

The Relationship between Principals' Crisis Management Skills and School Health^a

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Abstract

The relationship between school principals' crisis management skills and school health was investigated in this study based on the opinions of teachers. The sample of the study consisted of 341 teachers working in public high schools in Çankaya district of Ankara province in 2021-2022. The research was conducted using the predictive relational survey model, which is one of the quantitative research methods. The data were obtained with the "Crisis Management Skills of Primary School Principals" and "Organizational Health" scales. The results of the analysis revealed that there is a low level and positive relationship between school health and the "pre-crisis, crisis and post-crisis" sub-dimensions of school principals' crisis management abilities. The investigation also revealed that a predictor of school health was the crisis management abilities of school leaders.

Keywords: crisis management skills, school administrator, school health

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Introduction

With a rapidly changing, developing and globalizing world, educational organizations, like many other organizations, have been affected. Recent events such as earthquakes, pandemics, and epidemics have had a significant impact on school management (Dhawan, 2020; Karakose et al., 2021). These reasons contributing to the crisis have posed a risk to the continuity and effective management of schools (Bursalioğlu, 2019; Ozkayran et al., 2020). School leaders, who are one of the most crucial elements of educational institutions and help schools achieve their goals and objectives, play a key role in preventing and successfully managing crisis situations (Keleş et al., 2020). One of the important variables in the crisis management skills of school principals is school health. Stress and panic, chaos and conflicts that occur with moments of crisis can affect school health (Sayın, 2008; Var & Zafer Güneş, 2022).

Healthy schools can achieve some positive outcomes. One of the positive outcomes of healthy schools is high academic achievement of students (Farahani et al., 2014). Healthy schools play an important role in students' academic achievement. The organizational health of schools, which is a key component, has a significant impact on students' academic achievement by increasing efficiency in the educational environment (Farahani et al., 2014). Another positive result of high school health is the creation of an atmosphere of trust and understanding among individuals in the school and the facilitation of interaction within the school (Ekşi et al., 2020). In this circumstance, it can be argued that relationships within the school are an important factor affecting school health (Ayduğ, 2016). In addition, cooperative and productive work is done by students, teachers, principals, and communities in healthy schools. (Hoy et al., 1996). In schools with high school health, it is possible to encounter a school administration that is collaborative and includes all individuals in the making decision process at the schools (Akyürek & Çelik, 2020). In addition, another result of high school health is that institutions are able to successfully adjust to their surroundings and reinforce their core principles in all of their employees. (Korkmaz, 2007). It is very important for schools to admit to their inner and outer environment and manage the conflicts that occur in their environment in order to protect and maintain their health (Türker, 2010). Another result of healthy

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schools is that teachers are more productive (Recepoğlu & Özdemir, 2013). In healthy schools, it can be observed that teachers work more efficiently by using their knowledge, skills and experiences.

Unhealthy schools have some negative consequences. Unhealthy schools cause student failure (Korkmaz, 2005). The absence of a healthy and effective learning environment in schools negatively affects student achievement. On the other hand, unhealthy schools are under pressure from factors outside the school (Leung, 2001). It is seen that unhealthy schools cannot harmonize with their environment and are affected by communities outside the school. In addition to these, unhealthy schools lead to an increase in teacher burnout (Sabancı, 2009). Other consequences of unhealthy schools are inadequate encouragement and support from principals, teachers not feeling good about their jobs and other teachers, and acting distant, suspicious and defensive (Hoy & Fedman, 1987).

The literature review revealed that it was seen that there are various factors that cause school health. The ability of school principals to effectively resolve conflicts is one of the factors that lead to healthy schools (Çelik & Tosun, 2019). It can be interpreted that school principals who can effectively manage various problems and conflicts encountered in schools are needed so that school health is not affected. In addition to these, another factor in the health of schools is the organizational structure of schools (Ordu & Tanrıoğen, 2013). In this context, factors such as teachers having a high level of education and participating in professional activities can positively affect school health. Other factors that make schools healthy are the school's successful struggle against external forces, meeting its needs by directing its energy to its mission, and school principals, teachers, students and the communities around the school working together in a cooperative and effective way (Hoy & Hannum, 1997).

