Determining The Reflections of The Types Of Power The Administrators Use on Their Behaviors

Yöneticilerin Kullandığı Güç Türlerinin Davranışlarına Yansımalarının Belirlenmesi

ABSTRACT

When we look at the educational administration, basically the most important factor that keeps a school administrator alive its power source. The use of power resources within the organization and its manifestation into behaviors are the indicators of the prevailing climate in organizations. Research shows that administrators who value and make people feel valuable in the organization are who use power resources in a positive way and this situation affects the organizational atmosphere in a positive way. The power resources used by school administrators who value people positively affect the achievement of organizational goals. Based on the research findings in the literature on power, this research aims to determine the types of power used by school administrators working in primary schools affiliated to the Ministry of National Education in the TRNC in the dimension of school administration processes and to determine the reflections of these power types on administrator behaviors. In line with this purpose, questions were asked to the administrators about "the use of power types and their behavior".The theoretical structure of the research consists of researches on administration, power and power types. In the research carried out based on the qualitative research approach, a group of 15 school administrators working in primary schools affiliated to the Ministry of National Education of Northern Cyprus in the 2021-2022 academic year was formed. To obtain the data, interviews were conducted at predetermined locations and times, lasting between 45 and 60 minutes each. In the interviews, a semi-structured interview form consisting of questions developed by the researchers and prepared by taking the opinions of Expertises in the field was used. During the analysis of the data obtained as a result of the research, the "content analysis" method was used. In the findings obtained from the research, it was seen that the administrators define themselves as people who use the powers that positively affect the climate in the organization and show behaviors in this sense while determining the types of power they useIt is thought that the results of the research will shed light on the researchers doing research in this field and the TRNC Ministry of National Education and support the researches to be done on the subject.).

Keywords: School administration, power, power in administration, types of power, reflection of power types

ÖZET

Eğitim yönetimine bakıldığı zaman, temelde bir okul yöneticisini ayakta tutan en önemli faktör; sahip olduğu güç kaynağıdır. Güç kaynaklarının örgüt içerisinde kullanılması ve davranışlara dökülmesi ise, örgütlerde hakim olan iklimin göstergesidir. Araştırmalar; örgütteki bireylere değer veren ve bunu hissettiren yöneticilerin; pozitif yönde güç kaynakları kullandıklarını ve bu durumun da örgüt havasını olumlu yönde etkilediğini göstermektedir. İnsana değer veren okul yöneticilerinin, bu yönde kullandıkları güç kaynakları, örgüt amaçlarına ulaşımı olumlu yönde etkilemektedir. Yapılan bu araştırma, güç konusunda yapılan literatürdeki araştırma bulgularına dayanarak; KKTC'deki Milli Eğitim Bakanlığına bağlı ilkokullarda görev yapan okul yöneticilerinin, okul yönetim süreçleri boyutunda kullandıkları güç türlerinin belirlenmesini ve kullanılan bu güç türlerinin yönetici davranışlarına olan yansımalarını belirleme amacı taşımaktadır. Bu amaç doğrultusunda yöneticilere "güç türlerini kullanım alanları ve kullanım davranışları" konusunda sorular sorulmuştur. Araştırmanın kuramsal yapısını; yönetim, güç, güç türleri ile ilgili yapılan araştırmalar oluşturmaktadır. Nitel araştırma yaklaşımı temel alınarak yürütülen araştırmada, 2021-2022 öğretim yılında Kuzey Kıbrıs Milli Eğitim Bakanlığına bağlı ilkokullarda görev yapan 15 kişilik okul yöneticisi grubu oluşturmuştur. Verileri elde etmek için önceden belirlenen yerlerde ve zamanlarda, her birisi 45 ile 60 dakika arasında süren, görüşmeler yapılmıştır. Görüşmelerde, araştırmacılar tarafından geliştirilen ve alanında uzman olan kişilerden görüş alınarak hazırlanan sorulardan oluşturulmuş, yarı yapılandırılmış görüşme formu kullanılmıştır. Araştırma sonucunda elde edilen verilerin çözümlenmesi sırasında, "içerik analizi" yöntemi kullanılmıştır. Araştırmadan elde edilen bulgularda; yöneticilerin kendi kullandıkları güç türlerini belirlerken; kendilerini örgütteki iklimi olumlu ve pozitif yönde etkileyen güçleri kullanan ve bu anlamda davranışlar gösteren kişiler olarak nitelendirdikleri görülmüştür. Araştırma sonuçlarının, bu alanda araştırma yapan araştırmacılara ve KKTC Milli Eğitim Bakanlığına ışık tutacağı ve konu ile ilgili yapılacak olan araştırmaları da destekler niteliğe sahip oldukları düşünülmektedir.

