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RESEARCH ARTICLE

The Pattern of Relationships Between School Context, Teachers' Characteristics and Performances, and School Principals' Conflict Resolution Styles and School Happiness

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Abstract

The aim of this research is to determine whether the school context, teacher characteristics, and school principals' conflict management styles predict teachers' performance and perceptions of school happiness. The research was carried out according to the relational survey model. The study group for the research consists of 410 teachers working in public schools in İstanbul. Information Form, "Rahim Organizational Conflict Questionnaire II," "School Happiness Scale," and "Teacher Performance Evaluation Scale" were used as data collection tools. Data were analyzed using correlation and multiple regression analysis. According to the findings, while the number of teachers in the school affects school happiness negatively, the school principals' integrating and compromising conflict resolution styles affect school happiness positively. In addition, school happiness and school principals' conciliatory conflict resolution style increase teachers' performance by positively affecting them. It has been revealed that the school principals' accommodating style of conflict resolution is a common variable that predicts school happiness and teacher performance.

Keywords: Conflict, conflict management, organizational happiness, school happiness, teacher performance

Introduction

Conflict, which is often encountered in daily life and is a vital fact, manifests itself at certain levels and has effects in every area of social and organizational life. Conflict is a natural outcome of interactions experienced in organizations. Conflict has ceased to be an undesirable concept over time and has become a sustainable concept as a requirement of interactions for change and development in organizations (Koçak & Aktaş, 2019). In other words, no matter how similar the organizations or groups in a society may be, conflicts will arise as the cultures, values, beliefs, and approaches of the individuals in that community differ from one another (Girgin, 2020). Therefore, the effects of conflicts, which can occur through various interactions and reasons and show unavoidable characteristics, should be considered important.

The levels of interaction experienced can cause the constructive or destructive effects of conflicts to emerge. Folger et al. (2020), in constructive conflicts, individuals display different behaviors such as persistent discussion, joking communication, and relaxing, while in destructive conflicts, they display inflexible behaviors and their only goal is to defeat the other person. On the one hand, the variable nature of conflicts can benefit organizational and individual development when properly managed, and on the other hand, the fact that conflicts with poor management have devastating dangers for organizations makes the concept of conflict extremely important. Therefore, conflicts should be resolved with expertise by the administrations before they

reach destructive stages (Özmen, 1997). Conflicts that can be handled, resolved, and managed in the right way can be considered to contribute to groups, organizations, and thus to society and individuals. At this point, as an organization, it would be appropriate to say that conflict experiences are also unavoidable in schools that have constant communication and interaction with their employees, students, teachers, managers, and the external environment.

It can be said that resolving the conflicts in schools will benefit the effectiveness of the school, as in different organizations. Managing conflicts in correct and effective ways is one of the most important duties of managers in achieving organizational goals. Having knowledge about the causes of conflicts and conflict resolution styles and determining a roadmap accordingly increases the effectiveness of managers on the subject. However, in order to effectively manage and resolve conflicts that appear in different ways in organizations, the people who will manage the conflict must have a command of conflict management styles. Knowing which method and style to use according to different situations and subjects and applying it is a subject that requires skill. Managing the conflict in the light of organizational goals by the managers, who have to manage the conflict within the organization and even become parties, will save the organization from the inability of the conflict and will enable the goals that are the reason for the organization's existence to become functional (Arslantaş & Özkan, 2012). Fairman and Clark (1983), on the other hand, state that in order to activate the organization to solve existing or potential problems, managers should first see the

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conflicts in the organization as normal, accept them, and manage them in line with organizational interests.

The aim of school administrators is to resolve possible conflicts in a way that will benefit the school. However, if school administrators do not direct the conflicts for the benefit of the school but instead turn to avoidance or completely eliminating behaviors, the motivation, productivity, and commitment of the employees will be negatively affected, and they will have problems realizing their future goals (Kaya, 2008). It is necessary for school administrators to have information about and monitor the groupings within the school, their types, and their interactions with other individuals, their leaders. In addition, school administrators should try to see the reasons that provide input to the conflict by accepting the conflicts as an organizational output (Arslantaş & Özkan, 2012). In particular, the cooperation of administrators and teachers, ensuring the participation of teachers in the decisions taken, meeting personal needs and expectations along with organizational goals, and providing a free working environment will ensure a positive atmosphere in the school, which will enable individuals to face problems and reduce dysfunctional conflicts with the measures to be taken (Kılıç, 2006). Considering that the most important human resource for schools is teachers, administrators should ensure the continuity of the school as a workable and viable organization. Therefore, it can be thought that the administrators exhibiting constructive behaviors and following the right methods in the conflicts experienced by the teachers in the process of their adaptation to the school and their contribution to innovations, changes, and education can benefit both the school and the employees. It has been reported that school principals' conflict resolution styles increase teachers' motivation and commitment to the school (Yüksel et al., 2022).