The ability of school principals to manage crises is one of the aspects that contributes to school health. Having crisis management abilities as a school principal has several positive consequences. The first of these results is that if school principals have crisis management skills, it is easier for them to take the crisis under control as a leader when a crisis occurs in and around the school (Haban & Bozkurt, 2017). Another result is that when school leaders have effective crisis management abilities, they can return to a normal working system after the crisis and turn the crisis into opportunities (Maya, 2014). In addition, another result is that since the crisis management abilities of school leaders are related to school development, the effective crisis management abilities of principals support the realization of an exemplary school improvement (Otto & Lumapenet, 2022). Another consequence is that the motivation of teachers increases when, for example, the school administrator adopts roles such as mediator and facilitator in a conflict and tries to solve this situation effectively (Genç & Hamedoğlu, 2012). School principals' lack of crisis management skills also has some negative consequences. One of them is that if school leaders do not have crisis management abilities, they pose a threat to the continuity of schools (Demirtaş, 2000). Another consequence is that the inadequacy of the administration in crisis management can cause the crisis occurring in the school to spread to other organizations and create chaos (Ocak, 2006). Even another result is that the inability of school principals to prevent the crisis with their inadequacies in crisis administration realizes the possibility of the end of the school (Can, 2005).

In the review of the literature focusing on the crisis management skills of school principals, it was seen that studies examined teacher perceptions of crisis management and visionary leadership (Aksu, 2009) and crisis management and transformational leadership (Ulutaş, 2010). On the other hand, in the studies, teachers' views on the level of crisis management skills exhibited by school principals were reached (Maya, 2014), and school crisis management was examined by considering the dynamic response model to the crisis life cycle (Liou, 2015). In addition to these, it was observed that the relationship between school principals' crisis management skills and principals' power type preferences (Kocabaş, 2016), the social capital level of the organization (Haban & Bozkurt, 2017), and the relationship between principals' crisis management attitudes and emotional intelligence (Yılmaz & Yıldırım, 2020) was examined; and school principals' crisis management skills were examined in terms of leadership styles (Ulusoy & Yavuz, 2022).

In the review of the literature focusing on school health, it was seen that the studies reached a comparative analysis of school health with organizational climate and effectiveness (Hoy et al., 1990), the relationship between teachers' perceptions of competence and school health (Hoy & Woolfolk, 1993), the views of school principals and teachers on school health issues (Akbaba, 1997) and school organizational health and teacher commitment (Tsui & Cheng, 1999). On the other hand, it was observed that the relationship between school health and school vision (Licata & Harper, 2001), student achievement (Korkmaz, 2005), school culture (Özdemir, 2012), school principals' instructional leadership behaviors (Recepoğlu & Özdemir, 2013), and transformational leadership (Arokiasamy et al., 2016), teachers' workaholic levels (Yavuz Tabak et al., 2018), and school principals' conflict management styles (Çelik & Tosun, 2019). However, when the literature was examined, it was observed that the

issue of the relationship between school principals' crisis management skills and school health according to the opinions of teachers working in public high schools across Turkey was not addressed in previous studies and thus, it was seen that there was a gap in this issue. In this context, according to teachers at public high schools in the Çankaya district of the province of Ankara, the purpose of this study is to investigate the relationship between school health and school principals' crisis management abilities. In this instance, the study sought to provide answers to the following questions.

1. What is the level of teachers' views on school principals' crisis management skills and school health?
2. Is there a relationship between teachers' views on school principals' crisis management skills and school health?
3. According to teachers' views, are school principals' views on crisis management skills a significant predictor of variability in school health?

One of the main reasons for conducting this research is that schools in Turkey face many crisis situations such as earthquakes and epidemics day by day (Özmen et al., 2015). In a school structuring system that is exposed to so many crises, school principals should have crisis management skills in order to maintain the school's effectiveness, efficiency and goals (Karaağaç et al., 2022). However, the managerial competencies of school principals who play an important role in crisis management and school health in schools are discussed. In this context, it is observed that the adequacy of in-service trainings of school principals regarding the crisis process is one of the issues discussed. Studies show that school principals who receive in-service training on the crisis management process have higher crisis scores than school principals who do not receive crisis training, thus showing the importance of in-service training on crisis (Karakuş & İnandı, 2018; Sayın, 2008). On the other hand, it is seen that an unhealthy environment in schools affects students, teachers and thus the education and training process. The concept of school health plays an essential role in helping schools to achieve their goals and teachers to work more effectively and efficiently, thereby increasing the success of students (Ekşi et al., 2020; Farahani et al., 2014; Korkmaz, 2005; Receptoğlu & Özdemir, 2013). Therefore, investigating the crisis management skills of school principals according to teachers' views and examining the deficiencies in this field is of great importance for the formation of a healthy school environment. Thus, in this study, crisis management skills of school principals and school health issues are addressed. In this framework, it is thought that this study will contribute to the literature by filling the gap in the literature on school principals' crisis management skills and school health according to the opinions of teachers working in public high schools. In line with this purpose, this study is expected to contribute to practitioners in the context of determining policies to increase the crisis management skills of school principals. In addition, this research will provide a scientific basis for some reforms to be made on this issue by identifying the deficiencies and inadequacies of school principals regarding crisis management.

