

Conflict Management Strategies of Lecturers and Administrators Working in the Physical Training and Sports Academy (PTSA)

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ABSTRACT The aim of this research is to determine organizational conflicts, conflict management strategies of administrators and lecturers. It also includes the reasons and the effects of these conflicts. This research is designed as a multiple case study and as a qualitative research method which made use of a semi-structure interview technique. The study group of this research is made up of 43 participants working in four different sports academies. In addition, the data was analyzed by N-Vivo. Lecturers perceive explanation as a conflict management strategy, claiming that in conflicting situations they insist on their ideas and in case of failure, they appeal to the authority. They prefer competition first, then avoiding, obliging, compromising and integrating sequentially. Moreover, between lecturers who are administrators and those who are not, there exists a remarkable difference among their emphasis on the strategies they use. It can be suggested to both administrators and lecturers to improve their conflict management abilities.

INTRODUCTION

Conflict occurs between employees who perceive each other's mistakes and cause the others have problems at work (Dana 2001). There are some opinions which have to do with the necessity of separating competition from conflict. This has been considered as an inactive process between social beings who come up with disagreement and incompatibility issues (Sirivun 2001), as a dynamic occurrence between people, which affects their personal and group performance, though being shaped by their personal conditions (Lin 2003), as an intentional struggle of A for disabling the efforts of B (Robbins 1994). In general, when conflict occurs, both parties involved feel the threat of losing the things they care about (Mc Connon and Mc Connon 2008). According to Rahim (2001) if people who become a party to conflict realize the incompatibility and struggle to put obstacles in front of other people's objections, all the divergent situations cause conflict. The term 'conflict' within the literature was used to conceptualize the initial provisions of conflictive behaviour, and the affective conditions of individuals, together with their cognitive status or just the conflictual behaviour (Pondy 2012). 'Conflict' is a human experience which covers a wide area ranging from indecision to disagreement, and then to stress (Dana 2001) which is an inevitable attendant feature of human interaction in

every organization (Ada 2014). Conflict is dynamic and it can be expected in all situations (Prenzel and Vanclay 2014).

Conflicts may be categorized among individual of a group, as well as between the individuals and between the groups (Rahim 2001: 23; Al-jhani et al. 2011: 731). Furthermore, conflicts are also categorized as efficient-inefficient, destructive-efficient (Carrell et al. 1997: 469), reliable-unreliable (Kaiser 2003: 315) by evaluating if the process serves the organizational objectives or not. Tjosvold (2007: 24) argues against that kind of categorization. He asserts that conflict researchers confuse conflict with competition and contribute conflict's disrepute. Furthermore, he argues that conflict type should be not about its management but about its results. Robbins and Judge (2012: 455) underline that conflicts extends to job, relation and process conflicts and that relational conflicts not functional. This is because in relational conflicts, friction and hostility between individuals increase personality clashes and decrease mutual understanding.

The fact that it's not conflict's results, but rather conflict itself has been perceived negatively on classical theoreticians and classical management perception. When conflict is perceived negatively, it is considered as a circumstance that should not be encountered within the organization and as an epidemic virus to be wiped out immediately. Indeed, conflict is omni-

present and creates both positive and negative impacts (Prenzel and Vanclay 2014).

Classical theoreticians believe that conflict produces inefficiency within organizations (Hanson 2003) and so they see it as an inconsistency that may diminish the effectiveness of the organization and adequateness of leader (Bolman and Deal 2003). Behavioural view argues that conflict is inevitable but some have a corruptive effect while some are functional (Balci 2000). However interactionists view not only accepts the conflict but also defends to encourage it in regard to the opinion which says that a coherent, tranquil, peaceful and collaborative group would not stand idle against reform and alteration (Robbins 1994). Nowadays, it is accepted that conflict is necessary and has regenerative, constructive, improving effects on organizations and individuals (Carnevale 2006). Conflict evokes organizational transformation and vice versa (Hoelscher and Comer 2002). Consequently, well-conducted conflicts may accelerate the transformation positively in favour of the organization. It can be inferred from common definitions that conflict can be managed constructively (Tjosvold et al. 2014: 33).

The positive effect of conflict on organization may be summarized as: "The clash of thesis with antithesis can result in synthesis." (Kaiser 2003: 312). Conflict may bring the conflicting parts and the organization into a new point by pushing them towards a pursuit thus this new circumstance may be specified as a synthesis. This new point might be an environment more productive, creative and may have stronger communication than before.

