

# Okul mdrlerinin deęerlerle ynetime iliřkin grřleri İNGİLİZCE

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International

Journal of Human Sciences

ISSN:2458-9489

Volume 15 Issue 1 Year: 2018

## School principals' opinions about management upon values

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### Abstract

Management upon value is to consolidate occupations around common values so that managers are aware of the individual values of the occupations and act effectively and efficiently in the direction of their organization. It is envisaged that the managers will create a system of common values, without emphasizing individual values, to develop the motivation and skills of the organizational workshops. The purpose of this research is to determine the opinions of the principals working in public elementary, secondary and high school levels affiliated to Denizli province Merkezefendi and Pamukkale districts about the topic management by value. In this qualitative research in the case study, a structured interview technique was used and 31 questions developed by the researchers were asked to the school principals. The working group consists of 10 school principals working in the public primary, secondary and high school levels affiliated to the Denizli Provincial Directorate and Pamukkale District National Education Directorates. In the analysis of the data, descriptive and content analysis techniques were used together. The data transferred to the article were edited, the themes were created from the encoded data, and the findings were defined and interpreted. The school principals interviewed indicated that it would be an effective way to act jointly by providing consensus on the way in which the management style can be built with values and this management style; employees will be able to help themselves to the company, to be happy at work, and to work more effectively and efficiently.

**Keywords:** Management upon values, school principals, content analysis.

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(Extended English summary is at the end of this document)

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## 5 1. Introduction

6 People generally take their values into consideration in their choices and future steps. From this  
7 point of view, the values of individuals have an impact on the movements of persons; it is also  
8 reflected in their behaviour and thoughts. Many definitions of the value phenomenon seen as part  
9 of the culture are seen in the literature. The concept of value; "should have a more central position  
10 than others... it can bring together the different interests of all sciences related to human  
11 behaviour." are defined by the psychologist Rokeach (1973: 5). However, similar definitions were  
12 introduced by sociologists such as Williams (1968) and by anthropologists such as Kluckhohn  
13 (1951). According to these theorists, values are seen as the criterion people use to select and justify  
14 actions and to evaluate people and events (Schwartz, 1992). In addition, Schwartz and Bilsky (1987)  
15 in a study about values, concepts or beliefs, the desired final situation or behaviour it defines as a  
16 guide to the selection or evaluation of behaviours and events that exceed certain situations.  
17 According to the definition of Schwartz (1994), which extensively studied the values, values are the  
18 goals that serve as the guiding principles for the life of the individual or other social entities, and  
19 which may be desirable according to the situations. Erdem (2007) expresses values, behaviours that  
20 serve to judge them and what they consider important, and expresses the wishes, preferences,  
21 desires and notions. Fitcher (1994) defines values that give meaning and importance to culture and  
22 society; Ziegler (1970) the values help us to find out what we prefer or not, and to help us put the  
23 behaviour and events in order; he described them as symbolic categories such as ideas, thoughts  
24 and emotions. According to Schwartz and Sagie (2000), the values are the goals that direct the lives  
25 of individuals, serve as the rule, and the importance levels are different. In terms of the subject  
26 matter of the study, values are generally used to determine and guide the behaviour of individuals;  
27 can be defined as general principles expressing ideal and desirable lifestyles (Karaköse, 2008).

28 According to Allport, values are the meanings associated with the perceived self. Values are also  
29 related to many orientations such as interest, pleasure, preferred or not, thought, situations, duties,  
30 desires, moral obligations and goals (Williams (1979). Rokeach (1973) has a number of assumptions  
31 about values such as; a) value are organized within value systems; b) each individual has a value  
32 and a system of values; c) the total number of values a person possesses is small; d) everyone has  
33 the same values at different levels; e) values acquired by people; is the whole of the personality of  
34 culture, society, institutions and individuals (Cited in Yılmaz, 2008).

35 Organizations are institutions in which many individuals are directly or indirectly members. Each  
36 individual has a number of values that they bring from the family and develop environmentally  
37 throughout their lives. Values such as ideologies, behaviours, attitudes and personality also vary  
38 from individual to individual. These values also affect one's attitudes and behaviours. Individuals  
39 reflect their unique values to their environment and life, as well as to the organizations they are a  
40 member of, and these individual values contribute to the formation of organizational values.  
41 However, it may be difficult to catch a common rhythm when considering that each individual has  
42 its own values; in a sense, this can cause confusion in organizational behaviour. In order to prevent  
43 this, each organization should create its own organizational values and bring the individuals in the  
44 organization together around this phenomenon. If the organizations are managed around the values  
45 that are created by the organization rather than individual values and the employees internalize, and  
46 if employees find a part of their values in the organization, it can be faster and easier to integrate  
47 with the organization and accept the organization. Therefore, a manager should take into account  
48 the values of the individuals in the organization and try to achieve harmony by combining them in a  
49 common point.

50 The values within the organization are in fact a subset of organizational culture (Schwartz, 1992).  
51 The reason underlying the establishment of common values in the organization is nothing more  
52 than an effective access to the aims of the organization, as is universally known. In achieving these  
53 objectives, values are considered as ethical in the organization and it is envisaged that they provide a

54 convenience and integrity in achieving the objectives. The main aim of the organization is to reach  
55 its goals. Values also play a role as a path. Values factor can be used to create a sense of integrity  
56 and togetherness within the organization. The fact that values are considered as an effective way to  
57 reach organizational goals can be seen as the reason for increasing the number of recent studies.

58 It is to know and acknowledge that every human being is fundamental in management upon values.  
59 The meaning of each person is different means that people's expectations and thoughts are  
60 different. Each individual has some individual expectations from the organization. As long as the  
61 organization can meet them, it can keep individuals within it. There are many studies and theories  
62 proposed for this purpose. Management upon values is a management approach that gives  
63 importance to human relations, takes into account the fact that man is unique and one, knows that  
64 individuals are their own values and try to bring people together around common values rather  
65 than individual values. Management with values is effective in establishing unity with the  
66 organization and the feeling of unity (Gürsoy and Büyükbaş, 2002). As Sayles (1981) stated, if  
67 managers want to succeed, they should give importance to the values and attitudes of employees  
68 and act with them in mind. An administrator who wants to be an integrative and unifying leader is  
69 expected to act in accordance with this principle. Thus, an administrator who is aware of the values  
70 of individuals and takes steps accordingly will be appreciated by the employees in the organization  
71 and will be able to create effective motivation systems.

72 The meaning and purpose of this term must be known in order for management upon values to be  
73 clearly understood. With the management upon values is expressed as moving organization  
74 employees, expanding their capabilities, supporting synergies and innovations in order to improve  
75 the performance of the organization (Yılmaz, 2013). Values in organizations; mission and vision,  
76 principles and rules, symbols, rituals, daily activities can come in many different ways. The point is  
77 that, it is not the imposition of these values in the organization to the employees, but the fact that it  
78 is assimilated by the employees and acting in this direction. Sağnak (2006) states that different ways  
79 of thinking and expectations can lead to conflicts and disputes in organizations. In order to reduce  
80 this, managers need to be aware of the values of the individuals in the organization and take a  
81 unifying role in a common denominator, aim to minimize the conflicts, disagreements and  
82 incompatibilities within the organization and create a new unity of common ideas through the  
83 management upon values. Because the basic point in management upon values; be aware of the  
84 values of the organization and the values of the individuals in the organization, consideration of  
85 values in management, be sensitive to values, focusing on the development of the skills of the  
86 employees in the organization, governing the organization with the organizational values (Yılmaz,  
87 2008). Employees are expected to contribute to the formation of organizational values, to adopt  
88 these values and to reflect on their behaviour. The values adopted to serve as an adhesive in the  
89 integration of the organization and contribute to the formation of a healthy organizational climate.  
90 The more the individuals in the organization, the more they adopt and assimilate these common  
91 values, the more positive situations can occur for the organization. These positive results are, of  
92 course, desirable to be seen in every organization and desirable for each manager. In addition, in an  
93 organization where management upon values style is adopted, many benefits are expected by group  
94 members to achieve consensus in values. In these, as Mannix, Thatcher and Jehn (2001) stated, the  
95 formation of a strong organizational culture, the harmony between the members of the group and  
96 the increase of the performance can be shown (Cited in Yılmaz, 2013).

