Determining the Relationship Between Influence Tactics Used by School Principals and Leader-Member Exchange[1]

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Abstract

This study aimed to determine the relationship between influence tactics used by school principals and Leader-Member Exchange (LMX). It was designed with the correlational survey model. The research universe consisted of teachers working at public schools in the city center of Sivas/Turkey, the respondents involved 330 teachers from 30 randomly selected public schools and all the teachers were surveyed. SPSS 20.0 was used in the data analysis and as the data set showed normal distribution, means and standard deviation values were calculated. The Pearson product-moment correlation coefficient was estimated and Simple Linear Correlation Analysis was conducted. The research results indicated that influence tactics used by school principals to carry out a request have an impact on leader-member exchange and in particular, consultation tactic positively correlates with all the sub-dimensions of LMX to some extent. Thus, frequent use of tactics by the school principal may enhance leader-member exchange in school organizations. The research findings were discussed on the basis of similar studies and the paper concluded by offering several recommendations.

Key Words: *Influence tactics, leadership, leader-member exchange, school principal.*

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Okul Müdürlerinin Kullandıkları Etkileme Taktikleri ile Lider Üye Etkileşimi Arasındaki İlişkinin Belirlenmesi

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Abstract

Bu araştırmanın amacı okul müdürlerinin kullandıkları etkileme taktikleri ile lider üye etkileşimi arasındaki ilişkinin belirlenmesidir. Çalışma ilişkisel tarama modeli ile desenlemiştir. Araştırmanın çalışma evrenini Sivas ili merkeze bağlı okullarda görev yapan öğretmenler oluşturmaktadır. Evrene ilişkin belirlenen örneklem Sivas ili merkezindeki random usulü ile seçilen 30 okul ve bu okullarda görev yapan öğretmenler oluşturmaktadır. 330 öğretmene ölçme aracı uygulanmıştır. Veri analizi SPSS paket programı ile yapılmış, normal dağılım gösterdiği tespit edilen veri setine parametrik testlerden ortalama, standart sapma ve değişkenler arasındaki ilişkinin hesaplanmasında ve yorumlanmasında Pearson Momentler Çarpımı ve Basit Korelasyon tekniği uygulanmıştır. Araştırma sonuçları, okul müdürleri tarafından bir istekte bulunmak için kullanılan etki taktiklerinin, lider üye değişimi üzerinde bir etkisinin olduğunu ve özellikle "istişarede bulunma etki taktiğinin" bir ölçüde lider üye etkileşimi'nin tüm alt boyutlarıyla pozitif ilişkili olduğunu göstermektedir. Bu yüzden okul müdürü tarafından taktiğin sıklıkla kullanılması, okul örgütlerinde lider üye değişimini artırabilir. Elde edilen bulgulara göre ulaşılan sonuçlar benzer araştırma sonuçları ekseninde tartışılmış ve ulaşılan sonuçlar doğrultusunda çeşitli önerilere yer verilmiştir.

Introduction

The societies established organizations to solve their problems, maintain their life, satisfy their needs and improve. These organizations have a big role in achieving the goals that societies want to gain. This role's realization depends on that they found their organizational structures in accordance to the needs of society and time. People who are considered to be one of the most important factors affecting the work of organizations can guide and direct of the goals of the organization only by understanding people's behavior. Organizational behavior which is known as the examination of human behaviors in an organization, analyses human behaviors in work environment and contemplate show the individual is affected by the organization, and thus exhibits behavioral changes (Özkalp and Kırel, 2013). The motivation and inclination of staff to work in a way that they can accomplish organizational goals depend on the condition that they adopt the goals and objectives of the organization. Staffs' motivation and tendency to work in a way that they can achieve organizational goals is conditional on adopting the goals and objectives of the organization. (Adler and Elmhorst, 1996; Gürgen, 1997; Güney, 2015).

