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Teachers' Views on The Influence Tactics Used By School Administrators* **

Öğretmenlerin Okul Yöneticileri Tarafından Kullanılan Etkileme Taktiklerine İlişkin Görüşleri

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ABSTRACT

The aim of this research is to reveal the influence tactics adopted by the school administrators working in the official secondary schools of Kırıkkale city center and to examine the importance of the influence tactics and their effects on the education and training process according to the views of the teachers working in these schools. Qualitative research and phenomenology design was used in the study. The research was conducted with 16 teachers. Maximum diversity sampling among purposive sampling methods was used. The data obtained with the semi-structured interview form were analyzed with the content analysis technique. According to the results of the research, it is seen that the moderate influence tactics used by the administrators in secondary schools can create an efficient working environment and peaceful climate in schools as well as increasing the organizational citizenship behaviors of teachers. On the other hand, it is seen that the use of harsh influence tactics causes negative attitudes among teachers and behaviors such as uneasiness, low motivation, grouping and failure. Administrators should prefer more moderate tactics for the effective functioning of the schools.

Keywords: School Administrator, Administration, Influence, Influence Tactics

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ÖZ

Bu araştırmanın amacı, Kırıkkale il merkezindeki resmi ortaokullarda görev yapan okul yöneticilerinin benimsedikleri etkileme taktiklerini ortaya çıkarmak ve bu okullarda görev yapan öğretmenlerin görüşlerine göre etkileme taktiklerinin önemini ve eğitim öğretim sürecine etkilerini incelemektir. Araştırmada nitel araştırma ve olgu bilim deseni kullanılmıştır. Araştırma 16 öğretmen ile yürütülmüştür. Amaçlı örnekleme yöntemlerinden maksimum çeşitlilik örnekleme kullanılmıştır. Yarı yapılandırılmış görüşme formu ile elde edilen veriler içerik analizi tekniği ile analiz edilmiştir. Araştırma sonuçlarına göre ortaokullarda yöneticiler tarafından kullanılan ılımlı etkileme taktiklerinin okullarda verimli bir çalışma ortamı ve huzurlu bir iklim oluşturmanın yanı sıra öğretmenlerin örgütsel vatandaşlık davranışlarını da artırabildiği görülmektedir. Öte yandan sert etkileme taktiklerinin kullanılmasının öğretmenler arasında olumsuz tutumlara ve tedirginlik, düşük motivasyon, gruplaşma ve başarısızlık gibi davranışlara neden olduğu görülmektedir. Yöneticiler, okulların etkili işleyişi için daha ılımlı taktikleri tercih etmelidir.

Anahtar Sözcükler: Okul Yöneticisi, Yönetim, Etkileme, Etkileme Taktikleri

INTRODUCTION

School administrators have many important roles from providing administrative support for the school to meeting the needs of the school staff. They are responsible for filling in many gaps from school buildings to student needs, from environmental demands to teacher expectations. As schools, like every organization, need to achieve certain goals, try to meet the needs of their members, therefore they should be managed effectively. School administrators are responsible for the realization of the school's goals and effective management (Sönmez & Doğan, 2022). School administrators who are responsible for fulfilling the needs of the schools should involve teachers in the process for a successful educational institution. They need to use their power resources effectively in order to manage and direct employees in line with organizational goals by influencing them, and this situation becomes even more important in schools where the human resource is intensively involved in every process (Uzun & Köse, 2021). Therefore, school principals and vice principals should have the ability to influence or develop teacher's spiritual values and motivation (Dağlı & Çalık, 2016). Educational institution administrators should be able to motivate their staff within a common purpose by considering their needs. Because the essence of leadership is influence and a manager

who can be considered as a leader should have the ability to influence and integrate teachers (Aydın, 2018).

If teachers, who are the key mechanism of educational organizations, are not made active wheels of the process, it is inevitable that the system will be disrupted and undesirable behavior patterns and unsuccessful organizational structure will emerge. Leaders need to use influence tactics in order to create the motivation needed to unite teachers around school goals, to ensure organizational dedication and commitment, and to improve the efficient functioning of the organization. According to Sheer (2012) the ability to influence employees is an important determinant of a administrators' effectiveness. According to Yukl and Falbe (1990), managing the influence process well is the key to successful management. Therefore, school administrators use influence tactics to motivate teachers in many areas such as ensuring institutional success, maintaining organizational culture, establishing commitment and dedication to school. Influence can be defined as a process that people utilize while using their authority (Bayrak, 2000). Influencing as management can be defined as ensuring that the school achieves its goals by directing the behavior of employees (Balcı & Aydın, 2003). The way managers can effectively manage employee behavior directly is through influence. By using influence tactics, positive differentiation has been observed in the attitudes and behaviors of employees such as positive motivation, organizational dedication, voluntary participation and cooperation, working willingly and obeying the rules. Managers can use these tactics to motivate their employees to indicate the desired behaviors (Kacmar, Carlson & Harris, 2013). When the influence tactics used by organizational leaders to influence their employees are examined, it is seen that different classifications are made. According to Kipnis et al. (1984), influence tactics can be listed as reasoning, sincerity, coalition, bargaining, insisting, gaining superior support and imposing sanctions. According to Schein (1978, as cited in Bostancı, Demirhan, & Bülbül, 2019), the ways of influencing are regarding the needs of employees, dealing with employees' feelings of acceptance, belonging and identity, mediating between employees and higher authorities, listening and trying to understand the needs and feelings of employees, and understanding them.