It can be said that the conflicts experienced in the groups within the organization affect the performance of the employees in general and the performance of the teachers in particular. In this context, empirical research findings suggesting that conflicts affect individual, organizational, or group performance support this view (Boz & Deniz, 2016; Durak, 2010; Memiş, 2021; Şahin & Çekmecelioğlu, 2016; Zaman & Saif, 2016). In addition, it is stated that the conflicts in the organization are positive in terms of providing a difference of opinion, and negative due to the unhappiness of individuals and damage to the team spirit (Rout & Omiko, 2007). In summary, we can say that conflicts have a positive or negative effect on the productivity and effectiveness of teachers in schools, whether personally or in groups. According to this point of view, conflicts that are not managed in schools in accordance with their purpose can also negatively affect teachers' work performance by causing a negative atmosphere and uneasiness in teachers. At this point, conflict management refers to the management style that aims to resolve conflicts and disputes arising from different reasons between individuals and groups within the organization in a way that is in line with the objectives of the organization and to the benefit of the organization (Şentürk, 2006). Considering that schools also have forward-looking visions and missions, it may be beneficial to resolve conflicts in a way that serves the school in order to achieve its goals and objectives. In this context, conflicts that can occur continuously and in different ways in schools and define a social interaction area can have positive or negative consequences on school administrators and teacher performance. For this reason, adopting an attitude towards conflicts in school life as if they do not exist reduces teacher performance and therefore school efficiency (Üzüm, 2021).

Teachers with a high level of performance can be expected to be more productive in terms of both education and school. It can be thought that teachers and school principals, who see that they contribute more to the school and see the results of this, feel more positive and happy in the school environment. As a matter of fact, Sayın (2017) defined

performance as the work ability of the school administration and teachers in revealing the institutional goals of the school. Therefore, we can think of creating a more peaceful environment for both employees and students at the school with the increase in performance of the stakeholders who have come together around the common goals of the school. On the subject, Byars and Rue (1991 cited Turhan, 2010) stated that as long as the managers of the organization ensure the happiness of their employees, their performance will automatically rise. In other words, we can deduce that teachers who feel good about their working environment will be happier and contribute more to the school, which will affect their performance positively.

The school environment refers to the area where teachers practice their profession and spend more than half of their time. At the same time, teachers form the focal point of the school among school staff. Therefore, this situation makes the happiness of teachers in the school environment important (Ergün & Sezgin-Nartgün, 2017). In this context, teachers need to have a positive view of life, along with the school staff and the whole environment. It is thought that teachers, who interact with most parts of society, especially students, who have the power to influence and are role models, stand at an important point in school happiness in terms of their performance and productivity (Demir & Murat, 2017). From this point of view, it can be said that teachers' performance and school happiness, as well as the conflict resolution management styles exhibited by school principals, should be in a relationship.

When the relevant context is examined, school happiness and political skills (Özgenel & Bozkurt, 2020), learning school (Uğur, 2019); in addition to the studies dealing with the relationship between different leadership behavior or styles of school principals (Eker & Özgenel, 2021; Özgenel & Canuylasi, 2020; Şahin & Özgenel, 2020); subjective well-being in school life (Bird & Markel, 2012); happiness levels and psychological well-being (Bulut, 2018); school administrators' happiness levels and self-efficacy (Duran, 2016); teachers' happiness with emotional intelligence (Tingaz & Hazar, 2014); there are also studies dealing with the relationship between teachers' happiness levels and classroom management (Düzgün, 2016). However, no studies have been found that examine the relationship between school principals' conflict management styles, school context (time working with the principal, school and class size, number of teachers in the school), teacher characteristics (age, seniority) and teacher performance and school happiness. Therefore, it is thought that the current study will improve our understanding and contribute to the literature in terms of determining the antecedent factors affecting school happiness and teacher performance. In this context, the aim of our research is to determine whether school principals' conflict management styles, school context, teachers' characteristics and perceptions of school happiness predict their performance. For this purpose, answers to the following questions were sought:

- Is there a significant relationship between school principals' conflict management styles, teachers' characteristics (age, seniority), perceptions of school happiness, their performance, and school context (time working with the principal, school and class size, number of teachers in the school)?
- Do school principals' conflict management styles, teachers' characteristics (age, seniority), and school context (time working with the principal, school and class size, number of teachers in the school) significantly predict their perceptions of school happiness?
- Do school principals' conflict management styles, teachers' characteristics (age and seniority), perceptions of school happiness, and school context (time working with the principal, school and class size, and number of teachers in the school) significantly predict teachers' performances?

