



## The relationship between the personality traits of prospective teachers and their conflict management styles <sup>1</sup>

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**Abstract.** Conflict management styles are related to the behaviours the individuals show dealing with conflicts. There are different factors effecting individuals' conflict management styles. Personality traits are one of these main factors. This study aims at determining the effect of personality traits of prospective teachers' on their conflict management styles. For this aim, mixed research methodology is applied. This is a quantitative research, and designed with correlational survey method. Qualitative data are collected with semi-structured interview technique. The sample of the research is 348 prospective teachers studying in Eskişehir Anadolu University in 2015-2016 education year. Qualitative data are collected from interviews with 24 prospective teachers. In the quantitative part of the research multi-stage sampling is implemented. According to the results of analysis: The relationship between prospective teachers' personality traits and conflict management styles is generally low. Male participants prefer dominating style in conflict management styles more. Additionally, Neuroticism dimension among the personality traits varies according to age and grade. As a result of the interviews carried out with the preservice teachers, it was revealed that a teacher should have extraversion personality characteristic the most and then conscientiousness and openness.

**Keywords:** Five factor personality traits, conflict management styles, prospective teachers

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### INTRODUCTION

Educational organizations, which educate the qualified manpower needed by the organizations in the society, are referred to be the structure that contributes to the survival of the organizations in return. Organizations achieve their goals through their subsystems. Educational organizations, on the other hand, meet the educational needs of the society through schools, which are considered to be the subsystems of these organizations. Moreover, the responsibility of raising qualified individuals required by the economy is fulfilled by schools (Taymaz, 2011, p.21-22).

In organizations which are not managed properly, how the conflict situations should be managed, which are deemed to be an obstacle in achieving organizational goals, to create a climate that intensifies conflicts in the organization (Aydın, 2014, p. 335), and to be a set in front of the necessary outcomes and actions in order to achieve these goals is a significant administrative and organizational problem (Vickers, 1968 cited in Rahim, 2011, p.13).

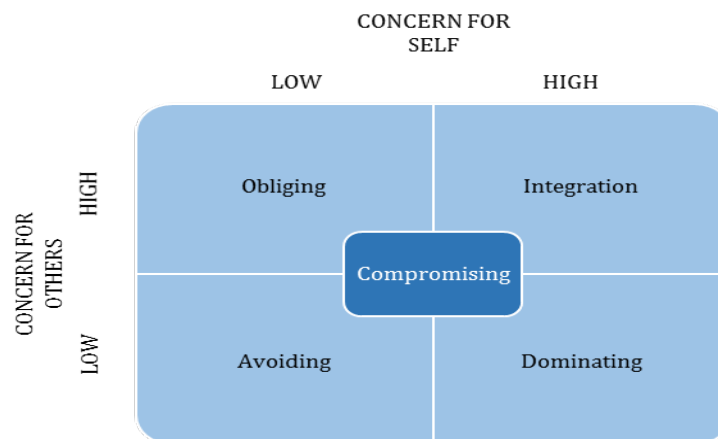
Conflict situations are inevitable in educational environments as well as in every organization and environment, and these situations vary according to the person doing the behavior, the other person(s), the environmental and cultural characteristics of the educational environment, the class, the time and the situation per se (JensenCampbell and Graziano, 2005, p. 167; Bono et al., 2002, p.317). For instance, sometimes being successful or not at dealing with situations which require classroom management may depend on the strategies and/or personal traits the teacher has, yet sometimes students' attitudes towards the teacher may arise conflict in the educational environment (Kıran, 2014, p.271) which may sometimes affect people's interaction with each other either positively or negatively. On the other hand, by stating that "There is no way to avoid conflict in real-life; therefore, instead of fearing it, it is necessary to

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benefit from it” Bursalioğlu (1974, p.148) asserts the inevitability of the conflict and that it should be a fact that should be exploited. In this context, an effective conflict management is required in order to minimize the negativities occurring in conflicts and to increase the positive situations that arise as a result of the conflicts (Rahim, 2001, p.12; Şahin, 2007, p.54).

It is possible to say that the classification made by Rahim and Bonoma (1979, p.1323-1344) on conflict management, which includes two main dimensions and five conflict management approaches, is the commonly used classification method in the literature. One of the main dimensions identified in this classification is “concern for self” and another is for others. The first dimension shows the degree of a person's efforts to satisfy their own interests (high or low), while the second dimension shows the degree of a person's desire to satisfy others' interests. Moreover, these dimensions express the motivational orientation of individuals in the conflict process. The combination of these two dimensions constitutes the five conflict management approaches between individuals: (1) integrating style, (2) obliging style, (3) dominating style, (4) avoiding style, and (5) compromising style (Gumuseli, 1994, p.84-85; Moberg, 1998; p.258-259).

In situations such as disagreement, chaos, disputes and incompatibility between individuals, individuals exhibit five different behaviors (Figure 1) which constitute “Conflict Management Approaches”.



**FIGURE 1.** Conflict management approaches Rahim, M.A. (1983). A measure of styles of handling interpersonal conflict

In Figure 1, the conflict management approaches (compromising, integrating, avoiding, obliging, and dominating) are placed within the scope of the levels: (1) concern for self and (2) concern for others. According to Lewicki et al., (2004, p.17), by taking Figure 1 into account, it is possible to make the following explanations.

- Integrating: It shows a high level of interest in both its own expectations and the expectations of the other party.
- Dominating: It has a high level of interest in its own expectations and a low level of interest in the other party's expectations.
- Compromising: It shows moderate interest in its own expectations and the expectations of the other party.
- Obliging: While paying low attention to their own expectations, they show a high interest in the other's expectations.
- Avoiding: Low interest in self and other party's expectations.

From these explanations, it can be stated that the individual's interest in himself is his desire to fulfill his own interests and expectations as a result of the conflict and his interest in others is his desire to fulfill their interests and expectations as a result of the conflict.

Conflict situations in educational environments can have different consequences. In schools and classrooms where conflict is common, absenteeism and apathy are more frequent, behaviors such as disrupting teaching, preventing teachers and learning are more frequent and thus these factors cause a negative classroom environment. In such environments, teachers spend the time they will devote to teaching to find the causes of conflicts, solve or manage conflicts (Ataman, 2000, p.171).

In this case, the teacher needs to well-versed in human behaviors in order to successfully manage student behaviors (Güleç and Alkış, 2004, p.247). Besides, it should be accepted that the conflicts that arise in educational organizations by means of the teacher are part of the organizations. Thus, instead of ignoring the conflict situations, it will be useful to understand the nature of the conflicts and to determine the reasons for the improvement of the quality of education and training. On the other hand, conflicts due to their consequences, are considered to be undesirable processes, and consequently, they are ignored. However, if the conflicts are managed effectively, there will be no confusion in the classroom, hence a more reliable environment for the student. For this reason, it is important to resolve and manage conflicts before they turn into violence in the classroom (Kiran, 2014, p. 273).

Managers and teachers are the ones who are the most effective in managing and resolving conflicts that may arise in the educational environment. Accordingly, in order to have a more efficient and effective educational environment, managers, teachers and other employees must have the competence and skills to manage the conflict process. Since the person who is in a one-to-one dialogue with the students in the classroom environment is the teacher rather than the manager, especially teachers are supposed to have professional and social competence to solve the problem and understand the underlying causes of the problem (Kiran, 2014, p.275). On the other hand, in order for teachers to successfully manage the conflicts they encounter when they enter the classroom environment, individuals need to be aware of the significance of professional, personal and social competence and develop themselves in this process. As a result, especially when it is considered that pre-service teachers who are currently students in education faculties will teach in a classroom after graduation and will be the first-hand responsible person who can change student behaviors in the desired direction, it is thought that it is good to know whether their personality traits will affect their understanding of conflict management in conflict situations and / or environments. Educational environments can be influenced by the society they live in as well as they can affect the culture of the society they exist in. Examining the conflict management approaches of prospective teachers who will educate the political and economic manpower of the society, conducting studies on the resolution and management of these conflict situations, pre-service teachers' gaining effective conflict resolution and management skills in conflict situations, and their gaining awareness about the personality traits that direct human and his behaviors will be able to provide perspective on managing conflicts.

