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Globalization and Conflict Management in Schools

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Abstract

Globalization has brought many changes on the education systems and schools. These changes will be exemplified from the basis of school finance, employee rights, curriculum, administration, and school-environment relations in this study. The study also reviews common types of conflicts experienced at schools as a result of globalization and the ways in which conflict could be managed. Following topics were discussed in the article: 'Conflicts emerged from perspectives towards globalization, conflicts emerged from cross cultural differences, conflicts sourced from changes in the teaching and learning processes, conflicts sourced from the standardization efforts, conflicts sourced from the change in school-parents relations, conflicts sourced from the process of finance related activities and conflicts sourced from information, communication and educational technologies'. This article argues that schools cannot be isolated from the effects of globalization. Therefore since conflict is a normal occurrence in schools, school administrators should discover constructive approaches through careful diagnosis and an approach that transforms the conflicting situations into constructive experiences for the school and the education.

Keywords: globalization; schools; conflict management

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1. INTRODUCTION

Globalization is a term that has been analyzed and defined in a number of ways. The concept of globalization has become a central focus in scholarship since 1980 and with the collapse of the Soviet Union during the 1990s; it became a world-wide concept with social, economic, political and educational dimensions (Abalı, 2005).

Globalization has transformed the world to a single system and connected countries as the sub systems of a bigger system. This connectivity increases every day, where countries can no longer be isolated from each other.

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The reflections of any single change that happens in any part of the world can be seen in another country affecting the lives of many individuals. At certain times these influences could be so influential that they can change the economic, cultural and political structures of the countries.

Rapid growth and poverty reduction in China, violence attacks in Iraq and political debate in Pakistan have been the topics on the agenda of global citizens. Looking at the global impact of the present financial crisis and the related social fluctuations, it's evident that globalization has a highly important role in the well being of all countries, which have been affected to a greater or lesser extent.

Globalization is a concept that is based on a wide spectrum of processes along with economy, social politics and education. While globalization is often discussed as a predominantly economic phenomenon, it has many other facets, including the collaboration of cultures, where economic, political and cultural borders are eliminated through the information and communications technology (Tezcan, 1998). Globalization is seen as a process, where countries do look alike but they do more look alike in the sense of revealing and expressing their own cultures and identities at the at the end of the process (Akkutay, 1999). Many countries became worried about the way how they can protect their national cultures and values in the globalization process (Cırık, 2008).

As the results of globalization became politically, socially, culturally and economically common, it has also generated significant international oppositions. Globalization has been seen as a hope as it caused the means of mass communication to be varied and become widespread, it is praised by politicians, it is expressed by CEOs and being launched by the media as something inevitable. However with the recent economical crises this hope turned into a global fear (Carton and Tawil, 1997).

Nevertheless there are several concerns about the globalization agenda. There have always been suspicions even before the present global crisis. Globalization remains a somewhat disquieting phenomenon for those groups, who have perceived globalization as a threat for independent national economies and national cultures. These suspicions will persist since the concept encompasses various approaches.

The purpose of this study is to discuss conflicts experienced at schools in Turkey as a result globalization through the review of literature. This study is unique since it analyzes conflict management from the basis of globalization. In line with this idea Green (1999) asserts that there is less evidence of any systematic convergence at the level of structures and processes in different countries. Therefore in this study, we specifically focus on the influence of globalization at schools and reveal areas where conflicts appeared.

1.1. The Effects of Globalization on Education Systems and Educational Institutions

Globalization has brought many changes on the education systems and schools. These changes will be exemplified from the basis of school finance, employee rights, curriculum, administration, and school-environment relations.

With regard to educational discourses, most of the world's governments discuss similar educational agendas that include investing in education to develop human capital or better workers and to promote economic growth. Intergovernmental organizations (IGOs), such as United Nations, the OECD and the World Bank, are promoting global educational agendas that reflect educational discourses about human capital, economic development, and multiculturalism (Spring, 2008, p. 332).