Conflict is part of life and people may experience stress or tension at home or at work because of conflict (Tindal 2009). Besides conflict, administrator's approach of conflict settlement or management may cause stress. Polat (2008) found that the most effective type of causing stress is the one initiated by administrators. Within the universities that Mintzberg (1983) calls "professional bureaucracies", there is a need for specialists to have the control on their own job. This means relatively being more independent than their colleagues, but also being closer to the customers. In this case, the most vital act within professional bureaucracies is to build coordination by means of standardized skills and knowledge. From this perspective, managing a conflict might be as complex as a world war or as

simple as a discussion between friends on what to watch (Carrell et al. 1997). Consequently, it is so important that both administrators and other lecturers acquire the ability to analyse and manage conflicts. However, it's not always easy to manage conflict in the manner that provides all the involved parties with job satisfaction and helps the organization reach its goals.

In literature, both the term 'conflict resolution' (Aydin 1984; Carrell et al. 1997; Dana 2001; Kaiser 2003; Koçel 2010) and the term 'conflict management' (Karip 1999; Brewer et al. 2002; Morris-Rothschild and Brassrd 2006; Tjosvold 2007; Basaran, 2008) are being used in relation to overcoming conflict. However, Rahim (2002) states that conflict resolution emphasizes decreasing or eliminating conflict, whereas conflict management doesn't need to emphasize decreasing the level of conflict. The term conflict management reflects the attitude of the individual with respect to conflict. This attitude reflects the perception on the necessity and feasibility of conflict resolution (Wilson and Hanna 1993). This is also a parallel approach towards conflicting and unfavourable attitudes which needs to be eliminated. When conflict resolution is planned for, the focus is generally separating conflicting parties, driving them apart from each other, and preventing them from harming one another. However, when conflict management is objected, the focus should be leading the conflicting parties, the energy, the attention and the resources towards organizational purposes. Tjosvold, Wong and Yi-Feng Chen (2014: 43) suggest that conflict management can result in effectiveness. When the subject is resolving, the purpose is neutral, whereas when it's managing the subject, the purpose is making contributions to the organization and to the individuals in it. Despite this difference, when the literature is examined, it can be stated that the term 'conflict resolution' is used with the same sense as the term 'conflict management'.

According to political perspective, individuals struggle for title and prestige; departments for resources and strength; groups for political concession. Therefore, the conflict is natural and inevitable. This perspective has focused on strategies and tactics instead of conflict resolution (Bolman and Deal 2003). Considering this perspective, this research puts emphasis on conflict management strategies.

Concerning conflict management strategies, there stand different proposals. Deutsch (2006) underlines two subjects on conflict management: The first one is the positive or negative purpose reliance of conflicting parties. The second one is the competitive or cooperative behaviour of the parties. If positive purpose reliance exists, then the parties will sink or float together. If there is a negative reliance, then one party sinks while the other floats. Moreover, interdependence is required. As a behaviour, it has been stated that cooperative or win-win oriented behaviours facilitate a constructive solution while competitive behaviour inhibits it.

According to Mary Parker Follett, there are three ways to discuss conflict (Owens 1981; Basaran 2000) and they include: 1. One of the parties surpasses and gains a victory (Win-lose method). 2. Conflicting parties should deprive themselves of some things and come to an agreement (Lose-lose method). 3. Conflicting parties should converge on a common point by integrating their claims (Win-win method). For Follette (2012), integrative problem solving method is the most constructive of all. For Rahim (2001), Follette assumes the other - suppression, avoidance, dominance and compromise – methods, which is ineffective.

According to Decision Making Theory built by Herbert Simon and James G. March, there are four processes for conflict management (Basaran 2000) and they are: Problem solving, convincing, negotiation and policy. Thomas and Kilmann (2008) and Thomas (Hoy and Miskel 2010, conveyed from 1976) discuss the behaviours of conflicting individuals in these two dimensions: 1. Assertiveness: The struggle of individual for satisfying his/her own concerns 2. Cooperativeness: The struggle of individual for satisfying others' concerns. These two dimensions constitute five different modes for responding to conflict: Competing is assertive and uncooperative. Accommodating is unassertive and cooperative. Avoiding is unassertive and uncooperative. Collaborating is both assertive and cooperative; Compromising is moderate in both assertiveness and cooperativeness. For Carrell et al. (1997), avoiding tactics may include avoiding totally all conflicts or delaying through accommodation. Competitive tactics are based on an individual using his/her dominance on another individual, whereas compromising and collaborative tactics are based on finding a solution through persuasion of both sides for cooperation.

