

| Research Article / Araştırma Makalesi |

Analyzing Perception of Administrators and Teachers on Management of Schools by Values (Kızıltepe Case)

Okulların Değerlere Göre Yönetilme Durumlarına İlişkin Yönetici ve Öğretmen Algılarının Analizi (Kızıltepe Örneği)¹

Alaadin İNAN², Mehmet Ali AKIN³

Keywords

1. Management
2. Management by values
3. Organizational Structure
4. Socialization
5. Value

Anahtar Kelimeler

1. Yönetim
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3. Örgütsel Yapı
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Abstract

Purpose: The purpose of this study is to analyze the perception of administrators and teachers related to the management of schools according to values in terms of variables of gender, age, seniority, grade, school type, school region and profession type.

Design/Methodology/Approach: The research was conducted using mixed method. The population consists of 3338 administrators and teachers working in public and private primary, secondary and high schools in Kızıltepe district of Mardin in the 2021-2022 academic year. The sample of the quantitative part consists of 340 participants determined by simple random sampling technique, while the study group of the qualitative part consists of 10 administrators and 10 teachers selected by maximum diversity technique. The data for the quantitative dimension was collected using the "Management by Values Scale" developed by Yılmaz (2006). To collect the data of the qualitative dimension, a semi-structured interview form developed by the researcher and consisting of six questions was used. T-test was used for the variables of gender, profession type, school region and school type and ANOVA was used for the variables of age, seniority and grade. Tukey Test was used to determine the source of the values which have significant differences. Content analysis was used for qualitative data.

Findings: As a result of the analysis of both qualitative and quantitative data, it has been found that the participants have a positive perception about the management of schools according to values. However, no significant difference has been found between the groups according to the variables of gender, age, grade, school type, school region and type of profession. A significant difference has been found between the groups with 1-5 years and 11-15 years of working experience in the seniority variable.

Highlights: According to the data obtained from the research and also the literature review, it has been concluded that teachers and administrators have a positive perception that schools are managed according to values. There should be programs to educate managers since there is a substantial need for this based on this research.

Öz

Çalışmanın amacı: Bu araştırmanın amacı, okulların değerlere göre yönetilme durumlarına ilişkin yönetici ve öğretmen algılarının cinsiyet, yaş, kıdem, okul kademesi, okul türü, okul bölgesi ve görev türü değişkenleri açısından analizini yapmaktır.

Materyal ve Yöntem: Araştırma karma yöntem kullanılarak yapılmıştır. Araştırma evreni, 2021-2022 eğitim öğretim yılında Mardin ilinin Kızıltepe ilçesindeki resmi ve özel ilkököl, ortaokul ve liselerde görev yapan 3338 yönetici ve öğretmenden oluşmaktadır. Araştırmanın nicel boyutunun örnekleme, basit seçkisiz örnekleme tekniğiyle belirlenen 340 katılımcıdan oluşurken; nitel boyutun çalışma grubu ise maksimum çeşitlilik tekniğiyle seçilen 10 yönetici ve 10 öğretmenden oluşmaktadır. Araştırmanın nicel boyutunun verileri Yılmaz (2006) tarafından geliştirilen "Değerlere Göre Yönetim Ölçeği" kullanılarak toplanmıştır. Nitel boyutunun verilerini toplamak için ise araştırmacı tarafından geliştirilen ve altı sorudan oluşan yarı yapılandırılmış görüşme formu kullanılmıştır. Cinsiyet, görev türü, okul bölgesi ve okul türü değişkenleri için T-testi; yaş, kıdem ve çalıştıkları okul kademesi değişkenleri için ise ANOVA kullanılmıştır. Aralarında anlamlı fark olan değerlerin kaynağını tespit etmek için Tukey Testi yapılmıştır. Nitel veriler için ise içerik analizi yapılmıştır.

Bulgular: Hem nitel hem de nicel verilerin analizi sonucunda katılımcıların okulların değerlere göre yönetilme durumlarına ilişkin olumlu algılara sahip olduğu bulgulanmıştır. Bununla birlikte cinsiyet, yaş, okul kademesi, okul türü, okul bölgesi ve görev türü değişkenlerine göre gruplar arasında anlamlı fark tespit edilmemiştir. Kıdem değişkeninin 1-5 yıl ile 11-15 yıl çalışma deneyimine sahip grupları arasında anlamlı fark bulunmuştur.

Önemli Vurgular: Araştırmadan elde edilen verilere ve ayrıca literatür taramasına göre öğretmen ve yöneticilerin okulların değerlere göre yönetildiğiyle ilgili olumlu algıları olduğu sonucuna ulaşılmıştır. Araştırmaya dayanarak önemli bir ihtiyaç olmasından dolayı yöneticilerin yetiştirilmesi için programlar düzenlenmelidir.

¹This article is adapted from the researcher's master thesis.

² Corresponded Author, Ministry of Education, Mardin, TURKEY; <https://orcid.org/0009-0008-1896-4699>

³ Mardin Artuklu University, Faculty of Literature Department of Educational Sciences, Mardin, TURKEY; <https://orcid.org/0000-0002-9387-0149>

INTRODUCTION

Throughout human history, both individuals and small communities such as families have had to come together with other individuals and communities to form new and larger masses. Due to their relations with each other, a number of phenomena have emerged that keep these communities together. These phenomena have turned into a process of developing a common culture that shapes communities over time. This process, also known as socialization, takes place when individuals assimilate the culture of the society in which they live (Fichter, 2002). In the process of socialization, which is defined by Macionis (2005) as a lifelong phenomenon in which members of society develop their potential to become individuals and learn the culture of the society in which they live, individuals become a member of society through dynamics such as mass media, family, friend group and school.

The individuals who make up the society shape the culture, which is the traditional pattern of thoughts, actions and artifacts (Brown, 1991) passed down from generation to generation. While societies formed by individuals through a common culture differ from other societies, they are also divided into smaller groups called organizations, which have some differences within themselves. These organizations are established for many purposes such as meeting the needs, developing, progressing, solving problems and improve living conditions (Yılmaz, 2007). Most of the time, achieving socially determined goals is beyond the power of individuals. Therefore, achieving a goal that needs a common effort requires more than one person to join forces (Aydın, 1998). This fact shows the inevitable side of organization that requires gathering around goals.

One of the most important elements shaping characteristics of an organization is its values. Values are the most important elements that shape culture together with beliefs, symbols, language and norms. Value is a concept put forward by Thomas and Znaniecki in the field of sociology and has rooted from the Latin root "*valere*" meaning "to be valuable" or "to be strong" and used for things that are useful, desirable and valuable for the individual or social organization (Yılmaz, 2006). Philosophically, values belong to the field of axiology, which is called the philosophy of value, and express the principles on which people's behavior is based (Yılmaz, 2018). They can be evaluated as positive and negative, relative and definite, subjective and objective (Bolay, 1996). In the field of psychology, values are individual and defined as cognitive structures that show what is right or wrong and what is prioritized in the decision making process (Oyserman, 2015). In the field of management, which is also the subject of our research in a way, values are seen as managerial tools which show that how the practices of the organizations that individuals come together for certain purposes and form should be done (Şişman, 2002).

Values referred in the field of management are organizational values shaped by individual and universal values. These values, together with norms and hypothesis, constitute the basic elements that make up the structure of an organization (Erdoğan, 2017). Organizations carry the values required from social culture to organizational field through their members in order to achieve their goals. They differentiate from the society and other organizations by adding the values they produce to the values and norms they receive from the society and form their cultural identity (Demirtaş & Ekmekyapar, 2012).

Management According to Values

The perception of management according to values is in the modern period category among the management phases that can be classified under three different categories as classical period, neo-classical period and modern period. Management can be summarized as all strategies that ensure the functioning of an organization in which actions are designed to create a structure (Yılmaz, 2019). As can be understood from this brief definition, human relation is the most important factor to be considered in the management of organizational structures whose main purpose and source is human. Hence, the key to achieving the goal in organizational structures is to act in line with the shared goal. In order to ensure this movement, the management should take into account dynamics which are very important for the individual such as values, because values are effective in determining organizational goals, policies and strategies at both individual level and organizational level (Vurgun & Öztop, 2011).

Hodgkinson argues that the most important function of values is to guide behavior in various situations and to provide personal principles (as cited in Vurgun & Öztop, 2011). It is unthinkable for a management approach to be detached from these dynamics that shape personal principles and guide the behavior of individuals. Therefore, employees' loyalty to the possessed organizational values is important in terms of achieving and sustaining organizational goals. Actually, 'the creation of an organization takes place through the production and glorification of values, and its destruction takes place through the erosion and consumption of the created values' (Vurgun & Öztop, 2011).

Administrative tools are used in practices in organizational structures. Common values created by the organization can also

be shown among managerial tools. These dynamics, which can be called organizational values, constitute the source of the criteria used to qualify, evaluate and judge the behaviors of employees (Şişman, 2002).

Since values reflect the common goals, ideals and standards of the organizational structure, they are accepted as an appropriate criterion for solving problems (Şişman, 2002). Therefore, a management shaped according to values is considered to be an effective method in problem solving as it acts according to common values in both official organizations such as schools and personal organizations such as factories.

According to Wiener, three basic features are required for an organizational value system to be sustained:

1. Ensuring the readiness of new members to adapt to the organizational culture,
2. Transferring the established common organizational values to new members,
3. Maintaining and supporting the existing organizational structure (Wiener, 1988).

As it can be understood from these characteristics, it is possible to say that values are effective in the creation and sustainability of the organizational structure.

Management according to values means managing this structure according to values by aiming to maximize the performance of the members of the organizational structure. Therefore, this management style is a method that aims to motivate individuals, develop their abilities, and encourage cooperation and innovation. According to this approach, which emphasizes a common effort, management according to values has four principles for the creation and protection of the organizational structure (Institute of Value Management, 2001):

1. Strengthening the common values of the organization.
2. Encouraging functional thinking.
3. Supporting a holistic structural approach.
4. Eliminating complexity and ambiguity.