Methods

Design

This research was designed and conducted according to the relational survey model, as it examines the relationship between school principals' conflict management styles, teacher performance, and school happiness based on teacher opinions. In particular, examining the styles preferred by school principals in conflict with different variables such as school context (times of working with the principal, school and class size, number of teachers at school), teacher characteristics (age and seniority), and the concept of school happiness were effective in determining the preferences of the relational survey design. The relational survey model is a model used to detect the direction and levels of interactions between more than one variable (Creswell, 2017).

Participants

Four hundred ten teachers working in public schools in Istanbul in the 2021–2022 academic year participated in the research. In the research, convenience sampling method was used. The convenience sampling method is a type of method that is based on items that can be accessed quickly and simply, and the researcher determines enough items as a sample from among the available items (Baltacı, 2018). Of the participating teachers 65.1% were women, and 82.9% of them were undergraduates. The seniority of the teachers was ± 13.08 years, their age was ± 37.20 , the number of teachers at the school ± 61.69 , the number of students at the school ± 1076.69 , the working time with the principal at the school ± 3.67 , the number of class sizes per student ± 30.08 .

Research Instruments

Personal Information Form, the Rahim Organizational Conflict Questionnaire (ROCI II), School Happiness Scale, and the Teacher Performance Evaluation Scale were used to collect research data. Before collecting data for the research, legal permissions were obtained from the relevant persons and institutions to conduct the research and collect data. During the data collection process, the teachers were informed about the scope and purpose of the research and necessary explanations were given. Questions about the school context (the time teachers work with the principal, the size of the school and class, the number of teachers in the school), and teacher characteristics (age and seniority) were included in the "Personal Information Form" section. Teachers who volunteered to participate in the research.

Rahim Organizational Conflict Questionnaire: There are 28 items and 5 sub-factors in the ROCI II, developed by Rahim (1983) and adapted into Turkish by Gümüşeli (1994). The scale measures conflict management styles between managers and individuals. The sub-dimensions of the scale are "Integration (1-5-12-22-23-28)," "Obligation (2-11-13-19-24), Domination (8-9-18-21-25)," "Avoidance (3-6-16-17-26-27)" designated as "Compromise (4-7-10-14-15-20)." The scoring criteria of the scale, which was developed in a 5-point Likert type, were formed as "Always (5), mostly (4), sometimes (3), a little (2) and a little (1)." The Cronbach alpha value of the scale ranged between 0.72 and 0.077.

School Happiness Scale: The scale was developed by Sezer and Can (2019), and validity and reliability studies were carried out by researchers. The scale measures teachers' perceptions of school happiness. Consisting of 26 items, this scale has 5 sub-factors. Sub-dimensions of the scale; "Physical Equipment (1-2-3-4)," "Learning Environment (5-6-7-8-9-10-11)," "Collaboration (12-13-14-15-16-17-18-19)," "Activities (20-21-22)," and "School Administration (23-24-25-26)." The scoring criteria of the scale developed in a 5-point Likert type were shown as "Never (1), Rarely (2), Sometimes (3), Often (4), Always (5)." While the item-total correlations of the scale varied between 0.54 and 0.86, the Cronbach Alpha coefficient of test reliability was found to be 0.872.

Teacher Performance Evaluation Scale: The validity and reliability study of the scale was conducted by Özgenel (2019). There are 34 items and 5 sub-dimensions on the scale. These are "field knowledge (1-2-3-4)," "preparing the learning-teaching process (5-6-7-8-9-10)," "communication (11-12-13-14-15)," "conducting the learning-teaching process and professional development (16-17-18-19-20-21-22-23-24)," "professional attitudes and values (25-26-27-28-29-30-31-32-33-34)." The scale is rated on a 5-point Likert scale as very little (1), little (2), moderate (3), good (4), and very good (5). Cronbach alpha general reliability coefficient was calculated at 0.960.

Analysis of the Data

The data obtained within the scope of the study were analyzed using the Statistical Package for the Social Sciences Statistics software (SPSS) program. First of all, Skewness and Kurtosis reliability values were calculated to control the normal distribution of the data. The data obtained within the scope of the study were analyzed using the SPSS program. First of all, Skewness and Kurtosis reliability values were calculated to control the normal distribution of the data.