With the impact of globalization, public service was minimized and these services were transferred into private sectors as much as possible. Economically strong organizations and some dominant groups

emphasized the failure and low productivity of the public sector so as to make the process easier. They put forward alternative models and strategies to prevent low performance. Fast spread of the globalization and special efforts to realize the aim led the public to lose economic power while enhancing the power of the private sector. Reflections of globalization were seen in the educational sector in Turkey as it was seen in other countries. It is inevitable to set educational institutions apart from these innovations and influences (Seyfi, 2006). İçli (2002) analyzed Turkey's modernization process under globalization and noted that modernity should be handled in the light of liberty, right of citizen and democracy of Europe.

In this context, educational institutions were put under criticism as it was seen in the case of low productivity in the public sector. Some politicians, public officers, owners of private schools and some non-profit organizations (NPOs) established by those groups criticized public schools and the national educational system in a severe way, without considering the challenges experienced in public schools, by taking the support of the mass media. As a result of these efforts, the number of private educational institutions increased dramatically especially in big cities. One of the most significant attempts was seen in the increasing number of foundation universities in the last decade. The first foundation university in Turkey was established in 1984 and the number reached to 34 over the next twenty-four years. On the contrary, no significant change was seen in public universities in the last 25 years besides the universities built with the slogan 'one university for every city' without adequate infrastructure.

However, the cost of an education on parents has increased in the last few years. There is no doubt that high number of youth population and various educational technologies had a significant influence on this change in methodology to finance education. However the government attempted to finance a portion of these through parents or through other mechanisms instead of financing it from its own budget. In Turkey, increase in the tuition of universities and encouraging universities to focus on money making projects could all be seen as signs of the educational system being under the influence of market forces. At the same time attempts to get funding from parents is seen as a product of a mentality which is based on paying for the service.

Another policy that is related to globalization relates with the rights and status of the employees. It is possible to analyze this influence on the workers from two perspectives. One of them is related to salaries. As the relations of the IMF and World Bank developed, these institutions became influential in the economic policies of the country. Decreasing inflation at the beginning of 2000, restructuring economy and limiting the salary rise amounts were on the agenda of the studies in collaboration with these two institutions. In this context nearly 95 per cent of the teachers working in the public sector have not received any pay increase. In addition to this, new teacher appointments were dramatically limited. Another round of influence was seen in the form of temporary teacher agreements so as to compensate the vacancies that cannot be filled through permanent staff. Two different groups of teachers have been created through this practice in the last 4 years. On the one hand there is a group of teachers who have full security, while on the other there is a group who do not have any social and working rights, and whose retention has been left in the hands of the school administrators most of the time. These concerns were expressed by the Teacher Unions in the form of protest at certain times (Eğitim Sen, 2008).

Another transformation was seen in the curriculum as a result of globalization. There has been a shift in the educational understanding, where education authorities have focused more on the teaching and learning processes in the last 20-25 years. A behaviorist approach, which has been influential for many years, was replaced with a constructivist approach. The Turkish Ministry of Education revised the whole curriculum under this constructivist approach as a part of educational reform.

New programs were put into practice starting from primary education, and they will also be implemented in secondary education gradually with pilot applications. Decisions and recommendations made in the meeting of the European Union Ministry of Education in 2002 had a significant influence on the change of the teaching and learning processes. In parallel with these developments, the purpose of education which was thought to meet the demands of the private sector changed with the idea of satisfying all individuals' learning needs. New topics were incorporated into the curriculum in accordance with the new role of education.

The roles of the teachers and administrator have been redefined with the new curriculum which was formed based on the new functions of education. The traditional role of teachers has been changed with the new philosophy based on the following concepts: 'Transferring information, revealing culture, teaching how to learn, using information and analyzing cultures and civilizations'. Teachers began to play the role of a leader and facilitator, who guides students instead of being the primary source of information. These new perspectives brought along the new methods which place students in the center of the learning process. Therefore the tendency from passive learning to active learning was seen in the teaching methods. Tradition of learning and teaching which is based on individual skills, independent and competitive was replaced with more collaborative teaching and learning processes.

