Sources of Conflict Between Primary School Principals and School Counsellors in Turkey

Türkiye 'de İlköğretim Okulu Yöneticileri ile Rehber Öğretmenler Arasındaki Çatışma Kaynakları

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Öz

Okul örgütünün amaçlarını gerçekleştirebilmesi için okul yöneticilerinin ve rehber öğretmenlerin işbirliği içinde olması ve okulda çatışmaların etkili biçimde yönetilebilmesi önemli faktörlerdir. Bu araştırma, okul yöneticileri ile rehber öğretmenler arasındaki çatışma kaynaklarına ilişkin görüşlerin incelendiği tarama modelinde betimsel bir çalışmadır. Veriler, Ankara İli merkez ilçelerindeki kamu ilköğretim okullarında görev yapan 260 rehber öğretmen ve 175 okul yöneticisinden toplanmıştır. Bulgulara göre, rehber öğretmenler, okul yöneticilerinin, rehber öğretmenlere ait görev kapsamını bilmediğini ve kendilerine görev alanı dışındaki işleri yaptırmak istemelerinden dolayı çatışma yaşadıklarını belirtmişlerdir. Okul yöneticileri ise rehber öğretmenlerin alan bilgisinin yetersiz olduğu ve yönetimsel işler gibi rehberlik servisi dışındaki işlerle de uğraşmaları gerektiği konularında çatışma yaşadıklarını ifade etmişlerdir.

Anahtar Sözcükler: Çatışma kaynakları, rehber danışman, okul yöneticisi.

Abstract

In order to achieve schools' organizational goals, coordination between school principals and school counsellors and efficient conflict management strategies must be considered as important factors. The present study is a survey model descriptive study which examines the views of school principals and school counsellors in terms of sources of conflict. Data have been collected from 260 school counsellors and 175 school principals at public primary schools in central districts of Ankara. According to the findings of the study, school counsellors state that school principals do not know the scope of the tasks assigned to them and they demand tasks which are not within this scope. However, school principals indicate that school counsellors do not have sufficient professional knowledge and they should work in some other administrative task at school.

Keywords: sources of conflict; school counsellor; school principal

Introduction

Today, family problems, child abuse, addictive behaviours and social violence are confronted every day. When such problems arise, school counsellors help students through individual and group counselling strategies for discovering and overcoming problems and consultation processes which include families, teachers and relevant institutions (Schmidt, 2003; 2).

School counselling plays a part in the following three fields: academic career support, career

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development and personal–social development (ASCA, 2003; Fulwood, 2004; 85). According to the ASCA National Model, school counsellors carry out the counseling program by delivering specific services to students, parents, school staff and the community that fall into four common categories: Responsive services, School Guidance Curriculum Development, Individual Student Planning, and System Support. Responsive services have five functions: individual or group counselling, parent, teacher or educator counselling, referrals to other school support services or community resources, peer helping, giving information. School counselling program development services consist of structured lesson planning in order to develop suitable information and skills for all students. Individual student planning services have a systematic activity planning function which is essential for students to set their personal goals and plan their future. System support function ensures an effective counselling plan in practice. It should be noted that there is no non-counselling activity that fit into the four major service delivery components described above (ASCA, 2003).

Tasks of school counsellors consist of psychological, academic, and social development for students and individuals and services in relevant fields. Therefore, they contribute to social change by helping individuals. Professional tasks of school counsellors are carried out by experts called "school psychologists", "guidance teachers" and "school counsellors" in various countries. Although they have different titles, school counselling services are similar. In Turkey, school counsellors perform tasks of psychological counseling, educational guidance, professional guidance, personal guidance, personal identification and group guidance activities. According to the Ministry of National Education of Turkey, the purpose of counselling and guidance services is, as part of general goals of Turkish Educational system, to help students in self actualization, benefit from the education in accordance with their skills and features, and make use of their potentials properly (The Ministry of National Education of Turkey, 2001, Regulation No: 24376).