Anahtar Kelimeler: Anahtar Sözcükler: Okul yönetimi, güç, yönetimde güç, güç türleri, güç türlerinin yansıması

Tolga Gürçimen [1] 🆔
Orçun Ayda [2] 🆔

INTRODUCTION

Background of the Study

Administration is the effective and efficient use of resources in the light of the policies determined at the beginning of the process in order to achieve the predetermined goals of the organizations(Taymaz, 2009). School administration, on the other hand, is the implementation of educational administration in a limited area,

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[1] MSc, Cyprus University of Health and Social Sciences, Faculty of Education, Educational Administration and Supervision, Güzelyurt, KKTC
[2] MSc, Cyprus University of Health and Social Sciences, Faculty of Education, Educational Administration and Supervision, Güzelyurt, KKTC

in schools (Bursalıoğlu, 2008). The school is a part of the educational organization, the organizations in which the previously taken decisions and policies are implemented. On the other hand, school administration is the structure that ensures that education and training services operate in the most effective way in line with the purposes of education (Demirtaş and Güneş, 2002). The people who will fulfill these duties and responsibilities in schools and regulate the functioning of the school are the administrators. According to the traditional understanding, the school administrator is seen as a administrator who acts in accordance with the laws and rules, ensures the provision, organization and use of the resources that the school needs, ultimately strives for the realization of the goals of the school, and aims to protect and maintain the current order. However, in contemporary administration theories, school administrators are expected to act in accordance with leadership behaviors and take on contemporary leadership roles beyond being a administrator (Şişman, 2002).

Basically, the factor that sustains a administrator is considered to be "power". Power and authority are two concepts that are confused with each other. Authority is the right to decide on the necessary plans and policies to achieve organizational goals, to give orders by mobilizing the individuals in the organization, to control the practices, to take action and to determine how the individuals within the jurisdiction will behave (Baş, 2016). Power, on the other hand, is absolute sovereignty (Bektaş, 1993), a means of coercion that enables individuals to take action, and the ability to make individuals do something they are not willing to do by influencing individuals (Beycioğlu, 2007).

Today, when we look at the point reached regarding educational administration, administration has come out of the superior-subordinate relationship and has turned into a mutual struggle between the administrator and the employee to reach the goals of the organization in cooperation and reconciliationIn studies on school administrators, it has been seen that teachers need leaders who actively participate in school activities, not administrators (Turan, 2015). It can be said that effective administration is not possible with the use of power, but actually with the leadership behaviors of the administrators, and the commitment of the teachers to the organization and their willingness to fulfill their responsibilities are concepts related to the behaviors of the administrators. For this reason, administrators have to know the different personality traits of the teachers serving in their schools and to know their employees well while determining the administratorial behaviors.

Statement of the Problem

This research is based on the determination of the ways in which the power sources used by school administrators in administration are reflected in their behaviorsResearches emphasize that it is easier and more effective to achieve organizational goals in organizations with administrators who value people (Bursalıoğlu, 2010), and that knowing the human nature in the organization and determining administration behaviors in accordance with nature in the organization are important for peace in the organization (Schopenhauer, 2017). From this point of view, the statement of the problem of this research is "to determine how the types of power that school administrators use in their organizations during the administration process are reflected in their behaviors".

Purpose and Significance of the Study

This research aims to determine how the power sources used by the administrators in their schools are reflected in the behavior of the administrators. The research is a qualitative study and is based on determining the points where primary school principals are affected by the types of power they use in their schools. It is thought that the findings to be obtained in the research gain importance in the subjects of "knowing the power resources of the administrator in the administration" and "determining how the power resources used by the administrators are reflected in their behaviors".

