

TEACHERS' ATTITUDES TOWARDS INTRA-CLASS CONFLICT RESOLUTION WHEN TEACHING TURKISH TO FOREIGNERS

Cemre Bekir Mahmutlar
Akdeniz Karpaz University
cemremahmutlar@gmail.com

Şenay Mahmutlar
Akdeniz Karpaz University

Feyman Aptula
Akdeniz Karpaz University

ABSTRACT

The main purpose of the study is to determine the coping strategies of teachers working in teaching Turkish as a foreigner language with the conflicts they encounter in the classroom and their attitudes towards these conflicts. The study covers the population consisting of teachers who teach Turkish as a foreigner language in the TRNC. The sample consists of 110 teachers who were actively involved in teaching Turkish to foreigner children in the TRNC in 2022. In the data collection process, a literature review and a questionnaire called "Classroom Conflict Resolution Attitude Scale" were used. This scale was developed by Duman (2023). The data were analyzed using SPSS 28 software and various statistical methods, especially Anova and t-test, were used to determine the differences between groups. According to the results of the study, gender did not have a statistically significant effect on teachers' conflict resolution attitudes. Again, no significant change was found in conflict resolution attitudes of teachers according to the levels they worked and their experience levels. However, when analyzed according to working experience, significant differences were found in the dimension of compliance attitude, and it was seen that the compliance attitudes of teachers with 6-10 years of experience were more positive. These results suggest that intervention programs focusing on conflict resolution skills and attitudes of teachers involved in teaching Turkish to foreigners can be aimed at experienced teachers, especially in the compliance attitude dimension.

Keywords: Foreign language, Turkish, Conflict, Teacher.

1. INTRODUCTION

1.1. Problem Status

People come together and organize to meet their basic needs and reach a higher standard of living. This organization usually takes place to achieve a specific purpose, to achieve common goals or to provide mutual benefit. Human communities are organized to accomplish a specific task, share experiences, meet expectations, or fulfill a specific desire. These organizations can emerge in different areas such as companies in the business world, associations in the social sphere, and public institutions in the state system. Each organization tries to maintain its existence by responding to the expectations and needs of its members. In this process, a common culture can be formed within the organization, tasks can be determined, a leadership structure can be established, and these factors determine the effectiveness of the organization (Değirmenci, 2023).

The issue of conflict is a phenomenon that has attracted the attention of many authors and has been examined in different contexts. As noted by Kapıcı and Radward (2016), conflict is considered a natural part of social, economic, educational and daily life. However, they emphasized that conflicts are more evident, especially in areas where human relations are intense and complex, such as educational organizations. It has been stated that conflicts arising in educational organizations are of special importance. Since schools play an important role in shaping the essence and future of society, how conflicts are managed in these areas is of great importance. Literature in the field of educational administration emphasizes that the concept of conflict has an important place in this context and that effective strategies should be developed in the management of these conflicts (Yinal, Lesinger & Şahoğlu, 2019).

Effective management of conflicts encountered in educational organizations requires the joint efforts of administration, teachers, parents and other education professionals. Especially the way teachers, who are in active and one-to-one relationships with students in the classroom, apply their knowledge and strategies on conflict management is of great importance for the continuity of the organization. The way teachers resolve conflict can positively affect students' classroom engagement and academic success (Saylık et al., 2023). As stated by Bilgir (2018), in order for educational institutions to continue providing education in a healthy way, the methods used must provide effective solutions to conflicts. It is the responsibility of the teacher to effectively manage the relationships between all components in the classroom. Therefore, teachers' perceptions and attitudes towards conflict resolution are of great importance.

Managing relationships within the classroom requires the teacher's leadership skills and empathy skills. Teachers play an important role in turning conflicts into opportunities and setting a positive example for students. Collaboration and communication between all stakeholders in educational organizations is a critical factor in preventing and effectively resolving conflicts. In this context, increasing educators' knowledge on conflict management and developing effective strategies will positively affect the success of students and the health of the learning environment (Kara et al., 2024).

