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Investigation of Career Adaptability According to Conflict Activity Styles

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A R T I C L E I N F O	A B S T R A C T
	Purpose: This study aimed to investigate the relationship between teacher candidates' conflict activity styles and career adaptability. It also investigates whether conflict activity styles and career adaptability levels differ according to demographic variables. **Research Methods:** The research population consisted of 451 teacher candidates in a university in the west region of Turkey. The research was structured as a quantitative research model. The correlation method and the descriptive method were used together. Data was collected by the Career Futures Inventory Scale's Career Adaptability subscale (CFI-CA), Conflict Activity Styles Inventory (CASI), and a personal information form. The data was analysed using Independent Samples T-Test, a One-Way ANOVA, and Pearson's Correlation Coefficient (p<.05).

Findings Results show that teacher candidates' career adaptabilities correlate with their conflict activity styles at a statistically significant level. Career adaptability decreases when avoidant and compulsive actions are preferred during conflicts. Whereas career adaptability increases when mediator, facilitator, and resisting styles are preferred in conflicts. **Implications for Research and Practice**: Implications of the findings and limitations of the study are discussed.

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Introduction

Considering today's socio-economic conditions in Turkey and the world, one of the most important aims of human life is to earn money to make a living. Changes in the business world caused by globalisation and technology advances at the beginning of the 20th and 21st century have brought many outcomes. With the change in the business world, individuals' career paths have become less predictable. With more people receiving university-level education, the problem of unemployment arises among young individuals who already had a university education. Besides that, in many workplaces, seasonal, project-based, or short-term employments are preferred, leading to a rapid increase in the number of employees who have no assurance for the future. Paradigms related to having a job have undergone many changes, for example, from focusing on a single task to changing jobs too often; from vertical-hierarchy-based promotions to performance-based promotions; from expectations of having state assurance and clearly defined roles to adapt oneself to a less secure environment and to variable roles and job descriptions. These changing expectations of the business world result in higher stress, concerns about dismissal, difficulty coping with changes, and increased tension among co-workers (Santrock, 2011; Weiten, Hammer & Dunn, 2016; Yesilyaprak, 2013). At this point, the importance of the career adaptability concept for individuals emerges.

Career adaptability is the individual's power of being ready to cope with unexpected changes that come with the profession or by the working conditions while preparing for a professional role (Savickas, 1997). In particular, crowded work environments in the service sector make it difficult to manage interpersonal relationships (Weiten et al., 2016). This situation brings with it disagreements and conflicts. Cultural diversity existing in the workplace environment also increases the number of disagreements; thus, the employees higher career adaptability may cause higher coping agents (Niles & Harris-Bowlbey, 2013). One crucial working environment is schools, in which individuals from different cultures live together due to internal and external migration.

In school environments, various cultural and individual differences coexist together in one setting (Amac, Burak and Duran, 2017; Arslan & Kilinc, 2019). Teachers should be ready to cope with unexpected issues and conflicts. Conflict is defined as the state of inner tension that of the person who wants to accomplish their objective, caused by getting blocked and destructed by another person's actions and breakthroughs to reach their objective (Turnuklu, Kacmaz, Ikiz, & Balci, 2009). In the career process of teachers, they are likely to face either interpersonal or organisational conflicts. According to Rahim and Magner (1995), who define interpersonal conflict, conflict arises as incompatibility and disagreement among two or more individuals. Organisational conflict is a conflict between employees and groups with incompatible differences of opinion or uncompromising characteristics (Rahim, 2010).

Educational settings contain all of the main elements of the definition of conflict. In addition to the naturally occurring conflicts within the educational environment (Ustuner & Kis, 2017), in Turkey, teachers may have compulsory services in culturally

different cities where they are assigned to work (Official Journal 2015). It is thought that different conflicts in terms of cultural and religious issues, language or teaching-learning based problems are likely to occur in the school environment either between teachers, between students or between teachers and students (Yayli, 2017). Therefore, teacher candidates' conflict activity styles are considered to be valuable not only for developing a communicative environment in the school but also for their own career adaptability. In particular, it is stated that the teacher candidates need for psychological counselling related to economic issues and career adaptability has increased, especially during the last year of education they are stepped in (Karatas & Gizir 2014; Super 1980).

Approaches that individuals show in conflict situations varies. Every approach may result in different positive or negative outcomes. As constructive-pacifist approaches lead to negotiation and benefit from conflict, destructive behaviours may lead to impairment or breakdown of relationships. An individual type of action to cope with the conflicting situation is expressed as a conflict activity style. Conflict activity styles contain five dimensions, the 'avoiding style' means giving up one's purpose and relationship; the 'competing style' is behaviours aimed at forcing goals; the 'accommodating style' refers to disregarding goals in order to preserve the relationship; the 'compromising style' is a behavioural style aimed at both maintaining the relationship and preserving goals; the 'resisting style' represents compromise and self-expression without harming the relationship (Johnson & Johnson, 2008). Conflict activity styles used in the school environment are important in terms of school climate and organisational commitment. For the school climate, considering that school principals display dominant behaviours (Uzun & Ayik, 2017), teachers' problem-solving behaviours seem necessary for the resolution of organisational conflicts. Moreover, a study examining the solutions teachers prefer in their conflicts with students reveals that avoidant teacher behavior creates a hostile classroom climate. Conversely, mediating patterns are considered as a significant resource for a teacher to achieve a satisfactory and stimulating class climate as they are always engaged in the educational relationship (Zurlo, Vallone, Dell'Aquila & Marocco, 2020).