For handling the conflict behaviour, Rahim (2001) specified two fundamental dimensions of concern for self and concern for others as Thomas and Kilmann (2008). The first one shows the level of the individual's desire for satisfying self-concern whereas the second one shows the level of desire for satisfying the concerns of others. Thus, the five following conflict management behaviours or strategies may emerge:

Integrating: In this strategy, concern for self and others is high. This strategy is also called problem solving (Rahim 2001). It contains those two processes: Conflict diagnosing and developing alternative solutions to the problem (Weitzman and Weitzman 2006). Thomas and Kilmann (2008) named this approach "Collaboration".

Obliging: This strategy indicates low concern for self and high concern for others. This strategy is also called accommodating (Rahim 2001). If an individual steers for valuing the other's interests above his/her own in order to conciliate and pacify the other party, and for abandoning own concerns to protect their relationship (Robbins and Judge 2012), this is called obliging or accommodating.

Avoiding: This strategy means low concern for self and others. This behaviour is also known as suppression (Rahim, 2001). In this strategy, problems are being shelved or being thought to disappear (Hoy and Miskel 2010). Administrators' avoiding behaviours on conflict management causes a creative person to be stifled (Kaiser 2003).

Compromising: This strategy indicates intermediate concern for self and others. In this strategy, both parties come to an acceptable joint decision by depriving themselves. By following this path, the individual gives up more than a dominating party but less than an obliging individual (Rahim 2001). In reconciliation there isn't an explicit loser or winner (Robbins 1994).

Competition: Within this strategy, one party prioritizes his/her own concerns and ignores the concerns of the other party (Rahim et al. 1999). Competition is a win-lose strategy. In this case, the superior party generally uses his/her formal authority.

The preferred strategies for managing conflict within the organization affect the peace at work and goal achievement. Trudel and Reio (2011) found that individuals that use integrating style experience rude behaviours less, while individuals who choose the dominating style become the target of rude behaviours more. Ac-

cording to the research of Henkin, Histone and Dee (2000), in a place where differences are solved via collaborative and integrative problem solving, the educational process and necessities of constituents receive the best service.

In literature, besides the studies on strategies preferred by administrators or employees (Gümüşeli 1994; Welt 2000; Henkin et al. 2000; Baykal and Kovanci 2008; Polat 2008; Özmen et al. 2011; Aljhani et al. 2011), there are various studies on the relation between conflict management and leadership (Anderson 2007), gender and leadership (Truslow 2004), principal's age, gender, salary and the size of school (Dillard 2005), principal's personal characteristics (Akinnubi et al. 2012), principal's communication skills (Tabor 2001), and the moral development of employees (Rahim et al. 1999).

This research is a part of project coded Physical Training and Sports Academy 7001 supported by Adnan Menderes University Scientific Research Department and is about organizational conflicts and conflict management strategies of administrators and lecturers working in the Physical Training And Sports Academy and also about the reasons and effects of conflicts they experience. The questions below are tried to be answered:

Within the institutions of physical training and sports branch;

- a. According to lecturers and administrators, how do they manage the conflicts they face?
- b. According to lecturers and administrators, how do opponent manage the conflicts they face?

II. METHODOLOGY

Research Design

By using the remarks of lecturers from 4 different institutions of physical training and sports at the level of bachelor degree, this research is to determine the strategies that conflicting parties use and to understand the situation within these institutions. As this study aims to examine a current fact within its own conditions, it is a qualitative study designed as a case study (Yin 2003). Since the concern of this study includes behaviours (Lodico et al. 2006), feelings and comments of individuals (Merriam 1998) that cannot be easily observed, a face-to-face semi-structured interview was preferred as a data collection meth-

od. The role of the researcher is to find out the participants' perception from the inside and to gain an integrative view through an attention required process with an empathetical consciousness, by putting up all the prejudices (Miles and Huberman 1994).

Since each institution that was included in the research is regarded as a well-defined phenomenon, they are considered as a case each (Merriam 1998). This research was planned as multiple-cases design (Yin 2003) since the determination of institutions was considered not as a process based on sampling logic, but as original cases each, which might show similarities and differences in conflict management.

Participants

For the working group, four sports academies giving four-year education in four different universities in Aegean Region were chosen. Institution A, founded in 1995 and in good condition physically, has 50 lecturers, the principal is a professor of Faculty of Economics and Administrative Sciences. Institution B, founded in 1995 and physically at medium-level condition, has 38 lecturers, and the principal is a professor from Medical Faculty. Institution C, founded in 1994 and physically below the average, has 22 lecturers, and the principal is a professor from the Faculty of Veterinary Science. Institution D, founded in 1992 and physically in good condition, has 44 lecturers, and the principal is a professor among the lecturers of the same institution.