Based on the findings of this research in Northern Cyprus, it is thought to offer suggestions to the Ministry of Education about informing the people who will be administrators about power resources and training them to gain skills about appropriate administration strategies and determination of behaviors suitable for power resources to be used in the administration process.

THEORETICAL FRAMEWORK

Power in Management and Power Resources

The concept of management is a process that includes activities such as decision-making, planning, organizing, influencing, controlling and evaluating as a result of bringing together resources in a meaningful way and in line with the predetermined objectives in the organization by a leader in order to achieve the goals. The concept of educational management is the structure that covers the shaping of all management skills in the

field of education (Karasel, 2019). On the basis of the concept of management lies the administrator and the administrator's process of managing organizations and the power sources they use in this process.

The concept of power has been evaluated in many ways by researchers. An individual with power retains the ability to make other individuals act in line with their own will and to make them do whatever they want (Pfeffer, 1992). With its most general definition, power is the ability to influence and direct individuals (Lunenburg & Ornstein, 2013). The fact that the administrator can get the employees she manages to do work with her own power expresses the effect, while the ability of the administrator to reach her own goal with the ability to influence the employees expresses the power (Aslanargun, 2009). Power is the ability to choose someone in reaching the goal. The effect, on the other hand, is the actualization of these targeted results (Çolak, 2007).

A person with power and ability to influence individuals doesn't always need to have a positionIf the power holder holds a position, this is explained by the concept of authority. The concept of authority is the ability to influence within an organization given legally to people in a position. (Can, Aşan ve Aydın, 2006). The concept of authority emerges from the combination of power and position (Çolak, 2007). Authority arises depending on the task purposes of the subordinates and superiors in the organization, and power arises depending on personal goals. As a result, authority is a type of use of power (Şakar, 2013). The concept of power has different types apart from the use of authority. If we take a brief look at these varieties, they are:

1- Coercive power:

It is the administrator's display of compelling behaviors in subordinate-superior relationship to make the employees obey the order or achieve the goal by forcing or punishing. This type of power is the ability of the administrator to eliminate the unsupported behaviors of his subordinates in the organization or to create the desired behavior on the subordinates through punishment (Hoy & Miskel, 2012). All moral behaviors that create a sense of fear on individuals in the organization are the sources of coercive power (Özhan, 2016).

2-Reward power:

This type of power is a power based on the opposite of coercive power. It is the ability of the organizational administrator to influence the behavior of the members of the organization through the rewards used to create the desired behavior (Hoy & Miskel, 2012). It arises from the administrator's authority to allocate organizational resources. The administrator makes his subordinates feel his power with rewards after reaching the goals (Çalışkur, 2016). Rewards can be moral or material (Özhan, 2016).

3- Legal power:

It is the power that arises from the administrator's position in the organization and is legally given to him by the organization's management. It is the administrator's influence on the behavior of subordinates by taking power from his official position. The administrator uses his authority to give orders to his employees and acts based on laws and regulations (Çalışkur, 2016). Legal power is not a personal power but a power based on organizational hierarchy. For this reason, Weber (1947) sees legal power as synonymous with authority (Cited by Asar, 2021).

4- Expertise power:

Expertise power is one of the personal power of administrators (French and Raven, 1959), which is also accepted as knowledge power by some researchers (Aydın, 2016), and it is the ability to create the desired behavior on subordinates with the effect of special knowledge and skills (Hoy and Miskel)., 2012). Expertise power is the long-term ability of the administrator to show his/her subordinates his/her individual equipment such as knowledge, skills and abilities. In complex organizations, the power of Expertiseise becomes even more important (Luthans, 2011).

5-Charismatic power:

It is the ability of the administrator to provide the desired behavior by gaining admiration on the members of the organization due to his personal characteristics (Hoy & Miskel, 2012). The individuals in the organization accept the orders from them without question because of their admiration for the administrator. According to Robbins and Judge (2012), as the love, respect and admiration felt for the administrator by his employees increases, so does the power and influence of the administrator on the employees. Since the desired behavior changes in this type of power are approved by the employees in advance, it is quicker for administrators who use this type of power to bring about behavioral changes on their employees (Özhan, 2016). There is no pressure or coercion in charismatic power. Charismatic power is a type of power based on admiration, appreciation, love, respect and trust towards administrators (Bayrak, 2001).This research aims to determine

how the power sources used by the administrators in their schools are reflected in the behavior of the administrators.