Teachers' conflict resolution attitudes have a great impact in classes where Turkish is taught as a foreign language. Especially students who are new to Turkish and Turkish culture approach their teachers' behaviors and conflict resolution approaches with special sensitivity (Gülden & Demirel, 2023). This plays an important role in students' perception of Turkish language and culture. Younger students focus more on their teachers' conflict resolution attitudes in line with the respect they feel for teachers and the mission they attribute to the teacher. Therefore, it is even more critical for Turkish teachers to have effective conflict resolution strategies in these classes. Establishing a healthy teacher-student relationship is important for students to feel comfortable in the classroom and to participate positively in the process of learning the Turkish language. Teachers should focus on resolving conflicts constructively in order to positively affect the classroom atmosphere and increase language learning motivation (Sallabaş, 2023). In this context, recognition of teachers' conflict resolution attitudes in the literature can help educators learn more about this issue and develop effective strategies. It should not be forgotten that these attitudes have an important role in positively affecting student-teacher relationships, the development of classroom culture, and the success of students in the Turkish learning process.

1.2. Purpose of the research

The main purpose of the research is to determine the strategies of teachers working in teaching Turkish as a foreign language to cope with conflicts encountered in the classroom and their attitudes towards these conflicts. In this context, the main question of the research is "What are the classroom conflict resolution attitudes of teachers working in teaching Turkish as a foreign language?" It was determined as . The focus of the research is how conflicts that arise in the classroom in Turkish teaching are handled and resolved. Teachers' approach to these conflicts, the strategies and attitudes used, can have a significant impact on student-teacher relationships . Therefore, teachers' conflict resolution skills and their attitudes in this context may affect the effectiveness in the language learning process. The research aims to contribute to the development of educators' skills and strategies in this field by creating an understanding of Turkish teachers' conflict resolution attitudes. In this context, the findings can make an important contribution to developing recommendations for policies and practices in teacher education and language teaching.

1.3. hypotheses

1. H0: There is a significant difference in teachers' attitudes towards resolving classroom conflict according to gender.

H1: There is no significant difference in teachers' attitudes towards resolving classroom conflict according to gender.

2. H0: There is a significant difference in teachers' attitudes towards resolving classroom conflict according to the faculty they graduated from.

H1: There is no significant difference in teachers' attitudes towards resolving classroom conflict according to the faculty they graduated from.

3. H0: There is a significant difference in teachers' attitudes towards classroom conflict depending on the level they work at.

H1: There is no significant difference in teachers' attitudes towards classroom conflict according to the level they work at.

4. H0: There is a significant difference in teachers' attitudes towards classroom conflict according to their working experience.

H1: There is no significant difference in teachers' attitudes towards classroom conflict according to their working experience.

1.4. Importance of Research

Controlled management of conflict in educational organizations is of critical importance, especially for the effectiveness of schools and classrooms. In order to avoid the destructive effects of conflict and achieve positive results, educators must be competent in conflict management. Considering the scarcity of studies on classroom conflict in teaching Turkish as a foreign language, the importance of research in this field becomes evident. The research stands out in terms of improving teachers' skills in managing conflict effectively, and it can make a significant contribution to filling the knowledge gap in this field. It is thought that the results to be obtained will be a valuable resource to understand the impact on conflict management in multicultural classrooms where Turkish is taught as a foreign language. It should not be forgotten that conflicts in classrooms can affect student-teacher

relationships, trigger undesirable behaviors and lead to a negative classroom atmosphere. Therefore, it is important that the data obtained will guide teachers on conflict resolution and raise awareness. The research results can contribute to the professional development of educators by providing information about teachers' attitudes towards conflict resolution in foreign language teaching. In this way, more effective strategies can be developed to create a positive learning environment in the classroom and increase student success.

1.5. Definitions

Conflict: It refers to disagreements that arise between two or more parties due to different interests, needs, opinions or goals (Bayraktar, 2023).

Conflict management: A process that aims to resolve or reduce conflict by effectively addressing disagreements, tensions, or differences between two or more parties (Eyri et al., 2023).

Foreign language: The language that is widely spoken in a country or region and is generally linked to the cultural identity of that community is called the first language or mother tongue for that community (Zileli, 2023).

2. THEORETICAL FRAMEWORK

2.1. Concept of Conflict

As social beings, people have the need to constantly communicate with each other, help each other and live in communities. However, in this constant interaction, disagreements, miscommunications and problems are inevitable. These situations are usually explained with the concept of "conflict". Conflict refers to the disagreements and problems that individuals or communities encounter when living together. In order to understand the concept of conflict correctly, to resolve the conflict constructively and to remove negative thoughts from this concept, it is important to first make a correct definition of conflict (Saylık et al., 2023).

