

The Effects of Parental Involvement, Trust in Parents, Trust In Students and Pupil Control Ideology on Conflict Management Strategies of Early Childhood Teachers*

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Abstract

In this study it was aimed to determine the effects of parental involvement, teachers' trust in parents and students, and teachers' pupil control ideology on the conflict management strategies used by teachers in classroom management. Data were collected from a sample of 254 teachers through paper and pencil questionnaires. Data were analyzed with structural equation modeling approach and using Maximum Likelihood method. According to the results, as the parents are more involved, teachers develop trust in parents and their students, and their higher levels of trust lead teachers to develop a more humanistic orientation towards their students. Parental involvement and teachers' trust in parents and their students cause teachers to use more constructive conflict management strategies such as integrating, compromising and obliging. Teachers' lower levels of trust and their custodial orientation cause them to use dominating strategy. The results imply the importance of parental involvement and building trust for effectively solving the conflicts in the classroom.

Key Words

Parental Involvement, Trust, Pupil Control Ideology, Conflict Management Strategies.

Parental Involvement

Parental involvement is defined by Grolnick and Slowiaczek (1994) as the devotion of resources by the parent to the child within a given domain. According to these researchers, it can be mentioned three types of involvement in children's school-

ing such as behavior, cognitive-intellectual, and personal. The first category, the parent's behavior involves participation in activities at school, for example attending parent-teacher meetings, conferences and school activities. Participation in activities also may be at home, for example, asking about school and helping with homework. The second category, cognitive-intellectual involvement includes revealing the child to intellectually motivating activities such as discussing about daily events. The third category, personal involvement, is staying informed and knowing about what is going on with the child in school (Grolnick, Benjet, Kurowski, & Apostoleris, 1997).

Parental involvement in their children's schooling has consistently been shown to impact children's school success, and it has been demonstrated across a wide range of age levels and populations (Epstein, 1983; Fehrmann, Keith, & Reimers, 1987; Lee & Green, 2008; Stevenson & Baker, 1987). Parents who have high anticipations have positive effects on their children's academic achievement (Mor-

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row & Wilson, 1961). Parents can also be involved by assisting within the school system, so parental involvement in the school helps students to be successful (Drake, 2000; Machen, Wilson, & Notar, 2005). Enhancing parental involvement in schools can improve schools. Parental involvement is very important for urging the public school systems to higher standards. Also, research reports that occupying parents in an active role in the school curriculum can open alternative opportunities for children to succeed in academics. To build effective parental involvement programs, which range from greater support for the school programs to improve student achievement, researchers must examine how to help school leaders recognize practices and policies that support parents' trust and involvement in the process of schooling (Machen, Wilson, & Notar, 2005). Teachers sometimes resist in the involvement of parents into school affairs, because education is simpler without outsiders, including parents (Hoy, Tarter, & Kottkamp, 1991; Hoy & Sabo, 1998). But there has been increasing request to get parents involved in school decision making (Hoy & Tschannen-Moran, 1999).

Parental Involvement and Trust

Trust was seen as part of personality attributes that include optimism, a belief in collaboration, and confidence that individuals can resolve their differences and live a satisfactory social life together (Newton, 2004). Trust can be defined as one's willingness to be exposed to another based on the confidence that the other is benevolent, honest, open, credible and well qualified (Tschannen-Moran, 2004). Trust between people or between groups within organization is important for the long-period solidity of the organization and the well being of its members (Moye, Henkin & Egley, 2005; Uslaner, 1999). Trust between parent and teacher is a critical element in successful school family cooperation. Actually, the relationship between trust and home school family cooperation could be reciprocal (Chu, 2007). It has been shown that school family cooperation was recognized as the primary contributor to improve trust in schools (Adam & Christenson, 2000). The seven types of parental involvement which are parenting, learning at home, connecting, communicating, volunteering, decision making and community collaboration have a positive relationship with teachers' trust in parents and students (Chu).

Trust and Pupil Control Ideology

Teachers who have lower levels of trust may lack meaningful relationships with the students because of the belief that the students cannot be trusted with a more personal relationship with the teacher. This may prevent learning and may lead a researcher to believe that a completely humanistic control ideology may be naive and unrealistic (Gilbert, 2012).

As a component of academic optimism, developing a trusting relationship remains a positive predictor in improving academic achievement in schools. The elements of pupil control ideology that reflect trust may be explored. Schools and classrooms should be changed into environments of trust as an important tool for improving success in education (Goddard, Tschannen-Moran, & Hoy, 2001).