Literature Review

School Health

It is of great importance for a school to be healthy in order for the school to perform the effective role expected of it. Miles (1965) defined a healthy school as a school that succeeds in surviving in its environment and continuously strengthens its potential to endure and manage while overcoming problems over time. In addition, according to Tsui and Cheng (1999), school health, which is an essential and powerful concept in the formation of an effective school environment, is the ability of schools to keep up with the ever-changing environment and to meet different demands from parents and society. It is seen that school health, which is also stated as teachers working in a safe and healthy school environment in terms of interpersonal relationships (Smith et al., 2001), is one of the main issues that educational researchers have recently focused on (Akyürek & Çelik, 2020; Ayduğ & Ağaoğlu, 2017; Cemaloğlu, 2011; Köse & Güçlü, 2018; Lee et al., 2014; Yavuz Tabak et al., 2018). In the studies, it is pointed out that school health affects school principals, teachers and students, schools can realize their goals, and a healthy school environment should be created in order to raise successful and healthy individuals.

The term *Organizational Health* refers to the idea that an organization's ability to function well in a variety of settings and adapt to changing conditions is reflected in its capacity (Cox & Howarth, 1990). The idea of organizational health was first used by Miles in 1969 to examine school characteristics. Miles (1969) created a conceptual scale to measure school health based on ten important factors. The first of Miles' three factors is the "task-centered needs group (goal orientation, communication competence, and optimal power equality)" of the

organization as a system; the second is the “survival needs group (use of resources, commitment, and morale)”; and the third is the “growth and development needs group” which constitutes the dimensions of organizational health and helps in terms of the overall performance of the organization (Omoyemiju & Adediwura, 2011; Smith et al., 2001).

Hoy and Feldman (1987) developed Miles' (1969) research by combining it with Parsons et al.'s (1953) research (Çoban, 2007). Parsons et al. (1953) stated that all social systems, including schools, need to find solutions to four basic problems in order to survive, progress and develop. He observed that each must adapt to its environment, set and implement goals, provide a coherent system, and create and maintain a distinct culture. To solve these problems, Parsons (1967) stated that schools have three levels of control over their activities: technical, managerial, and theoretical. According to Parsons (1967), the technical level is related to the primary mission of school teaching and learning. Teachers and school principals have the primary responsibility for creating a healthy learning environment. The management level controls the internal coordination of the school. School principals need to allocate resources and find ways to improve teachers' motivation, loyalty, trust and commitment. Finally, the institutional level connects the school and the community. For a healthy school, the school needs the support of its community. Support is needed for school principals and teachers to perform their duties effectively without undue pressure from individuals and groups outside the school. Healthy schools are thought to successfully adapt to their environment, achieve their goals, and instill common values and solidarity in teacher work groups (Hoy & Hannum, 1997). In addition, Hoy and Feldman (1987) used Parsons' (1967) theory to measure school health and linked it to the level of control to develop seven dimensions: “organizational integrity, principal influence, understanding, initiative structure, resource support, morale and academic importance.” Under these headings, they defined “healthy and unhealthy schools” (Hoy & Feldman, 1987, pp. 32-35).

In this study, school health was defined as a concept that helps to show the psycho-social status of schools that adapt and develop to their environment in order for schools to achieve their goals, have a healthy climate and an important structure that shows the relationship between school organization members (Akbaba Altun, 2001; Buluç, 2008; Korkmaz, 2007). Organizational health, which consists of five dimensions, includes the following dimensions: organizational leadership, organizational integrity, environmental interaction, organizational identity, and organizational product. The concept of organizational leadership is defined by Akbaba Altun (2001, p. 68) as “determining the management, goals and objectives of the organization, planning how the goal will be achieved or how the process will be, using the available resources according to the goals, controlling the process, preparing and developing organizational standards.” It is possible to define organizational integrity as a concept that includes the interaction between organizational members, activities, decision-making processes, and the ethical quality of the decisions made and shows organizational integrity (Hong, 2016; as cited in Kılıçoğlu, 2017). Environmental interaction is defined as the organization's communication and interaction with its environment, adapting to the changes and developments occurring in its environment, meeting the needs of the society, having a 'distribution of influence' within the organization and avoiding chaos and conflicts (Akbaba, 1997). Organizational identity is defined as a concept consisting of “organizational communication, organizational behavior and organizational philosophy” along with the logo, color and symbols of the organization (Ertürk, 2018). Organizational product is defined as how effectively and efficiently an organization receives its inputs, how it obtains resources and how it obtains healthy products (Akbaba, 1997).