Conflict is an inevitable fact of social life. Differences between individuals, beliefs, values, cultures, past experiences and differences in perception can naturally cause disagreements and conflicts. The educational environment stands out as an area where conflicts arising from this diversity frequently occur. It is quite natural for conflicts to arise in schools where individuals from different cultures, with various value judgments, with different interests and abilities, and from various socio-economic environments come together (Bayraktar, 2023). Conflicts in the educational environment often occur between students, student-teacher relationships, or between teachers. These conflicts can arise from factors such as cultural diversity, communication deficiencies, and different learning styles and expectations. Therefore, it is important for educators and administrators to have conflict management skills, resolve conflicts in a positive way, and create a healthy communication culture in the educational environment. Dealing with conflict in education, understanding differences, and seeing diversity as richness can help students and educators come together in a more positive learning environment. In this context, the development and implementation of conflict management strategies in education contributes to the creation of a more effective and sustainable learning environment (Aksoy et al., 2024).

It is an inevitable necessity for individuals working in educational organizations to work together effectively. Teachers, especially those who communicate one-on-one with students, play an important role in this process, and their duties and responsibilities increase in this context. Educators' efforts to turn conflicts in a positive direction can produce positive results for the benefit of students. Conflict has the potential to motivate students and increase their interest in lessons in a controlled manner. Students can improve their problem-solving skills by learning to think solution-oriented during conflict processes. At the same time, structuring and constructively managing conflicts can provide students with empathy, collaboration and communication skills. Teachers can teach students problem-solving and communication skills by turning conflict situations into a learning opportunity. While this process contributes to the social and emotional development of students, it can also help maintain a positive atmosphere in the educational environment (Özçakal and Demirhan, 2023).

2.2. Conflict Management

Organizations can implement a number of strategies in conflict management. Research in the literature shows that different researchers adopt various strategies and may use different combinations of these strategies. Although individuals generally tend to one or several strategies, they can also use other strategies depending on the situation and conditions (Sevimli and Sezen-Gültekin, 2023). In this study, the five-fold classification used by many researchers such as Thomas (cited by Başaran, 1998) and Rahim (cited by Karip, 2010) will be discussed. In this classification, conflict management strategies are divided into five groups: cooperation, compliance-obeying, compromise, domination-dominance and avoidance.

- Collaboration : This strategy emphasizes the common interests and goals of the conflicting parties . The parties work together and try to find common solutions.
- Compliance-Obey (Compliance Way): In this strategy, one party obeys and obeys the other. There is a strong authority relationship and a unilateral effort is made to resolve the conflict.

- **Compromise (Path to Compromise):** The compromise strategy is based on meeting at a common point with mutual concessions between the parties. Both sides make some compromise.
- **Domination-Dominance (Domination Way):** In this strategy, one party dominates the other and resolves the conflict in line with its own interests. It involves an approach focused on the use of power and domination.
- **Avoidance:** This strategy aims to avoid conflict rather than eliminating it completely. Parties ignore the problem or avoid conflict.

This five-fold classification provides a framework for understanding and implementing conflict management strategies. Each strategy may be appropriate to particular situations and circumstances and may vary depending on the nature of the conflict.

2.3. Teaching Turkish to Foreigners

When we look at the history of teaching Turkish as a foreign language in Turkey, we see that important studies in this field began in universities after 1950. In the following years, Turkish education was provided to foreign students through state-supported projects. For example, since 1991, young people from the Turkish world have been brought to Turkey for high school, university, master's and doctoral education. The main purpose of this project is to strengthen ties with compatriots and teach Turkish by introducing Turkish culture (Hamaratlı, 2023). These types of projects aim not only to increase language skills but also to convey Turkish culture and history to students. By learning the Turkish language, foreign students gain not only communication skills but also an experience in understanding the values and culture of the Turkish society. These efforts contribute to the greater recognition of Turkish internationally and the spread of Turkish culture. At the same time, it also provides the basis for increasing intercultural interaction and understanding through students from different countries. This emphasizes the importance of cultural diversity and understanding by giving both students and Turkish teachers an international perspective (Çetin and Çevik, 2023).

The importance in this field has increased in recent years. Turkish TV series attracting great attention internationally, political developments, Turkey's promotions and successes in various fields have increased the interest of foreign people in Turkish. As a result of this increasing interest, various institutions and initiatives have become operational for teaching Turkish. In Turkey, teaching Turkish as a foreign language is generally carried out in TÖMER (Turkish Teaching Centers) affiliated with universities. Apart from universities, courses organized by the Presidency for Turks Abroad and Related Communities and other institutions also contribute to Turkish teaching. Abroad, Turkish is taught through institutions such as Yunus Emre Institute, Turkish teaching courses affiliated with embassies, Turcology centers affiliated with universities, Turkish culture centers and the Maarif Foundation. Turkish teaching carried out on these various platforms contributes to the greater recognition of the Turkish language and culture at the international level (Doğan and Demirel, 2023).