Influnce Tactics:

The manager who have the responsibility to make the organization achieve its objectives by working with subordinates and through the use of their administrative skills and experience (Koçel, 2011) should have the ability to analytical thinking, decision making, communication, interpersonal relationships, flexibility and mastery in policies and procedures as well as technical, humane and conceptual knowledge to fulfill the management task well (Castro, Douglas, Hochwater, Ferris, Frink and Dwight, 2003; Chemers, 2000; Petersonand Van Fleet, 2004; Şimşek and Öğe, 2011). Managers must have the capacity of influencing subordinates to make them effective in achieving organizational goals. Influencing is the process of stirring individuals and it begins with the identification of the target person by the agent (Güney, 2016). The primary source of the initiation and maintenance of the influence process is the

power of organizational leader (Başaran, 1992). Cable and Judge (2003) correlated the influence tactics used by managers with managerial personality and leadership styles. They are concluded that managers with high extroversion scores frequently used personal charm and self-appreciation tactics whereas managers with high life openness scores used negotiation less.

The best-known classification of influence tactics in the literature was created by Kipnis and his colleagues (1984). They (Kipnis, Swaffin-Schmidt and Wilkinson, 1980) defined seven distinct influence tactics as the reason, friendliness, coalitions, bargaining and exchange, assertiveness, higher authority, and sanctions. Another classification created by Yukl and his colleagues (Yukl, Seifert and Chavez, 2008) and it is accepted as the basis of our research. They argued that 11 distinct influence tactics could be exploited in organizational communication process as follows:

- *Rational Persuasion*: Logical arguments and factual evidence are used by the agent to show that a request is feasible and relevant for important task objectives.
- *Inspirational appeals:* The target person's values and ideals are appealed to by the agent or the target person is encouraged to gain commitment for a request.
- *Consultation: The* target person's interests and recommendations are granted by a proposal.
- *Ingratiation:* The target person's being praised before or during an attempt to carry out a request by the agent.
- *Exchange:* The target person's being offered reciprocity in return for doing what the agent requests.
- *Personal appeals:* The target person's being asked to do a personal favor to carry out the agent's request.
- *Coalition:* The agent uses the support of others to influence the target to carry out a request.
- *Legitimating:* The legitimacy of a request is established by the agent thanks to the use of politics, regulations and institutional traditions.
- *Pressure:* The target person is exposed to threats, frequent checking, or persistent reminders to do something.

- *Collaboration:* The target person's being offered to provide assistance or necessary resources to carry out a request by the agent.
- *Apprising:* The target person's being informed about personal and occupational benefits of carrying out a request.

Leader-Member Exchange

As a concept closely related to social relationships and group psychology, leadership is defined as the process of influencing group members to achieve organizational aims and objectives and up to now what is attracting for the human beings is the determination of leader characteristics (Hogg and Van Knippenberg, 2003; Northouse, 2001; Peterson and Hunt, 1997). In the 1970s, Leader Member Exchange (LMX) Theory focusing on the reciprocal relationships of hierarchical pairs was theorized (Bruins, 1999; Dulebohn, Bommer, Liden, Broucer and Ferris, 2011; Scandura, 1999; Chen, Lee, and Yeh, 2008). İt is highlighted that leadership is not a possession of an individual only, and in this relationship, an individual in the guiding position should also be acknowledged by the target people (Baurer and Green, 1996; Eroğlu and İspir, 2006; Gerstner and Day, 1997).

William (1990) indicates that people assume several roles in line with the requirements of the job in the workplace. Therefore, there are various expectations of subordinates from superiors and vice versa (Dockery and Steiner, 1990; Scandura, 1999; William, 1990). The basic principle of leader-member exchange is leaders' developing relationships with followers in different qualities and the quality of these relationships will affect the attitudes and the behaviors of leader and the members (Ilies, Nahrgang and Morgeson, 2007). The relationship between leader and the members do not have to be homogeneous. Thus, some members may have more intimate and deeper relationships with their leaders and as a result it may provide them with some advantages such as earning trust and respect of a leader, having continual emotional support, obtaining formal and informal rewards and accessing detailed information (Norvapalo, 2014; Schriesheim, Castro and Cogliser, 1999; Xu Huang, Simon, Chan, Whing and Xinsheng, 2010; Yang, Yang and Lee, 2015).

