

For this purpose, an attempt was made to find answers to the following research questions.

1. Among whom (parents, teachers, assistant principals, and students) do principals play the role of negotiator?
2. On which issues do principals mostly undertake the role of negotiator?
3. Do principals' negotiation roles work? In what ways does it work?

## METHOD

### *Research Design*

This research was conducted using the qualitative research method to determine whether the negotiation roles of principals are effective in resolving conflict and to determine how they affect educational institutions. The basic features of qualitative research are to observe the person, event, or situation in their natural environment with a holistic perspective, and to reveal the main themes related to the problem by revealing people's perceptions and experiences (Yıldırım & Şimşek, 2021). For this research, the phenomenology pattern, one of the qualitative research designs, was used. Phenomenology is a pattern that examines the essence of a particular phenomenon in depth by revealing people's experiences and the meanings they attribute to phenomena (Çapar & Ceylan, 2022). In this research, it is aimed to examine the negotiation roles of principals in depth and to reveal them with a phenomenological pattern by presenting experiences, examples, and explanations that will help to better recognize and understand the phenomena (Yıldırım & Şimşek, 2018).

### *Working Party of The Study*

The study group of the research consisted of seven principals and three assistant principals currently working in primary and secondary schools affiliated with the Ministry of National Education in the 2024-2025 academic year in Düzce province. In this study, where a qualitative research design was used, the maximum diversity Sampling method, one of the purposeful Sampling methods, was used to determine the participants. In the maximum diversity Sampling method, it is aimed to ensure maximum diversity by creating a small Sample (Yıldırım and Şimşek, 2021).

It is important that principals work at different levels of school (primary school, secondary school, high school) to ensure diversity. Tüfekçioğlu (2015) defines the purposeful Sampling method as an effective method when individuals with certain characteristics must be selected in qualitative research. With this method, the Sample group is formed from individuals who are suitable for the research, and it is possible to examine a specific issue or situation in detail instead of making inferences about a general population. For this reason, principals who intensively undertake the negotiation role were preferred.

In the research, variables such as principals' gender, branch, and professional seniority, and school level were taken into account. The names of the principals participating in the study were kept confidential by using codes. For this reason, principals were coded as (P1, P2, AP1, AP2...) in the research. Descriptive information of the principals who participated in the research is presented in Table 1.

**Table 1**

*Demographic Information of The Educators*

Participants	Gender	Branch	Professional Seniority	Institution
P1	Male	İmam Hatip Vocational Classes	20	High School
P2	Male	English	13	Secondary School
P3	Male	Sciences	17	Secondary School
P4	Male	Religious and Knowledge	15	High School
P5	Male	Turkish	12	Secondary School
P6	Male	English	9	Elementary School-School-School
P7	Female	Classroom Teaching	23	Elementary School
AP1	Male	Turkish Philology	11	High School
AP2	Female	English	11	Elementary School-School-School
AP3	Male	Classroom Teaching	10	Elementary School

*Note.* Principals are coded as P and assistant principals as AP.

**Data Collection Tool of the Research**

To collect data, a detailed search was made in the literature regarding the research topic. Later, a semi-structured interview form was developed by the researcher. Open-ended questions were included in the preparation of the interview form. The semi-structured interview form consists of a total of three questions. While creating the questions in the interview form, the opinion of an expert working in the field of educational sciences and conducting qualitative research was consulted to evaluate its content validity. In line with this evaluation and opinion, necessary corrections were made in terms of meaning and form, and the form consisting of five questions was reduced to three questions. To test the understandability of the questions in the interview form, they were checked by two Turkish teachers. Then, a pilot application was carried out by two volunteer principals. However, this application was not included in the analysis. The final version of the interview form was created. In the semi-structured form, there are a total of three questions: two to determine the negotiation roles of principals and one to determine whether the negotiation roles work or not.

### ***Data Collection***

Before starting the interviews, ethical permission was obtained from Düzce University Scientific Research and Publication Ethics Committee numbered 2024/395 date 25/02/2024. The interviews were held in October-November of the 2024-2025 academic year, in their own schools and at the place they determined, in line with the appointments made by the participants, so that they could voluntarily express their thoughts clearly and comfortably. Before the interview, the participants were briefly informed about the purpose, importance, and content of the research on the subject. Research ethics were complied with throughout all processes of the research, and participants were informed that their identities would be kept confidential. Before starting the interviews, permission was requested from the teachers participating in the research to audio record in order to avoid any data loss, and the interviews were recorded. Interviews last approximately 60 minutes, completed within the period. To deepen the interviews, probing questions such as 'In what respect do the negotiation roles of principals work?' and 'Why do the negotiation roles of principals not work?' were also used.

### ***Analysis and Interpretation of Data***

In the research, a two-hour interview was held with a total of ten principals, and the audio recordings were analyzed by the researcher and turned into an interview text of approximately thirty pages. Voice recordings and notes taken by the researcher were transferred to a Word file using the Microsoft Office program, and the obtained data were converted into digital form. The digital version of the interviews was sent to the participants, and the data obtained was made ready for analysis after confirmation was obtained from the participants that the data had been transferred correctly. The descriptive analysis technique was used to analyze the data. According to descriptive analysis, the data obtained are summarized and interpreted per predetermined themes. "Descriptive analysis consists of four stages: 1) Creating a framework for descriptive analysis, 2) Processing the data according to the thematic framework, 3) Defining the findings, 4) Interpreting the findings" (Yıldırım & Şimşek, 2013).

