

The Reasons of Teachers to Leave the School Management Voluntarily and their Emotions based on these Reasons: A Phenomenological Study*

Ender KAZAK**

To cite this article:

Kazak, E. (2021). The reasons of teachers to leave the school management voluntarily and their emotions based on these reasons: A phenomenological study. *Journal of Qualitative Research in Education*, 26, 265-291. doi: 10.14689/enad.26.12

Abstract: This study aims to investigate the reasons for teachers to voluntarily leave school management and which emotional states these reasons may cause. This research, designed in the descriptive phenomenological method, was conducted in Duzce in the 2018-2019 academic year with the participation of 13 teachers. The data collected through semi-structured questions were subjected to content analysis. At the end of this study, the reasons for teachers who left school management conflicted with upper and lower management, excessive workload, prejudices based on social identity perception, discrimination and favoritism, teacher, student and parent factor, the influence of family (spouse) and child, not receiving support from upper management and not being valued, financial difficulties and less authority-more responsibility. The findings showed that the emotional states caused by these reasons were unhappiness and anxiety, feeling of depression, failure and inadequacy, mental fatigue and depersonalization, anxiety, dilemma, stress, feeling worthless, anxiety, hurt and reluctance/apathy. At the end of this research, suggestions were made for the solution of the problems faced by the school principals and the negative emotional situations.

Keywords: School principal, leaving management, voluntary separation, emotional state

Article Info

Received: 13 Sept. 2019
Revised: 21 Mar. 2021
Accepted: 21 Apr. 2021

© 2021 ANI Publishing. All rights reserved.

* This study was presented as an oral presentation at the 2nd International Congress of New Searches in Education.

** Correspondence: Duzce University, Turkey, enderkazak81@hotmail.com

Declaration of Conflicts of Interests: None

Introduction

The realization level of educational goals is possible with good management of the education system, especially schools (Arslantas & Ozkan, 2014). Since schools are the most functional part of the education system, all their upper and lower units serve to keep the school alive and contribute to this production of the school (Akcaý & Basar, 2004). The person responsible for the effectiveness of the open system called the school, its adaptation to the environment, its continuity and answering the demands is the school principal (Celikten, 2004). It is inevitable for school principals to encounter problems in school management. These problems may lead to obstacles for principals to fulfill their responsibilities. Therefore, it is crucial to identify the main problems encountered in school management (Memduhoglu & Meric, 2014). With a behavioral approach, focusing only on perceptions to identify these problems, neglecting the emotional and psychological aspects of school principals, that is, ignoring the emotional effects of these problems on school principals, can be seen as a gap concerning studies in the literature (Demirbilek & Bakioglu, 2019; Yucedag, 2017). It is possible that the negative emotions caused by these problems on school principals may affect the roles of school principals negatively and result in leaving school management.

What began in the 1990s after decades of neglect and what is called the emotional revolution is a radical change in our understanding of the emotions' role in organizational psychology and organizational behavior. From the perspective of organizational psychology and organizational behavior, it has been seen that emotions are linked in many ways with behavior in organizational settings (Ashkanasy & Dorris, 2017). In studies on educational management and leadership (Argon, 2015; Sahin, Kesik & Beycioglu, 2017), the tendency to pay attention to the inner world of the individual has gained importance. In this kind of research that deals with leadership and management concerning emotional and social qualities, efforts to understand which emotional states lead the leader/principal to success have become increasingly important as rational thinking and logical processes are insufficient alone (Karadag, 2011).

Today, given that principal selection practices (written and interview) are based on knowledge and skills, the emotional aspect is left incomplete and that is not included in the programs (Karsli, Gunduz, Titrek & Yaman, 2002) shows that these efforts are in contradiction. In short, understanding the emotions of managers and employees and managing them positively is the basic condition of managing the works and relations in the organizational environment in a healthy way (Barutcugil, 2004). In today's dynamic work environments, people feel emotionally more uncomfortable, lonely, depressed, tense, aggressive and stressed. This may lead to behaviors that result in more absenteeism, passivity, less productivity and wear (Awasthi & Yadav, 2016). For this, it is important to know which emotional states are experienced by employees in which problems.

Emotion is a critical component of effective leadership, as leadership is naturally related to emotions (Nikoui, 2015). Emotion can be defined as a "movement" that occurs together with physiological changes in feelings and mental attitudes and explanatory behavior (Barutcugil, 2004). Emotions are the essence of a person's capacity to understand one's own self and to contact others (Harriott, 2014). Goleman (2006) defines emotion as a feeling and certain thoughts specific to this feeling, psychological and biological states, and a series of movement tendencies. According to him, all emotions are impulses that make us act. Even our decisions that we reach through rational thinking and reason are reflected in our behavior by passing through the filter of our emotions at the last stage (Barutcugil, 2004). In fact, emotions are best when excluded from decision-making (Kumari, 2015). Integrating emotions into actions without blindly acting is a good approach to manage emotions effectively (Hohlbein, 2015).

Some studies show that employees who are in a good mood in organizational life will have more positive results in the workplace than their colleagues with a more negative mood (Staw, Sutton & Pelled, 1994). In the light of these explanations, the emotional impulses underlying desire to leave the school management will prompt the person to decide on this matter and then act. Because when the current literature on cognitive psychology is examined, it is seen that cognition and emotion interaction plays a critical role in decision-making processes. Although the role of emotion in decision-making processes has not been fully explained yet (Arıkan, 2012), mood may affect the decision-making process (Barutcugil, 2004; Yılmaz, 2016).