Where a teacher falls on the level of pupil control, from humanistic to custodial, may provide a lens to understanding the teacher's levels of trust, efficacy, and academic emphasis, which, when combined, defines academic optimism. Academic emphasis is a quest for academic excellence and achievement (Hoy, Tarter, & Woolfolk Hoy, 2006). Humanistic pupil control ideology and trust are positively correlated and a genuinely interested teacher who establishes a collective learning environment builds both a humanistic and trusting culture (Gilbert, 2012).

Conflict Management

Conflict can be defined as a process that begins when individuals or groups have differences regarding interests, values, beliefs, or practices that are important to them (Mukhtar & Habib, 2010). Customary approach regarding conflict is that most of individuals take it as destructive and harmful event rather than a positive, natural and useful event (Boonsathom, 2007; Lindelow & Scott, 1989a, 1989b). The effect of conflict either good or bad depends on the style of managing it (Rahim, 2001).

Although several styles to handle conflicts are suggested, conflict research and theory tends to focus on Dual Concern Theory, first proposed by Blake and Mouton (1964) as the Managerial Grid and then revised by Rahim (1983) and Pruitt and Rubin (1986). It argues that conflict management is a function of high or low concern for self, combined with high or low concern for others.

Regarding the dual concern theory results in five specific styles of handling conflict as described below (McFarland, 1992; Rahim, 2001; De Dreu,

Evers, Beersma, Kluwer, & Nauta, 2001; Özdemir, Kösecik, & Kök Bayrak, 2009): Integrating (high concern for self and others) style includes openness, exchange of information, and examination of differences to reach an effective problem solution agreeable to both groups. Emphasized that integrative collaborating style is best for resolving interpersonal conflicts because it also enriches interpersonal relationships as well as solving the problem. Obliging (low concern for self and high concern for others) style is associated with trying to downplay the differences and accenting commonalities to satisfy the concern of the other group. Obliging is directed towards accepting and combining others' wills. It involves one-sided concessions, unconditional pledges, and suggesting help. Dominating (high concern for self and low concern for others) style can be defined as win-lose orientation or as forcing behavior to win one's position. Forcing involves threats and bluffs, convincing arguments, and positional commitments. Avoiding (low concern for self and others) style has been connected to withdrawal, passing the buck, or sidestepping situations. Avoiding style is when one is related to neither about his own interest nor about others. Compromising (intermediate in concern for self and others) style involves give-and-take whereby both groups give up something to make a reciprocally satisfactory decision. Compromising an agreement which is acceptable for both groups is a desirable strategy for managing the conflict, it is a middle approach.

High trust has been connected to high interest for the other party (Tutzauer & Roloff, 1988) and has been recognized as a part of obliging and integrating behaviors (Hunsaker, Whitney, & Hunsaker, 1983; Janssen & van de Vliert, 1996; Kimmel, Pruitt, Magenau, Konar-Goldband, & Camevale, 1980; Walton & Dutton, 1972). Consequently, trust is likely to be an essential component of problem solving efficiency in the work and daily life (Boss, 1978; Butler, 1995; Zand, 1972). Low level of trust is proportional to low concern for other and restrains the use of cooperative strategies (Deutsch, 1986). Many studies of trust and debate show that it is the low trust climate that results in poor conflict outcomes (Boss, 1978; Davidson, McElwee, & Hannan, 2004; Zand, 1972).

Parental involvement, trust in parents, trust in students and pupil control ideology are among the factors that have influence on the way a teacher would respond in a conflict situation. However, in the related literature, there is not a research that examines

the effects of all these variables on teachers' conflict management strategies in a structural equation model. In the previous research, one or two of these variables were examined at a time and significant results were found such as; school-family cooperation increases the trust between two parties (Chu, 2007; Hoy & Tschannen-Moran, 2003), pupil control ideology is correlated with trust (Gilbert, 2012; Lunenburg, 1990), and trust is correlated with conflict management strategies (Boss, 1978; Deutsch, 1986). For filling this gap in the literature, the aim of this study is to find out the antecedents of conflict management strategies employed by early childhood teachers in classroom management in terms of parental involvement, trust in parents, trust in students, and pupil control ideology.

Method

Model

This study is a quantitative and relational study that aims to examine the relationships between the variables. Data were collected by a self-report and five-point Likert type questionnaire.