In the research, codes were created from the sentences in line with the answers given by the principals, and sub-themes and super-themes were determined by associating the codes. It was presented to an expert for an opinion to test the reliability of the themes and codes created by the researcher. Inter-coder reliability analysis was conducted on the themes obtained by submitting them to expert opinion. In this process, the formula  $\text{Reliability} = [\text{Agreement} / (\text{Agreement} + \text{Disagreement})] \times 100$  (Miles and Huberman, 1994) was used.

### ***Validity and Reliability of the Research***

In qualitative research, "validity" is related to the measurement tool's ability to accurately measure the phenomenon it aims to measure. In this case, the data collected supports validity. Reliability, on the other hand, is related to the consistency of the repetition of scientific findings (Yıldırım & Şimşek, 2021). In this regard, some precautions were taken to increase the validity and reliability of the research. These measures are: (a) To increase the internal validity (credibility) of the research, the relevant literature was scanned while creating the semi-structured form. At this stage, a preliminary interview was held with two female teachers, and expert opinion was used while finalizing the form. Within the scope of the research, the purpose of the research was explained so that female teachers could express themselves sincerely without worry or fear when expressing their opinions. Participant confirmation was obtained after the interviews were analyzed. At this stage, the findings were summarized and presented to the participants, and their confirmation was obtained. Participants were also asked if there were any statements they would like to add or remove from the interview texts. (b) In order to increase the external validity (transferability) of the research, the research process and what was done in this process were tried to be explained in detail. In this context, the research model, study group, data collection tool, data collection process, analysis, and interpretation of the data are explained in detail. In addition, in order to increase external validity in the research, maximum diversity was tried to be ensured in the study group. Care was taken to include schools at different levels (primary school, secondary

school, and high school) in the study group. (c) To increase the internal reliability (consistency) of the research, all of the data was given directly without comment and supported by direct quotations from the participants' opinions. In order to increase the reliability of the research, expert opinion was used at every stage of the research (preparation of semi-structured interview forms, checking the information transferred to the computer environment, creating themes and sub-themes). In addition, a faculty member working in the field of educational sciences and experienced in qualitative research methods independently of the researcher, and the agreement percentages were calculated by comparing the coding. (d) A detailed description was made to increase the external reliability (confirmability) of the research. The findings were written in detail, and the participant codes were arranged and presented in a way that allowed checking the consistency of the data in the findings section.

## FINDINGS

In the context of the research questions, themes were created regarding which people principals play a negotiating role between, what issues they mediate on, and in what aspects the negotiation role is useful.

### *Findings on the Negotiation Role of Principals Between School Shareholders*

According to the opinions of principals, the negotiation of principals among school shareholders was grouped under three sub-themes: students, teachers, and school personnel, and then each sub-theme was divided into themes within itself. The teachers' statements support the themes related to each sub-theme. The first question of the research is, "Who do principals mostly assume the role of negotiator between (parents, teachers, assistant principals, and students)?" The findings obtained in this context are shown in Table 2.

**Table 2**

*Negotiation Roles of Principals Between School Shareholders*

Theme	Subthemes	Codes	Participant
Paydaşları	Student	Student-Student	P1, P2, P3, P4, P5, P6, P7, AP1, AP2, AP3
		Student-Teacher	P1, P2, P4, P5, AP2
		Student-Parent	P1, AP2
		Student-School Bus Driver	P4
Okul Yöneticilerinin Arasındaki Arabuluculuk Rolü	The other Teacher shareholders	Teacher-Teacher	P1, P2, P3, P4, P5, P6, AP1, AP2
		Teacher-Parent	P1, P2, P3, P4, P5, P6, P7, AP1, AP2, AP3
		Teacher-Assistant Principal	P2, P6
		Teacher-Principal	P7, AP1
		Teacher-System	P1
		School Staff-School Staff	P4
		Shopkeeper-Shopkeeper	P4
		School Bus Driver-Parent	AP3
Parent-Parent	AP2		

When Table 2 is examined, according to the opinions of principals, principals undertake the role of negotiator mostly between student-student, teacher-teacher, and teacher-parent. In addition, it is seen that principals play a negotiating role between school stakeholders such as student-teacher, student-parent, and teacher-school assistant principal.

**The Negotiation Role of Principals Between Students and Other School Shareholders.** Principals assume the role of negotiator between school stakeholders such as student-student, student-teacher, student-parent, and student-bus driver.

*Student-Student.* Principals undertake the role of negotiator mostly between students and students. The school shareholders with whom students have the most problems are their peers. The opinions of a few principals regarding this theme are given below.

We generally act as negotiators between students at school. We have always been assigned the role of negotiator in their disagreements, fights, bad words, and hitting each other... (P4)

*Students-Teacher.* Other school shareholders for whom principals act as negotiators are student-teachers. The negativities experienced between students and teachers cause principals to take on the role of negotiator. The opinions of a few principals regarding this theme are given below.