97 It was understood that organizations could not be managed only on the basis of formal structure  
98 and therefore the tendency towards the psycho-social characteristics of the employees and the  
99 studies in this field increased. Various studies have been carried out on management upon values  
100 which are the subject of this study. In one of these studies, it has been researched whether  
101 management upon values and organizational justice significantly predict teachers' job satisfaction;  
102 teachers have positive views on management, organizational justice and values, but job satisfaction

103 levels are not high (Altinkurt and Yılmaz, 2012). In another study of Altinkurt and Yılmaz (2010),  
104 the relationship between management and organizational justice was dealt with according to values.  
105 It is seen that the opinions of the teachers regarding the management upon values and  
106 organizational justice are quite high. It has been concluded that the status of administrators to  
107 manage their schools based on values is a significant predictor of teachers' perceptions of  
108 organizational justice and that there is a medium level, a similar and meaningful relationship  
109 between these two views. Beldağ and Yaylacı (2015) examined the views of managers and teachers  
110 on the values that are effective in the decision-making processes of managers, and it was found that  
111 managers and teachers have similar views in terms of values. Teachers' views on organizational  
112 values were obtained and it was stated that it would be appropriate to get opinions of everyone  
113 when determining organizational values (Özen, 2008). In Sağnak's (2005) study, it was determined  
114 that being open-minded, fair and morally coherent, being social egalitarian and creative were more  
115 important than the teachers' perceptions of administrators. In Özdemir and Sezgin's (2011) study,  
116 prospective teachers perceived values such as honesty, respect and trust in organizations as  
117 priorities; in a similar quantitative study (Sezgin, 2007), it was found that teachers preferred values  
118 such as honesty, trust, respect, tolerance and responsibility as priority values. In a study conducted  
119 at a state university on organizational values, it was concluded that the first three values that the  
120 university should have in the future are scientific, quality and pioneering values (Erdem, 2007). In  
121 another study conducted in higher education institutions (Turan, Durceylan and Şişman, 2005), the  
122 administrative and cultural values adopted by the university administrators were emphasized. As  
123 can be seen, various studies have been carried out on organizational values. This research  
124 conducted; providing consultations with managers, inquiries and in-depth research; also, it is  
125 thought that it is different from other researches because it is carried out in primary schools,  
126 secondary schools and high schools in Denizli and it will contribute to the field in this respect.

127 Teachers who want to work in an institution affiliated to the Ministry of National Education,  
128 positions determined by the state and these teachers are appointed and come together from many  
129 parts of Turkey. The fact that these teachers, who have different culture and values system, come  
130 together, suggests that an effective management approach could be needed to bring teachers  
131 together at a common denominator in schools. As a result of his research, Hofstede (1984) asserted  
132 that individuals with different cultures have adopted different value judgments. From this point of  
133 view, it is thought that teachers, who have very different cultures and values, can be seen as an  
134 effective management upon values style for school principals. For this reason, it was asked to  
135 conduct this research in an institution affiliated with the Ministry of National Education and to take  
136 the opinions of the school principals.

137 The purpose of this study is to determine the views of school principals on management upon  
138 values. In order to achieve this aim, the following questions were sought; what are the opinions of  
139 school principals about management upon values of; 1. management style, 2. positive human  
140 dynamics, 3. evaluation of external and internal environments, and 4. effective use of methods and  
141 tools?

## 142 2. Method

143 In the study, the phenomenological design is used. The phenomenology pattern is a method used  
144 to focus on the facts that we are aware of but do not have an in-depth and detailed understanding.  
145 We may encounter these cases in our daily lives, but this does not mean that we can fully  
146 understand the facts (Yıldırım and Şimşek, 2016). In order to understand the views of school  
147 principals about management upon values, structured interview technique which is one of the  
148 interview techniques is used. The aim of the structured interview technique is to make comparisons  
149 between the information received from the interviewees and the questions asked by the researcher  
150 by determining the parallelism and difference (Brannigan, 1985; cited in Yıldırım and Şimşek, 2016).  
151 The questions to be asked to the school principals were prepared in advance by the researchers and

152 the questions were asked to the school principals in an unbiased manner and without any  
153 intervention.

## 154 2.1. Participants

155 In the study, 10 primary school principals, three primary schools, three secondary schools and four  
156 high school principals working in the public primary, secondary and high school levels of Denizli  
157 province Central Education Center and Pamukkale District National Education Directorates in the  
158 fall term of 2017-2018 Academic Years were utilized. An easy-to-use sampling method, which is  
159 one of the purposeful sampling methods, was preferred in the sample selection. This method,  
160 which gives speed and practicality to the research, often refers to when the researcher is not able to  
161 use different sampling methods. It is a close and easy to access sampling method (Yıldırım and  
162 Şimşek, 2011). Therefore, in the selection of school principals who were easily accessible, who  
163 could spend a long time on the interview and volunteered to participate in the research were  
164 preferred. In the study, gender, age, seniority, education level and the number of teachers in the  
165 school were included as personal variables. The reasons for the inclusion of these variables in the  
166 study can be explained as follows; according to the masculinity/ femininity dimension, which is one  
167 of the dimensions determined by Hofstede (1980) with respect to culture as a result of the studies  
168 conducted by school principals; the value given to people in the organization, love, respect,  
169 courtesy of such phenomena as femininity; materialist, aggressive, oppressive tendencies dominated  
170 the masculinity. Therefore, according to the gender of school principals the dominant climate in  
171 their organizations; it is aimed to determine whether there was a relation between the school  
172 principals' age and managerial skills. As the seniority of school principals' increase, they are more  
173 informed and conscious about management upon values; as the level of education increases, they  
174 are thought to be more knowledgeable and responsive in managing the school and differences. By  
175 determining the number of teachers in the school, it is aimed to determine by which researchers the  
176 school principal could achieve more success in the scale of management upon values. The gender,  
177 age, seniority, management period, education level of the school principals and the number of  
178 teachers in the school are included in the study to determine all these. The number of teachers in  
179 the school and the demographic characteristics of the principals are given in Table 1.

180 **Table 1.** Number of Teachers at School and Demographic Information of Principals

Participants	Gender	Age	Seniority	Management Period	Education Status	Number of Teachers in School
P1	Male	38	17	9	Graduate	40
P2	Male	54	30	30	Undergraduate	28
P3	Male	39	18	5	Graduate	42
P4	Female	50	30	28	Graduate	22
P5	Male	38	18	14	Graduate	46
P6	Male	50	28	23	Graduate	43
P7	Male	35	13	11	Graduate	27
P8	Male	43	20	16	Graduate	47
P9	Female	42	18	10	Graduate	28
P10	Female	34	12	3	Undergraduate	39

181

182 As seen in Table 1, the school principals attending the study are 7 male and 3 female. School  
183 principals vary in age from 34 to 54 years. The seniority of school principals is between 12 and 30  
184 and their management period is between 3 and 30. When the education status of the school  
185 principals is examined, it is seen that 8 of them have graduate degree and 2 of them have  
186 undergraduate education. The number of teachers varies between 22 and 47 in schools where  
187 principals work.

## 188 2.2. Data Collection

189 In order to obtain detailed information about the research, data is obtained by qualitative data  
190 collection techniques using “semi-structured interview” technique. This technique enables  
191 researchers to be systematic and comparable (Yıldırım and Şimşek, 2011), and on the other hand, it  
192 enables the viewer to tell the perceived world from his own perspective (Merriam 2015). Before  
193 preparing the interview questions, the literature was examined in detail and the concepts that were  
194 thought to be important were identified and semi-structured interview questions were prepared by  
195 the researchers. Four experts were consulted from the field in order to determine the purpose of  
196 the interview questions, whether they were understandable and feasible and also to reflect the  
197 research sub-problems. The interview questions were finalized in line with the opinions received. It  
198 has been tried to understand whether or not the questions prepared by taking expert opinion will  
199 provide the desired data. This is also thought to be important for the credibility of the research.