Organizational health is a concept frequently used in educational organizations. In order for personal, academic and social learning to take place in educational organizations, schools must have a healthy climate. A healthy environment, a healthy school, helps to raise healthy students (Akbaba Altun, 2001). According to Hoy and Feldman (1987), a healthy school, protected from society and parents, has a dynamic leader, teachers who are dedicated to teaching and learning, set high but achievable goals for students, respect and trust each other, are willing to work and have good relationships with the school. In addition, Korkmaz (2006) states that healthy schools successfully adapt to the environment and their staff promote the common values of the school.

Crisis Management Skills of School Principals

It is substantial for school principals to have crisis management skills in order for schools not to be affected by crises and to continue the education and training process. In recent years, especially with the events such as epidemics, pandemics, and earthquakes, researchers have focused on the crisis management skills of school principals (Chatzipanagiotou & Katsarou, 2023; Kavrayıcı & Kesim, 2021; Otto & Lumapenet, 2022; Toklucu, et al., 2022). On the other hand, studies on the crisis management skills of school principals show that school principals have some competencies such as turning crises into opportunities, comprehending and solving

problems, keeping the level of communication strong in the school, influencing the personnel in the school (Topcu, 2017); giving confidence to the personnel and creating a safe structure between teachers and students (Haban & Bozkurt, 2017); making preparations with an effective crisis management plan against the occurrence of a crisis (MacNeil & Topping, 2007).

In this study, the crisis management skills of school principals were defined as the ability of a school administrator to effectively manage crisis processes within the framework of strong communication with school members by making effective decisions and creating order from chaos, without damaging the school and financial loss (Genç, 2009; Karaağaç, 2013). The crisis management process for school principals includes "three dimensions": "pre-crisis, crisis moment and post-crisis" (Aksu & Deveci, 2009). The "pre-crisis dimension" is defined as the period when some signs of a crisis begin to appear (Arslan & Sarı, 2019). Crisis preparation and crisis prevention are included in the pre-crisis dimension (Laugé et al., 2009). According to Coombs (2014), crisis preparedness includes identifying crisis vulnerabilities, creating crisis teams by preparing a crisis management plan, developing a crisis portfolio by creating a list of possible crises, and structuring a crisis communication system. "Crisis moment dimension" is the period when the crisis is fully realized (Ulutaş, 2010). Coombs (2014) mentions two stages in the crisis moment dimension: "crisis recognition and crisis containment". Recognition of the crisis involves the awareness of all members of the organization that the crisis has occurred and the process of responding to the crisis, while crisis containment refers to the importance and content of the first response to the crisis and the process of crisis intervention (Coombs, 2014). The "post-crisis dimension" is the final stage of the crisis process where school principals need to find solutions to end the crisis completely (Sayın, 2008). Coombs (2014) states that the post-crisis dimension includes actions to check whether the crisis has ended completely and to prepare the organization for the next crisis.

Schools can face a crisis at any unexpected time. There are two categories of variables that lead to crisis in schools: "in-school" and "out-of-school" (Döş & Cömert, 2012). It is seen that the factors that lead to crisis within the school are "school administration, teachers, students and staff", while the factors that lead to crisis outside the school are "parents, pressure groups in the environment and the labor market, equipment and material resources, top management and the structure of the central administration, natural disasters and epidemics" (Bursalıoğlu, 2021; Döş & Cömert, 2012; He & Li, 2020). It may be imperative for schools to respond to these crises, whether they are prepared for them or not. It seems possible that the crisis may affect part or all of the school, and for this reason, schools should definitely create a crisis management plan to prevent the crisis (La Pointe et al., 1996). In order to prevent a crisis, to prepare and plan for a crisis, and to manage the crisis process effectively, school principals' skills in dealing with crises play an active role.

School Health and Crisis Management Abilities of School Principals

School health is crucial for schools to fulfil their goals effectively and for their continuity. There are many factors in the formation of school health, but one of the most important factors is that school principals have crisis management skills. In order to protect schools from outside negative influences and to foster organizational health, school leaders play a critical role (Hameiri & Nir, 2016). School leaders should have crisis management skills in order to overcome and prevent crises that occur in schools without damaging the school (Özalp & Levent, 2021). The qualities and skills required of school principals in times of crisis include handling situations, emotions and consequences in a way that minimizes harm to individuals and the school community (Smith & Riley, 2012). Thus, school principals with crisis management skills prevent crises with effective decisions, plans and strategies (Güngör & Yılmaz, 2021). By preventing crises that threaten the existence of schools, a healthy environment is created in the school instead of panic and anxiety (Ulutaş, 2010).

Method

Research Model

This study focused on the relationship between school principals' crisis management skills and organizational health using a predictive correlational survey model. "Relational survey models are studies that aim to determine the existence and/or degree of change between two or more variables" (Bedir Erişti et al., 2013, p.26). Quantitative techniques were used to analyze and interpret the sample data.