Effective schools are the ones in which there is maximum accordance among the staff regarding the purposes of the school to which each staff contributes within their own scope of task (Greenfield, 1982). Since counselling services and counsellors are indispensible part of the school system, to put into practice school counselling services properly requires a harmonized working atmosphere with school principals. School counsellors need support from school principals to carry out guidance and psychological counseling services at schools in an effective way because school principals largely define the roles and functions of school counsellors (Ribak-Rosenthal, 1994). Yeşilyaprak (2002) asserts that the roles of principals in performing counselling services are organizing, consulting and supporting of the counselling programme.

It has been suggested that school counselors' roles may be compromised by principals who lack knowledge and understanding about what school counsellors are trained to do (Fitch, Newby, Ballestero and Marshall, 2001). Thus, ASCA has tried to clarify and also define the school counsellor role and the needed expertise. Yet still many principlas can't keep up the needs and miss the main purpose of school counsellors (Bardoshi & Duncan, 2009). There are many conflicts between school principals and school counsellors concerning the roles of counsellors, tasks they perform and expectations.

According to Zalaquett (2005), it is important for school counsellors and principals to "form a partnership based on knowledge, trust, and positive regard for what each professional does". Establishing constructive relationships of mutual respect and support, however, may be challenging because principals often determine counsellor roles without understanding them (Dollarhide, Smith, & Lumberger, 2007). Namely, counsellors and principals have different approaches for addressing the same student concerns and use different frameworks for dealing with the challenges they face. Counselors advocate for individual students while principals focus more on the school as a whole. Student discipline, confidentiality and student achievement are all issues in which counselors' and principals' perspectives may differ (Shofner & Williamson, 2000).

Additionally, counsellors might be assigned different tasks by principals such as disciplinary functions, programming, and document work (Chata & Loesch, 2007, 4). School principals tend

to see counsellors as "teachers", "units to support administration" or "managers". According to principals, counsellors must catch high standars in their profession, be aware of professional changes, establish close relationships with school principals and collaborate with parents and colleagues to positively shape school climate (Dollarhide, Smith, & Lumberger, 2007, 361). Most counsellors spend 40% of their time dealing with administrative or secretarial work (Gibson & Mitchell, 2003). School principals expect counsellors to "support administrative tasks" and "deal with office/document tasks" and at the same time, " be interested in administrative and discipline problems" (Hassard & Costar, 1977; Amatea & Clark, 2005). Principals think that counsellors are an important, indispensible part of discipline process. Yet, getting involved in discipline issues at schools is not one of the primary functions of school counsellors (Schmidt, 2003). Principals define counsellors according to their role in the prevention of problems and administrative functions rather than their profession (Bemark, 2000, 323).

Unlike school principals, school counsellors do not tend to see themselves as "teachers", "units to support administration" or "managers". Most counsellors consider themselves as "change agent", "crisis manager" or "group leaders". Zalaquett (2005) point out that school counsellors participate in duties that are only remotely related to their training and their professional role. However, skills and knowledge of school counsellors become rusty when they deal with traditional administrative and documentary work. Furthermore, carrying out non-counselling tasks can prevent school counsellors from delivering essential appropriate services and advance confusion regarding the role of the school counsellors (Fulwood, 2004; Amatea & Clark, 2005).

School counsellors feel dissatisfied when they are assigned administrative work or document and office work such as disciplinary processes because such tasks are not included in their scope of task and they are worried because their professional skills and competencies are used for different purposes by school principals (Ribak - Rosenthal, 1994; Chata & Loesch 2007). At this point, misunderstandings and differences of perceptions about the roles and functions of school counsellors reveal the fact that school principals need to be informed about them. That most school principals do not fully understand the roles of school counsellors might be due to the fact that they have not taken courses about school counselling at university or have not worked as a counsellor before principalship (Beale & McCay, 2001, 257). This disagreement about the roles of counsellors might be arised from the fact that they are trained in different fields and they do not have a chance to learn about each other's responsibilities, roles and points of view (Shoffner & Williamson, 2000).