200 While determining the opinions of the school principals, at the same time, the basic principles of  
201 management upon values; (1) management style, (2) positive human dynamics, (3) evaluation of  
202 external and internal environments, (4) effective use of methods and tools are considered (Institute  
203 of Value Management, 2001; cited in Yılmaz, 2013) and the opinions of the school principles on  
204 management upon values is determined in line with these categories. As a result, 9 open-ended  
205 structured questions are obtained. The questions directed to the school principles are as follows;

### 206 *Management Style*

207 1. How do you think the common values can be established by considering the values of teachers  
208 and other employees in the school?

209 2. What could be the effect of management upon values on the employees in the school? How can  
210 it benefit the school?

211 3. What kind of characteristics should a principle giving importance to management upon values  
212 style have?

### 213 *Positive human dynamics*

214 4. What can be the response of employees in the organization to management upon values style?

215 5. How does the management upon values propel people to their emotional and intellectual  
216 attitudes?

### 217 *Evaluation of external and internal environment*

218 6. What is the attitude and behaviour of employees and teachers towards each other in the school  
219 where values are governed?

220 7. How can the attitudes and behaviours of the teachers change the views of the external  
221 stakeholders about the school?

### 222 *Effective use of methods and tools*

223 8. What should be the method of a principle who wants to activate management upon values style  
224 in the organization? Where should it start, which way should it follow?

225 9. Which tools should the principle use to communicate and promote management upon values  
226 style to school staff?

227 The data were collected by individual interview method. In the individual interview, there is no one  
228 other than the interviewer and the researcher (Kar<sup>31</sup>, 2012). Therefore, the interviews were  
229 conducted one to one. The answers to the questions were recorded with the voice recorder after  
230 the permission of the principals in accordance with the ethical principles, and then the data was  
231 transferred to the writing and edited and coded. Prior to the interview, the school principals were  
232 informed about the management upon values and provided an idea about the research and the  
233 subject.

### 234 2.3. Data Analysis

235 Both content analysis and descriptive analysis are used in the study. The data summarized and  
236 interpreted in the descriptive analysis are subjected to a deeper process in the content analysis and  
237 the concepts and themes that cannot be recognized by a descriptive approach can be revealed by  
238 this analysis (Yıldırım & Şimşek, 2016). Therefore, it is found suitable by the research<sup>23</sup> to use  
239 descriptive analysis and content analysis together. The data obtained according to descriptive  
240 analysis are summarized and interpreted according to predetermined themes (Yıldırım and Şimşek,  
241 2016). Questions are prepared in accordance with the pre-determined themes in the management  
242 upon values. The process of analysing and interpreting the data is carried out in four stages; (1)  
243 naming, coding and subtraction phase, (2) theme development phase, (3) phase of validity and  
244 reliability, (4) reporting phase (Merriam, 2015).

245 **Naming, coding and subtraction phase:** The data transferred to the manuscript is coded and  
246 edited. The names of the participants are hidden and instead, code names have been used (such as  
247 P1, P2, P3 ... P10).

248 **Theme development phase:** The questions directed to determine the principals' opinions about  
249 management upon values, the management styles of the school principals, the positive human  
250 dynamics, the evaluation of the external and internal environment, effective use of methods and  
251 tools are devoted to themes. The questions are arranged according to these themes and the school  
252 principals are asked.

253 **The stage of providing validity and reliability:** In order to provide validity and reliability and to  
254 increase credibility,<sup>30</sup> interviews were recorded with voice recording and direct quotations were  
255 included. Interview questions were prepared as a result of the literature review. The questions were  
256 directed to the interviewers in an unbiased manner, the results were directed by questions and  
257 answers were recorded without any intervention. These statements were then transferred to the  
258 findings section without changing any of the interventions. However, in cases where a chosen  
259 statement was too long, only the most important dimensions of the expression were conveyed by  
260 preserving the participants' own words and the language of expression. For the internal consistency  
261 coefficient,  $Reliability = \frac{Consensus}{Consensus + Disagreement} \times 100$  formula was applied. The  
262 percentage of consensus is 70% or better (Miles & Huberman, 1994). As a result of the analysis  
263 made between the two authors, the internal consistency coefficient was calculated based on the  
264 above formula. As a result of this formula, the consensus reliability coefficient was 97% and the  
265 study is found to be reliable.

266 **Reporting phase:** The questions about the management upon values were taken to the audio  
267 record by taking the permission of the school principals. The data recorded by voice recording was  
268 documented at the end of the interviews and a framework was created for descriptive analysis.

### 269 3. Results

270 The opinions of the school principals are given in the framework of the themes and sub-themes  
271 that are determined in this section. Findings related to the opinions of the managers about



272 management upon values in the school are presented under the theme headings. The resulting  
273 themes are presented in the form of headings and in the framework of research questions  
274 accompanied by direct quotations.

275

## 276 **School Principals' Views on Management upon Values Style**

### 277 **a) School principals' opinions on how to create a management upon values style**

278 It is asked about how to establish a management upon values style for school principals, "How can  
279 a common values association be formed by considering the values of teachers and other employees  
280 in school while managing your school?" It is stated by many (6) school principals that the idea of  
281 "joint action" can be an effective way of providing consensus when opinions of school principals  
282 on how to manage the management upon values are taken. The sub-themes of the answers given  
283 by the school principals are given in Table 1.

284 **Table 1:** Distribution of the Theme of School Principals ' Views on How to Create a Management  
285 upon Values Style by Sub-Themes

Theme	Sub Themes	Frequency
School Principals' Opinions on How to Create Management Style upon Values	Moving Joint	P2, P3, P5, P7, P8, P9
	Effective Communication	P4
	Social -Cultural Activities	P1
	Determining Group Norms	P6
	Creating a Respectful Environment	P10

286

287 **P1:** "So we usually focus on social-cultural activities in order to combine common values in our  
288 schools..."

289 **P2:** "For this reason, the unity of administration can be ensured by bringing together the common  
290 value of this majority." **P3:** "... specifying what you want to do with common goals determined by  
291 adding common values to stakeholders together with their values..." **P5:** "We have to act in  
292 accordance with the education policy of the state and we must determine the way of acting  
293 according to the missions determined in the context of national education policy." **P7:** "... it can be  
294 done by taking all the teachers' ideas about the culture of the institution and putting it into  
295 practice." **P8:** "First of all, it is evaluated about the subject and then the idea of each person is taken  
296 separately." **P9:** "Work can be done to solve these problems by putting all the employees together  
297 and putting all the employees in the work together."

298 **P4:** "If you set a common goal for the school, it is common for people, but first you need to tell it  
299 very clearly to people..."

300 **P6:** "We can actually weigh the values of the teachers individually, determine the norms of the  
301 groups and create the common values of the schools accordingly."

302 **P10:** "We valued the ideas of friends, showing respect. Then they showed respect for our ideas and  
303 what we wanted to do."

### 304 **b) The opinions of the school principals on the effect of management upon values style on 305 the employees and the institution**

306 Questions were asked to school principals about "What is the effect of management upon values  
307 style on employees at school" and "how management upon values style can provide benefits to the

308 school?" When the management style of school principals is asked about their views on the  
309 influence of employees and the institution; positive features such as "self-dedication," "happiness at  
310 work" and "effective and efficient functioning" all talked about the in 8 act on the employees at the  
311 school. The sub-themes of the answers given by the school principals are given in Table 2.

312

313 **Table 2:** Distribution of Opinions of School Principals the Effect of Management upon Values  
314 Style on Employees and Institutions by Sub-Themes

Theme	Sub-Themes	Frequency
School Principals Views on the Impact of Management upon Values on Employees and the Institution	Devoting Oneself	P1, P4, P5, P8
	Being Happy at Work	P3, P7, P9, P10
	Effective and Efficient Operation	P2, P6

315

316 **P1:** "... those who work in an environment where these values are respected will have more  
317 ownership of that established organization." **P4:** "Once you set a goal, they are working as a  
318 shelter." **P5:** "... if a value is accepted as a partner, this also increases the quality of education as it  
319 brings with it the feeling of ownership." **P8:** "... I think that the organization can be made more  
320 efficient without any problems... I think they will work with higher morale in a more motivated  
321 way."

