



An Analysis of the Hierarchic Structure in Educational Organizations

Soner Doğan¹, Deniz Akalın², Emine Tunçer Günay³

¹ Department of Educational Sciences, Faculty of Education, Cumhuriyet University, Sivas, Türkiye,
sodoğan@cumhuriyet.edu.tr, ORCID: [0000-0003-2013-3348](https://orcid.org/0000-0003-2013-3348)

² Vocational School of Health Services, Health Care Services, Bozok University, Yozgat, Türkiye,
deniz.akalin@yobu.edu.tr, ORCID: [0000-0002-6916-739X](https://orcid.org/0000-0002-6916-739X)

³ Department of Educational Sciences, Faculty of Education, Cumhuriyet University, Sivas, Türkiye,
tuncergunayemine@gmail.com, ORCID: [0000-0002-0131-5077](https://orcid.org/0000-0002-0131-5077)

Corresponding Author: Soner Doğan

Article Type: Research Article

To Cite This Article: Doğan, S., Akalın, D. & Tunçer Günay, E. (2024). An analysis of the hierarchic structure in educational organizations. *Eğitimde Kuram ve Uygulama*, 20(2), 70-82. Doi: [10.17244/eku.1403202](https://doi.org/10.17244/eku.1403202)

Ethical Note: In this research, Research and publication ethics were followed. The study was approved by Sivas Cumhuriyet University Human Subjects Research Ethics Committee (Date: 01.12.2021, Number:112740/18).

Eğitim Örgütlerinde Hiyerarşik Yapının Analizi

Soner Doğan¹, Deniz Akalın², Emine Tunçer Günay³

¹Eğitim Bilimleri Bölümü, Eğitim Fakültesi, Cumhuriyet Üniversitesi, Sivas, Türkiye,
sodoğan@cumhuriyet.edu.tr, ORCID: [0000-0003-2013-3348](https://orcid.org/0000-0003-2013-3348)

²Sağlık Hizmetleri Meslek Yüksek Okulu, Sağlık Bakım Hizmetleri, Bozok Üniversitesi, Yozgat, Türkiye,
deniz.akalin@yobu.edu.tr, ORCID: [0000-0002-6916-739X](https://orcid.org/0000-0002-6916-739X)

³Eğitim Bilimleri Bölümü, Eğitim Fakültesi, Cumhuriyet Üniversitesi, Sivas, Türkiye,
tuncergunayemine@gmail.com, ORCID: [0000-0002-0131-5077](https://orcid.org/0000-0002-0131-5077)

Sorumlu Yazar: Soner Doğan

Makale Türü: Araştırma Makalesi

Kaynak Gösterimi: Doğan, S., Akalın, D. & Tunçer Günay, E. (2024). An analysis of the hierarchic structure in educational organizations. *Eğitimde Kuram ve Uygulama*, 20(2), 70-82. Doi: [10.17244/eku.1403202](https://doi.org/10.17244/eku.1403202)

Etik Not: Araştırma ve yayın etiğine uyulmuştur. Bu araştırma için Cumhuriyet Üniversitesi İnsan Araştırmaları Etik Kurulu'ndan etik onay alınmıştır (Tarih: 01.12.2021, Sayı: 112740/18).



An Analysis of the Hierarchic Structure in Educational Organizations

Soner Doğan¹, Deniz Akalın², Emine Tunçer Günay³

¹ Department of Educational Sciences, Faculty of Education, Cumhuriyet University, Sivas, Türkiye,

sodoğan@cumhuriyet.edu.tr, ORCID: [0000-0003-2013-3348](https://orcid.org/0000-0003-2013-3348)

² Vocational School of Health Services, Health Care Services, Bozok University, Yozgat, Türkiye,

deniz.akalin@yobu.edu.tr ORCID: [0000-0002-6916-739X](https://orcid.org/0000-0002-6916-739X)

³ Department of Educational Sciences, Faculty of Education, Cumhuriyet University, Sivas, Türkiye,

tuncergunayemine@gmail.com ORCID: [0000-0002-0131-5077](https://orcid.org/0000-0002-0131-5077)

Abstract

Although hierarchy in organizations emerges as a deep-rooted structural component, the hierarchical structure of educational organizations, which come to the fore with the intensity of human interaction, differs from others. The research aims to evaluate the hierarchical structure existing in educational organizations according to the opinions of administrators in different aspects. In this research, which was structured with qualitative research method, phenomenology design was used. The data of the study were obtained from face-to-face in-depth interviews with a total of 9 school administrators, 3 from the primary school, 3 from the secondary school and 3 from the secondary education level, and the data were evaluated by content analysis method. According to the results, it was determined that the participants explained the concept of hierarchy mostly with the concepts of discipline and order, and discussed the hierarchical structure and the importance of the hierarchical structure within the framework of the concepts of corporate governance and existence. It was seen that the administrators, as a subordinate, handled their relations with the provincial/district MEM within the framework of the concepts of duty ethics. As a superior, his/her relations with the vice principals were explained with the concepts of duty and responsibility, balanced relations, and his relations with the teachers as a superior were explained with the concepts of duty and responsibility, and team spirit. According to the results, it is recommended that all stakeholders fulfill their duties and responsibilities within the framework of professional ethics in order to ensure order and discipline.

Article Info

Keywords: Hierarchy, hierarchical structure, hierarchy in educational organizations, school administrators.

Article History:

Received: 11 December 2023

Revised: 23 August 2024

Accepted: 24 August 2024

Article Type: Research Article

Eğitim Örgütlerinde Hiyerarşik Yapının Analizi

Öz

Örgütlerde hiyerarşi her ne kadar köklü bir yapısal bileşen olarak ortaya çıksa da insani etkileşim yoğunluğu ile ön plana çıkan eğitim örgütlerinin hiyerarşik yapısı diğerlerine göre farklılıklar göstermektedir. Bu bağlamda araştırmada okul yöneticilerinin görüşlerine göre eğitim örgütlerinde var olan hiyerarşik yapının farklı yönleriyle değerlendirilmesi amaçlanmıştır. Nitel araştırma yöntemiyle yapılandırılan bu araştırmada olgubilim (fenomenoloji) deseni kullanılmıştır. Araştırmanın verileri ilkökul kademesinden 3, ortaokul kademesinden 3 ve ortaöğretim kademesinden 3 olmak üzere toplam 9 okul yöneticisi ile yüz yüze gerçekleştirilen derinlemesine görüşmelerden elde edilmiş ve elde edilen veriler içerik analizi yöntemi ile değerlendirilmiştir. Araştırma sonuçlarına göre katılımcıların hiyerarşi kavramını daha çok disiplin ve düzen kavramlarıyla açıkladığı, hiyerarşik yapıyı ve hiyerarşik yapının önemini kurumsal yönetim ve var olabileceği kavramları çerçevesinde ele aldığı tespit edilmiştir. Araştırmada yöneticilerin bir ast olarak il/ilçe MEM'le olan ilişkilerini görev ahlakı ve sahiplenme kavramları çerçevesinde ele aldıkları görülmüştür. Bir üst amir olarak müdür yardımcılarıyla olan ilişkilerini görev ve sorumluluk, dengeli ilişkiler kavramlarıyla, bir üst amir olarak öğretmenlerle olan ilişkilerini görev ve sorumluluk, ekip ruhu kavramlarıyla açıklanmıştır. Araştırma sonuçlarına göre okullarda düzenin ve disiplinin sağlanması açısından okulların bütün paydaşlarının meslek ahlakı çerçevesinde görev ve sorumluluklarını yerine getirmesi önerilmektedir.