Miles and Huberman (1994, as cited in Bostancı, Demirhan, & Bülbül, 2019) list the influence tactics as creating bureaucratic obstacles, imposing oneself and one's activities, creating competition among subordinates, creating uncertainty, preventing access to certain people and information, controlling organizational resources, neutralizing organizational opposition, and displaying a strong personality example. Yukl and Falbe, 1990 categorized influence tactics into eleven categories which are rational persuasion information, motivation by suggestion, consultation, cooperation, self-assertion, personal appeal, exchange, coalition, legal justification and coercion. In this direction, rational persuasion is the explanation of the logical causes and consequences, realistic aspects and business relevance of this work by using concrete evidence in order to convince employees to fulfill the work to be done in the organization. Consultation is making plans in line with the opinions and suggestions of employees in all decisions concerning the organization. Motivation by suggestion is increasing the level of motivation of employees regarding the task. Self-adoption is to make the target group or person to be influenced for thinking positively about the leader while personal attraction is to develop feelings of friendship, sincerity and loyalty of the person or groups. Exchange is based on mutual benefit, on a "today for me, tomorrow for you" mentality, whereby if the influencer is helped today, the influenced person is guaranteed to be helped the next day. Coalition is when a leader tries to influence a person or group but has difficulty succeeding on his/her own, so he/she gets help and support from other people to persuade them. It is the tactic of providing legal grounds to change the beliefs and attitudes of employees about the work to be done through policies, laws and regulations in order to realize the leader's expectations from employees. Cooperation is acting together with employees by taking part in the process as a team member in influencing them, while information is providing news about what the task will bring.

There have been many studies in the literature on the influence tactics used by school principals and vice principals in the process of persuading teachers to contribute to the functioning of the school. Most of these studies focus on the relationship between the influencing approaches of school administrators working at different levels of education

and other concepts. This research gains originality as it is a qualitative study that aims to collect in-depth information on what kind of influence tactics school principals and vice principals in secondary schools use to mobilize teachers to achieve the institutional vision and mission. For this reason, it is foreseen that the research will contribute to the literature by determining teachers' views on the influence process. In addition, in line with the views obtained, it is aimed to provide functional suggestions to those who manage schools in Turkey for a more competent and successful management. This research is important in terms of contributing to the literature by taking into account the views of teachers on the influence tactics adopted by school principals and vice principals in educational institutions in order to reveal the potential power of teachers and creating a resource for all administrators. From this point of view, the problem statement of the research was determined as “*What are the views of teachers about the influence tactics used by secondary school administrators?*”

METHOD

The Research Design

This study, which aims to determine the views of teachers on the influence tactics used by administrators in secondary schools, is in a phenomenological study design from qualitative research methods. Phenomenology is a form of qualitative research that focuses on the study of an individual's lived experiences within the world (Yıldırım & Şimşek, 2016). In this study, phenomenological design was preferred because it aims to determine the phenomenon of influence, which is used by school administrators to maintain the functioning of the organization successfully by motivating employees, through the views and experiences of teachers.

Participants

In this qualitative research, maximum diversity sampling method, one of the purposive sampling methods, was preferred. In maximum diversity sampling, the aim is to create a relatively small sample and to reflect the diversity of people who may be related to the problem being studied at the highest level. The study group of this research consists of

16 teachers working in secondary schools in Kırıkkale city center and districts. In order to ensure maximum diversity, secondary schools in different socio-economic regions of the city with different academic achievement levels were selected and teachers of different seniority, age and gender from various branches were included in the sample. 12 of the participants in the study group were male and four were female, their ages ranged between 32 and 54. Five of the participants were Science Teachers, four were Turkish Teachers, two were Mathematics Teachers, one was a Social Studies Teacher, one was a Physical Education Teacher, one was an English Teacher, one was a Religious Culture and Ethics Teacher, and one was a Guidance and Psychological Counselor. Employees' professional seniority ranged between 10 and 28 years. It is seen that their seniority in the schools where they work varied between two and 17 years, and the interviews with the participants varied between 13.58 minutes and 48.59 minutes. In addition, in order to obtain in-depth and diverse information, the number of administrators with whom the participant teachers worked was also included in the study and it was determined that the participants worked with a number of administrators ranging from 6 to 23 in their professional lives.

Data Collection Tool

The data were collected using a semi-structured interview form developed by the researchers. The data collection tool consists of two parts. In the first section, questions were asked to learn the participants' professional knowledge, previous positions and education levels. In the second part, there are questions to determine what kind of influence tactics school administrators use to persuade employees. While finalizing the questions in this section, the views of two experts in the field of educational administration were consulted. As a result of the experts' feedback, some of the question stems in the form were edited to make the questions more comprehensible; some probe statements were also edited to make it possible to obtain clearer and more comprehensive data from the questions.