METHODOLOGY

Research Design

This research was prepared by qualitative method. Qualitative research method is a type of method that has important features such as providing sensitivity to the natural environment, having a participant role of the researcher, having a holistic approach, flexibility in the research design, revealing perceptions and having an inductive analysis (Yıldırım & Şimşek, 2013). Qualitative research is defined by Yıldırım and Şimşek (2013) as a process of revealing perceptions and events in a realistic and holistic way in the natural environment through many data collection methods such as observation, interview, metaphorical expression, and document analysis. In this context, qualitative research provides sensitivity to the social context in which the research is produced (Kuş, 2003).

The most frequently used qualitative method, the interview technique, was used in the research. The reason why the interview is one of the most common data collection methods used in qualitative research is that this method is quite powerful in terms of revealing the data, opinions, experiences and feelings of individuals and is based on conversation (Yıldırım & Şimşek, 2013). In the research, semi-structured interview technique, which is one of the three types of interview technique, was used. Semi-structured interview technique is a technique in which interview questions are predetermined and data are collected with these questions (Karasar, 1998).

Population and Sample/Study Group/Participants

The sample of this research consists of administrators working in TRNC Ministry of Education primary schools in the 2021-2022 academic year. A total of 15 administrators were selected for the research. The sample used was chosen in accordance with the "easily accessible case sampling" of the purposive sampling approach. Purposive sampling is expressed as a method in which the researcher uses her own judgment about whom to choose (Balcı, 2005). Easily accessible case sampling generally refers to a working environment where the researcher has easy access and will not have any problems while obtaining permission (Yıldırım & Şimşek, 2016). Easily accessible, or in other words "convenience sampling", is based on fully available items that are quick and easy to access (Patton, 2005).

Data Collection Tools

In the research, "semi-structured interview" technique was used to collect data. In this technique, the researchers prepare the interview form that includes the questions they plan to ask in advance. Depending on the flow of the interview, it can affect the flow of the interview with different side or sub-questions, enabling the person to open their answers and give details (Türnüklü, 2000). While determining the interview questions, opinions were taken from three academicians, one of whom is a Turkish language expert and the other two experts in the field of educational administration, and thus the interview questions were given their final form. The interview questions created are as follows:

Question -1:

What is your attitude towards the teachers who negatively affect the achievement of the goals of your organization? Please explain.

*Would you inflict any form of punishment or fear on these teachers? Give examples of your punishment or intimidation methods.

Question -2:

Do you use the legal powers your position gives you? (Examples of Legal Power: Restricting permissions, assigning the task in writing, writing the situation to the Ministry of Education, reporting to the Inspection Office, etc.)

* If you use this power, in what situations would you need it?

Question -3:

As the administrator of the organization, do you reward those who contribute to the process when the goals set in the organization or the desired success are achieved?

* Give examples of material/moral rewards you frequently use.

Question -4:

Do you try to impress the teachers in your organization by using your own special aspects, skills or individual talents?

* When do you use this method the most?

Question -5:

Do you have expertise in leadership and management (master's/doctorate) or do you have previous trainings/courses?

* If you have education in the field, in which situations do you use the knowledge and skills you have acquired during the education?

Data Analaysis

During the analysis of the data in the research, the "content analysis" method was used. Content analysis is a systematic analysis of written and oral material and is the coding and quantification of what is said or written (Balcı, 2004). According to Miles and Huberman (1994), content analysis is done in four stages. These stages are: a) Coding the data, b) Finding the categories, c) Arranging the codes and categories, d) Identifying and interpreting the findings.

a) Coding of the Data: The information obtained and analyzed during the interviews was compiled by giving numbers to the lines. Then coding was done. The coding list was read separately by the researchers and it was aimed to achieve a "consensus", and revisions were made at the points where there was no consensus.

b) Finding Categories: The determined codes were gathered under the created categories. Thus, it was tried to find common aspects between the codes.

c) Arranging the Data According to Codes and Categories: In order to convey the opinions of the participants to the readers, the researchers gave numbers starting from 1 to each administrator (For example, for the first administrator = A.1). While participant opinions were given in the findings in the interview questions, the executive codes quoted in parentheses were written by quoting the administrators' opinions.

d) Description and Interpretation of Findings: The findings obtained as a result of the interview questions asked to the administrators participating in the research and the interpretation of the findings are discussed in this section.