Teachers' ability to successfully manage conflicts at school is related to their own personality traits. Knowing the personality traits of teachers will be useful in determining which conflict management approach they tend to use in case of a conflict. There are also studies showing that some personality traits increase conflict. In particular, empirical researches show that characteristics such as authoritarian personality, dogmatism and low self-esteem are sources of conflict (Robbins, 1974, p.51). In this respect, it is important to determine how prospective teachers with different personality traits manage conflict, to determine which approaches they adopt, and to develop recommendations on issues they feel lacking in conflict management.

Different models have been put forward by researchers to determine personality traits and various studies have revealed that the structure that will form the basis of concepts related to personality can be grouped under five major factors (Ewen, 2003). These five basic dimensions are (McShane and Von Glinow, 2005, p.58-59; Somer, 1998, p.35-62);

1. Conscientiousness,
2. Agreeableness,
3. Neuroticism,
4. Openness,
5. Extroversion (McCrae-John, 1990, p.175-215).

Prospective teachers' being aware of how their personality traits affect conflict management processes, have an impact on their preferred conflict management approach, affect the outcome of conflicts, and what behaviors are required for each conflict management approach will have positive influence on their future conflict management choices and styles. In other words, recognizing the relationship between conflict management and personality, prospective teachers

will gain awareness about the behavior patterns required for each conflict management approach and learn to act with this awareness in case of conflict.

Moreover, the teacher training system in Turkey is not selecting teachers by taking personality traits into account. However, not all individuals can be qualified as teachers. Personality scales should be applied to the applicants for teaching programs, and those who have the basic personality characteristics required for teaching should be taken to study in those programs (Işık, Çiltaş & Baş, 2010, p.58). Nonetheless, since it is seen that the majority of those who choose teacher training schools choose these schools because after graduation there is job guarantee, it is possible to say that decrease in quality may occur and that the teaching profession will lose its appeal over time. However, prospective teachers' adaptation to the teaching profession, improvement in their social relationship levels and gaining the competence to use their knowledge, skills, attitudes and habits related to the teaching profession gained during their education, gaining knowledge and skills to develop empathy, communication, conflict resolution and conflict management skills in faculties of education, and knowing personality traits in the creation of educational environments will contribute to the system and increase the respectability of the profession again.

In education environments, the proper management of the classes, which are considered to be the subsystem of the education system, is considered as the first step to be successful in education. From this point of view, it is possible to say that those teachers who are successful in classroom management generally have good teacher characteristics. The basis of classroom management is the skill of the teacher. For a better education, it is important to develop the managerial characteristics of teachers as well as the pedagogical characteristics (Kıran, 2014, p.10). In addition, in Turkey, for school leadership it is required to be a teacher. Namely, the principal is the teaching in management. In this respect, determining the personality traits of prospective teachers, which are teachers of the future, is important in determining how to solve and manage conflict situations encountered in educational environments. In Turkey, teacher eligibility is determined by an elective exam with multiple-choice questions called KPSS, which only measures the cognitive level of the test takers. In this regard, considering the personality characteristics, it is considered appropriate to develop a new model or system that allows selection by matching the requirements of the profession with the characteristics of the individual. In this regard, by means personality traits, developing a new model or system that allows selection to be made by matching the requirements of the profession and the characteristics of the individual is considered to be more appropriate.

Because of the aforementioned reasons, this study is thought to be effective in terms of determining the relationship between teacher trainees' personality traits and their conflict management approaches. Therefore, the study aimed to determine the relationship between teacher trainees' personality traits and conflict management approaches, and to this end, the following questions were sought:

1. Prospective teachers' personality traits: Is there a statistically significant difference in terms of the gender, age, department and grade variables?
2. Prospective teachers' approaches to conflict management: Is there a statistically significant difference in terms of the gender, age, department and grade variables?
3. Is there a relationship between the personality traits of the prospective teachers and their conflict management approaches?
4. What are the personality traits that a teacher should have according to the prospective teacher?
5. What are the personality traits of prospective teachers that will make their future career more difficult / easier?
6. What are the personality traits of prospective teachers that affect their conflict management approaches?
7. What are the situations in which prospective teachers feel insufficient in conflict management?

## METHODOLOGY

### Research Model

In this research, mixed method, which allows the researchers to investigate the research subject by taking both quantitative and qualitative dimensions into consideration. Mixed method is used when searching for answers to research questions that qualitative or quantitative research methods cannot answer per se (Firat, Kabakçı Yurdakul & Ersoy, 2014, p.69). Since it was decided that the study in question requires both vertical and horizontal examination, it was conducted by collecting quantitative and qualitative data together. According to Creswell (2011, p.535), the basic assumption of mixed method research is to provide a better understanding of the use of qualitative and quantitative research methods in combination or blending research problems and questions than using these methods separately. In this study, among the mixed method designs, embedded pattern, which is used when either of the qualitative or quantitative methods is more prominent than the other, is used. For instance, it is possible to clarify, explain and exemplify the survey data by conducting interviews in a study in which a questionnaire is used as a basic data collection tool (Yıldırım & Şimşek, 2013, p.356).

As the quantitative dimension of the research aimed to determine the relationships between the five-factor personality traits of prospective teachers and the conflict management approaches they are prone to, it is designed by taking correlational research perspectives into account. Correlational research design is a model aiming to determine the changes consisting of two or more variables' interaction and the degree of the changes at issue (Gall et al., 1999, p. 178; Gay, 1987, p.251; Huck, 2012, p.45; Karasar, 1999). 81, Pallant, 2010, p.

For structuring the qualitative dimension, phenomenological design among qualitative research methods, in which a situation is examined in depth was used. Phenomenological pattern focuses on cases which the researchers are aware of, but do not have in-depth and detailed understanding. (Yıldırım and Şimşek (2011, p.72).

Creswell (2013, p. 64) describes qualitative research as an approach that begins with assumptions and that is an investigation of research questions aiming to explore the goals of individuals or groups in a problem attributed to be a social or human problem. In qualitative research, data is read, coded and categorized individually. Based on the obtained codes and categories, answers to research questions are put forward (Merriam, 1998, p.170).

### Universe, Sampling and Study Group

The universe of the research consists of 3679 prospective teachers studying in Eskişehir Anadolu University, Faculty of Education in 2015-2016 Academic Year. Since the research was carried out in two directions by the application of quantitative and qualitative research methods, both sampling and study groups were presented separately under this title.

**Sampling:** For structuring the quantitative dimension, the data was collected by means of a scale which constitutes the primary data collection method in the study at hand. The sample size was calculated as 348, taking into account a 5% error margin within the 95% confidence limits of the population. In the calculation of the number of samples which is 348, the sample size calculation technique proposed by Bartlett, Kotrlík and Higgins (2001, p.47), which is used for categorical groups, was used. After calculating the sample size, multi-stage sampling method was applied. In the first stage stratified sampling and in the second stage simple random sampling were applied. The reasons for selecting the stratified sample selection method in the first stage is to ensure the representation of the sub-groups in the sample, to divide the groups into strata and take samples from each stratum in proportion to their weight, and because it is considered to be more effective than other sample types in terms of less sampling errors (McMillan and Schumacher, 2010, p.134). Thus, sub-groups were created to represent the universe on the basis of department and class.

**Study group:** For structuring the qualitative dimension, the study group was created with the participation of four prospective teachers from each department, which means 24 prospective teachers in total. 16 of the prospective teachers were female and eight were male. The distribution



of the number of the participants by the grades they were studying is tried to be equal for each group and is as six prospective teachers for each of the first, second, third and fourth grade.

### **Data Collection Tools**

The data of the study was obtained by data collection tools prepared by means of likert scale, personal information form and interview questions. The reliability analysis for both scales used in the quantitative dimension of the research show that, the total reliability level of Rahim Organizational Conflict Inventory (ROCI-II) (Kozan and İlter, 1994) in terms of internal consistency was calculated to be  $\alpha = ,866$  and of Five Factor Personality to be  $\alpha = ,745$  (Sümer and Sümer, 2005). Since it is generally accepted that that Cronbach Alpha should be at least  $\alpha = 70$  and higher in the scale studies (Seçer, 2013, p.179), it is possible to say that the results obtained from the scales used in this study were reliable.

**Semi-structured interview form:** In this study, a semi-structured interview form consisting of five questions was used to find the prospective teachers' opinions about their personality and conflict management. Interviews with each prospective teacher lasted approximately 20-30 minutes.