Data Collection and Analysis

The research data were obtained through interviews conducted at the teachers' own schools. Before the interviews, the participants were informed about the purpose and content of the study through consent form and an appointment was made for the interview. The participants were informed that the interviews would be recorded with a voice recorder and their consent was obtained. Data collection lasted between 20 to 60 minutes. At the end of the interview, in order to prevent data loss and to ensure the reliability of the study, the notes taken from the audio recordings were shown to the participants and their approval was obtained. The data obtained after the participants gave their consent were analyzed. The data obtained as a result of the interviews with the participants were analyzed with the content analysis technique. For the analyses, the notes taken during the interviews were used and the audio recordings were analyzed and converted into text. Categories, subcategories and codes were determined and presented as the findings of the study. In addition, since direct quotations are thought to be more effective in expressing the opinions of the participants, the participant opinions were tried to be conveyed directly without comment.

Ethical Rules

Researchers acted in accordance with ethical rules at all stages of the research. This study was prepared based on the data of the master's thesis completed at Hacettepe University Institute of Educational Sciences in 2023 under the supervision of the second author. Permission for data collection was obtained from Hacettepe University Ethics Committee. In addition, data were collected from volunteer participants with the research permission obtained from the Ministry of National Education. Ethics committee approval is presented in the Appendix.

Validity and Reliability

Reporting the data collected in qualitative research in detail and explaining how the results were reached are important criteria for validity and reliability (Yıldırım & Şimşek, 2016). There are some situations in which precautions should be taken by researchers

regarding internal validity in the qualitative research process. Research findings should be meaningful and consistent within themselves, consistent with the conceptual framework, and the emerging concepts should form a meaningful whole. At the same time, appropriate strategies should be used to confirm the findings and the findings should be considered realistic by the research participants. The findings of this study were derived from the data collected through interviews. Internal validity was ensured through expert opinion, participant confirmation, supporting the findings with direct quotations, and consistency of the data collection tool and findings with the relevant literature. External validity in qualitative research is about whether the research results can be generalized to other people and similar settings. Therefore, the researcher should inform the reader about all stages of the research (Christensen, Johnson, & Turner, 2015; Yıldırım & Şimşek, 2016). In this study, external validity was attempted to be achieved by defining the research methods and stages, describing the data collection, processing, analysis and interpretation process in detail. In the study, internal reliability was ensured by examining the consistency of the results with the data and external reliability was ensured by the researcher's detailed description of the methods followed by the researcher, the processes of data collection, processing and analysis, not reflecting individual assumptions and prejudices in the research, and keeping the raw data collected with the voice recorder in the interviews in a way suitable for examination by others. Participants were coded as T for providing the privacy.

FINDINGS

Teachers' Views on the Influence Tactics Used by School Administrators

In the study, teachers were asked which influence tactics were used by school administrators; accordingly, teachers categorised the influence tactics used by administrators in their schools into two categories as harsh and moderate tactics. In the category of harsh influence tactics, influencing according to the person ($f=12$), antidemocratic approach ($f=8$), resorting to legislation ($f=8$), exploitation of emotions ($f=7$), exclusion ($f=7$), efforts to maintain order ($f=7$), indifferenceauthoritarian and

oppressive attitude ($f=5$), incompetence ($f=5$), lack of authority ($f=4$), bartering ($f=4$), intolerance ($f=4$), mediation ($f=4$) and comparison ($f=1$) are found. On the other hand, friendly attitude ($f=12$), effective communication ($f=7$), motivation - demagoguery ($f=7$), rational persuasion ($f=7$), consulting expertise ($f=6$), democratic approach ($f=5$), inclusion in the decision process ($f=5$), caring about opinions ($f=5$), group consciousness ($f=4$), institutional belonging ($f=4$), cooperation ($f=4$), supportiveness ($f=3$), fair approach ($f=2$), discipline - order ($f=2$), informing ($f=1$), delegation of authority ($f=1$) and confidentiality ($f=1$) codes are found as moderate tactics used in secondary schools.

Some teachers' views on the ways of harsh influence used by secondary school administrators are given below;

I mean, if there is a teacher who can do the job, the school administration knows this and gives the job to that person. It doesn't work on volunteerism. (T6)

When I do Tübitak projects among four science teachers they deal directly with me, why? One, because I am a man, two, because my communication is easy, plus maybe a little bit because the others are women. You know, being able to do business, being able to come here whenever you want. Because of them, they communicate with me a little more comfortably. (T11)

(...) big programs are given to those who do the work. If there are small programs, that is, programs that are easy to pass, they are given to others. (T13)

It can be said that the most commonly used harsh influence tactic in secondary schools is the process of influence that varies according to the person. Instead of convincing all teachers and distributing tasks in a democratic and fair manner, administrators select teachers who they consider to be more friendly, intimidated or more compatible in terms of characteristic structure. This tactic, which is used most frequently in secondary schools, is supported by the second harsh-oppressive tactic, the antidemocratic approach, and the third, the resort to legislation. Teacher views on these tactics are as follows;

If he cannot do it through persuasion, I explain it with the mandatory provision of the regulation, in accordance with the regulations, that is, an order can also be in a written form. This can also become the last form in which this will be done. (T1)

When there is a problem, they only work on solving the problem. If there is no problem, there is the logic of continuing work. (T7)

Our current administrators ignore teachers, or rather they don't see them at work. (T8)

(...) but it doesn't happen in general. Instead, they save themselves by looking for daily self-saving solutions. That's why I think things that come from within should be more effective. (T16)

It's not too much pressure, but he still doesn't do what he wants. For example, if he needs to take time off, he says he can't be my teacher at that time. (T11)

Some teachers' views on the ways of moderate influence tactics used by secondary school administrators are given below;

