

## A qualitative research on organisational peace in schools

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### Abstract

The concept of organisational peace is a dynamic situation that can develop through open communication, whose main elements are justice, trust and goodwill, and affect the peace and happiness of individuals. Organisational peace consists of two dimensions such as 'internal organisational peace' and 'external organisational peace'. 'Internal organisational peace', which is formed by relations and conditions within the organisation itself, is influenced by four factors such as individual, organisational, managerial and job characteristics. The 'external organisational peace', which is formed by the organisation's relations with others, stems from the direct-indirect, optional or obligatory interactions of the organisation. External organisational peace is influenced by five factors such as hierarchical relations, close environment, other organisations, society and global relations. This research is the first study that provides a conceptual framework for the concept of organisational peace and examines the concept of organisational peace empirically. The aim of this study is to determine the views of teachers in the 'internal organisational peace' dimension in schools. The research was carried out in the phenomenological design of qualitative research methods. The study group consisted of 10 teachers selected by the criterion sampling method. Teachers explain the concept of organisational peace with happiness, common goals, cooperation, justice, comfort, democratic values, harmony, respect and healthy communication. Factors that promote 'internal organisational peace' are positive personality, job satisfaction, fair practices, effective organisational communication, competencies of managers and good physical conditions of the job. Factors that prevent 'internal organisational peace' are negative personality, violent behaviour, unfair management, closed communication and bad physical conditions of the job.

**Keywords:** Organisational peace, school, Turkey.

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## 1. Introduction

Although various definitions of peace appear in the literature, there is no consensus on a conceptually clear definition. He was able to conceptualise peace, wars, conflicts and violence, perhaps the most positive concept in all languages, where everyone imposes meanings from their own reality. Sometimes there are hopeful definitions about peace. It is stated that peace characterises mutual tolerance, respect for differences, solidarity, forgiveness, human rights, a process in which everyone can live without prejudice, hostility and conflict (Fort & Schipani, 2002; Galtung & Fischer, 2013; Harris, 2004; Schrupf, Crawford & Bodine, 2007, p. 164). Sometimes despair is completely despaired. It is stated that peace is only a name and it is impossibility and utopia (Perkins, 2002; Platon, 1998, p. 40).

Although the word peace seems as simple as it seems, its definition may change according to historical events, ideologies and regional characteristics (Richmond, 2008). Generally speaking, peace is a mental state that is felt as a result of the realisation of certain human desires. Peace is also related to the concept of law and order. In other words, it is a predicted social order that can be reached through the mediation and threat of power (Galtung, 1967, p. 12). Peace has always been among the highest values of humanity. However, peace is also seen as harmony. Especially in a state of law, justice or well-being is defined as the balance of powers.

Peace has been widely researched (Fore, 2018) based on multidisciplinary in the fields of psychology, political science, history and economics for further progress (Okten, 2001, p. 234). However, peace has been neglected in terms of organisations and has not been on the agenda of organisational behaviour researchers and also not attracted enough attention (Spreitzer, 2007).

The concept of peace is an important element for organisations as well as for societies. Organisational peace is defined as provide enabling employees to focus on their work, to establish good relations with their colleagues, to manage the difficulties in their daily lives, to have a sense of peace and security and to ensure that organisations achieve their goals while maintaining their stability (Reed, 2017). In various studies, it has been mentioned that organisational peace is related to different variables. Research that refers to organisational peace shows that organisational peace is related to individual characteristics of employees, characteristics of organisation, characteristics of management and characteristics of work.

The most important individual variables related to the concept of organisational peace are the personality characteristics of the employees (Baker, 2018; Hicyilmaz & SahinFirat, 2016; Karaca & Ince, 2016), physical and psychological violence behaviours (Bickes, 2017; Gul, 2010; Karaca & Ince, 2016; Ozdevecioglu, 2003; Ozdevecioglu, Can & Akin, 2013; Pragadeeswaran, 2018; Taher & Krotov, 2016; Tuncer, 2019), in addition, job satisfaction of organisational peace (Tuncer, 2019), forgiveness (Campbell, 2017; Sener & Cetinkaya, 2015), work-private life conflict (Parveen, 2018; Reed 2017), violation of psychological contract (Karaca & Ince, 2016), employees' subjective good and psychological resilience (Reed, 2017).