The results of certain studies in Turkey on this issue indicate that school principals and counsellors do not have compatible relationships. In certain studies it was found that school principals' knowledge about the mission of counselling services are limited and principals of secondary schools agree with the idea of "*counsellors assist administrative tasks*" more than the primary school principals do. This lack of knowledge impede school counsellors in performing their tasks effectively (Ozabaci, Sakarya, & Dogan, 2008; Hamamci, Murat, & Coban, 2004). In another study conducted in high schools, Poyraz (1993) found that some tasks of school counsellors were considered by teachers and principals as their own tasks and there were conflicts. Paskal (2001) found that more than half of the principals considered the tasks of school counsellors as the following: acting as substitutes and attending classes, acting as proctors during examinations, and dealing with correspondence. Similarly, in a study by Yöntem (1999) on the problems during school counseling services, it was seen that there was not enough collaboration between school principals and school counsellors. But unlikely from the findings above, in his research Unal (2004) asserted that principals and classroom teachers of primary schools, perceived counselling services and school counsellors as needed and are being seen as an important.

As it is clear from the above mentioned findings, there are different perceptions and expectations of school principals and counsellors concerning "process of school counseling services" and "the roles and tasks of school counsellors". This case leads to various conflicts

between school principals and counsellors. Hence, this present study attempts to answer the following questions:

1. What do school counsellors think about sources of conflict caused by school principals and school counsellors?

2. What do school principals think about sources of conflict caused by school principals and school counsellors?

3. Is there any significant difference between the views of school principals about sources of conflict according to their attendance at an in service training (INSET), a course or a seminar.

4. Is there any significant difference between the views of school counsellors about sources of conflict according to their gender and major.

Method

Participants

The target population of the study consists of 424 school principals and 623 school counsellors from public primary schools in the central districts of Ankara, Turkey during the 2008-2009 academic year (Ankara Provincial Directorate of National Education, Bureau of Statistics, 2008). While determining the sample size, Barlett, Kotrlik and Higgs' sample size determination table was used. According to that table, 260 school counselors and 175 primary school principals were chosen as samples from target population given above for 95% confidence interval. Stratified sample method was used for this sampling. In stratified sampling method, the subgroups are identified in a population, such that each unit belongs to a single stratum, and then units are selected from those known strata (Teddlie & Tashakkori, 2009). In this method, representative statistics are reached since every district is divided into sublayers and thus gives homogenous subgroups. For that, each of the eight districts in the metropolitan area of Ankara was considered as a stratum by taking each district as a criterion. Hence, proportional representation of principals and school counsellors in every district according to their ratios was ensured. The ratios of representation of these strata were shown in Table 1.

Table 1.

Research Sample

Districts	Number of counsellors	Counsellors' ratio in Total (%)	Counsellors in sample (N=260)	Number of principals	Principals' ratio in Total (%)	Principals in sample (N=175)
Altındağ	78	12.5	33	58	13.65	24
Çankaya	159	25.5	66	88	20.75	36
Etimesgut	41	6.7	17	29	6.83	12
Gölbaşı	20	3.2	8	8	2	2
Keçiören	83	13.30	35	60	14.15	24
Mamak	88	14.10	37	76	18	32
Sincan	46	7.38	19	36	8.5	15
Yenimahalle	108	17.32	45	69	16.3	30
Total	623	100	260	424	100	175

Regarding demographics, principal respondents included 45 (25.7%) females and 130 (74.3%) males. Counsellor respondents included 169 (65%) females and 91 (35%) males. As Table 2 shows all the participants were aged between 22 and 52 or more years and group's years of experience ranged from 1 to 21 or more.

Table 2.