We don't think of school as a place where we can just run back and go, we even stay after school. It affects the atmosphere here a lot.. I think it affects the friendship relationship here a lot. (T15)

In other words, our administrators generally apply a management style by sharing the work and procedures with the teachers as much as possible through the institutions by informing them, in other words, teachers' opinions are taken into consideration in the same decision. In this respect, I don't see any negativity in terms of management style. My teachers are democratically consulted for their opinions. In this respect, I don't see any negativity in terms of management style. My teachers are democratically consulted for their opinions and so on. (T1)

They tell me that I can already do this job, I already have experience, they say they have heard and witnessed that I have done it. So, why not? I mean, there is no problem, we have done it. (T5)

I mean, it actually makes us happy. You know, it is actually easier and better for us when we motivate a person by telling that he has the knowledge about the subject, he can do it, he can think about it instead of the others. (T14)

Our principal is a very fatherly person. You know he motivates us by telling these things will be done. He always works with us. (T9)

Teachers' Views on the Reflections of School Administrators' Influence Tactics on the Educational Process

In the study, teachers were asked how the influence tactics used by school administrators were reflected on the educational process. Accordingly, teachers revealed that the influence tactics used by school administrators had positive and negative effects on the educational process. Among the positive reflections, providing a climate of peace ($f=9$) is the most frequently encountered code, followed by productive working environment ($f=8$), voluntary participation ($f=7$), altruism ($f=5$), organisational commitment ($f=4$), encouraging attitude ($f=2$) and trust environment ($f=2$). On the other hand, the negative effects of the influence tactics used by the administrators on the school were firstly low motivation ($f=3$), then unrest ($f=2$), grouping ($f=2$) and failure in education ($f=1$).

Some teachers' views on the positive effects of the influence tactics used by school administrators on the educational process are as follows;

In my opinion, there is a hierarchy in motivation, that is, when it is used by increasing motivation based on love, the climate of peace in the school can be formed more easily so I think it will be more successful. (T1)

We already work with the administrators in our school in a family environment and this is already reflected in the success of our school. (T12)

There is such a good climate at the school, the bonds of friendship are very strong. Because of this, when the administration asks us to do something, we volunteer to do it immediately, we don't refuse. Because the administration has provided such

a good climate here; everyone comes here like coming home, everyone is very happy here. (T13)

Some teachers' views on the negative effects of the influence tactics used by school administrators on the educational process are as follows;

It affects you in a negative way, because your motivation decreases. When you come to school, if you do not have good relation with the administrators, motivation automatically reflects on you and the other person. (T6)

(...) as soon as teachers realize that their views are not taken into account, they implicitly, if not explicitly, turn against the school administration. (T3)

Teachers' Views on Ideal Influence Tactics of School Administrators

In the study, teachers were asked about the ideal influence tactics used by school administrators; in this direction, teachers responded in the categories of individual and organizational qualities. In the category of individual qualities, it can be said that sincerity ($f=10$) is primarily expected from administrators. This quality is followed by effective communication ($f=9$), reliability ($f=8$), sociability ($f=7$), transparency ($f=5$), internalising the task ($f=5$), taking initiative ($f=4$), friendliness ($f=4$), leadership ($f=4$), exemplary behaviour ($f=4$), experience ($f=1$). In the organizational characteristics category, motivation ($f=7$) and rational persuasion ($f=7$) are the prominent codes. These qualities are followed by justice ($f=5$) and exercising authority ($f=5$), recognition-caring ($f=4$) and looking after teacher interests ($f=4$), being included in the teacher group ($f=3$), decision-making ($f=3$), consulting expertise ($f=3$) and cooperation ($f=3$), being supportive ($f=2$) and looking after the needs of the organization ($f=2$), being democratic ($f=1$) and rewarding ($f=1$).

Some teachers' views on the individual administrator characteristics necessary for the ability to persuade teachers effectively are as follows;

I mean, I may be thinking like this because of my branch, but as I said, motivation to develop a sense of belonging based on love is more important. In other words,

if they use motivation that develops love and a sense of belonging more effectively, I think it will involve teachers more. (T1)

Even if he is not very friendly, even if he has a formal structure, as I said, if his communication is strong, and can explain himself well, conveys the purpose, process and result of the work that needs to be revealed to the other party correctly, I think the work will be done without any problems. (T4)

In other words, when a teacher is in trouble, when he/she is slandered or does something wrong, he/she should be able to be sure that the administrator will save him/her with the least amount of damage. If there is a problem of trust, things cannot work properly in any environment. They should work together, act together. (T8)

You will explain the degree of difficulty, you will explain the degree of ease, so as long as the other party does not know what is what, that is where the problems come from. (T5)

I would be very interested in the fact that he is tolerant and smiling first. (T7)

Some teachers' views on organizational qualities are as follows;

After reminding that the work related to education specified in the law must be done, I will make explanations to the best of my knowledge about the ways in which this work is beneficial for our children, our school and our country. (T3)

Justice is definitely our first sine qua non, and if there is justice, other situations inevitably come along with it. If there is no justice, it already razes the others and takes them away completely. (T2)

First of all, I'd get a volunteer to do it. When people volunteer, the work will be better. If there is reluctance, if no one is willing, then I would use my legal right. Because after all, the administration always has to follow and continue the work in some way. (T7)