The strong psychological well-being of school principals directly affects their decisions (Uslu, 2016). Employees' moods and emotions are known to affect critical corporate outcomes, such as job performance, motivation, decision-making, creativity, resignation, teamwork, negotiation and leadership (Barsade & Gibson, 2007). The problem-solving skills of school principals are closely related to ensuring internal control and making rational decisions. In addition, emotional factors, such as being sensitive and being emotionally strong, determine a healthier approach to problems (Akca & Yaman, 2009). The presence of emotionally strong principals in the face of problems will positively affect the management processes and contribute to problem solutions. School principals should cope not only with external tensions but also with their own emotions (Austefeld & Stanton, 2004, as cited in Poirel, 2014). It is a fact that school principals who can control their emotions are more effective in performing leadership and management tasks than those who cannot control their emotions, and school principals who cannot cope with problems emotionally have to quit management (Madondo, 2014). In short, it is of great importance that school principals have emotional intelligence competencies (Goleman, 1997, as cited by Sunaryo & Ratri, 2019), which are defined as the ability to monitor and control their own and others' emotions. Emotional intelligence is incredibly important for leadership, which shows the difference between effective and ineffective leadership (Kumari, 2015).

There may be many different reasons to leave the school management voluntarily. The decision-making process is very complex and is associated with many different concepts (e.g., reasoning, feeling, personality and environment) in the psychology literature. Classical economists S. Mill and A. Smith believed that people would make their decisions by maximizing their benefit (Baltas, 2015). The meaning of this concerning our subject is as follows: School principals believe that leaving the management will have more beneficial results regarding their professional or private lives. It can be said that being aware of the costs of leaving school management makes it compulsory for principals, who do not leave their management job even though they think to quit their job, to continue being principal. It is possible to say that school principals, who consider the individual positive outcomes of not leaving although they think of leaving the management and ignore the organizational negative outcomes, may have negative effects on all processes of schools.

There are many problems faced by school principals in schools. There are studies on these problems in the literature. The main problems faced by school principals in the management process are the inadequacy of physical structure, the indifference of parents to the school, the teachers' inability to work efficiently, the lack of budget for the schools, the insufficient maintenance and repair needs and the inadequacy of the places where social activities can be held (Memduhoglu & Meric, 2014). Student discipline problems (Demirtas & Ozer, 2014) and having more responsibility than their authority (Keser & Gedikoglu, 2008) are among the other problems faced by school principals. School principals also experience problems, such as spending more time on student discipline, school management and issues of seniors (Balıkcı, 2016) rather than program development, personnel affairs and their own professional development. In the literature, it is seen as the problems faced by school principals that school principals cannot solve the financial problems of schools because the upper management (provincial and district directors of national education) do not show enough interest in the school principals and they do not have enough managerial skills (Akcadag, 2013). There are studies showing that even the founding principals in the schools that are in the establishment phase encounter many problems regarding the administrative functions of the school, such as the building and infrastructure of the school, bureaucratic procedures, expenditures for the purchase of goods and services, appointment of teachers and staff, and admitting students to the school (Akuzum, 2017). It has been determined by studies in the literature that school principals have problems in many issues, such as relations with teachers, school budget, assistant personnel services, education and environment (Aslanargun & Bozkurt, 2012).

While these problems encountered in schools are experienced by both gender groups, it is possible to say that female school principals may face different types of problems in working life. Working women may face many problems in the process of balancing home and work life. The responsibilities of women regarding childrearing and housework make it compulsory to be at home after certain hours, which lead to the preference of men rather than women in organizational work that requires overtime work. Such situations make it challenging for women to reach higher status and

maintain the status they are in. It is supported by the literature that female school principals have to leave the management due to reasons, such as family responsibilities, exposure to gender discrimination, social prejudice, and wear and that the biggest obstacles in management positions are social judgments and roles (Yucedag, 2017). The increase in membership in unions that are close to the government, the preference of these unions by members who want to advance in their career (Kayikci, 2013), the exposure of school principals who are not close to the government to various pressures and intimidation are other school management problems. As a result, the tendency to leave the job voluntarily emerges due to the evaluation of working conditions (problems experienced); in such an evaluation, the individual reviews the work and work environment in which he/she experiences emotional incompatibility (Cakir, 2001, as cited in Eren, 2007).

In this study, different from the studies in the literature, it has been focused on how school principals experience individual and organizational problems in schools and the problems that form the basis of leaving school management. It has been tried to determine how these problems are interpreted in emotions, in other words, which emotional states are experienced. In other words, due to which problems teachers leave their school management, what kind of emotions do they experience in the face of these problems that cause them to quit school management? Given that school principals who have similar problems and emotions continue to work, it would be correct to say that principals leaving the management is under the influence of many internal and external factors and that emotions are only one of these factors (Usta & Akova, 2015). However, knowing the reasons and emotional states that are effective in leaving the job can contribute to the literature. Making this determination may be important in terms of considering the precautions that can be taken regarding the intention of leaving the management of school principals who have the same problems and same emotions but continue to work. Because the deficiencies of the employees who intend to leave their jobs and the decreases in their service quality accordingly (Cakir, 2001, as cited in: Eren, 2007) necessitate the measures to be taken. In this context, the reasons of teachers who leave school principals voluntarily and the determination of the emotions they experience based on these reasons constitute the aim of the study. In this context, the following questions were sought.

1. What are the experiences of teachers that cause them to leave the school management?
2. What kind of emotions was experienced because of these experiences that caused teachers to leave the school management?

Method

Study Design

This research was conducted in the descriptive phenomenology design, which is one of the qualitative research designs. Phenomenological approach is a suitable pattern for studying effective, emotional and intense human experiences (Merriam, 2013). Phenomenology design is a qualitative research design that questions perceptions and meanings developed by individuals after their experiences (Ersoy, 2016) and focuses on facts that are recognized but cannot understand deeply (Yildirim & Simsek, 2018). This focus requires methodological, meticulous, in-depth depiction and description of how people experience certain phenomena (Patton, 2014). In this study, the "descriptive phenomenology" pattern, one of the types of phenomenology, was used to describe how school principals perceive and experience the problems they encounter in schools, the problems that caused leaving school management, and how they conceptualize the negative emotional experiences that arose especially based on these problems.