Among organisational variables, organisational structure (Reed, 2017), organisational citizenship (Organ, 1988), organisational communication (Reed, 2017), justice (Breton, 2005), organisational trust (Gullu, Sahin & Kiziloglu, 2018) organisational commitment (Tuncer, 2019), organisational conflict (Ram, Ravindran & Unnithan, 2011), organisational democracy (Okorie, 2014), organisational spirituality (Arslan, Demirel & KokArslan, 2018) and their relationship with organisational culture (Obiekwe, Felix & Izim, 2018a), organisational success (Ince & Gul, 2011), organisational values (Ercetin, 2001) and motivational studies (Njeru, Moguche & Mutea, 2017) are also associated with the concept of organisational peace.

Organisational peace is very much related to leadership and management skills (Glass, 1967; Gupta, 2015; Kevin, 1999, p. 262; Mwitari, 2009; Park, 2016; Reed, 2017; Spreitzer, 2007). In addition, organisational peace is associated with control practices (Sezgin, Tinmaz & Tetik, 2017), trade union

activities (Asenath, Guyo & Otieno, 2017; Gupta, 2015; Okpalibekwe, Onyekwelu & Dike, 2015) and human resource management practices (Emeti, 2012).

Another variable, which is related to the concept of organisational peace, is related to the characteristics of the work. These include business principles (Radaelli, 2016), wages (Obiekwe, Felix & Izim, 2018b), job security (Poyraz and Kama, 2008) and physical conditions of the workplace (Unur & Pekersen, 2017).

Organisational peace is a two-dimensional concept such as 'internal organisational peace' and 'external organisational peace'. 'Internal organisational peace' is formed by the internal conditions of the organisation. Four factors such as individual, organisational, managerial and business characteristics affect internal organisational peace. 'External organisational peace', on the other hand, is composed of external elements that the organisation interacts directly or indirectly, optional or compulsorily. External organisational peace consists of five factors such as hierarchically related institutions, close environment, other institutions, society and global relations (Perkins, 2002; Spreitzer, 2007).

Schools that concern the whole of a society are also affected by peace as an organisation. Schools are the microcosms of society, and the human relationships of school life often teach students clearly how society works (Bickmore, 2011). In other words, the two most important institutions that prepare individuals for life are family and school. Individuals acquire a stance on life by modelling the behaviour of their parents and teachers and internalising the culture in their homes and schools.

The meaning of students' families in peace in their home lives and the organisational peace they feel in their schools will determine how they will take place in society. However, research on organisational peace and especially organisational peace at school is quite limited (Okpalibekwe et al., 2015; Spreitzer, 2007).

The concept of organisational peace is a concept used in the literature. There are no studies investigating organisational peace in the accessible literature. There are some studies that only mention the relationship with some variables. This research is the first to provide a theoretical framework for the concept of organisational peace. It is also the first empirical research that explores the concept of organisational peace. The aim of this study, which is thought to be able to contribute to the literature, is to determine teachers' views on the 'internal organisational peace' dimension in schools. In this context, the following questions will be sought:

1. How do teachers define the concept of organisational peace?
2. According to teachers, what are the factors supporting organisational peace?
3. According to teachers, what are the factors that prevent organisational peace?

## **2. Method**

### **2.1. Research model**

This study was carried out in the phenomenology design, one of the qualitative research methods, in order to reveal the perceptions of the participants about the concept of organisational peace. According to Yildirim and Simsek (2008, p. 72), the phenomenology pattern focuses on cases that we are aware of but we do not have in-depth and detailed understanding.

### **2.2. Study group**

The criterion sampling method was chosen among the purposeful sampling methods in determining the study group (Yildirim & Simsek, 2008, p. 111). Two criteria were used in the determination of the participants. The first criterion is that the participants do not have graduate education on the subject. The second criterion is that the participants have worked in schools where the organisational peace is

felt high, the organisational peace is disrupted and then the organisational peace is restored. The reason why the participants were chosen from the ones who did not have graduate education on the subject is to provide their experiences, feelings and thoughts in daily language. It was evaluated that the daily expressions of the participants and the harmony of the literature would strengthen the conceptualisation process. The reason why the participants were selected from schools where organisational peace was disrupted and re-established is the assumption that individuals can easily express and explain the events and situations they experience.