Makale Bilgisi

Anahtar Kelimeler: Hiyerarşi, Hiyerarşik yapı, Eğitim örgütlerinde hiyerarşi, Okul yöneticileri.

Makale Geçmişi:

Geliş: 11 Aralık 2023

Düzeltilme: 23 Ağustos 2024

Kabul: 24 Ağustos 2024

Makale Türü: Araştırma Makalesi

Genişletilmiş Özet

Giriş

Bu çalışmanın temel amacı, eğitim kurumlarında yönetici pozisyonunda bulunan bireylerin hiyerarşi kavramına ilişkin bilinç düzeylerini belirlemek ve bu bağlamda hiyerarşinin eğitim kurumlarındaki önemini ortaya koymaktır. Yöneticilerin hiyerarşi kavramına ilişkin farkındalık düzeylerinin tespiti, eğitim kurumlarındaki hiyerarşik yapıların etkinliğini ve bu yapıların yönetim süreçlerindeki rolünü anlamada kritik bir öneme sahiptir. Ayrıca, bu araştırma, eğitim kurumlarında hiyerarşik yapılanma içinde ast-üst ilişkilerinin nasıl yapılandığını, okul yöneticilerinin bu ilişkilerden neler beklediğini ve ideal bir hiyerarşik yapı oluşturulması için gerekli unsurları ortaya koymayı hedeflemektedir. Araştırma, okul yöneticilerinin hiyerarşi ve ast-üst ilişkilerine dair algılarını ve beklentilerini anlamayı amaçlamaktadır. Yönetici davranışları gibi örgütsel kavramlar, genel olarak kurumsal hiyerarşinin ayrılmaz bir parçası olarak görülse de eğitim kurumlarındaki hiyerarşik yapının ve okul yöneticilerinin bu yapı içindeki rollerinin diğer örgütlerden farklılık gösteren özellikleri de bulunmaktadır. Özellikle, okul yöneticilerinin İl/İlçe Milli Eğitim Müdürlükleri ile yukarıya doğru ilişkileri ve müdür yardımcıları, öğretmenler, veliler ve öğrencilerle aşağıya doğru ilişkileri, eğitim kurumlarının işleyişinde merkezi bir rol oynamaktadır. Bu doğrultuda, çalışmanın bir diğer amacı da eğitim kurumlarında hiyerarşinin önemini vurgulamak ve yöneticilerin bu yapıdaki farkındalık düzeylerini ortaya koymaktır. Ast-üst ilişkilerinde okul yöneticilerinin beklentilerinin belirlenmesi hem yönetenler hem de yönetilenler açısından ideal bir hiyerarşik yapının oluşturulmasına katkıda bulunacaktır. Çalışma, eğitim kurumlarındaki hiyerarşi ve ast-üst ilişkileri çerçevesinde yöneticilerin davranışlarını ve tutumlarını belirlemeye yönelik olarak yürütülmüştür. Bu bağlamda, elde edilen bulguların literatüre önemli katkılar sağlayacağı düşünülmektedir. Bu katkılar, eğitim yönetimi ve liderliği alanında, özellikle hiyerarşik yapılar ve bu yapıların etkili yönetimi konusunda teorik ve pratik açılımlara olanak tanıyacaktır.

Yöntem

Nitel araştırma yöntemiyle gerçekleştirilen bu çalışmada olgubilim (fenomenoloji) deseni kullanılmıştır. Bu çalışmada elde edilen veriler, araştırmacılar tarafından daha önce geliştirilen ve açık uçlu sorulardan oluşan 'Yarı Yapılandırılmış Görüşme Tekniği' ile toplanmıştır. Bu kapsamda hazırlanan taslak görüşme formu alan uzmanı olan iki akademisyen tarafından incelenmiş, inceleme sonucunda elde edilen form araştırmanın katılımcısı olmayan iki okul yöneticisine uygulanmış, geri dönütler incelenerek formun son şekli elde edilmiştir. Katılımcılara, yapılacak görüşmelerin içeriği, amacı ve kapsamı hakkında daha önceden gerekli bilgiler verilmiştir. Ön görüşme yapılan tüm okul müdürleri görüşmeyi kabul etmiştir. Araştırmanın verileri, Yozgat ili Akdağmadeni ilçe merkezinde bulunan ve önceden belirlenmiş okullarda görev yapan 9 okul müdürü ile yüz yüze yapılan derinlemesine görüşmelerden elde edilmiştir. Araştırmanın çalışma grubunu ilkökul kademesinden 3 okul müdürü, ortaokul kademesinden 3 okul müdürü ve ortaöğretim kademesinden 3 okul müdürü oluşturmaktadır. Araştırma için seçilen okul müdürleri ile ön görüşme yapılmış, görüşmenin amacı ve kapsamı hakkında bilgi verilmiş, görüşmecilerin görüşlerini rahat bir şekilde ifade edebilecekleri bir ortamın sağlanması için görüşmenin yer ve zamanının belirlenmesi gibi durumlarda önceliklerinin dikkate alınacağı belirtilmiştir. Araştırmaya katılan okul yöneticilerine kod olarak "M" harfi verilmiştir. Dokuz yöneticiyle 280 dakika süren görüşmelerin ardından kayıtlar deşifre edilerek yazılı hale dönüştürülmüştür. Veriler, görüşme sorularına verilen yanıtlara göre sınıflandırılarak çeşitli tema ve başlıklar altında düzenlenmiştir. Araştırmacılar, verilerin ortaya koyduğu kavramlara göre kodlama yapmaya özen göstermiş ve birbiriyle ilişkili terimlere aynı kodları vermiştir. Düzenlenen tema ve başlıklar aracılığıyla bulgular temel bir çerçeveye oturtulmaya çalışılmıştır. Nitel araştırmanın öngördüğü şekilde tekrarlanan ifadelerin yanı sıra, özgün durum ve görüşlere ilişkin verilerin de vurgulanmasına özen gösterilmiştir.