322 **P3:** "Our common values ... in the case of individuals, they are happier where they are, and they  
323 are able to achieve success in the school environment." **P7:** "When we adopt a management upon  
324 values style in the school together with the solution we find together, all the teachers come here in  
325 the morning with a smile and come in a peaceful environment." **P9:** "... once again they will come  
326 to the school because of its efforts." **P10:** "... very positively reflected. When the teacher are good,  
327 the student is good with the teacher or the parent."

328 **P2:** "In terms of organization, management can take their jobs faster and reach the target earlier."

329 **P6:** "They adopt the school better, the efficiency is increased and the school is accepted more  
330 quickly."

331 **c) Views of school principals on the characteristics of a principal who cares about the  
332 management upon values style**

333 Asked about the characteristics of principals who gives importance to the management upon values  
334 "What kind of characteristics should you h 4 e as a mentor who gives importance to management  
335 upon values style?" When asked about the opinions of the school principals on the characteristics  
336 of a mentor who attaches importance to management upon values style; it has been said that the  
337 "improved human relations" feature is more emphasized and that those who are "respecting  
338 differences" and "leader", respectively, may 8 e more effective in the management upon values style.  
339 Sub-themes of school principals' responses are given in Table 3.

340 **Table 3:** Distribution of the Theme Regarding the Characteristics of a Principal Who Gives  
341 Importance to the Management upon Values Style of School Principals by Sub-Themes

Theme	Sub-Themes	Frequency
Views of School Principals on the Characteristics of a Manager Emphasizing Management Upon	Human Relations Advanced	P6, P9, P10
	Respect for Differences	P1, P2
	Leader	P4, P7

Values Style		
	Assimilating Universal Values	P5
	Loving Job	P8
	Know People Well	P3

342

343 **P6:** "Person must have developed human relations, has to respect people, needs to value them and  
344 has to make them feel." **P9:** "... bilateral relations, human dialogue, dialogue with people should be  
345 very good." **P10:** "Should be able to communicate with everyone. Communication is the first."

346 **P1:** "... who has different democratic ideas that respect different opinions, respect human rights,  
347 and keep universal values above all else." **P2:** "... who has accepted into all different life styles, who  
348 does not separate people from each other.

349 **P4:** "In order to achieve common values, you have to show them that you are a leader, that is, you  
350 are a leader." **P7:** "It's not the manager, it's the leader. Because principals have ideas, they have  
351 ideas about it, leaders have ideas with their friends."

352 **P5:** "I believe that in a universal sense, it should be assimilated and I believe that the values of a  
353 school principal are important in both national and universal sense while addressing the values."

354 **P8:** "I think that as a school principal, you will be able to work with more love and more  
355 enthusiastically."

356 **P3:** "The school principle will know the people of different socio-economic dimensions in their  
357 different values, in different status judgments in the different layers of the society, who will know  
358 the society very well."

### 359 Views of School Principals on Positive Human Dynamics on Management upon Values

360 Questions were asked to the school principals about the positive human dynamics of management  
361 upon values, "What can be the reaction of the employees in the organization to the management  
362 upon values style?" and "How does the management upon values propel people to their emotional  
363 and intellectual attitudes?" When school principals were asked about the management reaction to  
364 values with the staff at the school, they often expressed that they had received "positive reactions"  
365 and that employees were more "integrated with the organization". Sub-themes of school principals'  
366 responses are given in Table 4.

367 **Table 4:** Distribution of The Theme of the Positive Human Dynamics of the School Principles by  
368 Sub-Themes

Theme	Sub-Themes	Frequency
School Principles ' Views on the Positive Human Dynamics of Management upon Values	Positive Reactions	P6, P8, P9, P10
	Integrated With The Organization	P1, P4
	Reduction Of Conflicts	P2
	Increasing Efficiency	P3
	Doing Job With Love	P5
	Feeling Yourself Precious	P7

369

370 **P6:** "Although it is generally positive in the organization, it can be against it. I disagree, it can be  
371 reactions in the form of disapproving. But it's usually positive." **P8:** "... It will necessarily push  
372 positive attitudes, but here it is necessary to establish a good thing, the balance should be set up

373 well.” **P9**: “... if you can persuade people or good leadership, if you show a good leader attitude, I  
374 don't think too much of a negative thing.” **P10**: “If the administrator does not force them to  
375 impose their values, or if they do not attempt to manipulate them through unreasonable values, it is  
376 positive.”

377 **P1**: “... he/she will find self acting in accordance with the objectives of his/her organization and  
378 will do his/her utmost to benefit the organization at the top of his ability.” **P4**: “... organizational  
379 commitment has grown dramatically; corporate culture has developed so much because we gave  
380 them a goal to see that the target was the right target was another thing.”

381 **P2**: “Conflicts happen, you know that in society inevitably some people do not adopt these values,  
382 did not absorb. ... I've always taken this job with a lot of consultations, talk, respect, and love.”

383 **P3**: “... efficiency is increasing economically and we make more use of our friends.”

384 **P5**: “When it comes to the fact that the school principal has found itself, it can have a positive  
385 effect on both the teacher and the staff. Consequently, we can see that the staff draws their own  
386 way in doing or not doing their job.”

387 **P7**: “... the most important benefit of managing the institution with values is that staff always feel  
388 that they are valuable.”

### 389 Views of School Principals on the Evaluation of External and Internal Environment in an 390 Institution Where Management upon Values are adopted

#### 391 a) School principals' opinions on the evaluation of the internal environment in an 392 institution where values and management are adopted

393 Asked about the evaluation of the internal environment of an institution that school management  
394 adheres to by management upon values “How are the attitudes and behaviours of the teachers and  
395 the employees in the school which are implemented in the form of management upon values?”.  
396 When employees are asked about their attitudes and behaviours towards a school where the school  
397 principals are actively involved in the management upon values in a school, they express that they  
398 are “loving and respecting each other” and “positive and constructive behaviours” towards each  
399 other. Sub-themes of school principals' responses are given in Table 5.

400 **Table 5:** Distribution of The Theme of the Evaluation of the Internal Environment in an  
401 Institution Where Management upon Values Are Adopted by The School Principals by Sub-  
402 Themes

Theme	Sub-Themes	Frequency
Opinions of School Principals Regarding the Evaluation of Internal Environment in an Institution Where Management upon Values Are Adopted	Love and Respect	P1, P2, P6, P7
	Positive and Constructive Behaviours	P3, P5, P9
	Effective Communication	P8, P10
	Friendly	P4

403

404 **P1**: “... they think may be useful for the institutions to the extent they act together with respect and  
405 love towards each other.” **P2**: “... love, respect because you meet at a common value.” **P6**: “More  
406 respectful, more humane, a sense of helping each other more.” **P7**: “... The organizational culture  
407 reveals that it respects the values it foresees, at least.”

408 **P3:** "Attitudes and behaviours are very positive and constructive. They become complementary  
409 people who complete each other's deficiencies." **P5:** "Definitely management upon values is  
410 pushing people to positive attitudes." **P9:** "I think they will be more supportive."

411 **P8:** "... I think that if you initiate the interaction process between the employees of the institution  
412 over values. I think it will increase communication." **P10:** "... After achieving this in my own  
413 school, we had a really good communication with friends."

414 **P4:** "Friendly, fraternal."

415 **b) The opinions of the school principals on the evaluation of the external environment in**  
416 **an institution where management upon values are adopted**

417 Asked about the evaluation of the school principals by the external environment of an institution  
418 that the management upon values adhere to, the question "What attitudes and behaviours of  
419 teachers can lead to changes in the opinions of external stakeholders about the school?" When  
420 asked about the views of school principals on how external stakeholders perceive an organization  
421 that is actively managing upon values, it is often stated that external stakeholders are parents and  
422 the school environment is neighbours. Parents and the school environment have expressed that  
423 neighbours have positively reacted to the school and that school union stakeholders have gained  
424 more trust due to unity and solidarity in the school. Sub-themes of school principals' responses are  
425 given in Table 6.

