# School principals' opinions about management upon values

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## Abstract

Management upon value is to consolidate occupations around common values so that managers are aware of the individual values of the occupations and act effectively and efficiently in the direction of their organization. It is envisaged that the managers will create a system of common values, without emphasizing individual values, to develop the motivation and skills of the organizational workshops. The purpose of this research is to determine the opinions of the principals working in public elementary, secondary and high school levels affiliated to Denizli province Merkezefendi and Pamukkale districts about the topic management by values. In this qualitative research in the case study, a structured interview technique was used and the questions developed by the researchers were asked to the school principals. The working group consists of 10 school principals working in the public primary, secondary and high school levels affiliated to the Denizli Provincial Directorate and Pamukkale District National Education Directorates. In the analysis of the data, descriptive and content analysis techniques were used together. The data transferred to the article were edited, the themes were created from the encoded data, and the findings were defined and interpreted. The school principals interviewed indicated that it would be an effective way to act jointly by providing consensus on the way in which the management style can be built with values and this management style; employees will be able to help themselves to the company, to be happy at work, and to work more effectively and efficiently.

**Keywords**: Management upon values; school principals; content analysis.

## 1. Introduction

People generally take their values into consideration in their choices and future steps. From this point of view, the values of individuals have an impact on the movements of persons; it is also reflected in their behaviour and thoughts. Many definitions of the value phenomenon seen as part of the culture are seen in the literature. The concept of value; "should have a more central position than others… it can bring together the different interests of all sciences related to human behaviour." are defined by the psychologist Rokeach (1973: 5). However, similar definitions were introduced by sociologists such as Williams (1968) and by anthropologists such as Kluckhohn (1951). According to these theorists, values are seen as the criterion people use to select and justify actions and to evaluate people and events (Schwartz, 1992). In addition, Schwartz and Bilsky (1987) in a study about values, concepts or beliefs, the desired final situation or behaviour it defines as a

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guide to the selection or evaluation of behaviours and events that exceed certain situations. According to the definition of Schwartz (1994), which extensively studied the values, values are the goals that serve as the guiding principles for the life of the individual or other social entities, and which may be desirable according to the situations. Erdem (2007) expresses values, behaviours that serve to judge them and what they consider important, and expresses the wishes, preferences, desires and notions. Fitcher (1994) defines values that give meaning and importance to culture and society; Ziegler (1970) the values help us to find out what we prefer or not, and to help us put the behaviour and events in order; he described them as symbolic categories such as ideas, thoughts and emotions. According to Schwartz and Sagie (2000), the values are the goals that direct the lives of individuals, serve as the rule, and the importance levels are different. In terms of the subject matter of the study, values are generally used to determine and guide the behaviour of individuals; can be defined as general principles expressing ideal and desirable lifestyles (Karakose, 2008).

According to Allport, values are the meanings associated with the perceived self. Values are also related to many orientations such as interest, pleasure, preferred or not, thought, situations, duties, desires, moral obligations and goals (Williams (1979). Rokeach (1973) has a number of assumptions about values such as; a) values are organized within value systems; b) each individual has a value and a system of values; c) the total number of values a person possesses is small; d) everyone has the same values at different levels; e) values acquired by people; is the whole of the personality of culture, society, institutions and individuals (Cited in Yilmaz, 2008).

Organizations are institutions in which many individuals are directly or indirectly members. Each individual has a number of values that they bring from the family and develop environmentally throughout their lives. Values such as ideologies, behaviours, attitudes and personality also vary from individual to individual. These values also affect one's attitudes and behaviours. Individuals reflect their unique values to their environment and life, as well as to the organizations they are a member of, and these individual values contribute to the formation of organizational values. However, it may be difficult to catch a common rhythm when considering that each individual has its own values; in a sense, this can cause confusion in organizational behaviour. In order to prevent this, each organization should create its own organizational values and bring the individuals in the organization together around this phenomenon. If the organizations are managed around the values that are created by the organization rather than individual values and the employees internalize, and if employees find a part of their values in the organization, it can be faster and easier to integrate with the organization and accept the organization. Therefore, a manager should take into account the values of the individuals in the organization and try to achieve harmony by combining them in a common point.

The values within the organization are in fact a subset of organizational culture (Schwartz, 1992). The reason underlying the establishment of common values in the organization is nothing more than an effective access to the aims of the organization, as is universally known. In achieving these objectives, values are considered as ethical in the organization and it is envisaged that they provide a convenience and integrity in achieving the objectives. The main aim of the organization is to reach its goals. Values also play a role as a path. Values factor can be used to create a sense of integrity and togetherness within the organization. The fact that values are considered as an effective way to reach organizational goals can be seen as the reason for increasing the number of recent studies.

It is to know and acknowledge that every human being is fundamental in management upon values. The meaning of each person is different means that people's expectations and thoughts are different. Each individual has some individual expectations from the organization. As long as the organization can meet them, it can keep individuals within it. There are many studies and theories proposed for this purpose. Management upon values is a management approach that gives importance to human relations, takes into account the fact that man is unique and one, knows that individuals are their own values and try to bring people together around common values rather than individual values. Management with values is effective in establishing unity with the

organization and the feeling of unity (Gursoy and Buyukbas, 2002). As Sayles (1981) stated, if managers want to succeed, they should give importance to the values and attitudes of employees and act with them in mind. An administrator who wants to be an integrative and unifying leader is expected to act in accordance with this principle. Thus, an administrator who is aware of the values of individuals and takes steps accordingly will be appreciated by the employees in the organization and will be able to create effective motivation systems.