The realization of these four principles is based on four different dynamics: *a participative management style, encouraging positive behavior, addressing the internal and external environment together, and using tried and tested methods and tools* (Institute of Value Management, 2001).

Management Process According to Values

There are some stages in the process of making management according to values operational and sustainable. Organizational structures determine their value judgments parallel to the needs shaped according to the characteristics of the society in which they exist and try to ensure that these values are adopted by their members. Individuals who can internalize organizational values turn these values into a lifestyle and reflect them to their daily actions.

Blanchard and O'Connor have listed three stages for the process of the management by values:

Stage 1: Identification of values.

Values should be clear, understandable and compatible with the vision of the organization. They should be determined in cooperation with the members rather than being determined on an individual basis and imposed on the members of the organization, because the absolute authority in value-based management is not individual but value-based management itself. Blanchard and O'Connor list the issues to be considered in determining values as follows:

- Approval of the administration of the organization.
- Consulting with the board of directors.
- Consulting with the employees.
- Consulting with the other stakeholders.
- Synthesizing and presenting the process to the board of directors.

As seen in the first stage, values are determined according to needs and adopted by all actors of the organizational structure with a common view.

Stage 2: Defining values.

At this stage, necessary explanations are made to ensure that the values determined are clear and comprehensible for all stakeholders. It is necessary to specify the details of what kind of equivalents the concept may have by other actors

instead of specifying it with a single concept. According to Blanchard and O'Connor, the following details should be given for an organization that adopts the value of *morality* as a principle:

- To carry out the work honestly in all areas,
- To treat employees fairly and honestly,
- To treat other stakeholders fairly and honestly,
- To lead the society and make values operational.

With these elaborations, the values determined separately for all stakeholders become clearer and more understandable.

Stage 3: Integration of values.

This stage is related to whether the organization behaves according to the determined values or not. At this stage, it is aimed to ensure compatibility between what should be and the current situation on the basis of organizational values. In case of incompatibility, human-oriented solutions are applied and the problem is tried to be solved. As individuals internalize organizational values, less incompatibility is experienced. Nevertheless, ordinary people can achieve extraordinary success when they meet in common values and act in harmony (Blanchard & O'Connor, 1998).

In summary, management by values is a management approach in which the management of the organizational structure is designed according to the values of individuals. The values mentioned here are the common values that are shaped by individual values and are valid for everyone in achieving the common goals of the organization. Since common values are shaped by individual values, it is vital for the organization that the manager is flexible in adapting to changing value judgments and develops a management understanding that will lead to success in line with the goals in the organizational structure (Vurgun & Öztop, 2011).

The Place of Values in Education Management

Although the members of the organizational structure in a society have different beliefs, principles, thoughts and feelings individually, they have some common characteristics that they meet at a common ground at the organizational level. The most important dynamic of this common ground is the organizational values adopted by the members. In this sense, organizational structures, just like people, have value judgments and a value system formed by these value judgments (Yılmaz, 2019). Therefore, while organizational structures base the values of individuals from the society in which they exist, they also adopt the value judgments of that same society.

It is unthinkable for managers who manage the organizational structure to act detached from value judgments in the practices related to management, because values are one of the most important factors that determine the decisions and behavior of managers, though they are not the only dynamic (Aydın, 2001).

The values' importance had been ignored in the educational area as well as in management in researches conducted from a positivist perspective for a long time. However, although many fields such as education, economics, behavioral sciences, management, sociology, theology and philosophy have different approaches to values, there is a consensus on the importance of values (Fischhoff, 2002).

The value judgments of the society affect the education system to a great extent (Ataklı, 1999). Therefore, according to new leadership theories (Keçecioğlu, 2003), which give importance to emotions and values in contrast to traditional theories, it is foreseen that school management under the influence of the value judgments of the society should adopt a management approach based on values. In addition, in accordance with the Basic Law of National Education, the fact that schools, which aim to "*raise individuals who adopt moral and spiritual values and who have a balanced and healthily developed personality and character in terms of body, mind, morality, spirit and emotion*" and which are the most important actors ensuring the continuity of society, are institutions that transmit values makes it necessary for the administration to attach importance to values (Çelik, 2004).

It is possible to express the purpose of this study, which was conducted to determine the perceptions of administrators and teachers regarding the situation of schools being managed according to values, as "analyzing the perceptions of administrators and teachers regarding the situation of schools being managed according to values". In line with this main purpose, the following sub-objectives have been determined. The first two sub-goals were determined for the quantitative findings of the research, and the other sub-goals were determined for the qualitative findings.

1. What is the perception of administrators and teachers regarding the state of schools being managed according to values?

2. Is there a significant difference between gender (2.a.), age (2.b.), seniority (2.c.), grade (2.d.), school type (2.d.) , school region (2.e.) and profession type (2.f.) variables based on the participants' perception regarding whether schools are managed according to values or not?

3. How do administrators and teachers interpret the management by values?

4. What are the effects of values on social processes in schools?

5. What do the participants think about the differences between management by values and classical management?

6. According to the participants, to what extent do managers follow the principles of management by values?

METHODS AND MATERIALS

Research Model

This study was carried out in a mixed-method design. Mixed method studies are defined as using qualitative and quantitative research methods together in a study (Creswell, 2003). Thanks to the mixed method, if one dimension is weak in the research, it can be supported by the other dimension and thus the possibility of getting more comprehensive and clear answers to the research questions can be increased. In addition, in complex and large-scale studies, it is important in terms of increasing the possibility of recognizing views that may be overlooked with a single method (Johnson & Onwuegbuzie, 2004).

This is a descriptive research in its quantitative dimension since the research aims to ensure that the current situation is seen as it is. Descriptive research designs aim to evaluate events and situations in detail by answering what and how questions. This research design responds to questions that can form the basis for explanatory research by providing in-depth information on any subject (de Vaus, 2001). Therefore, descriptive researches can be effective in developing policies to solve problems in the future since they provide the determination of the current situation (Başol, 2008).

Phenomenological design was used in the qualitative dimension of the study. Phenomenological research design is a research technique that tries to explain how people evaluate the events and phenomena happening in their environment and how people interpret their environment (Wade & Tavris, 1990).

Universe and Sample

The population of the study 1 consists of 3338 administrators and teachers working in public and private primary, secondary and high schools in Kızıltepe district of Mardin province in the 2021-2022 academic year.

In order to obtain the quantitative dimension data, convenience sampling technique, which is one of the random sampling methods, was used in the sample formation. Randomness defines that all units have an equal chance of selection in sample formation (Büyükoztürk et al., 2018). The reason for choosing this technique is to save time and the fact that it is more difficult to reach the participants and health risks, etc during the Covid-19 pandemic period. In addition, in order to make the accessibility easier, the link, which was obtained after transferring the scale to the internet environment, was sent to the contact groups of the schools through the district directorate of national education and by official letter, and possible difficulties and problems that can be faced in reaching one by one were prevented.

Regarding the sample adequacy, the number of 300 participants determined by Tabachnick and Fidell (2007) for sample adequacy was taken as a basis. According to this criterion, a sample size of 340 participants was considered sufficient. There are totally 340 participants that 89 of them are from primary school, 150 of them are from secondary school and 101 of them are from high school.

Table 1: Demographic Data on Quantitative Dimension

Variables		N	%
Gender	Female	111	32,6
	Male	229	67,4
Total		340	100,0
Age	21-30 yrs old	78	22,9
	31-40 yrs old	183	53,8
	41 yrs old and over	79	23,2
Total		340	100,0
Seniority	1-5 yrs	79	23,2
	6-10 yrs	114	33,5
	11-15 yrs	76	22,4
	16 yrs and over	71	20,9

Total		340	100.0
Grade	Primary	89	26,2
	Secondary	150	44,1
	High School	101	29,7
Total		340	100.0
School Type	State School	282	82,9
	Private School	58	17,1
Total		340	100.0
School Region	Village	51	15,0
	City Center	289	85,0
Total		340	100.0
Profession Type	Teacher	286	84,1
	Administrator	54	15,9
Total		340	100.0

When Table 1 is evaluated, it can be seen that 111 (32.6%) of the participants are female and 229 (67.4%) are male according to the gender variable; 78 (22.9%) of the participants are between the ages of 21-30, 183 (53.8%) are between the ages of 31-40 and 79 (23.2%) are aged 41 and over according to the age variable; 79 (23.2%) have 1-5 years, 114 (33.5%) have 6-10 years, 76 (22.4%) have 11-15 years and 71 (20.9%) have 16 years or more experience in terms of seniority variable; 89 (26.2%) of the participants work in primary school, 150 (44.1%) of the participants work in secondary school and 101 (29.7%) of the participants work in high school in grade variable. It can be seen that 282 (82.9%) of the participants work in public schools and 58 (17.1%) of them work in private schools in school type variable; 51 (15%) of them work in village schools and 289 (85%) of them work in schools in the city center in school region variable. Looking at the profession type variable, it is seen that 286 (84.1%) of them work as teachers and 54 (15.9%) of them work as administrators.

Study Group

For the qualitative dimension study group, maximum diversity technique was used. The maximum diversity technique belongs to the purposeful sampling category of non-random sampling methods. This technique aims to maximize the variety of individuals who can be a party to the problem (Büyükoztürk, et al., 2018). As such, the study group consists of a total of 20 participants (10 teachers and 10 administrators). Considering that the selected participants would provide the most appropriate information, the maximum diversity technique was preferred in determining the study group. For this purpose, the participants were selected to meet different gender, age, seniority, grade, school type, and school region and profession type according to the variable types. As a requirement of this technique, a potential study group of thirty-two people who were predetermined according to the variables of our study were contacted. As a result of the interview, some individuals in this group did not accept to participate in the study. A sample of twenty people was obtained from the remaining part of the group to cover all variables. In order for the interviews to be conducted in accordance with the confidentiality principle teachers were coded as *T1, T2, T3, T4, T5, T6, S7, T8, T9* and *T10* and administrators were coded as *A1, A2, A3, A4, A5, A6, A7, A8, A9* and *A10*.