426 **Table 6:** Distribution of The Theme of the Evaluation of the External Environment in an  
427 Institution Where Management upon Values Are Adopted by The School Principals by Sub-  
428 Themes

Theme	Sub-Themes	Frequency
Opinions of School Principals Regarding the Evaluation of External Environment in an Institution Where Management upon Values Are Adopted	Positive Reactions	P1, P2, P4, P5, P7, P8, P10
	Confidential	P3, P6, P9

429

430 **P1:** "These external stakeholders are affected positively from such an educational environment."  
431 **P2:** "... accepted by external stakeholders. He is positive, so he sees positively." **P4:** "It was  
432 positively reflected that the change in their teacher was outside of the parents and this means that  
433 our external stakeholders are parents." **P5:** "Usually we can see the connection with this positive  
434 approach." **P7:** "There are positive responses from teachers and institutions that have common  
435 values and act on those values at a rate of 90-95%. Because it begins to see the partnership in the  
436 stakeholders." **P10:** "Teachers also reflect on him the situation of the guardian. So that thing is  
437 disappearing, the negative reactions or comments disappear." **P8:** "... in the process of converting  
438 negative perceptions from the negative to the positive, it is necessary to consider the values that  
439 exist in the pre-acceptance of the people living in the society."

440 **P3:** "Teachers in the institution that there is a close connection between the institution, there is  
441 strong links between the school administration and all employees, if you can give out that the  
442 outside people think that these links are trust." **P6:** "A guardian with a sense of trust is more  
443 peaceful and our job becomes easier." **P9:** "I think it'll give you more confidence."

444 **Views of School Principals on Effective Use of Methods and Tools on Management upon**  
445 **Values**

446 **a) School principals' opinions on the effective use of methods and tools in an institution**  
447 **where management upon values are adopted**

448 In an institution where school administrators adopt management upon values; "What should be the  
449 method of a mentor who wants to activate the management upon values style in one's  
450 organization?" and "Where should he/she start? Which way should be followed?" were asked. It is  
451 stated that school principals must first make "observations" in order to be able to activate  
452 management upon values. Through observation, they can recognize people, schools and the  
453 environment; schools and employees will be able to identify their problems and create common  
454 values in this direction. Later on, "being understanding", "empathizing" and "giving confidence"  
455 with employees were expressed as effective methods. The sub themes of the answers given by the  
456 school principals are given in Table 7.

457 **Table 7:** Distribution of School Principals' Opinions on the Effective Use of Methods and Tools  
458 in an Institution where Management upon Values Are Adopted by Sub-Themes

Theme	Sub-Themes	Frequency
Opinions of School Principals on Effective Use of Methods and Tools in an Institution Where Management upon Values are Adopted	Observation	35 P9, P10
	Be Savvy	P1, P8
	Setting Up Empathy	P2, P7
	Give Confidence	P3, P6
	Positive Attitude	P5

459

460 **P4:** "What's the problem, why? Then, after a long observation period after that problem, I was able  
461 to solve the problem." **P9:** "I'm just at the observation. Locally I have to see a piece of the piece as  
462 I need to see. What does this school need? What do these kids need? What do parents expect from  
463 us?" **P10:** "It must start with observation. They should observe each staff member separately. They  
464 should learn their values and be able to reach common values through those values."

465 **P1:** "... regardless of the idea, understanding, approach, regardless of the approach is to carry." **P8:**  
466 "Must be open to communication. Ideas must be respectful of thoughts."

467 **P2:** "Firstly, empathy, assimilating values." **P7:** "First, you have to apply the human method first,  
468 so what can happen to people? What can he live on? He/she has to act on purpose, knowing that  
469 he/she has the possibility of experiencing them."

470 **P3:** "Everybody will know the point of stopping this message first; trust. Secondly, in all the events  
471 that will take place in this environment, we give the message that a strong administrator will stand  
472 behind them in a sound voice." **P6:** "The basis of everything is that people trust you."

473 **P5:** "He does this by exhibiting a positive attitude."

474 **b) The opinions of school principals about transferring management upon values style to**  
475 **employees**

476 "What tools should the school principal use to convey and promote the management upon values  
477 style with the employees in the school?" was asked about the transfer of school principals'  
478 management style to employees. It is emphasized that principals who want to activate management  
479 upon values in their school should primarily organize and emphasize "social activities" in order to  
480 create successful and effective values for the organization. Through social activities, school  
481 principals think they can create a link between the employees in the school and create effective  
482 communication channels. Sub-themes of school principals' answers are given in Table 8.

483 **Table 8:** Distribution of the Theme of the Opinions of the School Principals about Transferring  
484 Management upon Values Style to The Employees by Sub-Themes

Theme	Sub-Themes	Frequency
Opinions Of School Principals To	Social activities	P1, P2, P3, P5, P8, P9, P10

Transfer Management upon Values  
Style To Employees

Human relationship

P4, P6, P7

485

486 **P1:** "... can be focused on social cultural activities." **P2:** "The priorities are coming together from  
487 time to time with them both in school and outside the school." **P3:** "... even though they send a  
488 flower, even though they have a small heart, they can show their positive attitudes and behaviours  
489 towards the manager." **P5:** "We do different activities, for example, when we have a funeral when  
490 we have a condolence." **P8:** "... in events such as important days and weeks, you can share them  
491 with people around you in a certain way, by sharing your experiences in this process." **P9:** "... apart  
492 from the business environment, people should come together and bring the identities on us aside in  
493 the social environment." **P10:** "The best for this is actually special days."

494 **P4:** "I have used human relations, I have shown that all of them can be done on every individual  
495 basis in essence, or I have shown that it can be successful." **P6:** "For example, I don't call the  
496 servant or the student for calling a teacher, I am directly to communicate. I know that one-to-one  
497 communication is very strong." **P7:** "The most important thing is to appreciate the teachers and  
498 students."

#### 499 4. Discussion and Conclusion

500 The results of this part of the study, which defines the principals' opinions on management upon  
501 values, are discussed and suggestions are presented in line with the results.

502 In the research, when the opinions of the school principals about how management upon values  
503 style can be formed in their organizations, it is seen that the sub-theme called in acting jointly is  
504 expressed more frequently than other themes. In a school where management upon values are  
505 intended to be activated, it is desirable to come together with the employees in the school and to  
506 create common unity rather than individual values. In determining the common values of schools,  
507 students, parents, teachers, administrators, such as the association with the opinions of everyone  
508 related to the organization of common values should be formed and a study conducted by teachers  
509 in this research, especially emphasized it coincides with the results of this research (Gürsoy and  
510 Büyükbaş, 2002; Şişman and Turan, 2001; Özen, 2008). Gürsoy and Büyükbaş (2002) state that  
511 participation in the process of determination of corporate values is important in terms of  
512 ownership and commitment. A school principal who wants to activate governance with values in  
513 one's organization can explain to the employees first what this is, and draw a route to him and plan  
514 what needs to be done to meet the common values. This can provide unity to act jointly. Because,  
515 as a result of the observations, it was observed that some of the employees and, partly of the school  
516 principals, did not know what the management upon values meant. It is recommended to explain  
517 management upon values issues to both teachers and managers in in-service training. Thus, this  
518 method may appeal to some managers to activate in their organizations.

519 When asked about the opinions of school principals on the way of management upon values and  
520 the effect of the management upon values style on the institution, it is stated that the employees are  
521 "self-appointed" and "happy at work". Following this, it is stated that employees will work more  
522 efficiently and effectively. Satisfaction or dissatisfaction of the teacher in the business life can affect  
523 the structure and functioning of the school. It can be said that the attitudes of teachers with high  
524 level of satisfaction work are more positive, willing, efficient and effective (Altınkurt and Yılmaz,  
525 2012). In addition, according to the results of the research conducted by Vurgun and Öztop (2011),  
526 the employees with the organizational value system; they showed a strong relationship between  
527 commitment to the organization, job satisfaction and organizational success. Erçetin (2000) states  
528 that it is important that the values of the individual and the organization are compatible and similar;  
529 and it will contribute to the peace and success of both the individual and the organization in which  
530 he/she works. In the institutions where primary school teachers work; When the values are

531 determined and the opinions about the human relations after the values are determined, that  
532 teachers' relations with each other were at an adequate level and that human relations are getting  
533 better after the determination of the values. After determining the values in this context, more  
534 emphasis on teamwork; full participation in activities related to the organization; trust, tolerance,  
535 care, respect, communication, appreciation and praise and benevolence and cooperation,  
536 communication and interaction among individuals (Özen, 2008). Every organization has an effort  
537 to reach its goals effectively and efficiently. This study also demonstrates that school principals who  
538 want to activate management upon values can observe the positive effects on the employees. It can  
539 be suggested that a school principal, who realizes the happiness and efficiency of the employees in  
540 the organization due to work, can apply to management upon values for the effectiveness and  
541 efficiency of the school.