The meaning and purpose of this term must be known in order for management upon values to be clearly understood. With the management upon values is expressed as motivating organization employees, expanding their capabilities, supporting synergies and innovations in order to improve the performance of the organization (Yilmaz, 2013). Values in organizations; mission and vision, principles and rules, symbols, rituals, daily activities can come in many different ways. The point is that, it is not the imposition of these values in the organization to the employees, but the fact that it is assimilated by the employees and acting in this direction. Sagnak (2006) states that different ways of thinking and expectations can lead to conflicts and disputes in organizations. In order to reduce this, managers need to be aware of the values of the individuals in the organization and take a unifying role in a common denominator, aim to minimize the conflicts, disagreements and incompatibilities within the organization and create a new unity of common ideas through the management upon values. Because the basic point in management upon values; be aware of the values of the organization and the values of the individuals in the organization, consideration of values in management, be sensitive to values, focusing on the development of the skills of the employees in the organization, governing the organization with the organizational values (Yilmaz, 2008). Employees are expected to contribute to the formation of organizational values, to adopt these values and to reflect on their behaviour. The values adopted to serve as an adhesive in the integration of the organization and contribute to the formation of a healthy organizational climate. The more the individuals in the organization, the more they adopt and assimilate these common values, the more positive situations can occur for the organization. These positive results are, of course, desirable to be seen in every organization and desirable for each manager. In addition, in an organization where management upon values style is adopted, many benefits are expected by group members to achieve consensus in values. In these, as Mannix, Thatcher and Jehn (2001) stated, the formation of a strong organizational culture, the harmony between the members of the group and the increase of the performance can be shown (Cited in Yilmaz, 2013).

It was understood that organizations could not be managed only on the basis of formal structure and therefore the tendency towards the psycho-social characteristics of the employees and the studies in this field increased. Various studies have been carried out on management upon values which are the subject of this study. In one of these studies, it has been researched whether management upon values and organizational justice significantly predict teachers' job satisfaction; teachers have positive views on management, organizational justice and values, but job satisfaction levels are not high (Altinkurt and Yilmaz, 2012). In another study of Altinkurt and Yilmaz (2010), the relationship between management and organizational justice was dealt with according to values. It is seen that the opinions of the teachers regarding the management upon values and organizational justice are quite high. It has been concluded that the status of administrators to manage their schools based on values is a significant predictor of teachers' perceptions of organizational justice and that there is a medium level, a similar and meaningful relationship between these two views. Beldag and Yaylaci (2015) examined the views of managers and teachers on the values that are effective in the decision-making processes of managers, and it was found that managers and teachers have similar views in terms of values. Teachers' views on organizational values were obtained and it was stated that it would be appropriate to get opinions of everyone when determining organizational values (Ozen, 2008). In Sagnak's (2005) study, it was determined that being open-minded, fair and morally coherent, being social egalitarian and creative were more important than the teachers' perceptions of administrators. In Ozdemir and Sezgin's (2011) study, prospective teachers perceived values such as honesty, respect and trust in organizations as

priorities; in a similar quantitative study (Sezgin, 2007), it was found that teachers preferred values such as honesty, trust, respect, tolerance and responsibility as priority values. In a study conducted at a state university on organizational values, it was concluded that the first three values that the university should have in the future are scientific, quality and pioneering values (Erdem, 2007). In another study conducted in higher education institutions (Turan, Durceylan and Sisman, 2005), the administrative and cultural values adopted by the university administrators were emphasized. As can be seen, various studies have been carried out on organizational values. This research conducted; providing consultations with managers, inquiries and in-depth research; also, it is thought that it is different from other researches because it is carried out in primary schools, secondary schools and high schools in Denizli and it will contribute to the field in this respect.

Teachers who want to work in an institution affiliated to the Ministry of National Education, positions determined by the state and these teachers are appointed and come together from many parts of Turkey. The fact that these teachers, who have different culture and values system, come together, suggests that an effective management approach could be needed to bring teachers together at a common denominator in schools. As a result of his research, Hofstede (1984) asserted that individuals with different cultures have adopted different value judgments. From this point of view, it is thought that teachers, who have very different cultures and values, can be seen as an effective management upon values style for school principals. For this reason, it was asked to conduct this research in an institution affiliated with the Ministry of National Education and to take the opinions of the school principals.

The purpose of this study is to determine the views of school principals on management upon values. In order to achieve this aim, the following questions were sought; what are the opinions of school principals about management upon values of; 1. management style, 2. positive human dynamics, 3. evaluation of external and internal environments, and 4. effective use of methods and tools?

## 2. Method

In the study, the phenomenological design is used. The phenomenology pattern is a method used to focus on the facts that we are aware of but do not have an in-depth and detailed understanding. We may encounter these cases in our daily lives, but this does not mean that we can fully understand the facts (Yildirim and Simsek, 2016). In order to understand the views of school principals about management upon values, structured interview technique which is one of the interview techniques is used. The aim of the structured interview technique is to make comparisons between the information received from the interviewees and the questions asked by the researcher by determining the parallelism and difference (Brannigan, 1985; cited in Yildirim and Simsek, 2016). The questions to be asked to the school principals were prepared in advance by the researchers and the questions were asked to the school principals in an unbiased manner and without any intervention.