Table 2: Statistics Related to the Study Group

Pts. Code	G.	Age	Snr. (yr)	Grade	School Type	School Region	Prof. Type
A1	F	39	11	Sec. Sch.	State	Village	Asst. Mgr.
A2	M	31	6	H. Sch.	Private	City Cent.	Asst. Mgr.
A3	F	44	18	Pri. Sch.	State	City Cent.	Asst. Mgr.
A4	M	41	17	H. Sch.	State	City Cent.	Mgr.
A5	M	44	17	Sec. Sch.	State	Village	Asst. Mgr.
A6	M	38	13	H. Sch.	Private	City Cent.	Asst. Mgr.
A7	M	33	7	H. Sch.	State	City Cent.	Asst. Mgr.
A8	M	46	19	Pri. Sch.	State	Village	Mgr.
A9	F	42	16	Sec. Sch.	State	City Cent.	Asst. Mgr.

A10	M	30	7	Pri. Sch.	State	City Cent.	Asst. Mgr.
T1	F	23	2	H. Sch.	State	City Cent.	Teacher
T2	M	34	12	Sec. Sch.	State	Village	Teacher
T3	M	29	5	Pri. Sch.	State	City Cent.	Teacher
T4	F	29	4	Sec. Sch.	State	Village	Teacher
T5	M	41	16	H. Sch.	Private	City Cent.	Teacher
T6	M	28	4	Pri. Sch.	State	City Cent.	Teacher
T7	F	35	8	H. Sch.	Private	Village	Teacher
T8	F	45	19	Sec. Sch.	State	City Cent.	Teacher
T9	M	38	14	Pri. Sch.	State	Village	Teacher
T10	M	30	6	H. Sch.	State	City Cent.	Teacher

When Table 2 is evaluated, it can be seen that 7 of the participants are female and 13 are male in terms of gender variable; that 6 of them are 21-30, 7 of them are 31-40 and 7 of them are 41 and over in age variable; that 4 of them have 1-5, 5 of them have 6-10, 4 of them have between 11-15 years and 7 of them have 16 years or more experience in the seniority variable; that 6 of them work in primary school, 6 of them work in secondary school and 8 of them work in high school in the grade variable. When we look at the type of school, we can see that 16 of them work in public schools and 4 of them work in private schools and at the school region, we can see that 7 of them work in village schools and 13 in schools in the city centre. Looking at the profession type, it is seen that 10 of them work as teachers and 10 of them work as administrators.

Data Collection Tools

The "A Scale for Management by Values" (APPENDIX-1), which was used in the quantitative part of the research and created by Yilmaz (2006), consists of 25 Likert type items aimed at identifying the perception of administrators and teachers about the school administrators' managing schools according to values. The scale is one-dimensional and the variance explained by this single dimension was measured as 40%. The factors' load values of the items in the scale are between 0.36 and 0.87. The Cronbach Alpha Reliability Coefficient of the scale was measured as $\alpha=.957$ and therefore it can be said that it has a reliable value. The Cronbach Alpha Reliability Coefficient of the scale in this study was also found to be $\alpha=.957$. According to these values, the scale is reliable. According to the arithmetic mean of the statements in the scale, values between 1.00-1.79 are classified as "I highly disagree (very low value)", values between 1.80-2.59 are classified as "I slightly disagree (low value)", values between 2.60-3.39 are classified as "Moderately agree (moderate value)", values between 3.40-4.19 are classified as "I highly agree (high value)" and values between 4.20-5.00 were classified as "I completely agree (very high value)" totally in five options. The higher the score obtained from the scale means the higher participants' perception of being managed by values in the institutions they work in. Low scores mean that this perception is weak. Therefore, there is a parallelism between score and perception (Yilmaz, 2006).

In the comparison been made based on the Skewness and Kurtosis value ranges of -3 and +3 (Terzi, 2019, p:16/121) to measure the assumption of normal distribution of dependent and independent variables, it is seen that all variables are within this range and therefore the data shows a normal distribution. For Skewness, these values are -.674 for gender variable, -.008 for age variable, -.638 for seniority variable, -.617 for grade variable, -.407 for school type variable, -.684 for school region variable and -.855 for profession type variable. Kurtosis values of the variables are as follows: gender variable -.119; age variable -.155; seniority variable -.199; grade variable -.787; school type variable -.317; school region variable -.16 and profession type variable -.431.

Qualitative Data Collection Tool

For the qualitative part of the study, a semi-structured interview form (APPENDIX-2) including of six open-ended questions created by the researcher was applied. After analyzing the researches on the subject and reviewing the literature, a question pool of ten was created. The questions in the question pool were examined by three experts to determine the content validity of them. After the number of questions was decreased to six according to the feedback from the experts, they were transformed into a semi-structured form. The first part of the form, which consists of two parts, includes the demographic data of the participants and the second part includes the interview questions.

Data Collection and Analysis

Since the data collection studies of the research coincided with a period when the Covid-19 pandemic was effective, online communication tools were used in both ways of the data collection.

The scale used for the quantitative dimension was transferred to Google Forms and the link created was transmitted to the school contact groups of the administrators and teachers in the population of our study through the district directorate of national education via WhatsApp application. The process was followed from the site where the scale was transferred, and it was deactivated when the number of participants reached 340, which is the sample number.

The data collected in the quantitative dimension were analyzed using the SPSS program. The Kolmogorov-Smirnov test was applied for the normality test. As a result of the test, a p value greater than $\alpha=.05$ means that there is a normal score distribution (Büyükoztürk, 2019). After the percentage, mean, standard deviation and item distribution tests, T-Test was used for the variables of gender, profession type, school region and school type and ANOVA was used for the variables of age, seniority and the grade they worked with. Tukey Test, one of the Post Hoc tests, was applied to specify the source of the significant values between the variables.

Phenomenological design was applied in the qualitative dimension of the research. In order to apply this design, an interview was conducted with a semi-structured form and via online communication applications. The interview was taken in written form and a categorical content analysis was carried out by coding method by reading it repeatedly. Categorical analysis, in general, is the division of the data into units and then grouping these units into categories according to predetermined criteria (Tavşancıl & Aslan, 2001: 90).

FINDINGS and COMMENTS

In this part of the research, the findings gathered as a result of statistical analyses of the data collected in line with the aims of the research are given.

Quantitative Findings

Table 3: Analysis of Findings Regarding the Management of Schools by Values

All participants	<i>N</i>	<i>X</i>	<i>SS</i>	<i>t-value</i>
Total	340	3.775	,876	-1,834

By evaluating Table 3, it is seen that the mean value of the participants' perceptions about the situation of schools being managed according to values is high at the level of "highly agree" ($X=3.77$). Therefore, it is seen that there is a positive perception about schools being managed according to values.

Findings Related to the Second Sub-Objective

The findings related to the second sub-objective of the study, "Is there a significant difference between the perceptions of administrators and teachers (participants) about the management of schools according to values regarding variables of gender (2.a.), age (2.b.), seniority (2.c.), grade (2.ç.), school type (2.d.), school region (2.e.) and profession type (2.f.)?" are given under separate headings for each independent variable.

Findings on the Management of Schools According to Values Regarding Gender Variable

The findings of the analyses about the gender variable are shown in Table 4.

Table 4: Analysis of Findings Regarding Gender Variable

Gender	<i>N</i>	<i>X</i>	<i>SS</i>	<i>t-value</i>	<i>p</i>
Woman	111	3,6877	,82660		
Male	229	3,7085	,86323	-,212	,833
Total	340	3,6981	,84491		

$p > .05$

By evaluating Table 4, it is seen that women ($x=3.68$) and men ($x=3.70$) have high values with averages in the arithmetic mean of participant perceptions according to gender variable. It is also seen that the mean perceptions of women and men are close to each other. According to the statistics of the unrelated group T-test, there is no significant difference between the perceptions of participants related to their gender ($p > .05$).

When the findings are analyzed, it is seen that both female and male participants' views on the situation of schools being managed according to values are at a high level and positive. In addition, it is seen that gender variable does not make a significant difference between participants' thoughts.

Findings on the Management of Schools According to Values Regarding Age Variable

The findings of the analyses about the age variable are shown in Table 5.

Table 5: Analysis of Findings Regarding Age Variable

Age	N	X	SS	F	p
21-30 yrs old	78	3,8636	,87566		
31-40 yrs old	183	3,6481	,78289	1,856	,158
41 yrs old and over	79	3,6661	,95960		
Total	340	3,7017	,85028		

$p > .05$

By evaluating Table 5, it is seen that the arithmetic mean of the participants' perceptions according to the age variable is ($x=3.86$) for participants aged 21-30, ($x=3.64$) for participants aged 31-40 and ($x=3.66$) for participants aged 41 and over. In addition, it is seen that the mean perceptions of the participants are close to each other according to the age variable. According to the one-way analysis of variance (ANOVA) test, there is no significant difference between the participants' perceptions ($p > .05$).

According to these findings obtained related to the age variable, it is seen that the arithmetic mean ($x=3.70$) of the opinions of the participants regarding the management of schools according to values is at a high level and positive. In addition, it is seen that the participants of different ages have similar opinions. Findings on the management of schools according to values regarding seniority variable

The findings of the analyses about the seniority variable are shown in Table 6.

Table 6: Analysis of Findings Regarding the Seniority Variable

Seniority	N	X	SS	F	p	AF
b/w 1-5 yrs	79	3,9097	,82746	2,918	,034	1st-3rd Group
b/w 6-10 yrs	114	3,6405	,80183			
b/w 11-15 yrs	76	3,5313	,90374			
16 yrs and over	71	3,7508	,85819			
Total	340	3,7017	,85028			

$p > .05$

By evaluating Table 6, it is seen that the arithmetic mean of the participants' perceptions according to the seniority variable is ($x=3.90$) for the participants with 1-5 years of experience, ($x=3.64$) for the participants with 6-10 years of experience, ($x=3.64$) for the participants with 11-15 years of experience, ($x=3.53$) for the participants with 11-15 years of experience, and ($x=3.75$) for the participants with 16 years of experience and over. It has been identified that there is a significant difference in perception levels between the groups determined according to the seniority variable and Tukey HSD test has been applied to determine which groups this difference is between. As a result of the test, it has been seen that there is a significant difference between the groups with 1-5 years and 11-15 years of experience ($p < .05$). According to these findings, it can be said that participants with less experience have more positive perceptions about the management of schools according to values.