Undoubtedly curriculum and related significant changes, which are seen in teaching and learning issues, are reflected on the organizational and administrative structures of the schools. This is because the schools which are established and administered on the traditional management principles can no longer meet the demands of these new learning and teaching approaches. For this reason many people in and outside the school found bureaucratic school structures inefficient to respond to the current problems of public education. Scholars argued that the traditional organization structures hinder learning and fail to address the needs of the students from the 21st century knowledge society. Murphy, (1998) asserted that restructuring could be maintained through involving teachers in decision making process. There have been significant efforts to change the bureaucratic structures of the organizations along with attempts to democratize education after 1980 (Açıkgöz, 1996). These criticisms and efforts made positive contributions to the development and practice of contemporary effective school models and practices as it could be seen especially in developed countries. Private schools and some financially strong public schools developed new school structures, which support students and the teachers in teaching through various support centers such as, computer supported teaching center, self learning center, research center, learning tools center, human relations center, psychological and counseling centers (Balcı, 2000). Along with the developments in the infrastructure, the need for quality school administrators led alternative ways to train school administrators. In this context, these plans were realized through opening certificate and master courses in education administration programs at some universities. According to the legislation passed in years 1998-2003, administrative training became a prerequisite for promotion in school administration. These studies aimed to replace traditional hierarchical structures with the structures based on democratic relations, and traditional administrators with the ones who are open to learning and who continuously develop themselves. Changes in education and teaching are reflected in the school structures and administration. With the total quality attempts which started in 2000 the traditional organization structure in schools has been replaced with a more functional authority distribution, more general and flexible job descriptions, an approach of leadership which is based on expertise rather than authority and a management approach which focuses on team work instead of individual attempts. Yet these attempts were criticized since they were seen as the negative reflections of the private enterprises and their philosophies on education (Abalı, 2005). Human resources became crucially important in this context. However with the new legislation passed in 2003, promotion of school administration was turned into a system based on experience and

experience and rewards rather than expertise. This in a way swept away all the positive attempts to maintain promotion through professional expertise in school administration.

Economic, social and political developments emerged by globalization influenced school and environment relations. Especially total quality management practices have forced schools to be more aware of the needs and expectations of the economic and local powers, and parents. Contributions and responsibilities of parents and nonprofit organizations (NGOs) in finance led them to consider themselves an authority, which can interfere with the school administration. This established a setting where parents are involved in the decision making mechanisms as well as working collaboratively with the local authorities. As a result, significant relations have been seen between the school and the partners of education in the environment in addition to parents. This also affected parents' ideas about the schools in a positive way. While schools started to see parents as customers, parents began to see schools as the service providers. This perspective was commonly seen in big cities and regions with high socio-economic status. In parallel with these developments, parents were given the power to determine what schools their children will attend as well as making voluntary contributions in a variety of school activities like, participating in the administrative activities, helping their children's education and becoming a member of the school community. This new understanding also converted the traditional school-environment, school-community and school-teacher relations into more flexible, participatory and multi dimensionally interactive models. Altın (1998) and Keçeci (2002) analyzed impact of globalization on educational settings. The changes and development brought along with the forces of globalization, new forms of conflicts emerged in the Turkish educational system. Conflict is in the nature of change and conflicts can be constructive if they are handled with effective styles. However, while some schools make use of the conflicts which occur as a natural result of change some other schools that manage change in traditional methods may come up against resistance that arises from administrators and teachers.

In the remaining part of this article, we will review common types of conflicts at schools as a result of globalization and the ways in which we can manage conflict.

1.2. Conflict at Schools

Conflicts are natural components of our social lives. Life without conflict cannot be thought. Conflict is a state of unresolved difference between individuals or groups, who are in contact with each other. As can be seen in all organizations, many forms of conflict are also inevitable at schools since the ideas, aims, interests and expectations of the stakeholders create the potential for conflict. It is for this reason that administrators and teachers spend most of their time on managing conflicts. This has been revealed in many studies in Turkey (Gümüşeli, 1994; Sözen, 2002; Demirkaya, 2003; Özkan, 2003; Abacıoğlu, 2005; Acar, 2006).

Although the term conflict has a 'bad' connotation, the way it is managed affects the nature of the conflict, which could be either destructive or constructive. Effective conflict management requires an understanding of the nature and sources of conflict at the school. School administrators and teachers can adapt to the change and development brought by globalization in a timely and effective way if they can maintain this attitude.

Schools are potential places where conflict can exist more when compared to other organizations. Conflicts at schools might be experienced for various reasons. Handling conflict with the most effective styles and strategies plays a crucially important role rather than avoiding the conflict since conflicts should be regarded as a positive generative force.