### 2.1. Participants

In the study, 10 primary school principals, three primary schools, three secondary schools and four high school principals working in the public primary, secondary and high school levels of Denizli province Central Education Center and Pamukkale District National Education Directorates in the fall term of 2017-2018 Academic Years were utilized. An easy-to-use sampling method, which is one of the purposeful sampling methods, was preferred in the sample selection. This method, which gives speed and practicality to the research, often refers to when the researcher is not able to use different sampling methods. It is a close and easy to access sampling method (Yildirim and Simsek, 2011). Therefore, in the selection of school principals who were easily accessible, who could spend a long time on the interview and volunteered to participate in the research were preferred. In the study, gender, age, seniority, education level and the number of teachers in the school were included as personal variables. The reasons for the inclusion of these variables in the study can be explained as follows; according to the masculinity/ femininity

dimension, which is one of the dimensions determined by Hofstede (1980) with respect to culture as a result of the studies conducted by school principals; the value given to people in the organization, love, respect, courtesy of such phenomena as femininity; materialist, aggressive, oppressive tendencies dominated the masculinity. Therefore, according to the gender of school principals the dominant climate in their organizations; it is aimed to determine whether there was a relation between the school principals' age and managerial skills. As the seniority of school principals' increase, they are more informed and conscious about management upon values; as the level of education increases, they are thought to be more knowledgeable and responsive in managing the school and differences. By determining the number of teachers in the school, it is aimed to determine by which researchers the school principal could achieve more success in the scale of management upon values. The gender, age, seniority, management period and education level of the school principals and the number of teachers in the school are included in the study to determine all these. The number of teachers in the school and the demographic characteristics of the principles are given in Table 1.

**Table 1.** Number of Teachers at School and Demographic Information of Principles

| Participants | Gender | Age | Seniority | Management Period | Education Status | Number of Teachers in School |
|---|---|---|---|---|---|---|
| **P1** | Male | 38 | 17 | 9 | Graduate | 40 |
| **P2** | Male | 54 | 30 | 30 | Undergraduate | 28 |
| **P3** | Male | 39 | 18 | 5 | Graduate | 42 |
| **P4** | Female | 50 | 30 | 28 | Graduate | 22 |
| **P5** | Male | 38 | 18 | 14 | Graduate | 46 |
| **P6** | Male | 50 | 28 | 23 | Graduate | 43 |
| **P7** | Male | 35 | 13 | 11 | Graduate | 27 |
| **P8** | Male | 43 | 20 | 16 | Graduate | 47 |
| **P9** | Female | 42 | 18 | 10 | Graduate | 28 |
| **P10** | Female | 34 | 12 | 3 | Undergraduate | 39 |

As seen in Table 1, the school principals attending the study are 7 male and 3 female. School principals vary in age from 34 to 54 years. The seniority of school principals is between 12 and 30 and their management period is between 3 and 30. When the education status of the school principals is examined, it is seen that 8 of them have graduate degree and 2 of them have undergraduate education. The number of teachers varies between 22 and 47 in schools where principals work.

## 2.2. Data Collection

In order to obtain detailed information about the research, data is obtained by qualitative data collection techniques using "semi-structured interview" technique. This technique enables researchers to be systematic and comparable (Yildirim and Simsek, 2011), and on the other hand, it enables the viewer to tell the perceived world from his own perspective (Merriam 2015). Before preparing the interview questions, the literature was examined in detail and the concepts that were thought to be important were identified and semi-structured interview questions were prepared by the researchers. Four experts were consulted from the field in order to determine the purpose of the interview questions, whether they were understandable and feasible and also to reflect the research sub-problems. The interview questions were finalized in line with the opinions received. It has been tried to understand whether or not the questions prepared by taking expert opinion will provide the desired data. This is also thought to be important for the credibility of the research.

While determining the opinions of the school principals, at the same time, the basic principles of management upon values; (1) management style, (2) positive human dynamics, (3) evaluation of external and internal environments, (4) effective use of methods and tools are considered (Institute of Value Management, 2001; cited in Yilmaz, 2013) and the opinions of the

school principles on management upon values is determined in line with these categories. As a result, 9 open-ended structured questions are obtained. The questions directed to the school principles are as follows;

*Management Style*

1. How do you think the common values can be established by considering the values of teachers and other employees in the school?

2. What could be the effect of management upon values on the employees in the school? How can it benefit the school?

3. What kind of characteristics should a principle giving importance to management upon values style have?

*Positive human dynamics*

4. What can be the response of employees in the organization to management upon values style?

5. How does the management upon values propel people to their emotional and intellectual attitudes?

*Evaluation of external and internal environment*

6. What is the attitude and behaviour of employees and teachers towards each other in the school where values are governed?

7. How can the attitudes and behaviours of the teachers change the views of the external stakeholders about the school?

*Effective use of methods and tools*

8. What should be the method of a principle who wants to activate management upon values style in the organization? Where should it start, which way should it follow?

9. Which tools should the principle use to communicate and promote management upon values style to school staff?

The data were collected by individual interview method. In the individual interview, there is no one other than the interviewer and the researcher (Karasar, 2012). Therefore, the interviews were conducted one to one. The answers to the questions were recorded with the voice recorder after the permission of the principals in accordance with the ethical principles, and then the data was transferred to the writing and edited and coded. Prior to the interview, the school principals were informed about the management upon values and provided an idea about the research and the subject.