Findings on the Management of Schools According to Values Regarding Grade Variable

The findings of the analyses about the grade variable are shown in Table 7.

Table 7: Analysis of Findings Regarding the Grade Variable

Grade	N	X	SS	F	p
Primary Sch.	89	3,8573	,76691		
Sec. Sch.	150	3,5945	,89793	2,743	,066
High Sch.	101	3,7239	,83230		
Total	340	3,7017	,85028		

$p > .05$

By evaluating Table 7, it is seen that the arithmetic mean of the participants' perceptions according to the grade variable is ($x=3.85$) for the participants working in primary school, ($x=3.59$) for the participants working in secondary school and ($x=3.72$)

for the participants working in high school. In addition, it is seen that the mean perceptions of the participants are close according to the grade variable. According to the one-way analysis of variance (ANOVA) test, there was no significant difference between the participants' perceptions according to the grade variable ($p > .05$). According to these findings obtained according to the grade variable, it is seen that the arithmetic mean ($x=3.70$) of the participants' views on the situation of schools being managed according to values is highly positive. In addition, it is seen that individuals working at different grades have similar opinions.

Findings on the Management of Schools According to Values Regarding School Type Variable

The analysis findings related to the school type variable are shown in Table 8.

Table 8: Analysis of Findings Regarding the School Type Variable

Sch. Type	<i>N</i>	<i>X</i>	<i>SS</i>	<i>t-value</i>	<i>p</i>
State Sch.	282	3,7001	,85637		
Private Sch.	58	3,7096	,82725	-,077	,938
Total	340	3.7048	,84181		

$p > .05$

By evaluating Table 8, it is seen that the arithmetic mean of the participants' perceptions according to the school type variable is ($x=3.70$) for those working in public schools and ($x=3.70$) for those working in private schools. In addition, it is seen that the mean perception of the participants are close according to the school type variable. According to the unrelated group T-test statistics, there is no significant difference between the perceptions of the participants working in public and private schools ($p > .05$).

According to the findings obtained from the school type variable, it is seen that the arithmetic mean ($x=3.70$) of the participants' views on the situation of schools being managed according to values is highly positive. In addition, it is seen that individuals working in different school types have similar opinions.

Findings on the Management of Schools According to Values Related to School Region Variable

The findings of the analyses related to the school region variable are shown in Table 9.

Table 9: Analysis of Findings Regarding the School Region Variable

School Region	<i>N</i>	<i>X</i>	<i>SS</i>	<i>t-value</i>	<i>p</i>
Village	51	3,7178	,92238		
City Center	289	3,6989	,83860	,146	,884
Total	340	3.7083	,88049		

$p > .05$

By evaluating Table 9, it is seen that the arithmetic mean of the participants' perceptions according to the school region variable has a high value with the averages of those working in the village ($x=3.71$) and those working in the city centre ($x=3.69$). In addition, it is seen that the mean perceptions of the participants working in the village and those working in the city centre are close. According to the unrelated group T-test statistics, there is no significant difference between the perceptions of the participants working in the village and working in the city centre ($p > .05$).

According to these findings obtained according to the school region variable, it is seen that the arithmetic mean ($x=3.70$) of the perceptions of the participants regarding the management of schools according to values is highly positive. In addition, it has been observed that the opinions of individuals working in schools located in different regions are similar.

Findings Related to the Management of Schools According to Values Regarding the Type of Profession Variable

The findings of the analyses related to the profession type variable are shown in Table 10.

Table 10: Analysis of Findings Regarding the Profession Type Variable

Prof. Type	<i>N</i>	<i>X</i>	<i>SS</i>	<i>t-value</i>	<i>p</i>
Teacher	286	3,6651	,83300		
Admin.	54	3,8957	,92060	-1,834	,068
Total	340	3.7804	,87680		

$p > .05$

By evaluating Table 10, it is seen that teachers ($x=3.66$) and administrators ($x=3.89$) have high values in the arithmetic mean. In addition, it is seen that the perception averages of teachers and administrators are close to each other. According to the unrelated group T-test statistics, there is no significant difference between the perceptions of teachers and administrators ($p>.05$).

According to these findings obtained according to the type of profession variable, it is seen that the arithmetic mean ($x=3.78$) of the opinions of the participants regarding the management of schools according to values is highly positive. In addition, it has been determined that the opinions of individuals working as administrators or teachers are similar.

Qualitative Findings

In this section, the findings of the qualitative dimension of the research are presented. The questions in the interview form (1-What does management by values mean to you?, 2- What is the place and importance of management by values in education?, 3- Do you think that managers have the values that they are supposed to have?, 4- What differences do you think there are between management by values and classical management?, 5- What is the role of values in school interaction? and 6-What is the effect of values on the individual?), the data were titled and classified into four main themes as "1- Organizational Climate", 2- Perception of Classical Management", 3- Perception of Management by Values" and 4- Current Situation". Findings related to the main themes are given separately.

Findings Related to the Third and Fourth Sub-Objective

The answers given to the questions "How do administrators and teachers interpret values-based management?" and "What are the effects of values on social processes in schools?", which were determined as the third and fourth sub-objectives of the research, are titled as the theme of organizational climate since they are related to communication, interaction and relations between members within the organization.

Findings Related to the Organizational Climate Theme

The findings related to the organizational climate theme are given in Figure 1.

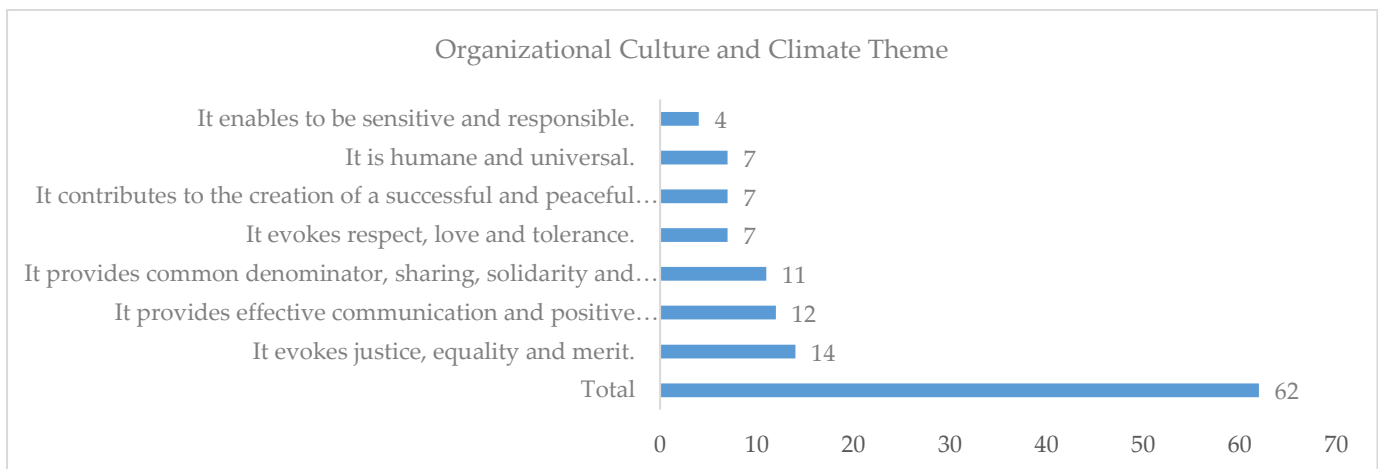


Figure 1: Organizational Culture and Climate Theme

When Figure 1 is evaluated, it is seen that the highest frequency ($f=14$) of the answers given by the participants is gathered in the sub-theme of "Justice, equality and merit". The other sub-themes are; "Provides effective and positive communication" ($f=12$), "Provides common dominator, sharing, solidarity and cooperation" ($f=11$), "Evokes respect, love and tolerance" ($f=7$), "Humane and universal" ($f=7$), "Contributes to the formation of a successful and peaceful environment" ($f=7$) and "Enables you to be sensitive and responsible" ($f=4$).

When the opinions of school administrators and teachers are analyzed, the participant coded A4 expresses his/her opinion in relation to the sub-theme of "Justice, equality and merit" as "It is the management of the school according to our core values such as justice, respect, love, equality, sharing." Similarly, the participant coded A7 emphasizes that the core values are justice, equality, love and respect by saying "It refers to management by taking into account the values of justice, equality, tolerance, love, respect, solidarity, etc.". The participant coded A9 associates values with school life by expressing the situation as follows by emphasizing the function of them at school: "Since values are effective in factors that increase communication and interaction such as understanding, love, compassion, fairness, justice and respect towards each other, I think that if they are available in the school, they will contribute positively to the school climate".

As can be seen in the direct quotations above, it is possible to say that the participants' views on management by values can be evaluated as expressions based on "justice, equality and merit". Nevertheless, as can be seen in Figure 1, most of the participants (N=14) have stated that management by values evoked justice, equality and merit. Therefore, it can be said that the participants think that there should be an equitable management within the organizational structure.

When the data collected from the participants' responses is evaluated, the participant coded A1 stated "*Adoption of values by administrators enables them to communicate more effectively with all people in education.*" related to the sub-theme "*Provides healthy/effective communication*"; similarly, the participant coded A3 stated that "*Management according to values enables positive communication in the school climate and culture, more objective and culturally compatible approaches to problems and solutions to problems.*"; while the participant coded A8 supported these views and stated that "*I think that values have a positive effect on the process of communication in the school.*". When we examine the literature, it can be concluded that intra-organizational communication is very important for an organization to be successful. Hence, as seen in the direct quotations, some of the participants stated that values-based management provides a healthy and effective communication within the organization.