Population and Sample

The population of this study consists of 3014 teachers working in Anatolian high schools, Vocational and Technical Anatolian high schools and Anatolian İmam Hatip high schools in Çankaya, the largest district of Ankara in terms of population, in the academic year 2021-2022. The general situation of the schools was analyzed by collecting data from all high school levels in Çankaya district of Ankara. The unit of analysis of this research is the teacher. As a matter of fact, it has been observed that the unit of analysis in studies on school health is teachers (Deniz, 2016; Yavuz Tabak et al., 2018; Türker, 2010). Since it was not possible to reach the whole population, the research was carried out through sampling. It was assumed that 341 teachers would represent the population of 3014 teachers (Büyüköztürk et al., 2016, p.96). Using the stratified sampling method, which is one of the random sampling methods, the population was divided into three sub-strata as three different school types of Anatolian high schools, Vocational and Technical Anatolian high schools, Anatolian İmam Hatip high schools. According to the “Ministry of National Education Ankara Provincial Directorate of National Education” 2019-2020 general high school statistics (MEB, 2020), there are 699 teachers in 32 Anatolian high schools, 1136 teachers in 19 Vocational and Technical Anatolian high schools and 179 teachers in 5 Anatolian İmam Hatip high schools. Based on the ratio calculations, 192 teachers from Anatolian high schools, 128 teachers from Vocational and Technical Anatolian high schools, and 21 teachers from Anatolian İmam Hatip high schools were selected for the sample (341 in total). Considering the possible problems related to the procedure for collecting data, a total of 410 scales were distributed in schools; 363 of these scales were deemed suitable for data analysis. Demographic information about the participants is given in detail in Table 1.

Table 1

Demographic Characteristics of the Sample (N=363)

Categories	Subcategories	n	%
Gender	Female	230	63.36
	Male	133	36.64
Age	20-30	14	3.86
	31-40	47	12.95
	41-50	155	42.70
	50>	147	40.50
Seniority (year)	1-5	12	3.31
	6-10	32	8.82
	11-15	45	12.40
	16-20	90	24.79
	21>	184	50.69
Types of High Schools	Anatolian İmam Hatip	27	7.44
	Anatolian	193	53.17
	Anatolian Vocational	143	39.39
Total		363	100

As seen in Table 1, the sample of the study consisted of 363 teachers. Of the teachers who participated in the study, 63 % were female and 37 % were male. Of the participants, 3.8 % were 20-30 years old, 12.9 % were 31-40 years old, 42.7 % were 41-50 years old and 40.5 % were 50 years old and above. 3.3 % teachers had 1-5 years of seniority, 8.8 % teachers had 6-10 years of seniority, 12.4 % teachers had 11-15 years of seniority, 24.7 % teachers had 16-20 years of seniority, and 50.6 % teachers had 21 years or more of seniority. 7.44 % of the teachers work in Anatolian İmam Hatip high schools, 53.17 % in Anatolian high schools and 39.39 % in Anatolian Vocational high schools.

Data Collection Tools

The Elementary School Principals' Crisis Management Skills Scale (ESPCMSS) originated by Aksu and Deveci in 2009 and the Organizational Health Scale (OHS) developed by Akbaba in 1997 were utilized to gather data for this study.

The Crisis Management Skills Scale

The ESPCMSS was used to assess principals' crisis management skills based on teachers' views. The ESPCMSS consists of a five-point Likert-type scales that includes the options "never (1,00-1,79), rarely (1,80-2,59), sometimes (2,60-3,39), mostly (3,40-4,19), always (4,20-5,00)" scored from the most negative to the most positive. The ESPCMSS, which consists of "pre-crisis, crisis moment and post-crisis" dimensions, contains 31 items. The lowest score that can be obtained from the scale is 31 and the highest score is 155. A high score from the scale means that school principals have high crisis management skills. To determine whether the scale was reliable, Cronbach's alpha was utilized. While 'the alpha reliability coefficient values' for the "pre-crisis, crisis and post-crisis period" were .98 in general, they were calculated as .95 in the "pre-crisis and crisis period" sub-dimensions and .98 in the "post-crisis period" sub-dimension (Aksu & Deveci, 2009). According to the findings of the current study, "the validity and reliability of the ESPCMSS" were re-examined. CFA results confirmed the three-dimensional structure. Values for quality of fit from the CFA results were as follows: [$\chi^2/df = 5.24$; $RMSEA = 0.10$; $GFI = 0.71$; $AGFI = 0.67$; $s-RMR = 0.077$; $RMR = 0.062$; $IFI = 0.98$; $NFI = 0.97$; $CFI = 0.98$]. According to these results, the ESPCMSS is a valid data collection tool for the current study. While the Cronbach's alpha coefficient of the ESPCMSS was 0.98, the Cronbach's alpha value of the "pre-crisis dimension" of the scale was 0.94, the "crisis period dimension" was 0.94 and the "post-crisis dimension" was 0.97. On the basis of these results, it is concluded that the ESPCMSS is also reliable for this study.