In order to get a rich data and to observe the different perspectives of individuals that have different characteristics, great effort was made to reach all the lecturer with different titles in each institution. For this reason, the working group was created in accordance with maximum variation sampling method to get the most variety. The distribution of lecturers in the work group can be explored according to their duty and institution in (Table 1).

From 43 lecturers in work group; 5 of them are professors, 12 of them are assistant professors, 20 of them are lecturers, 6 of them are research assistants; 11 of them are women and the rest 32 were men.

Data Collection and Procedure

The study was conducted by face-to-face semi-structured interviews. In other to pose the

Table 1: Distribution of lecturers according to their duty and institution

<i>Duty</i>	<i>Institution A</i>	<i>Institution B</i>	<i>Institution C</i>	<i>Institution D</i>
Administrator	1	0	1	1
Deputy Administrator	1	1	1	0
Deputy Man. - Department Head	1	0	1	0
Department Head	2	2	2	1
Lecturer	7	8	5	8
Total	12	11	10	10

same questions to all participants and in order not to do word changes that causes change in meaning (Lodico et al. 2006), a seven-question "Conflict Management Strategies Interview Form" was prepared by the researcher. During the preparation process, eight experts from five universities were asked for their review about the form. In the view of revisions in the form, a pilot interview with three lecturers from a Physical Training and Sports Academy (PTSA) was conducted and the final shape of form was given. In the seven-question Conflict Management Strategies Interview Form, each question has its sub-questions. This paper focused on the strategies of participants themselves and of the other party. A sample question is as follows:

Do you experience conflict because of task distribution (lecture, competition, camping, staff etc.) and assignments? (If the answer is "No", pass to the next question; if it's "Yes" continue to sub-questions)

Can you give an example?

How does/did this conflict affect you?

What do/did you do to overcome or manage this conflict?

What does/did the other party do?

In order to perform the interview, appointments were obtained from the principals of the institutions by telephone. Then on the appointment date, the aim and the process of research were explained to the principals. With the help of them, the list containing the departments and the lecturers of the academy was obtained. For the interviews, the lecturers from different departments, genders, branches, titles and seniorities that were or would be present in one or two weeks in school were determined. Three of the institutions were visited three times and the other

was visited two times. Only two interviews lasted ten minutes, whereas the others lasted nearly an hour.

Data Analysis

While analyzing the data, N Vivo7 qualitative data analysis software package was used as it enables data coding, recalling and changing coded data, implementing the conceptual structure appropriate for data (Miles and Huberman 1994; Yin 2011).

Since the qualitative research focuses on data shaped by words (Miles and Huberman 1994), the concentration was on revealing and interpreting the meaning rather than digitizing it. For interpreting, all the interview records were consolidated within NVivo, thereafter the categorized data was reduced and interpreted (Meriam 1998). Concerning the reader, the three-stage process suggested by Miles and Huberman (1994) was conducted: Data reducing, data introducing and result submitting.

While analyzing the data, an experienced researcher in qualitative studies coded the data, and then the conformation percentage was checked. The conformation percentage of different coders was found to be 86 percent (Miles and Huberman 1994). The conformation percentage of researcher's own codes realized in two months apart was found to be 91 percent. While coding, the conceptual framework in literature was taken as a basis and this framework formed the approach of conflict management and coding used in strategies.

The draft categories formed by benefiting from literature while preparing interview form were extended, also they were formed after observing the questions and outputs of interview form and the categories for coding were shaped. The data and the main categories were transferred to N Vivo 7 qualitative data analysis software. In addition to main six categories determined before N Vivo 7 data analyzing process, two more categories were added during this process thus the coding was conducted with eight categories in total.

RESULTS

The findings on strategies followed by the participants themselves and by the other parties are represented separately. The lecturers dem-

onstrated their behaviour by explaining and talking to other parties in case of conflict as a strategy. Therefore, “explaining” was involved in the findings but was not considered as a strategy. Figure 1 summarizes the conflict management strategies of four institutions in general.

Lecturers stated that they generally insist on their claims or appeal to the superior or the authority in case they fail. This situation shows that they predominantly prefer competing. The second strategy applied is avoiding while obliging takes the third and compromising the fourth place, whereas integrating is the less preferred strategy of all.

According to the findings, between lecturers who are administrators and those who are not, there exists a remarkable difference in the emphasis made on their individual strategies.. There are no strategies that non-managerial lecturers don’t use. When participants were mentioning the strategies they use, the fact that the head of departments didn’t mention compromising, the deputy administrators didn’t mention appealing to authority, and administrators didn’t mention avoiding or integrating has been found remarkable.