When the participants' opinions are evaluated, the participant coded A4 stated that "*I think that common values such as respect, justice and sharing directly affect the individual's philosophy of life and direct him/her to a certain position socially*" related to the sub-theme of "*It provides common ground, sharing, solidarity and cooperation*", which shows the relationship between members within the organizational structure; while the participant coded A9 stated that "*If we elaborate the values a little bit, I understand them as a framework of concepts that take into account the climate of the school, which includes transparent, effective participatory, sharing, democratic, love and respect*". In addition, the participant coded T5 stated that "*Management by values tries to reach a final result by sharing all the positive or negative results of the decision-making processes, relations, and the emerging situation within the management or by management stakeholders.*"

As can be seen, the participants stated that management by values provides a common ground and solidarity. Nonetheless, one of the most important elements that keeps organizational structures together is to be in coordination. The most important element that ensures coordination is common values.

When the participant's views are evaluated, the participant with the code A1 stated that, "*Management according to values fulfills the managerial responsibilities towards the other person with respect and love regardless of race, religion, language, age, gender, ethos.*" related to the sub-theme "*It evokes respect, love and tolerance*". Supporting this view, the participant with the code T4 stated that "*Concepts such as peace, respect, love, responsibility, happiness, cooperation, honesty, humility, tolerance, sincerity, harmony and freedom are the basic values that should be adopted universally*". The participant with the code A7 shared a similar view by stating "*Justice, equality, tolerance, love, respect, solidarity, etc. all express the management by values.*". Value-based management approach prioritizes respect for the individual. Nevertheless, as it can be seen from the direct quotations, the participants stated that values and management evoke respect, love and tolerance.

Regarding the sub-theme, on which the participants expressed their opinion as "*It is humane and universal.*", the participant with the code A1 stated that, "*Concepts such as peace, respect, love, responsibility, happiness, cooperation, honesty, humility, tolerance, sincerity, harmony and freedom are to be universally adopted values.*" while the participant T3 emphasized the universal side of the values and stated that, "*When we look at the role of values in the interaction at school, an opportunity is offered at the point of establishing an equal level of dialogue since a system is tried to be established especially on the basis of universal values.*" Furthermore, the participant with the code T5 expressed the human side of the values by stating, "*Managing by values has an important function that will improve the attitude of the stakeholders who involve in education, namely, improve the relations between the student-parent-teacher and the administration, by ensuring that the achievements of the education are based on the most humane foundations.*". As can be seen from the direct quotations, the participants expressed that the perception of management by values has a universal and humane side. Thus, values have a universal dimension as well as an individual and organizational one.

When the participant's views are analyzed, the participant with code A2 said, "*Educational climates dominated by concepts such as justice, equality and in which the responsibilities are shared by the members and which have positive interaction always lead to successful and creative generations.*" related to the sub-theme "*It contributes to the creation of a successful and peaceful environment.*" while the participant A3 pointed out the success by stating that, "*As values and management will rise the sense of belonging of the society towards the school, it will also retaliate the demands of the society and it will be inevitable for the school to raise individuals who are beneficial to the society and achieve success.*". The participant with the code T6 emphasized peace and said, "*An individual who is compatible with the values of the society contributes to the peace of both himself and the society*".

When the views are evaluated, while the participant with the code A1 said that, "Values enable individuals to be responsive towards all the problems we face in life, to understand the causes of the problems and to find solutions to these problems with a willing desire." regarding the sub-theme of "It enables to be sensitive and responsible", the participant with the code T5 stated his opinion, "Values enable an individual to develop a sense of social identity, to feel himself as a valuable and important part of the society, to feel as an individual sensitive to social problems, without gender discrimination, and respectful to differences.". The participant with the code T7 mentioned the benefits of management according to values and said, "First, the relationship in the school is nourished by values, the most important focus of education is the student's sense of belonging of the school, the fulfillment of the school's tasks and responsibilities, the prevention of peer bullying, the boosting relations with refugee peers in recent years. Values play an important role in gaining these actions".

As seen in the direct quotations, qualities such as a peaceful environment that appeals to emotions and being sensitive are among the views expressed by the participants. According to the participants, it is more likely to be successful in such environments.

Findings Related to the Fifth Sub-Objective

The answers to the question "What differences do the participants think are there between management by values and classical management?", which was determined as the fifth sub-objective of the research, were classified into two main themes as classical management and management by values since they are related to the difference between classical management and management by values.

Findings Related to the Theme of Classical Management Perception

Findings related to the theme of classical management perception are given in Figure 2.

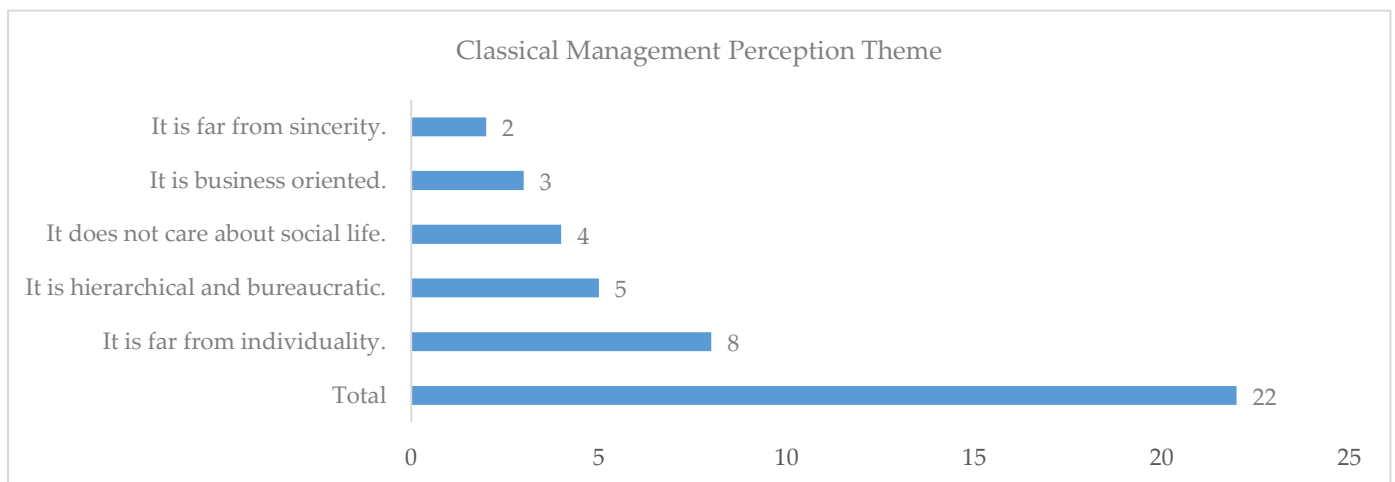


Figure 2: Classical Management Perception Theme

When Figure 2 is evaluated, it is seen that the highest frequency (f=8) of the participants' answers to the question "5- What differences do the participants think there are between management by values and classical management?" is gathered in the sub-theme "It is far from individuality". The other sub-themes are respectively; "It is hierarchical and bureaucratic" (f=5); "It does not consider social life" (f=4); "It is business oriented" (f=3) and "It is far from sincerity" (f=2).

When the views are evaluated, while the participant with the code A9 said, "Classic management which includes the mentality of just doing the tasks without considering if the officer suffers, not taking into account the characteristics and abilities of the individual, reaching the goal of the work to be done being at the forefront, not considering the moral satisfaction, not knowing and even ignoring the attitudes of the person has of course a difference with the management which have administrators managing by values" regarding the sub-theme "It is far from individuality", the participant with the code A10 said, "While the expectations, wishes and desires of the individual are taken into account in the management by values, there is only the structuring of education within certain stereotypes in the classical method.". Furthermore, participant coded as T3, expressed an opinion on this subject as "In classical management, all individuals are expected to be the same and differences are not tolerated and they separate the different ones.". As it is seen, the participants think that the classical management approach ignores the individual and it is result-oriented. Thus, classical management focuses on outputs.

According to the participants' views, while the participant with the code A1 said, "A hierarchical order is used in classical management. In other words, there is a task to be done and this task needs to be handled in the chain of command, and the task

precedes the individuals." related to the sub-theme *"It is hierarchical and bureaucratic"*; The participant with the code A2 also stated that, *"As in all fields, also in education, administrators often cannot go beyond the role assigned to them by the hierarchy."* Similarly, participant A4 expressed the hierarchical and bureaucratic side of the classical management approach by saying that *"Classical management approach is quite different from management by values, since it is a bureaucratic and authoritarian management style"*.

According to the opinions of the participants, the participant coded A3 stated that *"The classical management system separates the school and the society and does not aim to integrate with the social structure"*, while the participant coded A4 stated that *"In classical management, the employee is always dependent on the school and there is the idea that all kinds of work and sanctions can be done at any time, more precisely, in layman's terms, the employee is only seen as a worker-employee rather than a social being"* related to the sub-theme *"It does not care about social life"*.

The participant coded A6 stated that *"In the classical management approach, the members of the organization are motivated by money and physical needs are met, the social aspect is not considered"*. As can be understood from the direct quotations, the participants stated that the classical management approach ignores the private life of the individual and tries to carry out the process with a hierarchical and bureaucratic mentality.

According to the participant's views, the participant with the code A1 emphasized the result-oriented feature of classical management and said, *"A hierarchical order is used in classical management. In other words, there is a task to be done and this task needs to be handled in the chain of command, and the task precedes the individuals"* regarding the sub-theme *"It is business oriented"*. Furthermore, the participant with the code A4 expressed his opinion that *"In the classical management mentality, the inner world of the employee is not considered, only the job is important and that job is required to be completed within a certain time period"* while the participant with the code A9 said, *"Classic management which includes the mentality of just doing the job without considering if the individual suffers, not taking into account the characteristics and abilities of the individual, reaching the goal of the work to be done being at the forefront, not considering the moral satisfaction, not knowing and even ignoring the attitudes of the person has of course a difference from the management which have administrators managing by values"* by expressing that the classical management approach focuses on work rather than people.