Men and women have different approaches to problems, and their ability to solve problems also differ. Although women generally have better problem-solving skills (Rehber & Atici, 2009), it is stated that men have higher scores in solving work-family related conflicts (Cinamon, 2006). Accordingly, determining which approach men and women prefer in conflict resolution can shed light on the explanation of the differences in problem-solving. On the other hand, individual factors are needed to be examined while researching career-related variables. Variables such as gender and class level, etc., may be effective on career adaptability because individuals' cognitive and social developments are different from each other (Yesilyaprak, 2013). Additionally, career factors and score types are related to each other (Demirkaya & Zengin, 2014; Sarikaya & Khorshid, 2009).

The aim of the study is to examine the relationship between teacher candidates' conflict activity styles and career adaptability, and the problem statement is "Is there a meaningful relationship between teacher candidates' conflict activity styles and their

career adaptability levels?". Additionally, it is also aimed to examine whether there is a statistically significant difference between the conflict activity styles and career adaptability levels in terms of gender, class level, and undergraduate programs as subproblems. The results will contribute to the related literature by providing information on the positive or negative effects of the behavioural styles displayed in conflict situations and career adaptability.

Method

Research Design

The research structure is based on the quantitative research model. In this research, the correlation method and the descriptive method were used together. The main purpose of the correlation method is to find out whether there is a relationship between two or more variables. A positive correlation indicates that the variables increase and decrease concurrently, whereas a negative correlation indicates that one variable increase while the other one decreases; namely, the relationship is the opposite. Descriptive studies are carried out to define specific characteristics of a certain group numerically. In descriptive studies, assessments of the current situation are essential (Buyukozturk, Cakmak, Akgun, Karadeniz & Demirel, 2017).

Research Sample

The population of the research consists of 451 undergraduates enrolled at Buca Faculty of Education at Dokuz Eylul University in Izmir. These students are distributed according to their high school tracks, which are science, social sciences, Turkish language-mathematics, foreign language, and fine arts. The students were selected through convenience sampling. Convenience sampling is used in cases where every individual in the population does not have equal opportunities to be selected. Convenience sampling is preferred for some of its features, for instance: (a) the sample is close to the place where the researcher works, or their workplace provides an advantage, (b) the researcher is familiar with the population or works in the same place with the population or is in the population, and (c) the data have already been collected. Since each individual in the population had no chance of being selected and the researcher's advisor worked as a lecturer in the desired population, the convenience sampling method was preferred (Gall, Gall & Borg, 1999).

Research Instruments and Procedures

In the research, the Conflict Activity Styles Inventory, Career Futures Inventory, and a demographic questionnaire were used as data collection tools. The Conflict Activity Styles Inventory was developed by Johnson and Johnson (2008) and adapted into Turkish by Karadag and Tosun (2014), was used. Moreover, in order to determine the individuals' attitudes towards planning a career, possible changes and uncertainties that they may encounter throughout their career, the career adaptability sub-dimension of the Career Futures Inventory, which is developed by Rottinghaus,

Day, and Borgen (2005) and adapted into Turkish by Kalafat (2012), was used. Finally, socio-demographic features were gathered by using a demographic questionnaire.

Conflict Activity Styles Inventory (CASI). Conflict Activity Styles Inventory was developed by Johnson and Johnson (2008) and adapted into Turkish by Karadağ and Tosun (2014). The aim of the scale is to determine individuals' behavioural action styles when they are in a conflict situation. All items on the 35-item scale are positive sentences, and there are no reversed substances. The scale does not have a total score. The score of each sub-dimension in the scale that consists of 5 subdimensions, is obtained by adding the scores of the items of the related subdimensions. The sub-dimensions are determined as avoidant, compulsive, facilitator, mediator, and resisting. The minimum score one can get from subdimensions is 5, while the maximum score is 35. The scale is a 5-point Likert scale. Individuals are asked to evaluate each item and mark one of the following statements: "(1) I never act like this", "(2) I rarely act like this", "(3) I sometimes act like this", "(4) I often act like this", "(5) I mostly act like this" (Karadag & Tosun, 2014). The increase in the score obtained in each sub-dimension means that the individual chooses that conflict resolution style. The decrease in the score obtained in each sub-dimension means that the individual does not prefer conflict resolution.

Career Futures Inventory – Career Adaptability (CFI-CA). The Career Futures Inventory (CFI), which aims to measure individuals' positive attitudes toward their career future, was developed by Rottinghaus, Day, and Borgen (2005). The Turkish version of the scale was adapted by Kalafat (2012). The CFI consists of 3 factors, i.e. career adaptability, career optimism, perceived knowledge of the job market, and 25 items. The scale is a 5-point Likert type scale. Individuals were asked to evaluate and score each item as: "(1) I strongly disagree", "(2) I disagree", "(3) Neither", "(4) I agree", and "(5) I strongly agree". The values of the options range from 1 to 5. The Career Futures Inventory - Career Adaptability Subscale (CFI-CA) contains 11 items, its internal consistency is .83, and its re-test reliability is .75. The increase in the scores obtained from the career adaptability sub-dimension is evaluated as the individual's having a high belief that they can cope with the challenges and uncertainties in their career. In addition, a demographic questionnaire was also used to gather information on participants' gender, class level, and department.