542 When asked about the characteristics that should be in a school head that management upon values  
543 style, the theme "advanced human relations" is more expressed. These values are directed to the  
544 human relations and sociality of the organization. Such values are defined by Hofstede (1984) as  
545 female values. Turan, Durceylan and Şişman (2005) also stated in their study that inter-human  
546 relations are important for managers. It can be considered as an effective method to ensure unity  
547 and solidarity in the organization with effective human relations and to unite all kinds of people for  
548 a single purpose. In-service training is only recommended by experts for effective communication  
549 and management courses for school principals.

550 In an organization where management upon values are active, the opinions of school principals on  
551 attitudes and reactions to management upon values in relation to employees are related to the  
552 "positive reactions". According to the study results of Beldağ and Yaylacı (2015), employees'  
553 attitudes towards corporate values applied to employees participating in the survey found that they  
554 had positive attitudes towards corporate values. Altunkurt and Yılmaz (2010) found a positive  
555 relationship between job satisfaction and employee management upon values and organizational  
556 justice. Therefore, the high level of job satisfaction of employees allows for organizational  
557 commitment and active and productive work in the organization. This result reveals that people's  
558 affiliation to their organizations and their being productive are organizational functions. It is  
559 suggested that school administrators should be more sensitive and relevant to employees at the  
560 school. It should be remembered that in organizations, people do not just come together to work  
561 and that socializing is also a human need. It should not be forgotten that when employees feel that  
562 they are important and that they are motivated for a common purpose, the most profitable  
563 organization will come from it.

564 The views of school principals regarding the evaluation of the internal environment of the  
565 institution is that the employees should be in the "love and respect" attitudes towards each other.  
566 When you look at the work done; values such as kindness, benevolence, benevolence, conformity,  
567 pleasure from life, success have been revealed (Şahin, 2010, Memiş and Güney, 2010). As stated by  
568 Başaran (2000), intra-organizational relations are based on mutual solidarity and support. Sharing of  
569 values ensures reconciliation in the organization. In addition, it has been determined through  
570 researches that the formation and maintenance of unity within the group can be more beneficial  
571 than the legal regulations in strengthening positive behaviours and attitudes in the integration of the  
572 members for organizational purposes (Sağnak, 2006; Turan et al, 2006). The fact that differences do  
573 not come to the forefront and the adoption of the concept of "us" in the organization from the  
574 individuality leads to a positive change in the behaviour of people towards each other. It can be  
575 suggested that school principals who are experiencing too many conflicts and problems in their  
576 organizations can apply this management upon values style to the minimum level.

577 The views of school principals towards thinking about school, where external stakeholders are  
578 active in management upon values, are directed towards "positive reactions". They have expressed  
579 a very positive response by the environment and later expressed confidence in it. Beldağ and Yaylacı



580 (2015) conducted the study; employees' knowledge of and acceptance of corporate values has  
581 positively influenced the ways in which work is done and the ways in which they interact with each  
582 other and with stakeholders; therefore, this situation has also shown that the institution contributes  
583 positively to the perceived image and reputation. They may be in a negative attitude towards  
584 schools which are in bad and negative environments in terms of socio-economics. School principals  
585 or school employees who want to reduce or eliminate negative stances and attitudes of external  
586 stakeholders can work together to tackle problems by unifying around common values. As a result,  
587 they can transmit a positive air to the outside and create a feeling of trust.

588 They have expressed their opinion that school managers should make an "observation" when they  
589 are asked which method they can apply to activate management upon values. Argüden (2004)  
590 argues that managers' values are important in terms of using appropriate organizational techniques;  
591 it is necessary to have an idea of the values of the employees in the organization in order to be able  
592 to create effective induction systems; increased trust and motivation within the institution through  
593 shared values; and thus the quality of the decisions and actions taken has also increased (Cited in  
594 Vurgun and Öztop, 2011). Observation can be said to be an effective way to learn the values of  
595 employees in the organization. School principals who are new to school or want to establish  
596 positive relationships with employees may prefer to organize meetings as a formal method. If you  
597 want to know about people and want to understand the school climate, it is thought to be more  
598 effective and beneficial to make observations before the action. It may be easier for school  
599 principals to identify employees if they create a warm environment by making formal or informal  
600 interviews with individuals and small communities in order to be able to recognize them without  
601 overwhelming them. Outside the school principal's identity and status, he/she can focus on actions  
602 that are positive for the people at school and to get to know them well.

603 When they asked the school principals what tools they could use to activate the management upon  
604 values, they expressed the opinion of organizing "social activities". School principals expressed  
605 their view that social activities will strengthen the link between them and increase solidarity and  
606 sincerity in the organization. In the researches carried out (Sezgin, 2007; Sağnak, 2005), when the  
607 characteristics of teachers' personal and organizational values are considered more important and  
608 priority, it is seen that these values are oriented towards the social environment of the school  
609 organization and human relations. A school principal who thinks that there is no tie between social  
610 solidarity or employees in his/her organization may 34 organize various activities to bring school staff  
611 together on special days or at regular times. Being out of school may be more effective in terms of  
612 establishing warm and intimate relationships. It may be an effective way for school principals to  
613 strengthen the ties between employees, as well as in school, by organizing social activities outside  
614 the school and bringing school staff outside together.

615 Considering the gender of the school principals, Hofstede (1980) was asked to evaluate the  
616 masculinity/femininity dimension which is one of the dimensions of culture. Femininity, love,  
617 respect, courtesy of the people in the organization; the dominance of materialist 4 aggressive,  
618 oppressive tendencies is depicted by Hofstede (1980) as masculinity. However, the results of the  
619 research revealed that the school principals had similar views. Both sexes; it was determined as a  
620 result of the interviews that they gave importance to human relations, they wanted to keep the  
621 interpersonal communication strong and they had a deep respect and love for the employees in the  
622 school. The school principals, Hofstede's male characteristics defined by the school in the absence  
623 of materialist, aggressive or oppressive tendencies, unlike the movement of unity and solidarity in  
624 common values and aims to create unity of intentions as a result of the negotiations. They were  
625 included in the study because they were informed about the educational status of school principals,  
626 values, management, organizational culture and school climate. School principal 16 who have  
627 mastered these concepts are expected to better address management upon values, to pay more  
628 attention to this issue and to better determine the positive results that will arise as a result of

629 management upon values. As a result of the interviews; it is revealed that teachers who have  
630 graduate education are generally aware of the management upon values approach and try to activate  
631 this term effectively in their organizations. It is observed that school principals who do not have a  
632 graduate education act to partially activate the conceptual framework and requirements related to  
633 management upon values. At this point, the seniority enters the circuit. It is stated by the school  
634 principals who have spent many years in managerial or school organization as a result of seniority,  
635 taking care to protect human relations and communication between people, and trying to activate  
636 right and wrong actions in their organizations by distinguishing right and wrong. It was observed  
637 that teachers with high seniority were more developed and comprehensive in terms of their ability  
638 to manage an organization. However, it was observed that the methods of implementation of  
639 management upon values style did not make any difference between the seniority period and the  
640 management seniority. It is seen that the school principals in this study have higher skills and  
641 awareness about the management of people and organizations than the school principals of the age  
642 group. It is seen that the number of teachers in the school has more or less number of school  
643 principals, and they affect social activities and gatherings they have made in order to activate the  
644 management upon values. It was determined that school principals in schools with less number of  
645 teachers tend to have more tendencies to assemble and do extracurricular activities. It was  
646 determined that the school principals in the schools where the number of teachers in the school  
647 were more than just the school, and that this effort was not reflected much beyond the school. It  
648 has been determined that there are more actions to create unity of values within and outside of  
649 school, and it is easier and faster to activate management upon values style understanding.