Yes, such an incident happened between the teacher and the student last year. It's not about the class situation between the teacher and the student; it's about the child in the class being a little disrespectful. The child teacher brought the child to me. I do a little something in such situations. Sir, I am listening to both sides. Tell me what happened? (P5)

*Students-Parent.* Other school shareholders for whom principals act as negotiators are students and their families. Since out-of-school problems between students and parents will negatively affect the student, principals sometimes take on the role of negotiator between students and parents. The opinions of a few principals regarding this theme are given below.

Let's say, we sometimes act as negotiators in student-parent relations. Sometimes parents can be very distant from their parental roles. Or let's say it may not meet the child's expectations. In that sense, we call the parents and have them meet with the guidance service. We put the child in touch with the guidance service. Let's say to the parent that we provide education and guidance to the child in terms of how he should approach the child. (P1)

*Students-School Bus Driver.* Another group of school stakeholders for whom principals act as negotiators is students and bus drivers. Since the problems experienced between the student and the bus driver affect the student and the school climate, principals feel the need to play the role of negotiator between the student and the bus driver. The opinions of a few principals regarding this theme are given below.

Sometimes, we even act as a negotiator between the student and the bus driver. In the last situation we encountered, the children made a lot of noise in the service. After that, the driver warned the children and after warning him, he secretly held a grudge against him. Afterwards, the child cut the edge of the seat belt and says, "Can it be done like this?" So, I said here that children may have deficiencies in many points. I advised them that they should be softer in their approach. Because the child will make this mistake. I explained that scolding him, silencing him, or intimidating him would do no good. We brought them together and reconciled them. (P4)

**The Negotiation Role of Principals Between Teachers and Other School Shareholders.** Principals undertake the role of negotiator between school shareholders, such as teacher-teacher, teacher-parent, teacher-assistant principal, teacher-principal, and teacher-education system.

*Teacher-Teacher.* Another negotiation role undertaken by principals arises from problems experienced between colleagues. Teachers generally have problems with their colleagues due to a lack of

communication or an inability to cooperate. The opinions of a few principals regarding this theme are given below.

There is also a partial need for negotiation between teacher and teacher. We are experiencing problems in syllabus distribution among teachers. This is actually something that happens in every school. Unfortunately, humans are dissatisfied creatures. We bring together friends who disagree and have problems in sharing lessons on a common ground. We sometimes act as negotiators to solve their problems. (P3)

**Teacher-Parent.** Principals mostly negotiate between teachers and parents. Teachers often experience problems with the parents of the students with whom they are in constant communication. The opinions of a few principals regarding this theme are given below.

Actually, it happened between a teacher and a teacher, and a teacher turned into a parent. I think the incident was caused by the child. He had the role of parent, but since he was a teacher, he also had a teacher identity. He's a co-worker after all. We can put this a little more in the parent-teacher framework because such an event has never happened before. (P5)

**Teacher-Assistant Principal.** Principals also take on the role of negotiator in problems experienced with teachers and assistant principals. Teachers also experience various problems with their colleagues, the school assistant principals who are responsible for managing them. The opinions of a few principals regarding this theme are given below.

There are generally problems between the teacher and our assistant principals due to the distribution of the curriculum. I am also involved in this matter. One of our teachers and our administrator even had an argument. I said it sweetly. You know, our friend is doing his best. To give you your course programs in the best possible way. Please so that we can be understanding. I broke the ice between the two. Then they contacted each other and the problem went away, thank God. (P2)

**Teacher-Principal.** Other school shareholders for whom principals act as negotiators are teachers and principals. Although the school is the administrator, the principals also experience problems from time to time. Assistant principals, another principal, undertake the role of negotiator. The opinions of a few principals regarding this theme are given below.

Because sometimes there may be polemics between the school principal and the teacher. Here too, a sensible teacher must be senior, experienced, the word must be monitored, and a friend of mine must be able to intervene and touch upon this. (P7)

**Teacher-System.** Principals sometimes negotiate between teachers and the system. Teachers move away from the system due to the problems they experience, and they reflect this on the school climate. The opinion of a principal regarding this theme is given below.

For example, since we are the farthest district of the province, when there is a problem with the teacher, they are immediately deported to Gümüşova or Yığılca. I have encountered 2 or 3 such incidents. I came back with very good results in these because I empathize. When someone gets involved in an incident, when he comes here and there, he comes directly to us or to the school, or let's say, to the education system, because they sent him here unjustly. So, we look at it later. You know, a year goes by and then a year and a half goes by. When he asks for reassignment, he comes back in good shape. In this sense, you will say negotiation, what kind of negotiation is there here? In other words, we bring people together with the system, or we integrate people with the system, or we reconcile people with the system. This is a slightly different dimension. (P1)

**The Negotiation Role of Principals Between Other School Shareholders.**

**School Staff-School Staff.** Principals sometimes play the role of negotiator between school personnel. The opinion of a principal regarding this theme is given below.

There are times when we have to mediate between school staff, staff, servants, and teachers and students. In other words, it happens with everyone who crosses paths with the school, who has a role in the school, both staff and education, from students to teachers. (P4)

**School Bus Driver- School Bus Driver.** Principals also play the role of negotiator between bus drivers, one of the school’s shareholders. The opinion of a principal regarding this theme is given below.