Study Group

The purposeful sampling method used in qualitative research was used in this study. In the purposeful sampling method, information-rich situations are selected to conduct the research in-depth for a specific purpose, and in-depth understanding is aimed instead of empirical generalizations (Patton, 2014). The snowball sampling method was used in determining the study group. The snowball sampling method starts with the identification of individuals and situations that can be a rich source of information regarding the problem of the research, learning who the next person to be interviewed in each interview can be. As the process progresses, the obtained names and situations continue to grow like a snowball. In this method, certain names will always come to the fore after a while, and the number of individuals the researcher needs to meet will decrease (Patton, 2014; Yildirim & Simsek, 2018). The study group of this research consisted of 13 teachers (3 females, 10 males) working in the schools in Duzce in the 2018-2019 academic year. The total number of participants who left the school management was 13, two of them in primary school, six in secondary school, and five in high school. The professional seniority of the participants varied between 5 and 31 years. The participants' experiences in school management varied between 4 and 17 years. It was observed that eight of the participants were members of the Egitim Bir Sen trade union; four of them were members of the Turk Egitim Sen trade union when they left the school management, and one participant did not become a member of any union when s/he left school management. While one of the participants completed their master's degree, the others were graduates (Table 1).

Table 1.

Descriptive Characteristics of the Teachers

Participant *	Major	Type of school they manage	The participants' experiences in school management (year)	Experience	Trade Union (during management)
Engin	Turkish	Secondary School	4	13	Egitim Bir Sen
İsmet	Social Studies	Secondary School	7	16	Egitim Bir Sen
Erhan	Social Studies	Secondary School	15	31	Turk Egitim Sen
Samil	Science	Secondary School	15	25	Turk Egitim Sen
Mufit	Turkish	Secondary School	10	20	-
Derya	Branch Teacher	Vocational and Technical Anatolian High School	17	21	Egitim Bir Sen
Semih	Class Teacher	Primary Schhol	12	25	Turk Egitim Sen
Ediz	Class Teacher	Primary School	10	25	Egitim Bir Sen
Beyhan	Bilisim Teknolojileri	Secondary School	4	5	Egitim Bir Sen
Sabri	GOrsel Sanatlar	Anatolian High School.	8	25	Egitim Bir Sen
Zerrin	English	Anatolian High School.	7	17	Egitim Bir Sen
Murat	Geography	Anatolian High School.	8	19	Turk Egitim Sen
Melih	Geography	Anatolian High School.	4	9	Egitim Bir Sen

* Nicknames are used to protect the privacy of the participants.

Data Collection Tool

The data of this study, which was conducted in the descriptive phenomenology design, were collected through individual interviews with principals who left school management voluntarily. In the interview method, unobservable experiences, attitudes, thoughts, intentions, comments, mental perception and reactions were tried to be understood (Yildirim & Simsek, 2018). For this purpose, the literature was reviewed, and semi-structured interview questions were developed. Interview questions consist of two stages. In the first stage, there were questions about the personal information of teachers, and in the second stage, there were semi-structured questions that form the basis of the research. To ensure content validity, two experts experienced in qualitative research were consulted, and the number of questions, which was five at the beginning, was reduced to two, not to lose the focus of this research. To test the comprehensibility of the questions, a pre-application was made with a participant who left the school management. At the end of this application, the questions were revised, and the semi-structured questions were finalized. The data of this study were collected in May 2019. The interviews were conducted in the appropriate environment (library, support education room) and hours determined by the participants using an appointment made in advance. Interviews lasted between 25 and 50 minutes on average. The data recorded in the voice recorder were transferred to the computer.

Data Analysis

Content analysis, one of the qualitative analysis methods, was used in analyzing the data. Through content analysis, it is tried to define the data and reveal that may be hidden in the data. Basically, the process is to gather similar data within certain concepts and themes and to interpret them in a way that the reader can understand. Qualitative research data are analyzed in four stages. The first stage is the coding of the data, the second stage is the finding themes, the third stage is the arrangement of the codes and themes, and the fourth stage is the definition and interpretation of the findings (Yildirim & Simsek, 2018). In the present study, during the coding phase, the data were carefully read by the researcher, and codes were created based on the important concepts within the purpose and questions of the research. Later, the interrelated ones of these coded concepts were categorized. Thus, the resulting categories were gathered under the same sub-theme to form a meaningful whole. In line with the themes created based on the research questions, these sub-themes were gathered under the relevant theme. To determine the reliability of the created sub-themes, the data were transferred to the computer and the created sub-themes were given to an expert from the field and evaluated.

Trustworthiness

To increase the credibility of the research, a literature review was performed during the development of the interview form and the conceptual framework of the research was created. In addition, it was assured that the information obtained from this study would be used for academic purposes and that the names would be kept confidential to ensure that the school principals reflected their real thoughts. The interviews were recorded on a tape recorder. The statements that were transferred to the computer after the interview were shared with the participants and presented for approval of them. There was no statement that the participants want to be excluded, so all the statements were taken. The consistency was tried to be increased by including the expressions of the participants with direct quotations. To ensure the transferability of this research, the design of this research, study group, data collection tool and data analysis processes were explained in detail; findings were interpreted by comparing them with the studies in the literature. To ensure the reliability of this research, a faculty member working in educational sciences who had previously conducted qualitative studies assisted and checked the accuracy of the stages of coding, creating themes from codes, and identifying and interpreting the findings. After these checks, combinations and corrections were made on the sub-theme names. After coding and dividing the emotional states that caused leaving the school management, a faculty member in the field of Psychological Counseling and Guidance helped, and corrections were made in coding and naming sub-themes related to emotional states.

Findings

Contrary to the understanding of seeing the human as one of the inputs of the production process, the contemporary approach in management has required a point of view that cares about people's feelings and thoughts. As it is not possible for organizations, which are a complex social system consisting of people, to be an environment independent of emotions. In other words, our emotions have the power to affect our organizational life as well as our daily life (Cakar & Arbak, 2004). Emotions, such as sadness, anger, fear, anger, grudge, hatred and insecurity experienced by employees in organizational environments (Barutcugil, 2004) may cause emotional problems, such as stress, morale, lack of motivation and burnout in employees. Therefore, it is important to investigate the reasons that may cause these problems, concerning compensation and resolution of both these problems and the negative emotional states caused by these problems.

The views of teachers who voluntarily left the school management were discussed in two themes in the context of research questions: "reasons for leaving school management" and "negative emotions." Later, each theme was coded, sub-themes were reached at the end of this coding, and the comments on the findings were supported by direct quotations that best express the situation.