The Relationship between Influence Tactics and Leader-Member Exchange

A reasonable criterion for evaluating the effect of an agent's influence tactics is the quality of the relationship between leader and members. High quality interaction between leader and follower is an indicator of strong communication and mutual trust between the parties (Koçak and Çınar, 2020). An agent's influence tactics on subordinate may affect the quality of the future relationship, but it is a fact that the quality of the current relationship is determined by the tactical choice of the agent (Furst and Cable, 2008; Mc Farland et al., 2002; Yukl, et al., 2008). As the influence of the leader towards its members increases in the strength of the members hope, optimism, self-confidence and resistance against the difficulties can be expected (Yang et al., 2015). There are 11 downward influence tactics (persuasion with the mind, answering back, incentive demanding, obeying rules, informing, suppression, cooperation, appraisal, consultation, using personal closeness, creating a coalition with others). The characteristic of communication between leader and member is in positive relation to four main tactics and also informing, enforcing tactics in a study (Yukl and Michel, 2006).

Although the two are based on statistically valid and reliable frameworks, one of the instruments of this study, the target Influence Behavior Questionnaire (IBQ G) developed by (Yukl, et al., 2008) aims to test downward and horizontal influence tactics of the agent, and therefore sub-dimensions and area of use of the instrument are different from Kipnis and his colleagues (1980). The second instrument of the study is a multidimensional Leader-Member Exchange Scale (LMX-MDM-12) developed by Liden and Maslyn (1998) to determine the level of exchange between the agent and the targets in schools. It consists of 12 items and four dimensions as affect, loyalty, contribution and professional respect.

The Purpose of Research

The main objective of the study is to determine the most frequently used influence tactics by school principals according to teachers' opinions and find an answer to whether there is a relationship between the use of

influence tactics and Leader-Member Exchange (LMX). Similar studies have done in different fields but there is no study in the field of education. Also, there is no study that determines the status of leader-member exchange on influencing tactics. Considering that this study will contribute to the relevant literature. Because of that the findings of this study is considered to be important. For this purpose, answers are searched to the following questions:

1. Which are the most frequently used influence tactics of school principals according to teachers' opinions?
2. What is the relationship between influence tactics used by school principals and Leader-Member Exchange (LMX)?

Method

Research Design

This study was designed with the correlational survey model. Survey research usually done larger samples is used to determine participants' views on a topic/event or characteristics such as interests, skills, abilities and attitudes etc. are depicted (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2013). This method also necessitates describing the events, individuals or objects on their own terms and as they are. No effort is welcomed to change or affect the present circumstances.

Participants of the Study

The research universe consisted of teachers working at public schools in the city center of Sivas/Turkey. The respondents of the study involved the teachers from 30 randomly selected public schools and 345 teachers were surveyed, however 15 surveys were omitted due to inconvenience. Therefore, statistical analyses were made on 330 surveys. The distribution of the participants in terms of gender, age, professional seniority, educational stage, educational background and teaching field are as follows:

Table 1. *Participant Profile of the Study*

			f	%
Gender	Female		175	53,0
	Male		155	47,0
		Total	330	100
	30 and under		116	35,2
	Between 31-40		157	47,6
Age	41 and older		57	17,3
		Total	330	100
Professional seniority	1-10 years		182	55,2
	11-20 years		102	30,9
	21 and more		46	13,9
		Total	330	100
	Primary School		62	18,8
Educational stage	Secondary School		147	44,5
	High School		121	36,7
		Total	330	100
Educational background	B.A. in Faculty of Education		219	66,4
	B. A. in Faculty of Arts & Sciences		69	20,9
	Master of Arts		42	12,7
		Total	330	100
	Social Sciences		176	53,3
Teaching field	Natural Sciences		99	30
	Primary School Education		32	9,7
	Vocational Education		23	7,0
		Total	330	100