Sonuç

Bu çalışma, içerik analizi yöntemiyle değerlendirilmiş bulgulara dayanarak, okul yöneticilerinin eğitim kurumlarındaki hiyerarşik düzene dair algılarını incelemeyi amaçlamaktadır. Araştırma, hiyerarşi kavramını katılımcıların görüşleri doğrultusunda korku, sınıflandırma ve düzen kavramları ekseninde ele almıştır. Elde edilen bulgular, katılımcıların disiplin ve düzen unsurlarının hiyerarşik yapının sürdürülebilirliği açısından önemini vurguladıklarını göstermektedir. Bu bağlamda, okulların etkin bir şekilde faaliyet gösterebilmesi için hiyerarşik bir yapının tesis edilmesi gerekliliği öne çıkmaktadır. Okullarda bu yapının daha etkin ve verimli hale getirilmesi için gerekli yasal düzenlemelerin yapılmasının faydalı olacağı öngörülmektedir. Araştırma sonuçlarına göre, düzen ve disiplinin sağlanabilmesi için okulların tüm paydaşlarının—yöneticiler, öğretmenler, veliler ve öğrenciler—görev ve sorumluluklarını meslek etiği çerçevesinde yerine getirmeleri önerilmektedir. Okul yöneticileri, astlarından—müdür yardımcıları, öğretmenler, veliler ve öğrenciler—beklentilerini ve bu kişilerin dikkat etmesi gereken durumları görev, sorumluluk ve iletişim kavramları üzerinden dile getirmişlerdir. Yöneticilerin, kurumsal ilişkilerde astlarının görüş ve önerilerini dikkate almaları, görev ve sorumluluklarının bir parçası olarak değerlendirilmelidir. Bu yaklaşım, kurumsal iletişimin önemini artırarak hem

yöneticilerin hem de kurumun genel performansını olumlu yönde etkileyecektir. Çalışmada, müdür yardımcılarını ile üst amir olarak kurulan ilişkilerde dikkat edilmesi gereken noktalar, görev ve sorumlulukların yanı sıra dengeli ilişkiler kavramlarıyla açıklanmıştır. Hiyerarşinin en üst seviyesindeki İl/İlçe Milli Eğitim Müdürlüklerinden en alt kademedeki öğrencilere kadar, tüm paydaşların ekip ruhu içinde hareket etmesi, okullarda aidiyet duygusunun gelişmesine katkı sağlayacak ve okulların varlığını sürdürmesine yardımcı olacaktır.

Introduction

Since individuals have always needed one another, societies have evolved organizational structures over time because of people working together to meet this need (Gross, 1969). Therefore, the organization can be characterized as an open system with individuals working together to accomplish predefined goals (Kıranlı, 2010). The formation purposefully created by individuals engaged in harmonious activities aimed at achieving stability was described by researchers as the organization (Bittner, 1965). In this structure, employees are organized according to their specializations (Anand & Daft, 2007) or according to a network of relationships formed when people get together to work toward a common objective (Bozkuş, 2016).

The concept of hierarchy in educational organizations is a fundamental element for the effective functioning of the organizational structure. Hierarchy plays a vital role in clearly defining authority and responsibilities among management levels and organizing communication between these levels. This structure ensures clear delegation of tasks and accountability, making it possible for employees to know their job descriptions and the people to whom they should report. As a result, this makes it easier for educational institutions to achieve their strategic goals and significantly increases organizational efficiency (Hoy & Miskel, 2013). The hierarchical structure also allows leadership and decision-making processes in educational institutions to be carried out in a more structured and systematic way. This enables decision-making processes to be accelerated and a more coherent management approach to be adopted. However, excessively rigid hierarchical structures can negatively affect intra-organizational communication and innovation. Rigid hierarchy can make it difficult for employees to communicate their ideas and suggestions to senior management, and this can limit organizational flexibility and adaptability (Bush, 2013). Therefore, a balanced hierarchical structure in educational organizations is of great importance in terms of both maintaining organizational order and providing flexibility. A balanced hierarchical structure increases the effectiveness of leadership and governance processes and supports employee motivation and participation. This balance of hierarchy in educational organizations contributes to their adaptation to dynamic environmental conditions and continuous development (Owens & Valesky, 2011).

Organizations divide into activity area-specific departments. Various levels and hierarchical structures have emerged over time in departments. This structuring has brought the concept of management into organizations. Management in organizations is the management of a particular group of people (Magretta, 2002). Another term revealed by the concepts of superior-subordinate and administrator-administered in organizational administrant is the administrator (Güney, 2006). Zaleznik (2004) lists an administrator's qualities like persistence, tough-mindedness, hard work, intelligence, analytical ability, tolerance, and goodwill. According to Topaloğlu (2009), the administrator is at the same time the leader of the organization. The leader is the person who influences and pioneers' organization members in line with the organizational goals determined accordingly to the members' shared ideas and directs them to act in compliance with corporate aims.

The authority and responsibility of administrators in organizations point to a hierarchical, bureaucratic structure where superior-subordinate relations exist. This hierarchical structure is a universal feature of all human groups, including organizations from past to present (Anderson & Brown, 2010). Today, hierarchical organizational structures have become more widespread as organizations shifted to large-scale production through hi-tech and increasingly grew. One of the most opinionable outcomes of Max Weber's Ideal Bureaucracy Theory is that it actualized the "organization hierarchy." In Bureaucracy theory, a bureaucratic structure specifying authority and control area of each level in line with the hierarchical organizational relations was developed. The most substantial aspect raised by this organizational structure was the hierarchy concept (Güney, 2006).

Hierarchy is a social organization naturally appearing in organizational structures (Agre, 2003) and includes the situations, authorities, and responsibilities where people get rapidly promoted (Acar, 2003). Regarding the hierarchical structuring, Diefenbach & Sillince (2011) stated that "human societies and other complex social systems, such as organizations, are structured as group-based social hierarchies" and these social systems lean on stable relationships of

subordinates, superiors, master, servant, administrator, and employee. White (1997) argued that the role distinction between subordinates and superiors makes up the core of the hierarchy. Superior's role is to exercise authority on the subordinate, while subordinate's role is to accept this authority.

Until now, the concepts of organization, management in organizations, superior-subordinate relationships, and hierarchy have been emphasized in the study. The primary purpose of this emphasis is to analyze the organizational structure in school, which is an organization. School is an organization composed of people coming together to achieve a goal. According to Taymaz (2007), there is a management function in the school. As an organization, the school management is responsible and authorized for achieving the goals. The management strives to move the organization forward in line with its aims. Therefore, the school management must continue their vital activities using all resources effectively as organization. Accordingly, Spillane & Kenney (2012) state that staff in school management should also have power, knowledge, and experience to influence their environment as a leader.

Nowadays, the continuation of the classical management approach in education and school management and management's failure to meet expectations has led people to post-modern approaches (Akfirat & Şahin, 2017). Thus, all stakeholders have been involved in the decision-making process of school management, and authority sharing has been realized. The characteristics and needs of the school have been considered in the decision-making process (Gaziel, 1998). By figuring out a flexible approach, the post-modern mindset, which contributes new operability to the education and school management approach, has created a visionary model where all authorities and responsibilities are shared (Bozkuş, 2016).

Hierarchy related studies in the literature predominantly focus on business-type organizations (Acar, 2018; Avcı & Topaloğlu, 2009; Harmancı, 2014; Şeşen 2011). There are few relevant studies on educational institutions. So, Ataş (2019) investigated hierarchical structure's effect on the performance evaluation of private secondary school teachers, while Bozkuş (2016) analyzed organization structure and schools. There was no research on hierarchical structure and relations between subordinates and superiors from the school administrator's perspective. This study aims to determine the awareness level of educational institution administrators on the hierarchy concept and reveal its importance in institutions. Besides, by identifying the school administrators' expectations in superior-subordinate relationships within the hierarchy of educational institutions, it is also aimed to analyze designing an ideal hierarchical structure for administrators and the managed.