2.4. Conflict in Teaching Turkish to Foreigners

Conflict in teaching Turkish to foreigners refers to the disagreements and difficulties that may arise during the language teaching process with students from different cultures. This situation may arise between language teachers, students and educational institutions for various reasons. Conflict management in the classroom environment emerges as an important element of the educational process. Conflicts may be inevitable in classes where students with different characteristics coexist. In this case, teachers need to take an active role in conflict management (Tekşan and Kaynak, 2023).

Student-teacher interaction in classrooms, which are the basic units of schools, may bring about conflicts depending on various factors, especially different genders, family structures and interest expectations. Teachers should use conflict management effectively as classroom leaders. It is important to understand that conflicts should not be eliminated completely, but managed constructively. This approach positively affects the classroom atmosphere and makes lessons more productive (Sallabaş, 2023). It is important for teachers to use communication and solution-oriented strategies in conflict management instead of violence and pressure in order to maintain student trust. Negative conflict management can reduce students' interest in the lesson and harm classroom order. Therefore, teachers' evaluation of conflicts positively, understanding students, and adopting solution-oriented approaches will positively affect the classroom atmosphere (Kinay and Durmuş, 2023).

Classroom environments with foreign children bring together different cultures and characteristics. A democratic environment in the classroom provides students with the opportunity to participate in decision-making processes and respect different opinions. This approach supports students to understand each other and find common ground. In a democratic classroom environment, students make decisions together and implement these decisions together (Çetin and Çevik, 2023). They approach each other's different ideas and opinions in a tolerant manner and come to a common point. This gives students a sense of responsibility and promotes an understanding of education based on democratic values. However, if a democratic classroom order is not established or students do not embrace differences, serious conflicts may occur. In this case, it is important that teachers have sufficient skills to create a democratic classroom order. Teachers should create a plan taking into account the needs and expectations of

students and take care to manage diversity in the classroom. This approach will increase the quality of education and create a positive learning environment among students (Delen and Toyran , 2023).

3. METHOD

3.1. Research Model

This research uses a screening model that aims to determine teacher attitudes towards classroom conflicts in teaching Turkish as a foreign language. The screening model is a research model that aims to detect a situation that existed in the past or present. This model does not change the current situation while examining it; It aims to describe the existing situation, event, individual, group or object without changing it. The focus of the research was determined to determine and understand the existing situation. In this context, a literature review was conducted and books, theses and articles in the field were scanned. Then, data was collected using the scanning model. This research model aims to understand and describe teacher attitudes towards conflict situations in teaching Turkish as a foreign language.

3.2. Population and Sample

The study population of the research consists of teachers teaching Turkish as a foreign language in TRNC. These teachers work in different institutions and organizations. The sample of the research consists of 110 teachers actively working in teaching Turkish to foreign children in TRNC in 2022 . These teachers work in Turkish language classes in various institutions and organizations.

Table 1. Demographics of Teachers Features

		N	%
Gender	Woman	89	80.9
	Male	21	19.1
Kadem	primary school	82	74.5
	Middle school	23	20.9
	High school	5	4.5
Study Year	1-5 year	18	16.4
	6-10 year	77	70.0
	11 and above	15	13.6
Graduate owned faculty	Turkish teaching	35	31.8
	Class teaching	52	47.3
	Literature teaching	6	5.5
	Turkish Language And literature Department	10	9.1
	Other	7	6.4

89When the gender distribution among the participants of this study was examined, 80.9% of the participants were determined to be female and 19.1% were male. When the distribution according to the level they work in is examined, 74.5% of the teachers work in primary school, 20.9% in secondary school and 4.5% in high school. When evaluated on the basis of working years, 16.4% of the participants have 1-5 years of experience, 70.0% have 6-10 years of experience, and 13.6% have 11 or more years of experience. When we look at the faculties they graduated from, 31.8% of the participants are Turkish Language Teaching, 47.3% are Classroom Teaching, 5.5% are Literature Teaching, 9.1% are Turkish Language and Literature Department, 6.4% are Department of Turkish Language and Literature. ü graduated from other fields.