Within this scope, 10 teachers working in five different schools were included in this study. Participants consist of two guidance, two vocational course, one Turkish, one science, one social studies, one visual arts, one technology design and one foreign language teachers. The participants had seniority in the 37–51 age range, ranging from 13 to 26 years. The duration of their work at the last school varies between 3 months and 7 years, and the duration of one work with the latest administrators varies between 3 months and 4 years.

### **2.3. Data collection tools**

In order to collect the research data, a semi-structured interview form consisting of eight items was created. The five items in the interview form are related to demographic information. The three items are aimed at determining how participants define the concept of organisational peace, the factors that promote organisational peace and the factors that prevent organisational peace. In addition, 12 probe questions were prepared for these three items to enable the participants to express their thoughts on the subject in depth. The items in the interview form were prepared in line with the literature review. Two Turkish teachers evaluated the research form in terms of grammar and two experts were consulted. The interview form prepared was tested with a teacher. During the preliminary interviews, it was seen that the interview form was easy to understand and answerable and it was decided to be applied as such. Preliminary interview was not included in the research sample.

### **2.4. Data collection and analysis**

The research data were obtained through semi-structured face-to-face interviews. The aim and scope of the research was explained to the participants and volunteers were asked to make an appointment. The interviews were conducted at the time and place where the participants made an appointment. In the interviews lasting between 45 and 60 minutes, voice recording was made and 472 minutes of recording was obtained. The records were written and saved in computer environment. Thus, 81 pages of written data were reached. Coding was conducted in order to keep the identity of the teachers whose opinions were consulted in the research confidential. Accordingly, the participants were given the abbreviation [T] and a number for each participant. The data were subjected to content analysis by the researcher and codes were extracted in accordance with the information obtained from the literature. Then the themes were interpreted.

In order not to be affected by participants during the interview process, being neutral, not using gestures, etc. matters have been paid attention. In this study, attention was paid to volunteering based on the participation of teachers (Patton, 2014). In order to ensure the external validity of the study, the research method is explained in detail. In order to ensure the reliability of the study, in order to prevent the participants from being negatively affected during the interview process, the data were conducted only in an environment where researchers and participants were present. The collected data were summarised and the participants were asked to confirm. In order to ensure the internal validity of the study, the compatibility of the findings with the conceptual framework was checked.

### 3. Results and discussion

#### 3.1. Findings for the first question of the research

All the teachers who participated in the study stated that they had heard the concept of organisational peace for the first time, but there was a response in their minds. Table 1 presents the concepts by which teachers explain organisational peace.

**Table 1. Concepts used defining organisational peace**

Concept	f
Problem solving skill	3
Cooperation	3
Happiness	3
Common goals	3
Healthy communication	2
Respect	2
Democratic values	2
Justice	2
Harmony	2
Work principles	1
Belongingness	1
Comfort	1
Common sense	1
Friendship	1

Teachers most often associated the concept of organisational peace with problem-solving, happiness, common goals and cooperation. In addition, justice, comfort, democratic values, harmony, respect and healthy communication were the other concepts that participants frequently repeated. According to Bocarnea, Henson, Huizing, Mahan and Winston (2018, p. 9), who explained organisational peace with organisational harmony, organisational peace provides prosperity to others and individuals. Mutual respect, trust, support and anxiety are necessary to achieve this prosperity.

Some examples of participants' comments on the concept of organisational peace are as follows:

*'Organizational peace is a state that everyone involved is respectful and loving to each other, in cooperation and mutual good communication, that leads to being happy. Happy people make you happy. This happiness is transmitted to everyone in a relationship. Organizational peace is not limited to teachers, students and administrators in the school. The district and provincial directorate of national education and the ministry of national education are included in the scope of organizational peace. For me, organizational peace has an impact that extends to world peace.'* [T1]

*'Organizational peace is where people work together and live in peace in schools or other workplaces. Organizational peace is not only lived and lasted in the workplace, but its influence extends to everyone in which people interact, and therefore to the whole society.'*[T2]

*'Organizational peace is a concept I have never heard before. I can divide organizational peace into peace within the organization itself, and peace which encompasses relationships with others. Organizational peace within the organization itself is a result of interaction between managers and employees.'* [T7]

The statements of the participants T1, T2 and T7 confirm that organisational peace has two dimensions, including the relationship of the organisation with its contents and with others. In other words, organisational peace consists of two dimensions such as 'internal organisational peace' and 'external organisational peace'. External organisational peace refers to the extent to which organisations and societies are in a hierarchy that can extend from global society to global peace. In support of this finding, Spreitzer (2007) states that organisational peace can have a multiplier effect

and affect social peace. Perkins (2002) argues that countries with strong commercial ties and organisations running these ties will maintain peace for the welfare of both sides. In other words, organisations have the possibility of contributing to global peace through their global relations and business partnerships. Based on these findings, it can be found that organisational peace consists of the dimensions of 'internal organisational peace', which is formed by the dynamics within itself, and 'external organisational peace', resulting from direct or indirect, obligatory or optional relations of the organisation with those outside.