Data Collection

In order to collect the data related to the research, classes and departments were determined by taking into consideration their availabilities. The surveys were conducted with the approval of the Ethical Board of the Institute of Educational Sciences – Dokuz Eylul University by one of the researchers within a one-course hour with the help of faculty members from predetermined departments. The students were informed about the research's motivation, voluntary participation, choosing best-fit statements when giving answers, and other remarkable points. The data of the students who left 10% or more of the items in the given form unanswered were not included in the study. For each individual in the sample, a mean value was assigned to the items in the forms left unanswered or that had more than one marking which

did not exceed 10% (Bell, Kromrey & Ferron, 2009). Accordingly, 32 of 483 subjects were left out of the sample because of missing marking. Thus, the data analysis of 451 subjects was conducted.

Data Analysis

Statistical analysis of the data collected for the research was made with the computer program known as SPSS (version 22.0). Firstly, we applied a normality test for determining whether the data were distributed normally or not. According to the test result, skewness and kurtosis values ranged between -2 and +2. Hence, it was confirmed that the observed distribution fit the normal distribution (George & Mallery, 2010). Based on this result, we used Independent Samples T-Test and One-Way ANOVA. We interpreted whether the findings were significant; we took the p.05 significance value as a criterion. Pearson's Correlation coefficient technique was used to analyse the correlational relationships to normal distribution.

Results

The total number of participants who attended the study was 451, 300 (%66,5) of whom were females and 151 (%33,5) were males. The sample consisted of 89 (%19,7) 1st grade, 130 (%28,8) 2nd grade, 116 (%25,7) 3rd grade, and 116 (%25,7) 4th grade students of the university's education department. Additionally, 87 (%19.3) of the participants were placed to an undergraduate program by the type of their science score, 73 (%16,2) of them by their social sciences score, 82 (%18,2) of them by their Turkish language-mathematics score, 130 (%28,8) of them by their foreign language score, and 79 (%17,5) of them by their aptitude test.

Analysis of the Relationship between Teacher Candidates' Conflict Activity Styles and Career Adaptability

The study's problem statement is described as "Is there a meaningful relationship between teacher candidates' conflict activity style levels and career adaptability levels?" When Table 1 below is examined, it can be seen that a statistically significant relationship was detected between the sample's CASI avoiding sub-dimension scores and the CFI-CA total scores (r= -0.11, *p*<0.01). There was a statistically significant relationship between the CASI competing sub-dimension scores and the CFI-CA total scores (r= -0.18, *p*<0.01). A statistically significant relationship was determined between the CASI-accommodating sub-dimension scores and the CFI-CA total scores (r= 0.14, *p*<0.01). A statistically significant relationship was found between the CASI-compromising sub-dimension scores and the CFI-CA total scores (r= 0.35, *p*<0.01). A statistically significant relationship was found between the CASI resisting sub-dimension scores and the CFI-CA total scores (r= 0.59, *p*<0.01).

Table 1

Pearson Correlation Test Results of the Relationship between Teacher Candidates' Conflict Activity Styles and Career Adaptability

		Conflict Activity Styles Inventory					
		CFI-CA	Avoiding	Competing	Accommodating	Compromising	Resisting
	CFI-CA	1.00					
CASI	Avoiding	-0.11*	1.00				
	Competing	-0.18**	0.37**	1.00			
	Accommodating	0.14**	0.48**	-0.19**	1.00		
	Compromising	0.35**	-0.11**	-0.26**	0.19**	1.00	
	Resisting	0.59**	-0.13**	-0.32**	0.23**	0.44**	1.00

*p<.05, **p<.01

Analysis of Career Adaptability and Conflict Activity Styles of Teacher Candidates According to Gender

The first subproblem of the study is, "Do the teacher candidates' conflict activity styles and career adaptability differ significantly according to gender?". A statistically significant difference was not found (*p*>.05) according to gender in the mean rank of sample's conflict activity styles; competing (t=0.04, *p*=0.96), accommodating (t=1.46, *p*= 0.14), compromising (t= -1.47, *p*=0.14), and resisting (t=-1.14, *p*=.25) which can be seen in Table 2 below. However, a statistically significant difference was found in the mean rank of the avoiding sub-dimension (d= -1.94, *p*=0.04) of conflict activity styles and the CFI-CA (t = -2.03, *p* = 0.04) of the sample according to gender (*p* <.05). When the mean ranks were examined, it was seen that the mean rank of the CFI-CA male sample (x̄= 43.25) was statistically significantly higher than the mean rank of the CFI-CA female sample (x̄= 41.89). The male sample's mean rank of the avoiding style was statistically significantly higher (x̄= 20.55) than the female sample's mean rank (x̄= 19.65; Table 2 below).

Table 2

Independent Samples T-Test Results of Teacher Candidates' Career Adaptability and Conflict Activity Styles According to Gender

Scales	Sub Dimensions	Gender	n	$\bar{x}$	Sd	t	Df	*p*
CFI-CA		Female	300	41.89	5.65	-2.03	449	0.04*
		Male	151	43.25	6.20			
CASI	Avoiding	Female	300	19.65	4.50	-1.93	449	0.04*
		Male	151	20.55	4.88			
	Competing	Female	300	23.61	4.05	0.04	449	0.96
		Male	151	23.59	3.97			
	Accommodating	Female	300	25.37	4.35	1.46	449	0.14
		Male	151	24.72	4.50			
	Compromising	Female	300	24.54	3.81	-1.47	449	0.14
		Male	151	25.10	3.83			
	Resisting	Female	300	25.48	3.97	-1.14	449	0.25
		Male	151	25.92	3.78			