3.3. Data collection tool

Two basic methods were used to collect data within the scope of the research: literature review and survey application. The literature review was carried out in order to create a theoretical framework by examining existing research, books and articles on the research topic. The survey application consists of two main parts: a personal information form and a scale to evaluate teachers' classroom conflict resolution attitudes. The personal information form was used to collect information about the demographic characteristics of the participants. The scale to measure teachers' classroom conflict resolution attitudes was designed to answer the main research questions. This scale includes the answers teachers give on the scale to understand how they handle conflict situations.

"Classroom Conflict Resolution Attitude Scale," used within the scope of the research, was used to determine the classroom conflict resolution attitudes of teachers in Turkish teaching, developed by Duman (2023). The scale was created by the researcher as a result of literature review and examination of similar scales. The items of the scale were created and arranged by taking expert opinions as well as previous studies. The scale contains 33 items, and

these items are evaluated in five different subscales: collaborative, dominating, avoiding, complying and compromising strategies. Each item contains suggestions for determining teachers' conflict resolution attitudes. Participants were asked to evaluate each item on a five-point rating scale: "strongly disagree," "disagree," "undecided," "agree," and "strongly agree." As a result of the analyzes conducted for the validity and reliability of the scale, an item pool of 77 items was created and the internal validity of the scale was ensured. Additionally, as a result of the factor analysis, it was deemed appropriate to remove 5 items out of 33 items and the remaining 28 items were considered valid. The analyzes performed during this process reveal that the scale is a reliable and valid tool. The reliability of the scales was evaluated with Cronbach's α coefficients. Cronbach's α coefficient for the Collaborative Attitude scale was found to be 0.955, indicating that the scale has high reliability. The reliability coefficients for other attitudes are as follows, respectively: Domination Attitude ($\alpha = 0.609$), Avoidance Attitude ($\alpha = 0.795$), Compliance Attitude ($\alpha = 0.642$), Compromise Attitude ($\alpha = 0.855$).

3.4. Analysis of Data

The data were analyzed using SPSS 28. Program. Statistical analyzes were performed using ANOVA and t-test to determine differences between groups. These analyzes were used to find answers to the research's main questions and understand the key findings. The results obtained were presented in tables and comments were added under the analyses.

4. FINDINGS

In accordance with the purpose of the research, the conflict resolution attitudes of teachers working in teaching Turkish as a foreign language were examined according to gender, branch, years in the profession and level.

Table 2. Teachers' Attitudes to Resolving Classroom Conflict by Gender

	Gender	Cover.	SS	t	p
İşBirTop	Woman	29,114	5,807	1,468	0.142
	Male	27,247	8,891		
HükTop	Woman	9,823	3,378	-1.274	0.216
	Male	9,661	3,831		
How Many Balls	Woman	9,119	3,641	-2,346	0.010
	Male	10,257	5,285		
Don't Fit Top	Woman	10,297	3,189	-0.642	0.518
	Male	9,495	3,522		
MisfitBall	Woman	17,172	4,099	0.784	0.411
	Male	16,252	6,092		

In the collaborative attitude evaluation, the average of female teachers is 29.114, while the average of male teachers is 27.247. In this case, there was no significant difference in cooperative attitude between gender ($t = 1.468$, $p = 0.142$). In the dominance attitude analysis, the average score of female teachers is 9.823, while the average score of male teachers is 9.661. There was no significant difference in domination attitude between genders ($t=-1.274$, $p=0.216$). In the evaluation of avoidance attitude, the average score of female teachers is 9.119, while the average score of male teachers is 10.257. A significant difference was detected in avoidance attitudes between genders ($t=-2.346$, $p=0.010$). When the compliance attitude is examined, the average of female teachers is 10.297 and that of male teachers is 9.495. There was no significant difference in conformity attitudes between genders ($t=-0.642$, $p=0.518$). In the consensus attitude analysis, the average of female teachers is 17.172, while that of male teachers is 16.252. There was no significant difference in compromise attitude between genders ($t=0.784$, $p=0.411$).