As shown in Table 1. the 47% of respondents is men and 53% of women. The teachers 30 and below consists of 35,2% of the respondents, while their 47% are between 31-40 and 17,3% are 41 and higher. According to the distribution of participants in terms of professional seniority, the largest proportion of the participants belongs to 1-10 years with 55,2% and it is followed by 11-20 years with 30,9% and 21 and upper with 13,9% respectively. Whereas the ratio of the respondents working in primary school is 18,8%, teachers in secondary school is 44,5% and teachers in high school is36,7%. The 66, 4% of the respondents graduated from B. A. in Faculty of Education, 20,9% of teachers from B. A. in Faculty of Arts & Sciences and only 12,7% of teachers from Master of Arts. Teaching fields of the participants vary as Social Sciences with 53, 3%, Natural Sciences

with 30%, Primary School Education with 9,7%, and Vocational Education with 7%.

Data Collection and Instruments

Three different instruments were used in the study. The first instrument was the target Influence Behavior Questionnaire (IBQ G) developed by (Yukl, et al., 2008) to determine the influence tactics used by school principals on teachers. It was translated into Turkish by Gözü (2012). In this research, the translated version of the scale was checked, back translations were done and revised again by linguistics experts. Therefore, it was decided that there was no need to retranslate the original scale and the translated version of the 44-item scale by Gözü (2012) was used by permission. The second instrument used is a multidimensional Leader-Member Exchange Scale (LMX-MDM-12) developed by Liden & Maslyn (1998) to determine the level of exchange between the agent and the targets. It consists of 12 items and four dimensions as affect, loyalty, contribution and professional respect. The last instrument developed by the researcher to determine the demographic characteristics of the respondents. The instruments of the study about influence tactics and leader-member exchange were equal interval scales and the research data were normally distributed (Kolmogorov-Smirnov p-value for influence tactics was .020 > 0.05 and leader-member exchange was 080 >0.05). Therefore, the interpretation of the skewness and kurtosis coefficients were considered unnecessary. The internal consistency of the scales was tested by calculating the Cronbach's Alpha reliability coefficient. The Cronbach's alpha reliability coefficient for influence tactics was 0.936 and leader-member exchange was 0.922 indicating that both scales had high levels of reliability. The research data were analyzed after testing the reliability and structural validity.

Findings

A- Tactics Used by School Principals to Influence Teachers

Table 2. Tactics Used by School Principals to Influence Teachers

Ranking	Influence Tactics	$\bar{X}$	ss
1	Legitimating	15,47	
		3,56	
2	Rational Persuasion	15,37	
		3,55	
3	Pressure	15,23	
		3,27	
4	Inspirational appeals	14,62	
		3,60	
5	Collaboration	14,52	
		3,86	
6	Apprising	13,93	
		4,16	
7	Consultation	13,88	
		3,80	
8	Ingratiation	12,84	
		4,63	
9	Exchange	10,12	
		4,94	
10	Coalition	8,82	4,16
11	Personal appeals	8,74	4,37

In Table 2, it was clear that school principals most frequently used legitimating tactic ($\bar{X}$= 15,47) to influence teachers and it was followed by rational persuasion tactic ($\bar{X}$=15,37). On the other hand, personal appeals tactic was the last tactic used by school principals. It could be asserted that school principals did not use personal appeals too much in order to protect the social distance with the subordinates due to their superior status legally. In addition, school principals exploited pressure tactic ($\bar{X}$ =15,23) and inspirational appeals tactic ($\bar{X}$ =14,62) at a relatively high level. These types of tactical use may also be associated with the power bases of school principals. To illustrate, it can be suggested that they used their legitimate power with legitimating tactic, expert power with rational persuasion tactic, coercive power with pressure tactic, and reward power with inspirational appeals tactic.