*p<.05

Analysis of Career Adaptability and Conflict Activity Styles of Teacher Candidates According to Class Level

The second subproblem of the study is, "Do the teacher candidates' conflict activity styles and career adaptability scores differ significantly according to their class level?" When Table 3 below is examined, it is seen that the sample's CFI-CA mean scores (F=1.232, *p*=0.296) and the mean scores of competing (F=1.308, *p*=0.266), accommodating (F=0.406, *p*=0.804), compromising (F=0.512, *p*=0.727), and resisting (F=0.894, *p*=0.468) subdimensions of CASI did not significantly differ according to class level. Avoiding conflict activity styles mean scores (F=2.844, *p*=0.012) demonstrated a statistically significant difference concerning class level. According to the Tukey HSD test results conducted to determine the differences between these variables, differences were found between the 2nd, 3rd, and 4th graders. On this basis, when the mean scores concerning class levels were analysed, it was concluded that the avoiding conflict activity styles mean score of the 2nd-grade students ($\bar{x}$= 21.01) were statistically significantly higher than the 3rd-grade students' avoiding conflict activity styles mean score ($\bar{x}$= 19.21). The mean score of avoiding conflict activity styles scores of the 2nd-grade students ($\bar{x}$=21.01) was statistically significantly higher than the 4th-grade students' mean score ($\bar{x}$=19.33) of conflict activity style.

Table 3

One-way ANOVA Results of Teacher Candidates' Career Adaptability and Conflict Styles According to Class Levels

Scales	Sub Dim.	Class Level	n	x̄	Sd	F	P	Dif.
CFI-CA		1st Grade	89	43.68	5.19			
		2nd Grade	130	41.53	5.92	1.232	0.296	
		3rd Grade	116	42.64	5.60			
		4th Grade	116	42.94	5.85			
CASI	Avoiding	1st Grade	89	42.56	6.62			2>3
		2nd Grade	130	20.68	3.95	2.844	0.012*	2>4
		3rd Grade	116	20.08	5.44			
		4th Grade	116	18.44	4.25			
	Competing	1st Grade	89	20.36	4.59			
		2nd Grade	130	19.92	4.80	1.308	0.266	
		3rd Grade	116	23.36	3.79			
		4th Grade	116	23.55	4.25			
	Accommodating	1st Grade	89	23.43	3.73			
		2nd Grade	130	23.87	3.84	0.406	0.804	
		3rd Grade	116	23.64	4.63			
		4th Grade	116	25.16	3.65			
	Compromising	1st Grade	89	25.68	4.40			
		2nd Grade	130	25.03	4.05	0.512	0.727	
		3rd Grade	116	25.03	4.87			
		4th Grade	116	24.98	4.79			
	Resisting	1st Grade	89	24.08	3.48			
		2nd Grade	130	24.73	3.97	0.894	0.468	
		3rd Grade	116	24.80	3.60			
		4th Grade	116	25.03	4.02			

*p<.05

Analysis of Career Adaptability and Conflict Activity Styles of Teacher Candidates According to Their Undergraduate Program Placement Scores

The third subproblem of the study is, "Do teacher candidates' career adaptability scores differ significantly according to their scores that placed them in an undergraduate program?". When Table 4 below is examined, there is not a statistically significant difference in the mean scores of competing (F=0.26, *p*=0.900), accommodating (F=0.32, *p*=0.96), and compromising (F=0.85, *p*=0.49) according to the undergraduate program placement scores of the sample. However, there was a statistically significant difference in the CFA-CA mean score (F=2.23, *p*=0.03) of the sample according to their undergraduate program placement scores. According to the

Tukey HSD test results differences were found between the science and social sciences scores. In respect to this, the mean score of the sample, which was placed by their science scores, was statistically significantly higher ($\bar{x}$=43.68) than the mean score of the social sciences scores ($\bar{x}$=41.53). It is seen that the 'avoiding' conflict activity style mean score of the sample demonstrated a statistically significant difference (F=3.01, p=0.02) concerning placement scores. According to the Tukey HSD test results differences were found between the science and Turkish language-mathematics scores and between foreign language and Turkish language-mathematics scores. On this basis, when the mean scores of the placement scores were examined, it was concluded that the avoidant conflict activity styles mean score of the science scores were significantly higher ($\bar{x}$ = 20.68) than the mean scores of the Turkish language-mathematics scores ($\bar{x}$= 18.44). Moreover, it was determined that the avoiding conflict activity styles mean score of foreign language scores was statistically significantly higher ($\bar{x}$=20.36) than the mean score of the Turkish language-mathematics scores ($\bar{x}$=18.44).

According to their undergraduate placement scores, a statistically significant difference was found in the CASI mean scores (F=2.52, *p*=0.04) of the sample. Additionally, the results of the Tukey HSD test found differences between the social sciences and science scores. On this basis, the mean score of the sample placed by their social sciences scores was found to be statistically significantly higher ($\bar{x}$=26.68) than the mean score of the sample placed by their science scores ($\bar{x}$=25.12).