According to Table 1, it is seen that the kurtosis and skewness values of the scales are between ± 1 . According to George and Mallery (2019), it indicates that the data show a perfect distribution when the kurtosis and skewness values are within the range of ± 1 . For this reason, it was decided that the data showed a normal distribution and was suitable for parametric analysis. Correlation analysis was used to determine whether there was a relationship between the variables, and hierarchical regression analysis was used to determine the effect of independent variables on the dependent variable. In the regression analysis, the size of the effect of the predictive level of the independent variables on the dependent variable was calculated. Cohen (1988) suggested calculating the standardized effect size (f^2) value for calculating the effect size for regression analyses [$f^2 = R^2 / (1 - R^2)$]. According to Cohen's (1988) effect size classification, a value of $0.02 \leq f^2 < 0.15$ indicates a small effect, a value of $0.15 \leq f^2 < 0.35$ indicates a medium effect, and a value of $0.35 \leq f^2$ indicates a large effect. When the reliability values of the scales were examined, it was determined that the reliability coefficients of the other sub-dimensions and scales were above 0.70, except for the "Avoidative Conflict Management Style" sub-dimension of the Conflict Management Styles Inventory.

Results

In this section, the analyses made in accordance with the purpose of the research are given. First of all, Pearson correlation analysis findings are presented in Table 2 in order to determine whether there is a significant relationship between school principals' conflict management styles and school happiness, teachers' performance, seniority, age, working time with the principal, school and class size, and the number of teachers.

When the findings in Table 2 are examined, the performance of teachers and the number of teachers in the school ($r = -.288$; $p < .01$), the school ($r = -.244$; $p < .01$) and class size ($r = -.005$); $p < .05$), while

Table 1.
The Kurtosis and Skewness Values of the Scales and Their Confidence Coefficients

Variable	Skewness	Kurtosis	Cronbach Alpha	Number of Items
Performance	-.595	-.231	.957	34
School happiness	-.495	-.06	.952	26
Integration	-.572	-.154	.899	6
Oblige	-.110	-.332	.771	5
Domination	.793	.752	.736	5
Avoidance	.098	-.085	.582	6
Compromise	-.141	-.466	.756	6

Table 2.
Relationships Between Variable

	1	2	3	4	5	6	7	8
1-Seniority	1							
2-Age	.921**	1						
3-Number of teachers in the school	.165**	.221**	1					
4-School size	.233**	.276**	.921**	1				
5-Working time with the school principal	.311**	.327**	.423**	.428**	1			
6-Class size	.208**	.215**	.122*	.212**	-.129**	1		
7-Performance	-.073	-.088	-.288**	-.244**	-.064	-.105*	1	
8-School happiness	-.060	-.083	-.557**	-.504**	-.212**	-.172**	.557**	1
9-Integration	-.009	-.012	-.325**	-.259**	-.084	-.159**	.452**	.724**
10-Oblige	-.062	-.062	-.330**	-.286**	-.105*	-.189**	.377**	.606**
11-Domination	0.07	.067	.029	.016	.067	.026	.004	-.042
12-Avoidance	.193**	.192**	-.087	-.050	-.029	.015	.235**	.282**
13-Compromising	-.075	-.061	-.282**	-.236**	-.072	-.167**	.466**	.677**

Note: $N=410$.

* $p < .05$.

** $p < .01$.

there was a negative and low-level significant relationship between teachers' performance and seniority ($r = -.073$; $p > .05$), age ($r = -.088$; $p > .05$), working time with the school principal ($r = -.064$; $p > .05$) and school no significant relationship was found between the principals' dominating conflict style ($r = .004$; $p > .05$). Teachers' performance and school happiness ($r = .557$; $p < .01$), school principals' integration ($r = .452$; $p < .01$), oblige ($r = .377$; $p < .01$) and compromise ($r = .466$; $p < .01$) a positive and moderately significant relationship was found between conflict management styles; a positive and low-level significant relationship was found between teachers' performance and school principals' avoidant ($r = .235$; $p < .01$) management style.

While a negative and moderately significant relationship was determined between the school happiness of teachers and the number of teachers in the school ($r = -.557$; $p < .01$) and the school size ($r = -.504$; $p < .01$), a negative and low-level significant relationship was determined between teachers' school happiness and working time with the school principal ($r = -.212$; $p < .01$) and class size ($r = -.172$; $p < .01$). There was no significant relationship between teachers' school happiness and seniority ($r = -.060$; $p > .05$) and age ($r = -.083$; $p > .05$). Between teachers' perceptions of school happiness and school principals' conflict management styles of integrating ($r = .724$; $p < .01$), oblige ($r = .606$; $p < .01$), and compromising ($r = .677$; $p < .01$), a positive and moderately significant relationship was detected. A positive and low-level significant relationship was found between teachers' perceptions of school happiness and school principals' avoidant conflict management style ($r = .282$; $p < .01$).