Reasons to Leave the School Management

First, the participants were asked: "For what reasons did you leave school management?" The analysis results showed that female school principals did not leave due to gender-based discrimination and mobbing. On the other hand, it was observed that the difficulties of being a woman (spouse pressure, having children) and family reasons, combined with other factors, were effective in leaving the management of two female teachers. In the quantitative study of Gunduz (2010), family reasons were the biggest obstacle for female teachers to make a career. Due to the perception in the society, the primary duty of the woman is being a wife and mother, all kinds of responsibilities regarding the family and home are put on the shoulders of the woman, and she is expected to fulfill these responsibilities (Toksoz, 2002). These are the difficulties of being a female manager. It was observed that the difficulties and discrimination experienced by one female and two male teachers based on union membership were effective in their separation from the school management by combining with other variables. It was observed that the reasons for teachers to leave the management are based on more than one reason. The codes and sub-themes created for this theme are given below (Table 2).

Table 2.

The Reasons of Teachers to Leave the School Management

Theme	Sub-themes	Participants
Teachers' Reasons to Leave the School Management	Conflict with upper and lower management:	İsmet, Derya, Semih, Ediz, Mufit, Sabri, Zerrin
	Excessive workload	Engin, İsmet, Melih, Ediz, Semih
	Prejudices based on social identity	Engin, Derya, Zerrin
	Discrimination and favoritism	Erhan, Samil
	Teacher, student, and parent factor	Beyhan, Murat, Zerrin, Derya, Engin
	Family and child factor	Semih, Melih, Zerrin, Erhan
	The difference between law (theory) and practice	İsmet, Ediz
	Not receiving support from upper management and not being valued	İsmet, Erhan, Samil
	Financial problems	İsmet, Samil, Ediz
	Less authority, more responsibility:	İsmet, Beyhan
	Gender factor	Beyhan
	Difference in understanding in upper management	Sabri
	Idealism	Sabri
	Rapid change	Mufit

Conflict with upper and lower management. Conflict with the upper management was one of the reasons for teachers to leave the school management. Upper management meant both the school management and the provincial and district directors of national education. A participant who was a school principal expressed the conflict s/he had with the deputy principal. Some of the teachers' views on the subject are as follows:

...The upper management said to cast a veil over this. The side conducting the investigation, on the other hand, was talking about my involvement in the crime. I had a dilemma... I did what the law said. I was very worn out during this period... (Derya)

I started to feel the authoritarian attitude of the upper management on me. At a meeting where the deputy governor was also present, my manager said to me, if you can't do it, just leave. Therefore, I submitted my letter of resignation... (Semih)

I was at odds with the principal. His actions were wrong. I can't change anything, something is wrong. I did not want to be a partner in this bad management... I didn't want to be a part of bad management. (Mufit)

In this sub-theme, it came to the forefront that the upper management of the school did not consider the opinions of the school principals, exhibited authoritarian behavior, demanded illegal and out of procedure practices. Given the conflicts with the school sub-units, differences in management approach, bad management and appointment of incompetent principals came to the fore.

Excessive workload. According to this theme, another factor that was effective in leaving the school management was excessive workload. One of the reasons for the excessive workload was that the upper management transferred their jobs to the lower

management and the school principals were unable to do their own work. Some of the teachers' views on the subject are as follows:

Some projects in national education are determined only to fill in time. But this burden is left to the deputy directors. Due to this, I couldn't do my administrative work. There are so many things to do. So I have started thinking about quitting management. (Engin)

Also, piling the work on hardworking people... When there is a duty, everybody tells you to do that, not the other deputy managers. It is one of the main reasons for me to quit management. (Melih)

Prejudices based on social identity. One of the reasons for teachers to leave the school management was prejudices based on different social identities. In addition, school principals' membership to a certain trade union and the political background attributed to the trade union damage teacher-principal relations. This is one of the reasons that made school management intolerable. Some of the teachers' views on the subject are as follows:

...Due to teachers having different world views than management, they always feel that they are treated unfairly. Their uneasiness disturbed me, so I quit the management. (Engin)

When I went to school, they labeled me because of my trade union. They got down on me. They thought that I am a big fan of the government... (Derya)

My principal at the school where I was appointed was from the X union. He tormented me a lot. He increased my workload. He gave tasks that cannot be finished in a very short time... I was subjected to mobbing... (Zerrin)

Discrimination and favoritism. Favoritism and discrimination, which reflected in group bias, were among the reasons for teachers to leave the school management. Some of the teachers' views on the subject are as follows:

They treated to managers differently when they feel close to them. When there were managers with different views, they did not care of them. For example, rewarding with salary. If you are not a member of their trade union, you don't have any influence. When we had a request as management, he/she would provide an advantage to those from his/her trade union. Personal identities have come to the fore. (Erhan)

The favoritism started. I was subjected to an unfair slander. I gave up the management... (Samil)

Teacher, student and parent factor. Overprotective behaviors, insults and psychological violence of parents and being exposed to constant complaints by parents were the reasons for teachers to leave the school management. Some of the teachers' views on the subject are as follows:

Actually, I was tired of student and parent. I was exhausted by the overprotection of the parents and the improvements we could not see in the students' behavior. I was exposed to insults and psychological violence from parents at different times. I couldn't say anything to parents and children... (Beyhan)

...When I started dealing with students and parents, things related to discipline tired me. (Murat)

One participant left the management because of the conflict with the upper management causing disobedience in the lower management, and one participant left the management due to the deterioration of his/her old relations with teachers while s/he was the principal. Teachers' views on the subject are as follows:

...When I lost my authority in the province because of the Director of National Education, my relationship with the teachers at my school (mostly female teachers) got worse. They started to disobey and rebel in matters which they had difficulty... (Derya)

...Warming my sincere friends on various issues harmed our sincerity and relationships. That was too much to overcome... When I could not fulfill their demands about the curriculum, my friends' attitudes and relationship breakdown tired me. That's why... (Engin)