Ages and Years of Experience of the Participants

Position	Ages	%	Number	Overall	Years of experience	%	Number	Overall
Counsellor	22-27	3.4	9	9				
Principal	28-33	5.3	24	88	1-5	25.3	39	74
Counsellor		3.4	64			13.5	35	
Principal	34-39	17.3	33	127	6-10	36	47	122
Counsellor		36.1	94			28.8	75	
Principal	40-45	26.7	40	117	11-15	18.7	34	138
Counsellor		29.3	76			39.9	104	
Principal	46-51	37.3	48	62	16-20	12	29	75
Counsellor		5.3	14			17.8	46	
Principal	52 or more	1.4	3	33	21 or more	8	26	26
Counsellor		13.3	30					

School counsellors varied according to their major. The majority of this group was composed of psychological counseling and guidance graduates. A total of 260 school counsellors are shown in Table 3 according to their graduation.

Table 3.

Graduation of School Counsellors

Graduation	%	Numbers
Psychological counseling and guidance	31.5	82
Psychology	14.6	38
Psychological services in education	16.9	44
Curriculum and instruction	16.1	42
Educational administration	21.4	29
Evaluation and measurement in education	5	13
Philosophy	3	8
Public education	1.5	4

Instrument

The questionnaire used in the study was developed, tested and validated by the researchers. By reviewing the literature, questions have been constituted. This is a self-report questionnaire consisting of 31 questions as a five point Likert type scale which is composed of two parts. In the first part, there is information about the variables of gender, seniority, and branch of school principals and counsellors. In the second part, there are statements of 31 items which measure sources of conflict between school principals and school counsellors. Based on the questionnaire items, three research questions were composed.

First of all, necessary permission was received from the Ministry of National Education of Turkey. Before conducting the questionnaire, researcher explained the purpose of the research and obtained a signed *Consent to Participate in Research* form from each principal and counsellor. The survey was administered to principals and counsellors at their respective schools. The data from the completed questionnaires were analyzed for this study. Significant findings are described below.

Primarily, exploratory factor analysis was performed to determine the structural validity of the scale. Reliability study was tested by the Cronbach's alpha reliability coefficient. One item with an item factor load value .45 was eliminated. For the scale, the initial solution extracted two factors with Eigenvalues of greater than one accounting for 50.56% of the total variance. The two-

factor structure was adopted in the subsequent analysis. The first factor consisted of fifteen items and was labeled as "sources of conflict caused by school principals" (α=.88). Factor load values of these items range from .397 to .753. And this factor explains 26,66% of the qualities that the scale attempts to measure. The second factor consisted of sixteen items and was labeled as "sources of conflict caused by school counsellors" (α=.93). Factor load values of these items range from .503 to .821 and it explains 24,121% of the qualities that the scale attempts to measure.

Data analyses

Data were analysed through the following stages. First, all data were explored through descriptive statistics using SPSS for accuracy of data entries, missing values and normality. Arithmetic means, standard deviations and frequency distributions of the research variables were then calculated. T-test was used to determine whether there was a difference between school principals and school counsellors in terms of sources of conflict according to gender, major of counsellors and principals' INSET (in service training), seminars or taking a course about counselling.

Results

In the first dimension of the scale called "*sources of conflict caused by school principals*", there is a significant difference between the views of the school counsellors and the school principals [$t_{(433)}$=6.34, p<.01]. Here the perceptions of the school counsellors about sources of conflict caused by school principals are higher than those of the principals' perceptions. In the second dimension of the scale called "sources of conflict caused by school counsellors", there is no siginificant difference between the views of the two groups. t-test results of the school principals and school counsellors concerning the dimensions are detailed in Table 4.

Table 4.

Results of the Significance Test Between Sources of Conflict Caused by Counsellors and Principals

Dimension	Position	N	X	SD	df	t	p
Factor 1	Counsellors	260	59.80	12.06	433	6.34	00
	Principals	175	48.87	13.12			
Factor 2	Counsellors	260	53.11	11.02	433	1.51	131
	Principals	175	56	13.47			

Sources of Conflict Caused by School Principals

In response to the first survey question, arithmetic mean and standard deviation values of the school principals and school counsellors in the first dimension of the scale are shown in Table 5. In this dimension, the most important items where the difference between the views of the school principals and the school counsellors about sources of conflict presented respectively.

Table 5.