## 2.3. Data Analysis

Both content analysis and descriptive analysis are used in the study. The data summarized and interpreted in the descriptive analysis are subjected to a deeper process in the content analysis and the concepts and themes that cannot be recognized by a descriptive approach can be revealed by this analysis (Yildirim and Simsek, 2016). Therefore, it is found suitable by the researchers to use descriptive analysis and content analysis together. The data obtained according to descriptive analysis are summarized and interpreted according to predetermined themes (Yildirim and Simsek, 2016). Questions are prepared in accordance with the pre-determined themes in the management upon values. The process of analysing and interpreting the data is carried out in four stages; (1) naming, coding and subtraction phase, (2) theme development phase, (3) phase of validity and reliability, (4) reporting phase (Merriam, 2015).

**Naming, coding and subtraction phase:** The data transferred to the manuscript is coded and edited. The names of the participants are hidden and instead, code names have been used (such as P1, P2, P3 ... P10).

**Theme development phase:** The questions directed to determine the principals' opinions about management upon values, the management styles of the school principals, the positive human dynamics, the evaluation of the external and internal environment, effective use of methods and tools are devoted to themes. The questions are arranged according to these themes and the school principals are asked.

***The stage of providing validity and reliability:*** In order to provide validity and reliability and to increase credibility, interviews were recorded with voice recording and direct quotations were included. Interview questions were prepared as a result of the literature review. The questions were directed to the interviewers in an unbiased manner, the results were directed by questions and answers were recorded without any intervention. These statements were then transferred to the findings section without changing any of the interventions. However, in cases where a chosen statement was too long, only the most important dimensions of the expression were conveyed by preserving the participants' own words and the language of expression. For the internal consistency coefficient, *Reliability = Consensus/Consensus + Disagreement X 100* formula was applied. The percentage of consensus is 70% or better (Miles & Huberman, 1994). As a result of the analysis made between the two authors, the internal consistency coefficient was calculated based on the above formula. As a result of this formula, the consensus reliability coefficient was 97% and the study is found to be reliable.

***Reporting phase:*** The questions about the management upon values were taken to the audio record by taking the permission of the school principals. The data recorded by voice recording was documented at the end of the interviews and a framework was created for descriptive analysis.

## 3. Results

The opinions of the school principals are given in the framework of the themes and sub-themes that are determined in this section. Findings related to the opinions of the managers about management upon values in the school are presented under the theme headings. The resulting themes are presented in the form of headings and in the framework of research questions accompanied by direct quotations.

**School Principals' Views on Management upon Values Style**

**a) School principals' opinions on how to create a management upon values style**

It is asked about how to establish a management upon values style for school principals, "How can a common values association be formed by considering the values of teachers and other employees in school while managing your school?" It is stated by many (6) school principals that the idea of "joint action" can be an effective way of providing consensus when opinions of school principals on how to manage the management upon values are taken. The sub-themes of the answers given by the school principals are given in Table 1.

**Table 1:** Distribution of the Theme of School Principals ' Views on How to Create a Management upon Values Style by Sub-Themes

| Theme | Sub Themes | Frequency |
|---|---|---|
| School Principals' Opinions on How to Create Management Style upon Values | Moving Joint | P2, P3, P5, P7, P8, P9 |
| | Effective Communication | P4 |
| | Social -Cultural Activities | P1 |
| | Determining Group Norms | P6 |
| | Creating a Respectful Environment | P10 |

**P1:** "So we usually focus on social-cultural activities in order to combine common values in our schools..."

**P2:** "For this reason, the unity of administration can be ensured by bringing together the common value of this majority." **P3:** "… specifying what you want to do with common goals determined by adding common values to stakeholders together with their values…" **P5:** "We have to act in accordance with the education policy of the state and we must determine the way of acting according to the missions determined in the context of national education policy." **P7:** "… it can be done by taking all the teachers' ideas about the culture of the institution and putting it into practice." **P8:** "First of all, it is evaluated about the subject and then the idea of each person is taken

separately." **P9:** "Work can be done to solve these problems by putting all the employees together and putting all the employees in the work together."

**P4:** "If you set a common goal for the school, it is common for people, but first you need to tell it very clearly to people…"

**P6:** "We can actually weigh the values of the teachers individually, determine the norms of the groups and create the common values of the schools accordingly."

**P10:** "We valued the ideas of friends, showing respect. Then they showed respect for our ideas and what we wanted to do."

## b) The opinions of the school principals on the effect of management upon values style on the employees and the institution

Questions were asked to school principals about "What is the effect of management upon values style on employees at school" and "how management upon values style can provide benefits to the school?" When the management style of school principals is asked about their views on the influence of employees and the institution; positive features such as "self-dedication," "happiness at work" and "effective and efficient functioning" all talked about the impact on the employees at the school. The sub-themes of the answers given by the school principals are given in Table 2.

**Table 2:** Distribution of Opinions of School Principals the Effect of Management upon Values Style on Employees and Institutions by Sub-Themes

| Theme | Sub-Themes | Frequency |
|---|---|---|
| School Principals Views on the Impact of Management upon Values on Employees and the Institution | Devoting Oneself | P1, P4, P5, P8 |
| | Being Happy at Work | P3, P7, P9, P10 |
| | Effective and Efficient Operation | P2, P6 |

**P1:** "... those who work in an environment where these values are respected will have more ownership of that established organization." **P4:** "Once you set a goal, they are working as a shelter." **P5:** "... if a value is accepted as a partner, this also increases the quality of education as it brings with it the feeling of ownership." **P8** "... I think that the organization can be made more efficient without any problems... I think they will work with higher morale in a more motivated way."