### **Data Analysis**

In terms of the examination of the data obtained for the purpose of the research, both qualitative and quantitative analysis was conducted.

**Quantitative dimension:** The quantitative data obtained from the scales were analyzed by being coded by the researchers and transferred to the quantitative data analysis package program. The level of “, 05” was accepted for the level where statistical calculations were significant. Skewness, kurtosis coefficients and histogram graphs were used to examine the distribution of the data and to determine the extreme values. Before analyzing the research data, whether the analysis to be used in the data analysis should be parametric or non-parametric, it is examined whether the data show normal distribution.

**Qualitative dimension:** Content analysis was used to analyze the data obtained in accordance with the opinions of the prospective teachers. According to Yıldırım and Şimşek (2013, p.259), the main purpose of content analysis is to reach the concepts and relationships that can explain the obtained data, first the conceptualization of the data collected together with the content analysis, then the logical organization according to the emerging concepts. Accordingly, themes should also be identified. Therefore, qualitative research data are analyzed in four stages: (1) coding of data, (2) finding themes, (3) finding codes and themes, and (4) defining and interpreting findings (Yıldırım and Şimşek, 2013, p. 60).

Qualitative data obtained from the interviews were coded by the researchers and transferred to the qualitative data analysis package program. The names of the prospective teachers who participated in the research were kept anonymous. During the interviews and analysis of the qualitative data and reporting of the data pseudonyms names were used. During the interviews, 4 experts were examined in the formation of the codes and themes of the research. It is possible to say that credibility is an important element in qualitative research. Thus, in order to provide credibility and interpret the data more clearly, the researchers made use of the qualitative data analysis program to analyze the data (Yıldırım and Şimşek, 2013, p.299).

## **RESULTS**

### **1. Findings and Comments Related to the Personality Traits of the Prospective Teachers**

In this subsection, by means of the analysis results and interpretations of the opinions of pre-service teachers calculated by means of the five-factor personality traits, the first sub-purpose of the research is given.

#### **1.1. Findings and comments related to the prospective teachers' views investigated by means of the five-factor personality traits according to their gender**

Independent sample t test was used in order to compare the five dimensions of teacher personality traits according to gender. The results of the t-test show that there is not significant

difference when the pre-service teachers' gender was taken into account for the calculation of their personality traits: extroversion ( $t_{,05: 336} = -1,014, p > ,05$ ), agreeableness ( $t_{,05: 337} = -,858, p > ,05$ ), conscientiousness ( $t_{,05: 334} = -1,494, p > ,05$ ), neuroticism ( $t_{,05: 338} = -,874, p > ,05$ ), and openness ( $t_{,05: 337} = -,403, p > ,05$ ).

### **1.2. Findings and comments related to the prospective teachers' views investigated by means of the five-factor personality traits according to their age**

When the descriptive statistical values of the five-factor personality traits are examined by taking the age variable of the prospective teachers into account, it can be seen that in terms of the extraversion dimension the highest mean ( $\bar{X}=28,97$ ) was calculated in the age group of 22 years and over, and the lowest average ( $\bar{X}=28,25$ ) was found in the age group 20. Besides, the highest mean ( $\bar{X}=31,27$ ) was found to be in the age group of 21 years and the lowest ( $\bar{X}=30,13$ ) to be in the group of 18 years when the agreeableness dimension is examined. In terms of the conscientiousness dimension, the group scored the highest average ( $\bar{X}=31,74$ ) was found to be in the age group of 18 years, and the lowest one ( $\bar{X}=29,11$ ) in 20 years. When the neuroticism dimension is taken into account, the highest average ( $\bar{X}=27,91$ ) was found in the 21-year-old group and the lowest average ( $\bar{X}=25,91$ ) in the 19-year-old one. Again in terms of the openness personality feature, the highest average ( $\bar{X}=35,20$ ) was found in the 21-year-old group and the lowest average ( $\bar{X}=33,79$ ) in the 19-year-old one.

By taking the age variable into consideration, one-way ANOVA results to determine whether there is a statistically significant difference between the opinions of the prospective teachers considering their five factor personality traits are given in Table 1.

**Table 1.** One-way ANOVA results regarding the differences between the prospective teachers' five factor personality traits scores considering their age

Dimension	Source of Variance	KT	sd	KO	F	p
Neuroticism	Intergroups	157,491	4	39,373	3,093	,016
	Intragroups	4264,085	335	12,729		
	Total	4421,576	339			

The result of the group in which there was significant difference was found by running one-way ANOVA conducted in order to determine whether there is a statistically significant difference between the views of the prospective teachers taking their five factor personality traits and their age groups (18 years, 19 years, 20 years, 21 years, 22 years and over) into account is presented in Table 1. In the results obtained considering the age of the prospective teachers illustrate that there is not significant difference found in extraversion ( $F_{4-333} = ,678, p > .05$ ), agreeableness ( $F_{4-334} = 1,001, p > .05$ ), conscientiousness ( $F_{4-331} = 1,776, p > .05$ ), or openness ( $F_{4-334} = ,956, p > .05$ ) dimensions of the five factor personality traits. However, there was a significant difference between the views on the dimension of neuroticism ( $F_{4-335} = 3,093, p < .05$ ). Multiple comparison tests were used to determine the groups that caused this difference.

The results of the multiple comparison test, Tukey, illustrate that there is significant difference in the neuroticism dimension between the opinions of the prospective teachers aged 19 and 21 ( $p = ,040 < ,05$ ). When the averages of these two groups are considered, it can be said that prospective teachers who are 21 years old ( $\bar{X} = 27,91$ ) have more positive opinions than the ones who are 19-year-old ( $\bar{X} = 25,91$ ).

### **1.3. Findings and comments related to the prospective teachers' views investigated by means of the five-factor personality traits according to their year of education**

Descriptive statistics for calculating the prospective teachers' views comparing their personality traits by means of five-factor personality and their year of education is presented in this section. The means for the extraversion factor suggest that the highest mean ( $\bar{X}=29,26$ ) was found in the the fourth year group and the lowest one ( $\bar{X}=28,05$ ) was found in the second year group. In terms of the agreeableness dimension, the third year group had the highest mean ( $\bar{X}=31,02$ ) and the first year group had the lowest one ( $\bar{X}=30,08$ ). The results of the

conscientiousness factor show that the 4th year group scored the highest average ( $\bar{X}=29,90$ ) and the 3rd year group the lowest ( $\bar{X}=29,21$ ) when their means are considered. Taking the neuroticism factor into account, the results show that again the 4th year group had the highest means ( $\bar{X}=27,90$ ) and the 1st year group the lowest one ( $\bar{X}=26,35$ ). In terms of the openness personality trait, the 4th year group had the highest means ( $\bar{X}=35,07$ ) and the second year group had the lowest one ( $\bar{X}=33,74$ ).

Table 2 shows the one-way ANOVA results run to determine whether there is significant difference between the prospective teachers' views when their five-factor personality traits and their year of education into account.

**Table 2.** One-way ANOVA results regarding the differences between the prospective teachers' five factor personality traits scores considering their year of education

Dimention	Source of Variance	KT	sd	KO	F	p
Neuroticism	Intergrups	142,051	3	47,350	3,718	,012
	Intragroups	4279,051	336	12,737		
	Total	4421,576	339			
Total	Intergrups	1545,139	3	515,046	3,024	,030
	Intragroups	54838,284	322	170,305		
	Total	56383,423	325			

The result of the group in which there was significant difference was found by running one-way ANOVA conducted in order to determine whether there is a statistically significant difference between the views of the prospective teachers taking their five factor personality traits and their years (First Year, Second Year, Third Year and Fourth Year) into account is presented in Table 2. The results show that there is not significant difference when the prospective teachers' years of education and factors: extraversion ( $F_{3-334} = 2,197, p > .05$ ), agreeableness ( $F_{3-335} = 1,271, p > .05$ ), conscientiousness ( $F_{3-332} = 445, p > .05$ ) and openness ( $F_{3-335} = 1,545, p > .05$ ) are compared. Conversely, when the neuroticism dimension ( $F_{3-336} = 3,718, p < .05$ ) is examined, it can be seen that the results showed significant difference between the groups. The results of Tukey's multiple comparison tests, which were applied to determine which groups caused this difference, show that, when neuroticism dimension is taken into account, the opinions of the first year and fourth year students ( $p = ,021 < ,05$ ) and the ones of the second and fourth year students ( $p = ,039 < ,05$ ) are significantly different. When the means of these groups are examined, it can be seen that the results of the 4<sup>th</sup> year students ( $\bar{X} = 27,90$ ) when compared with the 1<sup>st</sup> year ( $\bar{X} = 26,35$ ) and 2<sup>nd</sup> year ( $\bar{X} = 26,44$ ) students show that 4<sup>th</sup> year students have more positive opinions than the other two group.