Participants

The population of this study is the early childhood teachers working at Gaziantep city center at 2011-2012 academic year. A sample of 325 teachers was selected randomly from this population and 254 of them accepted to participate in this study. With a response rate of 78.15%, data which were collected from 254 teachers were analyzed.

Instruments

"Parental involvement" was measured by a scale developed by the researchers for this study. Teachers' "trust in parents" and "trust in students" were measured by the related subscales of "Faculty Trust Scale" developed by Hoy and Tschannen-Moran (2003) and adapted to Turkish by the researchers. Teachers' pupil control ideology was measured by "The Pupil Control Ideology Scale" which was originally developed by Willower, Eidell and Hoy (1967) and adapted to Turkish by the researchers. "Conflict management strategies" were measured by a scale developed by Özgan (2006). This scale was originally developed to measure teachers' organizational conflict levels in school; however, this scale was modified for this research to measure the conflicts between teachers and their students.

Procedures

After the permission for data collection was obtained from the Provincial Directorate of National Education, the paper and pencil questionnaires were administered to the selected teachers. The scales of "Trust in Parents", "Trust in Students", "Pupil Control Ideologies" and "Conflict Management Strategies" were self-report questionnaires. Parental involvement was an other-reported scale in which teachers evaluate the involvement of their students' parents.

Data Analysis

For all the scales used in this study, exploratory factor analyses were performed in SPSS and confirmatory factor analyses were performed in AMOS. After the measurement models were confirmed, the sums of each scale were taken. On the sums of each scale, data were analyzed with structural equation modeling approach and using Maximum Likelihood method.

Results

Exploratory and Confirmatory Factor Analyses

There were seven items in the "Parental Involvement Scale". The seventh item was deleted because of the low factor loading (0.30). A single factor consisting of six items (items 1 to 6) explained 53.3% of the variance in the scale and fitted to the data well (KMO= 0.883, Bartlett = 0.000, Cronbach's α = 0.868, $\chi^2 = 20.271$, $df = 9$, $\chi^2/df = 2.252$, P-value = 0.016, RMR= 0.025, GFI = 0.974, AGFI = 0.940, NFI = 0.970, CFI = 0.983, IFI = 0.983, RMSEA= 0.070).

There were five items in the Turkish version of the "Trust in Parents Scale". Based on the suggestions of the modification indices, the fourth item was deleted. After adding an error covariance between the items of 1 and 5, a single factor scale consisting of four items (item 1, 2, 3, and 5) and explaining 62.2% of the variance in the scale fitted to the data well (KMO= 0.80, Bartlett = 0.000, Cronbach's α = 0.864, $\chi^2 = 0.60$, $df = 1$, $\chi^2/df = 0.060$, P-value = 0.806, RMR= 0.001, GFI = 1.000, AGFI = 0.999, NFI = 1.000, CFI = 1.000, IFI = 1.002, RMSEA= 0.000).

There were also five items in the Turkish version of the "Trust in Students Scale". The third item was deleted because of the low factor loading (0.15). After adding an error covariance between the items

of 4 and 5, a single factor scale consisting of four items (items 1, 2, 4 and 5) and explaining 42.3% of the variance in the scale presented a good fit to the data (KMO= 0.634, Bartlett = 0.000, Cronbach's α = 0.701, $\chi^2 = 0.695$, $df = 1$, $\chi^2/df = 0.0695$, P-value = 0.404, RMR= 0.006, GFI = 0.999, AGFI = 0.986, NFI = 0.997, CFI = 1.000, IFI = 1.001, RMSEA= 0.000).

In the Turkish version of the "Pupil Control Ideology Scale" there were twelve items. The items of 10, 11 and 12 were related to the "humanistic orientation" and the other ones were related to the "custodial orientation". The items of 10, 11 and 12 were reversed and so the points of the scale were ranged from humanistic orientation (1) to the custodial one (5). Because of the low factor loadings, the items of 8 (0.33), 10 (-0.045), 11 (0.097) and 12 (0.004) were deleted. The remaining eight items explained 30.2% of the variance in the scale and after adding an error covariance between the items of 6 and 7, this single factor scale fitted to the data well (KMO= 0.772, Bartlett = 0.000, Cronbach's α = 0.725, $\chi^2 = 32.720$, $df = 19$, $\chi^2/df = 1.722$, P-value = 0.026, RMR= 0.038, GFI = 0.969, AGFI = 0.941, NFI = 0.895, CFI = 0.951, IFI = 0.953, RMSEA= 0.053).