In other words, it happens with everyone who crosses paths with the school, who has a role in the school, both staff and education, from students to teachers. Sometimes it even comes true. It is necessary to mediate with the shopkeepers around the school. For example, they argued. We are also located there in the garden. My teacher says something like this happened to us, asks if it can be done like this, or asks for advice or comes to us in case of disagreements and finds us when we are at school and usually in the garden. For example, the last drivers we met could not agree on something. There are times when they come to us and apply. We also act as negotiators on this issue. (P4)

**School Bus Driver- Parent.** Principals also play the role of negotiator between school shareholders, bus drivers, and parents. The opinion of a principal regarding this theme is given below.

We had an incident like this. The shuttle driver picks up students from a public place. There are collection points. ...Then the principal and I took the parent's breath away, so to speak, and sent him away. Later, this parent came back two hours later. He wanted to see the manager. The principal called me to him... Then we reconciled both the bus driver and the parent. We explained to the parents that the driver had to pick up all the students at once, otherwise they would be a minute or two late and late for class every day. We convinced the shuttle driver to pull that line. This is how we became negotiators between them. (AP3)

**Parent-Parent.** Principals also play the role of negotiator due to the problems that school shareholders and parents experience with each other. The opinion of a principal regarding this theme is given below.

For example, two years ago, primary school students were fighting among themselves. Then the parents get into a fight... They say you don't have such a right to take my child out, you can't take him out. That's when parents get into trouble. This time we are negotiating. He didn't say it in that sense; he said it in this sense. That's actually what happened... (AP2)

**Findings on Issues Where Principals Undertake the Negotiator Role**

According to the opinions of principals, principals' negotiation between school shareholders was grouped under three sub-themes: students, teachers, and school personnel, and then each sub-theme was divided into themes within itself. Themes related to each sub-theme were supported by the teachers' statements. The second question of the research is, "On which issues do principals mostly undertake the role of negotiator?" It is in the form. The findings obtained in this context are shown in Table 3.

**Table 3**  
*Issues in which Principals Undertake the Negotiator Role*

Theme	Subthemes	Codes	Participant
Okul Yöne ticile	Stude nt- Stude nt	Fight	P1, P2, P4, P5, P6, P7, AP1, AP2

	Insult	P1, P2, P5, P6
	Conduct Disorder	P3, P7
	Peer Bullying	P2, P3
	Exclusion	P3
	Emotional Violence	P3
	Verbal Bullying	P7
	Cyber Bullying	P5
	Insult	P1, P4, AP1, AP2
	Lack of communication	P1
Student-Teacher	Teachers have difficulty keeping up with the new generation	P1
	Student's failure to fulfill his responsibilities	P2, AP2
	The teacher brings his emotions into the lesson	P5, AP2
	Student trying to bully his teacher	P2
	Student disrespectful to teacher	P5, AP2
Student-Parent	The parent is away from the parent role	P1
	The parent does not know how to approach the child	P1, AP2
Student-Bus Driver	Student damaging the service	P4
Teacher-Teacher	Lack of cooperation between teachers	P6
	Personal problems	P4
	Teacher disrupting his/her shift	AP1
	Groups think that there is injustice in course distribution	P2
	Prejudicial behavior of the newly appointed teacher	P1
	Grouping of new generation teachers	P3
Teacher-Parent	Lack of Communication	P3
	Parent has difficulty in adapting to the student's new level	P3
	Parent acting only on the student's words and complaining to the principal without speaking to the teacher	P1, P2, P7
	The parent thinks that the teacher discriminates	P6
	Parent's speech giving orders to the teacher	P4
	Parent interference with teacher's grades	P5
	The teacher's lack of control over the child's family life	P3

Teacher- Assistant Principal	Teachers do not think that assistant principals prepare the curriculum fairly	P2
	Assistant principals are too detailed in written procedures.	P6
Teacher- Principal	Teachers and principals have different perspectives	AP1
Teacher- System	Teachers moving away from the education system due to the problems they experience	P1
School Bus Driver- Parent	Controversy arising from parents taking their children to the bus waiting point late during bussed education.	AP3
Parent- Parent	Two parents arguing over their children's fights	AP2

When Table 3 is examined, according to the opinions of principals, the issues in which principals play a negotiating role are mostly between student-student, teacher-teacher, and teacher-parent. In addition, it is seen that principals play a negotiating role between school shareholders such as student-teacher, student-parent, and teacher-school assistant principal.

**Issues in which Principals Undertake a Negotiating Role Between Students.**

**Fight.** Principals mostly play the role of negotiator when there are fights between students. The opinions of a few principals regarding this theme are given below.

...Why between student and student? Because there are more students, there are more problems. Let's say that it is up to us to mediate the disputes and fights between them. (P1)

We take on a negotiating role between students and students when they fight a lot. We give them advice. We advise them not to solve their problems with violence. (P2)

**Insult.** Principals play a negotiating role when students use bad words or insult each other. The opinions of a few principals regarding this theme are given below.

And since the type of school is Imam-Hatip, our students experience one-fifth, sometimes one-third, depending on the situation, of the incidents such as bad words and insults that other schools experience. (P1)

Oter than that, it happens between students... We mediate their complaints, like he said to me. (P5)

**Conduct Disorder.** Principals play a negotiating role regarding behavioral disorders, especially among primary school students. The opinions of a few principals regarding this theme are given below.