According to the participant's views, the participant with the code A1 said that, *"Concepts such as peace, respect, love, responsibility, happiness, cooperation, honesty, humility, tolerance, sincerity, harmony and freedom are the basic values that should be adopted universally. These values are not taken into account in the classical management approach."* related to the sub-theme formed as *"It is far from sincerity."* while the participant with the code T4 emphasized that the classical management carries out business and transactions with an insincere manner and it is completely output-oriented, by saying that *"Insincere secondary relations are more dominant in classical management."* Therefore, the participants stated that in classical management, the possibility of organization members lacking a sense of belonging is high.

Findings Related to the Theme of Perception of Management by Values

Findings related to the theme of perception of management by values are given in Figure 3.

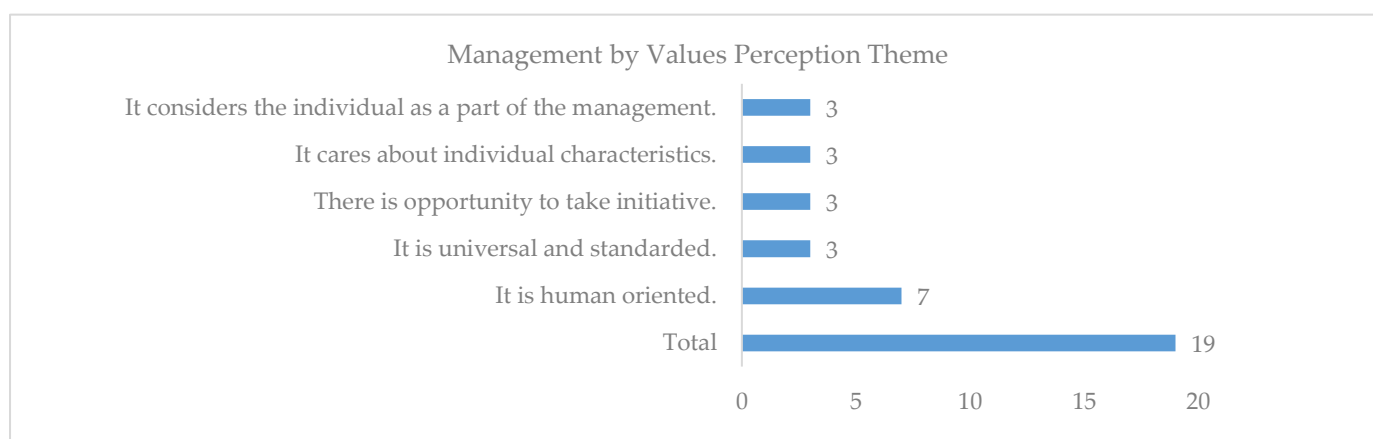


Figure 3: Perception of Management by Values Theme

When Figure 3 is evaluated, the participants' answers given to the question *"7. What kind of differences are there between management by values and classical management according to the participants?"* has the most frequency on the sub-theme *"It is human-oriented"* (f=7). The other sub-themes are respectively; *"It is universal and standard"* (f=3); *"There is opportunity to take initiative"* (f=3); *"It cares about individual characteristics"* (f=3) and *"It considers the individuals as a part of management"* (f=3).

When the views are evaluated, the participant with the code A1 emphasized the humane side of the management by values and said, *"In management by values, the human side is at the forefront and people precede work. To have value means to put people in a priority position"*; related to the sub-theme *"It is human oriented"*. The participant with the code T6 stated with a similar view, *"In management by values, on the contrary to classical management, the values of society and human come first"*. Furthermore, the participant with the code T8, emphasized the humane side of the management by values as *"Management by values focuses on people, while classical management focuses on an ordinary success"*. As can be seen in the direct quotations, the participants stated that, against the business-oriented style of classical management, management by values prioritizes human. Among the participants, the view that management by values focus on the individual rather than the output is dominant.

Regarding the sub-theme *"It is universal and standard"*, which was created according to the participant's views, the participant with the code A1 stated that *"It is more important to enable students to acquire all the values that define a good person, which is a universal value, rather than stuffing their brain with knowledge"* while the participant with the code A2 expressed the following statement: *"The main difference must be this: no matter what conditions we have, we should act according to universally accepted facts rather than the benefits of the person or situation"*. The participant A4 also stated that *"I think the effects of especially universal values on human psychology and sociology are indisputable"*.

Among the participants' views, participant coded as A2 emphasized the opportunity to take the initiative in management by values which breaks the influence of the bureaucracy of the administration and said that *"Taking initiative without seeing bureaucratic actions as an obstacle for the solution of problems can be considered as one of these differences"* related to the sub-theme *"There is opportunity to take initiative"*. The participant with the code A9 similarly said, *"In a society which cares about the values, the individual is considered as important. An individual who feels valuable thinks freely, and who understands that he is loved, takes initiative bravely and becomes an entrepreneur"*. The participant with the code T10 stated that *"We have really passive executive staff in decision making and implementation"*.

As can be seen from the quotations, the participants stated that management by values is a standard and has a universal aspect that can be accepted by all circles. Therefore, acting according to values enables the administrator to get rid of bureaucracy and to take the initiative in the decision phase.

When the participant opinions were analyzed, the participant with the code A9 said, *"In the administrations which have managers considering values, the members feel valuable first of all and are not exposed to discrimination"* related to the sub-theme *"It cares about individual characteristics"* while the participant with the code T10 said, *"In management by values, the expectations, wishes and desires of the individual are taken into account"*. Similarly, the participant T7 emphasized the individual differences and said, *"In a management style that prioritizes values, it is ensured that educated, tolerant, helpful, forward-thinking and highly spiritual individuals are raised"*.

When the participants' opinions were evaluated, the participant with the code A3 said, *"The classical management system separates the school and the society; On the other hand, since management by values will increase the sense of belonging of the society towards the school, it will also reply to the demands of the society and it will be inevitable for the school to raise individuals who are beneficial to the society and to achieve success"* related to the sub-category *"It considers the individuals as a part of management"*. Similarly, the participant with the code T1 emphasized the sense of belonging and said, *"The most important difference is that in management by values, individuals feel themselves as a part of management"*. Moreover, the participant T5 emphasized cooperation and said, *"Management by values tries to reach a final result by sharing all the positive or negative results of the decision-making processes, relations, and the situation within the management or among the stakeholders"*.

As it can be seen from the quotations, it is understood that the participants think that values and management care about individual characteristics and see the individual as an integral part of the organization. Nevertheless, the individual should take an active part in management and individual differences should not be ignored in decision-making.

Findings Related to the Sixth Sub-Objective

The answers given to the question *"According to the participants, to what extent do the administrators have the principles of management by values?"* which was determined as the sixth sub-objective of the research, were titled as the current situation theme since it determines whether the schools are managed according to values or not.

Findings Related to the Current Situation Theme

Findings related to the current situation theme are given in Figure 4.

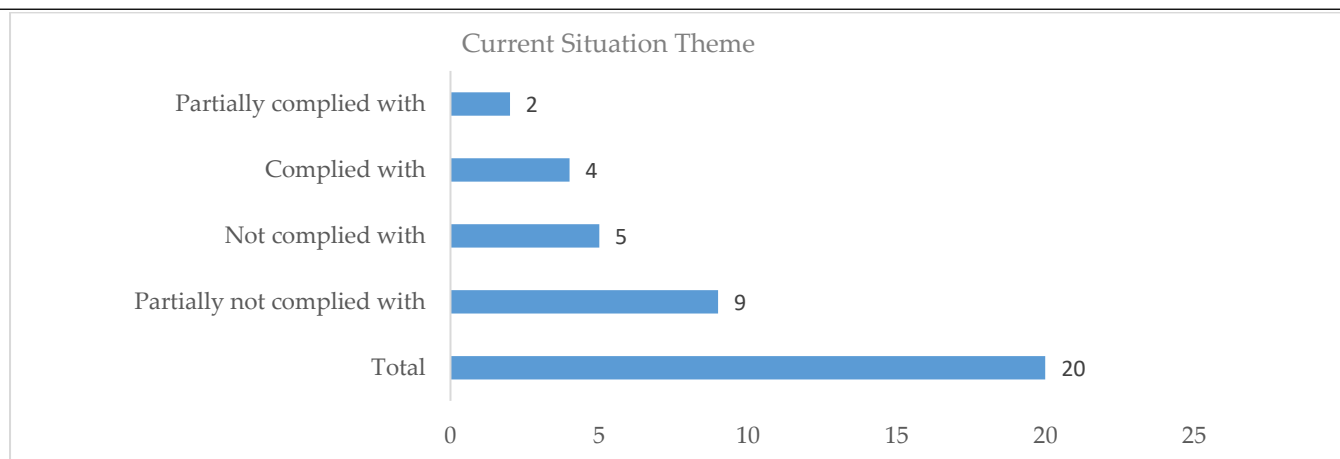


Figure 4: Current Situation Theme

When Figure 4 is evaluated, it is seen that the highest frequency ($f=9$) of the answers given by the participants to the question "6- According to the participants, at what level do the administrators have the principles of management by values?", which was asked to identify whether the administration in the schools where the participants work behaves in accordance with the management by values, is the sub-theme of "Partially complied with". The other sub-themes are respectively; "Not complied with" ($f=5$), "Complied with" ($f=4$) and "Partially not complied with" ($f=2$).

Considering the sub-themes of this theme, the participant with the code A1 said, "If we look at our country in general, in the current system, only the ability of managers to manage people and perform certain activities are considered. The fact that the work is not disrupted is seen as more important than the manager's having values. Of course, there are exceptions among those who are in the management position" related to the sub-theme formed as "Partially complied with" while the participant with the code A3 expressed her opinion, "Basically, I believe that, except for a few ones, school administrators lack values that affect the organizational structure". Furthermore, the participant with the code A8 argued that the principles of management by values are not fully abided by saying that "I do not think that managers have the values that they should have".