The Organizational Health Scale

In order to examine the level of school health according to teachers' views, the OHS developed by Akbaba in Bolu in 1997 was used. In this study, the OHS was used with a "four-point Likert-type" scales that including the options "Never = 1" and "Always = 4." The scale consists of *Organizational Leadership*, *Organizational Integrity*, *Environmental Interaction*, *Organizational Identity*, and *Organizational Product* dimensions and includes 53 items. The lowest score that can be obtained from the scale is 53 and the highest score is 2012. A high score on the scale means that the organization is perceived as healthy. To determine whether the scale was reliable, Cronbach's alpha was utilized. Alpha reliability coefficient value was calculated as .95 (Akbaba, 1997). Based on the current study data, the validity and reliability of the OHS were re-examined. CFA results confirmed the five-dimensional structure. The calculated CFA results were as follows; [$\chi^2/df = 3.46$; $RMSEA = 0.083$; $GFI = 0.68$; $AGFI = 0.65$; $s-RMR = 0.088$; $RMR = 0.088$; $IFI = 0.82$; $NFI = 0.76$; $CFI = 0.8$]. Analyses of the validity coefficients of the OHS reveal that the scale is generally valid. The Cronbach's alpha value of the whole scale is 0.81. The organizational leadership dimension of the scale is 0.82, the organizational integrity dimension is 0.79, the environmental interaction dimension is 0.79, the organizational identity dimension is 0.75, and the organizational product dimension is 0.77. According to these results, it was concluded that the OHS was also reliable for this study.

Process and Data Analysis

In the present study, the scales were applied to public high school teachers in Çankaya district of Ankara province in 2020-2021. Teachers are involved in the study voluntarily. The data collection process was directly managed by the researcher. The scales were distributed to the teachers during lunch and break times. It took an average of 10 minutes for each participant to fill out the scales. In this case, 410 teachers were given the scales and 363 of them returned as suitable for data analysis. The data were analyzed using LISREL 8.80 and SPSS version 23. Before the analysis, it was evaluated whether the data set contained outliers and missing data. The results of the analysis revealed that there were no outliers or missing data. In order to decide whether the data set meets the hypotheses of multivariate statistical analysis, skewness and kurtosis coefficients were analyzed on the basis of the sub-dimensions of both scales. It was found that the kurtosis coefficient values of the dimensions of both scales were between -0.42 and 1.75, and the skewness coefficient values were between -1.23 and 1.16. Since the kurtosis and skewness value ranges for the dimensions of the scales were between -2 and +2, it was assumed that the data set showed a normal distribution (George & Mallery, 2010). In addition, linearity, which is one of the assumptions of simple regression, was also examined before the analysis. In this context, the scatter diagram was analyzed to determine linearity. As a result of the analysis, elliptical distributions were observed. This situation is interpreted as the linearity assumption between the variables is met (Çokluk et al., 2012, p. 29).

Results

In the analysis of teachers' views on school principals' crisis management skills and school health, standard deviation and arithmetic mean data were used. The results are given in Table 1. Pearson correlation coefficient was used to determine whether there was a significant relationship between the variables of the study. Pearson correlation coefficient values of the research variables are presented in Table 2.

Table 2

Mean and Standard Deviation Values of Variables (N=363)

Variable	Avg.	SD.	The Lowest	The Highest
Crisis Management	119.64	22.98	31	155
Pre-Crisis Period	27.39	5.33	7	35
Crisis Period	30.45	6.60	8	40
Post-Crisis Period	61.79	12.07	16	80
Organizational Health	159.94	15.69	102	204
Organizational Leadership	44.64	6.15	16	52
Organizational Integrity	27.25	6.17	10	40
Environmental Interaction	35.03	8.00	19	55
Organizational Identity	26.36	4.17	12	32
Organizational Product	26.65	4.24	8	32

As seen in Table 2, the mean score of the teachers' views on school principals' crisis management skills is 119.64 ($SD = 22.98$). Accordingly, the participants think that school principals have relatively good crisis management skills. On the other hand, the arithmetic mean value for school health was calculated as 159.94 ($SD = 15.69$). According to this result, the participants find their schools relatively healthy.