While there was a negative and moderately significant relationship between the school principals' integrating conflict management style and the number of teachers in the school ($r = -.325$; $p < .01$); A negative and low-level significant relationship was found between the school principals' integrating conflict management style and the school ($r = -.259$; $p < .01$) and class size ($r = -.159$; $p < .01$). There was no significant relationship between school principals' integrating conflict management style and teachers' age, seniority, and working time with the school principal ($p > .05$).

While there was a negative and moderately significant relationship between the school principals' integrating conflict management style and the number of teachers in the school ($r = -.325$; $p < .01$); school principals' integrating conflict management style and the school size ($r = -.286$; $p < .01$), working time with the principal ($r = -.105$; $p < .05$), and class size ($r = -.189$); $p < .01$) were found to have a negative and low-level significant relationship. There was no significant relationship between school principals' conflict management style and teachers' age and seniority ($p > .05$).

No significant relationship was found between the dominant conflict management style of the school principals and the age and seniority of the teachers, the working time with the school principals, the number of teachers at the school, and the class size ($p > .05$). While there was a low level and positive significant relationship between school principals' avoidant conflict management style and teachers' ages ($r = .193$; $p < .01$) and seniority ($r = .192$; $p < .01$), school principals' avoidant conflict management style and number of teachers at school ($r = -.087$; $p > .05$), school size ($r = -.050$; $p > .05$), working time with the school principal ($r = -.029$; $p < .01$), and class size ($r = .015$; $p > .05$), there is no significant relationship.

School principals' compromising conflict management style and number of teachers at school ($r = -.282$; $p < .01$), school ($r = -.236$; $p < .01$) and class size ($r = -.167$; $p < .01$), a significant negative and low-level significant relationship was determined; there is no significant relationship between school principals' obliged conflict management style and teachers' age ($r = -.075$; $p > .05$), seniority ($r = -.061$; $p > .05$), and working time with the school principal ($r = -.072$; $p > .05$).

The findings of multiple regression analysis conducted to determine whether the school context, teachers' characteristics, and school principals' conflict management styles, which were determined as independent or predictive variables associated with school happiness, predict school happiness are presented in Table 3.

According to Table 3, school happiness, and the number of teachers in the school, working time with the school principal, and school and class size are highly significant with integrating, obliging, avoiding, and compromising the conflict management styles of school principals. A relationship exists ($r = .809$; $R^2 = .655$; adjusted $R^2 = .648$; $F = 95.092$; $p < .05$). Together, these 8 variables explain approximately 65% of the total variance in school happiness. According to the standardized regression coefficient (β), the relative importance of the predictor variables on school happiness is: integration of conflict management styles of school principals; number of teachers in the school; class size; compromising conflict management styles of school principals, school size avoiding and compromising conflict management style of school principals and working time with the school principal. When the t -test findings regarding the significance of multiple regression analysis are examined, it is found that in the correlation analysis, there was a significant relationship between school happiness and school size, working time with the school principal, class size, and obliging and avoiding conflict management styles of school principals; in the multiple regression analysis, school size, working time with the school principal, class

Table 3.
School Happiness Multiple Regression Analysis Findings

Independent Variable	Dependent Variable	Correlation		B	Standard Error	(β)	t	p
		Dual	Partial					
Constant	School Happiness			2.059	.170		12.095	.000
Number of teachers in the school		-.557	-.174	-.003	.001	-.282	-3.546	.000
School size		-.504	-.047	-6.619	.000	-.075	-.941	.347
Working with the school principal		-.212	-.019	-.004	.010	-.013	-.387	.699
Class size		-.172	-.035	-.002	.003	-.023	-.706	.481
Integration		.724	.342	.367	.050	.437	7.283	.000
Oblige		.606	-.017	-.014	.042	-.017	-.331	.741
Avoidance		.282	.030	.019	.032	.020	.609	.543
Compromise		.677	.172	.209	.060	.209	3.499	.001

Note: $R = .809$; $R^2 = .655$; Adj $R^2 = .648$; $F = 95.092$; $p < .05$; $f^2 > 0.35$
 Bold values highlight significant predictive variables.

size, compromising and avoiding conflict management styles of school principals do not significantly predict school happiness. However, it is understood that integrating and compromising the conflict management styles of school principals and the number of teachers in the school are variables that significantly predict school happiness. School principals' integrative and conciliatory conflict management styles and the number of teachers in the school together have a "large" effect (effect size) on school happiness ($f^2 > 0.35$). In other words, as school principals use integrating and compromising conflict management styles in the conflict process, teachers' perceptions of school happiness increase, and as the number of teachers in the school increases, school happiness decreases by being negatively affected.