Family and child factor. The reasons for teachers to leave the school management were disruptions in family life, not being able to spare time for children and not receiving family support. Some of the teachers' views on the subject are as follows:

Besides the possibility of causing disruptions in my family life, not wanting to neglect my children was effective for me to leave management... The current system is not a system where a principal with children can spend time with their children... (Semih)

...I could not spare time for the children. Not to steal their time and to spare time for them... (Melih)

By the way, I was having problems with my ex-husband as well. He didn't want me to become prominent... He was constantly intervening. It also has a huge impact, so I didn't want to be in management anymore. (Zerrin)

The difference between law/theory and execution/practice. One of the reasons for teachers to leave the school management was the difference in law/theory/practice. It was observed that the upper management of the school causes a dilemma between the law and the executive, and there were conflicts between the theory and practice. Teachers' views on the subject are as follows:

...I gave a low grade to a teacher for some reasons (coming late to class, playing with the phone during class). The teacher objected. The Director of National Education called me to account... (İsmet)

...In theory, I had the dilemma of asking for money while saying that parents are not asked for money. This situation seemed very wrong to me. It was out of my character. The training we received and the practices in the field are not related. (Ediz)

Not receiving support from higher units and not being valued. Another reason for teachers to leave the school management was that they cannot receive support from upper management and were not valued. In addition, the breakdown of the teaching profession and external factors were among the reasons for leaving the school management. Some of the teachers' views on the subject are as follows:

Another reason is that I requested rewards for my teachers. They did not give in two years just because the governor's office does not allow it. How can I encourage my teacher? How can I thank? In short, the principals are working, but the upper management takes the credit... (İsmet)

Quitting is not something that happens suddenly. Many developments happened afterwards. Despite our efforts, we did not see any value, the upper management was not with us, and we could not get enough support, so I want to quit... (Erhan)

Financial problems. The financial problems faced by schools were among the factors that affected teachers to leave the school management. Some of the teachers' views on the subject are as follows:

Orders are not applicable... They are not aware of our problems (financial). We have to do non-functional things. (Samil)

Schools have a lot of financial problems. I was responsible for 6000 square meters. There was no allowance. You are trying to solve it by receiving help from your parents. Financial problems have been one of the reasons that made me tired... (Ediz)

Less authority, more responsibility. The excessive responsibilities of school principals and their limited powers were other reasons for teachers to leave the school management. Teachers' views on the subject are as follows:

...We have no authority but a lot of responsibilities. I had the electrical installation done. There is an electrical leakage, if someone is hurt, I am responsible. (İsmet)

We had so many responsibilities both inside and outside of the school that you are torn between them and you cannot decide which one to fulfill... I fitted my ten-year performance in two years ... (Beyhan)

The gender factor. Dealing with jobs outside of her area of expertise as a female manager and the high number of school and home responsibilities were among the reasons for leaving the school management. The teacher's opinion on the subject is as follows:

There is no external factor in leaving the management. The school had many physical inadequacies. I could not cope as a woman... Working hours were challenging for me as a woman. There was an excess of working hours but no return. It takes a lot from me, but it doesn't give me anything. That's why I left ... (Beyhan)

The difference in understanding in upper management. The difference in understanding in the upper management and the excessive control and lack of trust of the upper management were the reasons for leaving the school management. The teacher's opinion on the subject is as follows:

While the Provincial Director of National Education said, 'the principal does not stay at the school, he is on the field', the District Director of National Education would not want us to leave the school even because of school-related work. Does a District Director of National Education check whether my principal is at school? So, the understanding of the upper management is different. Over control along with power bothered me... (Sabri)

Idealism. One of the reasons for leaving the school management was that a teacher believes that s/he could correct negative student behaviors only by teaching. The teacher's opinion on the subject is as follows:

...Also, when I started to be a principal, I started with the idea that if I cannot do something in terms of academic success and behavior in school, if I cannot do something for society, I will quit the management. We have reached a certain level, but it did not turn out as I thought and wanted. I thought that improving the behavior of students and reintegrate them into the society would not be through management, but through teaching ... (Sabri)

Rapid change. One participant stated that the rapid change caused uneasiness for him and he had difficulty following the change. The teacher’s opinion on the subject is as follows: *“There is no established system. Something is constantly changing. Without benefiting from one system, it is switched to another system. That was also uncomfortable. Change is tiring.”* (Mufit)

The Emotional States Caused by Problems

The second question was asked to the participants: What kind of emotions was experienced because of these experiences that caused teachers to leave the school management? Due to the analyses, it was seen that the emotional states that were effective in teachers' leaving the management were based on more than one experience (Table 3).

Table 3.

The Negative Emotional States Caused by Problems that Cause Leaving the School Management

Theme	Sub-themes	Participants
Negative Emotional States	Unhappiness and unrest	Beyhan, Ediz, Melih, Zerrin
	Depression	Zerrin, Derya
	Feelings of failure and inadequacy	Engin, Beyhan
	Mental fatigue and depersonalization	Mufit, Murat, Ediz
	Desensitization	Ediz
	Uneasiness	Semih, Beyhan
	Dilemma	Ediz, Derya
	Stress	İsmet, Murat
	Feeling worthless	Samil
	Anxiety	Zerrin
	Trauma/self-harm	Engin
	Loss of motivation	Sabri, Erhan

Unhappiness and unrest. It was observed that the emotions that were influential on teachers to leave the management were unhappiness and unrest. Regarding this, Beyhan said: *“...I was threatened by the parents. I was nervous... I was unhappy for all these reasons.”* He expressed his feeling of unhappiness with his reasons. Ediz said: *“...You cannot be happy. You are not satisfied...”* and he stated that the theory-practice dilemma caused him to be unhappy. Melih said: *“You complete every work; you always work while someone is not working. It disturbs you ...”* and he stated that the workload was the cause of unrest. Zerrin said: *“I felt unrest due to the interventions of my ex-wife. Patience, patience, patience!..”* and he expressed his unrest.

Depression. It was observed that depression was another emotion that affected teachers to leave the management. Regarding this, Zerrin said: *"...The fact that what I did was not appreciated because of the situation I was experiencing in the work environment and the mobbing of my new manager made me very depressed. I am very overwhelmed..."* She stated that the problems he had with the school principal overwhelmed him.