I take the opinions of my colleagues and ensure that the order is carried out by prioritizing the opinions of my colleagues after the opinions I receive. (T3)

Teachers' Suggestions for School Administrators' Use of Moderate Influence Tactics

In the study, teachers were asked what they would suggest for school administrators to use moderate tactics more in influencing their employees; in this direction, teachers responded in individual and organizational categories. In the category of individual suggestions directed to the administrators, the codes of being educated ($f=7$) and being sincere ($f=7$) come first. Other individual suggestions are effective communication skills ($f=6$), being fair ($f=3$) and positive ($f=3$), being experienced ($f=2$) and visionary ($f=2$), getting help ($f=1$), being sociable ($f=1$) and being competent ($f=1$). In the organizational suggestions category, the most coded persuasion method was being sweet-hard ($f=10$). The other codes are as follows; organising activities ($f=3$), rewarding ($f=2$), being supportive ($f=2$), not being critical ($f=1$), considering the interests of the organisation ($f=1$).

Some teacher' views on individual suggestions are as follows;

The person who will be a manager should definitely have a good knowledge of educational psychology, educational sciences, conflict resolution skills, language skills training. (T9)

Now here, first of all, he has to be sincere. Sincerity and respect are important. (T11)

First of all, as I said at the beginning, justice is very important. One of the most important things for me. (T13)

I think one of the things that I would especially like to see in people who are going to be administrators today is a person with talent, a person with a full vision. (T16)

Some teachers' views on organizational suggestions are as follows;

It should be hard enough to get the job done, but soft and hard enough to discourage and hard enough to frustrate the other person, in other words, he should be in the middle. (T2)

It is very important for me to have a manager who can show his/her soft face when needed and his/her hard face when needed. (T3)

In other words, collective work creates a more intimate environment for people. Whether it's an event or a meal together, people get to know each other better and learn what kind of behavior is needed. Then you feel more comfortable getting work done. Social environment, social togetherness are things that should be done occasionally. (T11)

First of all, administrators should never say bad things. In other words, in an environment, when a teacher says, "Why didn't you do this?", the administration is over for that teacher. (T8)

Managers should also prioritize the interests of the school organization. The school principal, the deputies and the teachers are all involved in the school and have a general interest. If teachers get the feeling that administrators take some actions but they are looking out for their own interests, teachers will develop resistance against these actions. (T1)

Teachers' Views on the Results of Harsh Influence Tactics

In the study, teachers were asked about the results of school administrators' use of harsh influence tactics. Accordingly, teachers evaluated the consequences in the category of teachers and students. In this category, the codes of low motivation ($f=10$), alienation ($f=9$), unwillingness ($f=6$), closed organizational climate ($f=4$), disagreements ($f=3$), failure to persuade ($f=3$) and prejudice ($f=2$) were determined.

Some teachers' views on this question are as follows;

So where one is not happy, one is not productive. It's as simple as that. If there is peace in a place, it means you are happy. Happiness is something that motivates

people, so you work comfortably, when you work comfortably, you are open to be free, not in defense. (T1)

In this regard, the teacher does his job properly or not at all, the bell rings and he leaves immediately, he doesn't deal with anyone, he doesn't deal with students at all. (T11)

If they use these tactics, I think it will definitely backfire. I mean, even if I want to do it, I won't do it or I will do it reluctantly. I think it will backfire, I think it's the same in human relations. If you try to make them do something in a harsh and oppressive way, it will backfire. (T15)

DISCUSSION AND CONCLUSION

When the teachers' responses regarding the influence tactics used by school administrators to influence teachers were analyzed, two different categories emerged; harsh and moderate tactics. According to the findings obtained in Tekben and Koşar's (2019) research, it was determined that the most commonly used influence tactic of administrators working in secondary education institutions was compliance with the rules. In this study, in the hard tactics group, first of all, influencing behavior is observed according to the person. Secondary school administrators, who have problems in terms of institutional functioning and the democratic and fair distribution of the work and transactions carried out within the scope of educational activities to the employees, may turn to this tactic. It can be thought that teachers are under intense workload who are docile and compliant or timid and intimidated in terms of personality structure, or hardworking and highly belonging teachers. In the same direction, the second most used way of persuasion in this category is coded as antidemocratic approach and is directly related to the concept of personal influence. Unfortunately, not only secondary school administrators who insist on the path of harsh persuasion are unable to build institutional unity and peace, but also these administrators try to influence the employees of the organization by using oppressive tactics such as drowning them in the details of legislation and punishing them by excluding which is a result of this study, and it can be