**P3:** "Our common values … in the case of individuals, they are happier where they are, and they are able to achieve success in the school environment." **P7:** "When we adopt a management upon values style in the school together with the solution we find together, all the teachers come here in the morning with a smile and come in a peaceful environment." **P9:** "... once again they will come to the school because of its efforts." **P10:** "… very positively reflected. When the teacher are good, the student is good with the teacher or the parent."

**P2:** "In terms of organization, management can take their jobs faster and reach the target earlier." **P6:** "They adopt the school better, the efficiency is increased and the school is accepted more quickly."

## c) Views of school principals on the characteristics of a principal who cares about the management upon values style

Asked about the characteristics of principals who gives importance to the management upon values "What kind of characteristics should you have as a mentor who gives importance to management upon values style?" When asked about the opinions of the school principals on the characteristics of a mentor who attaches importance to management upon values style; it has been said that the "improved human relations" feature is more emphasized and that those who are "respecting differences" and "leader", respectively, may be more effective in the management upon values style. Sub-themes of school principals' responses are given in Table 3.

**Table 3:** Distribution of the Theme Regarding the Characteristics of a Principal Who Gives Importance to the Management upon Values Style of School Principals by Sub-Themes

| Theme | Sub-Themes | Frequency |
|---|---|---|
| Views of School Principals on the Characteristics of a Manager Emphasizing Management Upon Values Style | Human Relations Advanced | P6, P9, P10 |
| | Respect for Differences | P1, P2 |
| | Leader | P4, P7 |
| | Assimilating Universal Values | P5 |
| | Loving Job | P8 |
| | Know People Well | P3 |

**P6:** "Person must have developed human relations, has to respect people, needs to value them and has to make them feel." **P9:** "… bilateral relations, human dialogue, dialogue with people should be very good." **P10:** "Should be able to communicate with everyone. Communication is the first."

**P1:** "… who has different democratic ideas that respect different opinions, respect human rights, and keep universal values above all else." **P2:** "… who has accepted into all different life styles, who does not separate people from each other.

**P4:** "In order to achieve common values, you have to show them that you are a leader, that is, you are a leader." **P7:** "It's not the manager, it's the leader. Because principals have ideas, they have ideas about it, leaders have ideas with their friends."

**P5:** "I believe that in a universal sense, it should be assimilated and I believe that the values of a school principal are important in both national and universal sense while addressing the values."

**P8:** "I think that as a school principal, you will be able to work with more love and more enthusiastically."

**P3:** "The school principle will know the people of different socio-economic dimensions in their different values, in different status judgments in the different layers of the society, who will know the society very well."

**Views of School Principals on Positive Human Dynamics on Management upon Values**

Questions were asked to the school principals about the positive human dynamics of management upon values, "What can be the reaction of the employees in the organization to the management upon values style?" and "How does the management upon values propel people to their emotional and intellectual attitudes?" When school principals were asked about the management reaction to values with the staff at the school, they often expressed that they had received "positive reactions" and that employees were more "integrated with the organization". Sub-themes of school principals' responses are given in Table 4.

**Table 4:** Distribution of the Theme of the Positive Human Dynamics of the School Principles by Sub-Themes

| Theme | Sub-Themes | Frequency |
|---|---|---|
| School Principles ' Views on the Positive Human Dynamics of Management upon Values | Positive Reactions | P6, P8, P9, P10 |
| | Integrated With The Organization | P1, P4 |
| | Reduction Of Conflicts | P2 |
| | Increasing Efficiency | P3 |
| | Doing Job With Love | P5 |
| | Feeling Yourself Precious | P7 |

**P6:** "Although it is generally positive in the organization, it can be against it. I disagree, it can be reactions in the form of disapproving. But it's usually positive." **P8:** "… It will necessarily push positive attitudes, but here it is necessary to establish a good thing, the balance should be set up well." **P9:** "… if you can persuade people or good leadership, if you show a good leader attitude, I don't think too much of a negative thing." **P10:** "If the administrator does not force them to

impose their values, or if they do not attempt to manipulate them through unreasonable values, it is positive."

**P1:** "... he/she will find self acting in accordance with the objectives of his/her organization and will do his/her utmost to benefit the organization at the top of his ability." **P4:** "… organizational commitment has grown dramatically; corporate culture has developed so much because we gave them a goal to see that the target was the right target was another thing."

**P2:** "Conflicts happen, you know that in society inevitably some people do not adopt these values, did not absorb. ... I've always taken this job with a lot of consultations, talk, respect, and love."

**P3:** "... efficiency is increasing economically and we make more use of our friends."

**P5:** "When it comes to the fact that the school principal has found itself, it can have a positive effect on both the teacher and the staff. Consequently, we can see that the staff draws their own way in doing or not doing their job."

**P7:** "… the most important benefit of managing the institution with values is that staff always feel that they are valuable."

**Views of School Principals on the Evaluation of External and Internal Environment in an Institution Where Management upon Values are adopted**

**a) School principals' opinions on the evaluation of the internal environment in an institution where values and management are adopted**

Asked about the evaluation of the internal environment of an institution that school management adheres to by management upon values "How are the attitudes and behaviours of the teachers and the employees in the school which are implemented in the form of management upon values?". When employees are asked about their attitudes and behaviours towards a school where the school principals are actively involved in the management upon values in a school, they express that they are "loving and respecting each other" and "positive and constructive behaviours" towards each other. Sub-themes of school principals' responses are given in Table 5.