Table 3

Pearson Correlation Coefficient Values of Research Variables

Variable	1	2	3	4	5	6	7	8	9	10
1. Crisis Management	1									
2. Pre-Crisis Period	0.93**	1								
3. Crisis Period	0.94**	0.84**	1							
4. Post-Crisis Period	0.97**	0.87**	0.87**	1						
5. Organizational Health	0.17**	0.16**	0.17**	0.16**	1					
6. Organizational Leadership	-0.03	-0.03	-0.02	-0.04	0.61**	1				
7. Organizational Integrity	0.10	0.10	0.09	0.10	0.43**	-0.08	1			
8. Environmental Interaction	0.26**	0.25**	0.26**	0.25**	0.55**	-0.07	0.19**	1		
9. Organizational Identity	0.08	0.09	0.07	0.07	0.58**	0.52**	-0.01	0.03	1	
10. Organizational Product	-0.45	-0.05	-0.02	-0.04	0.54**	0.57**	-0.06	-0.05	0.38**	1

** $p < .001$

As seen in Table 3, there is a low level and positive relationship between school principals' crisis management skills and organizational health ($r_{CM \times OH} = 0.17, p < 0.001$). In Pearson correlation analysis, cut-off scores are used to interpret the calculated values. Accordingly, a correlation value between 0-.30 is interpreted as low correlation, between .30-.70 as medium correlation, and between .70 and 1.00 as high correlation (Büyüköztürk, 2007, p.32). In addition, there is a low level and positive relationship between the 'environmental interaction' sub-dimension of organizational health and school principals' crisis management skills ($r_{CM \times EI} = 0.26, p < 0.001$). The "pre-crisis period, crisis period and post-crisis period" sub-dimensions of school principals' crisis management skills have a low level and positive relationship with organizational health ($r_{OH \times PCP} = 0.16, p < 0.001$; $r_{OH \times CP} = 0.17, p < 0.001$; $r_{OH \times POCP} = 0.16, p < 0.001$).

The multiple regression analysis was utilized to decide whether school principals' crisis management skills are a significant predictor of organizational health. The results are given in Table 4.

Table 4

The Regression Analysis Results

Dependent Variable: School Health	<i>B</i>	<i>Standard Error B</i>	β	<i>t</i>	<i>p</i>
(Constant)	2.757	.083		33.222	.000
Pre-Crisis Period	.064	.020	.165	3.171	.002*
Crisis Period	.063	.019	.177	3.408	.001*
Post-Crisis Period	.063	.020	.161	3.098	.002*

$R = 0.179, R^2 = 0.032, F(359-3) = 3.95, *p < 0.05$

As seen in Table 4, according to teachers' opinions, school principals' crisis management skills related to pre-crisis period ($\beta = 0.165, p < 0.05$), crisis period ($\beta = 0.177, p < 0.05$) and post-crisis period ($\beta = 0.161, p < 0.05$) dimensions are significant predictors of school health ($F = 3.95, p < 0.05$). According to teachers' opinions, 3% of the entire variance of school health is explained by the crisis management skills of school principals.

Discussion and Conclusion

In this study, the relationship between organizational health and school principals' crisis management skills has been examined through taking the opinions of teachers in public high schools. This study has contributed to the related field and literature in terms of the fact that school principals' having crisis management skills and being able to manage the crisis effectively provide a healthy and productive environment in the school. Within the scope of the research, a whole of 341 teachers were reached in Anatolian High Schools, Vocational and Technical Anatolian High Schools, Anatolian İmam Hatip High Schools in Çankaya district of Ankara province in 2021-2022. Predictive correlational survey model was used for this study and the collected data set was analyzed with arithmetic mean, standard deviation ratio, Pearson correlation and multiple regression. As a result of the analyses, the participants think that school principals have crisis management skills. This finding is similar with previous studies in the literature (Aslan & Sarı, 2019; Haban & Bozkurt, 2017; Maya, 2014; Çiçek Sağlam & Özsezer, 2015). One of the possible reasons for the participants' views on school principals having crisis management skills may be the crisis management skills shown by school principals against the recent pandemic. As a matter of fact, in Gundem et al.'s (2022) study, it was concluded that school principals were effective in this process with activities such as ensuring hygiene safety and taking instructional and regulatory measures to manage the crisis during the pandemic process.

When the results of the analysis are analyzed, the participants think that the schools they work in are healthy. This finding is coherent with the results of similar studies (Karagüzel, 2012; Özdemir, 2006). This finding is consistent with the finding of Özdemir (2006). Özdemir (2006) concluded that teachers' perceptions of school health were at the *medium* level. However, this finding contradicts the finding of Yavuz Tabak et al. (2018). In Yavuz Tabak et al.'s (2018) study, it was seen that teachers' perceptions of school health were at the "low" level. One of the possible reasons for the participants' views on the healthiness of the schools where they work may be the positive attitudes of the school principals. As a matter of fact, in Türker's (2010) study, the school administrator working in a healthy school was defined as a dynamic leader who effectively uses leader behaviors in intra-school relations, supports and motivates teachers. On the other hand, Cemaloğlu (2011) stated that school principals' having qualities such as effective communication, problem solving, motivation, guidance, and rewarding constitutes positive school health.