B-The Relationship between Influence Tactics of School Principals and Leader-Member Exchange

Pearson product-moment correlation coefficient was used in order to determine the relationship between the sub-dimensions of influence tactics used by school principals and Leader-Member Exchange (LMX) sub-dimensions. The obtaine data were evaluated considering the following intervals (Kalaycı, 2010).

Figure 1. Values for the Correlation Coefficient and Correlation between Variables

Values for the correlation coefficient	Correlation between variables
0,00- 0,25	Very small
0,26-0,49	Small
0,50- 0,69	Modest
0,70-0,89	Large
0,90-1,00	Very large

Table 3. *The Relationship between Legitimating Tactic and the Sub-Dimensions of Leader-Member Exchange*

		Affect	Loyalty	Contribution	Respect
Legitimating	Pearson Correlation	,366**	,285**	,326**	,401**
	Sig. (2-tailed)	,000	,000	,000	,000
	η^2	,13	0,081	0,10	0,16

**p < .01

It was clear that there were small positive correlations between legitimating tactic and the sub-dimension of affect (r= .366, p<.01),the sub-dimension of loyalty (r= .285, p<.01), the sub-dimension of contribution (r= .326, p<.01) and the sub-dimension of professional respect (r= .401, p<.01).

Table 4. *The relationship between Rational Persuasion Tactic and the Sub-dimensions of Leader-Member Exchange*

		Affect	Loyalty	Contribution	Pespect
Rational Persuasion	Pearson Correlation	,534**	,430**	,499**	,620**
	Sig. (2-tailed)	,000	,000	,000	,000
	η^2	0,29	0,19	0,25	0,38

**p < .01

According to the table, there was a modest positive correlation between rational persuasion tactic and the sub-dimension of contribution (r= .499, p<.01). In addition, there was a modest positive correlation between rational persuasion tactic and the sub-dimension of professional respect (r= .620, p<.01). The eta squared value indicated that 38% of professional respect of LMX was explained by rational persuasion tactic, and the rest may be explained by other influence tactics.

Table 5. The relationship between Pressure Tactic and the Sub-dimensions of Leader-Member Exchange

		Affect	Loyalty	Contribution	Respect
Pressure	Pearson Correlation	,266**	,094	,146**	,289**
	Sig. (2-tailed)	,000	,088	,008	,000
	η^2	0,07	0,009	0,021	0,0838

Data analysis demonstrated that there was a very small positive correlation between pressure tactic and the sub-dimension of loyalty (r= .094, p>.01). This finding suggested that pressure tactic had almost no impact on the loyalty dimension of LMX.

Tablo 6. The relationship between Inspirational Appeals Tactic and the Sub-dimensions of Leader-Member Exchange

		Affect	Loyalty	Contribution	Respect
Inspirational appeals	**Pearson Correlation**	,494**	,437**	,474**	,500**
	Sig. (2-tailed)	,000	,000	,000	,000
	η^2	0,244	0,191	0,225	0,250

**p < .01

It was found that there were modest positive correlations between inspirational appeals tactic and the sub-dimension of affect (r= .494, p<.01), the sub-dimension of loyalty (r= .437, p<.01), the sub-dimension of contribution (r= .474, p<.01) and the sub-dimension of professional respect (r= .500, p<.01).

Table 7. The relationship between Collaboration Tactic and the Sub-dimensions of Leader-Member Exchange

		Affect	Loyalty	Contribution	Respect
Collaboration	Pearson Correlation	,544**	,516**	,534**	,543**
	Sig. (2-tailed)	,000	,000	,000	,000
	η^2	0,267	0,285	0,285	0,295

**p < .01

It was clear that there was a modest positive correlation between collaboration tactic and the sub-dimension of affect (r= .544, p<.01). The eta squared value indicated that nearly 27% of the affectsub-dimension of LMX was explained by collaboration tactic, and the rest may be explained by other influence tactics. There were modest positive correlations between collaboration tactic and the sub-dimension of loyalty (r= .516, p<.01) and the sub-dimension of contribution (r= .534, p<.01). The correlation between collaboration tactic and the sub-dimension of professional respect (r= .543, p<.01) was also modestly positive. The eta squared value indicated that nearly 30% of the professional respect sub-dimension of LMX was explained by collaboration tactic, and the rest may be explained by other influence tactics.