The aim of this study is to reveal the importance of hierarchy in educational institutions by determining the level of awareness of the administrators about the concept of hierarchy. In addition, by determining the expectations of school administrators in subordinate-superior relations in hierarchical structuring in educational institutions, it is to create an ideal hierarchical structure in terms of those who manage and are managed in educational institutions. Within the framework of the concept of management, there are many academic studies such as Ataş (2019) The Effect of Hierarchical Structure in the Evaluation of the Performance of Secondary School Teachers Working in Private Schools, Fidan (2006) Communication in Hierarchical Environments A Public Institution Description, Acar (2018) Weberian Bureaucracy and Hierarchy Concept in Ensuring Public Security, Şeşen (2011) The Mediating Role of Justice Perception in the Effect of Organizational Rule and Hierarchy Tendency on Leader Satisfaction, Avcı & Topaloğlu (2009) in the literature on educational management, hierarchy and subordinate-superior relations. However this study will be one of the rare studies written on determining the behaviors of managers within the framework of subordinate-superior relations in the hierarchy in educational institutions. In this context, it is thought that the study will contribute to the literature. In this direction, answers to the following questions were sought.

What are your views on the concept of hierarchy?

As a superior, what do you pay attention to in your relations with your assistant principals?

As a superior, what do you pay attention to in your relationships with your teachers?

As a subordinate, what do you pay attention to in your relations with the Directorate of National Education?

Method

The purpose of this research conducted by a qualitative research method, a model of phenomenology was used. Qualitative research aims to analyze human lives, social phenomena, and events in their actual surroundings through multiple methods and interpret them. In this study, the researchers used the phenomenology model since they intended to analyze and interpret the school administrators' feelings, thoughts, and behaviors on the corporate hierarchy (Işikoğlu, 2005). As a qualitative research model, phenomenology enables people to express their perceptions, thoughts,

feelings, attitudes, and experiences on a concept (Tekindal & Arsu, 2020). Although organizational concepts like administrator behaviors are widely used in the corporate hierarchy, the features distinguishing the hierarchic structure in schools and school administrators' behaviors from those in other organizations should be discussed. The upward relations of the school administrators with the provincial/district directors of National Education and relations with their subordinates, i.e., assistant principals, teachers, parents, and students, are substantial.

In this research, Research and publication ethics were followed. The study was approved by Sivas Cumhuriyet University Human Subjects Research Ethics Committee (Date: 01.12.2021, Number:112740/18).

Participants

In determining the population to be researched, the criterion sampling method, one of the purposeful sampling methods, was used in which participants who could represent the universe from which data suitable for the purpose of the research were thought to be obtained were selected. Criterion Sampling Method is a sampling method in which the criteria are created by the researcher or existing criteria are used (Marshall & Rossman, 2014). The working group is the school administrators from all levels in Yozgat Province Akdağmadeni district center was determined as a criterion.

The study group of the research consists of 3 school principals from the primary school level, 3 school principals from the secondary school level and 3 school principals from the secondary school level. A preliminary interview was held with the school principals selected for the research, information was given about the purpose and scope of the interview, and it was stated that the priorities of the interviewees would be considered in cases such as determining the place and time of the interview to provide an environment where they could express their opinions in a comfortable manner. The letter "M" was given as a code to the school administrators who participated in the study. All the school principals who were pre-interviewed agreed to the interview.

Data Collection and Analysis

The data of the research was obtained from face-to-face in-depth interviews with 9 school principals working in pre-determined schools located in Akdağmadeni district center of Yozgat Province. Karasar (1991, p.166) states that in-depth interview enables the explanation of knowledge, thoughts, attitudes and behaviors and the obtaining of detailed data regarding their causes. The interviews were held at the scheduled time. The data obtained in this research were collected through a 'Semi-Structured Interview Technique', which was previously developed by the researchers and consists of open-ended questions. Semi-Structured Interview Technique includes questions that have been prepared in advance for the research, but it is a method that provides flexibility in making changes during the interviews (Türnüklü, 2000). For this reason, the questions are prepared in advance, but the answer options are not predetermined. The interview form consisted of two parts. In the first part, four questions were included to determine the personal information of the interviewees, and in the second part, thirteen questions on the subject of 'Manager Behaviors in Corporate Hierarchy' and probing questions regarding some of these questions were included. The draft questions prepared in line with the purpose of the research were presented to the opinions of an academician who an expert in research methods and an academician who an expert in the field of educational sciences is. Then, a pilot application was carried out by asking the prepared questions to two school administrators who were not among the participants of the research. The interview form was finalized with the feedback obtained from the pilot application. To the participants, they were asked whether they would participate in the interview by presenting a directive explaining the purpose of the research, confidentiality protocol and conditions of participation. The questions in the interview form were asked to school administrators who wanted to participate. The interview with each participant lasted approximately 30-35 minutes. To prevent data loss during the interviews, a voice recorder was used with the consent of the participants. After the interviews were completed, the transcribed recordings were presented to the participants and their approval was obtained that the statements belonged to them.

The relevant research findings were assessed through the content analysis method. The method followed during content analysis is to analyze the responses given to the questions, code the analyzed answers to express with concepts similar in themselves, reach categories from the generated codes and to the themes from these categories (Yıldırım & Şimşek, 2018). Following the interviews with nine administrators in 280 minutes, the records were deciphered and converted into written forms. Data were classified per the answers given to the interview questions and organized under various themes and titles. The researchers cared to code according to the concepts suggested by the data and gave inter-related terms the same codes. They tried to place the findings on a basic framework through the themes and titles arranged. Along with the repeated statements as stipulated by qualitative research, they also cared to highlight the data on unique situations and opinions.

Validity and Reliability in Research

In a qualitative research, validity is related to the accuracy of the information obtained by scientific method and reliability is related to the reproducibility of scientific information (Yıldırım & Şimşek, 2018). In order to increase the

internal validity of the research, a literature review was conducted and a semi-structured interview form was created to cover all dimensions of the question. The time, place and conditions of the interviews with the interviewees were created in such a way that the interviewees were available and could express themselves comfortably. The purpose of the research was explained so that the principals would not have any concerns, and it was stated that the interview records would only be used for scientific purposes and would not be shared with anyone. In order to increase the external validity of the research, the stages of the research process and the details of the process were tried to be comprehensive and in accordance with what was experienced. In order to increase the content validity of the research, expert opinions were consulted during the preparation of the interview form, and the semi-structured interview form was finalized by evaluating the comprehensiveness, quality and suitability of the questions for the purpose.

Results

The participants' opinions were structured under 14 themes in this section, creating relevant tables. Direct statements of the participants supported the findings. Hierarchy-related administrator opinions were structured under three categories, as seen in Table 1: discipline, order, and categorization.