**Table 5:** Distribution of the Theme of the Evaluation of the Internal Environment in an Institution Where Management upon Values Are Adopted by the School Principals by Sub-Themes

| Theme | Sub-Themes | Frequency |
|---|---|---|
| Opinions of School Principals Regarding the Evaluation of Internal Environment in an Institution Where Management upon Values Are Adopted | Love and Respect | P1, P2, P6, P7 |
| | Positive and Constructive Behaviours | P3, P5, P9 |
| | Effective Communication | P8, P10 |
| | Friendly | P4 |

**P1:** "... they think may be useful for the institutions to the extent they act together with respect and love towards each other." **P2:** "... love, respect because you meet at a common value." **P6:** "More respectful, more humane, a sense of helping each other more." **P7:** "... The organizational culture reveals that it respects the values it foresees, at least."

**P3:** "Attitudes and behaviours are very positive and constructive. They become complementary people who complete each other's deficiencies." **P5:** "Definitely management upon values is pushing people to positive attitudes." **P9:** "I think they will be more supportive."

**P8:** "... I think that if you initiate the interaction process between the employees of the institution over values. I think it will increase communication." **P10:** "... After achieving this in my own school, we had a really good communication with friends."

**P4:** "Friendly, fraternal."

**b) The opinions of the school principals on the evaluation of the external environment in an institution where management upon values are adopted**

Asked about the evaluation of the school principals by the external environment of an institution that the management upon values adhere to, the question "What attitudes and behaviours of teachers can lead to changes in the opinions of external stakeholders about the school?" When asked about the views of school principals on how external stakeholders perceive an organization that is actively managing upon values, it is often stated that external stakeholders are parents and the school environment is neighbours. Parents and the school environment have expressed that neighbours have positively reacted to the school and that school union stakeholders have gained more trust due to unity and solidarity in the school. Sub-themes of school principals' responses are given in Table 6.

**Table 6:** Distribution of the Theme of the Evaluation of the External Environment in an Institution Where Management upon Values Are Adopted by the School Principals by Sub-Themes

| Theme | Sub-Themes | Frequency |
|---|---|---|
| Opinions of School Principals Regarding the Evaluation of External Environment in an Institution Where Management upon Values Are Adopted | Positive Reactions | P1, P2, P4, P5, P7, P8, P10 |
| | Confidential | P3, P6, P9 |

**P1:** "These external stakeholders are affected positively from such an educational environment." **P2:** "... accepted by external stakeholders. He is positive, so he sees positively." **P4:** "It was positively reflected that the change in their teacher was outside of the parents and this means that our external stakeholders are parents." **P5**: "Usually we can see the connection with this positive approach." **P7:** "There are positive responses from teachers and institutions that have common values and act on those values at a rate of 90-95%. Because it begins to see the partnership in the stakeholders." **P10:** "Teachers also reflect on him the situation of the guardian. So that thing is disappearing, the negative reactions or comments disappear." **P8:** "… in the process of converting negative perceptions from the negative to the positive, it is necessary to consider the values that exist in the pre-acceptance of the people living in the society."
**P3:** "Teachers in the institution that there is a close connection between the institution, there is strong links between the school administration and all employees, if you can give out that the outside people think that these links are trust." **P6:** "A guardian with a sense of trust is more peaceful and our job becomes easier." **P9:** "I think it'll give you more confidence."

**Views of School Principals on Effective Use of Methods and Tools on Management upon Values**

**a) School principals' opinions on the effective use of methods and tools in an institution where management upon values are adopted**

In an institution where school administrators adopt management upon values; "What should be the method of a mentor who wants to activate the management upon values style in one's organization?" and "Where should he/she start? Which way should be followed?" were asked. It is stated that school principals must first make "observations" in order to be able to activate management upon values. Through observation, they can recognize people, schools and the environment; schools and employees will be able to identify their problems and create common values in this direction. Later on, "being savvy", "empathizing" and "giving confidence" with employees were expressed as effective methods. The sub themes of the answers given by the school principals are given in Table 7.

**Table 7:** Distribution of School Principals' Opinions on the Effective Use of Methods and Tools in an Institution where Management upon Values Are Adopted by Sub-Themes

| Theme | Sub-Themes | Frequency |
|---|---|---|
| Opinions of School Principals on Effective Use of Methods and Tools in an Institution Where Management upon Values are Adopted | Observation | P4, P9, P10 |
| | Be Savvy | P1, P8 |
| | Setting Up Empathy | P2, P7 |
| | Give Confidence | P3, P6 |
| | Positive Attitude | P5 |

**P4:** "What's the problem, why? Then, after a long observation period after that problem, I was able to solve the problem." **P9:** "I'm just at the observation. Locally I have to see a piece of the piece as I need to see. What does this school need? What do these kids need? What do parents expect from us?" **P10:** "It must start with observation. They should observe each staff member separately. They should learn their values and be able to reach common values through those values."

**P1:** "… regardless of the idea, understanding, approach, regardless of the approach is to carry." **P8:** "Must be open to communication. Ideas must be respectful of thoughts."

**P2:** "Firstly, empathy, assimilating values." **P7:** "First, you have to apply the human method first, so what can happen to people? What can he live on? He/she has to act on purpose, knowing that he/she has the possibility of experiencing them."

**P3:** "Everybody will know the point of stopping this message first; trust. Secondly, in all the events that will take place in this environment, we give the message that a strong administrator will stand behind them in a sound voice." **P6:** "The basis of everything is that people trust you."