Table 4

One-Way ANOVA Results of Career Adaptability and Conflict Activity Styles of Teacher Candidates According to Their Undergraduate Program Placement Scores

Scales	Sub. Dim.	Score According to Undergraduate Program Placement	n	$\bar{x}$	Sd.	F	*p*	Difference
CFI-CA		Science	87	43.68	5.19	2.23	0.03*	Sci.> Soc. Sci.
		Social Sciences	73	41.53	5.92			
		Turkish language-mathematics	130	42.64	5.60			
		Foreign Language	82	42.94	5.85			
		Fine Arts (score & talent)	79	42.56	6.62			
CASI	Avoiding	Science	87	20.68	3.95	3.01	0.02*	Sci.>Turk. lang.-Maths F. Lang.>Tur. lang.-Maths
		Social Sciences	73	20.08	5.44			

Scales	Sub. Dim.	Score According to Undergraduate Program Placement	n	x̄	Sd.	F	p	Difference
		Turkish language-mathematics	130	18.44	4.25			
		Foreign Language	82	20.36	4.59			
		Fine Arts (score & talent)	79	19.92	4.80			
	Competing	Science	87	23.36	3.79			
		Social Sciences	73	23.55	4.25			
		Turkish language-mathematics	130	23.43	3.73	0.26	0.90	
		Foreign Language	82	23.87	3.84			
		Fine Arts (score & talent)	79	23.64	4.63			
	Accommodating	Science	87	25.16	3.65			
		Social Sciences	73	25.68	4.40			
		Turkish language-mathematics	130	25.03	4.05	0.32	0.86	
		Foreign Language	82	25.03	4.87			
		Fine Arts (score & talent)	79	24.98	4.79			
Scales	Sub. Dim.	Score According to Undergraduate Program Placement	n	x̄	Sd.	F	p	Difference
CASI	Compromising	Science	87	24.08	3.48			
		Social Sciences	73	24.73	3.97			
		Turkish language-mathematics	130	24.80	3.60	0.85	0.49	
		Foreign Language	82	25.03	4.02			
		Fine Arts (score & talent)	79	24.87	3.94			
	Resisting	Science	87	25.12	3.82			
		Social Sciences	73	26.68	4.00			
		Turkish language-mathematics	130	26.09	3.30	2.52	0.04*	Soc. Sci.>Sci.
		Foreign Language	82	25.44	4.12			
		Fine Arts (score & talent)	79	25.04	3.98			

*p<.05

Discussion, Conclusions, Recommendation

In this research, the conflict activity styles and career adaptabilities and whether the relationships between them differentiate based on certain socio-demographic variables of teacher candidates' were examined. According to the research results, the teacher candidates' career adaptabilities correlate with their conflict activity styles at a statistically significant level. There is a negative correlation between career adaptability and avoiding and competing action styles. Accordingly, career adaptability decreases when avoiding and competing actions are preferred in conflicts. There is a positive relationship between career adaptability and accommodating, compromising, and resisting styles. In other words, career adaptability increases when accommodating, compromising, and resisting styles are preferred in conflicts (See Table 1).

In their study, Eryilmaz and Kara (2017) state that career adaptability is related to neurotic and aggressive personality traits. Among conflict activity styles, aggressive behaviours are close to the competing style, which emphasises aim rather than valuing the relationship. In this direction, it can be stated that individuals who prefer compulsive behaviours have lower career adaptabilities. In his study, Hirschi (2009) states that individuals with migration backgrounds have lower career adaptabilities. It has been stated that schools, especially in regions that have high immigration numbers and cultural diversity, encounter more discipline problems due to differences in values (Altıntas-Yuksel & Gelisli, 2015; Burton 2012; Gogebakan Yildiz, 2016; Saiti, 2015). This situation demonstrates that individuals in multicultural school environments are far from having constructive conflict solving skills. When we compare this research results to the literature, there seems to be parallelism in the ideas. It can be said that constructive conflict solving strategies are preferred when there are fewer problems or even when people benefit from the conflict. In this manner, obstacles related to the individual's career would reduce, or the individual may cope with the obstacles in more healthy ways. This situation can be interpreted as the individual having high levels of career adaptability.

When we examine the results related to the research subproblems, we can first see that the avoiding sub-dimension statistically significantly differentiate regarding gender factors, and this is in favour of males. According to the subproblem results concerning the individual's gender, the avoiding style also differentiates; however, other conflict styles do not. In literature, studies are implying that there is no differentiation in conflict approaches or any differentiations resulting in favour of females. One study that shows differentiation resulted in favour of males, Cinamon (2006) emphasises that males tend to resolve work-family conflicts better than females. Rehber and Atici (2009) state that girls have higher conflict resolution points than boys in their studies. Ozdemir and Ozdemir (2007) indicate that conflict management strategies do not vary according to gender. Arslantas and Ozkan's (2012) study also states that conflict styles do not vary by gender. Sargin (2010) also points out that teacher candidates' conflict-related awareness does not differentiate according to gender. There are more similar findings suggesting no differentiation based on gender (Buyuksahin Cevik, 2017; Tekkanat, 2009).

Secondly, when we examined the results according to class levels, we found that the avoiding conflict activity style differentiated in favour of the 2nd graders, but career adaptability and other conflict activity styles did not show any differentiation. In the literature, it can be seen that conflict actions do not differentiate according to class levels. According to Noakes and Rinaldi (2006), there is no relationship between class level and conflict actions. Likewise, another study indicates that conflict resolution tendencies and class level are not related to each other (Gundogdu, Yavuzer & Karatas, 2011). Research results seem to be parallel with the existing literature. According to these results, it is concluded that teacher candidates do not know how to resolve conflicts, which is essentially a must for teachers. It can be seen that the avoidance behaviours of the second graders are considered to be natural, as they are in the developmental period of the early stages of their profession. However, by gaining practice in the profession, their conflict styles were more constructive as they continued to develop towards the time of their graduation. Consequently, to cope with unpredictable situations and conflicts teachers may face at school and to develop successful career adaptations, it is evident that teacher candidates need to learn constructive conflict actions. Accordingly, it is seen that providing teacher candidates with psycho-educational training and support by the university counselling services and departments may also support their career adaptation processes.