### 3.2. Findings for the second question of the research

In order to collect data for the second sub-problem of the research, what do you think are the factors that promote organisational peace? The question was directed. Codes were generated from the data obtained. These codes were evaluated in four dimensions as individual, organisational, managerial and factors related to the characteristics of the work. Table 2 presents the views of teachers on the factors that promote organisational peace.

Individual factors that promote organisational peace are the personality traits and job satisfaction. Organisational factors that promote organisational peace, which teachers express most frequently, are fair practices, effective organisational communication and employee trust in the organisation. Managerial factors that promote organisational peace, which teachers express most frequently, are the fairness of the managers and the management skills of the managers. The most common characteristics of teachers that promote organisational peace are the physical conditions of the job. The teachers expressed the physical conditions of the work with features such as the proximity of the workplace, being in the city centre, easy access and not suffering the lack of new materials.

In addition, three variables that do not refer to the relationship between organisational peace and literature were identified. These variables are tendency to spend effort, which is included in personality traits, organisational health, which is among the organisational factors and occupational health safety measures, which is among the factors related to the characteristics of the job.

In its simplest expression, the organisation is a system consisting of different units that try to realise a certain purpose (Aydin, 2001, p. 61). Organisations that are the product of people's inadequacies are dynamic social structures that affect both employees' attitudes and behaviours and affected from them (Cihangiroglu, Teke, Uzuntarla & Ugrak, 2015; Efil, 1999, p. 247; Karcioğlu, 2001; Simsek & Celik, 2010). Organisational peace, which is the driving force of the quality of this interaction, is largely influenced by the personality characteristics of individuals.

**Table 2. Factors improving organisational peace**

Factors improving organisational peace	
<i>Individual Factors</i>	<i>Organisational Factors</i>
a) Having positive personality traits	Fair practices (n = 10)
Having a friendly personality (n = 8)	Effective organisational communication (n = 7)
Being empathetic (n = 8)	Employee trust in organisation (n = 7)
Having a sense of developed justice (n = 7)	organisational citizenship behaviours (n = 6)
Having a positive state of mind (n = 6)	Democratic practices (n = 6)
Tending to cooperate (n = 6)	Supported organisation culture (n = 6)
Compatibleness (n = 6)	Conflict management skills (n = 6)
Being tolerant (n = 5)	Positive organisational climate (n = 5)
Being inclined to forgive (n = 5)	Employee organisation ownership (n = 4)
Being inclined to show effort (n = 5)	High organisational success (n = 3)
To have psychological maturity (n = 4)	Shared organisational values (n = 2)
Being helpful (n = 4)	Healthy organisation (n = 1)

Having responsibilities ( $n = 3$ )	<i>Managerial Factors</i>
Focusing on solutions ( $n = 3$ )	For managers;
Being reliable ( $n = 2$ )	Being fair ( $n = 9$ )
Being patient ( $n = 2$ )	Having managerial skills ( $n = 9$ )
Being conscientious ( $n = 1$ )	Adoption of democratic values ( $n = 8$ )
Having an improved sense of humour ( $n = 2$ )	Being merit ( $n = 8$ )
Being cheerful ( $n = 2$ )	Having knowledge of legislation ( $n = 8$ )
Being extrovert ( $n = 2$ )	Having high skill of communication ( $n = 8$ )
Being smart ( $n = 1$ )	Solving problems effectively ( $n = 7$ )
	Having good intentions ( $n = 6$ )
<i>b) Being merit</i>	Not polarising employees ( $n = 4$ )
To have humanised skills ( $n = 8$ )	Not deviating from objectives ( $n = 3$ )
To have technical skills ( $n = 4$ )	Being smart ( $n = 3$ )
	Being forgiving ( $n = 4$ )
<i>c) To highly feel job satisfaction</i>	Being attentive in clothing ( $n = 2$ )
Desire to remain in the organisation ( $n = 3$ )	Having smooth diction ( $n = 2$ )
Job security ( $n = 3$ )	Organising social activities to bring employees closer ( $n = 4$ )
Finding the business meaningful ( $n = 2$ )	<i>Factors Related to Job Characteristics</i>
Satisfaction with fee ( $n = 2$ )	Adequate physical conditions ( $n = 8$ )
Reputability ( $n = 2$ )	Satisfactory wage ( $n = 6$ )
Adding spiritual value to work (1)	Clarity of Business Principles ( $n = 6$ )
<i>d) To establish work-life balance (<math>n = 4</math>)</i>	High status of work ( $n = 4$ )
	Job security ( $n = 4$ )
<i>e) To comply with the psychological agreement (<math>n = 2</math>)</i>	In close proximity ( $n = 3$ )
	Occupational health and safety measures taken ( $n = 2$ )
	Providing career and education opportunities ( $n = 2$ )
	Compliance with employee qualifications ( $n = 1$ )
	Humanistic ( $n = 1$ )