Arithmetic Mean and Standard Deviation Values of the Scores of School Principals and School Counsellors about Sources of Conflict in the First Dimension (Dimesion of School Principals-Factor 1)

Sources of conflict	Position	X	SD
1- It is a source of conflict when school principals do not know the scope of task of school counsellors.	Principal	3.54	1.30
	Counsellor	4.26	.99
2- It is a source of conflict when school principals want school counsellors to perform irrelevant tasks.	Principal	3.25	1.31
	Counsellor	4.22	1.04
3- It is a source of conflict when school principals want school counsellors to act as a substitute for non-attended classes.	Principal	3.24	1.46
	Counsellor	4.15	1.18
4 - It is a source of conflict when school principals want school counsellors to help with administrative work.	Principal	2.84	1.32
	Counsellor	3.94	1.10
5- It is a source of conflict when school principals do not believe counselling service is necessary.	Principal	3.69	1.14
	Counsellor	4.25	1.11

In the dimension of conflicts caused by school principals, the school counsellors think that *"school principals who do not exactly know the scope of task of a school counsellor"* are a high source of conflict (X=4.26), but this case is considered as a moderate source of conflict by the school principals (X=3.25). This finding, at the same time, is the item where the difference of opinion between the groups is the highest. School counsellors rated this item as the top source of conflict in regard to importance.

School counsellors consider "*demands of school principals for irrelevant tasks*" as a quite high source of conflict (X=4.22), whereas school principals think it is moderate (X=3.25). School counsellors often have to deal with activities irrelevant to their own field. School principals and teachers attach much more importance to such tasks rather than counselling and they would like counsellors to deal with the stuff in their remaning time. Some of the most common tasks assigned to school counsellors are proctorship, maintaining order, secretary services and registeration (Baker, 2000). As Schmidt (2003) suggests, considering school counsellors as substitutes, assistant managers or secretaries-scribes (those who deal with office work) overshadows their role in the development of comprehensive school counselling programs. In Turkish primary schools, the case is nearly the same and school counsellors are assigned some other tasks than their profession, which causes conflicts between school counsellors and school principals.

School counsellors consider "*demands of school principals from school counsellors to act as substitutes for non-attended classes*" as a quite high source of conflict (X=4.15), whereas school principals think it is moderate (X=3.24). According to school principals, school counsellors who are experienced to teach are more efficient in solving student academic problems than inexperienced ones (Quarto, 1999).

School counsellors consider "*demands of school principals from school counsellors to help administrative work*" as a quite high source of conflict (X=3.94), whereas school principals think it is moderate (X=2.84). This result is consistent with some findings. For example Ribak-Rosenthal (1994) assert that as administrative work increases, school principals demand school counsellors to have more office tasks. According to a study by Jimmerson, Graydon, Curtis and Staskal (2007, 494), the amount of time spent for counseling services at schools is below 50% of total office time. They spend much more time for given tasks.

On the other hand, school counsellors consider **"*disbelief of school principals in counseling services*"** as a quite high source of conflict (X=4.25), similarly school principals think it is high (X=

3.69). This case might happen because of the fact that school counselors often work in districts where their duties are assigned, supervised, and evaluated by principals who do not have a counselling background and who have not been trained on the duties of the school counsellor (Ponec and Brock, 2000).

Sources of Conflict Caused by School Counsellors

In response to the second survey question, arithmetic mean, standard deviation and sequence values of the school principals and school counsellors in the second dimension of the scale are listed in Table 6. In this dimension, the items where the difference between the conflict perceptions of the school principals and school counsellors is the highest are respectively presented.

Table 6.

Arithmetic Mean and Standard Deviation Values of the Scores of Principals and Counsellors about Sources of Conflict in the First Dimension (Dimension Of School Counsellors-Factor 2).