The behavioral disorder that students show to each other with the knowledge they bring from home... Or rather, because the children bring to us whatever they talk about at home. (P7)

**Peer Bullying.** Principals play a negotiating role regarding peer bullying among students in secondary school and high school. The opinions of a few principals regarding this theme are given below.

The problem between students and students usually occurs through peer bullying. While peer bullying is expected among boys, it actually occurs more among girls. (P3)

**Exclusion.** Principals often play a negotiating role regarding mutual exclusion between female students. The opinion of a principal regarding this theme is given below.

They also experience exclusion, and it is much more severe. (P3)

**Emotional Violence.** Principals, especially at the secondary school level, play a negotiating role when mostly female students commit emotional violence against each other. The opinion of a principal regarding this theme is given below.

...but there are girls, that is, children who are exposed to such emotional violence throughout the education level, that is, by their other peers. Yes, we are resolving and negotiating these issues. (P3)

**Verbal Bullying.** Principals play a negotiating role between students who are exposed to verbal bullying. The opinion of a principal regarding this theme is given below.

Since we're in a small, local area, people know each other and talk about each other. Children come here and try to sell what they are talking about to the student in front of them. That's why we have such problems. Physical bullying is not something we see very often; they mostly bully each other verbally. (P7)

**Cyber Bullying.** Principals play a negotiating role between students who are exposed to cyberbullying via social media. The opinion of a principal regarding this theme is given below.

He/She said to me, things like this and that are happening on social media. (P5)

### **Issues Where Principals Play a Negotiating Role Between Students and Teachers.**

**Insult.** Principals play a negotiating role in cases of insults between teachers and students. The opinions of a few principals regarding this theme are given below.

Sometimes we have a negotiating role between teachers and students, and they may not agree. The student can come and say that the teacher friend insulted him. (P4)

**Lack of Communication.** Principals take on a negotiating role due to a lack of communication between teachers and students. The opinion of a principal regarding this theme is given below.

"Because they become students to minimize the problems, that is, they become students to learn these things, but when we look at the problem between the teacher and the student, there is generally a communication problem with the teacher. I think this situation is due to a lack of communication among some teachers. (P1)

***Teachers Have Difficulty Keeping Up with The New Generation.*** Principals play a negotiating role between teachers and students because teachers cannot keep up with the new generation. The opinion of a principal regarding this theme is given below.

What can I say, he/she approaches the student with the traditional teaching idea, not to say the old style? He/She does not know the time, he/she does not recognize the time, he/she is not aware of the children of time. He/She does not know the conditions of the period. In this sense, he/she expects the following from the children: All of you should be like flowers, wait like idols, act according to what I say, but today's child is not that child... (P1)

***Student's Failure to Fulfill His Responsibilities.*** Principals take on a negotiating role when students do not fulfill their responsibilities, and therefore, in the conflict between teacher and student. The opinions of a few principals regarding this theme are given below.

Among the student teachers, for example, the last time one of our students got angry with the teacher was because he irresponsibly did not bring the course material to the visual arts class for a year... (AP2)

***The Teacher Brings His Emotions into The Lesson.*** Principals play a negotiating role when teachers interfere with their emotions in the lesson, and when there is a problem between the teacher and the student. The opinion of a principal regarding this theme is given below.

Of course, in this case, the teacher says, I do not want to attend that child's class. Only one teacher has to enter. We say to the teacher, this is a child. As a result, he may make mistakes. We have to accept this child. (AP2)

***Students are Trying to Bully His/Her Teacher.*** Principals take on a negotiating role when students try to bully their teachers as they do to their peers. The opinion of a principal regarding this theme is given below.

The old administration always ignored the school bullies at school, and these bullies became agile and intimidated even the teachers. When the teacher applied to the administration, we couldn't get any results, he says. This is no longer the case... (P2)

***Students are Disrespectful to the Teacher.*** Principals play a negotiating role regarding students' disrespectful behavior towards their teachers. The opinions of a few principals regarding this theme are given below.

He says about the teacher, he goes to his friend and says, "I will publish this teacher's number on bad sites." Of course, the child denies this. He says I didn't say that. But his friend, who told him personally, says, yes, I heard that, he said it. The child finally says: yes, I told him, he accepts it... (AP2)

**Issues in which Principals Play a Negotiating Role Between Students and Parents.**

***The Parent Is Away from The Parent Role.*** Principals sometimes play a negotiating role between students and parents. The opinion of a principal regarding this theme is given below.

Let's say, we sometimes act as negotiators in student-parent relations. Sometimes parents can be very distant from their parental roles. Or let's say it may not meet the child's expectations. (P1)

***The Parent Does Not Know How to Approach the Child.*** Principals sometimes play a negotiating role when there is a generational conflict between students and parents. The opinions of a few principals regarding this theme are given below.

Let's say we are guiding the parent in terms of how he/she should approach the child... (P1)

#### **Issues in which Principals Play a Negotiating Role Between Students and Bus Drivers.**

***Student Damaging the Service.*** Principals also play a negotiating role in the problem experienced between the student and the bus driver. The opinion of a principal regarding this theme is given below.