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702

### Extended English summary

703

704

#### **Introduction**

705

706 People often take their values into account when choosing and stepping forward towards the  
707 future. From this point of view, it can be said that the individual values of the people are influenced  
708 on the movements of the people, reflected in their behaviours and thoughts. It is seen in the  
709 literature that there are many definitions of value, which are seen as a part of the culture. The  
710 concept of value "should have a more central position than the others ..." psychologist Rokeach  
711 (1973) ", but similar definitions have been put forward by sociologists such as Williams (1968) and  
712 anthropologists such as Kluckhohn (1951). According to these theorists, values are seen as the  
713 criteria people use to select and justify actions and to evaluate people and events (Schwartz, 1992).  
714 Moreover, in a study by Schwartz and Bilsky (1987), the values "about concepts or beliefs, the  
715 desired end state or behaviour; guiding the selection or evaluation of behaviours and events that  
716 transcend certain situations." According to the definition of Schwartz (1994), which conducts a  
717 wide range of studies on values, values are aims that serve as guidelines for the life of one's or other  
718 social formations, which differ in importance and are desirable according to the circumstances.  
719 Every individual is a member, either directly or indirectly. The values we have are reflected in the  
720 circulation as well as in the organizations we are members of. In our simplest sense, our values  
721 come from organizations with us. Organizations are institutions where many individuals come  
722 together. It may seem difficult to get a common rhythm when all of the individuals in these  
723 institutions are thought to have their own unique values. That is why one should take into account  
724 the values of the individuals involved in the executive organization and try to achieve harmony by  
725 uniting them in a common point. It has long been understood that organizations cannot be  
726 managed solely on the basis of the formal structure, and thus the tendency towards psycho-social  
727 characteristics of employees in the organization and the workings in this area have increased.  
728 Individuals have a system of values that they bring from their families and that evolve  
729 environmentally throughout their lives. These values also affect our attitudes and behaviours.  
730 Individuals reflect their unique values in their surroundings and lives. Organizations are also a  
731 landscape that reflects the values of people. Each of the individuals contributes to the formation of  
732 organizational values in a sense, while conveying their own values to the organization. Values such  
733 as ideologies, behaviours, attitudes and personality also vary from person to person. The values that  
734 each individual brings to the organization, in a sense, cause the formation of complexity in  
735 organizational behaviour. To prevent this, each organization should create its own organizational  
736 values and bring the individuals in the organization around it. Individuals in the organization may  
737 become faster and easier to integrate and accept if they find a piece of their own values in the  
738 organization. It is a fact to be accepted that individual values must be managed around the values  
739 that the organization creates and is internalized by the occupations.

739

#### **Methods**

740

741 In the study, the phenomenological design is used. The phenomenology pattern is a method used  
742 to focus on the facts that we are aware of but do not have an in-depth and detailed understanding.  
743 We may encounter these cases in our daily lives, but this does not mean that we can fully  
744 understand the facts (Yıldırım and Şimşek, 2016). In order to understand the views of school  
745 principals on management upon values, structured interview technique which is one of the  
746 interview techniques is used. The aim of the structured interview technique is to make comparisons  
747 between the information received from the interviewees and the questions asked by the researcher  
748 by determining the parallelism and difference (Brannigan, 1985; cited in Yıldırım and Şimşek, 2016).  
749 The questions to be asked to the school principals were prepared in advance by the researchers and  
the questions were asked to the school principals in an unbiased manner and without any

750 intervention. During the fall semester of 2017-2018 academic year, Denizli provincial central  
751 director and Pamukkale District Directorate of National Education were working in public primary,  
752 secondary and high school levels; a total of 10 school principals volunteered to participate in the  
753 survey. In the survey, the gender, age, seniority, education status and number of teachers in the  
754 schools were included in the study as personal variables. The researcher's data were obtained by  
755 interviewing the study group face-to-face and by asking the questions on the interview form. At the  
756 beginning of the interview, the school principals were provided with a brief information about the  
757 management upon values so that they had an idea about the research and the subject. Semi-  
758 structured open-ended interview questions developed by the researcher have been prepared in  
759 order to obtain detailed information about the research. While the views of school principals are  
760 being determined, at the same time, the basic principles of management upon values; (1)  
761 management style, (2) positive human dynamics, (3) evaluation of external and internal  
762 environments, (4) effective use of methods and tools (Cited in Yılmaz, 2013: Institute of Value  
763 Management, 2001), and school administrators' opinions on management upon values are desired  
764 in accordance with these categories. The prepared questions are structured from scratch by taking  
765 expert opinion. This resulted in 9 open ended structured questions. Both content analysis and  
766 descriptive analysis are used in the study.

## 767 **Results**

768 Asked about how to establish a management upon values style for school principals, "How do you  
769 think the common values can be established by considering the values of teachers and other  
770 employees in the school?" It is stated by many (5) school principals that the idea of "joint action"  
771 can be an effective way of providing consensus when opinions of school principals on how to  
772 manage the management upon values are taken.

773 Questions were asked to school principals about "What could be the effect of management upon  
774 values on the employees in the school? How can it benefit the school?" When the management  
775 style of school principals is asked about their views on the influence of employees and the  
776 institution; positive features such as "self-dedication," "happiness at work" and "effective and  
777 efficient functioning" all talked about the impact on the employees at the school.

778 Asked about the characteristics of a teacher who gives importance to the management of values to  
779 school principals, "What kind of characteristics should a principle giving importance to  
780 management upon values style have?" When asked about the opinions of the school principals on  
781 the characteristics of a mentor who attaches importance to management style with values; it has  
782 been said that the "improved human relations" feature is more emphasized and that those who are  
783 "respecting differences" and "leader", respectively, may be more effective in the management style  
784 with values.

785 Questions were asked to the school principals about the positive human dynamics of management  
786 with values, "What can be the response of employees in the organization to management upon  
787 values style?" and "How does the management upon values propel people to their emotional and  
788 intellectual attitudes?" When school principals were asked about the management reaction to values  
789 with the staff at the school, they often expressed that they had received "positive reactions" and  
790 that employees were more "integrated with the organization".

791 Asked about the evaluation of the internal environment of an institution that school management  
792 adheres to by management upon values, "What is the attitude and behaviour of employees and  
793 teachers towards each other in the school where values are governed?" When employees are asked  
794 about their attitudes and behaviours towards a school where the school principals are actively  
795 involved in the management of values in a school, they express that they are "loving and respecting  
796 each other" and "positive and constructive behaviours" towards each other.

797 Asked about the evaluation of the school principals by the external environment of an institution  
798 that management upon values adhere to, the question "How can the attitudes and behaviours of  
799 the teachers change the views of the external stakeholders about the school?" When asked about  
800 the views of school principals on how external stakeholders perceive an organization that is actively  
801 managing upon values, it is often stated that external stakeholders are parents and the school  
802 environment is neighbours. Parents and the school environment have expressed that neighbours  
803 have positively reacted to the school and that school union stakeholders have gained more trust due  
804 to unity and solidarity in the school.

805 In an institution where school administrators adopt management upon values; "What should be the  
806 method of a principle who wants to activate management upon values style in the organization?  
807 Where should it start, which way should it follow?" were asked. It is stated that school principals  
808 must first make "observations" in order to be able to activate management upon values. Through  
809 observation, they can recognize people, schools and the environment; schools and employees will  
810 be able to identify their problems and create common values in this direction. Later on, "being  
811 understandable", "empathizing" and "giving confidence" with employees were expressed as  
812 effective methods.