Table 8. The relationship between Apprising Tactic and the Sub-dimensions of Leader Member Exchange

		Affect	Loyalty	Contribution	Respect
Apprising	**Pearson Correlation**	,499**	,416**	,429**	,470**
	Sig. (2-tailed)	,000	,000	,000	,000
	η^2	0,173	0,173	0,184	0,221

**P<.01

According to the table, there was a modest positive correlation between apprising tactic and the sub-dimension of affect (r= .499, p<.01). There was also a modest positive correlation between apprising tactic and the sub-dimension of professional respect (r= .470, p<.01).

Data analysis demonstrated that there was a modest positive correlation between consultation tactic and the sub-dimension of affect (r= .560, p<.01).

Table 9 The relationship between Consultation Tactic and the Sub-dimensions of Leader-Member Exchange.

		Affect	Loyalty	Contribution	Respect
Consultatio n	Pearson Correlation	,560**	,491**	,560**	,534**
	Sig. (2-tailed)	,000	,000	,000	,000
	η^2	0,314	0,241	0,313	0,285

**p <.01

The eta squared value indicated that nearly 31% of the affect sub-dimension of LMX was explained by consultation tactic, and the rest 69% may be explained by other influence tactics. There were modest positive correlations between consultation tactic and the sub-dimension of loyalty (r= .491, p<.01) and the sub-dimension of professional respect (r= .534, p<.01). The correlation between consultation tactic and the sub-dimension of contribution (r= .560, p<.01) was also modestly positive. The eta squared value indicated that nearly 31% of the contribution sub-dimension of LMX was explained by consultation tactic, and the rest may be explained by other influence tactics.

Table 10. The Relationship between Ingratiation Tactic and the Sub-dimensions of Leader-Member Exchange

		Affect	Loyalty	Contribution	Respect
İngratiation	Pearson Correlation	,456**	,491**	,508**	,372**
	Sig. (2-tailed)	,000	,000	,000	,000
	η^2	0,208	0,241	0,258	0,139

**p < .01

It was found that there were modest positive correlations between ingratiation tactic and the sub-dimension of loyalty (r= .491, p<.01) and the sub-dimension of contribution (r= .508, p<.01).

Table 11. The relationship between Exchange Tactic and the Sub-dimensions of Leader-Member Exchange

		Affect	Loyalty	Contribution	Respect
Exchange	Pearson Correlation	,159**	,223**	,285**	,128*
	Sig. (2-tailed)	,004	,000	,000	,021
	η^2	0,025	0,050	0,081	0,016

**p < .05*

According to the table, there were very small positive correlations between exchange tactic and the sub-dimension of affect (r= .159, p<.01), the sub-dimension of loyalty (r= .223, p<.01) and the sub-dimension of professional respect (r= .128, p<.01).

Table 12. The relationship between Coalition Tactic and the Sub-dimensions of Leader-Member Exchange.

		Affect	Loyalty	Contribution	Respect
Coalition	Pearson Correlation	,055	,171**	,165**	-,036
	Sig. (2-tailed)	,324	,002	,003	,515
	η^2	0,003	0,029	0,027	0,001

**p < .01.*

It was clear that though there was a very small positive correlation between coalition tactic and the sub-dimension of affect (r= .055, p<.01), it was statistically non-significant. In addition, there was a very small negative correlation between coalition tactic and the sub-dimension of professional respect (r= -.036, p<.01) though it was statistically non-significant.