In the last situation we encountered, the children made a lot of noise in the service. After that, the driver warned the children and after warning him, he secretly held a grudge against him. Afterwards, the child cut the edge of the seat belt and says, "Can it be done like this? (M4)

#### **Issues in which Principals Play a Negotiating Role Between Teachers and Teachers.**

***Lack Of Cooperation Between Teachers.*** Principals also play a negotiating role in disputes between teachers. The opinion of a principal regarding this theme is given below.

For example, two teachers can implement different practices in a decision we make. In this case, they can complain about each other from time to time because they both practice different practices. Dear manager, while I am doing this, he is doing this. We made the decisions this way, but the decisions are not followed. In other words, there are various complaints about the lack of cooperation between the teacher and the teacher. Among them, we call our 2 teachers. We are moving towards compromise. It happens this way from time to time. (P6)

***Personal Problems.*** Principals also play a negotiating role when teachers reflect their personal problems to the school. The opinion of a principal regarding this theme is given below.

Of course, since there was a conflict they had before... I asked if there was anything behind it, and my guess was correct. They had argued about something else before, and they reflected what they were discussing there. (P4)

***Teacher Disrupting His/Her Shift.*** Principals play a negotiator role when teachers do not fulfill their in-school responsibilities.

Sometimes, because they do wrong practices, for example, while on duty, the teacher says that this teacher is not keeping his shift well. He says he is sitting on duty or he says look, he is playing on his phone. They complain to each other. (AP1)

***Groups Think That There Is Injustice in Course Distribution.*** Principals sometimes play a negotiating role between teachers regarding the curriculum.

... I did it by convincing and finding a solution regarding this issue, but I am calling both of my teachers. "I say, 'Sir,' if you enter more this term, I say 'he enters next year and we will provide more justice,' so they agree. (P2)

***Prejudicial Behavior of The Newly Appointed Teacher.*** Principals sometimes play a negotiating role between newly appointed teachers and experienced teachers regarding the curriculum.

Sometimes, especially when young teachers come, they come with this perspective, that is, they will give me bad classes. So that I can choose this, so that I can choose that. When he/she comes face to face with an experienced teacher, he/she looks at him this way. The experienced teacher looks at him/her like this: A young person has come and thinks he/she can teach these classes. This inevitably creates a conflict. (P1)

**Grouping of New Generation Teachers.** Principals also play the role of negotiator in problems between experienced and new generation teachers.

The situation that I see among the new generation teachers is when they immediately form such a group of friends, reflect their social life to their business life at school, communicate only with the teachers they are within their social life at school, avoid communication with others and act as if they are living their social life at school, this time a problem occurs among the teachers. The work that should be done jointly by each other is always disrupted. (P3)

### **Issues Where Principals Play a Negotiating Role Between Teachers and Parents.**

**Lack of Communication.** Principals play a negotiating role due to the lack of communication between teachers and parents. The opinion of a principal regarding this theme is given below.

...but when it is changed to a branch basis at the secondary school level, parent-teacher communication becomes a part of the teacher's initiative. That's why teachers and parents don't know each other very well. Since he does not know anyone, problems may arise from this lack of communication from time to time. (P3)

**Parent Has Difficulty in Adapting to the Student's New Level.** Principals take on a negotiating role, especially at the secondary school level, because 5<sup>th</sup>-grade parents have difficulty adapting. The opinion of a principal regarding this theme is given below.

In fifth grade, children generally overcome the adaptation problem in the first 3 months or half term. You know, I have never seen a student who lives through secondary school, but the parents have a much bigger problem in adapting. (P3)

**Parent Acting Only on the Student's Words and Complaining to the Principal Without Speaking to the Teacher.** Principals play a negotiating role between teachers and parents, originating from students. The opinions of a few principals regarding this theme are given below.

For example, the teacher is having a problem with the student. The student reflects that problem to the parent in a very different way, that is, when he brings home the incident between him and the teacher, he explains it in a very exaggerated way to justify himself or, let's say, to make more of his points. Of course, the parent sounds full in this sense. He complains by saying so-and-so teacher did this and that. (P1)

The parent only listens to the student and complains about the teacher, saying that they did this to my child or that to my child... (P2)

**The Parent Thinks That the Teacher Discriminates.** Principals play a negotiating role between the teacher and the parent due to the parent's prejudice. The opinion of a principal regarding this theme is given below.

For example, unfortunately, sometimes parents can make unfair accusations about our teachers. For example, while the teacher is more caring and kinder to such and such a student, we often have parents who come to me with accusations such as being rude, excluding, or not paying attention to my child. In this case, since we know our teachers well and we know that they do not deserve such an accusation, we are trying to convince our parents more about this issue. We also act as negotiators in this regard. (P6)

***Parents' Speech Giving Orders to the Teacher.*** Principals play a negotiating role between teachers and parents due to the parents' behavior. The opinion of a principal regarding this theme is given below.

The parent called our teacher friend around 10:00 at night. He asked something about the student, his own child, as if he was asking for an account, giving orders... (P4)

***Parent Interference with Teachers' Grades.*** Principals play a negotiating role between the teacher and the parent due to the parent's interference in the teacher's classroom functioning. The opinion of a principal regarding this theme is given below.