Table 3. Evaluation of Teachers' Attitudes Towards Resolving Classroom Conflict According to the Faculty They Graduated From

		squares ball	squares cover.	F	p
İşBirTop	Intergroup	87,315	43,607	1,001	0.269
	Intragroups	9626,324	43,513		
HükTop	Intergroup	10,647	5,473	0.358	0.533
	Intragroups	2581,707	11,628		
How Many Balls	Intergroup	10,716	5,308	0.214	0.631
	Intragroups	3814,013	17,108		
Don't Fit Top	Intergroup	11,, 888	6,394	0.477	0.463
	Intragroups	2511,488			
MisfitBall	Intergroup	37,642	19,271	0.803	0.407
	Intragroups	4727,872	21,343		

According to the analysis results, no significant difference was detected between groups in multiple group comparisons examining the effect of gender on conflict resolution attitudes. In the multi-group comparison for collaborative attitude, the difference between the groups was not significant ($F = 1.001$, $p = 0.269$). This shows that gender is not a determining factor on cooperative attitude. In the assessment of domination attitude, no significant difference was found between the groups ($F = 0.358$, $p = 0.533$). This shows that gender does not have a statistically significant effect on dominance attitude. In the avoidance attitude analysis, no significant difference was found between the groups ($F = 0.214$, $p = 0.631$). Whether gender is a determining factor on avoidance attitude has not been statistically supported. In the evaluation of compliance attitude, no significant difference was detected between the groups ($F = 0.477$, $p = 0.463$). This shows that gender does not have a significant effect on conformity attitude. In the multiple group comparison made for compromise attitude, it was seen that the difference between the groups was not significant ($F = 0.803$, $p = 0.407$). This shows that gender is not a determining factor on compromise attitude.

Table 4. Evaluation of Teachers' Attitudes Towards Resolving Classroom Conflict According to the Level They Work in

		squares ball	squares cover.	F	p
İşBirTop	Intergroup	113,197	56,249	1,214	0.171
	Intragroups	9621,442	42,391		
HükTop	Intergroup	18,625	8,962	0.744	0.331
	Intragroups	2571,729	10,587		
How Many Balls	Intergroup	17,266	8,073	0.429	0.490
	Intragroups	3695,573	16,275		
Don't FitTop	Intergroup	12,477	6,788	0.405	0.504
	Intragroups	2510,488			
MisfitBall	Intergroup	54,241	26,770	1,395	0.176

Intragroups	4767,614
-------------	----------

According to the analysis, no significant difference was found between the groups in evaluating teachers' attitudes towards resolving classroom conflict according to the level they work at. In the evaluation of collaborative attitudes, no significant difference could be detected between teachers working at different levels ($F = 1.214$, $p = 0.171$). This shows that there is no significant change in teachers' collaborative attitudes, regardless of the levels they work in. In the analysis of domination attitude, no significant difference was found according to the levels at which teachers worked ($F = 0.744$, $p = 0.331$). This shows that teachers' attitudes towards domination do not change depending on their level. In the evaluation of avoidance attitudes, no significant difference was detected between teachers working at different levels ($F = 0.429$, $p = 0.490$). This result shows that teachers' avoidance attitudes do not change significantly depending on the level they work at. In the evaluation made for compliance attitude, no significant difference was found according to the levels at which teachers worked ($F = 0.405$, $p = 0.504$). This shows that teachers' compliance attitudes do not show a significant change according to their levels. In the analysis of compromise attitudes, no significant difference was found between teachers working at different levels ($F = 1.395$, $p = 0.176$). This result shows that teachers' compromise attitudes do not change significantly depending on the level they work at.

Table 5. Evaluation of Teachers' Attitudes Towards Resolving Classroom Conflict According to Working Experience

		squares ball	squares cover.	F	p
İşBirTop	Intergroup	106,313	53,606	1,134	0.193
	Intragroups	9618,427	43,422		
HükTop	Intergroup	49,854	24,827	2, 258	0.128
	Intragroups	2552,699	10,542		
How Many Balls	Intergroup	1,959	0.880	0.047	0.845
	Intragroups	382,780	17,348		
Don't FitTop	Intergroup	67,103	34,105	3,013	0.030
	Intragroups	2402,288			6-10 years > 11 and above
MisfitBall	Intergroup	8,423	4,362	0.187	0.822
	Intragroups	4669, 254	20,570		

In the evaluation of collaborative attitude, no significant difference was found according to teachers' working experience ($F = 1.134$, $p = 0.193$). This shows that there is no significant change in teachers' collaborative attitudes, considering their working experience. In the analysis of domination attitude, a significant difference was detected according to teachers' working experience ($F = 2.258$, $p = 0.128$). This result shows that teachers' dominance attitudes vary significantly depending on their working experiences. In the evaluation of avoidance attitude, no significant difference was detected according to teachers' working experience ($F = 0.047$, $p = 0.845$). This shows that teachers' avoidance attitudes do not change significantly depending on their working experiences. In the evaluation made for compliance attitude, a significant difference was found according to teachers' working experience ($F = 3.013$, $p = 0.030$). This result reveals that teachers' compliance attitudes vary according to their working experiences. As a result of the grouping, it was determined that there was a significant difference especially between teachers with 6-10 years of experience and those with 11 years and more experience. It can be said that teachers with 6-10 years of experience have an attitude towards resolving conflicts in a more harmonious way, are more experienced in this regard and can develop more effective strategies. In the analysis of consensus attitude, no significant difference was found according to teachers' working experience ($F = 0.187$, $p = 0.822$). This shows that teachers' consensus attitudes do not change significantly depending on their working experiences.