As understood from the participants’ statements, the objective of demanding solution by appealing to the principal or the authority seems like asking the administrator to act as a conciliator; on the contrary, the objective has mostly sought for a way to impose his/her solution to the opposite party or to prove his/her rightful-

ness through authority. The following quotes better demonstrate the situation:

“We speak out. The last resort is writing petition to department head and to the administrator.” (B. 22nd Participant)

“Talking to the administrator, trying to make him/her take the initiative...” (C. 27th Participant)

“I write petition.. To Prime Minister, and to the Minister of the Republic. To Human Rights. I speak out at department commission, and I use primarily the internal legislation.” (A. 1st Participant)

Not only lecturers but also administrators appeal to authority. However the reason is not perceived in the same by the parties and the conflict continues, although it seems to be managed.

“We pass the class to a lecturer having doctorate degree. The other stood up to it. We asked about who knows this business. We were given names from 3 universities. We organized a phone call between them. He was convinced.” (A. 3rd Participant)

In the conflict mentioned above, the administrator appeals to the authority and the subject of dispute is resolved as the administrator have already predicted. The principal assumes that the lecturer who couldn’t take the class he wanted is convinced. However, the situation is not the same as principal thinks for the lecturer. The lecturer is not persuaded and thinks that the principal use his authority insupportably. Figure 2 shows the conflict management strategies of the other parts.