Administrator opinions for the question "What are your views on the concept of hierarchy?" were structured in three categories, "discipline, order and categorization" as seen in Table 1.

Table 1. Administrator opinions on hierarchy

Categories	Codes	Interviewees	F
Discipline	Follow up	M1	1
	Inspection	M9 M1	2
	Accountability	M1	1
	Intimidation	M1	1
Sum			5
Order	Absent hierarchy causes chaos	M1 M2 M3	3
	Absent hierarchy fuels idleness	M1	1
	Obeying the rules	M1 M2	2
	Liability	M1	1
	Management	M3 M2	2
Sum			9
Categorization	Status	M5	1
	Classification type with specified criteria	M8 M3 M9 M5	4
	Authorization	M4	1
	Superior-subordinate position ranking	M3 M4 M9 M7	4
	Connection between the layers	M7	1
	Information flow	M4	1
Sum			12
Total Sum			26

When analyzing the managerial opinions on the term hierarchy, discipline and categorization appear to come to the fore. Overviewing the table, the statements "*Superior-subordinate position ranking*" (f4), "*Classification type with specified criteria*" (f4), "*Absent hierarchy causes chaos*" (f3) were found to be more predominantly used when compared to others. The participants interpreted hierarchy primarily in the technique and rules context since they evaluated the concept of hierarchy much more through a corporate understanding. Some attendee opinions are as seen below:

"Hierarchy refers to the position ranking of the people, either working in official or unofficial workplaces, which we can describe as superior-subordinate. In essence, it is the order of importance in every environment where man is present" (M3).

"I don't think any job would be done on time and as needed without hierarchy. There must always be someone who follows, commands, manages and gives information. Where there is no hierarchy, flow of information and power, there will be chaos, disorder and laziness. There must always be someone commanding and controlling. In other words, there must be an authority to be held accountable" (M1).

Administrator opinions for the question “As a senior administrator in institutions, what do you pay attention to in your relations with your assistant administrators?” were structured in two categories, “duties and responsibilities” and “balanced relationships,” as seen in Table 2.

Table 2. Administrator opinions on their relations with their assistant administrators as senior administrators

Categories	Codes	Interviewees	f
Duties and Responsibilities	I care about discipline.	M1	1
	I pay attention to whether they work sincerely	M2 M3 M4	3
	I tell them not to overestimate the problems	M2	1
	I want them to act together in case of a problem	M2 M3 M4 M7	4
	I want them to act responsibly in their work	M3 M8	2
	I let them have a say	M5 M8	2
	I would like to be timely notified of the works	M7	1
Sum	I want them to respect my office	M8	1
Balanced Relationships	Distant relationships	M1 M5	2
	I want respect, affection, and tolerance	M2 M3 M7 M9	4
	I want them to be outspoken and honest	M4	1
	I behave them as a friend rather than an administrator	M4 M5	2
	I behave in balanced manners in my dealings with them.	M6	1
Sum			10
Total Sum			25

When examining the response from the question's administrator “As a senior administrator in institutions, what do you pay attention to in your relations with your assistant administrators?” the category “duties and responsibilities” is noticed to stand out. When overviewing the table, the statements “*I want them to act together in case of a problem*” (f4), “*I want respect, affection, and tolerance*” (f4), “*I pay attention to whether they work sincerely*” (f3) were noted to be used more than the others. One can interpret that the attendees, as seniors, attached importance to the fulfillment of duties and responsibilities based on respect, affection, and tolerance in their relationships with the assistant administrators. Some attendee opinions are as seen below:

“I care little about formality in bilateral relations with my assistant administrators. Because the administrator-assistant administrator relations in schools influence primarily personalized relationships. Yet, I still pay attention to the fine line between us. When talking, I address them by their name or as “dear instructor.” This is partly because the assistant administrator is younger than me” (M8).

“ I expect my assistant administrators to be sincere in their work and not to make a big deal about small issues. I would like to act together by reaching a consensus in situations that may arise. Respect and love is a mutual feeling. As a family, it would be appropriate to be tolerant towards each other's rights. (M2)”

Administrator opinions for the question “As a senior administrator in institutions, what do you pay attention to in your relations with your teachers were structured in two categories, “management” and “communication,” as shown in Table 3.

Table 3. Administrator opinions on their relations with their teachers as senior administrators

Categories	Codes	Interviewees	f
Management	I neither behave formally nor sincerely in my relationships with the teachers	M1 M3 M5	3
	I do not give instructions to teachers as stiff orders but consult with them, receiving their acceptance and opinions.	M1 M7	2
	I never discriminate between teachers	M1 M3 M8	3
	I pay attention to whether teachers fulfill their responsibilities to their seniors	M2 M7 M9	4
		M1	
	I would like to be informed about the works to be done	M2 M9 M4	3
	I pay attention to hierarchy in my relations with teachers.	M5	1
I check my subordinates' sincerity, hard work, and whether they abuse	M5 M7 M4	4	
	M1		

Sum			20
Communication	I expect teachers to act more naturally in my relationships with them	M2 M1 M5	3
	I empathize	M5 M6	2
	Mutual affection, respect, and tolerance	M6 M7 M8	3
	I stay away from arguing. I believe that no problem can be solved by arguing	M7	1
	I do my part precisely and on time, thus expecting my subordinates to do the same	M7	1
	I care about personal and social rights	M8 M4	1
Sum			11
Total Sum			31

When examining the response from the question's administrator "As a senior administrator, what do you pay attention to in your relations with the teachers?" the "management" category is seen to come to the fore. The table generally shows that the statements "I pay attention to whether teachers fulfill their responsibilities to their seniors" (f4), "I check my subordinates' sincerity, hard work, and whether they abuse" (f4), "I neither behave formally nor sincerely in my relationships with the teachers" (f3) were determined to be used more often. Regarding the attendees' relationships with the teachers, it is possible to comment that a management, where the duties and responsibilities are fulfilled based on respect, affection, and tolerance, is appreciated. Some attendee opinions are as seen below:

"I pay great attention to being moderate and fair in my relations with teachers. Teachers sometimes act like students. So, they get exposed to my occasional warnings. Fairness is a sine qua non for an institution. I pay great attention to fairness, most especially because I do not want teachers to consider themselves not treated fairly" (M3).

"I behave neither formally nor sincerely in my relationships with my teachers. During school hours, I am a little more formal and dutiful. I make the directives I give not as orders, but in consultation with the teacher and getting his/her approval and opinion. This causes the teacher to take ownership of the job and the job is done in accordance with its purpose. I have always acted as a friend outside of school hours, and this has always provided positive feedback. This increased my reputation. I do not discriminate between any teachers. This will disrupt the school culture and reflect negatively on all work." (M1)

Administrator opinions for the question "As a subordinate, what do you care for in your relations with the National Education Directorate you work under?" were structured in two categories, "duties and responsibilities" and "corporate communication," as depicted in Table 4.

Table 4. Administrator opinions on their relations with the National Education Directorate they are affiliated to as subordinates.