813 "Which tools should the principle use to communicate and promote management upon values style  
814 to school staff?" was asked about the transfer of school principals' management upon values style  
815 to employees. It is emphasized that principals who want to activate management with values in  
816 their school should primarily organize and emphasize "social activities" in order to create successful  
817 and effective values for the organization. Through social activities, school principals think they can  
818 create a link between the employees in the school and create effective communication channels.

#### 819 **Conclusion, Discussion and Recommendations**

820 It is seen that the sub-theme "to act jointly" is expressed more when the opinions about how the  
821 school principals can be created in their organizations in terms of management upon values can be  
822 seen in the research conducted. In a school where management upon values is to be activated, it is  
823 desirable to come together with the employees at the school in advance to create a common value  
824 association and act jointly with individual values. When the common values of the schools are  
825 determined, it is in agreement with the result of this research that teachers should especially  
826 emphasize that a unity of common values should be formed by taking the opinions of everyone  
827 related to the organization such as students, parents, teachers and administrators (Gürsoy and  
828 Büyükbaş, 2002; Şişman and Turan, 2001; Özen, 2008). Gürsoy and Büyükbaş (2002) stated that  
829 the determination of institutional values is important from the point of view of participation in the  
830 process and strengthening of the loyalty. A schoolmaster who wants to activate management upon  
831 values in his or her organization can first explain to the employees what it is and can draw a route  
832 to him and plan what needs to be done to meet in common values. This can provide unity to act  
833 jointly.

834 When asked about the opinions of school principals on the way of management and the effect of  
835 the management upon values style on the institution, it is stated that the employees are "self-  
836 appointed" and "happy at work". Following this, it is stated that employees will work more  
837 efficiently and effectively. Satisfaction or dissatisfaction of the teacher in the business life can affect  
838 the structure and functioning of the school. It can be said that the attitudes of teachers with high  
839 level of satisfaction to work are more positive, willing, efficient and effective (Altınkurt and Yılmaz,  
840 2012). Moreover, according to the research result made by Vurgun and Öztöp (2011), employees  
841 with the organizational value system; organizational commitment, job satisfaction, and  
842 organizational success. Erçetin (2000) states that it is important that the individual's values and  
843 organization values are harmonious and similar, and that this harmony will contribute to the peace  
844 and success of both the individual and the organization they work with. When the opinions of

845 primary school teachers about the human relations before the values were determined and before  
846 the values were determined, it was seen that the teachers' relations with each other were sufficient  
847 for the priorities and that the values were determined before and afterwards the human relations  
848 were improved. In this context, after the values are determined, the importance of team work, the  
849 full participation in the activities related to the organization, the values such as trust, tolerance, care,  
850 respect, communication, appreciation and praise and benevolence in relations with each other,  
851 communication and interaction have strengthened (Özen, 2008). Every organization has an effort  
852 to reach its goals effectively and efficiently. It has also been demonstrated in this study that school  
853 managers who want management upon values style organization can observe the positive effects on  
854 the employees. A schoolmaster who realizes that employees in the organization have reduced  
855 happiness and efficiency due to work can be advised to resort to management upon values style for  
856 effectiveness and efficiency of the school.

857 When asked about the qualities that should be in a principal who gives importance to management  
858 management upon value, the theme of "human relations developed" was expressed more. These  
859 values are based on human relations and sociability. Such values are defined as female values by  
860 Hofstede (1984). Turan, Durceylan and Şişman (2005) stated that the interactions between people  
861 in their work are important for managers. Ensuring unity and solidarity with effective human  
862 relationships and organization can be considered as an effective method to unite all kinds of people  
863 for a single purpose. It is recommended that effective communication and management courses for  
864 school principals be given only by specialists in in-service trainings.

865 In an organization where management upon values is active, the opinions of school principals on  
866 attitudes and reactions to management upon values in relation to employees are related to the  
867 "positive reactions". According to the study results of Beldağ and Yaylacı (2015), employees'  
868 attitudes towards corporate values applied to employees participating in the survey found that they  
869 had positive attitudes towards corporate values. Altunkurt and Yılmaz (2010) found a positive  
870 relationship between job satisfaction and employee values and management and organizational  
871 justice. Therefore, the high level of job satisfaction of employees allows for organizational  
872 commitment and active and productive work in the organization. This result reveals that people's  
873 affiliation to their organizations and their being productive are organizational functions. It is  
874 suggested that school administrators should be more sensitive and relevant to employees at the  
875 school. It should be remembered that in organizations, people do not just come together to work  
876 and that socializing is also a human need. It should not be forgotten that when employees feel that  
877 they are important and that they are motivated for a common purpose, the most profitable  
878 organization will come from it.

879 The views of school principals regarding the evaluation of the internal environment of the  
880 institution is that the employees should be in the "love and respect" attitudes towards each other.  
881 When you look at the work done; values such as kindness, benevolence, benevolence, conformity,  
882 pleasure from life, success have been revealed (Şahin, 2010, Memiş and Güney, 2010). As stated by  
883 Başaran (2000), intra-organizational relations are based on mutual solidarity and support. Sharing of  
884 values ensures reconciliation in the organization. In addition, it has been determined through  
885 researches that the formation and maintenance of unity within the group can be more beneficial  
886 than the legal regulations in strengthening positive behaviours and attitudes in the integration of the  
887 members for organizational purposes (Sağnak, 2006; Turan et al, 2006). The fact that differences do  
888 not come to the forefront and the adoption of the concept of "us" in the organization from the  
889 individuality leads to a positive change in the behaviour of people towards each other. It can be  
890 suggested that school principals who are experiencing too many conflicts and problems in their  
891 organizations can apply this management upon values style to the minimum level.

892 The views of school principals towards thinking about school, where external stakeholders are  
893 active in management upon values, are directed towards "positive reactions". They have expressed a

894 very positive response by the environment and later expressed confidence in it. Beldağ and Yaylıcı  
895 (2015) conducted the study; employees' knowledge of and acceptance of corporate values has  
896 positively influenced the ways in which work is done and the ways in which they interact with each  
897 other and with stakeholders; therefore, this situation has also shown that the institution contributes  
898 positively to the perceived image and reputation. They may be in a negative attitude towards  
899 schools which are in bad and negative environments in terms of socio-economics. School principals  
900 or school employees who want to reduce or eliminate negative stances and attitudes of external  
901 stakeholders can work together to tackle problems by unifying around common values. As a result,  
902 they can transmit a positive air to the outside and create a feeling of trust.

903 They have expressed their opinion that school managers should make an “observation” when they  
904 are asked which method they can apply to activate management upon values style. Argüden (2004)  
905 argues that managers' values are important in terms of using appropriate organizational techniques;  
906 it is necessary to have an idea of the values of the employees in the organization in order to be able  
907 to create effective induction systems; increased trust and motivation within the institution through  
908 shared values; and thus the quality of the decisions and actions taken has also increased (Cited in  
909 Vurgun and Öztıp, 2011). Observation can be said to be an effective way to learn the values of  
910 employees in the organization. School principals who are new to school or want to establish  
911 positive relationships with employees may prefer to organize meetings as a formal method. If you  
912 want to know about people and want to understand the school climate, it is thought to be more  
913 effective and beneficial to make observations before the action. It may be easier for school  
914 principals to identify employees if they create a warm environment by making formal or informal  
915 interviews with individuals and small communities in order to be able to recognize them without  
916 overwhelming them.

917 When they asked the school principals what tools they could use to activate the management upon  
918 values style, they expressed the opinion of organizing “social activities”. School principals expressed  
919 their view that social activities will strengthen the link between them and increase solidarity and  
920 sincerity in the organization. In the researches carried out (Sezgin, 2007; Sađnak, 2005), when the  
921 characteristics of teachers' personal and organizational values are considered more important and  
922 priority, it is seen that these values are oriented towards the social environment of the school  
923 organization and human relations. A school principal who thinks there is no link between the social  
924 cohesion or the employees in his or her organization may organize a variety of activities to bring  
925 the school staff together on special occasions or during normal times. These activities may be more  
926 effective in establishing warm and sincere relationships outside of school. Bringing out-of-school  
927 staff to strengthen ties between employees can be an effective way for school principals and it is  
928 recommended that social activities be given as much importance as in-school as out-of-school.



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