Personality is based on conceptual differences (Tekin, Turan, Ozmen, Turhan & Kokcu, 2012), the individual's internal and external environment, which distinguishes it from other individuals, consistent and structured relationship form, behaviour patterns (Burger, 2006; Cuceloglu, 1993, p. 404), value judgments and thought system (Develioglu & Tekin, 2013). The fact that employees have harmonious, tolerant, extroverted, sharing, warm, empathic personality traits determines the direction of behaviours they will exhibit in the organisation (Gul, 2010). Organisations with positive personality traits and employees have an important advantage in establishing, maintaining and developing organisational peace.

A teacher who participated in the research observed:

*'My headteacher makes me feel worth every time. He says, food thing you're there, you're precious to us. He thanks me for taking the students to museum trips. My headteacher is a nice person. His attitude makes me very happy.'* [T5]

Another personality trait that contributes to organisational peace is the tendency to forgive. Forgiveness is that the victim who has been subjected to injustice or suffering gives up his right to take revenge on the perpetrator (Sener & Cetinkaya, 2015). Forgive is to forget, to tolerate, to excuse, to condone, to justify, to find innocent, to exempt, to make peace and not to reconcile (Sener & Cetinkaya, 2015). Forgiveness is to change the meaning attributed to the event, not the event itself, in other words, to establish a new form of communication with the perpetrator by means of cognitive and emotional reforming of the meaning of a traumatic event (Campbell, 2017). In schools, where there are intense interpersonal relationships, individuals may hurt each other intentionally or

unintentionally because of daily turmoil. It is important that employees and managers tend to forgive for the sustainability of organisational peace. The tendency to forgive is also helpful to the solution of problems in the private life of the individual.

Changing modes of production, technology and habits have changed the roles of men and women in both private and business life. Therefore, the individual's ability to lead a peaceful and happy life depends on his/her balance between work and private life. Establishing a work-private life balance improves organisational peace by ensuring that employees maintain their physical and mental health, improve their quality of life, work satisfaction and loyalty and ensure that organisations have employees with high commitment (Dogrul, 2010; Kapiz, 2002). Establishing the work-private life balance is possible with the ability of the individual to develop planning skills.

Planning can simplify and guide a wide range of life from daily routine to peak your career. The process of determining the work that the person will do, the environment in which he will work and the position he wants to see himself in the future process is expressed as individual career planning (Calik & Eres, 2006, p. 76). The prestige of the work is significantly influenced by the perception of the individual as well as the meanings imposed by the society. Equipping individuals with the skills to make a career plan and manage their careers can play an intermediary role in maintaining organisational peace. A teacher who participated in the research said:

*'I have a fourth-year intern at my school. After observing the value attributed to the teachers by my students, my student decided not to do this profession. He said that if I could attend this internship in the first grade, and I would realize the status of the teaching profession then I would definitely leave the department. But for me, when I worked at the hearing impaired school, everyone was telling me how noble a job you are doing. I really felt that way and perceived my profession.'* [T1]

Job dissatisfaction can be defined as the lack of respect for the job or the fact that the opportunities provided by the job are below the expectations and satisfaction level of the individual. The individual's desire to go to work can be defined as job satisfaction. Job satisfaction is the most important factor that connects employees to the organisation. Job satisfaction is affected by the characteristics of the individual, the organisation and the job (Akduman & Duran, 2017; Bakan & Buyukbese, 2004; Tedmem, 2014, p. 11). Job satisfaction includes cleanliness of the workplace, lightness, noise and heat level, communication with managers and colleagues, the individual's ability to use creativity or monotony level, the individual can be autonomous in performing the work, progress and reward mechanisms, organisational policies and practices affect (Unsal & Ozalp Turetgen, 2005). It would be appropriate to add organisational peace among these variables.