**P5:** "He does this by exhibiting a positive attitude."

**b) The opinions of school principals about transferring management upon values style to employees**

"What tools should the school principal use to convey and promote the management upon values style with the employees in the school?" was asked about the transfer of school principals' management style to employees. It is emphasized that principals who want to activate management upon values in their school should primarily organize and emphasize "social activities" in order to create successful and effective values for the organization. Through social activities, school principals think they can create a link between the employees in the school and create effective communication channels. Sub-themes of school principals' answers are given in Table 8.

**Table 8:** Distribution of the Theme of the Opinions of the School Principals about Transferring Management upon Values Style to the Employees by Sub-Themes

| Theme | Sub-Themes | Frequency |
|---|---|---|
| Opinions Of School Principals To Transfer Management upon Values Style To Employees | Social activities | P1, P2, P3, P5, P8, P9, P10 |
| | Human relationship | P4, P6, P7 |

**P1:** "…. can be focused on social cultural activities." **P2:** "The priorities are coming together from time to time with them both in school and outside the school." **P3:** "…even though they send a flower, even though they have a small heart, they can show their positive attitudes and behaviours towards the manager." **P5:** "We do different activities, for example, when we have a funeral when we have a condolence." **P8:** "…. in events such as important days and weeks, you can share them with people around you in a certain way, by sharing your experiences in this process." **P9:** "… apart from the business environment, people should come together and bring the identities on us aside in the social environment." **P10:** "The best for this is actually special days."

**P4:** "I have used human relations, I have shown that all of them can be done on every individual basis in essence, or I have shown that it can be successful." **P6:** "For example, I don't call the servant or the student for calling a teacher, I am directly to communicate. I know that one-to-one communication is very strong." **P7:** "The most important thing is to appreciate the teachers and students."

## 4. Discussion and Conclusion

The results of this part of the study, which defines the principals' opinions on management upon values, are discussed and suggestions are presented in line with the results.

In the research, when the opinions of the school principals about how management upon values style can be formed in their organizations, it is seen that the sub-theme called in acting jointly is expressed more frequently than other themes. In a school where management upon values are intended to be activated, it is desirable to come together with the employees in the school and to create common unity rather than individual values. In determining the common values of schools, students, parents, teachers, administrators, such as the association with the opinions of everyone related to the organization of common values should be formed and a study conducted by teachers in this research, especially emphasized it coincides with the results of this research (Gursoy and Buyukbas, 2002; Sisman and Turan, 2001; Ozen, 2008). Gursoy and Buyukbas (2002) state that participation in the process of determination of corporate values is important in terms of ownership and commitment. A school principal who wants to activate governance with values in one's organization can explain to the employees first what this is, and draw a route to him and plan what needs to be done to meet the common values. This can provide unity to act jointly. Because, as a result of the observations, it was observed that some of the employees and, partly of the school principals, did not know what the management upon values meant. It is recommended to explain management upon values issues to both teachers and managers in in-service training. Thus, this method may appeal to some managers to activate in their organizations.

When asked about the opinions of school principals on the way of management upon values and the effect of the management upon values style on the institution, it is stated that the employees are "self-appointed" and "happy at work". Following this, it is stated that employees will work more efficiently and effectively. Satisfaction or unsatisfaction of the teacher in the business life can affect the structure and functioning of the school. It can be said that the attitudes of teachers with high level of satisfaction to work are more positive, willing, efficient and effective (Altinkurt and Yilmaz, 2012). In addition, according to the results of the research conducted by Vurgun and Oztop (2011), the employees with the organizational value system; they showed a strong relationship between commitment to the organization, job satisfaction and organizational success. Ercetin (2000) states that it is important that the values of the individual and the organization are compatible and similar; and it will contribute to the peace and success of both the individual and the organization in which he/she works. In the institutions where primary school teachers work; When the values are determined and the opinions about the human relations after the values are determined, that teachers' relations with each other were at an adequate level and that human relations are getting better after the determination of the values. After determining the values in this context, more emphasis on teamwork; full participation in activities related to the organization; trust, tolerance, care, respect, communication, appreciation and praise and benevolence and cooperation, communication and interaction among individuals (Ozen, 2008). Every organization has an effort to reach its goals effectively and efficiently. This study also demonstrates that school principals who want to activate management upon values can observe the positive effects on the employees. It can be suggested that a school principal, who realizes the happiness and efficiency of the employees in the organization due to work, can apply to management upon values for the effectiveness and efficiency of the school.

When asked about the characteristics that should be in a school head that management upon values style, the theme "advanced human relations" is more expressed. These values are directed to the human relations and sociality of the organization. Such values are defined by Hofstede (1984) as female values. Turan, Durceylan and Sisman (2005) also stated in their study that inter-human relations are important for managers. It can be considered as an effective method to ensure unity and solidarity in the organization with effective human relations and to unite all kinds of people for a single purpose. In-service training is only recommended by experts for effective communication and management courses for school principals.

In an organization where management upon values are active, the opinions of school principals on attitudes and reactions to management upon values in relation to employees are related to the "positive reactions". According to the study results of Beldag and Yaylaci (2015), employees' attitudes towards corporate values applied to employees participating in the survey found that they had positive attitudes towards corporate values. Altinkurt and Yilmaz (2010) found a positive relationship between job satisfaction and employee management upon values and organizational justice. Therefore, the high level of job satisfaction of employees allows for organizational commitment and active and productive work in the organization. This result reveals that people's affiliation to their organizations and their being productive is organizational functions. It is suggested that school administrators should be more sensitive and relevant to employees at the school. It should be remembered that in organizations, people do not just come together to work and that socializing is also a human need. It should not be forgotten that when employees feel that they are important and that they are motivated for a common purpose, the most profitable organization will come from it.