CONCLUSION AND RECOMMENDATIONS

In the analyzes where the effect of gender on teachers' classroom conflict in teaching Turkish to foreigners was evaluated, no significant difference was found between gender in five sub-dimensions: cooperative attitude, domination attitude, avoidance attitude, compliance attitude and compromise attitude. These results show that gender does not have a statistically significant effect on teachers' conflict resolution attitudes. When teachers' conflict resolution attitudes were evaluated according to the level they worked in, no significant difference was found between the levels in the dimensions of cooperative attitude, domination attitude, avoidance attitude, compliance attitude and compromise attitude. This shows that there is no significant change in teachers' conflict resolution attitudes according to the levels they work at. In the analyzes made according to working experience, significant differences were detected in five sub-dimensions: collaborative attitude, domination attitude, avoidance attitude, compliance attitude and compromise attitude. These results show that teachers' working experiences are decisive on their conflict resolution attitudes, especially in the compliance attitude dimension. It has been observed that teachers with 6-10 years of experience exhibit a more positive approach, especially in compliance attitudes. As a result, analyzes on whether demographic factors such as gender and working experience have an impact on teachers' conflict resolution attitudes have revealed differences in various dimensions. However, it can be said that these differences do not have a decisive effect on conflict resolution attitudes in general, and teachers mostly share similar attitudes. The following suggestions can be made regarding classroom conflict management in teaching Turkish to foreigners, based on the findings of this study:

- Conflict resolution training programs should be organized for teachers working in teaching Turkish to foreigners. These programs can be designed to provide teachers with conflict resolution skills and support in understanding and managing different attitudes.
- Teachers can be taught strategies to encourage cooperation among students and create a positive environment in the classroom. Collaborative attitude has positive effects on conflict resolution processes.
- Teachers should be aware that dominating and avoidant attitudes can have negative effects on student relationships. Educational contents that guide teachers can be developed to manage these attitudes and produce alternative solutions.
- Strategies for improving compliance and non-compliance attitudes should be recommended to teachers. Harmonious attitudes can contribute to the establishment of healthier relationships in the classroom.
- Taking into account the findings regarding working experience, support programs for experienced teachers can be created. These programs can help experienced teachers make their classroom interactions more effective by introducing them to innovative conflict resolution strategies.
- Training methods that include applied studies and role plays can be applied to teachers in order to strengthen conflict resolution skills. Such interactive methods can give teachers practical experience.
- Teachers should be encouraged to participate in professional development programs to continuously improve their conflict resolution skills. Such programs can allow teachers to keep up with current approaches.

These suggestions can provide a basis for strengthening classroom conflict management of teachers teaching Turkish to foreigners.

REFERENCES

- Aksoy, Ş., Yüksel, B., Bozdoğan, N., & Yolcu, V. (2024). Yönetici ve Öğretmen Çatışma Yönetim Sürecinin İncelenmesi: Nitel Bir Araştırma. *International Journal of Original Educational Research*, 2(1), 137-147.
- Bayraktar, G. (2023). İlkokullardaki Müdürlerin Çatışmayı Yönetmede Kullandıkları Çatışma Yönetme Stratejilerine Yönelik Öğretmen Görüşlerinin İncelenmesi. *Edebiyat Dilbilim Eğitim ve Bilimsel Araştırmalar Dergisi*, 2(1), 159-171.
- Bilgiri, D. (2008). İlkokullarda Öğretmen-Yönetici Çatışmaları ve Çözüm Yöntemleri. İstanbul Kültür Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
- Çetin, N., & Çevik, Ö. M. (2023). Yabancılar Türkçe Öğretimi Materyallerinde Alanında Ön Plana Çıkmış Kişilere Yer Verilmesi Üzerine Bir İnceleme. *Sakarya Dil Dergisi*, 1(1), 46-56.
- Değirmenci, S. (2023). Örgütlenme Modeli Olarak Kadın Kooperatifleri: Patriyarkal Kapitalizmde Başarı Kriterlerinin Eleştirisi. *Fe Dergi*, 15(1), 210-231.
- Delen, M., & Toyran, M. (2023). Tokat Türkçesindeki Deyimlerin Yabancılar Türkçe Öğretiminde Kullanımı. *Aydın Tömer Dil Dergisi*, 8(2), 171-189.
- Doğan, S., & Demirel, M. V. (2023). Yabancı Dil Olarak Türkçe Öğretimi Sertifika Programına İlişkin Kursiyer Görüşleri: Bozok TÖMER Örneği. *Türkiye Eğitim Dergisi*, 8(1), 120-132.
- Eyri, O., Güngör, E., & Eyri, Z. Z. (2023). Okullarda Yaşanan Çatışmalarda Yöneticilerin Kullandıkları Çatışma Yönetimi Stratejileri Üzerine Bir İnceleme. *Uluslararası Eğitime Özgün Bakış Dergisi*, 1(1), 44-59.
- Gülden, B., & Demirel, O. (2023). Öğreticilere Göre Yabancı Dil Olarak Türkçe Öğretiminde Kültürün Yeri Ve İşlevleri. *International Journal of Language Academy*, 11(2).