Conflicts at schools can occur in many different areas and for many different reasons. It is essential to determine the sources of conflict so that we can work to maximize the productive outcomes. There are many ideas about the sources of conflict at organizations. Scholars agreed on the following basic categories; 'unclear and different goals, personality differences, organizational structure, workload sharing, connection among the jobs, differences in status, role and authority ambiguity, limited resources, frequency of evaluation are the sources of conflict'. Other categories could be added into these groups.

1.3. Sources of Conflict

Globalization has led the following conflicts in Turkey:

1.3.1. Conflicts Emerged from Perspectives Towards Globalization:

These are the conflicts that arise from people who support and oppose globalization. Teacher unions play important roles in strengthening these conflicts from time to time.

Turkish education system has been under the forces of globalization especially for the last 10 years. In reports and several articles it was observed that the terms 'Globalization and internalization' were used interchangeably (Vidovich, 2004). It should be noted that these terms vary in meaning and the way how are dealt with should be treated with caution. In the wake of European Union (EU) candidacy, Turkish Ministry of Education took several actions in accordance with the EU policies. These actions appear to overlap with the actions taken as reform movements. Before analyzing the influences of reform on educational organizations the terms 'Internalization, Europeanization and Globalization' needs to be defined (European Commission Reports, 2000):

-Internalization tends to address an increase of border-crossing activities amidst a more or less persistence of national systems of higher education, Internalization is often discussed in relation to physical mobility, academic cooperation, and academic knowledge transfer as well as international education.

-Globalization tends to assume that borders and national systems as such get blurred or even might disappear, Globalization is often associated with competition, market steering, trans-national education.

-Europeanization is the regionally defined version of either internalization or globalization. Europeanization is addressed frequently when referring to cooperation and mobility. It also covers such issues as 'European dimension', 'European culture', 'European citizen', 'European higher education area' (Teicher, 2004, p. 7).

From the European perspective a report was prepared to facilitate the evaluation of education systems at national level. The report's main objective was to agree on a series of indicators on the quality of school education. The working committee proposed the number of indicators to sixteen, relating to the following four areas:

Attainment in the areas of mathematics, reading, science, information, and communication technologies (ICT), foreign languages, learning to learn and civics; success and transition: this indicator identifies pupils' ability to complete their studies by examining dropout rates, completion of upper secondary education and participation in higher education; monitoring of school education: this indicators determines the level of participation of the various stakeholders in school systems

through evaluation and steering of education and evaluation of parental participation; resources and structures: this indicator focuses on educational expenditure per student, education, and training of teachers, rate of participation in pre-primary education and the number of students per computer (European Commission Reports, 2000).

Having briefly surveyed globalization as a phenomenon, this paper focuses specifically on the influence of globalization on individual educational institutions in Turkey.

1.3.2. Conflicts Emerged from Cross Cultural Differences:

We can categorize cultural conflicts that arise from globalization under two sub-titles. The first one of these conflicts arises from cultural clashes through the integration of sub cultures immigrating to big cities as a result of industrialism. The second conflict is experienced in the internalization process. For example; conflicts arise from cultural backgrounds of the cooperating partners in international projects and conflicts caused by international student and teacher mobility. Conflicts that arise from mobility are frequently seen in schools that employ foreign teachers. Hinchclif (2000) indicated that Internalization of education should involve a strategic, concerted focus on enabling students and faculty to engage meaningfully and responsibility in genuinely cooperative, trusting, dialogue and activities where cultural differences are understood and respected (p. 2).

Çalık and Sezgin (2005) asserted that in an age of globalization cultural values should be embedded into the educational system through the appropriate policies and practices. In the mentioned study, the importance of knowledge and the individual was emphasized as the main pillars of globalization. Globalization can be perceived as a threat for some nations whereas it can be an opportunity for national and economic development. Bayrak (1998) also noted that globalization prepared a platform for educational institutions, where dissemination of knowledge and practice can be maintained.

Globalization thus has no stipulative meaning; rather it is a politically and theoretically contested concept with both positive and negative expressions and responses (Rizvi and Lingard, 2000, p. 426).