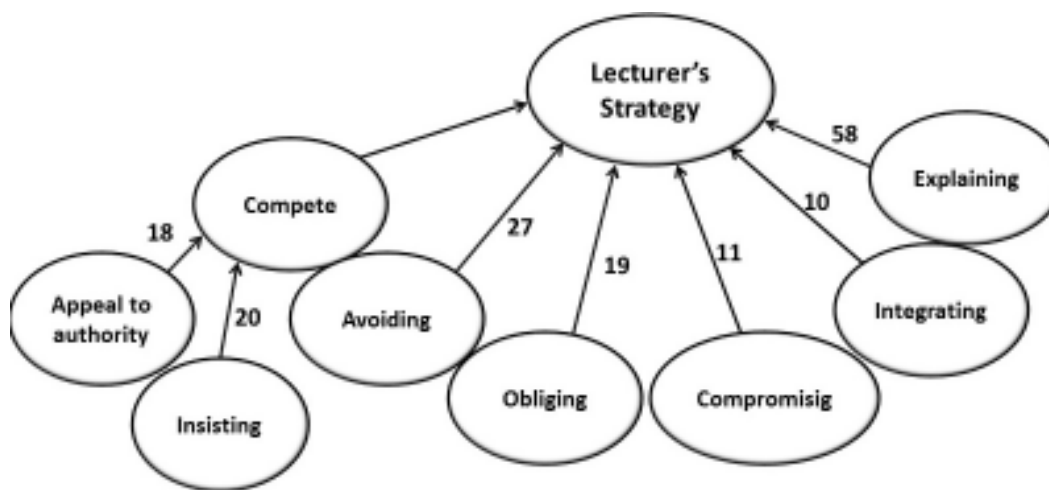


Fig. 1. Lecturers own strategies

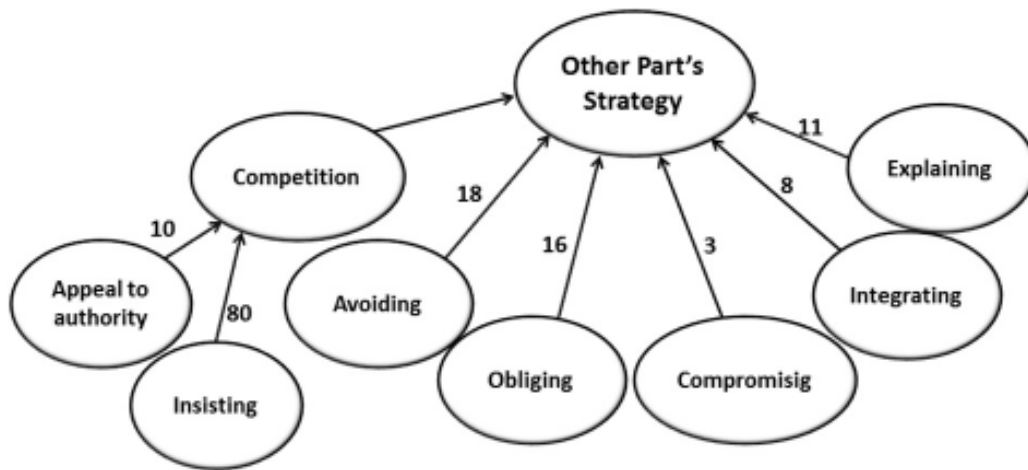


Fig. 2. The other part's strategy

When lecturers experience conflict, they assume the other party mostly insists on his/her own claims or that he/she follows the competition strategy by appealing to a superior. Regarding the strategies followed by the other party, avoiding becomes the 2nd, obliging the 3rd, compromising the 4th while integrating becomes the last. The lecturers basically think that they can manage conflict by talking, discussing, and explaining; on the other hand, they don't think that the other party acts the same way as they do. For lecturers, the other party chooses to compete twice as long as they prefer the other strategies, whereas they assume themselves to prefer half competition as much as they do for other strategies. In a situation of conflict, they try to explain themselves unlike the other party. According to lecturers, the other party almost never used the integrating strategy at all.

Both the administrators and non-managerial lecturers think that the strategy preferred by the other party is competition. The administrators mentioned secondly the compromising strategy, whereas, they never mentioned integration. Thus, it may be deduced that when lecturers have conflict with the administrator, if they don't prefer competition, it means that they obey the requests of the administrator. The following quote confirms this situation:

"As the administrator takes his/her power from hierarchy, he/she can expose the power in some matters that are obviously true. We intend to publish a journal but administrators say 'it's

not favorable right now'. However, it's totally suitable but apparently not for him/her." (A. 9th Participant)

Within the framework of this study, when institutions were compared, Institution D showed different specifications from the others. Figure 3 illustrates the conflict management strategies of lecturers and other parts in Institution D. In general, it has been observed that in this institution the conflicts are not too profound and also not a particular strategy comes to the forefront.



Fig. 3. The conflict management strategies of lecturers and other parts at Institution D)

As the reason for the above mentioned situation, some lecturers emphasized on the collective culture, which was shaped within the institution and that they learned from their past experiences. There are some participants who di-

versely explained that this situation enabled an inclusive decision making and proper management of potential conflicts. The quote given below provides an insight on the issue:

"There should be different opinions within the school for some issues to progress well. It's a well-established educational institution as there is a cultural level gained from the past. We were educated from the same school at the same time by the same lecturers, and also have the same knowledge. A school set an example in science, in order to educate. Conflicts arose in the past, but they were resolved. The school united, employed a rector, and searched for rightfulness. That was the proof of unification. The fact that the solution comes through unification was comprehended." (D, 34th Participant)

I would say we understand each other. We have a common attitude of not being too sharpened. I don't say the last word. If I do, I stand behind it. I leave it to time; I believe it will work itself out in time. Conflict gives harm to this institution, it reflects to students." (D, 32nd Participant)

In institution D, a number of participants mentioned about circumstances that in which both they and the other party of the conflict apply competition but it is clearly understood from the interviews that those occasions are rare and remain limited. It can be clearly deduced from the

phrase "We resolve our solutions by talk." that the processes of negotiation, communion and problem solving - in other words the integrating strategy - are practically followed.

Figure 4 represents the conflict management strategies of lecturers and other parts in Institution A, B and C. The participants from institution A, B and C mentioned more serious and profound conflict examples than the participants from D, and they expressed that both themselves and the other party's prefer competition, but if no results are obtained, then they choose to avoid or to oblige. Different from B and C, participants from institution A emphasized obliging strategy more. The obliging strategy comes to the forefront, especially in conflicts with administrators or when the administrators support the other part of the conflict.

"I just state my opinion to the administrator. He/she develops an attitude against me. He/she passes over without a salute. I sometimes go with the crowd. If I realize that I cannot create a change, I vote like the others. That's wrong, but sometimes they harm by being over reactive." (A, 9th Participant)

"I try to persuade. As the head of department, I use my providence if I believe it to be true." (B, 18th Participant)

In those three institutions, one of the issues they complained about is that as the administra-