Sources of conflict	Position	X	SD
1- It is a source of conflict when school counsellors only deal with those who have applied to the counseling service.	Principal	3.70	1.13
	Counsellor	3.23	1.21
2- It is a source of conflict when school counsellors do not know students well because they do not have a course load.	Principal	3.22	1.25
	Counsellor	2.66	1.20
3- It is a source of conflict when suggestions by school counsellors to solve the current problems are inefficient.	Principal	3.56	1.02
	Counsellor	3.14	1.21
4- It is a source of conflict when school counsellors do not have enough professional knowledge.	Principal	3.76	1.17
	Counsellor	3.84	1.25

School principal consider "*attention of school counsellors to the students who come to the counseling services only*" as a high source of conflict (X=3.70), whereas school counsellors think it is moderate (X=3.23). According to this result, school principals believe school counsellors should deal with some other problems as well and become efficient. A study to support this assumption was conducted by Paisley and McMahon (2001). According to the authors, school counsellors must support all students; perform team work with in-school and out-of school-individuals and get involved in leadership teams of schools. Further, instead of dealing with only those in the office, school counsellors must have a complementary role in every process at schools, and they must have an active role in working for all student's achievement by going beyond their existing role (House and Sears, 2002; Kaplan and Evans, 1999). Thus, primary school counsellors can use this existing knowledge to collaborate with principals to further advance what they considered most important for school counsellors.

School principals consider "*lack teaching experience of school counsellors and not knowing students well*" as a moderate source of conflict (X=3.22), whereas school counsellors think it is low (X=2.66). School counsellors do not believe it is necessary to attend classes to get to know students, while school principals think classes are essential for them with a traditional point of view. As in Nugent's (1981) finding, school principals believe that school counsellors must have enough teaching experience to attend classes. The reason is that school principals see school counsellors as senior teachers rather than counselling experts. This finding shows that lack of role clarity of school counsellors still continue. In fact, neither ASCA's counsellor role statement nor The Regulation for Guidance and Psychological Counseling Services of Ministry of National Education of Turkey are assigned as such task for counsellors.

School principals consider "*inefficient solutions suggested by school counsellors*" as a high source of conflict (X=3.56), whereas school counsellors think it is moderate (X=3.14). In a similar manner principals consider "*insufficient professional knowledge of school counsellors*" as a

high source of conflict (X=3.76), and school counsellors think it is high (X=3.84), too. The reason for the fact that school principals consider insufficiency of professional knowledge of school counsellors as a conflict factor might be caused by counsellors having graduated from different undergraduate programs in Turkey. School principals feel uncomfortable with the situation when they think school counsellors from different fields might be inefficient. In this respect, Schmidt (2003) suggests school counsellors should have necessary technical knowledge and skills as well as being aware of who they are and what they do in order to establish a strong professional identity. According to Crosslin (2006), inexperienced school counsellors do not fully understand their own professional roles and functions. Such lack of awareness by inexperienced school counsellors causes an ambiguity called "role conflict", which is not consistent with the definition of professional roles and functions. School counselors, however, must have skills and information about individualistic, social and career needs of students which directly affect academic achievement and they must be available (ASCA, 2003; Ponec and Brock, 2000).

In response to the third survey question, Table 7 below shows the t-test results of the school principals' scores according to INSET or taking a course concerned with counselling. In the first dimension there is no difference between the perception of school principals' having INSET, receiving a course or attending seminars concerning with counseling. At this dimension, 68% of the school principals (N=101) included in the study stated they had INSET, received a course or attended seminars, whereas 32% of them (N= 74) said they have not. However, the views of the school principals about conflict differ significantly according to having INSET in the second dimension of the scale [$t_{(173)}$=0.63, p<.05]. Here, perception of the school principals who had INSET or attended seminars about sources of conflict are higher than those of not. This finding indicate that, principals' having knowledge concerning counselling, might not mitigate the conflict between two groups.

Table 7.