When the opinions of the participants were evaluated, the participant with the code T3 said, "I definitely do not think, since I think that there is no merit in any of today's institutions, it is not sensible to think that managers have managerial qualifications in the education field. We can see that this is not possible in the application process." related to the sub-theme created as "Not complied with" while expressing his opinion with a criticism. The participant with the code T8 said, "No, I don't think so" while the participant with the code T10 similarly said, "Although it is always mentioned lately, I do not think that managers have values and guide, vision and mission shaped by values" with a negative opinion.

When we look at the opinions on the current situation perception in general, it can be seen that the positive opinion frequency of the participants is higher than the negative opinion frequency. Therefore, it is possible to say that the participants have positive perceptions about whether the managers behave in accordance with the principles of management by values.

DISCUSSION and CONCLUSION

The findings obtained in this part of the study were discussed in relation to the findings of similar studies in the literature.

The perceptions of administrators and teachers about value-based management and the findings collected will be discussed in terms of *gender (2.a.)*, *age (2.b.)*, *seniority (2.c.)*, *grade (2.d.)*, *school region (2.e.)*, *school type (2.f.)* and *profession type (2.g.)* to find out any possible significance.

In addition, these findings will be compared with the findings in similar or different studies in the literature to reach a final conclusion.

Societies, which are formed by people coming together, contain smaller groups aiming to realize common goals. Individuals who come together try to adapt to the organizational structure they are a part of through the value judgments that shape many characteristics of the individual such as feelings, thoughts, beliefs, attitudes and behaviors that they receive from the family and acquired during the socialization process. The management style of the organizational structure of which they are a member plays an important role in the process of adaptation.

In this study, the perceptions of administrators and teachers about values-based management were analyzed. Firstly, it has been analyzed what the participants' perceptions about values-based management are and whether the data obtained on the basis of item contains a significant difference in terms of variables. In addition, the data obtained from the qualitative interview

were compared with the data obtained from the quantitative dimension.

1. According to the findings collected according to the perceptions of teachers and administrators (participants) about the value-based management which is the main purpose of the research, it is seen that the average value in participants' perceptions is quite high. Thus, it is possible to say that the participants think that the school administrators behave in accordance with the principles of management by values. In addition, descriptive analysis of the qualitative data has been applied and it has been found out that the number of opinions containing positive statements (complied with, partially complied with) is higher than the number of opinions containing negative statements (not complied with, partially not complied with). According to these findings, it is possible to say that the perceptions of the participants are positive. These findings are also similar to the quantitative findings of the study. Akin et al., (2018), Ayık et al. (2015) and Yılmaz (2006) have also found that the participants' views on the state of being managed by values are positive. When all these research findings are evaluated together, it can be concluded that schools are largely managed according to values, according to participants' perceptions. As a result, it can be evaluated that according to the opinions of the participants, managers usually consider values in the management process and they use a management approach according to values.

2. Is there a significant difference between the perceptions of administrators and teachers (participants) about the management of schools according to values regarding variables of gender (2.a.), age (2.b.), seniority (2.c.), grade (2.ç.), school type (2.d.), school region (2.e.) and profession type (2.f.)?

2. a. When we consider the gender variable, it is found that the t-test analysis result is too low to be able to say that there is a significant difference between the perceptions of the participants, and therefore the perceptions of women and men about the management by values of the schools, which they work in, are close to each other. Some studies examining the gender variable (Akin et al., 2018; Yılmaz, 2006; Nacar & Demirtaş, 2018; Dağlı et al., 2015; Altinkurt, 2010) have obtained the same findings, and no difference has been found between the perceptions of female and male participants regarding management by values while some studies have found that there is a significant difference between the perceptions of the participants according to the gender variable (Argon et al., 2014). When all these research findings are evaluated together, it can be concluded that there is usually no significant difference between the perceptions of the participants regarding the management of schools according to values according to gender variable. This result can be interpreted as female or male participants have perception that the practices in schools are based on values without gender difference.

2. b. When we consider the age variable, it has been found that there is no significant difference between the age groups included in the study. For this reason, it can be said that the participants have similar perceptions that their schools are managed according to values, regardless of age. In the studies conducted by Nacar and Demirtaş (2018) and Yılmaz (2006), no significant difference between the perceptions of the participants has been found according to the age variable. While this finding is similar to the one obtained in our study, Akin et al. (2018), on the other hand, have found a significant difference among participant perceptions according to the age variable. When all these studies are evaluated together, it can be concluded that among the participants' perceptions according to the age variable, the perception that their schools are managed based on values is dominant. This result can be explained as the management's manners are based on values in the self-directed practices towards the participants, regardless of age difference.

2. c. When the seniority variable is analyzed, a significant difference has been found between the perception grades of the groups. Tukey HSD test was applied to find the direction. As a result of the test, it has been identified that there is a significant difference between the 1st and 3rd groups (1-5 and 11-15 years of experience). While some studies dealing with this variable (Nacar & Demirtaş, 2018; Argon et al., 2014) have found that there is no significant difference, Yılmaz (2006) has found that there is a significant difference between the seniority of teachers. According to the findings of this study, it is possible to say that teachers' perceptions change according to their experience.

2. ç. When the grade variable is considered, no significant difference between the grades was found. For this reason, it can be said that the participants have similar perceptions that their schools are managed according to values, regardless of the grades they work with. In this case, it can be thought that the fact that the participants work at different levels does not affect their perceptions on this subject. No studies have been found in the literature related to this variable that we can compare with.

2. d. When the school type variable is considered, no significant difference between the types of school was found. In the study conducted by Ekşi and Okudan (2011), a similar result has been observed and it has been seen that the perception does not change according to the type of school. In the study conducted by Altinkurt and Yılmaz (2010), a significant difference has been found. Therefore, according to this study, it is possible to interpret that while school type is generally not effective in the management of schools according to values, it can be effective in some other cases.

2. e. When the school region variable is considered, no significant difference between the regions of the school was found. Therefore, it is possible to say that the perceptions of teachers and administrators working in schools in the village or city centre included in our research are similar. In this case, it can be interpreted that the participants' working in different school regions does not affect their perceptions on this issue. In the literature, there is no study which we can make a comparison based on the region variable.

2. f. Finally, when the profession type variable is considered in the quantitative dimension, no significant difference between the profession types was found. In a study conducted by Nacar and Demirtaş (2018), which supports the findings of our research on this variable, it has been found that whether the participants are teachers or administrators does not change sufficiently to make a significant difference on their perceptions, while in the study conducted by Akin et al. (2018), it has been found that there is a significant difference in perception levels in favor of administrators. Therefore, in this study, it can be said that the perceptions of administrators about being managed according to values are more positive than those of teachers. As a result, on the basis of this variable, it is possible to interpret that although the type of profession may generally not be effective in the management of schools according to values, it can be effective in some cases.

Descriptive analysis of the qualitative data has been applied and it has been observed that the number of statements containing positive sentences (*complied with, partially complied with*) is higher than the number of statements containing negative statements (*not complied with, partially not complied with*). Therefore, it is possible to say that the perceptions of the participants regarding management according to values are positive. This finding is in parallel with those obtained from the quantitative dimension. Hence, when the quantitative findings are examined in general, according to the arithmetic mean, it is possible to say that there is a positive perception about being managed according to values as '*moderately agree*' in the 8th, 9th, and 15th items, '*completely agree*' in the 1st item, and '*highly agree*' in the remaining items. Therefore, according to both the qualitative and quantitative findings of our study, it can be argued that the participants believe that the management in their schools processes in accordance with values. In similar studies, it has been concluded that the participants' perceptions of management practices according to values are positive (Akin et al., 2018; Ayık et al., 2015; Yılmaz, 2006; Nacar & Demirtaş, 2018; Argon et al., 2014; Dağlı et al., 2015; Ekşi & Okudan, 2011; Altınkurt & Yılmaz, 2010; Demirtaş & Ekmekyapar, 2012). In this case, it can be concluded that the participants generally have the perception that the management practices in their schools are carried out according to values.

As a result of the analysis of the qualitative findings, four main themes has been determined as *Organizational Climate Theme (3-4)*, *Classical Management Perception Theme (5.a.)*, *Values Management Perception Theme (5.b.)* and *Current Situation Theme (6)*. The findings are given below on the basis of themes, sub-themes and related sub-objectives.

3.-4. According to the data obtained from the analysis of the views expressed by the participants, it is clearly seen that management by values also has an important function in ensuring a healthy communication and strong interaction among the members of the organization. In organizational structures where there is a healthy communication and strong interaction, the potential for success is high and the probability of experiencing some problems that are important in the interaction between members, especially conflict, is quite low. Thus, in a study conducted by Çam and Akgün, it has been found that interpersonal conflicts, which are inevitable in interpersonal relationships, arise from the existence of irreconcilable goals, thoughts, feelings and behaviors between two or more people who interact (Çam & Akgün, 2007).

3.-4. It is known that management by values is effective in ensuring justice and equality in organizational relations. Herein, in a study conducted by Altınkurt & Yılmaz (2010), it has been found that the status of being managed according to values is a significant indicator of teachers' thoughts about organizational justice and equality (Altınkurt & Yılmaz, 2010). In addition, as it is seen from the opinions of the participants, the concepts of justice, equality and merit in this field are frequently mentioned together with values such as respect, love and tolerance. This can be considered as a situation which shows us that these values are highly related concepts.

3.-4. According to qualitative data, it has been concluded that management by values provides common ground, sharing, solidarity and cooperation within the organizational structure. Values are important in the formation of organizational culture as they enable acting together. Herein, many studies in this field show that the key elements in defining organizational culture are common value judgments and widely shared values. Corporate values that overlap with the values of the members of the organization are easily adopted by the employees and contribute to the formation of corporate integration and organizational citizenship awareness (Vurgun & Öztop, 2011).