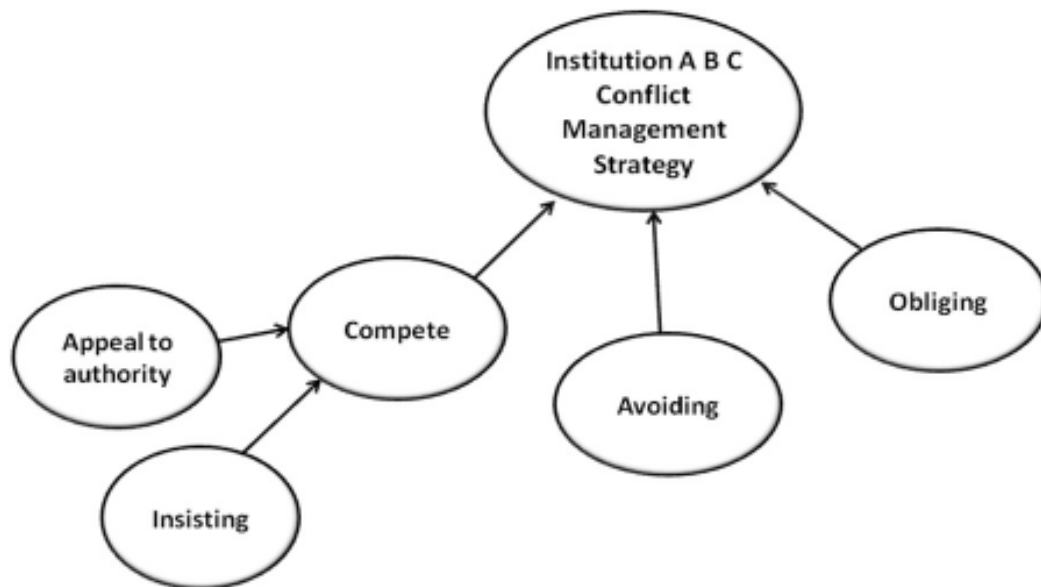


Fig. 4. The conflict management strategies of lecturers and other parts at Institution A, B and C

tor is a professor of another institution, he/she cannot stay long in school and thus cannot fully observe the mechanism. It was also mentioned that since the administrator is not the professor of their institution and that he/she don't know the branch, institution and the personnel, he/she harms the institution in case of any conflict. Participants expressed their feelings as follows:

"Primarily we try to solve the conflict by head of departments, if we find any. We have no other collocutor. The school is empty, and there is no principal. All the conflicts are unclear and cannot be solved." (C. 28th Participant)

DISCUSSION

According to the findings of the research, when a conflict occurs the lecturers say they firstly prefer to talk and explain the situation to the person they are in contrast with. In fact, this is the primary natural behavior expected in the atmosphere of conflict. However, when lecturers are asked how they manage or resolve the conflict, the fact that they suggest talking and consider it as a strategy clearly demonstrates their distance to conflict management strategies. Evaluated in terms of main strategies, competition takes the first place followed by avoiding. As a part of competition, appealing the authority method or a superior method is frequently used. As understood from participants' statements, the purpose behind appealing to authority or administrator and demanding solution appears to ask for their conciliation; but on the contrary the purpose is searching for a way to impose their own solution to the opposing party and to prove their rightfulness through the authority. In literature, appealing to an arbitrator or authority is accepted as competition or using force strategy (Koçel 2010); and it's stated that the party who doesn't have the authority to force or give order may bluff, mislead or seek to force the other party through an authority. This situation is a win-lose strategy (Karip 1999). Since competing assumes that only one individual can win (Mosanen et al. 2014), the frequent use of this strategy may affect organizational climate negatively. Considering the study of Gross and Guerrero (2000), determining the inconvenience of competition in relations and considering the other findings of research, it can be thought that relations in Institution A, B and C may be harmed by this case.

In some cases where one party loses, superiority may be cited. In literature, it has been indicated that this strategy is in use in the institutions where authoritarian management understanding rules. Since in this situation obliging is the subject rather than solution, if this method is used frequently the expectation would have a negative effect on the morale, motivation and efficiency of the party in difficulty (Koçel 2010; Genç 2004). It is also observed in the study of Karip (1999) that the most preferred strategy by the participants is competition and it also confirms this study.

Considering all the administrators together, it has been observed that they apply mostly for integrating followed by compromising. The same findings on strategies preferred by administrators were encountered in the studies of Sirin (2008), Mirzeoglu (2005), Yildirim (2003), Rahim (1983) and Gümüşeli (1994). In a study conducted by Özdemir and Özdemir (2007), it was found that the strategies of integrating (cooperation) and compromising are perceived more effective in conflict management. Gross and Guerrero (2000) also found that the integrating strategy is convenient and effective; and that compromising is perceived as convenient and effective at medium-level. When considered from this point of view, it has a high importance of administrators' statements on their primary preference of the above mentioned strategies. However, they mentioned that the other party uses primarily the competition, and then later prefer compromising. If administrators and the conflicting party both use compromising strategy, then it can be concluded that administrators have competing behavior. There are studies showing that in respect of individuals' conflict management strategies, their perception is different from the others' (Sirin 2008). Besides, by their position the administrators may be using the problem solving method or they may have mentioned what their strategy should be. Because there was found a difference between the styles of handling interpersonal conflict and the stage of moral development (Rahim et al. 1999) and also administrators may perceive themselves in upper stages or may think they should be.