In the modified "Conflict Management Strategies Scale" there were twenty items. The fourth item was deleted because of the low factor loading (0.173). The items of 9, 13 and 17 were deleted based on the suggestion of the modification indices. Five factors with a total of sixteen items were confirmed ("integrating strategy": items 1, 2 and 3, "avoiding strategy": items 5, 6, 7 and 8, "compromising strategy": items 10, 11 and 12, "dominating strategy": items 14, 15 and 16, "obliging strategy": items 18, 19 and 20). This five dimensioned factorial structure explained 36.8% of the variance in the scale and presented a good fit to the data (KMO= 0.750, Bartlett = 0.000, Cronbach's α = 0.649, $\chi^2 = 132.911$, $df = 94$, $\chi^2/df = 1.414$, P-value = 0.005, RMR= 0.051, GFI = 0.939, AGFI = 0.912, NFI = 0.885, CFI = 0.943, IFI = 0.945, RMSEA= 0.040).

Correlations

The zero order correlations between the variables in the study are presented in Table 1. According to the significant correlations; the integrating strategy is positively correlated with compromising strategy, obliging strategy, trust in students, trust in parents and parental involvement. The avoiding strategy is positively correlated with dominating strategy. The

Table 1.
Zero-order Correlations between the Variables in the Study

	Integr.	Avoid.	Compr.	Domin.	Oblig.	Control	TrStu.	TrPar.	ParInv.
Integr.	1								
Avoid.	-0.065	1							
Compr.	0.522**	-0.044	1						
Domin.	-0.061	0.135'	-0.014	1					
Oblig.	0.420**	0.070	0.533**	-0.124'	1				
Control	-0.092	0.097	0.001	0.276**	-0.094	1			
TrStu.	0.181**	-0.088	0.243**	-0.011	0.180**	-0.234**	1		
TrPar.	0.212**	-0.029	0.253**	0.054	0.133'	-0.077	0.529**	1	
ParInv.	0.253**	-0.049	0.240**	-0.013	0.106	-0.040	0.443**	0.676**	1

* Correlation is significant at the 0.05 level, ** Correlation is significant at the 0.01 level.

compromising strategy is positively correlated with obliging strategy, trust in students, trust in parents and parental involvement. The dominating strategy is positively correlated with pupil control ideology (custodial orientation) and negatively correlated with obliging strategy. The obliging strategy is positively correlated with trust in students and trust in parents. Pupil control ideology (custodial orientation) is negatively correlated with trust in students. Trust in students, trust in parents and parental involvement are all positively correlated with each other.

Structural Equation Modeling

In the saturated model, in which any path or co-

variance between the five conflict management strategies were not identified, the model had not acceptable fit indices ($\chi^2 = 172.525$, $df = 12$, $\chi^2/df = 14,377$, $P\text{-value} = 0.000$, $RMSEA = 0.230$). According to the suggestions of modification indices, error covariances were added between the conflict management strategies of integrating-compromising, integrating-obliging and compromising-obliging. So, the model yielded better fit indices ($\chi^2 = 14.116$, $df = 9$, $\chi^2/df = 1,568$, $P\text{-value} = 0.118$, $RMSEA = 0.047$). There were many insignificant paths in this model and starting from the most insignificant one and then re-estimating the model, these insignificant paths were deleted step by step. As each insignificant path was deleted, the model was re-estimated and the χ^2 difference between the former and the new model ($\Delta\chi^2$) was noted. $\Delta\chi^2$ values in

Table 2.
Values Pertaining to the Insignificant Paths and Obtained from the Deletion of These Paths.