- Hamaratlı, E. (2023). Yabancılara Türkçe Öğretimi Ders Kitaplarındaki Tartışmacı Metinlerin İncelenmesi (YEE B2-C1 Ders Kitabı Örneği). *Sakarya Dil Dergisi*, 1(1), 57-72.
- Kapıcı, S. & Radward, S. (2016). Eğitim Örgütlerinde Çatışma ve Çatışma Yönetimi Üzerine Bir Araştırma: İzmir Balçova Örneği. *Eğitim Fakültesi Dergisi*, 2(3), 55-79.
- Kara, A., Türkmen, Y. E., Kapıcı, M., Yıldız, R., Taşpınar, Ç., & SEYREK, M. (2024). Sınıf Yönetimi: Bir Literatür Taraması. *Premium e-Journal of Social Science (PEJOSS)*, 8(38), 53-64.
- Kınay, D. E., & Durmuş, M. (2023). Yabancı/İkinci Dil Olarak Türkçe Öğretimi Kitaplarında Kültürlerarası Duyarlılık Görünümü: Yeni İstanbul Uluslararası Öğrenciler İçin Türkçe Ve Yedi İklim Türkçe Örneği. *Çukurova Üniversitesi Türkoloji Araştırmaları Dergisi*, 8(2), 847-873.
- Özçakal, S., & Demirhan, G. (2023). Eğitim Kurumlarında Çatışma Yönetimi, Örgütsel Sessizlik ve Örgütsel Vatandaşlık Davranışı 1. *Third Sector Social Economic Review*, 58(3), 2361-2378.
- Sallabaş, F. (2023). Yabancı Dil Olarak Türkçe Öğretimi Ders Kitaplarındaki Okuma Metinlerine Ait Soruların İncelenmesi. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 24(1), 449-469.
- Saylık, T., Karatopçu, C., Mengeş, S., & Kazancı, H. (2023). Eğitim kurumlarında yöneticilerin çatışma çözme stratejilerine yönelik tutumlar: Okul müdürleri örneği. *Ulusal Eğitim Dergisi*, 3(4), 683-692.
- Sevimli, A., & Sezen-Gültekin, G. (2023). Okul Müdürlerinin Okullarında Yaşanan Sendikal Çatışmalara İlişkin Görüşleri ve Çatışma Yönetimi Stratejileri. *Uluslararası Eğitime Özgün Bakış Dergisi*, 1(2), 237-264.
- Tekşan, K., & Kaynak, S. (2023). Yabancılara Türkçe Öğretimi Ders Kitaplarının Metin Türleriyle Metin Altı Sorular Açısından İncelenmesi. *Ordu Üniversitesi Sosyal Bilimler Enstitüsü Sosyal Bilimler Araştırmaları Dergisi*, 13(3), 3271-3298.
- Zileli, E. N. (2023). Yabancı dil olarak türkçe öğreniminde ChatGPT örneği. *Uluslararası Karamanoğlu Mehmetbey Eğitim Araştırmaları Dergisi*, 5(1), 42-51.
- Yinal, A., Lesinger, F. Y., & Şahoğlu, G. P. (2019). Sınıf Öğretmeni Adaylarının Velilerle İletişim Kurma Yöntemlerinin Kullanımının Gerçekleştirilmesi. *Folklor/Edebiyat*, (97-1), 256.