The research findings that specify the deans' integrating style has a positive relation with all the dimensions of leadership and their competition style has a negative relation with human resources dimension (Kimencu 2011); while the

administrators are preferred to focus on integrating strategy.

When individuals think that their interests would be satisfied at best by the organization, the possibility of their willingness for a collaboration increases (Hicks 1979). Therefore, one of the substantial missions of management is directing all the employees towards this idea. When this circumstance is ensured, the employees would be disposed to make an effort for organizational objections and their tendency towards using integrative conflict management would increase. This situation may be considered as troublesome in Institution A, B and C. In Institution D where acting together was emphasized, it can be conceived that there occurs a joint culture on separations and this might ease conflict resolution in favour of the institution. Bolman and Deal (2003) also indicated that scarce resources and enduring differences make conflict central to organizational dynamics and they underline power as the most important asset.

The administrators of Institution A, B and C who came from different institutions and disciplines may affect the conflict management process there. The study of Favero (2006) shows that academic deans' managerial behaviours may be affected by their academic disciplines and that the process is sophisticated. These findings may be correlated in this respect.

It is an interesting finding that non-managerial lecturers prefer avoiding strategy after competition. In literature, it has been stated that this strategy may be effective when the subject is not important or when there exist a high tension interrupting the proper communication between the parties (Owens 2001; Rahim 2001); it is also inevitable and beneficial in the short term, since the conflict may emerge again in the long term (Tjosvold and Sun 2003; Can 2005). Furthermore, in their study Gross and Guerrero (2000) found that the avoiding strategy is perceived ineffective and insufficient, whereas Lee (2008) found the same for both dominating and avoiding strategies. In the research group, especially in two institutions (B and C), where the conflict level is high and where lecturers care about conflicts, it may not be proper to think that the conflict would be resolved in time or the problems would fade away. As a matter of fact, three years after the interviews, in one of the institutions there occurred three principle changeovers, whereas two

principals changed in the other two; moreover one of the institutions had lots of complaint petitions, investigations and disputes to be settled in court. All these cases, considering the findings, clearly demonstrate that in respect of conflict management or resolution, the administrators - being in the first place - and the lecturers have no professional conflict management strategies.

The cultures of countries were analyzed and the power distance scored increasingly between 11 and 104. The power distance demonstrates the unequal power distribution in institutions and the hesitation of subordinates to have conflict with superiors. The score of Turkey was 66 (Hofstede 1983; Hofstede et al. 2010). Although institutions' cultures are different from one another, significant correlations were found between nationality and the organization's culture and employees' perception of the applications (Hofstede et al. 1990). When findings are analyzed considering those data, subordinates' common attitude of hesitation may be correlated with the power that administrators have. However, it's clear that more research must be conducted in this case.

CONCLUSION

As a conclusion, lecturers claim that they firstly prefer to talk and explain the situation to the person they have dispute with. On the other hand, when lecturers are asked how they managed or resolved the conflict, they suggest talking and consider it as a strategy which obviously indicates how far they have gone with the conflict management strategies. In general, competition takes the first place as a conflict management strategy followed by avoiding. As a part of competition, appealing the authority or a superior method is frequently used. As interpreted from participants' statements, the purpose behind appealing to authority or administrator and demanding solution seems to ask for their conciliation; but on the contrary the purpose is searching for a way to impose their own solution to the opposing party and to prove their rightfulness through authority. When all the administrators considered things together, it was observed that they apply mostly integrating strategy followed by compromising. Moreover, non-managerial lecturers prefer avoiding strategy after competition.

RECOMMENDATIONS

With reference to findings, both administrators and lecturers working in the institutions stated in the research may be advised to receive educations on how to improve their conflict management abilities; and for the administrators to take training for knowing themselves better. For the frequently consulted practice of designating administrators from other institutions to physical training and sports academies, the decision making process might be considered together with the employees of the institution. The studies on the duration of administrator's staying in school; has to do with the fact that he/she must be a bona fide staff of the institution and should make good plans between the institutional culture and conflict management strategies.

NOTES

1. PTSA: Physical Training and Sports Academy
2. This paper is based on BESYO 7001 project supported by Adnan Menderes University Scientific Research Projects Department.

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