#### **1.4. Findings and comments related to the prospective teachers' views investigated by means of the five-factor personality traits according to their department**

Descriptive statistics about the five-factor personality traits of the prospective teachers taking their departments into account were used for illustrating the mean scores in this section. Depending on the statistical results, when the extraversion dimension is considered, the mean scores show that the highest average ( $\bar{X}=29,82$ ) was found to be in social studies teacher group, the lowest one ( $\bar{X}=27,44$ ) in the elementary school mathematics teaching group. In terms of agreeableness, the highest average ( $\bar{X}=31,73$ ) was scored by deaf students education department and the lowest one ( $\bar{X}=28,89$ ) was scored by German Language teaching group. Considering conscientiousness, the group with the highest mean score ( $\bar{X}=32,07$ ) was found to be in mentally handicapped education department and the lowest one ( $\bar{X}=28,42$ ) in elementary school teaching. In terms of neuroticism, the highest average ( $\bar{X}=28,95$ ) was scored by the art-teaching department, and the lowest one ( $\bar{X}=25,72$ ) in elementary mathematics teaching department. In terms of the openness perspective, the highest average ( $\bar{X}=36,32$ ) was scored by the group of art teachers, the lowest one ( $\bar{X}=32,53$ ) by the group of elementary mathematics teachers.



According to the program variable, one-way ANOVA was performed to determine whether there was a statistically significant difference between the opinions of the prospective teachers participating in the research towards the five factor personality traits. One-way ANOVA results are shown in Table 3.

**Table 3.** One-way ANOVA results regarding the differences between the prospective teachers' five factor personality traits scores considering their department

Dimension	Source of Variance	KT	sd	KO	F	p
Openness	Intergroups	427,731	11	38,885	1,837	0
	Intragroups	6922,694	327	21,170		47
	Total	7350,425	338			

The result of the group in which there was significant difference was found by running one-way ANOVA conducted in order to determine whether there is a statistically significant difference between the views of the prospective teachers taking their five factor personality traits and their departments into account is presented in Table 3. The results show that there is not significant difference found when the extraversion ( $F_{11-326} = 1,767, p > .05$ ), agreeableness ( $F_{11-327} = 1,300, p > .05$ ), conscientiousness ( $F_{11-324} = 1,588, p > .05$ ), and neuroticism ( $F_{11-328} = 1,742, p > .05$ ) factors are calculated. On the contrary, significant difference was found between the groups in the dimension of openness ( $F_{11-327} = 1,837, p < .05$ ) personality traits. Tukey test was used to determine the groups that caused this difference. The result of the multiple comparison test shows that while there was a significant difference between the inter-groups, there was no significance found between the intra-groups. However, the source of the significant difference was reached by LSD test. The results of the LSD multiple comparison test show that there is significant difference between elementary school mathematics teaching and CEIT ( $p = ,045 < ,05$ ), between elementary school mathematics teaching and English Language teaching ( $p = ,004 < ,05$ ), between elementary school mathematics teaching and deaf students teaching ( $p = ,026 < ,05$ ), elementary school mathematics teaching and arts teaching ( $p = ,005 < ,05$ ), and elementary school mathematics teaching and social studies teaching ( $p = ,005 < ,05$ ). Moreover, when the results of the English language teaching and elementary school teaching ( $p = ,049 < ,05$ ); social studies teaching and elementary school teaching ( $p = ,039 < ,05$ ); arts teaching and elementary school teaching ( $p = ,035 < ,05$ ); and, the ones of mentally handicapped education and social studies teachers ( $p = ,026 < ,05$ ) are examined, it can be seen that there was significant difference found. In general, a significant difference can be mentioned between elementary mathematics teaching and other programs in terms of openness dimension. However, it is not possible to say that there is a remarkable difference.

## 2. Findings and Interpretations of the Prospective Teachers' Conflict Management Approaches

The analysis and findings related to the prospective teachers' conflict management approaches are presented below.

### 2.1. Findings and comments related to the prospective teachers' views about their conflict management approaches according to their demographic information

In this subsection, the second sub-objective of the research which is that the prospective teachers' opinions about conflict management approaches by considering their gender, working status, age, year of education and department variables is presented.

#### 2.1.1. Findings and comments related to the prospective teachers' views about their conflict management approaches according to their gender

In order to compare the five dimensions of the prospective teachers' conflict management approaches according to their gender, independent sample t test was performed after looking at the normality of the groups. Taking their genders into consideration, the results of the the t-test

illustrate that the prospective teachers' opinions about domination among the conflict management approaches ( $t_{0,05:333} = -2,391, p < ,05$ ) were found to be statistically significant. Conversely, there was no significant difference found when the results of obliging ( $t_{0,05:339} = ,090, p > ,05$ ), integration ( $t_{0,05:334} = -,663 p > ,05$ ), avoidance ( $t_{0,05:337} = -1,019, p > ,05$ ) and compromising ( $t_{0,05:336} = -,584, p > ,05$ ) were examined. When the average means of men and women are taken into consideration for the dominating factor (Female = 16.44; Male = 17.16), it can be said that male teacher candidates are more likely to agree that they use the dominant approach in order to manage conflict. When the total conflict management approach scores are considered (Female = 94.39; Male = 96.29), even though the female teacher candidates' conflict management approaches and male teacher candidates' conflict management approaches do not differ significantly, it can be seen that women performed higher scores than men.

### **2.1.2. Findings and comments related to the prospective teachers' views about their conflict management approaches according to their age**

Descriptive statistics were used to reveal the mean scores of the prospective teachers' conflict management approaches according to their ages. When the mean scores were analyzed for the obliging factor among the conflict management approaches, it was seen that the highest average ( $\bar{X}=22,00$ ) was seen in the age group 19, and the lowest one ( $\bar{X}=21,29$ ) was in the age group 18. When the integration dimension is considered, the results illustrate that the highest average ( $\bar{X}=15,92$ ) was seen in the in the 21 years olds and the lowest average ( $\bar{X}=14,44$ ) was seen in 20 years olds. Taking dominating into account, the highest average ( $\bar{X}=17,07$ ) was seen in 21 years of age group and the lowest one ( $\bar{X}=16,46$ ) in 18 years of age group. In terms of avoidance, the highest mean score ( $\bar{X}=20,93$ ) was performed by the 22 year old ones and over, and the lowest one ( $\bar{X}=19,92$ ) by the 18 year old ones. When the compromising factor is examined, it can be seen that the age group with the highest average ( $\bar{X}=21,08$ ) was 21 and the one with the lowest average ( $\bar{X}=20,27$ ) was 20.

Table 4 shows the one-way ANOVA results which aimed to determine whether there is a statistically significant difference between the views according to the age variable.

**Table 4.** One-way ANOVA results regarding the differences between conflict management approaches scores according to the age of prospective teachers

<b>Dimension</b>	<b>Source of Variance</b>	<b>KT</b>	<b>sd</b>	<b>KO</b>	<b>F</b>	<b>p</b>
<b>Integration</b>	<b>Intergroups</b>	<b>107,827</b>	<b>4</b>	<b>26,957</b>	<b>2,620</b>	<b>,035</b>
	Intragroups	3405,876	331	10,290		
	Total	3513,702	335			

The result of the group in which there was significant difference was found by running one-way ANOVA conducted in order to determine whether there is a statistically significant difference between the views of the prospective teachers taking their conflict management approaches and their ages (18 years, 19 years, 20 years, 21 years, 22 years and over) into account is presented in Table 4. When the the results obtained from the analysis was examined by taking the age of teacher candidates were taken foregrounded, there was no statistically significant difference between the views on conflict management approaches found in terms obliging ( $F_{4-336} = ,158, p > .05$ ), dominating ( $F_{4-330} = 653, p > .05$ ) avoiding ( $F_{4-334} = ,438, p > .05$ ), or compromising ( $F_{4-333} = ,605, p > .05$ ). However, there was significant difference found when the views of integrating ( $F_{4-331} = 2,620, p > .05$ ) were examined. Multiple comparison tests were used to determine the groups that caused this difference. Levene test results were examined to determine the multiple comparison test to be used. As the variance was found to be homogeneous as a result of Levene test, Tukey was used in multiple comparison tests. The results of the multiple comparison test showed that there was a statistically significant difference in the integrating dimension between 20-year-old prospective teachers and 21-year-old prospective teachers ( $p = ,040 < ,05$ ). When the

averages of these two groups are considered, it can be said that those who are 21 years old ( $\bar{X} = 15,92$ ) have more positive opinions than those who are 20 years ( $\bar{X} = 14,44$ ).