3.-4. Some of the participants have stated that management by values means treating the members of the organization with respect, love and tolerance. These emotional values, which can also be generalized as courtesy, have great effects on the ease of efficient work and communication among the members of the organization (Gill & Sypher, 2009).

3.-4. In their statements, the participants have expressed that values should be standardized and universal, especially in official institutions. Hence, considering that there is a management according to certain values on an individual basis, it is obvious that it will be difficult to create a common value judgment that can appeal to everyone. Although there are a number of potential ethical values that an organization can choose, there is a need to define ethical values them to be considered as standard and universal. These ethical behaviors should, to the greatest extent possible, maintain their importance despite differences in the moral values chosen, culture, religion, time and circumstances (Schwartz, 2012).

3.-4. The participants have stated that values-based management creates a positive atmosphere in the organizational structure and develops a sense of belonging in the members, which is effective in their voluntary role in the success of the organization and the establishment of peace. Herein, in a study conducted, it has been determined that values-based management practices of administrators working in secondary and high schools play an important role in creating the organizational climate of the school, achieving instructional goals, and the efficiency and effectiveness of schools (Akin et al., 2018).

3.-4. Some of the participants have stated that management by values makes the members of the organization sensitive and responsible. As a matter of fact, it is known that organizational structures with members whose individual values, in other words, individual differences are taken into consideration, are more successful than structures where individual differences are ignored. This is all to say, one of the important issues that can affect the performance of employees is the managers' ability to take individual differences into consideration and administrate the organizations they manage according to their values. Sayles (1981) argues that successful managers are those who give importance to and take into account the attitudes or values of employees (Altinkurt & Yılmaz, 2010).

5.a. It has been determined that the ideas expressed according to the participant views are similar to the common features of the three sub-approaches of the classical management theory (*Scientific Management, Management Process, and Bureaucracy*). Herein, the classical management perception considers the people as a part of a mechanized system and pushes the relationship of the organization with the environment into the background plan. The classical theory sees individuals as a lazy element far from responsibility. In classical management, the practices are carried on by pre-planned rules that are rarely deviated from, and the division of labor is not in an emotional dimension, but is done as dictated by the directives to achieve a completely error-free result, far from sense of belonging.

5. b. Most of the participants have expressed the view that management by values puts people at the centre. The members, who are the basic element of the organization, have remained in the background for a long time and therefore have not been sufficiently valued. Organizational structures in which employees are cared about and their happiness is taken into consideration for organizational practices are definitely experiencing a more successful process. Actually, two of the six basic value concepts identified from the literature review and the experiences of the researchers and valid for Turkey are human dignity and trust in the organization. It is not possible to talk about the existence of a sense of trust in an organization where people stay in the background (Karyağdı, Atay, & Selçuk, 2021).

5.b. The participants have stated that values have a certain standard and that they have a universal quality as well as being individual or organizational. While individual values may vary, in order to minimize conflicts, especially in organizational structures with a formal dimension where people with different beliefs, opinions, feelings and thoughts come together, values are expected to be standard and universal to appeal to all individuals to the maximum extent. In order to create a standard, it is necessary to provide some assurances on an institutional basis and to place it on an official basis. In the European Union, efforts are being made to spread values such as human rights, the value of human beings, freedom and democracy and to provide them with official guarantees. Some of the agreed universal values can be listed as follows: Peace, equality, freedom, respect, legality and individual responsibility (Topsakal, 2004).

5.b. The participants have stated that management by values enables them to take initiative when necessary. As a matter of fact, in management by values, bureaucratic and hierarchical practices are the procedures that are used to a minimum extent. The manager has the freedom to choose among alternatives, that is, the authority to take initiative. Nevertheless, decision-making in management is defined as choosing the appropriate one among two or more alternatives (Certo, 2003).

5.b. The participants have stated that management according to values should take individual differences into consideration, because organizational structures are composed of individuals with different characteristics and therefore there is a high probability of incompatible value judgments. In this case, it is important to develop a system that is sensitive to individual differences. In the studies, it was argued that individual differences determine behaviors by affecting motivation and ability, and then the MARS (Motivation-Ability-Role-Situation) model has been put forward (McShane & Von Glinow, 2021).

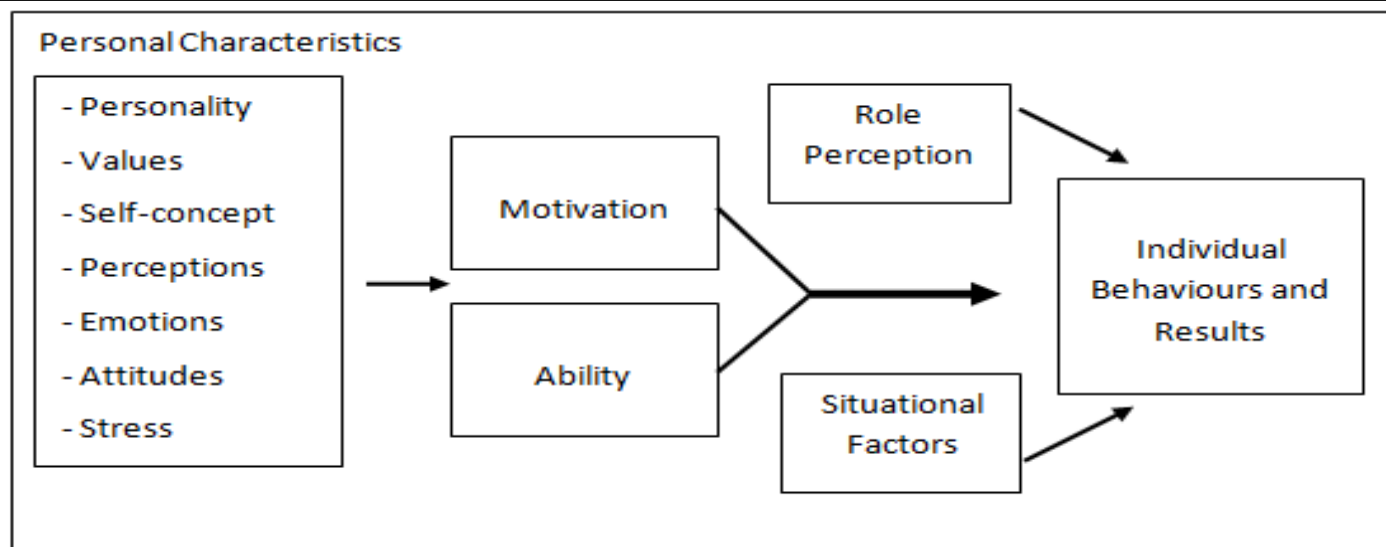


Figure 5: MARS Model (Source: McShane and Von Glinow, 2021).

According to this model, individual characteristics are determinants of motivation and ability and ultimately affect behavior and outcome.

5.b. According to the views expressed by the participants, in contrast to the authoritarian, oppressive, bureaucratic, work and result-oriented perception of classical management, which focuses only on work and results rather than individuals and does not care about the relationship in the organizational structure; in management by values, there is a process-oriented perception that aims to make decisions by all stakeholders, involves sincere relationships, takes individual differences into consideration, and focuses on individuals and results together.

6. In the last theme, which shows the current situation regarding the management of schools according to values, it is seen that the participants have positive views. The frequency of positive statements is higher than the frequency of negative statements. Therefore, in the current situation, it is possible to say that the management practices in schools are carried out according to values.

In summary, according to the results of the analysis of both quantitative and qualitative findings, it has been found that the perceptions of administrators and teachers about the management of schools according to values are positive and there is no significant difference between the perceptions of the participants according to the variables of gender, age, grade, school type, school region and profession type, while according to the seniority variable, there is a significant difference between the 1-5 years and 11-15 years groups in favor of the 1-5 years group. This information makes it possible to interpret that the principles of being managed according to values are followed in the management of schools.

SUGGESTIONS

Suggestions for Researchers

In future studies, researchers can conduct their studies that will include kindergartens and different regions, which is one of the limitations of this study. In addition, a qualitative study can be conducted to examine the negative views, especially the criticisms expressed in a rigid manner, about the management in more details. In addition, as a result of the literature review, no research has been found to compare the grade and school region variables of this study. In this case, addressing these variables may contribute more to the field.

Suggestions for Practitioners

According to the findings obtained from our research, there is a possibility that the administrators acquired the principles of management according to values based on their experiences after they started their profession, in a way, it is individual and in other words, there is no specific standard. As a matter of fact, while some of the participants working in different schools criticize the administrators harshly about management according to values, some of them have a positive opinion, which supports the situation. Considering the following suggestions for practitioners and policy developers in order to establish a certain standard and ensure unity in management may contribute to this field.

- In addition to the existing Administrator Development Program carried out to increase the professional knowledge and skills of administrators working in schools affiliated to the Ministry of National Education, it is important to open administrator

training departments within universities.

- In case the department cannot be opened in universities, in terms of being more practical, it may be useful to add a management course to the curriculum for students of faculties of education since they have the potential to become managers.
- After drawing a general framework for values-based management by taking universal, organizational and individual values into consideration, adding an evaluation section in the periodic inspections of schools about whether the framework is complied with can contribute to increasing the implementation. In addition, as a result of these inspections, rewards can be organized to encourage successful examples.

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Statements of Publication Ethics

We hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Author Contribution Statements

The subject of the research was presented by the first author and contributed by the second author. The first author reviewed the literature, collected and prepared the data for analysis, and reported the study. In order to assure consistency, analysis of the data was carried out by the two researchers. Both of the authors discussed the results and contributed to the final manuscript. The first author also translated the final manuscript, which was originally written in Turkish.

Researchers' Contribution Rate

The study was conducted and reported by the first author. The second author consulted the research process and reviewed.

Ethics Committee Approval Information

Ethical approval of this study was confirmed by Mardin Artuklu University Ethics Committee on March 31,2021 (ref: E-79906804-050.06.04-10237).

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