1.3.3. Conflicts sourced from changes in the teaching and learning processes

Conflicts emerge during the process of implementing the new curriculum can be given as an example for this category. New curriculum changed the roles of teachers and administrators. Most of the teachers showed resistance towards the new curriculum at the very beginning since most of them lacked the necessary knowledge and experience about the constructivist curriculum. The degree of resistance was controlled during the process of training activities yet at traditional schools some teachers still remained reluctant, which caused conflict among the teachers and the students. On the other hand, new curriculum empowered the school administrator to quit his or her traditional bureaucratic role and take over the new democratic instructional leadership role. While some administrators adjusted themselves to their new roles along with the new education and teaching philosophy, some remained reluctant and continued their traditional roles. This situation caused conflict between the teachers and the administrators. Another type of conflict is seen between students and the teachers in this context. Teacher-student conflicts might occur in classes, where student participation is limited and the teacher is persistent on maintaining his or her traditional role. Several master and PhD dissertations focused on the changes occurred with the educational approach, which is based on constructivism. Most of them focused on teachers and students' expectations from the current constructivist approach (Gümüş, 2007; Çınar et al. , 2006). Çeken (2006) examined reform politics from the lenses of globalization in Turkey and indicated that the reform movements have still been under

debate as to whether it is a solution for the existing problem.

Under these influences and conflicts there is a possibility that the teacher can also experience an inner conflict while trying to adjust her teacher approach along with the demands of globalization. In this context, Peretz (2001) emphasized the importance of teacher education and said that teacher educators are confronted with a dilemma due to the potential conflict between professional autonomy and state demands on one hand and the intricacies of professional knowledge on the other hand. The question of how to prepare teachers for the inherent clash between professional autonomy and centralized curricula serving a global economy formed the basis of many ongoing debates not only in Turkey but also in other countries. Cochran and Smith (2000) underlined the fact that education is a political enterprise, which shapes the future with the influential stakeholders, who are teachers and teacher educators. Peretz (2001) asserted that these policies create situations of conflict for teacher educators who do not necessarily see themselves as contributing to the alignment of the educational system with the demands and requirement of the labor market.

1.3.4. Conflicts sourced from the standardization efforts:

Globalization had a significant effect on the standardization attempts, which led to another type of conflict in educational institutions. In order to maintain mobility across nations standardization via exams was seen as a tool. However, this attempt appeared to contradict with the philosophy of the new curriculum. While student creativity was aimed with the launch of the new system, assessment based on exams did not align with the targets aimed. Waks (2003) asserted that Fundamental change requires a setting forth of more coherent visions of curriculum organization that are consistent with the emerging popular modes of rational action. Such visions can bring previously unconnected innovations together into a cohesive new pattern of standard practice (p. 392).

He also noted that standard textbooks and achievement tests surrounded and locked the curriculum in certain ways. This ambiguity was also experienced in Turkey with the launch of the SBS exams. Although the Ministry of Education intended to extend the assessment system on a long term scale, where continuous assessment can be maintained, the philosophy behind it was not understood properly and it set a new arena for a new type of system based on exam oriented education in some cases. In support with this argument, in his study of SBS exams Çevik (2009) found that SBS questions cannot evaluate all the goals of the program. This also put additional burden on the administrators and teachers, where a new type of conflict emerged.

1.3.5. Conflicts sourced from the change in school-parents relations:

There are many sources of school-parent conflicts yet some of these are sourced from the changes emerged as a result of globalization. Finance is one of the reasons for conflict. Different types of conflict are seen especially at primary schools, where parents are involved in the financing of the schools. Conflicts are seen between school administrators and the parents who either resist making any contribution or believe their contribution is not used in an effective way. Levent (2005) analyzed conflicts experienced between parents and teachers. Interaction appeared to be crucially important in establishing effective communication channels between the two parties. Another type of conflict is sourced from the parents' tendency to take control of the schools in socio-economically high regions. In cases where school administration lacks transparency and democratic attitude, intensity of conflict gets higher.