said that it has a direct effect on school success. According to the findings of Closson's study in 2001, the deans who participated in the research mostly use moderate influence tactics such as rational persuasion, consultation, inspirational appeal to persuade faculty employees. In Irmak and Yılmaz's study in 2021, it was concluded that, according to teachers' perceptions, school administrators' influencing behaviors such as consultation, cooperation, making encouraging requests, persuading with reason, appreciating, informing, complying with the rules, responding, and building coalitions with others were positively related to negotiation skills. Close to the results of both studies, similar influencing tactics were expressed by the teachers in this study. However, in the category of moderate tactics used by secondary school administrators, the concept that came to the forefront was friendly attitude. It can be said that this concept, which is consistent with effective communication, is seen in schools where sincerity, warm relations and friendship are at the forefront and organizational peace is ensured. Other important techniques include persuading teachers with motivational speeches and rational persuasion, which is considered as explaining the process in detail by presenting logical documents and evidence. In schools where moderate influence tactics are widely used, some other persuasion methods with similar characteristics were identified as consulting expertise, democratic approach, participating in the decision-making process and giving importance to opinions. Other tactics include sharing the workload by using the group consciousness, institutional dedication which is the persuasion of teachers for providing their commitment to school, and collaboration which involves the active participation of administrators in the work done. Although fair approach, disciplined management, supportive attitude and persuasion through information are less frequently used tactics, according to the study data, different coding tactics of moderate influence tactics were identified and it is thought that many of them are used intensively in schools. In the study group of the research, teachers from very different types of schools were interviewed such as imam hatip middle school or regular middle school; central middle school or village school; schools with high student-parent potential and academic achievement or schools with low student-parent potential and academic achievement. In general, it can be said that the influence tactics used are independent of the structure of the school, students,

parents and the region, and largely depend on the multifaceted relationships between the school administration and the teacher group. From this point of view, it would not be wrong to say that the administrations that have not been able to provide a climate of peace in our schools for different reasons try to persuade teachers by turning to various hard-suppressive tactics, that they are partially successful in this regard, and that they deviate to more oppressive ways or anti-democratic attitudes. So this finding is also related to the other striking finding of the study is the positive and negative reflections of influence tactics on the educational process. In schools where moderate influence tactics were used, teachers generally stated that there were positive effects and cited the peaceful climate and productive working environment in the organization as the most significant reflection.

Teachers' views on ideal influence tactics, were categorized under the titles of individual and organizational qualities. The most emphasized code under the individual qualities heading is sincerity because teachers demand school administrators to be sincere and friendly in the influencing process. Having effective communication skills and being able to use language effectively are other individual qualities required of managers. Subsequently, teachers think that an administrative staff they can trust can carry out the persuasion process more successfully. Administrators' having more active social relations with teachers, being transparent in their work, adopting the given task first, taking the initiative especially in personnel and teaching works and being friendly are the individual qualities that should be acquired for successful influence tactics. According to the results of Doğan's (2019) study examining the influence tactics used in the context of teachers' trust in principals, a significant difference was found in teachers' perceptions of the influence tactics of school principals in the tactics of creating a positive impression, using personal closeness, informing and changing interests; no significant difference was found in the tactics of motivation and pressure. In this sense, in both studies, the expectations of the teachers from the administrators, who are expected to lead the way in increasing school effectiveness in line with the mission and vision of the school and in developing a collaborative environment and management approach, overlap. According to teachers'

views, the ideal influence tactics that administrators should apply in the organization are primarily motivation and rational persuasion. Because teachers expect that all the details of the work to be done in the persuasion process should be stated in a transparent and explanatory manner and of course the work to be done should be communicated in a motivating way. Again, Doğan (2019) concluded in his study that school principals' use of informing and motivating tactics increased trust in the administrator. In the study, teachers grouped their suggestions on moderate influence tactics under two different categories as individual and organizational suggestions. Under the heading of individual suggestions, the study group stated that the new administrator should firstly be educated, sincere and have effective language skills, and that the administrator should also be fair and positive, and then be visionary and experienced in the teaching profession. According to the teachers, administrators can use moderate influence tactics more effectively if they are able to follow the developments and advances in the profession, are willing to participate in national or international trainings on this subject if necessary, and already have the legal, academic and socio-cultural knowledge required by the administrative task. A successful administrator candidate who can demonstrate effective communication skills with a sincere attitude can create a working environment suitable for organizational development according to teachers' views. The most important organisational advice that teachers can give to a new manager is that the manager should be sweet-hard. In the study of Taşçı and Eloğlu (2007), which aimed to evaluate the personality traits of managers in terms of the frequency of use of influence tactics they use, it was stated that managers make some efforts to persuade or influence their employees; they found that managers who see themselves as extraverts generally use rational persuasion, inspirationalism, negotiation-consultation, self-approval and change tactics. Zahir and Sumintono (2017) investigated the perceptions of the influence tactics used by the managers working in the Ministry of Education in Malaysia and stated in their study that the most commonly used influence tactics between leaders and subordinates are rational persuasion and inspirational appeal. The rational persuasion and rational persuasion tactics and the inspirational and inspirational attraction tactics found in both studies explain the concept of sweet-toughness. This concept, which is by far the most emphasised concept in the

research, means that an administrator should be able to have a set of behaviours that are gentle and sweet enough not to offend and upset the employees, and harsh enough to draw boundaries and remind the subordinate-superior hierarchy when necessary. In addition, teachers suggested that the new administrator should create a climate of peace through in-house activities, honour teachers by rewarding them for completed tasks, adopt a supportive attitude rather than being critical, and act with the general interest of the institution in mind. In another study, Yurttaş, Erat and Alınçık (2020) examined the effects of influence tactics on job performance and job stress, and according to the results of their analyses, it was determined that legitimisation, influence through exchange and influence through coalition tactics had a statistically significant and positive effect on employees' job performance. They concluded that the tactic of influencing through logical persuasion has a negative effect on job stress. They concluded that the tactic of influencing through logical persuasion has a negative effect on job stress. It can be assumed that these two studies, which give different results on organisational performance and climate, are related to the sample groups studied. The sample group of this study conducted in the chemical industry and the expectations of teachers working in schools, which are educational centres from managers are quite different from each other.