Feelings of failure and inadequacy. It was observed that the feeling of failure and inadequacy affected teachers to leave the management. Engin said: *"...While I was trying to not hurt them (teacher friends), I hurt myself a lot. The feeling of failure also emerges because of this..."* He mentioned the emotional effects of the practices that always disturbed some teachers.

On the other hand, Beyhan expressed his feeling by saying: *"...I experienced a feeling of inadequacy because of both the difficulties I experienced in improving the physical conditions and not meeting my expectations regarding the children..."*

Mental fatigue and depersonalization. It was observed that another emotional experience that caused teachers to leave management was mental fatigue. Due to the problems he had with the upper management of the school, Mufit said: *"...I was nervous because I was restless. I was in psychological fatigue because of my experiences with the principal."* Murat expressed his emotional state due to the problems he had with the parents: *"It was very tiring to deal with the parents, I had mental fatigue..."*

Desensitization. It was observed that another emotional state that was effective in teachers' leaving management was depersonalization. Regarding this, Ediz said: *"...After the incident we experienced with the director (in the Directorate of National Education), my idealism is gone... You become desensitized..."*

Uneasiness. It was observed that another emotional state that was influential in leaving management was uneasiness. Semih said that the discriminatory behavior of the upper management caused him to feel uneasiness: *"I perceived it as an attack on my personality. I felt uneasiness and hopelessness."* Beyhan stated that she felt anxious because of the parents' threats: *"I am a woman. I was threatened by the parent. I felt nervous..."*

Dilemma. It was observed that another emotion that causes teachers to quit management is dilemma-conflict. Regarding this, Ediz expressed the emotional dilemma caused by the contradiction between the practice and the information learned from qualified professors: *"I had a dilemma-conflict. But this conflict, theory-practice conflict..."* Derya expressed her dilemma: *"...I had a problem at school because of a student. I had things to do. The upper management told me to cast a veil over it. I had a dilemma..."*

Stress. It was observed that stress was another emotional state that caused teachers to quit management. Regarding this, Ismet stated that the problems at school caused

stress at home: "...I realized that I put myself under stress most of the time. The stress at home started to increase when things go wrong at school. This is the first time I started to question it." Murat expressed that the problems he had with the parents caused him to feel stressed: "Dealing with parents was very tiring for me... Of course, I felt stressed at that time..."

Feeling worthless. It was observed that another emotional state that causes teachers to leave the management is feeling worthless. However, the source of this emotional experience was the processes experienced in out-of-school environments. Regarding this, Samil: "If you went there (to the court), it is believed that you are guilty... At that moment, I felt worthless. It was believed what the family (complainant) said, not me." He stated that he felt worthless due to the accusing attitude of the court committee in slander against him.

Anxiety. It was observed that another emotional state that caused teachers to quit management was anxiety. Regarding this, Zerrin said: "I had anxiety due to my wife's interventions... I had an anxiety disorder. I went to the psychiatrist. My wife put a lot of pressure..." and she expressed her emotional state.

Trauma/self-harm. It was observed that another emotional state that caused teachers to quit management was hurt. Regarding this, Engin said: "I started to hurt myself, not them, because of my sensitivity, because of the fear that I would hurt my friends. When I tried not to hurt them, I hurt myself..." He stated that because of the importance he gave to human relations at school, he started hurting himself not to hurt the teachers.

Loss of motivation. Another emotional state that caused teachers to quit management was the loss of motivation. Regarding this, Erhan said: "...Discriminatory attitudes made me lose my motivation. The decrease in my productivity bothered me and I quit..." According to this participant, who expressed his views on the reasons for leaving the management, this reluctance and indifference are influenced by that principals with the same political view and in the same union were valued by the upper management and they are exposed to discrimination.

Discussion and Conclusion

School principals working in a problematic environment may negatively affect teachers, students, families and society. Knowing which situations in schools may cause the problems faced by school principals, who have a crucial place in educational organizations, can enable taking measures that will facilitate coping with these problems (Cinkir, 2010). In this study, which was conducted to investigate the reasons for leaving the school management and the emotional states based on these reasons, two themes were obtained in the sub-problems of this research.

Results of the Reasons for Leaving the School Management

Although the ratio of being a female principal variable, which is one of the descriptive characteristics of the study group, to all participants was low (three people), it was determined that the dominant reason for leaving the school management differed concerning all three participants. The reasons for a female participant to leave are having severe problems with her spouse and not being able to spare time for children because of being a school principal. Another female principal left the school management because of having to do jobs outside of her area of expertise (physical work of the school) and having time problems due to the school and home responsibilities. The third female principal left the school management due to the pressure of the upper management, which is one of the problems faced by male school principals. In this study, the reason for asking the teachers which trade union they were affiliated with when they quit school management is to understand whether they were subjected to political or trade union pressure and intimidation due to their trade union. It can be said that being subjected to discrimination and intimidation due to their trade union, based on that eight of the teachers were members of the Egitim Bir-Sen trade union and four of them were members of the Turk Egitim-Sen trade union when they left the school management, was not a determinant in leaving the school management. On the other hand, a female principal stated that the school principal, who was a member of a different union from her, made difficulties for her and deliberately increased her workload. Two male school principals also stated that they were subjected to the pressure of upper managers out of school due to their membership in different trade unions.

The source of the problems with the upper management of the school is to ignore the opinions of the school principals, act authoritatively, demand illegal and non-procedural practices. The source of the conflicts with the lower management is the conflicts and mismanagement among school principals and the appointment of incompetent principals. In Sahin's (2011) study, the findings have shown that there is a negative relationship between leader-member interaction and intention to quit, and employees who think that they are not supported by their leaders and the relationship with their leader is not based on mutual trust, love, respect, and appreciation tend to quit their jobs. Erginer and Kose (2012) have found in their studies that school principals return to teaching due to reasons arising from the upper system, the intermediary entity, and the basic system and their personal situations, and they can leave the management due to top administrators' (provincial/district directors of national education) autocrat attitudes.