1.3.6. Conflicts sourced from the process of finance related activities:

Financing school expenses is generally maintained through money collected from parental contribution fees and other types of maintenance fees. As mentioned earlier, the responsibility to collect the contribution fee is given to the teachers by the school principals. Some teachers resist this procedure claiming that it is against law to collect fees and students have the right to maintain fundamental education free of charge. Another group of teachers believe that collecting fees will affect their prestige and credibility on the students. In both cases there are conflicts between principals and teachers. Okçabol (2006) asserted that privatization of education increased teacher turn over in many schools, which led to the sense of "alienation" in many cases.

1.3.7. Conflicts sourced from information, communication and educational technologies:

Developments in information and communication technologies serve as the sources of conflict at many schools. Conflict between teachers and school administrators have been observed due to the use of computers and advanced audio visual learning tools. Conflicts generally emerge if one of these parties has resistance or literacy towards those tools.

In parallel with these developments another type of conflict is seen between computer/instructional technology teachers, the school administrators and the other subject teachers. Resistant attitudes of some school administrators and teachers towards learning how to use new technologies put an enormous burden on the shoulders of the computer and instructional technology teachers, which inevitably led conflicts within the school.

The notion of integrating computer and information technologies into curriculum forms the basis of effective teaching. However Usluel and Demiraslan (2006) asserted in their study students may fail to transfer the skills acquired in the classroom into the real world. They underlined the importance of incorporating computer and information technologies into the classroom rather than giving it as a separate course. Studies has shown that teacher incompetence, lack of infrastructure and resistance to innovation were among the reasons why some technology classes fail to be effective (Yüzgeç, 2003; Gökdaş, 2003). Another conflict experienced between teachers and school administrators is due to the misuse of information and instructional technologies. With the development of information and communication technologies, internet cafes became popular especially in the disadvantaged regions. Some students' attitudes to escape from schools and spend time in internet cafes created many problems. Students' excessive internet use by playing online games and visiting harmful web sites formed the basis of student-administrator, student- teacher and student parent conflicts.

Another misuse of internet was seen in student homework and projects, where some students attempted to plagiarize through the internet (Senger, 2007). Some students' tendency of directly downloading the information without showing any individual effort created conflicts between students and the teachers. This also put additional responsibility on the teachers to be more cautious to prevent unethical internet use, which could eventually lead to plagiarism issues.

In addition to the mentioned sources, dissemination of mobile phones became a major source for conflict at schools. Students' tendency to use mobile phones during class hours, misuse of mobile phones with camera and video capabilities, recording images of teachers and their friends and posting them on internet sites caused conflict not only among the students but also among the teachers and school administrators.

More examples can be added to these sources of conflict. It is not possible to eliminate the mentioned and other types of conflicts. Eliminating conflict contradicts with the idea of human nature because it inevitably occurs within human relationships. Therefore handling conflicts is more important than eliminating them.

1.4. How can we manage Conflict at Schools?

One of the fundamental roles of schools is to balance social, political and economical values conflicting in and outside the schools. For this reason perceiving the school as a teaching institution, the teacher as a teaching tool, the student as a learning worker and the parent as the provider for the student will maximize the conflict among the values. School has the responsibility to reveal society's values since it serves as an institution which enables individual's integration to the society. In this context the fundamental responsibility of school administrators and teachers is to compromise conflicting values keeping the public benefit in the foreground. School administrators could maintain objectivity and reliability as long as they focus on public good in compromising conflicting values in and out of the school, among themselves and in their minds. Only by this way they gain a status of leadership in the eye of the students, parents and their shareholders.

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In a general sense conflict management involves the diagnosis of and intervention in conflict with the appropriate styles and strategies in order to accomplish organizational and individual goals. Conflict management is comprised of several processes starting with diagnosis and ending with the transformation of the conflict through effective styles and strategies. There are two basic approaches to intervention, which are structural and behavioral.

Structural intervention attempts to manage conflict by changing the organization's characteristic of structural design, coordination procedures, reward systems, communication and evaluation procedures. From the perspective of globalization, structural intervention covers task, role and interaction structures in a more clear way. Democratic approach could be maintained by providing a clear and written description of rights and responsibilities where members of the organization are required to perform roles which match his or her expertise, interests and goals. In such a change process, schools can be transformed into life centers through handling conflict effectively which could also prevent unnecessary conflict.