T-Test Results of the Principals' INSET concerned with Counselling

Dimensions	INSET	N	%	X	SD	df	t	p
Factor 1	YES	101	68	51	14.62	173	0.75	.64
	NO	74	32	51.25	10.41			
Factor 2	YES	101	68	57.63	14.12	173	0.63	.03
	NO	74	32	53.60	11.93			

P<.05

In this study, the school counsellors graduated from the departments of Guidance and Psychological Counselling, Psychology and Psychological Services in Education are taken under the umbrella term of Guidance and Psychological Counseling (GPC). The graduates from the departments of Evalution and measurement in education, Educational administration, Curriculum and instruction, Public education and Philosophy are taken under the category of Other Educational Sciences (OES).

In response to the survey question three, a statistically significant difference in the means was found between the views of school counsellors about sources of conflict in the second dimension according to their major. In the first dimension (sources of conflict caused by school principals), there is no significant difference between the views of PCG graduates about sources of conflict and those of the others, but a significant difference was observed in the second dimension (sources of conflict caused by school counsellors) [$t_{(258)}$=1.53, p<.05]. In this dimension, the perceptions of the PCG graduates about sources of conflict are higher than the views of the others. Table 8 below shows the t-test results according to the participants' majors.

Table 8.

T-Test Results according to Graduation Degrees

	Graduation	N	X	S	df	t	p
Factor1	PCG	159	59.55	11.47	258	.063	.159
	OES	101	59.65	12.16			
Factor2	PCG	159	55.32	13.80	258	1.53	.032
	OES	101	50.21	14.60			

*P<.05

PCG: Psychological Counseling and Guidance

OES: Other Educational Sciences

The views of school counsellors about sources of conflict cause a significant difference according to their gender in the second dimension of the scale [$t_{(258)}$=2.95, p<.05]. The views of the female counsellors about sources of conflict are higher than those of the male counsellors. Table 9 below shows the t-test results according to gender of counsellors.

Table 9.

T-Test Results According to Gender

	Gender	N	X	S	df	t	p
Factor 1	Male	91	57.66	14.15	258	1.62	.107
	Female	169	60.47	10.31			
Factor2	Male	91	49.01	15.78	258	2.95	.004
	Female	169	55.11	12.94			

*P<.05

Discussion

In this research, the sources of conflict between school principals and school counsellors have been researched and discussed. The most important general result was that a significant difference between the opinions of the school principals and the school counsellors concerning source of conflict was caused by principals (Table 4). These data show that conflict between the counsellors and the principals arises mostly from the principals. While sharing a common interest in serving students, principals and school counsellors often approach student concerns from different points of view based on their preparation and philosophical orientation. These varied perspectives may lead to conflict and ineffective use of time and energy for both principals and counsellors (Kaplan, 1995; Shoffner and Williamson, 2000). It is essential therefore that counsellors and principals work more collaboratively to serve students.

School counselors' top rated items, concerning the conflict were;, *principals' lacking of knowledge about the scope of counselling, demanding from counsellors irrelevant tasks, demanding from counsellors to act as substitutes for non-attended classes and demaninds from counsellors to help administrative duties.* This case might be explained by the fact that assigned positions of school counsellors are not clearly stated in the Ministry of National Education Regulation for Guidance and Psychological Counseling Services. The fact that school principals do not know the scope of task of school counsellors and that this case is considered as a source of conflict shows that the need for INSET, seminars, conferences and etc. to inform school principals.

This finding confirms some previous studies. For example, Özabacı, Sakarya and Doğan (2008) found that principals demand school counsellors take part in administrative tasks in an additive manner. Similarly, Nazlı (2007) found in her study that school principals don't know the scope and the purpose of the counselling services in their schools sufficiently. They think that

counselling services do not meet the needs of the society and the students. But the principlas do not have an idea how they can improve the counselling services as well. Contrary to this finding, Korkut-Owen and Owen (2008) concluded that both counsellors and principals perceive the administrative tasks as less important assignment for counsellors. Amatea and Clark (2005) concluded that since principal preparation programs do not routinely provide knowledge about the potential skills that counselors can bring to schools, most principals learn about the counsellor role solely through firsthand experience. Kirchner and Setchfield's (2005) findings also indicate that principals typically assign duties to school counsellors different than those endorsed by the school counselling profession.