It was determined whether the number of teachers in the school, school and class size, school happiness, which were determined as independent or predictive variables related to teacher performance, and school principals' integrating, obliging, avoiding, and compromising conflict management styles predict teacher performance. The results of the multiple regression analysis performed to evaluate the data are presented in Table 4.

According to Table 4, there is a moderately significant relationship between teacher performance and the number of teachers in the school, school and class size, school happiness, and school principals' integrating, obliging, avoiding, and compromising conflict management styles ($R = .574$; $R^2 = .329$; adjusted $R^2 = .316$; $F = 24.609$; $p < .05$). Together, these 7 variables explain approximately 32% of the total variance in teacher performance. According to the standardized regression coefficient (β), the relative importance of the predictor variables on teacher performance is school happiness is the compromising conflict management style of school principals, school size, the number of teachers in the school, the school principals' obliging, avoiding, and integrating

conflict management style, and class size. When the t -test findings regarding the significance of multiple regression analysis are examined, it is understood that school climate and school principals' compromising conflict management style are variables that significantly predict teacher performance. School principals' compromising conflict management style and school happiness together have a "medium" effect (effect size) on teachers' performance ($0.15 < f^2 < 0.35$). In other words, as school happiness increases and school principals resolve conflicts using the compromise style, teachers' performance also increases.

Discussion and Conclusion

The performance of teachers, who are one of the main actors of the school and can be influenced directly or indirectly by the clash environment, and the reflection of this to the school are important for the quality of education. In addition, it can be said that teachers feeling happy at the school where they are employed should be taken into consideration for the sake of school effectiveness and success. At this point, school principals, who affect and direct all the dynamics of a school, become involved. In this context, Odabaşioğlu (2013) states that, in an organization, the leading problem that needs to be solved is conflict, which is expected to be taken care of by the organizational management. Therefore, it is natural that teachers and other school partners get into expectations with the school principals in solving a conflict. For this reason, the aim of this research is, after determining the school context, school principals' conflict resolution styles, teachers' characteristics, and the relationship between their productivity and school happiness, to find out whether the school principals' conflict resolution styles, school context, and teachers' characteristics can predict school happiness. This research was also aimed at determining whether principals' conflict resolution styles, the school context, teachers' characteristics, and school happiness can together predict teacher performance.

Table 4.
Teacher Performance Hierarchical Regression Analysis Findings

Independent Variable	Dependent Variable	Correlation		B	Standard Error	(β)	t	p
		Dual	Partial					
Constant	Teacher performance			2.802	.181		15.484	.000
Number of teachers in the school		-.288	-.039	-.001	.001	-.089	-.789	.431
School size		-.244	.045	.886	.001	.100	.911	.363
Class size		-.105	-.022	-.001	.003	-.020	-.447	.655
School Happiness		.557	.316	.309	.046	.464	6.660	.000
Integration		.452	-.013	-.013	.050	-.023	-.263	.793
Oblige		.377	-.041	-.032	.039	-.057	-.818	.414
Avoidance		.235	.059	.035	.030	.056	1.188	.235
Compromise		.466	.110	.125	.056	.187	2.223	.027

Note: $R = .574$; $R^2 = .329$; Adj. $R^2 = .316$; $F = 24.609$; $p < .05$; $0.15 < f^2 < 0.35$