Steps	Paths	B	p	$\Delta\chi^2$
1	Trust in Parents → Control Ideology	0.037	0.788	0,072
2	Parental Involvement → Obliging Strategy	0.005	0.893	0.018
3	Trust in Parents → Avoiding Strategy	0.046	0.605	0.267
4	Parental Involvement → Avoiding Strategy	-0.013	0.786	0.074
5	Trust in Parents → Integrating Strategy	0.029	0.560	0.339
6	Trust in Parents → Obliging Strategy	0.028	0.516	0.420
7	Trust in Students → Integrating Strategy	0.049	0.318	0.995
8	Trust in Parents → Compromising Strategy	0.046	0.297	1.085
9	Trust in Students → Avoiding Strategy	-0.083	0.285	1.142
10	Parental Involvement → Control Strategy	0.087	0.245	1.349
11	Parental Involvement → Dominating Strategy	-0.063	0.232	1.424
12	Trust in Parents → Dominating Strategy	0.069	0.210	1.584
13	Control Ideology → Avoiding Strategy	0.062	0.123	2.371
14	Control Ideology → Obliging Strategy	-0.035	0.119	2.407
15	Control Ideology → Integrating Strategy	-0.033	0.094	2.769

Notes: B: unstandardized estimate of regression weight, p: level of significance for regression weight, $\Delta\chi^2$: chi-square difference obtained from the deletion of the related path.

Table 3.
The Values Pertaining to the Paths in the Final Model

Paths	B	β	SE	CR	p
Parental Involvement → Trust in Parents	0.484	0.676	0.033	14.586	0.000
Parental Involvement → Trust in Students	0.092	0.158	0.042	2.199	0.028
Trust in Parents → Trust in Students	0.344	0.422	0.058	5.885	0.000
Trust in Students → Control Ideology	-0.443	-0.234	0.116	-3.829	0.000
Parental Involvement → Integrating Strategy	0.099	0.238	0.024	4.195	0.000
Parental Involvement → Compromising Strategy	0.073	0.161	0.026	2.805	0.005
Trust in Students → Compromising Strategy	0.106	0.137	0.045	2.342	0.019
Trust in Students → Obliging Strategy	0.115	0.149	0.045	2.585	0.010
Control Ideology → Dominating Strategy	0.162	0.276	0.035	4.568	0.000

Notes: B: unstandardized estimate of regression weight, β : standardized estimate of regression weight, SE: standard error of regression weight, CR: critical ratio for regression weight, p: level of significance for regression weight.

Table 2 shows that the deletion of any insignificant path did not cause any significant χ^2 difference in the model. So, all of these insignificant paths were deleted. After the deletion of these paths, the variable of “avoiding strategy” had no significant relationship with any variable in the model, so this variable was deleted from the model.

According to the final model (Table 3, Figure 1), “parental involvement” has a direct and positive effect on “trust in parents”. “Parental involvement” has a positive effect on “trust in students” both directly and through the partial mediation effect of “trust in parents”. “Trust in students” has a direct negative effect on “pupil control ideology (custodial orientation)”. “Parental involvement” and “trust in parents” have negative effects on “pupil control ideology” through the full mediation effect of “trust in students”. “Parental involvement” has a direct positive effect on “integrating strategy”. “Trust in students” has a direct positive effect on both “compromising” and “obliging” strategies. “Parental involvement” and “trust in parents” have positive effects on both “compromising” and “obliging” strategies through the full mediation effect of “trust in students”. “Pupil control ideology” has direct positive effect on “dominating strategy”. At the final model error covariances were added between the conflict management strategies of integrating-compromising, integrating-obliging and compromising-obliging. This final model presented a good fit to the data ($\chi^2 = 17.099$, $df = 16$, $\chi^2/df = 1.069$, P-value = 0.379, GFI = 0.984, AGFI = 0.963, NFI = 0.966, CFI = 0.998, IFI = 0.998, RMSEA = 0.016). The ECVI (expected cross-validation index) value (0.226) of this model was lower from both the ones of the saturated model (0.285) and independence model (2.025). The AIC (Akaike’s information criterion) value (57.099) of this model was also lower

from both the ones of the saturated model (72.000) and independence model (512.328). All of these indices show that the proposed model fitted to the data well.

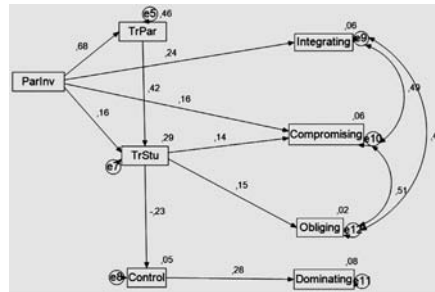


Figure 1. *The Final Structural Equation Model with Standardized Parameters*

Notes: ParInv: parental involvement, TrPar: trust in parents, TrStu: trust in students, Control: pupil control ideology.