FINDINGS AND INTERPRETATION

The findings obtained from the research are interpreted and the citations of these findings are as follows, respectively.

Table 1: Administrative behaviors towards teachers that negatively affect achieving goals

OPINIONS		N	%
I do not use coercive power	I remind the goals of the organization (N=8) I try to solve the problem (N=6) I will be open to communication / I will make individual conversations(meetings) (N=6) I try to act together (N=3) I inform about the negative results (N=3) I will be tolerant (N=2) I guide (N=2)	30	83,3
I use coercive power	I warn the teacher. (N=5) I will forward the matter to the higher authority. (N=1)	6	16,6
	TOTAL	**36**	**100**

Table 1 shows school administrators' use of coercive power and their behaviors related to this power. As can be seen in the table, the majority of the administrators participating in the research (83.3%) stated that they do not use coercive power in their management processes. The administrators who do not prefer the use of coercive power mostly prefer to "remind the teachers about the goals again, try to solve the problem and make individual interviews using their communication skills", respectively. The following quotations can be given as examples of the findings related to the behaviors of administrators who do not prefer the use of coercive power.

"I do not engage in a coercive or punitive attitude. By meeting with the teachers who caused the problem individually, I remind them of the goals of the organization." (Y-5)

"I do not take a stand against teachers who negatively affect the goals. I try to identify what the problem is and try to find a solution."(Y-12)

According to findings seen in Table-1, a small number of administrators (16.6%) who prefer the use of coercive power show the behaviors of "warning the teacher and forwarding the matter to the higher authority " as a coercive power against teachers who negatively affect reaching the goal. Administrative behaviors using coercive power can be exemplified as follows:

"I warn the teachers who negatively affect the goals and if it is not effective, I inform the higher authorities about the problem." (Y-2)

Table 2: Opinions of administrators on the use of legal power in the management process

	OPINIONS	N	%
I do not use legal power	If necessary, I remind the rules at the meeting (N=5) I try to convince (N=4) There was no situation requiring the use of legal power. (N=4) I try to communicate. (N=3) I try to find a solution (N=3) Everyone knows their responsibility, there is no need for it. (N=2) I try to empathize. (N=1)	22	61,1
I use legal power	I give a verbal warning. (N=3) I give a written warning. (N=2) I'll use it if I have to (N=2) I use it if a teacher is against the organizational goals. (N=2) If my warnings are ignored, I use authority. (N=1)	10	27,7
I act according to the situation	I act according to the personality of the teacher (N=4)	4	11,1
	TOTAL	**36**	**100**

The findings obtained from the answers given by the administrators to the question about the use of legal power depending on the position they are in during the management processes are given in Table-2. As seen in the table, 61.1% of the administrators do not use legal power. The behaviors shown by the administrators who do not use legal power are behaviors such as "reminding the rules at the meeting, trying to convince, communicating, trying to produce solutions, and empathizing" according to the frequency of being said. Quotations about administratorial behaviors that do not use legal power are as follows:

"I do not use the legal power that my position gives me. I do not find it right to manage teachers according to the law. When I see situations that go wrong instead of legal power, I prefer to remind the rules in a meeting environment." (Y-8)

"Instead of using legal power, I try to convince teachers about the right things to do." (Y-3)

School administrators, who make up 27.7% of the study group, stated that they use legal power in their management processes. While the most frequently used power by school administrators using legal power was "verbal warning", the least used legal power behavior was "use of authority against teachers who did not take verbal warnings into account". The following are examples of quotations from school administrators using legal power:

"I act in accordance with the teachers' law against teachers who adversely affect the organizational goals. First I give a verbal warning, if it doesn't work, I give a written task or give a warning." (Y-14)

11.1% of the administrators stated that "they act according to the personality of the teachers" in the use of legal power.