In addition to written contracts connecting the employee to the organisation, there are also unwritten contracts between the organisation and the individual. Although it has some social, psychological and economic expectations from its employees' organisation, it expects loyalty and efficiency from its employees. Psychological contract without written rules is more than a situation where mutual interests are observed between the organisation and the employee. The relationship, friendship, among colleagues is also a psychological contract. Friendship requires compliance with the psychological agreement. According to Rousseau (1989), psychological contracts occur in the minds of the individual, are influenced by the perception of the individual, and whether or not the contract is respected is embodied by behaviours, just like organisational peace. The views of a teacher who participated in the research are as follows:

*'The number of days I'm late for my work shift can count on the fingers of one hand. It was a very snowy day. Me and many of my friends at the school were late to school because we could not work our cars. Most of the students were late to school because the student services did not work either. I think the majority of the people working in the city I live in are late for work that day. The headteacher scolded us all in the teachers' room. All my friends had the same feeling and thought as me. I told the school principal that this was an exceptional situation, that everyone was late despite the effort. Then the school principal continued to scold*

*me. None of my friends in the teachers' room reacted. I felt that friendship between me and my friends was broken that day.'* [T2]

A case study described by T2, a participant of his research, is a typical violation of psychological contract. It is the erosion of unwritten rules established among colleague that they will fight together against injustices, share happiness and help those who need help. In another example of the participant's case, it is the unfair and unfair approach of the manager. According to the research findings, teachers consider that their colleagues have a sense of justice that organisational justice is provided, and the fair management of the manager is essential for the establishment of organisational peace.

Organisational justice, which is based on Adams' equality theory, is the decision of employees to compare the achievements of others and himself in similar situations (Ozdevecioglu, 2004). The resulting decision is also one of the most important factors determining the individual's perception of organisational peace (Greenberg, 1996, p. 24; Tezcan, 2012, p. 3).

### 3.3. Findings for the third question of the research

In order to collect data for the third sub-problem of the research, what do you think are the factors that prevent organisational peace? The question was posed. Codes were generated from the data obtained. These codes were evaluated in four dimensions as individual, organisational, managerial and factors related to the characteristics of the work. In Table 3, teachers' opinions about the factors that prevent organisational peace are presented.

Among the individual factors that prevented organisational peace, teachers most often expressed negative personality traits, verbal, nonverbal and psychological violence behaviours of individuals. Among the organisational factors that prevented organisational peace, teachers stated the most unfair practices, lack of healthy communication and non-democratic practices. Among the managerial factors that prevented organisational peace, teachers most frequently mentioned the lack of merit and managerial skills in managers. Among the job features that prevented organisational peace, the most common ones were the unfavourable physical conditions and the workload.

**Table 3. Factors that prevent organisational peace**

<b>Factors That Prevent Organisational Peace</b>	
<i>Individual Factors</i>	<i>Organisational Factors</i>
<i>Personality characteristics</i>	Organisational Injustice (n = 9)
Selfishness (n = 8)	Insufficient organisational communication (n = 8)
Inadequate communication skills (n = 7)	Lack of organisational democracy (n = 8)
Negative affect (n = 6)	Lack of organisational trust (n = 8)
Toxic properties (n = 6)	Implicit organisational opposition (n = 7)
Narcissistic features (n = 5)	Low organisational commitment (n = 6)
Passive aggressives (n = 3)	Poor organisational culture (n = 4)
Cunning (n = 3)	Negative organisational climate (n = 4)
Antisocials (n = 2)	Organisational values (n = 2)
Introversion (n = 2)	Low organisational success (n = 2)
Competitive personality (n = 2)	Vertical organisational structure (n = 1)
Tendency to individual study (n = 2)	<i>Managerial Factors</i>
Mood disorders (n = 2)	Manager's lack of merit (n = 9)
Addiction (n = 1)	Lack of management skills (n = 9)
Intensity	Autocratic leadership (n = 8)
Aggressive behaviour (n = 4)	Siding (n = 6)
Abusive behaviours (n = 3)	Favour (n = 6)
Mobbing (n = 3)	Toxic behaviour of the manager (n = 6)
Sabotage (n = 3)	