In the study, inefficiency and low motivation were the most emphasised codes among the codes created based on the teacher responses to the question of what the consequences of harsh influencing tactics could be. Teachers state that any oppressive persuasion tactics applied to them may negatively affect their productivity at school and decrease their motivation. According to Koşar (2016), in a school where school administrators use oppressive and harsh influence tactics, teachers' trust levels in their administrators and each other will decrease. Therefore, bureaucratic cumbersomeness will increase and the academic success of the school will decrease. At the same time, teachers will develop resistance to these behaviours of administrators and the pressure tactics applied by administrators to teachers will not work. In the study, teachers think that if harsh coercive influence tactics are used, the sense of belonging to the organization may be shaken and alienation from the school may also occur. In this case, a working environment may occur

in schools in which teachers cannot devote themselves mentally and spiritually to the education process and students, do not make any sacrifices, and routine work is interrupted. As a result, teacher or administrator ruptures may occur during assignment periods. Some teachers stated that the harsh influence tactics used by the administrators can be countered, which can be manifested primarily by reluctant work, superficial, tokenistic work. In addition to the participants who thought that these tactics could negatively affect the organizational climate, there were also participants who stated that in some cases teachers could intervene verbally or actually and arguments could occur. Finally, some teachers claimed that trying to persuade with harsh tactics would result in failure, while others said that this could lead to prejudice against the administrators. The answers given for this sub-problem of the study emerge out that although harsh influence tactics are already accepted, and sometimes quite effective ways of persuasion, resorting to these tactics is a risk for managers who aim for a smooth functioning and a successful training process. Therefore, these tactics should not be used unless it is very necessary or essential, and moderate tactics should be used for effective persuasion and influence.

SUGGESTIONS

Based on the results of the research, the following recommendations were developed; school administrators should establish an environment of peace in the institutions and realise a fair and democratic distribution of workload and responsibilities within a management approach that includes the whole group of teachers. This understanding will build trust in administrators and turn our schools into a home that employees see as a home rather than a workplace; and voluntary compliance with all legal regulations will be realised and a transition to student and achievement-oriented education will be ensured. In this sense, it should be ensured that school administrators receive in-house seminars and in-service training in order to inform them about moderate and harsh influence tactics, The suggestion that can be given to those who have just started to work as an administrator or those who want to be an administrator is as follows; a school principal or deputy principal should be able to have a sweet-hard structure with sincere-warm and effective communication skills as well as being trained as an administrator;

therefore they should be supported to receive master's degree with or without thesis in the field of educational administration. Finally, in addition to following the ever-changing and developing legislation and legal grounds, it may be useful for school administrators to read and apply academic studies and publications that have emerged as a result of intensive labour in the field of educational administration in the name of effective administration. In this study, the influence tactics used by secondary school administrators according to teachers' views were analysed with qualitative method. It may be useful to conduct research on influence tactics used by administrators in primary and high schools, which differ in terms of administrative structure. Considering that cultural differences are an important factor in human relations, studies on the influence tactics adopted by school administrators in different regions and cities can contribute to the literature. It is thought that it would be useful to conduct more research on influencing tactics in order to motivate teachers to continue the basic functioning in schools, to contribute to the success of students with projects and activities, and to be active participants in the educational process.

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GENİŞ ÖZET

Giriş

Okul müdürleri ve müdür yardımcıları, öğretmenlerin manevi değerlerini ve motivasyonlarını etkileme ya da geliştirme becerisine sahip olmalıdır (Dağlı ve Çalık, 2016). Eğitim kurumu yöneticileri, çalışanlarının ihtiyaçlarını göz önünde bulundurarak onları ortak bir amaç doğrultusunda motive edebilmelidir. Çünkü liderliğin özü etkilemektir ve lider olarak kabul edilebilecek bir yöneticinin öğretmenleri etkileme ve bütünleştirme becerisine sahip olması gerekir (Aydın, 2018). Eğitim örgütlerinin kilit mekanizması olan öğretmenler sürecin aktif çarkları haline getirilmezse sistemin bozulması, istenmeyen davranış kalıplarının ve başarısız örgütsel yapının ortaya çıkması kaçınılmazdır. Öğretmenleri okul hedefleri etrafında birleştirmek için gereken motivasyonu yaratmak, örgütsel adanmışlık ve bağlılığı sağlamak ve örgütün verimli işleyişini geliştirmek için liderlerin etkileme taktiklerini kullanmaları gerekir. Okul müdürleri ve müdür yardımcılarının öğretmenleri okulun işleyişine katkıda bulunmaya ikna etme sürecinde kullandıkları etkileme taktikleri üzerine literatürde pek çok çalışma bulunmaktadır. Bu çalışmaların çoğu, farklı eğitim kademelerinde görev yapan okul yöneticilerinin etkileme yaklaşımları ile diğer kavramlar arasındaki ilişkiye odaklanmaktadır. Bu araştırma, ortaokullarda görev yapan okul müdürleri ve müdür yardımcılarının, öğretmenleri kurumsal vizyon ve misyona ulaşma yolunda harekete geçirmek için ne tür etkileme taktikleri kullandıklarına dair derinlemesine bilgi toplamayı amaçlayan nitel bir çalışma olması nedeniyle özgünlük kazanmaktadır. Bu nedenle araştırmanın, öğretmenlerin etkileme sürecine ilişkin görüşlerini belirleyerek alanyazına katkı sağlayacağı öngörülmektedir. Ayrıca elde edilen görüşler doğrultusunda Türkiye'de okulları yönetenlere daha yetkin ve başarılı bir yönetim için işlevsel öneriler sunulması hedeflenmektedir. u noktadan hareketle araştırmanın problem cümlesi "Ortaokul yöneticilerinin kullandıkları etkileme taktiklerine ilişkin öğretmen görüşleri nelerdir?" olarak belirlenmiştir.