### ***2.1.3. Findings and comments related to the prospective teachers' views about their conflict management approaches according to their year of education***

For revealing the mean scores of the prospective teachers' conflict management approaches regarding their years of education descriptive statistics were used. When the descriptive statistical values were examined, in terms of the obliging conflict management approach, it was found that the second year group had the highest average ( $\bar{X}=21,94$ ) and the third year group had the lowest average ( $\bar{X}=21,36$ ). Considering the integrating dimension, the highest mean score ( $\bar{X}=15,74$ ) was performed by the 4th year group and the lowest one ( $\bar{X}=14,93$ ) by the 3rd year group. For the dominating dimension the results show that the highest mean score ( $\bar{X}=17,19$ ) was performed by the 4th year group and the lowest one ( $\bar{X}=16,58$ ) by the 1st grade group. Taking avoiding into consideration, it can be seen that the 4th grade group scored the highest average ( $\bar{X}=21,17$ ) and the 3rd grade group the lowest ( $\bar{X}=20,53$ ). In terms of the compromising conflict management approach, it is the 4th year group with the highest mean scores ( $\bar{X}=21,11$ ) and the second year group with the lowest one ( $\bar{X}=20,42$ ).

One-way ANOVA was conducted to determine whether there was a statistically significant difference between the opinions of the prospective teachers who participated in the research in terms of their conflict management approaches and their year of education. Taking prospective teachers' year of educations into account, when the results were examined, there were no significant difference found considering their conflict management approaches (obliging  $F_{3-337} = 372, p > .05$ ; integrating  $F_{3-332} = 1,098, p > .05$ ; dominating  $F_{3-331} = 985, p > .05$ ; avoiding  $F_{3-335} = 605, p > .05$ ; compromising  $F_{3-334} = 800, p > .05$ ).

### ***2.1.4. Findings and comments related to the prospective teachers' views about their conflict management approaches according to their department***

Descriptive statistics were used to determine the mean scores of the prospective teachers' conflict management approaches regarding their departments. In terms of the obliging conflict management approach, when the mean scores were examined, the highest average ( $\bar{X}=22,68$ ) was found in the arts teaching group, and the lowest ( $\bar{X}=20,18$ ) in the social studies teaching group. For the integrating dimension the results show that the highest mean score ( $\bar{X}=15,69$ ) was performed by the English Language teaching group, and the lowest one ( $\bar{X}=13,88$ ) by the guidance and psychological counseling teaching group. Taking the dominating dimension into account, the highest average ( $\bar{X}=18,16$ ) was scored by the group of arts teaching group, and the lowest ( $\bar{X}=15,61$ ) by the German language teaching group. In the avoiding conflict management approach, French Language teaching group had the highest average ( $= 21,75$ ) and guidance and psychological counseling group had the lowest mean score ( $\bar{X}=21,75$ ) and the guidance and psychological counseling teaching group the lowest ( $\bar{X}=19,44$ ). On the other hand, in the compromising conflict management approach, French teaching group scored the highest average ( $\bar{X}=21,83$ ) where mentally handicapped education group had the lowest average ( $\bar{X}=19,89$ ).

By taking the prospective teachers' departments and their conflict management approaches into account, one-way ANOVA was performed to determine whether there was a statistically significant difference between the opinions of the prospective teachers participating in the research. The results show that there where no statistically significant difference found when the prospective teachers' departments and their conflict management approaches were calculated: (obliging  $F_{11-329} = 1,058, p > .05$ ; integrating  $F_{11-324} = 549, p > .05$ ; dominating  $F_{11-323} = 1,209, p > .05$ ; avoiding  $F_{11-327} = 745, p > .05$ ; and compromising  $F_{11-326} = 528, p > .05$ ).

## **3. Findings and Comments on the Relationship Between the Prospective Teachers' Five-Factor Personality Traits and their Conflict Management Approaches**

In order to determine whether there is a significant relationship between the prospective teachers' five factor personality traits and their conflict management approaches, which constitutes the third sub-objective of the study, a correlation analysis was conducted between the

scales. While presenting the findings obtained from the correlation analysis, comments as to whether there was a relationship between the variables were made by considering the correlation coefficient to be weak if the correlation coefficient was less than 30, medium if the correlation coefficient was between 30 and 70, and strong if it was more than 70. If it was found 0.00, it was reported that there was no relationship found, and if it was between 0.00 and -1 that there was negative relationship (Büyüköztürk, 2009, p.32).The results of the correlation analysis are presented in Table 5.

**Table 5.** Correlation analysis results showing the relationship between the prospective teachers' five-factor personality traits and their conflict management approaches

Total		A	B	Bdış	Bu	Bs	Bd	Ba	Ab	Aö	Ah	Ak	Au
Atotal	P.Cor.	1											
Btotal	p												
	P. Cor.	<b>,396**</b>	1										
Bdış	p	,000											
	P.Cor.	<b>,303**</b>	<b>,746**</b>	1									
Bu	p	,000	,000										
	P.Cor.	<b>,208**</b>	<b>,590**</b>	<b>,329**</b>	1								
Bs	p	,000	,000	,000									
	P.Cor.	<b>,209**</b>	<b>,671**</b>	<b>,263**</b>	<b>,204**</b>	1							
Bd	p	,000	,000	,000	,000								
	P.Cor.	<b>,335**</b>	<b>,684**</b>	<b>,460**</b>	<b>,231**</b>	<b>,187**</b>	1						
Ba	p	,000	,000	,000	,000	,001							
	P.Cor.	<b>,288**</b>	<b>,824**</b>	<b>,540**</b>	<b>,355**</b>	<b>,343**</b>	<b>,442**</b>	1					
Ab	p	,000	,000	,000	,000	,000	,000						
	P.Cor.	<b>,806**</b>	<b>,257**</b>	<b>,216**</b>	<b>,115*</b>	<b>,174**</b>	<b>,267**</b>	<b>,166**</b>	1				
Aö	p	,000	,000	,000	,034	,001	,000	,002					
	P.Cor.	<b>,774**</b>	<b>,314**</b>	<b>,208**</b>	<b>,195**</b>	<b>,150**</b>	<b>,252**</b>	<b>,261**</b>	<b>,521**</b>	1			
Ah	p	,000	,000	,000	,000	,006	,000	,000	,000				
	P.Cor.	<b>,789**</b>	<b>,273**</b>	<b>,208**</b>	<b>,160**</b>	<b>,096</b>	<b>,241**</b>	<b>,216**</b>	<b>,526**</b>	<b>,517**</b>	1		
Ak	p	,000	,000	,000	,003	,082	,000	,000	,000	,000			
	P.Cor.	<b>,868**</b>	<b>,337**</b>	<b>,251**</b>	<b>,198**</b>	<b>,219**</b>	<b>,262**</b>	<b>,238**</b>	<b>,607**</b>	<b>,573**</b>	<b>,651**</b>	1	
Au	p	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000		
	P.Cor.	<b>,807**</b>	<b>,380**</b>	<b>,326**</b>	<b>,188**</b>	<b>,188**</b>	<b>,287**</b>	<b>,271**</b>	<b>,531**</b>	<b>,509**</b>	<b>,558**</b>	<b>,640**</b>	1
	p	,000	,000	,000	,001	,001	,000	,000	,000	,000	,000	,000	

\*\* Correlation is significant at 0.01 level (2-tailed).