There was one such situation regarding a note. Parent, again, you have deducted unnecessary points for the teacher. "You got a low score; he made a complaint as if he got a lower score than I expected. (P5)

***The Teacher's Lack of Control Over the Child's Family Life.*** Principals play a negotiating role between teachers and parents due to a lack of information about the student. The opinion of a principal regarding this theme is given below.

Namely, there is a special situation regarding the child's mother. There is something special about the father. Under normal circumstances, when you react to a child's negative behavior by wondering if your mother should never teach you these things, this is actually a normal reaction. But his mother left him at a young age. It's a huge trauma for a child. In such situations, problems usually occur. There is a problem between teachers and parents due to lack of information. Of course, here too, ideally, we meet with both the parents and the teacher. We do negotiation. (P3)

**Issues in Which Principals Play a Negotiating Role Between Teachers and Assistant Principals.**

***Teachers Do Not Think That Assistant Principals Prepare the Curriculum Fairly.*** Principals sometimes play a negotiating role in problems between teachers and assistant principals. The opinions of a few principals regarding this theme are given below.

Our teacher came to our vice principal's room and threw out the lesson schedule. We are doing our best. We are trying to mediate to avoid any unpleasantness. I said that we need to understand each other and that teachers and assistant principals have separate duties... (P2)

***Assistant Principals Are Too Detailed in Written Procedures.*** Principals, teachers, and assistant principals play a negotiating role when problems arise.

Disagreements can sometimes arise between teachers and the vice principal. Last year, at our school, the vice principal placed excessive emphasis on procedures and made an issue out of even the smallest errors in paperwork, which upset the teachers; the principal tried to mediate and strike a balance. (P6)

### **Issues Where Principals Play a Negotiating Role Between Teachers and Principals.**

*Teachers And Principals Have Different Perspectives.* Principals sometimes play a negotiating role in problems experienced between teachers and the principal. The opinion of a principal regarding this theme is given below.

Since I am the assistant principal, we first need to act as a negotiator between the principal and the teachers. Because teachers also see things from their own perspective. Sometimes the principal also looks at it from his own perspective. Since managers are generally more experienced, they know how to approach events more moderately, unless their character is very upright and sharp. In other words, he knows how to approach in a more solution-oriented manner, but since teachers are generally young, experienced ones are different, young people are different. Young people have such thoughts that we should get what we want. By the way, we are telling the story as it actually happened... (AP1)

### **Issues Where Principals Play a Negotiating Role Between Teachers and the Education System.**

*Teachers Moving Away from the Education System Due to the Problems They Experience.* Principals take on a negotiating role when teachers move away from the education system due to the problems they experience. The opinion of a principal regarding this theme is given below.

Because we are located in the most remote region of our province, some teachers are reluctant to come here and may have negative reactions towards the school. However, when we approach them with empathy and act as negotiators, they adapt over time, realize that the problems are exaggerated, and find it easier to work here; in contrast, parental and political interference can exacerbate problems throughout the province. (P1)

### **Issues in which Principals Play a Negotiating Role Between the Bus Driver and Parents.**

*Controversy Arising from Parents Taking Their Children to the Bus Waiting Point Late During Bused Education.* Principals take on a negotiating role due to the problems experienced by the bus driver and the parents. The opinion of a principal regarding this theme is given below.

When the driver dropped off students outside of the designated stops, causing delays, a parent reacted angrily and came to the school. Together with the principal, we calmed the parties and mediated a reconciliation; we convinced the parents to pick up the students on time and the driver to continue on the route. (AP3)

### **Issues in which Principals Play a Negotiating Role Between Parents and Parents.**

*Two Parents Arguing Over Their Children's Fights.* The principles take on a negotiating role due to the problems experienced between parents. The opinion of a principal regarding this theme is given below.

Two years ago, when primary school students got into a fight, the incident spread to the parents and a report of assault was received. When the police interrogated the student without the presence of a pedagogue, the other parent reacted. As the child became afraid of the police, tension increased and parents clashed. We intervened and tried to calm the parties by clarifying the situation and explaining that the police just wanted to get information. (AP2)

*Findings Regarding the Third Sub-Problem*

**Findings on the Effectiveness and Benefits of Principals' Negotiation Roles.** According to the opinions of principals, the effectiveness of principals' negotiation roles among school shareholders was classified as a theme, and the benefits it provided as a sub-theme, and then this sub-theme was divided into themes within itself. The statements of principals support the codes related to this sub-theme. The third question of the research is, "Do the negotiation roles of principals work? In what ways does it work?" It is in the form. The findings obtained in this context are shown in Table 4.

**Table 4**  
*The Effectiveness of Principals' Negotiation Roles*

Theme	Subthemes	Codes	Participant
The Effectiveness of Principals' Negotiation Roles	Benefits of Principals' Negotiation Roles	Strengthening school culture	P1, P4
		Gaining the trust of school shareholders	P1, P3, P5, P6, AP1, AP2
		Ensuring increased unity and solidarity	P1, P7
		Preventing problems from growing larger	P2, P7, AP3
		Preventing physical and verbal violence	P6

When Table 4 is examined, according to the opinions of principals, principals state that their negotiation role is effective. In addition, it is seen that the negotiation roles of principals provide great benefits and contribute greatly to the school climate.

**The Effectiveness and Benefits of Principals' Negotiation Roles.**

**Strengthening School Culture.** Principals state that the school culture has been strengthened thanks to their negotiation role. The opinions of a few principals regarding this theme are given below.