Yöntem

Ortaokullarda yöneticilerin kullandıkları etkileme taktiklerine ilişkin öğretmen görüşlerini belirlemeyi amaçlayan bu çalışma, nitel araştırma yöntemlerinden fenomenolojik çalışma desenindedir. Bu çalışmada fenomenolojik desen, okul yöneticilerinin çalışanları motive ederek örgütün işleyişini başarılı bir şekilde sürdürmek için kullandıkları etkileme olgusunu öğretmenlerin görüş ve deneyimleri üzerinden belirlemeyi amaçladığı için tercih edilmiştir. Bu araştırmanın çalışma grubunu Kırkkale il merkezi ve ilçelerindeki ortaokullarda görev yapan 16 öğretmen oluşturmaktadır. Veriler, araştırmacılar tarafından geliştirilen yarı yapılandırılmış bir görüşme formu kullanılarak toplanmıştır. Veri toplama aracı iki bölümden oluşmaktadır. İlk bölümde katılımcıların mesleki bilgilerini, önceki görevlerini ve eğitim düzeylerini öğrenmeye yönelik sorular sorulmuştur. İkinci bölümde ise okul yöneticilerinin çalışanları ikna etmek için ne tür etkileme taktikleri kullandıklarını belirlemeye yönelik sorular yer almaktadır. Katılımcılarla yapılan görüşmeler sonucunda elde edilen veriler içerik analizi tekniği ile analiz edilmiştir.

Bulgular, Tartışma ve Sonuç

Öğretmenler, okullarında yöneticiler tarafından kullanılan etkileme taktiklerini sert ve ılımlı taktikler olarak iki kategoriye ayırmışlardır. Öğretmenler, okul yöneticileri tarafından kullanılan etkileme taktiklerinin eğitim süreci üzerinde olumlu ve olumsuz etkileri olduğunu ortaya koymuştur. Araştırmada öğretmenlere okul yöneticilerinin kullandıkları ideal etkileme taktikleri sorulmuş; bu

doğrultuda öğretmenler bireysel ve örgütsel nitelikler kategorilerinde yanıtlar vermişlerdir. Bireysel nitelikler kategorisinde, yöneticilerden öncelikle samimiyet beklendiği söylenebilir. Örgütsel özellikler kategorisinde motivasyon ve rasyonel ikna öne çıkan kodlardır. Araştırmada öğretmenlere, okul yöneticilerinin çalışanlarını etkilemede ılımlı taktikleri daha fazla kullanmaları için neler önerecekleri sorulmuş; bu doğrultuda öğretmenler bireysel ve örgütsel kategorilerde yanıtlar vermişlerdir. Yöneticilere yönelik bireysel öneriler kategorisinde eğitilmiş olma ve samimi olma kodları ilk sırada yer almaktadır. Örgütsel öneriler kategorisinde en çok kodlanan ikna yöntemi tatlı-sert olmaktır. Araştırmada öğretmenlere, okul yöneticilerinin sert etkileme taktiklerini kullanmalarının sonuçları sorulmuş; buna göre öğretmenler sonuçları öğretmen ve öğrenci kategorisinde değerlendirmiştir. Araştırma sonuçlarına dayanarak şu öneriler geliştirilmiştir; okul yöneticileri kurumlarda huzur ortamını tesis etmeli, tüm öğretmen grubunu kapsayan bir yönetim anlayışı içerisinde adil ve demokratik bir iş yükü ve sorumluluk dağılımını gerçekleştirmelidir. Okul yöneticilerinin ılımlı ve sert etkileme taktikleri konusunda bilgilendirilmeleri için kurum içi seminerler ve hizmet içi eğitimler almaları sağlanmalıdır; değişen ve gelişen mevzuatı ve yasal zemini takip etmelerinin yanı sıra, eğitim yönetimi alanında yoğun emekler sonucu ortaya çıkan akademik çalışmaları ve yayınları okumaları ve uygulamaları etkili yönetim adına faydalı olabilir. Bu çalışmada, öğretmen görüşlerine göre ortaokul yöneticilerinin kullandıkları etkileme taktikleri nitel yöntemle analiz edilmiştir. İdari yapı açısından farklılık gösteren ilkokul ve liselerde de yöneticilerin kullandıkları etkileme taktiklerine ilişkin araştırmalar yapılması yararlı olabilir.

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Contribution of Researchers

Researchers contributed equally to the planning, execution and writing of this study.

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Conflict of Interest

The researchers do not have any personal or financial conflicts of interest with other individuals or institutions related to the research.

Ethics Committee Declaration

This study was conducted with the approval of Hacettepe University Ethics Commission dated 14.06.2022 and numbered 35853172-300-00002245261.



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Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Vural GÖKMEN
Rektör Yardımcısı

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