Correlation is significant at 0.05 level (2-tailed)

\*A: Conflict Management Approaches , B: Five Factor Personality Traits, P.Cor.:Pearson Correlation

(\*Ab: Obliging conflict management approach, A: Integrating conflict management approach, Ah: Dominating conflict management approach, Ak: Avoiding conflict management approach, Au: Compromising conflict management approach

(\* Bdış: Extraversion, Bu: Agreeableness, Conscientiousness, Bd: Neuroticism, Ba: Openness)

Table 5 illustrates that, according to the views of the prospective teachers participating in the research, it was determined that there was a moderate positive and meaningful relationship between the prospective teachers' opinions when their five-factor personality traits and conflict management approaches are taken into account ( $r = ,396 > p = 0.01$ ).

Considering the relationship between each of the personality traits for every conflict management approach, in terms of the relationship between the obliging dimension and extraversion personality trait, there was a positive, low and meaningful relationship found in the prospective teachers' views ( $r = .216 > p = 0.01$ ). The relationship between the views on the obliging conflict management approach and the opinions about the agreeableness personality trait was found to be significant at the level of 0.05, and this relationship ( $r = .115 > p = 0.05$ ) was in the positive direction and low. Again, when the prospective teachers' views on obliging conflict management approach are examined, it can be seen that there is positive and meaningful relationship with low effect size when correlated with conscientiousness personality traits ( $r = .174 > p = 0.01$ ), neuroticism personality trait ( $r = .267 > p = 0.01$ ) and openness personality trait ( $r = .166 > p = 0.01$ ).

The prospective teachers' views on the integrating conflict management approach were correlated with extroversion personality traits ( $r = .208 > p = 0.01$ ), agreeableness ( $r = .195 > p = 0.01$ ), conscientiousness ( $r = .150 > p = 0.01$ ), neuroticism ( $r = .252 > p = 0.01$ ) and openness personality trait ( $r = .261 > p = 0.01$ ), and the results show that there was positive and meaningful relationship with low-level size effect.

The Prospective teachers' opinions about dominating conflict management approach and extroversion personality trait ( $r = .208 > p = 0.01$ ), agreeableness ( $r = .160 > p = 0.01$ ), neuroticism ( $r = .241 > p = 0.01$ ) and openness personality trait ( $r = .216 > p = 0.01$ ) were correlated and positive and meaningful relationship was found with low-level size effect. There was no significant relationship between the conscientiousness personality trait ( $r = .096 > p = 0.01$ ).

When the prospective teachers' opinions about avoiding among conflict management approaches are correlated with extroversion personality trait ( $r = .251 > p = 0.01$ ), agreeableness personality trait ( $r = .198 > p = 0.01$ ), conscientiousness personality traits ( $r = .219 > p = 0.01$ ), neuroticism personality trait ( $r = .262 > p = 0.01$ ) and openness personality trait ( $r = .238 > p = 0.01$ ), it was found that there was positive and meaningful relationship with low-level size effect.

A moderate, positive and significant relationship was found between the prospective teachers' views on compromising conflict management approach and extroversion personality trait ( $r = .326 > p = 0.01$ ). Again, the correlation between the compromising conflict management approach and extraversion personality trait ( $r = .188 > p = 0.01$ ), conscientiousness personality traits ( $r = .188 > p = 0.01$ ), neuroticism personality trait ( $r = .287 > p = 0.01$ ) and openness personality trait ( $r = .271 > p = 0.01$ ), a low level, positive and meaningful relationship was determined.

#### **4. Findings and Comments on the Personality Traits that a Teacher needs to Have**

Within the scope of the research, in this part, the answers for to the question "What are the personality traits that the teacher needs to have according to the teacher candidates?" is sought out. For this purpose, which is the 4th sub-objective of the study in question, the classification of the data obtained from the interviews with prospective teachers through the semi-structured interview (Figure 2).

In Figure 2, the personality traits that the teacher needs to possess according to the answers of the prospective teachers are discussed and classified within the context of Five Factor Personality Traits. Teacher trainees mostly focused on extraversion, then conscientiousness and openness personality traits.



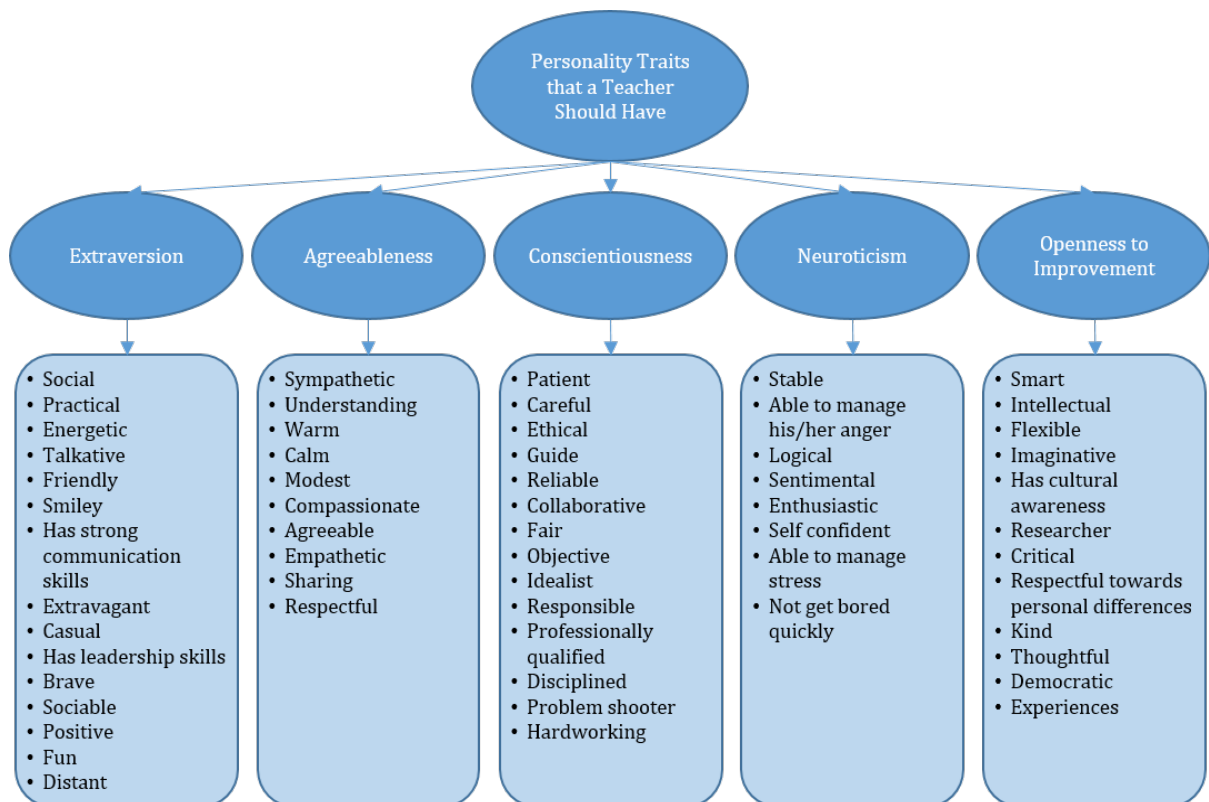


FIGURE 2. Personality traits a teacher needs to possess

## 5. Findings and Comments on the Personality Traits That a Teacher needs to Have

Secondly, within the scope of the research, the answer for the question “What are the personality traits of prospective teachers?” was sought out. The classification of the data is shown in Figure 3.

Figure 3 shows the personality traits of prospective teachers, that were reported by them to be supportive or hindering in their future careers. In both of the categories the sub-categories were created by taking the five factor personality traits dimensions into account.