Thirdly, we noticed that there is differentiation according to the scores for an undergraduate program. Career adaptabilities of those who had science scores were higher than those who had social sciences scores. The level of teacher candidates' who had avoiding or resisting conflict activity styles differentiated according to the type of score they had to get into an undergraduate program. Therefore, it is understood that those who have science and foreign language scores prefer the avoiding activity style than those with Turkish language-mathematics scores. Additionally, it can also be said that the resisting activity style is dominant in those who were placed to an undergraduate program by their social sciences scores than those placed by their science scores. Other conflict activity styles do not differentiate according to this type of unit.

In literature, it is emphasised that students who were placed to university according to their science scores benefitted from having more sources to use related to their choice of profession. Students in science departments made their vocational preferences in a more mature way (Ozyurek & Kilic-Atici, 2016). Furthermore, many studies touch upon the idea that career development and the type of undergraduate program placement scores, in other words, the type of track the teacher candidate received their education in are related to each other (Demirkaya & Zengin, 2014; Erdogan & Arsal, 2015; Ozyurek, 2016). As distinct from others, Erdogan and Arsal (2015) state that career development desires of a science department, much like the computer teaching department, are lower than other departments. Among students who got into university with their science scores, the rate of those who made their choices depending on others' suggestions or through desperation is higher than those with other types of scores (Sarikaya & Khorshid, 2009). When studies are analysed

with the literature, it can be stated that students in science departments have higher career adaptability levels than students in other departments.

When the results are examined, the individual' a) choosing constructive-peaceful strategies, b) making a positive contribution to the corporate climate by showing flexibility in multicultural environments, and c) avoiding competing behaviours and benefiting from conflict situations instead of abstaining from conflict, increase career adaptability. In an institutional atmosphere, teacher candidates' conflict approaches correlate with their career adaptability. In this respect, conflict resolution education contributions to individuals' exhibiting more constructive behaviours and helps establish more positive communications (Akgun & Araz, 2014; Gogebakan Yildiz et al., 2016; Karaca & Ikiz, 2009).

Teacher candidates must achieve many developmental tasks during their university years, i.e. the last period just before obtaining a title in their profession. Matters such as making a career decision, mate selection, reaching an agreement with family about a career future, and developing-enriching interpersonal relationships are important. The nature of all of these matters brings along disagreements and conflicts. Teacher candidates can observe these conflicts both during their internship processes and in other environments. To gain profit from these conflicts, it seems crucial to learn constructive coping strategies. In this direction, to cope with conflicts both in their careers and social lives, teacher candidates can be given education on conflict resolution and mediation subjects.

Young individuals in an emerging adulthood period, who generally have a university education, make important decisions about their future and gain experiences. They make some preparations in this manner. Teacher candidates, who are still in university, are also going through a difficult and dense period due to these preparations. During their university period, teacher candidates do internships to gain experiences, undergo different training types to improve themselves and prepare for many exams to obtain a profession. This period becomes stressful and nervous for them (Arslan, 2016). Therefore, their perspectives on their own career can be affected negatively. It is thought that it can be beneficial to inform teacher candidates on career planning, career decision making, and institution dynamics and to provide psychological support services.

This study includes the examination of conflict activity styles and career adaptability. According to the study results, (a) conflict activity styles of teacher candidates differentiate concerning career adaptability and (b) conflict activity styles and career adaptability vary across gender, class levels, and types of scores. When we consider the rarity of the studies on career adaptability in Turkey, we make several suggestions. Students who enter universities with high science scores and high career adaptability levels prefer the competing conflict action style; therefore, variables such as social adaptation and personal adaptation may be effective in career adaptability. Additionally, it is recommended to include a support dimension in studies by addressing the approach and support families give those students with science scores in Turkey (Karacan-Ozdemir & Guneri, 2017).

The findings of the study are limited to the participants. Future participants can be formed from teacher candidate groups studying at different universities. The study can be extended to prospective teachers and teachers in comparative groups. In-service training is recommended to strengthen teachers' career adaptability. Teacher candidates should gain relationship management and conflict resolution skills during their university education. It is also recommended to add courses to teacher training programs to develop teachers' conflict management skills.

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Kariyer Uyum Yeteneğinin Çatışma Eylem Stillerine Göre İncelenmesi

Özet

Problem Durumu: Günümüz toplumunda ve ekonomik yapısında para kazanmak ve geçimini sağlamak en önemli konulardan biridir. Genç yetişkinlik dönemi bireylerin bu hedefe ulaşabilmek için son hazırlıklarını yaptıkları dönem olarak düşünülebilmektedir. Özellikle öğrenim süresinin son senelerine girildiğinde öğrencilerin ekonomik konular ve kariyer ile ilgili psikolojik danışma gereksinim artmaktadır.