In the study, while a negative meaningful relationship was found between school happiness and the number of teachers employed in the school, school and classroom size, and the length of time working with the school principal, a positive meaningful relationship was found between the happiness of the school and the integrating, obliging, avoiding, and compromising conflict resolution styles of the school principals. No meaningful relationship between the teachers' seniorities or ages and their school happiness perceptions was detected. While various studies that indicate teachers' school happiness does not vary according to their seniority support the current research (Eker & Özgenel, 2021; Özgenel & Bozkurt, 2020; Şahin & Özgenel, 2020), the meaningful relationship between school and classroom number or size and school happiness has disappeared in the multiple regression analysis. According to the result of the analysis, it is seen that the number of teachers employed in the school and the integrating, obliging, avoiding, and compromising conflict resolution styles of the school principals meaningfully and significantly predict the school's happiness. In other words, while teachers' perception of school happiness increase when school principals use integrating and obliging working methods, school happiness gets affected negatively and decreases when the number of teachers employed increases. The findings of the studies (Bulut, 2015; Korkut, 2019; Sevim, 2021) indicate that teachers working in schools with fewer teachers employed have higher perceptions of organizational happiness and, therefore, support the findings obtained in this study. In addition, studies showing that there is a positive and meaningful relationship between teachers' job satisfaction (Turner, 2007), their organizational happiness (Burns & Machin, 2013), and the quality of school life (Korkmaz & Sadık, 2011) in schools with fewer students back up the findings of the current research too. Contrary to the findings of the research, Duran (2016) states that no meaningful difference is found between the school principals' work shifts and their happiness. Many studies back up the finding of our study that the integrating, obliging, avoiding, and compromising conflict resolution styles of school principals increase the school's happiness. Integrating and obliging styles used by school principals in conflicts positively affect teachers' motivation (Yüksel, 2020), integration and obliging styles positively affect their life and general job satisfaction (Şener, 2019); and lastly, compromising styles positively affect and increase their job satisfaction (Koç, 2016). Likewise, integrating, obliging, avoiding, and compromising styles reduce stress levels (Otrar & Övün, 2007). Moreover, it has been found out that the compromising style perceived by higher education institution employees in conflict increases job happiness (Van Niekerk et al., 2017), and the integrating, obliging, and compromising styles used by university department heads increase their general job satisfaction levels (Donat, 2019). In the research conducted on for-profit organizations, it was determined that integration, avoidance, and compromising style increase emotional intelligence (Bilim, 2020). In schools with fewer teachers, it is anticipated that more effective and sincere relationships will be established, individuals will have the opportunity to get to know each other more closely, problems will be solved in a shorter time, and interactions between school administration, teachers, and students will be healthier. This situation may be expected to increase teachers' perception of school happiness. However, integrating and compromising conflict resolution approaches value individuals' ideas and thoughts while taking into account their needs and interests in order to establish a common ground, so it can be assumed that such a decision by school principals would make teachers feel valued. It can be said that this situation will ensure that teachers who follow a solution-oriented approach to problems encountered are content and that their happiness is heightened. In addition, problems encountered in a high-student-number school being this large can be explained by teachers and school principals losing their positive emotions towards the school by having work overload and a decrease in control.

While there is a negative-oriented and minor meaningful relationship between the teachers' performances and the number of teachers employed, the number of students at a school, and classroom size, no meaningful relationship between the teachers' performances and their seniorities, their ages, the time it takes to work with the school principal, and the school principals' dominating work styles was found. A positive and mildly meaningful relationship was detected between the teachers' performances and school happiness and the school principals' integrating, obliging, and compromising conflict resolution styles; but a positive-oriented and minorly meaningful relationship was detected between the teachers' performances and the school principals' avoiding management style. However, as a result of the multiple regression analysis, it is understood that school happiness and school principals' compromising conflict resolution style are variables that meaningfully and significantly predict teacher performance. The correlation between other variables and teachers' performance is removed. In other words, as school happiness grows and school principals solve conflicts with a compromising style, teachers' performances improve as well. When the research results are evaluated by taking into account teacher characteristics, there are many studies supporting our findings that there is no meaningful relationship between teachers' performance and their age (Arslan, 2019; Şen et al., 2017) and seniority (Aktaş & Özgenel, 2020; Arslan, 2019; Soydan, 2012; Yolcu, 2008). Although not the same variables, many studies have been conducted to determine the factors affecting teacher performance. For example, as the quality of work life (Bektaş, 2013), job satisfaction (Büyükgöze & Özdemir, 2017; Koç et al., 2009), and positive organizational climate perceptions of teachers/academics/health personnel (Çelik, 2014) increase, their performances are positively affected and increase. In addition, in studies conducted on university employees, it was determined that there is an affirmative and positive relationship between job satisfaction (Kahya, 2013) and happiness (Demirer, 2019) and performance. In a study conducted in the health sector, it was found that as the job satisfaction levels of employees increased, their performances also increased (Tekingündüz et al., 2015). Other studies showing that job satisfaction and happiness positively affect employee performance (Erkuş & Fındıklı, 2013; Fisher, 2003) also support the findings of this study. This situation can be interpreted as teachers or employees who are happy in their work environment enjoy their work and experience a positive job life, and as a result, they devote more time to their job and perform well. According to research findings, as the number of students and teachers increases, academic school performance (Welsch & Zimmer, 2016) and academic student achievement (Cotton, 1996) are negatively affected and decrease. Capita (2012), on the other hand, determined in its research that the expansion in school size improves educational performance. Although limited in number, unlike the findings of this study, there are also studies that show that school size (Roeder, 2002) and the length of time working with the school principal (Sincer, 2021) have no effect on performance. However, Polat (2019) concluded that the evaluative objective perceptions of teachers employed for 6 years or more were more positive, and as their working time with school principals increases, their perceptions increase too. This can be explained by the fact that teachers who work with the same school principal for long periods of time get used to the management approach of their principals, improve their relationships, establish more intimate relationships, and thus increase their performance. The different situation that emerges in terms of the school size variable can be explained by the fact that in crowded schools that are high in both teachers and students, teachers' productivity decreases as a result of dealing with more student-related problems, work, and procedures, as well as intensive educational activities. Also, in the research, there are studies supporting our findings that there is a meaningful relationship between school happiness and teacher performance. Accordingly, as teachers' performance and competencies increase, their school happiness (Karnak, 2020), subjective well-being, happiness, and creativity