### 5.1. Personality traits which prospective teachers believe that will make their professional life easier

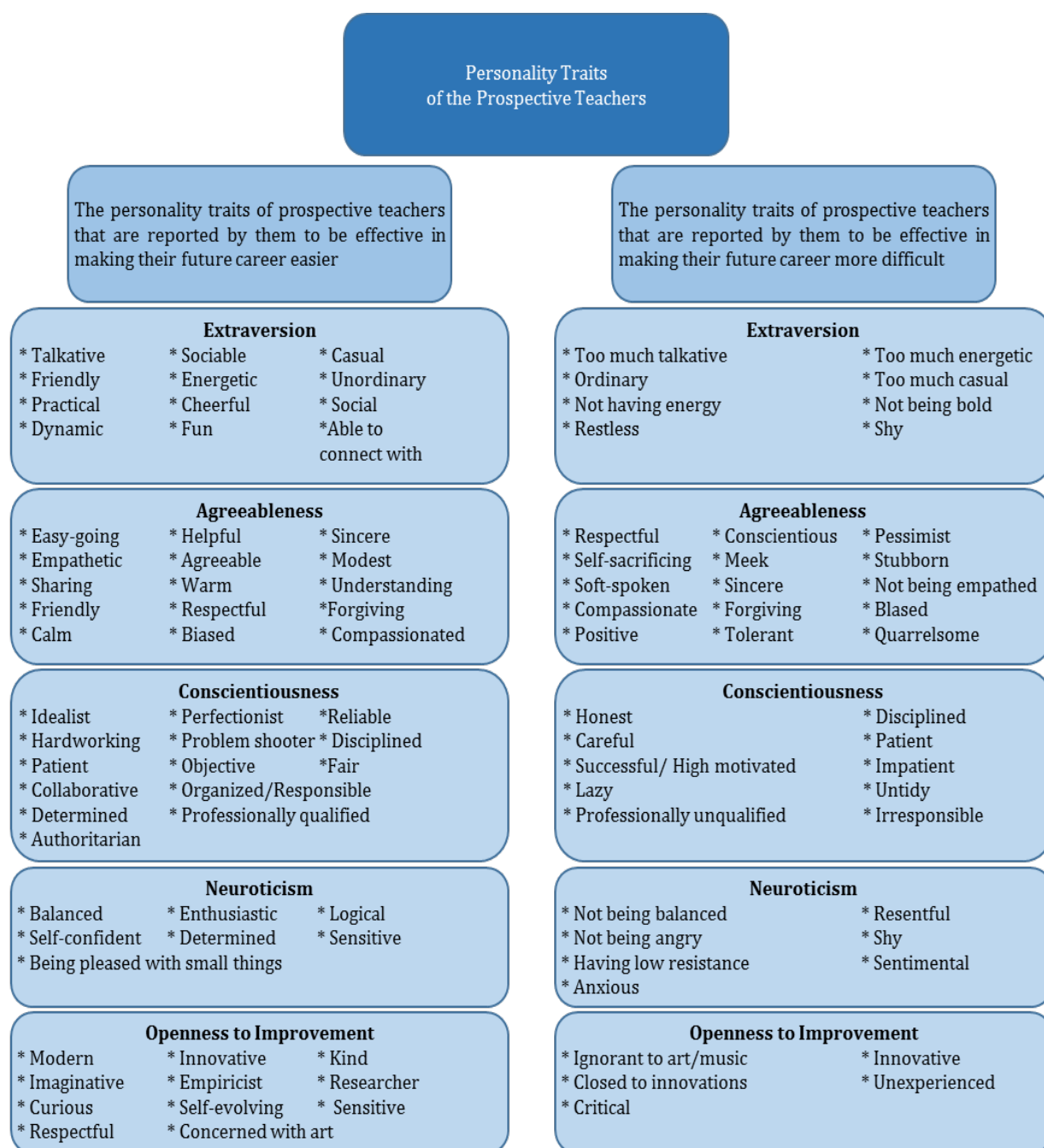
Prospective teachers reported different opinions in terms of conscientiousness and softness/agreeableness in terms of personality traits that they thought would make their career easier in the future. Conversely, the least difference aroused among their opinions under the dimension of neuroticism.

Of the personality traits that teacher trainees thought would facilitate their professional life, examples related to the extroversion dimension of personality traits are as follows:

*“My being active, caring and talkative. Since teaching is a social profession, I think these features will make my career easier.”(Merve)*

Prospective teachers also reported opinions about being fun and energetic. Among the personality traits that prospective teacher reported that would facilitate their professional lives, an opinion on the agreeableness dimension of traits of personality is as follows:

*“It can be about my being accommodating and kind. Because in a problem I face, I pay attention to the opinions of the other party and I work to work together for a common solution. Not breaking the individual's heart in front of me can make my job easier as it prevents him from hesitating with me ”(Busra)*



**FIGURE 3.** Personality traits of the prospective teachers

### 5.2. Personality traits which prospective teachers believe that will make their professional life more difficult

The prospective teachers reported different opinions on agreeableness and conscientiousness personality traits the most when they were asked about what they thought would make their professional life more difficult in the future. The least difference arose while they were expressing their opinions under the dimension of neuroticism.

Betül's view on the extroversion dimension of personality traits, which is one of the personality traits that teacher candidates think will make their professional life more difficult, is as follows:

*"... Being shy. I think, my being shy may affect it. I am frustrated of not being able to communicate easily and transfer information" (Betül)*

Along with Betül's opinion, Yağmur reported that having problems in communication due to her being shy and silent would affect her future professional life negatively.

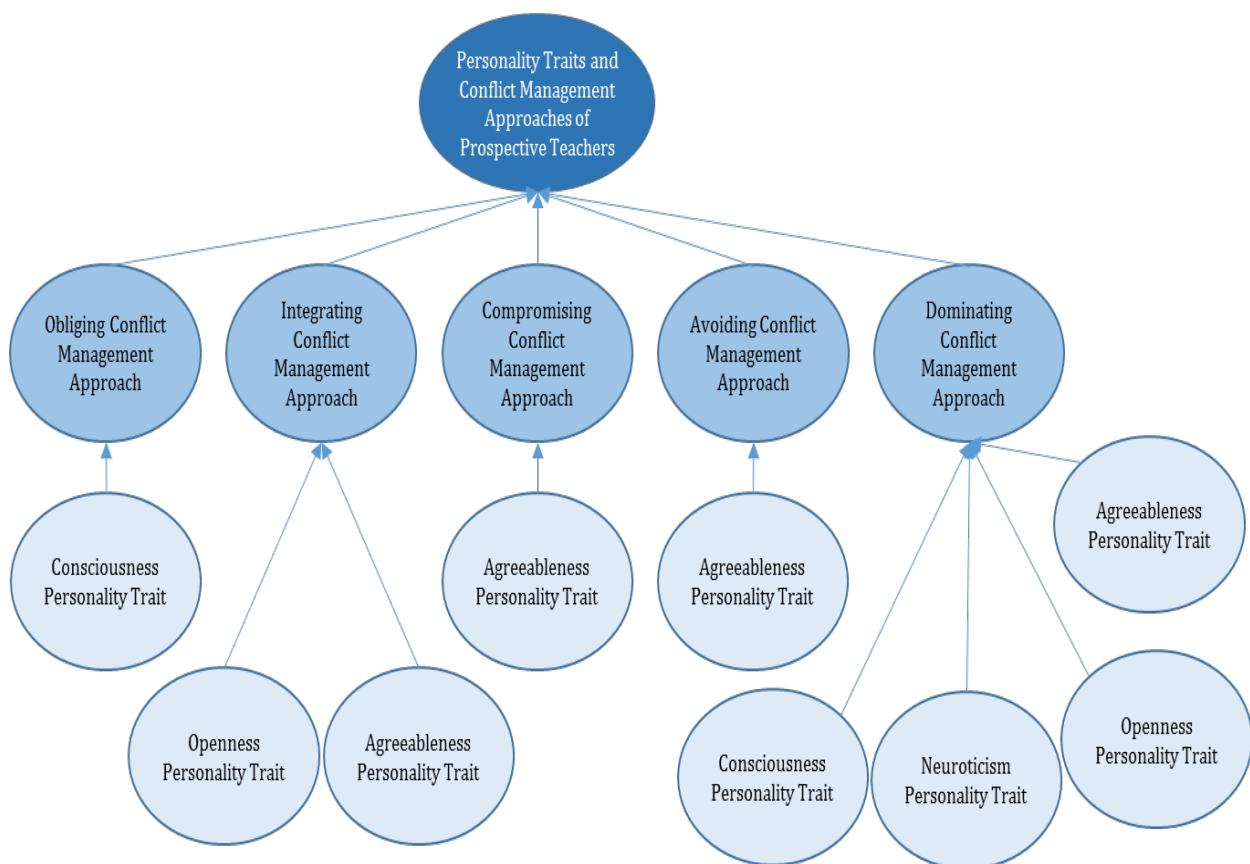
Of the personality traits that teacher trainees thought would make their professional life more difficult, the opinions regarding the agreeableness dimension of personality traits are as follows:

*"I think, it may make it hard for me to be tough and not being able to say no so easily. In some cases, I may have to express things that I don't like to to my students or my family. So I think I need to change this trait of me."* (Neşe)

## 6. Findings and Comments on the Traits of the Prospective Teacher that Affect their Conflict Management Approaches and Situations in which they Feel Inadequate in Conflict Management

Within the scope of the research, for the sixth and seventh sub-objectives, in the interviews, the questions "What are the personality traits of prospective teachers that affect their conflict management approaches?" and "What are the situations in which prospective teachers feel insufficient in conflict management?" were sought out and the qualitative data were analyzed. In line with these objectives, Figure 4 presents the findings which illustrate the personality traits of prospective teachers' that affect their conflict management approaches and the analysis of qualitative data about situations in which they feel insufficient in conflict situations.