20. yüzyılın sonunda ve 21. yüzyılın başında küreselleşme ve teknolojinin gelişimi iş dünyasında yarattığı değişimlerle beraber bireylerin kariyer yolları daha az tahmin edilebilir hale gelmiştir. Özellikle daha çok kişinin üniversite eğitimi almaya başlaması ile eğitilmiş gençlerde işsizlik problemi baş göstermiştir. İş dünyasının çalışanlardan beklentileri çalışanlarda işten çıkarılma kaygısı, değişimlerle başa çıkma güçlüğü ve iş arkadaşlarıyla gerginlikler gibi stres arttırıcı sonuçlara neden olmaktadır. Bu noktada bireyler için kariyer uyumluluğu kavramının önemi ortaya çıkmaktadır. Kariyer uyumluluğu, bireyin bir mesleki role hazırlanma aşamasındayken mesleğin kendisinin ya da çalışma şartlarının getirdiği beklenmeyen değişimlerle başa çıkmaya hazır olma gücüdür. Özellikle hizmet sektöründe iş yerlerinin kalabalık olması kişilerarası ilişkileri yönetmeyi güçleştirmektedir. Bu durum anlaşmazlıkları ve çatışmaları beraberinde getirmektedir.

Anlaşmazlık ve çatışma her ne kadar doğal bir durumdur. Ancak bu durumlardaki davranış tarzı kişinin mutlu, huzurlu olması ve çevresiyle uyumu hakkında belirleyicidir. Kariyer gelişimi sürecinde de birey hem kişilerarası hem de örgütsel çatışmalar yaşamaktadır. Öğretmenlik mesleği kültürel etkileşimin fazla olması, öğretme-öğrenme eksenli problemler, dil eksikliği veya yönetici-öğretmen iletişim sıkıntısı gibi sebepler nedeniyle çatışmalar bolca yaşanmaktadır. Bu çatışmalara uzlaşmacı davranışlarla yaklaşılması ve bu doğrultuda beceriler geliştirilmesi, öğretmenin kariyer sürecindeki zorluklarla başa çıkabilmeye hazır olması anlamına gelen kariyer uyumluluğu ile ilişkili görünmektedir. Bu nedenle araştırmada söz konusu ilişkinin istatistiksel olarak geçerli olup olmadığı ve hangi sosyodemografik değişkenlere göre farklılaştığı incelenmektedir. Bu doğrultuda problem cümlesi "Öğretmen adaylarının çatışma eylem stilleri ile kariyer uyumluluğu puanları arasında anlamlı bir ilişki bulunmakta mıdır?" şeklinde ifade edilmektedir.

Araştırmanın Amacı: Araştırmanın amacı, öğretmen adaylarının çatışma eylem stilleri ve kariyer uyumlulukları arasındaki ilişkiyi incelemektir. Ayrıca öğretmen

adaylarında çatışma eylem stilleri ve kariyer uyumluluğu düzeyinin cinsiyete, sınıf düzeyine, lisans programına yerleştiği puan türüne göre istatistiksel olarak anlamı bir fark olup olmadığının incelenmesi amaçlanmaktadır. Elde edilen sonuçlar ile çatışma durumunda sergilenen eylemsel tarzın ve kariyer uyumluluğunun öğretmen adaylarına olumlu veya olumsuz etkilerine ilişkin bilgi sağlanarak ilgili literatüre katkı sağlanacağı düşünülmektedir.

Araştırmanın Yöntemi: Araştırma nicel araştırma modeline dayalı olarak yapılandırılmıştır. Araştırmada korelasyon yöntemi ve betimsel yöntem birlikte kullanılmıştır. Araştırmanın evrenini İzmir'de Dokuz Eylül Üniversitesi Buca Eğitim Fakültesinde lisans eğitimine devam eden öğrenciler oluşturmaktadır. Araştırmanın örneklemi ise; Dokuz Eylül Üniversitesi Buca Eğitim Fakültesinde lisans eğitimine devam eden lisans yerleştirmelerine göre sayısal, eşit ağırlık, sözel, yabancı dil ve güzel sanatlar alanlarındaki toplam 451 öğrenciden oluşmaktadır. Örneklem 319 kadın, 164 erkek öğrenciden meydana gelmektedir. Öğrenciler kolay ulaşılabilir durum örneklem yoluyla seçilmiştir.

Araştırmada veri toplama aracı olarak Çatışma Eylem Stilleri Ölçeği, Kariyer Geleceği Ölçeği Kariyer Uyumluluğu alt boyutu ve araştırmacı tarafından hazırlanan Kişisel Bilgi Formu kullanılmıştır.

Araştırma için toplanan verilerin istatistiksel analizi bilgisayar üzerinden SPSS 22.0 programı ile yapılmıştır. Araştırma verilerinin normal dağılım gösterip göstermediğini belirlemek amacıyla normallik testi yapılmıştır. Verilerin analizinde Bağımsız İki Örnek T Testi ve Tek Yönlü ANOVA analizi kullanılmıştır. Bulguların anlamlı olup olmadığının yorumlanmasında .05 anlamlılık düzeyi ölçüt alınmıştır. İlişkiyi incelemek amacıyla yapılacak korelasyon analizinde ise normal dağılım nedeniyle Pearson Korelasyon tekniği kullanılmıştır.

Araştırmanın Bulguları: Çalışmanın bulgularına göre öğretmen adaylarının kariyer uyumluluğunun onların çatışma eylem stilleriyle istatistiksel olarak anlamlı düzeyde ilişkili olduğu tespit edilmiştir. Kariyer uyumluluğu ile kaçınmacı eylem stili ve zorlayıcı eylem stili arasında negatif ilişki bulunmaktadır. Buna göre çatışmalarında kaçınmacı ve zorlayıcı davranış tercih edildikçe, kariyer uyumluluğu düşmektedir. Kariyer uyumluluğu ile kolaylaştırıcı stil, uzlaştırmacı stil ve karşı koyucu stil arasında pozitif ilişki bulunmaktadır. Buna göre çatışmalarda kolaylaştırıcı, uzlaştırmacı ve karşı koyucu stil tercih edildikçe kariyer uyumluluğu yükselmektedir.