Anti-production behaviours (n = 2)	Excessive control (n = 6)
Vengeful behaviour (n = 3)	Unionists activities (n = 5)
Scare (n = 3)	The manager is not intelligent (n = 3)
Lack of merit (n = 6)	Psychological problems of the manager (n = 2)
Failure to establish work-life balance	Neglectful management (n = 1)
Economic problems (n = 3)	<i>Factors Related to Job Characteristics</i>
Responsibilities of children (n = 2)	Unfavourable physical conditions (n = 8)
Pregnancy and maternity leave of female employees (n = 1)	Workload (n = 7)
Violation of the psychological agreement (n = 2)	Low status (n = 6)
	Insufficient charge (n = 4)
	Nonsense of work (n = 2)
	Information Technologies (n = 1)
	Job security (n = 1)

Communication is the communication between individuals, groups or organisations by communicating feelings and thoughts and creating a common understanding. In other words, communication is the process of common meanings and common indicators (Guney, 2006). The success of organisations depends on the fact that they have clear and powerful channels of communication for the common purpose. When an effective communication system is not established in the organisation, in other words, when there is weak and closed communication in the organisation, the gossip mechanism comes into play. Instead of trying to understand each other's goals and practices, individuals and units begin to 'demonise' them (Taher & Krotov, 2016). In the organisation which starts to give warning signs, the gossip mechanism is accompanied by verbal, nonverbal, psychological and sometimes physical violence.

Scientists defined violence in different kinds such as open-closed, secret-public, antisocial-prosocial (Kagitcibasi, 1999, p. 348), direct-indirect, planned-unplanned, object-free and physical-psychological, cultural (Galtung, 1969, p. 169). In the research, teachers mentioned violent behaviours that disrupt organisational peace as aggressive, abusive, anti-production behaviours, mobbing and fear release. The views of some participants regarding violent behaviour that disrupts organisational peace are as follows:

*'There was a great chaos in the school where I worked, deepened by ideological differences. The school had teachers working for more than fifteen years. The fight between them made the school uninhabitable. These teachers were at school to take revenge on each other. One of the teachers applied for retirement to transfer the other to retirement. He made the other one apply for a pension. He forced his opponent to retire and canceled his pension application at the last minute' [T9]*

*'There are two teachers in my school who have personal problems. I witnessed one of them directing students and parents to harm the other teacher. Parents filed a legal complaint because of these referrals.' [T10]*

The event described by T10 is explained in the literature by Medea Syndrome, which is called as a type of vengeful behaviour. In this case, the teacher took revenge on his opponent by instrumentalising the students and parents. Another finding of the research is the toxic properties felt in colleagues, organisation and manager.

Toxic behaviours are defined as infectious behaviours that cause toxic effects. Toxic behaviours are encountered in every environment where human relations exist and therefore in organisations (Eginli & Bitirim, 2008; Iskit, 2019, p. 2; Unur & Pekersen, 2017). Gossip, rumour, sarcastic attitudes, punctuated words, underestimating the efforts of others, jealousy, selfishness, the manager's desire to be aware of every event in the school, waiting for the arrival and departure of employees to follow the school's excessive behaviour are some of the toxic behaviours expressed by the teachers participating in the research.

According to the teachers, mobbing is another type of violence that disrupts organisational peace. Mobbing behaviours flourish and develop in hostile organisational environments where peace is disrupted (Senerkal, 2014). The ultimate goal of mobbing behaviours applied to employees by their superiors, subordinates or equal employees (Cindiloglu, 2010, p. 156; Tinaz, 2006, pp. 7–8) is to ensure that the victim leaves the organisation by decreasing his performance (Karakus, 2011). Mobbing that cannot find a living space in organisations where there is a peace environment (Yaman, Vidinlioglu & Citemel, 2010) is a situation that is exposed to the majority of employees working in organisations devoid of peace (Ulug & Beydogan, 2009; Yaman et al., 2010).