Though there was a very small positive correlation between personal appeals tactic and the sub-dimension of affect (r= .063, p<.01), it was statistically non-significant.

Table 13. The relationship between Personal Appeals Tactic and the Sub-dimensions of Leader-Member Exchange

		Affect	Loyalty	Contribution	Respect
Personal appeals	Pearson Correlation	,063	,175**	,268**	-,010
	Sig. (2-tailed)	,256	,001	,000	,858
	η^2	0,004	0,031	0,072	-,010

**p < .01

In addition, there was a very small negative correlation between personal appeals tactic and the sub-dimension of professional respect (r= -.010, p<.01) though it was statistically non-significant.

Discussion, Conclusion

The main aim of the current study was to determine the relationship between influence tactics used by school principals and Leader-Member Exchange (LMX). Yukl et al., (2008) pointed out that a reliable and suitable criterion to evaluate the effects of the agent's influence tactics is the characteristics of the leader-memberex change and some of the influence tactics may lead to mutual causalities with LMX. According to research results, legitimating was the most frequently used influence tactic by school principals on teachers. In researches conducted by Gözü (2012), Tekben and Koşar, (2019) the tactic used most by school principals to influence teachers revealing that it is" compliance with rules " influencing tactic creates consistency the study finding. According to this result, school principals benefit from harsh influence tactics while influencing teachers. It could be claimed that school principals intended to protect the social distance with their subordinates due to their superior status legally.It could be claimed that school principals intended to protect the social distance with their subordinates due to their superior status legally

It was clear that school principals use rational persuasion secondly and personal closeness at least. These used tactics can be associated with power sources possessed by school principals. It can be commented that the tactic of obeying the rules use their legal power, the tactic of rational persuasion uses their technical power, the tactic of suppression use their punitive power, the tactic of incentive demanding use their reward power

(Bruins, 1999). It was remarkable that there were modest positive correlations between rational persuasion tactic and the sub-dimensions of contribution and professional respect. Thus, the success of schools as open systems is highly associated with the school principal's effective use of rational persuasion tactic to increase the loyalty of members to the organization and to build respect between teachers and the principal (Güney, 2016 ; İnce and Gül, 2005).

Another prominent research finding was that there were modest positive correlations between inspirational appeals tactic and the sub-dimensions of affect, contribution, and professional respect. Raile (2008) indicates that inspirational appeals tactic contributes much to the identification of subordinates through the feelings of perceived autonomy and belongingness. Affect, loyalty, contribution and professional respect were identified by Liden and Maslyn (1998) as the sub-dimensions of leader-member exchange. The sub-dimension of affect focuses much on the connection based on interpersonal relationships. Some of the indicators of this sub-dimension are the subordinate's appreciation about the leader independent of the agent's business identity and desire for the friendship of leaders. Özdemir and Arslan (2015) extrapolated that the use of inspirational appeals tactic had positive outcomes such as motivation, self-determination and convincing the teachers on achieving objectives. It is clear that the teachers who have faith in organizational goals thanks to the inspirational appeals tactic are encouraged to work hard by the school principals with the professional respect sub-dimension of LMX (Özgan and Avan, 2016).

According to the research results, there were modest positive correlations between apprising tactic and the sub-dimensions of affect and professional respect. Yukl et al. (2008) defined apprising tactic as the agent's being informed about personal and occupational benefits of carrying out a request. It is supposed that the professional respect of school principals would increase in teachers' eye who are informed about personal and occupational benefits of carrying out a request and subordinates may develop feelings toward the leaders such as appreciation of school principal independent of the agent's school identity and desire for the friendship of school principal. A school principal should develop a transparent egalitarian understanding among members in

workload distribution and reward sharing. In the process of sharing resources, should be developed a leader-member relationship, individual and group level information procedures should be implemented (Shammariand and Ebrahim , 2015).