Çatışma eylem stillerinden kaçınmacı alt boyutunun cinsiyete göre istatistiksel olarak anlamlı bir şekilde farklılaştığı ve bu farklılaşmanın erkeklerin lehine olduğu sonucuna ulaşılmıştır.

Sınıf düzeyine göre bakıldığında, çatışma eylem stillerinden kaçınmacı stilin sınıf düzeyine göre ikinci sınıfların lehine farklılaştığı, kariyer uyumluluğunun ve diğer çatışma eylem stillerinin farklılaşmadığı bulunmuştur.

Puan türüne göre bulgular incelendiğinde sayısal puan türüyle yerleşenlerin kariyer uyumluluğu sözel türle yerleşenlere göre daha yüksek bulunmuştur. Çatışma eylem stillerine göre bakıldığında, kaçınmacı ve karşı koyucu eylem stillerine sahip öğretmen adaylarının yerleşilen puan türüne göre düzeylerinin farklılaştığı saptanmıştır. Sayısal türle yerleşenlerin eşit ağırlıklı türle yerleşenlere göre ve dil türüyle yerleşenlerin eşit ağırlıklı puan türüyle yerleşenlere göre daha çok kaçınmacı eylem stili tercih ettikleri anlaşılmaktadır. Sözel puan türüyle yerleşenlerin sayısal türle yerleşenlere göre kıyaslandığında karşı koyucu eylem stillerinin baskın olduğu anlaşılmaktadır.

Araştırmanın Sonuçları ve Öneriler: Sonuçlar incelendiğinde bireyin yapıcı-barışçı stratejiler tercih etmesi, çok kültürlü ortamlarda esneklik göstererek kurumsal iklime olumlu katkıda bulunması, zorlayıcı davranışlardan kaçınması ve çatışmadan uzaklaşmaması, aksine çatışma durumlarından yarar görebilmesi, onun kariyer uyumluluğunu yükseltmektedir. Kurumsal iklimde öğretmen adaylarının çatışma yaklaşımlarının onların kariyer uyumluluğuyla ilişkili olduğu düşünülmektedir.

Öğretmen adayları meslek sahibi olmadan önceki son dönem olan üniversite döneminde birçok gelişimsel görevi başarmak durumundadır. Kariyer kararı verme, eş seçimi, iş seçimi, aile ile kariyer geleceği hakkında uzlaşma ve kişilerarası ilişkilerini geliştirme-zenginleştirme gibi konular önem taşımaktadır. Tüm bu konuların doğası anlaşmazlık ve çatışmaları beraberinde getirmektedir. Öğretmen adayları gerek stajlarında gerekse diğer ortamlarda bu çatışmaları gözlemlemektedir. Bu çatışmalardan kazanç elde edebilmek adına çatışma ile yapıcı başa çıkma yaklaşımlarını öğrenmeleri önemli görünmektedir. Bu doğrultuda, öğretmen adaylarının hem kariyerlerinde hem de sosyal yaşamlarında çatışmayla başa çıkabilmeleri için onlara çatışma çözme ve arabuluculuk eğitimi verilebilir.

Gençler genellikle üniversite eğitimi aldıkları beliren yetişkinlik döneminde gelecekleri adına önemli karar vermekte ve denemeler yapmaktadır. Bu doğrultuda çeşitli hazırlıklar yapmaktadırlar. Üniversitede öğrenim gören öğretmen adayları için de bu hazırlıklar yoğun ve zorlu geçmektedir. Öğretmen adayları üniversite yıllarında deneyim kazanmak için stajlar yapmakta, kendilerini geliştirmek için farklı eğitimler almakta ve meslek sahibi olabilmek için birçok sınava hazırlık yapmaktadır. Bu süreç onlar için stres dolu ve gergin bir dönem haline gelmektedir. Bu nedenle kariyerlerine ilişkin bakış açıları olumsuz etkilenebilmektedir. Öğretmen adaylarına kariyer planlama, kariyer kararı verme ve kurum dinamikleri hakkında bilgi vermenin ve psikolojik destek hizmetlerinin sağlanmasının faydalı olacağı düşünülmektedir.

Bu çalışma çatışma yaklaşımları ile kariyer uyumluluğu arasındaki incelemeyi içermektedir. Araştırmanın sonuçlarına göre (a) öğretmen adaylarının çatışma eylem stilleri kariyer uyumluluğuna göre farklılaşmaktadır ve (b) çatışma eylem stilleri ve kariyer uyumluluğunun cinsiyete, sınıf düzeyine ve puan türüne göre farklılıklar göstermektedir. Kariyer uyumluluğu ile ilgili olarak Türkiye'deki çalışmaların azlığı düşünüldüğünde, kariyer uyumluluğunun başka faktörler ile ilişkisinin incelenmesi önerilmektedir.

Anahtar Sözcükler: Çatışma, kariyer uyumluluğu, kariyer danışmanlığı, çatışma eylem stilleri, öğretmen adayları.

Ethics Committee Approval:

Dokuz Eylul University, Institute of Educational Sciences

Number: 8531609/399