I believe and trust in the role of negotiators in life. That's why I believe negotiation also has an effect. I also think it contributes greatly to the school climate... (P4)

**Gaining The Trust of School Shareholders.** Principals gain the trust of school stakeholders thanks to their negotiative role. The opinions of a few principals regarding this theme are given below.

This allows us to gain the trust of the parent. So, I can say that negotiation definitely works, sir. (P6)

**Ensuring Increased Unity and Solidarity.** Principals state that their negotiation role ensures unity and solidarity among school shareholders. The opinions of a few principals regarding this theme are given below.

I think that unity and solidarity in the school increases, especially when we act as negotiators between teachers. (P7)

**Preventing Problems from Growing Larger.** Principals state that the negotiation role they undertake between school shareholders prevents problems from escalating. The opinions of a few principals regarding this theme are given below.

As in the incident we experienced, thank God, we reconciled both parties before the incident escalated further... (AP3)

**Preventing Physical and Verbal Violence.** Principals state that the negotiation role they undertake between school shareholders prevents all kinds of violence. The opinion of a principal regarding this theme is given below.

It definitely works. For example, we can prevent a possible conflict situation and all kinds of physical and verbal violence. (P6)

## CONCLUSION AND RECOMMENDATIONS

### *Conclusion*

In this study, the negotiation roles of principals were examined. According to principals, the school stakeholders played a negotiation role in which issues they acted as negotiators, and the effects of this negotiation role were examined. In the study, the negotiation roles of principals at different educational levels were examined. While some of the negotiation roles of principals are common in educational levels such as primary schools, secondary schools, and high schools, it has been observed that principals have negotiation roles specific to that level in some educational levels.

The principals we interviewed state that it is inevitable for school shareholders to experience conflict. Conflicts in schools usually occur between student-student and student-teacher. The causes of conflicts between students are fighting, insults, behavioral disorders, exclusion, peer bullying (verbal and cyber), and emotional violence. The reasons for the conflicts between students and teachers are a lack of communication, teachers having difficulty keeping up with the new generation, students not fulfilling their responsibilities, teachers mixing their emotions in the lesson, students trying to bully their teachers, and students being disrespectful to their teachers.

In school conflicts, the administrator usually orders them to end. The manager threatens the parties whose orders are not fulfilled with some penalties. This is the effective solution for the administrator. However, the parties are often not satisfied with the solutions suggested by the manager and may feel that the manager does not provide justice and acts in a biased manner. Therefore, principals should be good negotiators in ending the disputes that teachers have with shareholders (Çelikten, 2004).

According to the research findings, the reconciliation of the parties thanks to the negotiation of the managers satisfies both the manager and the conflicting parties. The manager ensures that the parties reach a common decision and gains satisfaction by helping them get to know each other better, establish empathy, and develop business relations. While the manager prevents possible conflicts, they also help their subordinates gain the competence to resolve conflicts on their own. These findings confirm that the negotiation method, stated in Karip's (2013) research, is a very effective technique in resolving conflicts in organizations, especially among subordinates, and the great importance given to this method should be acknowledged. Additionally, Türnüklü and Şahin's (2002) study's view that teachers' negotiation is an effective solution to the conflicts they encounter is consistent with these findings.

As a result, in this study, where the negotiation roles of principals are revealed, principals need to assume the role of negotiator in the multiple incidents that teachers encounter while performing their profession (conflicts with parents, other teachers, assistant principals, and students) and conflicts between other school stakeholders. Principals who take on the role of negotiator in resolving disagreements must be impartial, unbiased, fair, and a good listener, be able to produce solutions, know their subordinates very well, be empathetic, care about the issue, not gloss over it, have spare time, have effective communication skills, intervene in conflicts immediately, and must be determined.

There are some limitations in this research. These are stated below:

1. The research is limited to the opinions given by 10 principals working in public schools of Düzce province in the 2024-2025 academic year.
2. The research was conducted by conducting qualitative interviews with teachers. It is a limitation that it is not associated with quantitative studies.

### **Recommendations**

In the problem situation of the research, the negotiation roles of principals were tried to be determined. From our study, the following recommendations can be made.

1. As a result of the research, it was concluded that principals should have effective communication skills. In order to have effective communication skills, principals should be provided with basic skills in negotiating roles in conflicts between school stakeholders and staff.
2. The study concluded that principals did not have any negotiation training. In this regard, practical training based on case studies or scenarios can be given to principals by the Ministry of National Education on negotiation competencies.
3. School shareholders (teachers, principals, assistant principals) trained in Education Faculties can be given courses under the name of negotiation.
4. In the research, there is no complete provision in the legislation about the negotiation roles of principals. The negotiation roles of principals can be written into legislation.
5. As a result of the research, it was concluded that conflicts in schools, especially between teachers and teachers, negatively affect the school climate. In order to eliminate this conflict, principals can act as negotiators and organize trips, breakfasts, and nature trips.
6. Principals can give common activities to school shareholders (students, teachers, etc.) who have experienced conflict. This will ensure unity and solidarity in the school.
7. In case of conflicts that school shareholders may encounter at the Teachers' Board meetings, a negotiator committee can be formed from teachers, in addition to principals.

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