Looking at principals' perceptions, the result of this study revealed that counsellors' *lacking of lecturing experience and thereby not knowing students well, dealing only with students who come to the counseling service, inefficient professional knowledge and suggested solutions* were perceived as sources of conflict by principals. Researchers propose that principals in this study rated the items given above as the source of conflict, because school counsellors and school principals are trained seperately and have few opportunities to interact and learn each others' role. These different backgrounds, perspectives and training could be the real source of conflict in defining school counsellors' role. Karip and Köksal (1999) concluded, being in collaboration with school principals is important for school counsellors. Because, in most schools, principals have the power to stop change and define school counseling programs (Amatea & Clark, 2005; Dollarhide, Smith, & Lumberger, 2007). If principals lack understanding of appropriate counsellor roles, they may unintentionally move counseling programs into quasi-administrative directions that fail to capitalize on the talents and training of school counsellors in promoting student growth and development (Armstrong, MacDonald, & Stilo, 2010). On the other hand knowing the perceptions of counsellors' roles held by principals can help counsellors anticipate areas of agreement and conflict when they attempt to gain administrative support for their activities and projects. Furthermore these findings can be used to establish better communication and understanding between school counsellors and school principals and to strengthen the team building and collaboration between these two parts.

The results of this study also revealed that perception of principals attending an INSET, a course or a seminar about conflict caused by counsellors was higher than those who do not. This finding confirms the Özdemir's (1991) finding. He concluded that expectation of principals attending an INSET, a course or a seminar concerning with services of counselling are significantly higher than those who do not. It is seen that school principals who are more informed about counselling services attach much importance to them and do not want school counsellors to decide and take initiative on their own. This finding is also in contrast to some findings in literature. For example Shoffner and Williamson (2000) indicate that, engaging principals in counseling education can result in deeper understanding and collaboration between two professionals. In a similar study, Kirchner and Setchfield (2005) describe a course for school counsellors and principals designed to assist participants in developing a greater understanding for role congruent activities supported in best practices literature. Participants were surveyed several years after taking the course regarding their perceptions of the school counsellor's role. Results show, however, that principals were more likely to endorse the role-incongruent statements.

A noteworthy finding in the current study is that counsellors' graduation leads to differences in their perceptions in relation to source of conflict. PCG (Psychological Counseling and Guidance) graduates' perception was found higher than those OES (Other Educational Sciences) graduates' perception about source of conflict caused by school counselors. This case might be explained by the fact that the PCG graduates know their scope of task and principles of counseling and follow the results of field applications more than the others. Similarly, counsellors' perception about source of conflict differs according to their gender. Female counsellors' perception was found higher than male's perception about the source of conflict caused by school counsellors. But in the literature there are no noteworthy studies supporting or refuting this finding that should be included at further researches and explorations in this area, so that one could find differences between the female and male counsellors and different graduates.

Conclusion

Conflicts amongst employees of an organization are normal and inevitable. What is important here is to manage these conflicts. However, minimizing sources of conflict is important for both school principals and counsellors to function efficiently in accordance with their scope of task and to build effective schools. Teaching school principals the roles of school counsellors through in-service trainings or seminars will increase interactions between the two groups (Shoffner & Williamson, 2000). For this reason it can be inferred that school principals must learn about tasks and responsibilities of counselling to extend such an understanding in Turkish primary schools at the desired level.

Since they have unique perspectives and specialized talents that are crucial for school organization, it seems obvious that principals and school counselors should be natural partners in school setting to achieve school goals. It is very important for school principals and school counsellors to negotiate, collaborate and respect each other's roles in order to maximize the learning process of all students. Seeing counseling service staff as supporters in emergency for administrative and office work causes conflict. However, school principals must consider counselling service as a unit to increase the prosperity of the school since it is a key element for efficiency and productivity of schools. At this point, school counsellors need to make their functions noticeable by their applications. Revealing the benefits from school counselling services by concrete studies will lead to acceptance of contributions by school counsellors and reduce the number of sources of conflict or eliminate them.

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