One of the interesting findings of the study is that information technologies disrupt organisational peace. The views of one of the teachers participating in the research are as follows:

*'Students do not want to listen to lessons, they want to be motivated by continuous visual adaptations. This added new responsibilities to the teacher. We constantly feel compelled to find methods that will make students happy. We seem to be in a constant competition.'*[T10]

Education is one of the most important tools of development. Today, as in every field, new changes are taking place in the field of education. With the rapid development of science and technology, increase in communication, rearrangement of educational environments, necessitates the increase of teachers' qualifications (Eres, 2004). The student is the beneficiary of the service provided in school organisations. It is difficult to say that organisational peace is sustainable as long as teachers, who are digital immigrants, do not reduce the technological gap between digital indigenous students of the 21st century.

Another interesting finding of the study is that job security is defined as a variable that both improves organisational peace and harms organisational peace. The views of a teacher participating in the research are as follows:

*'The fact that teachers have a staff guarantee makes it impossible to distinguish between the hardworking and not. In a system where everyone receives the same salary and has job security, the self-sacrificing work of many people fails. Living this situation and emotion disrupts organizational peace.'* [T4]

Job security is the prevention of the employee's dismissal by arbitrary termination of the employment contract without a just and valid reason (Temir, 2017). Job security is an important right that enables the employee to look to the future with confidence, increases productivity and maintains the happiness and balance (Poyraz & Kama, 2008). When the root cause that disrupts organisational peace is tried to be determined, it will be understood that the problem does not have job security. In order to realise the objectives of the organisation, managers need to be able to operate these processes effectively due to the management processes. The manager's planning, organising and coordination skills, as well as a fair system of reward, will protect the rights of employees who contribute more to the organisation and ensure organisational peace.

#### **4. Conclusion and discussion**

The concept of organisational peace is a dynamic situation that can be developed through open communication of justice, trust and goodwill. The fact that organisational peace is dynamic is due to differences in perceptions of individuals and variations in conditions. Although it is used in the literature, there are no studies investigating organisational peace in the accessible literature. There are some studies that only mention the relationship with some variables. This research is the first to provide a theoretical framework for the concept of organisational peace. It is also the first empirical research that explores the concept of organisational peace.

Organisational peace consists of two dimensions which can be called 'internal organisational peace' and 'external organisational peace'. 'Internal organisational peace' that affect formed by relations and conditions within the organisation itself is influenced by four factors such as individual, organisational,

managerial and job characteristics. The 'external organisational peace', which is formed by the organisation's relations with others and by legal requirements, stems from the direct or indirect, optional or compulsory interactions of the organisation. External organisational peace is influenced by five factors such as hierarchical relations, close environment, other organisations, society and global relations.

This study was conducted to determine how teachers perceive the concept of 'internal organisational peace' and to determine the factors that promote and prevent organisational peace. As a result of the research, it is understood that the teachers heard the concept of organisational peace for the first time, but the concept was created a mental scheme. Teachers explained organisational peace with happiness, common goals, cooperation, justice, comfort, democratic values, harmony, respect and healthy communication. In addition, the teachers stated that the factors that improve the internal organisational peace formed by the organisation's own dynamics are positive personality traits, job satisfaction, fair practices, effective organisational communication, the competencies of the manager and the suitability of the physical conditions of the work. According to the teachers, the factors that prevent organisational peace are negative personality traits of employees, verbal, nonverbal and psychological violence behaviours, unfair management, closed communication, lack of merit and poor working conditions.

The concept of organisational peace was tried to be explained with the concept of organisational harmony (Bocarnea et al., 2018, p. 9). But organisational peace is a much larger structure, including organisational harmony. Organisational peace is like a puzzle game. The players know that it consists of many small pieces as well as large pieces. It takes patience and effort to complete. If you've taken these challenges and decided to play the pieces, put the pieces in place and the big picture is in your full glory. But each missing piece prevents you from seeing the picture. The increase in the lack of parts blurs your idea of picture. In fact, every missing piece makes the big picture lose its meaning, but the big pieces make the picture incomprehensible with the gaps they create. This is the case in organisational peace, and justice, trust, goodwill and open communication are needed for its formation and maintenance. The combination of all these is the outcome of peace, harmony, happiness, success and efficiency.

Managers, teachers, students and parents have various responsibilities in increasing and maintaining organisational peace in schools. Considering the local and global equivalence of organisational peace provided in schools, the importance of the subject can be understood.

This study, which focuses on the concept of organisational peace, needs to be supported by further research. Working with different dimensions of organisational peace in different organisations can contribute to the development of the concept.

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