In this research, the excessive workload is also one of the factors that may affect leaving school management. These are the findings of excessive workload that the upper management transfers their jobs to the sub-units, engages school principals with non-functional duties, makes the principals unable to do their work, and causes them to devote more time to the school. Excessive responsibilities of school principals may cause them to have problems regarding workload and time management (Demirtas &

Ozer, 2014). Workload and excessive working hours are two important factors that may negatively affect even the desire to become a principal. Gunay and Ozbilen (2018) found in their study that teachers did not prefer management due to the excessive workload and working hours of school principals. In the study conducted by Demirbilek and Bakioglu (2019), the findings showed that most teachers left their positions as vice principals due to the excessive amount of administrative paperwork, dealing with jobs outside of their field, and excessive workload. Sarros (1988) determined the reasons for school principals to leave their jobs as the unhealthy personal relationships in the organization, excessive workload and the lack of sufficient time for school principals (as cited in Celikten, 2004). Especially in schools where officers and servants are insufficient, the school principal will spend his/her energy in performing their duties and will not be able to fulfill his/her primary duty as the principal (Gurbuz, Erdem & Yildirim, 2013). Given that these tasks, most of which are dysfunctional, appointed by top administrators on school principals, and some of which are even drudgery (Kazak, 2019), increase the workload of school administrators and may cause a loss of energy and time, which may lead to many negative emotions.

Prejudices based on social identity have also been identified as one of the situations that tire teachers and may cause them to leave the school management. The trade union affiliation of school principals and the political background attributed to this affiliation harms teacher-school principal relations. Because of the same reasons, favoritism and discrimination undermine school principals' trust in top management and damage their sense of justice. This leads to organizational and individual problems for school principals, teachers and upper management and making school management intolerable. As political governments appoint educational administrators and school principals as if they were giving "culus money" and continue to see them as tools to control education (Akin, 2012), it is possible to say that problems, such as favoritism, discrimination, insecurity, and perception of injustice will continue. Erginer and Kose (2012) have found in their study that spoils system matters in leaving the school management, and these appointments disturb school principals. Orucu and Ozafsarlioglu (2013) have found that there is a significant and negative relationship between employees' perceptions of organizational justice and their intention to quit. In other words, the existence of unfair practices in the organization increases the intention to quit. Research has shown that deputy principals do not stay in their positions for a long time because they see interviews and political-ideological barriers as career barriers (Demirbilek & Bakioglu, 2019). The introduction of politics into an institution, such as a school, whose output is human prevents the functioning of the school in line with its goals. Systems that cannot achieve their goals are doomed to dissolve over time (Erol, 1995). The elimination of such a problem may be possible by strengthening democracy and democratic consciousness and not seeing "them", who are outside of "us", as a threat because the perception of "we" in intergroup relations always excludes "them" (Myers, 2015).

Since female teachers and female principals are same-sex, they are expected to communicate more comfortably/sincerely with each other, behave more socially, have a more intense interaction process, see each other easily, get to know and understand each other better (Gokyer & Cicek, 2016). However, in the study, it was observed that due to the loss of the authority of a female school principal in the city because of the Directorate of National Education, the relations between the teachers at her school (mostly female teachers) were disrupted. At this point, it can be said that the top administrators of the school should stay away from attitudes that damage the reputation and authority of school principals. Overprotective behaviors, insults, and psychological violence of the parents being constantly exposed to complaints by the parents, disobedience in the lower management caused by the conflict with the upper management, the deterioration of old relations with teachers while they were principals are among the reasons for teachers to leave the school management. In their study, Turan, Yildirim and Aydogdu (2012) found that school principal had problems due to parents' perception of their right to speak, neglect of education, excessive expectations, and constant complaints to higher authorities. Durgun (2011) found in his study that there are important problems in the communication between principal-teacher, principal-student, and principal-parent. When the teachers, students, parents, and other environmental factors that make up the school are directed by school principals under the school culture and climate, the problems are expected to end before they begin. Otherwise, the conflict cannot be prevented (Aslanargun & Bozkurt, 2012). Overprotective behaviors of parents resulting from unconsciousness can be a source of conflicts between school and parents.

The reasons for teachers to leave school management are disruptions in family life, not being able to spare time for children, and not receiving family support. In his study, Yucedag (2017) determined that female teachers left the management because it caused them to have problems with their spouses. Sefer (2006), on the other hand, found in his study that women principals experience problems due to the negative attitudes of their husbands. Muchinsky and Tuttle found a positive relationship between the sense of responsibility for the family and the intention to quit (Muchinsky, 1980: cited in Eren, 2007). The findings of Erginer and Kose (2012) also show that personal and family reasons have an important place among the factors that affect principals' return to teaching. In the study of Celikten (2004), it was determined that female school principals did not do the managerial work willingly due to dilemmas, such as self-confidence, lack of support from the environment, and hover between work and family.

The dilemma caused by management between the law and the execution, the conflict of theory and practice, not receiving support from upper management and not being valued, financial problems, and the decrease in the status of the teaching profession are among the reasons for leaving the school management. Balıkcı (2016) found in his study that there is generally a conflict between what is in a bureaucratic structure and what should be in that. As the reasons for this, they identified unauthorized responsibility of school principals, excessive tasks, lack of a standard in their job

descriptions, and difficulties in financing. In their study, Tekel and Karadag (2017) found that school principals had a moral dilemma between their conscience and pressure of upper management, between teachers, and between teachers and students. In this study, a female school principal faced intimidation, exclusion, and reprimand from upper management when she wanted to implement the procedure, and the dilemma she faced caused her to give up her leadership and experience negative feelings. Erol (1995) found that most of the school principals and education administrators were impressed by the superiors' failure to examine subordinates' proposals. In the study of Akcadag (2013), the findings showed that school principals complained that provincial and district directors of national education did not show enough interest to them. In the study of Erginer and Kose (2012), not attaching attention to the studies was especially emphasized among the situations that may cause to feel alienated from school management. In Aslanargun and Bozkurt's (2012) and Cinkir's (2010) studies, the findings showed that schools were not supported financially, and school principals had to do much work with a limited budget. Budget problems of schools can be solved by regulating expenditures. Thus, this problem experienced by school principals and other problems related to this problem can be solved.