The research results indicated that there were modest positive correlations between consultation tactic and the sub-dimensions of affect, contribution, loyalty and professional respect. In their research on the consequences of using influence tactics on subordinates, Yukl et al., (2006) concluded that rational persuasion, inspirational appeals, collaboration, and consultation are the influence tactics that most likely to result in subordinates' commitment. Therefore, they were identified as core tactics. Similar results to this research finding were also revealed by Katlav and Perçin (2019), Fettahlıoğlu and Akdoğan (2019), Tekben and Koşar (2019). Tekben and Koşar (2019), stated that school principals should use more moderate tactics (appreciation, informing, cooperation, consultation, persuasion through reason) while influencing teachers. Fettahlıoğlu & Akdoğan (2019), revealed that there is a high level of positive directional meaningful relationship between the emotion sub-dimension of leading member interaction and the manager-trust sub-dimension of organizational trust.

Another research finding was that there were modest positive correlations between ingratiation tactic and the sub-dimensions of contribution and loyalty. According to Katlav and Perçin (2019), there is a relationship between influence tactics and job performance (task and contextual). When this tactic is used for teachers, increases the benefits and performance they provide to each other with the relationship between the leader and the member through contribution dimension, which is the lower dimension of the leader member interaction

An important research finding was that there were very small or small positive correlations between pressure tactic and the sub-dimensions of affect, contribution, and professional respect. The examination of all the research results together demonstrates that the most frequently used influence tactics by school principals on teachers are legitimating, rational persuasion and pressure respectively whereas personal appeals is the least exploited tactic. It was extrapolated that there were small positive correlations between legitimating tactic and the sub-

dimensions of affect, contribution, loyalty and professional respect (Katrinli, Atabay, Günay and Güneri, 2008). There will be no quality leader-subordinate relationship if the interaction of school principal and teachers is only based on formal rules (Brower, Schoorman and Tan, 2000).

It was concluded that there were modest positive correlations between rational persuasion tactic and the sub-dimensions of contribution and professional respect. The use of rational persuasion improves the school principals' professional respect in teachers' eyes through encouraging school principal and teachers to work together and providing help. It can be claimed that the frequent and effective use may be useful.

There is a meaningful relationship positively poor or too poor between affect, contribution and professional respect dimensions with the tactic of suppression. In the case of the principal's usage to this tactic, the leader-member interaction will not be about expected degree. Therefore, it is clear that the frequent exploitation by the school principal will not result in positive leader-member exchange.

The research results indicated that influence tactics used by school principals to carry out a request have an impacton leader-member exchange and in particular, consultation tactic positively correlates with all the sub-dimensions of LMX to some extent. Thus, the frequent exploitation by the school principal may enhance leader-member exchange in school organizations. It can be suggested that the use of proper tactics is closely related to organizational functioning. Therefore, the school principals' use of influence tactics affecting leader-member exchange positively will also yield organizational and individual benefits. Some recommendations were given by considering the importance of influence tactics and leader-member exchange in achieving organizational goals and creating a positive organizational climate.

- In the context of increasing to corporate communication, seminars and in-service training about influence tactics and leader-member interaction can be provided to managers and teachers:
- In the context of increasing to corporate communication, seminars and in-service training about influence tactics and leader-member interaction can be provided to managers and teachers

- As there is a very limited number of research on leader-member exchange in school organizations, similar research may be conducted in association with the variables such as leadership theories, organizational commitment, organizational justice, organizational climate and power bases.
- The results obtained in a quantitative research can be enriched by means of qualitative interviews to have a deeper understanding of the relationship between leader-member exchange and influence tactics.
- In schools, experimental studies should be conducted in accordance with the characteristics of the participants to determine the appropriate strategies specific to the school conditions and to determine the relevance of leader-memberex change with appropriate tactics.
- The data of current study were obtained from only one geographical destination. To reach more descriptive and more generalizable results, it is advisable to conduct research with a wider number of participants in different geographical regions or provinces.

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