Behavior intervention can enable the members of an organization to improve their communication skills and the styles of handling interpersonal and intra-group conflicts. Behavior intervention is practiced by altering individuals' values, beliefs and their culture. It should be noted that educational philosophy based on multi culturist should be reflected on the curriculum in a way to support multi cultural school settings emerged in the process of globalization. In this context, school administrators' efforts will make positive contributions in handling cultural conflicts. Such type of intervention which welcomes and supports differences, will establish a multi cultural synergy not only in the school but also in the community.

Another important role in this process relies on schools administrators, who should play the role of instructional leadership through providing guidance and support for the teachers in the implementation of the new curriculum. New curriculum puts the student in the center of the learning process, which is supported by research, discussion, practice and critical thinking. Therefore new curriculum will enable students to practice democracy in their classes through experiences.

1.5. Conflict management styles used in handling interpersonal conflicts

As mentioned earlier, conflict management consists of several processes. Diagnosis constitutes the first stage of these processes. A diagnosis should indicate whether there is need for an intervention and the type of intervention needed. Diagnosis forms the basis of choosing the appropriate strategies and styles in handling conflict effectively. Otherwise, as in the patient-doctor relationship, conflict could be out of control because of the wrong treatment based on the wrong diagnosis. For this reason stakeholders of education should accept conflict as a phenomenon and be aware of the fact that effective management can be enhanced through the appropriate diagnosis of sources, limitations, impact and the person/people who is/are in charge of the conflict. The second thing to do is to determine the appropriate styles for handling conflict.

What is the most effective way to handle conflict at schools? Unfortunately there is no single answer for this question. There are various types of handling conflict depending on the type and the nature of the conflict. Because of this there have been many definitions and groupings about conflict management styles and strategies. It is impossible to project all the scholarship yet interpersonal conflict is generally based on a two dimensional grid although there exists many conflict management styles. This could be named as 'dual managerial grid'. This model was inspired and developed from the research findings of Blake and Mounton (1964) that states the conflict management of administrators in organizations mostly varies depending on the high and low interests of administrators towards the product and people. Although conflicts can be managed in a variety of ways, individuals' conflict management styles are based on a two-dimensional typology, the so called concern for self and concern for others' interests and outcomes. In the course of conflict this model is reshaped depending on leader's concern for self, concern for people and concern for production (Pruitt and Rubin, 1986; Wilmot and Hocker, 2001).

Scholars generated classifications in handling conflict based on this model. Most researchers today tend to refer to a five style classification including integration, dominating, avoidance, accommodating and compromising. For styles one style may be more appropriate than another depending on the situation.

Integration style is associated with problem solving which involves high concern for self and others. This style involves openness, exchanging information, looking for alternatives, and examination of differences to reach an acceptable effective solution among the parties. It is useful in utilizing the skills, information and other sources possessed by different parties to define and to redefine a problem. This style is effective in formulating alternative solutions for problems and commitment is needed from parties for effective implementation of a solution (Rahim, 1985). That is why this style is based on open communication.

Obliging style involves attempting to play down the differences and emphasizes commonalities to satisfy the concern of other party. An obliging person neglects his or her own concern to satisfy the needs of the other party (Rahim, 1985).

Dominating style refers to high concern for self and low concern for others. This style has been identified with win-lose orientation or with forcing situation to win one's position. A dominating person goes all out to win his or her objective, and as a result often ignores the needs and expectations of the other party (Rahim, 1985).

Avoiding style refers to low concern for self and others. It is associated with withdrawal, buck-passing and sidestepping situations. An avoiding person fails to satisfy his or her own concern as well as the concern of other party (Rahim, 1985).

Compromising style involves give and take, whereby both parties give up something to make a mutually acceptable decision. This style is useful when the goals of the conflicting parties are mutually exclusive or when both parties are equally powerful and have reached an impasse in their negotiation process. This style can be used when consensus cannot be reached the parties need a temporary solution to a complex problem, or other styles have been used and found to be ineffective in dealing with the issues effectively (Rahim, 1985).

Schools are different from other organizations in that the fundamental raw material is human and the instrument in the process is communication. From this perspective, communication dimension forms the basis of school's organizational nature.