Discussion

Trust between two parties can only be flourished through healthy social interactions and common experiences that meet the expectations of each party. The results of this study showed that as parents are more involved in school’s activities and they interact more frequently with teachers (as it was measured through parental involvement scale), teachers’ trust in parents and students increase. Results show that teachers’ trust in students should be examined together with their trust in parents. Positive perceptions and positive attitudes may be contagious and may be attributed to the related focuses and so; as teachers develop positive attitudes towards parents, they may also develop positive attitudes towards their students. In this way, teachers may perceive

as trustworthy the pupils of the parents on whom they trust. Similarly, Adam and Christenson (2000) found that family-school communication was recognized to be the primary contributor to improve trust in schools and trust between family and school can be developed through an effective communication between two parties. Corroboratively with the findings of this study, the findings of the study of Chu (2007) showed, there was a significant relationship between family-school cooperation and teachers' trust in parents and students. According to the findings of Chu, parental involvement in 'learning at home' and 'community collaboration' enhance significantly teachers' level of trust in students. On the other hand, parental involvement in 'parenting' and 'decision making' enhance significantly teachers' level of trust in parents. In another sense, the findings of Hoy and Tschannen-Moran (1999) showed that as faculty trust in clients (parents and students) increases, parents are more involved in and more inclined to cooperate with school. That is, while parental involvement produces trust between family and school, trust between two parties causes the parents to be more involved.

Teachers have a custodial control ideology towards the students they do not trust. In other words, they have a humanistic control ideology towards the students on whom they trust (Hoy, 2001). This assumption was confirmed by the results of this study with the negative effect of "trust in students" on the "custodial orientation". Also, parental involvement and trust in parents have a negative effect on custodial orientation through the full mediation effect of trust in students. As parents are more involved, teachers develop trust in parents and students and this trust based relationship lead them to develop a more humanistic orientation. In other words, as parents are less involved, teachers can not develop trust in parents and students and such a lack of trust lead teachers to develop a custodial orientation towards their students. This study confirmed the findings of Gilbert (2012) that teachers' trust in students is negatively related to their pupil control ideology. That is, as teachers develop trust in students, they have a more humanistic control ideology. The findings of Lunenburg (1990), imply that there may be a reciprocal relationship between trust in students and pupil control ideology. Lunenburg found that teachers' custodial pupil control ideologies lead them to develop distrust in students. That is, as distrust in students leads teachers to develop a custodial orientation, teachers may also develop distrust in students stemming from their custodial orientation towards students.

Parental involvement and the quality of the relationship between teacher-parents and teacher-students are among the most critical factors determining the effectiveness of educational activities. To resolve the conflicts at school, teachers are in a need of a trust-based relationship and a strong cooperation with students and their parents. The results of this study showed that parental involvement, trust in parents and trust in students are among the antecedents of some constructive conflict management strategies such as integrating, compromising and obliging. As the parents are more involved, teachers more frequently use the integrating strategy. Also, as parents are more involved and teachers' trust in parents and students increase, teachers more frequently use the strategies of compromising and obliging.

Teachers that have a more custodial control ideology more frequently use the dominating strategy. In other words, teachers that have a more humanistic control ideology may probably give more importance to the opinions of students and so, less frequently use the dominating strategy. The antecedents of the pupil control ideology in the model show that parental involvement, trust in parents and trust in students lead teachers to develop a more humanistic orientation and their humanistic approach lead them to less frequently use the dominating strategy. The findings of this study confirmed the findings of Deutsch (1986) that trust and the use of cooperative conflict management strategies have a positive relationship. Similarly, Boss (1978) found that the managers having lower levels of trust felt they was left with no other alternative but to use dominating strategy, as they felt they needed to defend themselves. The findings of this study showed that the teachers that have lower levels of trust in parents and their students have a more custodial orientation towards their students and they are more inclined to use dominating strategy. However, the teachers that have higher levels of trust in parents and their students are more inclined to use more constructive and cooperative conflict management strategies.

For effectively solving the conflicts in school, it would be helpful for school administrators to develop strategies for encouraging parental involvement and increasing cooperation between parents and teachers to build trust between teachers-parents and teachers-students. Also, it would be helpful for teachers to build trust-based relationships with parents and students for constructively and effectively solving the conflicts in the classroom.

In the current study, the structural equation model was developed based on the views of the early childhood teachers. Further research can be performed using various data resources such as the views of the parents, school managers, students or other stakeholders of the schools. Also, similar research can be performed on the other school levels such as secondary schools, high schools, or universities.

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