Category	Codes	Interviewees	f
Duties and Responsibilities	I fulfill my responsibilities regarding the duties assigned to me	M1 M2 M4 M5 M7	5
	I submit new proposals to my senior on subjects covered within my duty.	M1	1
	I would like them not to discriminate between schools	M4	1
Sum			7
Corporate Relations	I always respect my superiors	M1 M2 M3 M8 M9	5
	I always establish positive communication	M7 M4	2
	I pay attention to the formality	M3 M5	2
	I pay attention to hierarchy in our relations	M5 M6 M9	3
	I appropriately seek my right	M6	1
Sum			13
Total Sum			20

"Corporate relations" is seen to stand out regarding the question "As a subordinate, what do you care for in your relations with the National Education Directorate you work under?" In the overall evaluation of the table, it was seen that the statements "I fulfill my responsibilities regarding the duties assigned to me" (f5), "I always respect my superiors" (f5), "I pay attention to hierarchy in our relations" (f3) were used more often. In the relationships where attendees are subordinates, one can comment that corporate communication is important during fulfilling mutual duties and responsibilities. Some attendee opinions are as seen below:

"First of all, I want sincerity and humility. I would like our superiors not to look down on us, not discriminate between schools, and treat my staff as they treat me. I don't want others to talk to me loudly. In case that happens, I will respond. I pay attention to meticulously carrying out the tasks assigned by the District Directorate of National Education on time" (M4).

"I always respect my superiors, I know that the duties given to me are given as a requirement of the position, not of individuals, and I fulfill my responsibilities accordingly. I take care to complete the task given by my superior completely and on time, without the need for a second warning. I present new projects and ideas on matters within my responsibility. Such approaches are liked by superiors, and they support them. At the same time, this supports my job satisfaction" (M1)

Discussion, Conclusion, and Recommendations

In this study, it was aimed to make evaluations about the hierarchical order in educational institutions in line with the views of school administrators. In this context, according to the research findings, it was seen that the participants handled the concept of hierarchy within the framework of fear, classification and order concepts. When the relevant literature is examined, Acar (2018) emphasized accountability and order in hierarchy in his research in the statement "It will require an order in which employees are in a hierarchical structure, where duties and authorities are concretized with written documents, and accountable structures are created within the disciplinary understanding," which supports this research. Easthope (2012) supports this research in his research by stating that the interests of the society should take precedence over the interests of the individual in ensuring social order, and that managers should give up their freedoms if necessary to ensure the order and continuity of society. The fact that Acar (2018) sees hierarchy as accountable can be considered as one of the reasons why hierarchy was expressed with the concept of fear in the study. In addition, the fact that the hierarchical order arouses the concept of fear in the participants should be seen as remarkable and should be questioned. The fact that administrators use the powers provided to them by the hierarchical structure in order to justify the psychological pressures they apply against their subordinates while fulfilling their duties and responsibilities may have negatively changed the participants' perspectives on the hierarchical order. What needs to be done is to ensure the implementation of regulations that will eliminate the perception of hierarchy as an undesirable negative situation such as fear in schools.

In the research findings, participants emphasized the importance of hierarchy with the concepts of discipline and order. When the related literature is examined, Harmancı (2014) states that "Discipline is the rules applied to ensure that the rules are followed and order is maintained within the organization and to establish behavior in accordance with the goals of the organization. In this respect, discipline should be seen as a tool for the organization to achieve its goals, and superiors should not be allowed to see and use it as a means of gaining material and moral benefits for themselves," supports the findings of this research. Lang (1987) compared the hierarchical structure in education to a mechanism that controls mobility and provides balance in a complex social environment, which supports the findings on why hierarchy is important in organizations. In this context, it is imperative to establish a hierarchical structure in schools in order for schools to survive. It would be useful to make the necessary legal arrangements to make the hierarchical structure in schools more effective and efficient.

In the study, the situations to be considered in relations with vice principals as a superior were explained with the concepts of duty and responsibility and balanced relations. When the related literature was examined, Aslanargun & Bozkurt (2012) stated that "School principals prioritize legal responsibilities over professional and moral responsibilities, try to fulfill the management task with the available opportunities, and care about the structure on the basis of duty and responsibility", which shows that principals prioritize legal responsibilities within the framework of the concept of duty and responsibility and keep professional and moral duties and responsibilities in the background. These statements do not fully support the concept of duty and responsibility, which includes professional and moral duties and responsibilities emphasized in the findings of the study. Aslanargun & Bozkurt (2012) stated that due to the wrong attitudes and behaviors of the administrators, there will not be an environment of trust among the employees of the institution towards their superiors, commitment to the organization, work performance and professional satisfaction will decrease, and eventually problems will start to occur spontaneously, which contradicts with the concepts of team spirit, corporate culture and tolerance, which express the expectations of the administrators from their subordinates (assistant principals, teachers, parents) in this study. When the literature on the subject is examined, it will be seen that administrators' thoughts and actions do not match with each other. In this context, considering that administrators do not have sufficient knowledge about human resources management, it would be useful to provide in-service training to administrators on behavioral science, communication, etc.

According to the findings of the research, school administrators' expectations from their subordinates (assistant principals, teachers, parents, students) and the situations that subordinates should pay attention to were expressed as duty, responsibility and communication concept. Karatepe (2005) stated that primary and secondary school administrators will contribute to school management by directing their subordinate staff and giving them authority and responsibility, enabling them to gain managerial characteristics, which is in line with the findings of the study. Mahoney (1979) emphasized that hierarchical positions in organizations are attributed value and importance within the framework of their duties and responsibilities, which supports the concept of duty and responsibility in the study. However, Rijt et al. (2013) emphasized in their study that managers in organizations do not want to receive feedback in their relations with their subordinates, whereas employees care about receiving feedback from managers, which does not fully support the concept of communication that stands out in the expectations of managers from their subordinates in the study. It should be a part of the duties and responsibilities of managers to take into account the opinions and suggestions of their subordinates in organizational relations. In this context, managers' giving importance to institutional communication will increase the performance of both themselves and the organization.

In the study, it was observed that the administrators, as a subordinate, addressed their expectations from the Directorates of National Education within the framework of the concepts of duty ethics and nurturance. When the related literature was examined, Uğurlu (2012) stated that "It should be the duty of every school administrator to further strengthen and protect the perception of ethical leadership, which is high in the studies. As ethical relationships become stronger, it can be thought that the levels of trust and loyalty between teachers and administrators will also become stronger." This statement is in line with the concept of duty ethics, which comes to the forefront in the expectations of school administrators from the Directorates of National Education as a subordinate in the findings of this study. However, the fact that administrators emphasize the concept of ownership in their expectations from the Directorates of National Education as a subordinate may be an indication that administrators do not receive enough support from the Directorates of National Education, which are their superiors, in matters related to management and that they are left alone. In this context, the administrators' giving the necessary importance to their relations with their subordinates will create a sense of belonging in the organization and ensure peace and order.