In Figure 4, conflict management approaches and personality traits were correlated. When the traits of the trainees' personality traits affecting conflict management approaches were examined, it was revealed that the trainees mostly gave their opinions about the relationship between the dominating conflict management approach and their personality traits, and secondly, they gave their views on the relationship between the integrating approach and their personality traits.



**FIGURE 4.** Prospective teachers' reported personality traits that affect their conflict management approaches

## DISCUSSION AND SUGGESTIONS

The results of this study conducted in the faculty of education at Anadolu University, Eskişehir, in order to determine the relationship between the traits of personality prospective teachers possess and their conflict management approaches are summarized below.

The results related with the first sub-objective of the study which was about determining the prospective teachers' opinions about their personality traits analyzed through the five factor personality traits (extraversion, agreeableness, conscientiousness, neuroticism, and openness) are as follows:

When the mean scores of the answers of the prospective teachers participating in the research towards the five factor personality traits were examined, it was found that the mean of extraversion personality trait was  $\bar{X} = 3,58$ , agreeableness personality trait was  $\bar{X} = 3,40$ , conscientiousness personality traits was  $\bar{X} = 3,29$ , neuroticism personality traits was  $\bar{X} = 3,38$ , and openness personality traits was  $\bar{X} = 3,45$ . Consequently, prospective teachers reported that they showed extroversion personality trait the most and conscientiousness personality trait the least. Listed in the sequence of the most frequently to the least frequently uttered personality traits by the prospective teachers when they were asked which ones they possess, the personality traits were as extroversion, openness, agreeableness, neuroticism, and conscientiousness.

In order to shed light to the first sub-objective of the study, the prospective teachers' opinions about their five factor personality traits were analyzed by means of their demographic information. The results obtained from the analyzes to determine whether there was a statistically significant difference when their gender, working status, age, year of education and department are taken into account, are as follows:

According to the gender and working status of the prospective teachers participating in the study, there was no significant difference in terms of extraversion, agreeableness, conscientiousness, neuroticism and openness dimensions in terms of gender variable.

When the age variable of the prospective teachers participating in the study are taken foregrounded, there was no significant difference found in terms of extraversion, agreeableness, conscientiousness and openness dimension. However, there was a significant difference found in neuroticism dimension. It was determined that this difference was in favor of 21-year-old teacher candidates.

There was no significant difference found in the extroversion, openness, agreeableness, and conscientiousness dimensions when the opinions of the teacher candidates participating in the study were analyzed regarding their year of education. On the other hand, there was significant difference found when the neuroticism dimension was taken into account. This difference was found to be in favor of 4th grade teacher candidates.

Considering the department variable of the prospective teachers participating in the research, there was no significant difference found in the extroversion, agreeableness, neuroticism, and conscientiousness dimensions. On the contrary, there was significant difference found in the openness dimension. The most significant difference (German language teaching  $\bar{X} = 34,53$ ; computer education and instructional technology  $\bar{X} = 34,93$ ; French language teaching  $\bar{X} = 33,08$ ; English language teaching  $\bar{X} = 35,40$ ; deaf students education  $\bar{X} = 35,17$ ; elementary mathematics teaching  $\bar{X} = 32,53$ ; mentally handicapped education  $\bar{X} = 33,21$ ; pre-school teaching  $\bar{X} = 34,17$ ; guidance and psychological counseling education;  $\bar{X} = 34,63$ ; art teaching  $\bar{X} = 36,32$ ; elementary school teaching  $\bar{X} = 33,58$ ; and social sciences teaching  $\bar{X} = 36,14$ ) was found in the arts teaching group with the highest mean score. It was determined that it was in favor of the prospective teachers in the arts-teaching group.

In view of the second sub-objective of the study, the results obtained from the analyzes aiming to determine the prospective teachers' opinions about their conflict management approaches (integrating, compromising, dominating, avoiding, and obliging) are as follows:

When the mean scores of the prospective teachers' responses to the conflict management approaches were examined, it was found that obliging approach was calculated to be  $\bar{X} = 3,61$  integrating approach to be  $\bar{X} = 3,05$ , dominating approach to be  $\bar{X} = 3,37$ , avoiding approach to be  $\bar{X} = 3,47$ , and the compromising approach to be  $\bar{X} = 3,46$ . Accordingly, prospective teachers

reported that they preferred the obliging conflict management approach the most, whereas they preferred the integrating conflict management approach the least. The prospective teachers stated that they used the approaches following seriatim from the most frequently to the least frequently used one: obliging, avoiding, compromising, dominating and integrating.

The results obtained from the analyzes to determine whether there is a statistically significant difference between the prospective teachers' conflict management approaches and their demographic information falling into the second sub-objective of the research are as follows:

Statistically significant difference between the prospective teachers' gender, year of education and department variables and dominating dimension of conflict management approaches. It was determined that this difference was in favor of female teacher candidates. No significant difference was found in terms of integrating, compromising, avoiding or obliging dimensions when the gender variable is taken into account.

Taking into account the age variable of the prospective teachers participating in the research, no significant difference was found in their views on conflict management approaches in terms of obliging, dominating, avoiding or compromising dimension. However, there was significant difference found when the integrating dimension was considered. It was determined that this difference was in favor of 21-year-old teacher candidates.

In this study conducted to determine whether there is a relationship between the five-factor personality traits of teacher candidates and their preferences in conflict management approach, statistically significant relationship was found between the five-factor personality traits of the teacher trainees and their preferences of conflict management approaches. In other words, the way in which prospective teachers will manage conflicts in the future, choose their conflict management approaches and whether they will successful in their conflict management is closely related to their personality traits. As a matter of fact, when conflicts cannot be managed effectively, they do harm to organizations rather than serving goals. For this reason, before stepping into the profession, prospective teachers need to be aware of their personality traits and then learn to use the conflict management approach appropriate to the situation at issue in order to solve the conflicts they encounter in their schools more effectively and efficiently. Prospective teachers who become aware of the relationship between conflict management and personality traits will be able to act with this awareness.

Finally, considering the reasons and results of the study in question, some suggestions will be made to prospective teachers, researchers and practitioners, and policy makers in the field of education which are as follows:

### **Suggestions for Prospective Teachers**

1. Prospective teachers should be informed about the counterparties, issues and causes of conflict. In addition, education and training programs should be organized to provide prospective teachers with the knowledge and skills to develop conflict resolution and conflict management skills. Likewise, in terms of raising awareness about the cautions to be taken in case of any conflict situation, the prospective teachers trainees' may be provided with seminars, talks and so on addressing personality traits.

### **Suggestions for Researchers and Practitioners**

1. This study was conducted with prospective teachers studying in the faculty of education. A similar study can be conducted in different provinces and larger samples.

2. Research can be done about the causes of conflict between teachers and students, ways of their solutions and conflict management. In this respect, feedback can be provided to teacher education undergraduate programs.

3. In Turkey teacher candidates begin their professional lives of teaching by taking an exam called KPSS in which variables such as personality traits that may have an impact on their professional life in the future. Before starting their professional life, by taking advantage of five factor personality traits in equipment and in-service training, it can be ensured that individuals with positive personality traits start to work as teachers.



4. Trainees should also include training on conflict management approaches in the process of preparing for professional life or in-service training.

### Suggestions for Policy Developers on Education

Schools are social institutions open to innovation and development. In order for schools to adapt to these innovations and to survive in society, teachers should be patient, willing, motivating students, have strong communication skills and have good human relations. Therefore, it is considered that, coupled with the exams held at the cognitive level, the acceptance of the individuals who will be teachers to the faculties of education should be done by applying psychological, personality, skills, sensitivity, talent, social cohesion etc. scales. In this context, it is hoped that the results obtained from the research data can guide and implement the educational policies.

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