The views of school principals regarding the evaluation of the internal environment of the institution are that the employees should be in the "love and respect" attitudes towards each other. When you look at the work done; values such as kindness, benevolence, benevolence, conformity, pleasure from life, success have been revealed (Sahin, 2010, Memis and Guney, 2010). As stated by Basaran (2000), intra-organizational relations are based on mutual solidarity and support. Sharing of values ensures reconciliation in the organization. In addition, it has been determined through researches that the formation and maintenance of unity within the group can be more beneficial than the legal regulations in strengthening positive behaviours and attitudes in the integration of the members for organizational purposes (Sagnak, 2006; Turan et al, 2006). The fact that differences do not come to the forefront and the adoption of the concept of "us" in the organization from the individuality leads to a positive change in the behaviour of people towards each other. It can be suggested that school principals who are experiencing too many conflicts and problems in their organizations can apply this management upon values style to the minimum level.

The views of school principals towards thinking about school, where external stakeholders are active in management upon values, are directed towards "positive reactions". They have expressed a very positive response by the environment and later expressed confidence in it. Beldag and Yaylici (2015) conducted the study; employees' knowledge of and acceptance of corporate values has positively influenced the ways in which work is done and the ways in which they interact with each other and with stakeholders; therefore, this situation has also shown that the institution contributes positively to the perceived image and reputation. They may be in a negative attitude towards schools which are in bad and negative environments in terms of socio-economics. School principals or school employees who want to reduce or eliminate negative stances and attitudes of external stakeholders can work together to tackle problems by unifying around common values. As a result, they can transmit a positive air to the outside and create a feeling of trust.

They have expressed their opinion that school managers should make an "observation" when they are asked which method they can apply to activate management upon values. Arguden (2004) argues that managers' values are important in terms of using appropriate organizational techniques; it is necessary to have an idea of the values of the employees in the organization in order to be able to create effective induction systems; increased trust and motivation within the institution through shared values; and thus the quality of the decisions and actions taken has also increased (Cited in Vurgun and Oztop, 2011). Observation can be said to be an effective way to learn the values of employees in the organization. School principals who are new to school or want to establish positive relationships with employees may prefer to organize meetings as a formal method. If you want to know about people and want to understand the school climate, it is thought to be more effective and beneficial to make observations before the action. It may be easier for school principals to identify employees if they create a warm environment by making formal or informal interviews with individuals and small communities in order to be able to recognize them

without overwhelming them. Outside the school principal's identity and status, he/she can focus on actions that are positive for the people at school and to get to know them well.

When they asked the school principals what tools they could use to activate the management upon values, they expressed the opinion of organizing "social activities". School principals expressed their view that social activities will strengthen the link between them and increase solidarity and sincerity in the organization. In the researches carried out (Sezgin, 2007; Sagnak, 2005), when the characteristics of teachers' personal and organizational values are considered more important and priority, it is seen that these values are oriented towards the social environment of the school organization and human relations. A school principal who thinks that there is no tie between social solidarity or employees in his/her organization may organize various activities to bring school staff together on special days or at regular times. Being out of school may be more effective in terms of establishing warm and intimate relationships. It may be an effective way for school principals to strengthen the ties between employees, as well as in school, by organizing social activities outside the school and bringing school staff outside together.

Considering the gender of the school principals, Hofstede (1980) was asked to evaluate the masculinity/femininity dimension which is one of the dimensions of culture. Femininity, love, respect, courtesy of the people in the organization; the dominance of materialist, aggressive, oppressive tendencies is depicted by Hofstede (1980) as masculinity. However, the results of the research revealed that the school principals had similar views. Both sexes; it was determined as a result of the interviews that they gave importance to human relations, they wanted to keep the interpersonal communication strong and they had a deep respect and love for the employees in the school. The school principals, Hofstede's male characteristics defined by the school in the absence of materialist, aggressive or oppressive tendencies, unlike the movement of unity and solidarity in common values and aims to create unity of intentions as a result of the negotiations. They were included in the study because they were informed about the educational status of school principals, values, management, organizational culture and school climate. School principals who have mastered these concepts are expected to better address management upon values, to pay more attention to this issue and to better determine the positive results that will arise as a result of management upon values. As a result of the interviews; it is revealed that teachers who have graduate education are generally aware of the management upon values approach and try to activate this term effectively in their organizations. It is observed that school principals who do not have a graduate education act to partially activate the conceptual framework and requirements related to management upon values. At this point, the seniority enters the circuit. It is stated by the school principals who have spent many years in managerial or school organization as a result of seniority, taking care to protect human relations and communication between people, and trying to activate right and wrong actions in their organizations by distinguishing right and wrong. It was observed that teachers with high seniority were more developed and comprehensive in terms of their ability to manage an organization. However, it was observed that the methods of implementation of management upon values style did not make any difference between the seniority period and the management seniority. It is seen that the school principals in this study have higher skills and awareness about the management of people and organizations than the school principals of the age group. It is seen that the number of teachers in the school has more or less number of school principals, and they affect the social activities and gatherings they have made in order to activate the management upon values. It was determined that school principals in schools with less number of teachers tend to have more tendencies to assemble and do extracurricular activities. It was determined that the school principals in the schools where the number of teachers in the school were more than just the school, and that this effort was not reflected much beyond the school. It has been determined that there are more actions to create unity of values within and outside of school, and it is easier and faster to activate management upon values style understanding.

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