In the study, administrators discussed the hierarchical structure and the importance of the hierarchical structure within the framework of corporate governance and the concepts of existence. When the literature on the subject is examined, Acar (2018) stated that the establishment of public security, which is one of the most important issues in terms of the survival of states, is made possible by hierarchical organizational structures in accordance with the characteristics of the concept of bureaucracy conceptualized by Weber; where officials performing public duties are appointed based on merit, have specialization, division of labor and continuous coordination, and are connected to a central authority. According to the results of the research, it is recommended that all stakeholders of schools fulfill their duties and responsibilities within the framework of professional ethics in order to ensure order and discipline in schools. From the Provincial/District MEM at the top of the hierarchy to the students at the bottom of the hierarchy, everyone acting in a team spirit will contribute to the development of a sense of belonging in schools and ensure the survival of schools.

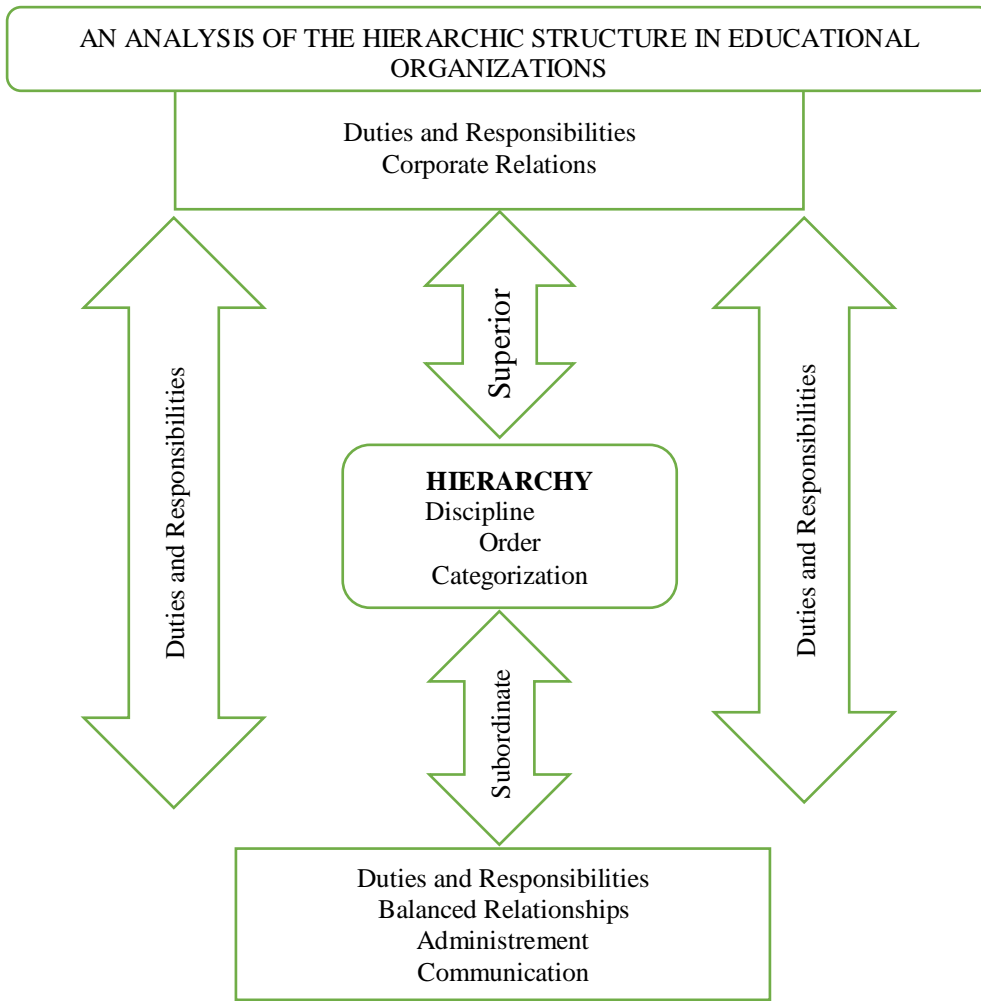
Figure 1. An Analysis of the Hierarchical Structure in Educational Organization

Figure 1 depicts that the school administrators use a corporate mindset to explain the hierarchy concept through discipline, order, and categorization concepts. It is possible to state that the attendees emphasize duties and responsibilities in their relations with subordinates and superiors and try to meet the superiors' expectations as they expect from their staff. That the participants often speak of values like respect, tolerance, empathy, communication, support, cooperation, and consensus in their relations with subordinates and superiors can be considered as a powerful result proving the need to handle the educational organizations within the framework of a more informal structuring. Corporate structure emphasis in the relation with superiors can explain why they regard the school and the directorate as separate institutions. The effort to keep balance and communicate with subordinates denotes the coming into prominence of the human factor in educational organizations. In this context, to ensure the healthy continuation of hierarchical structuring in educational institutions, it can be recommended that duties and responsibilities of subordinates and superiors are clearly and comprehensibly determined in laws and regulations, human relations in-service training pieces in institutions are delivered. Administrators are encouraged to attend master's degree programs in educational administration.

Contributions of the Researchers

All authors contributed to the manuscript equally.

Financial Support and Acknowledgment

The authors declared that this research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Conflict of Interest

The authors have disclosed no conflict of interest.