Table 3: Administrative behaviors towards teachers that positively affect the achievement of goals

OPINIONS		N	%
I give material or moral reward	I thank in verbal or written. (N=5) I organize spending time as an organization (N=4) I notify the teachers of the success (N=3) I appreciate and praise. (N=3) I encourage (N=3) I use moral reward (N=3) I give verbal reinpowerment (N=2) I give certificates of achievement. (N=2) I let everyone hear about this success (N=1) I talk about the importance of team success (N=1)	27	84,4
I don't give reward or punishment	I don't use rewards/punishments for causing anticipation (N=5)	5	15,6
	TOTAL	**32**	**100**

In the research, the third question asked was about the behavior of school administrators using reward power. The answers of the administrators regarding the use of reward power are shown in Table-3. As shown in the table, most of the administrators (84.4%) are open to using rewards of material or moral value. The most frequently applied award types by the administrators were "thanking , organizing the organization to spend time after success, informing the teachers about the success achieved, appreciating and praising, encouraging and using moral rewards". Examples of rewards used by administrators include:

"I thank the teachers who act in accordance with the goals of the organization and contribute to carrying the organization to the determined goals. I honor them and appreciate their behavior in front of others." (Y-10)

"When we achieve successful results as a school, we organize meals or entertainment activities with the teachers and spend time together." (Y-7)

As seen in the table, a small number of administrators (15.6%) stated that they were not willing to use rewards or punishments in administration because they thought that "it would cause expectations in teachers". This view can be quoted as follows:

"I don't find it right to reward teachers when successful results are achieved. I think such a practice will cause teachers to expect rewards all the time." (Y-12)

Table 4: Opinions of administrators on using their individual characteristics and skills to influence teachers.

OPINIONS		N	%
I use my talents and skills	I use them when teachers' motivation is low. (N=4) I show myself as an example (N=3) I get support from my own communication skills (N=2) I use them to reach the goals of the organization (N=2) I use them when I need to make quick decisions (N=2) I use them to guide the teachers. (N=2) I use them when it is difficult to say things directly (N=1) I use them to correct the wrong teacher behaviors (N=1) I use them when I act as team leader. (N=1) I use them to reveal my leadership qualities. (N=1)	19	73,1
I don't use my talents and skills	I do not use my personal characteristics to influence individuals (N=5)	5	19,2
I sometimes use my talents and skills	I use my personal characteristics from time to time (N=2)	2	7,7
	TOTAL	**26**	**100**

Table 4 presents the findings regarding the charismatic power use behaviors of administrators in their organizations. 73.1% of the administrators stated that they use their own individual characteristics and skills (charismatic power) in their organizations. Administrators most frequently resort to using these features "when teachers' motivation decreases and when they want to show themselves as an example". Quotations from the administrators in this question are as follows:

"I try to convince the teachers and use effective communication skills when necessary. When the motivation of the teachers drops, I give examples from myself and try to increase the enthusiasm again." (Y-15)

"I don't usually want to impress the teachers, but in some cases it is necessary to make a quick decision. At these points, I act using my own characteristics and skills." (Y-9) (Y-9)

19.2% of the administrators stated that they "do not use their individual characteristics and skills in order not to influence the individuals in their organizations". An example quote on this subject can be presented as follows:

"I do not prefer to use my personal characteristics in the organizations I manage. I act more with rules and laws." (Y-14)

The administrators in the 7.7% of the respondents who answered the question stated that they "use their individual characteristics and skills from time to time".

Table 5: Administrators who have postgraduate education and the knowledge they use in the management process

	OPINIONS	N	%
Bachelor	I use what I learned in in-service training courses (N=6) I use my experience (N=2)	8	53,3
Postgraduate	I use my leadership skills (N=3) I use my education with my experience (N=2) I use my education in the decision making process (N=1) I use my education to solve problems. (N=1)	7	46,6
	TOPLAM	15	100

Finally, a question about expertise (master's/doctorate)(postgraduate) was asked to the administrators in the interview and the behaviors towards the use of expert power were tried to be determined. As can be seen in Table-5, the ratio of administrators with and without postgraduate is very close to each other. While administrators (53.3%) who do not have postgraduate use the knowledge and skills they acquired in in-service training courses in their management processes, administrators who have postgraduate most frequently use their leadership skills. Executive citations for these findings are as follows:

"I do not have a master's or doctoral degree in management. I use my own personal experiences in school management and the education I received in in-service training courses organized by the Ministry of Education." (Y-11)

"I have a master's degree in education management. I use the leadership skills I learned during my master's education in school management by combining the knowledge and school experiences I learned in the lessons." (Y-9) (Y-9)

DISCUSSION

In this research, which was conducted to determine how the types of power that school administrators use in their organizations during the management process are reflected in their behaviors, questions about 5 different types of power were asked to the administrators and the findings were obtained. The findings obtained in the research revealed that the majority of the administrators participating in the research do not use coercive power in their management processes. Atmaca (2014), in his study investigating the types of power used by school administrators, found that administrators use coercive power less, similar to the results of this research. Özhan (2016), on the other hand, in his research on the power sources used by administrators, similarly found that the least coercive power was used and the most legal power was used.

When the findings related to the use of legal power in the study were examined, it was seen that the administrators evaluated themselves as not using legal power. Again, according to the research findings, the behaviors of the administrators who do not use legal power are more like reminding the rules in the meeting, trying to convince, communicating, trying to produce solutions, and empathizing. However, in the research conducted by Bulut in 2019, it was seen that teachers stated that legal power was used most frequently by administrators. Similarly, Pamuk (2018) collected data from school administrators and teachers, and found that secondary school administrators used legal power the most, followed by expertise, charismatic, reward and coercive power, respectively. In the study, it was found that the most frequently used power behavior by school administrators who use legal power is verbal warning, and the least used legal power behavior is the use of authority against teachers who do not take verbal warnings into account.

In the research, it has been seen that the most frequently applied reward power behaviors of administrators are thanking, organizing organizations to spend time together as an organization after success, informing teachers about the success achieved, appreciating and praising, encouraging and using spiritual rewards, and they use

the reward power effectively. In his study, Diş (2015), in which he examined the relationship between the power resources of administrators and the organizational climate, found that the reward power and the behaviors of spending time together in the organization positively affected teacher behaviors and cooperation, and reached similar results to the results of this research. In addition, Baydemir (2016) also stated that the increase in the use of reward power reduces the level of anxiety in organizations and the use of reward power is important. Junamiah, See, and Bashawir (2015) found that reward power, charismatic power and expertise power were positively correlated with employees' satisfaction with their administrators in their study, which investigated the relationship between power sources and job satisfaction.

In another finding of the study, it was observed that when administrators were asked a question about the use of charismatic power, they stated that they used their own individual characteristics and skills in their organizations. Somech and Drach-Zahavy (2002) similarly stated in their research that administrators with strong personality prefer to use strong strategies for influencing, while administrators with weak personality use softer strategies and do not give much space to their own characteristics..

In the study, it was seen that administrators most frequently apply to the concept of charismatic power when teacher motivation decreases. Despite this, Sorm and Gunbayii (2018) found in their research on the use of legal power that administrators predominantly use legal power in problems such as lack of motivation.

It has been observed that administrators who do not have postgraduate demonstrate their expertise in management processes by using the knowledge and skills they have acquired in in-service training courses. It has been observed that administrators who postgraduate use their leadership skills most frequently. Karaman (2015) found in her research that school principals use the power of expertise the most.

CONCLUSION

In this study, which aimed to determine the types of power used by primary school administrators in their organizations and the reflection of these types on administrator behaviors according to the opinions of administrators, it was observed that administrators actively use different types of power. The administrators use the five power sources taken as the subject of the research in appropriate places and depending on the teacher's behaviors. In the results obtained from the research, it can be said that the administrators evaluate themselves more positively and use the reward, expertise and charismatic power that affects the organizational climate positively. Since this research is a qualitative study and is aimed at administrators, it may be possible to support it by collecting data about the power sources used by administrators from teachers working in schools in future studies. In this context, the following recommendations can be made based on the research:

✓ By collecting data from teachers, the types of power used by school administrators can be determined from the perspective of the teacher.

✓ The data of the two studies can be compared by applying questionnaires to determine the types of power they use quantitatively.

✓ Research can be conducted to determine whether there is a relationship between the types of power used by school administrators and the human nature of individuals in organizations.

✓ TRNC Ministry of Education can provide education to school administrators on what power sources are and how they are used before they are appointed as administrators.

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