(Jalali & Heidari, 2016), optimism and positive emotions in the workplace (Reza & Leyli, 2016), and happiness levels (Duran, 2016; Düzgün, 2016) are also positively affected and increase. In a study conducted on private sector employees, Alam and Rizvi (2012) concluded that individuals' subjective well-being levels make their job performance more effective. This can be interpreted as teachers' feeling good in school environments, and the increase in positive emotions they experience has a positive impact on their performance. Our findings are furthermore supported by studies that support the conclusion that there is a meaningful relationship between the integrating, obliging, avoiding, and compromising conflict resolution styles used by school principals and teacher performance. Although not in similar areas, job performance is positively affected as managers and employees prefer integrating and obliging styles (Shih & Susanto, 2010); integrating, obliging, and compromising styles (Zaman & Saif, 2016); avoiding and obliging styles (Francis, 2018); or integrating and obliging styles (Zhang et al., 2015) in conflict resolution. While the dominant style of conflict resolution used by school principals does not affect teacher performance, avoiding it increases it on a small scale. Grey (2017) concluded that there is no significance between dominating conflict style and performance in his study; Memiş (2021) concluded that there is a low level of positive significant relationship between compromising conflict management style and teachers' self-sufficiency. The use of integrating, obliging, and compromising styles by school principals is evaluated positively. Because it can be said that these styles provide convenience to the parties in terms of reaching a solution in the conflict process, problem solving, taking into account interests and needs, finding a common ground, and giving up their own interests when necessary. It is thought that the use of these methods by school principals and teachers to resolve conflicts quickly and without turning them into a crisis in schools with intense working environments will benefit both parties and school partners. In conclusion, it was demonstrated that the conflict resolution styles of school principals in the school environment were related to teacher performance and school happiness, and also that the conflict resolution styles of school principals predicted teacher performance and perceptions of school happiness. Particularly, the share of school principals' preferred approaches to reconciliation, problem solving, and communication in conflicts in both the performance of teachers and their high school happiness perceptions can be considered a promising development in terms of school effectiveness.

Limitations and Recommendations

Although the research has a strong foundation in terms of method and theory, it has a few limitations. First, since the COVID-19 pandemic continued all over the world and in our country during the collection of research data, it may have affected the participants' perceptions and performance of school happiness, especially in psychosocial terms. Second, in this study, teachers' perceptions were determined cross-sectionally. For this reason, teachers' perceptions and performances of school happiness and the conflict resolution styles of school administrators may change and develop over time. Third, especially since school happiness affects teachers' performance, conducting qualitative research to determine other factors affecting teachers' school happiness can improve their knowledge on this subject.

The study emphasizes the relationship between the conflict resolution styles used by school principals according to teachers' perceptions and teacher performance and school happiness. However, there is no suggestion on how school principals can improve their conflict resolution styles according to the problems and circumstances they face. Future studies may focus on what should be done to improve the conflict resolution styles of school principals. Teacher performance is considered important in the successful implementation of education policies, especially in the education of students, in building a happy

school, and in adopting a qualified and sustainable education approach for future generations. Therefore, it may be suggested by the Ministry of National Education to conduct a study including teachers' own views and implement a policy towards this in order to determine the factors that negatively affect the performance of teachers at all school levels. Since the conflict management styles exhibited by school principals in the study environment affect teacher performance and school happiness, and since there is no magic effective strategy that resolves every conflict situation, school principals should choose and use conflict management styles depending on the situation and environment in school management processes and in their relations with teachers.

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