One of the important findings of this study is that there is a low-level relationship between school principals' crisis management skills and school health. Indeed, correlation analysis revealed that there is a significant relationship between school principals' crisis management abilities and school health. In a similar study conducted on this subject, it was observed that there was a significant difference between school principals' crisis management attitudes and their perceptions of the level of organizational health according to various variables (Yıldız, 2014). On the other hand, in Atış and Dilbaz's study (2022), school principals' having crisis management skills in the context of organizational skills affects the formation of an effective environment in schools. According to this finding, it can be stated that there is a relationship between the management skills of school principals during the crisis process and the health of schools. The regression results of this study showed that school principals' crisis management skills variable was a significant predictor of school health variable. The findings show that school principals' crisis management skills are a factor, albeit low, on school health. In other words, the crisis management skills of school principals are a factor, albeit very partial, in the health of schools. This finding was found to be consistent with the findings of a similar study (Çelik & Tosun, 2019). In Çelik and Tosun's (2019) study, it was concluded that some of the conflict management styles of school principals significantly predicted organizational health. In this study, school principals' crisis management skills explain the variability in school health at a relatively low level. This result may be due to the relatively low level of crisis management skills of school principals. However, this result indicates that other factors should be taken into consideration for school health.

As a consequence, according to the results of the study, based on teachers' opinions, school principals have relatively good crisis management skills and teachers find their schools relatively healthy. On the other hand, this study has shown that there is a low level and positive relationship between school principals' crisis management skills and school health, and that school principals' management skills in the crisis process are a factor in the health of schools, albeit partially. Thus, this study has contributed to the gap in the educational administration field related to the crisis management skills of school principals and organizational health issues, as well as the relationship between the crisis management skills of school principals and school health.

Limitations, Future Research, Implications

This study's limitations include its focus on the connection between school principals' crisis management abilities and school health. One of them is that this study was conducted with a cross-sectional survey design. A second limitation of this study is that the research data was collected at a single level. Future research can be conducted with a longitudinal survey design. In addition, in future research, this issue can be conducted with a mixed design, or this issue can be examined in depth with qualitative research. In addition to these, future research could examine the crisis management skills of school principals or school health variables and variables related to the climate of schools, students' achievement, and teachers' motivation. Some practical implications of the results of this study can be mentioned. In this study, it was concluded that there is a low level and positive relationship between school principals' crisis management abilities and school health. This research suggests that if practitioners want to realize school health in a school, principals can be trained on crisis management skills and principals should be prepared for such extraordinary situations. On the other hand, graduate level courses on crisis management can be developed for school principals. In addition, policy makers should give more importance and value to the selection and training of administrator candidates who will show leadership in the crisis process and thus contribute to the creation of a healthy environment in the school.

Ethical Declaration and Committee Approval

In this research, the principles of scientific research and publication ethics were followed. The ethical committee approval was obtained from Hacettepe University Ethical Committee, No: E-35853172-300-00001522288, Date: 01.04.2021.

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Okul Müdürlerinin Kriz Yönetim Becerileri ile Okul Sağlığı Arasındaki İlişki

Öz

Bu çalışmada, öğretmenlerin görüşleri alınarak, okul müdürlerinin kriz yönetimi becerileri ile okul sağlığı arasındaki ilişkinin nasıl olduğu incelenmiştir. Araştırmanın örneklemini 2021-2022 yılı Ankara ilinin Çankaya ilçesinde resmi liselerde görev yapan 341 öğretmen oluşturmuştur. Araştırma nicel araştırma yöntemlerinden biri olan yordayıcı ilişkisel tarama modeli kullanılarak yürütülmüştür. Veriler "İlkokul Müdürlerinin Kriz Yönetimi Becerileri" ve "Örgüt Sağlığı" ölçekleri ile elde edilmiştir. Analiz sonuçları, okul sağlığı ile okul yöneticilerinin kriz yönetimi becerilerinin "kriz öncesi, kriz ve kriz sonrası" alt boyutları arasında 'düşük düzeyde ve pozitif yönlü bir ilişki' olduğunu ortaya koymuştur. Analizler sonucunda okul yöneticilerinin kriz yönetim becerilerinin okul sağlığının anlamlı bir yordayıcısı olduğu da saptanmıştır.

Anahtar kelimeler: kriz yönetim becerileri, okul yöneticisi, okul sağlığı