Kaynakça/References

- Acar, H. (2018). Kamu güvenliğinin sağlanmasında weberyen bürokrasi ve hiyerarşi kavramı, *Uluslararası Yönetim İktisat ve İşletme Dergisi*, 14(3), 667-684. <http://dx.doi.org/10.17130/ijmeb.2018343117>.
- Agre, P. E. (2003). Hierarchy and history in simon's "architecture of complexity. *The journal of the learning sciences*, 12(3), 413-426. https://doi.org/10.1207/S15327809JLS1203_4
- Akfirat, N., & Şahin, D. D. (2017). Ergenler yaratıcı drama yöntemiyle hiyerarşi kavramını tartışıyor. *Yaratıcı Drama Dergisi*, 12(1), 29-46. DOI: 10.21612/yader.2017.002.
- Akkoç, İ., & Tunç, H. (2015). Örgüt çalışanlarının tükenmişlik düzeylerinin araştırılması: Balıkesir İl Milli Eğitim Müdürlüğü örneği. *Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 18(34), 1-21. <https://dergipark.org.tr/en/download/article-file/852612>.
- Aktan, O. (2018). Eğitim kurumlarına yön veren temel değerler: Türkiye İl Milli Eğitim Müdürlükleri örneği. *Kastamonu Eğitim Dergisi*, 26(6), 1939-1950. doi: 10.24106/kefdergi. 2244.
- Anand, D., & Daft, R. L. (2007). What is the right organization design? *Organizational Dynamics*, 36(4), 329-344. doi:10.1016/j.orgdyn.2007.06.001.
- Anderson, C., & Brown, C. E. (2010). The functions and dysfunctions of hierarchy. *Research in Organizational Behavior*, 30, 55-89., doi:10.1016/j.riob.2010.08.002.
- Aslanargun, E., & Bozkurt, S. (2012). Okul müdürlerinin okul yönetiminde karşılaştığı sorunlar. *Gaziantep University Journal of Social Sciences*, 11(2), 349-368.
- Ataş, M. (2019). *Özel okullarda görev yapan ortaokul öğretmenlerinin performanslarının değerlendirilmesinde hiyerarşik yapının etkisi*. (Yayınlanmış Yüksek Lisans Tezi). Eğitim Bilimleri Enstitüsü, Bahçeşehir Üniversitesi, İstanbul.
- Avcı, U., & Topaloğlu, C. (2009). Hiyerarşik kademelere göre liderlik davranışlarını algılama farklılıkları: otel çalışanları üzerinde bir araştırma, *KMU İİBF Dergisi*, 11(16), 1-20. <https://dergipark.org.tr/en/download/article-file/107386>.
- Bittner, E. (1965). The concept of organization. *Social Research, The Johns Hopkins University Press*, 32(3), 239-255. <https://www.jstor.org/stable/pdf/40969788.pdf>.
- Bozkuş, K. (2016). Örgüt yapısı ve okullar. *Kesit Akademi Dergisi*, 2(4), 236-260. <https://dergipark.org.tr/en/download/article-file/1521028>.
- Bush, T. (2013). Leadership development for school principals: Specialised preparation or post-hoc repair. *Educational Management Administration & Leadership*, 41(3), 253-255.
- Diefenbach, T., & Sillince, J. (2011). Formal and informal hierarchy in different types of organization. *Organization Studies*, 32(11), 1515-1537. doi.org/10.1177/0170840611421254.
- Easthope, G. (2012). Community, hierarchy and open education. P. Woods (ed.), *Teacher Strategies (RLE Edu L) Explorations in the Sociology of the School*, (pp. 16-27). Routledge. <https://doi.org/10.4324/9780203127476>.
- Edward, G. (1969). The definition of organizational goals. *The British Journal of Sociology*, 20(3), 277-294. <https://www.jstor.org/stable/pdf/588953.pdf>.
- Gaziel, H. (1998). School-based management as a factor in school effectiveness, international review of education. *Internationale Zeitschrift Für Erziehungswissenschaft Revue Internationale De L'education*, 44(4), 319-333. <https://link.springer.com/content/pdf/10.1023/A:1003265723206.pdf>.
- Güney, R. (2006). *Hiyerarşik ortamlarda iletişim bir kamu kurumu betimlemesi*, (Yayınlanmamış Yüksek Lisans Tezi). Sosyal Bilimler Enstitüsü, Sakarya Üniversitesi, Adapazarı.

- Harmancı, F. M. (2014). *Örgütsel iletişim ve ast-üst ilişkileri*. Gülver, M. (Ed.), Güvenlik Sektöründe İnsan İlişkileri, (25-49) Ankara: Nobel Yayınları.
- Hoy, W. K., Miskel, C. G. (2013). *Educational Administration*. Mc Graw:Hill International.
- İşıkoğlu, N. (2005). Eğitimde nitel araştırma, *Eğitim Araştırmalar Dergisi*, (20), 158-165.
- Karasar, N. (1991). *Bilimsel Araştırma Yöntemleri*, Ankara: Nobel Yayıncılık.
- Karaköse, T., & Altinkurt, Y. (2009). Okul yöneticilerinin ve il milli eğitim müdürlüğü çalışanlarının değerlere göre yönetim ile ilgili görüşlerinin incelenmesi. *Değerler eğitimi dergisi*, 7(17), 49-67. <https://dergipark.org.tr/en/download/article-file/302501>.
- Karatepe, S. (2005). Yönetimsel etkililik: okul yönetiminde yönetimsel etkililiğin astlarla ilişkiler boyutu. *Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 10(2), 307-326. <https://dergipark.org.tr/en/download/article-file/194921>.
- Kayıkçı, K., Özdemir, İ., & Özyıldırım, G. (2016). Yönetici ve öğretmenler hakkında il milli eğitim müdürlüğüne yansıyan disiplin sorunlarının incelenmesi. *Eğitimde Kuram ve Uygulama*, 12(1), 78-102. <https://dergipark.org.tr/tr/pub/eku/issue/26699/>
- Kıranlı, S. (2010). Lise müdürlerinin yönetimsel davranış biçimleri. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 11(2), 229-250. <https://dergipark.org.tr/en/download/article-file/92272>.
- Lang, D. (1987). Equality, prestige, and controlled mobility in the academic hierarchy. *American Journal of Education*, 95(3), 441-467. <https://www.jstor.org/stable/pdf/1209239.pdf>.
- Magretta, J. (2002). The behavior behind the buzzwords. *MIT Sloan management review*, 43(4), 89-93.
- Mahoney, T. A. (1979). Organizational hierarchy and position worth. *Academy of Management journal*, 22(4), 726-737. <https://www.jstor.org/stable/pdf/255811.pdf>.
- Marshall, C., & Rossman, G. B. (2014). *Designing qualitative research*. New York: Sage.
- Owens, R.G & Valesky, T.C. (2011). *Organizational behaviour in education: Leadership and school reform*. (10th edition). Boston: Pearson.
- Rijt, J. V. D., Bossche, P. V. D., & Segers, M. S. (2013). Understanding informal feedback seeking in the workplace: The impact of the position in the organizational hierarchy. *European Journal of Training and Development*, 37(1), 72-85. doi/10.1108/03090591311293293/full/html.
- Spillane, J. P., & Kenney, A. W. (2012). School administration in a changing education sector: the US experience. *Journal of Educational Administration*. 50(5), 541-561. doi/10.1108/09578231211249817/full/html.
- Şeşen, H. (2011). Örgütte Kuralcılık ve Hiyerarşi Eğiliminin Liderden Duyulan Tatmine Etkisinde Adalet Algısının Aracılık Rolü. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 20(1), 105-120.
- Tekindal, M., & Uğuz, Ş. (2020). Nitel araştırma yöntemi olarak fenomenolojik yaklaşımın kapsamı ve sürecine yönelik bir derleme. *Ufku Ötesi Bilim Dergisi*, 20(1), 153-172. <https://dergipark.org.tr/en/download/article-file/1355632>.
- Türnüklü, A. (2000). Eğitimbilim araştırmalarında etkin olarak kullanılabilecek nitel bir araştırma tekniği. *Görüşme, Kuram ve Uygulamada Eğitim Yönetimi*, 24(24), 543-559. <https://dergipark.org.tr/en/download/article-file/108517>.
- Uğurlu, C. (2012). İlköğretim okulu öğretmenlerinin yönetici etik liderlik davranışına ilişkin algıları. *Cumhuriyet Üniversitesi Edebiyat Fakültesi Sosyal Bilimler Dergisi*, 36(2), 203-213. <http://cujos.cumhuriyet.edu.tr/en/download/article-file/49874>.
- White Jr, R. D. (1997). *Ethics and hierarchy: The influence of a rigidly hierarchical organizational design on moral reasoning*. The Pennsylvania State University.
- Yıldırım, A., & Şimşek, H. (2018). *Sosyal bilimlerde nitel araştırma yöntemleri*, Ankara: Seçkin Yayıncılık.
- Zaleznik, A. (2004). Managers and leaders: Are they different? *Harvard Business Review Home*, 70(2), 67-68.