At the same time schools differ in the quality of service and the qualifications of the stakeholders in the production process. Learning and teaching services are not routine services based on individual efforts and decisions. These services require team work and collaboration as well as creativity. It is impossible to maintain quality service in education without involving teachers, students and parents in the administrative processes through active collaboration. The degree of this collaboration increases especially when present and probable conflicts sourced from globalization are taken into consideration.

Nowadays schools are made up of students who have many sources to access knowledge, experienced and expert teachers, and parents who consider themselves as an important stakeholder of the school. Active participation is compulsory to handle conflicts with external and internal stakeholders effectively. When these realities are taken into consideration, the need for communication and participation based conflict styles and strategies increases.

When we analyze the characteristics of 5 classifications of conflict management styles, integration and in cases where the integration style becomes ineffective compromising styles are preferred over other styles, as the ideal style of conflict management styles at schools. Integration is a cooperative and effective problem solving style, which focuses on active collaboration and team work through open communication and mutual trust. Compromise style appears in the middle between concern for self and concern for the other. This style is used when using the integration style appears impossible.

In avoidance style, individuals tend to avoid or withdraw communication, through the denial of the conflict and being noncommittal. This style could also serve as a source for new and intense conflicts as well as being a lose-lose orientation for both parties. On the other hand, the dominating style attempts to eliminate conflict emerged by change through pressure. However, this may increase the resistance and conflict for change. Both avoiding and dominating styles hinder collaboration and team work. For this reason they are not preferred styles unless it is necessary (Gümüşeli, 1994).

3. CONCLUSION

In conclusion, globalization is a phenomenon, which has economic, social, political and cultural impacts. Since it is impossible to be alienated from globalization we should channel the changes in a positive way with the most effective methods and use this same idea for the schools. Schools cannot be isolated from the effects of globalization. Therefore since conflict is a normal occurrence in schools, school administrators should discover constructive approaches through careful diagnosis and an approach that transforms the conflicting situations into constructive experiences for the school and the education.

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Turkish Abstract

Küreselleşme ve Okullarda Çatışma Yönetimi

Öz: Küreselleşmenin eğitim sistemleri ve okullarda meydana getirdiği değişimler ve dolayısıyla yol açtığı çatışmalar sayılmayacak kadar çoktur. Çatışma değişimin ayrılmaz bir parçası olduğu için, küreselleşmenin yarattığı değişim ve dönüşümlerin ortaya çıkardığı ve çıkaracağı çatışmalardan kaçınmak olanaklı değildir. O halde yapılması gereken şey, çatışmaların okul yaşamının bir parçası olduğu gerçeğini göz önünde tutarak, onları doğru teşhis etmek, en uygun yol, yöntem, stil ve stratejiler yardımıyla, okula ve bireylere zarar vermesini önlemek, hatta okulu ve eğitimi geliştirecek yönde kanalize etmek olmalıdır. Bu çalışmanın temel amacı, küreselleşmenin yarattığı değişimin etkisi ile okullarda yaşanan belli başlı çatışmaları açıklayarak, bunların nasıl yönetilmesi gerektiğine ilişkin öneriler sunmaktır. Çalışmada, küreselleşmenin okullarda yarattığı değişimler okul finansmanı, çalışanların hakları, müfredat, yönetim, okul çevre ilişkileri bağlamında ele alınarak örneklendirilmiştir. Küreselleşmeye bağlı olarak ortaya çıkan çatışmalar şu başlıklar altında incelenmiştir: 'Küreselleşmeye bakış açısından kaynaklanan çatışmalar, kültürel farklılıklardan kaynaklanan çatışmalar, öğrenme ve öğretme süreçlerinde meydana gelen değişimlerden kaynaklanan çatışmalar, ölçme ve değerlendirmede standartlaşma kaygılarından kaynaklanan çatışmalar, okul veli ilişkilerinde meydana gelen değişimlerden kaynaklanan çatışmalar, okula finansman temin etme ve finansman kullanımına ilişkin işlemlerden kaynaklanan çatışmalar ve bilişim, iletişim ve eğitim teknolojilerindeki yeniliklerden kaynaklanan çatışmalar'. Çalışmanın son bölümünde ise küreselleşme dolayısıyla ortaya çıkan çatışmaların etkili yönetimine kullanılabilecek stiller açıklanmaktadır.

Anahtar kelimeler: küreselleşme; okullar; çatışma yönetimi