The reasons for leaving the school management are the excessive responsibilities of school principals and their limited powers, having to do jobs outside of her area of expertise as a female principal and having time problems due to the school and home responsibilities. In their study, Keser and Gedikoglu (2008) have found that school principals have problems in using their authority while fulfilling their responsibilities. In other words, there is an imbalance between the authorities of school principals and their responsibilities. Erginer and Kose (2012) found in their study that school principals resigned from management due to insufficient authorization in line with their responsibilities. In the study conducted by Ekinci (2010), school principals had problems in not having authority despite the heavy responsibilities. Failure to give employees the authority to fulfill their responsibilities will lead to a deadlock in business. In other words, it is necessary to give responsibility to the person within his/her authority. An imbalance of authority and responsibility harm employees and reduces the desire to work because the employee rightly wants to be given authority as well as responsibility (Yakut, 2006).

The reasons for leaving the school management are the fatigue of the school principal due to the difference in understanding between the upper management and the belief that negative student behavior can only be corrected by teaching. In the study conducted by Gurbuz, Erdem, and Yildirim (2013), teachers see that one of the characteristics that a successful school principal should have is to act selflessly and idealist and to set a good example for teachers. Differences in management understanding between upper principals can be eliminated by a regulation stating that the decision of a superior or top manager is valid.

No matter how our education system is structured, what shapes the system and determines its success is how it is perceived by the members. Especially, the success of

the system depends on how individuals perceive it rationally and mentally, as well as how they perceive it emotionally (Akçay & Başar, 2004). Thus, in the first sub-problem of this study, the problems experienced by school principals were discussed, and in the second sub-problem, the emotional states experienced by school principals based on these problems were tried to be determined.

Results in the Emotional States Caused by Problems

Interest in emotions in working life has increased rapidly in recent years (Akçay & Coruk, 2012). Efforts to understand the emotions that drive human behavior provide a deeper insight into management science. These efforts can contribute to identifying the managerial problems of value-centered organizations, especially those whose subjects are human, such as education and improving their managerial qualifications (Karadağ, 2011). For this purpose, this study was not contented with looking at the reasons for leaving the school management but also tried to understand the emotional background of these reasons. In this way, it was aimed to understand school principals and to empathize with the emotional states they experienced in their management processes.

Problems with parents and students, theory-practice dilemma, excessive workload, and unhappiness and uneasiness due to familial problems are the primary emotional states that may affect teachers to leave the school management. In Öztaşlan's (2018) study, it is stated that if the school principals can realize their potential, they feel happiness and peace and enjoy their work. In addition to these, it was determined that they felt an increase in their self-confidence and individual motivation. It was determined that they felt a short-term loss of morale and unhappiness when they faced obstacles to realizing their potential. In a school where the school principal is unhappy and uneasy, it cannot be expected to effectively demonstrate the managerial or leadership roles expected of him/her. An unhappy and uneasy school principal may negatively affect the management processes, organizational variables related to the school, and the goals and outcomes of the school.

In the study of Tok and Yalçın (2017) aiming to reveal the views of school principals about female school principals, the participants did not think that female school principals are emotional; they handle the situations more emotionally and do not agree with the idea that they are not calm enough in any crisis. In this study, the emotional states that are effective for two female participants to leave the management are feeling depressed due to the mobbing of the school principal and upper management, and nervous breakdowns and crying crises due to pressure and dilemma between upper management and parents. It can be said that women are more exposed to mobbing (Ayдын, 2009), which include all kinds of bad treatment, threats, violence, and humiliation behaviors that are systematically applied to employees by their superiors, subordinates, or those who are at their equal level (Ongun, 2017). When it is considered that in our education system, the relationships between the current school principals and the upper management that affect their

success will affect the quality of all kinds of work in the school (Akkadag, 2013), it will be understood that the upper management of the school should behave more carefully and consistently and adopt an impersonal education management approach. Besides, the effects of nervous attacks and crying crises will not disappear with leaving the school management, and their effects will be seen in both private and professional life.

The uneasiness and fatigue caused by rapid change is another emotional state found in the research. According to Barutcugil (2004), change may cause emotional problems and even catharsis in employees from time to time. In such a situation, the employee should be given time to deal with their problems. Otherwise, the employee will not be able to keep up with the change, and both himself/herself and the organization will be negatively affected by this situation. In the study of Akkadag (2013), school principals stated that they were worried about the frequent changes in the education policies of the ministry.

It has been determined that the emotional states that are effective on teachers to leave the management are the feeling of failure and inadequacy, mental fatigue and depersonalization, anxiety, dilemma, stress, feeling worthless, anxiety and hurt. The study conducted by Demirbilek and Bakioglu (2019) showed that teachers who left their positions as vice principals experienced mental-emotional exhaustion in their duties and that most of these teachers who left the management did not think of returning to being vice principals. In their study (2013), Ercetin and Maya identified changes in the institution, excessive workload, staffs' failure to fulfill their duties, non-legislative practices, financial difficulties, authority and responsibility imbalance, injustice in the task distribution, and authoritarian attitudes of upper managers as sources of stress. It is one of the results of the same study that education principals experienced problems, such as anger, tension, headache, high blood pressure, panic, and sweating, because of this stress. Balıkcı (2016) also has found in his study that excessive workload is the most important source of stress for school principals and that bureaucracy, which is generally regarded as negative, causes emotional disappointment in school principals. Gunbay and Akcan (2013) have found that the problems experienced among school staff and the reflection of these problems on the management, the relationships of parents, students, and principals with their superiors, and the reflection of the stresses experienced by the principals in their daily life on the school are the reasons that increase the stress of the principals. In a study conducted by Coskun Demirpolat (2016) on the involuntary return of school principals to teaching, the participants stated that they perceived returning to teaching as a downgrade, and this situation was a kind of punishment and that they felt a sense of revenge because of this perception.

Another emotional state that affects teachers to leave the school management is reluctance and apathy based on conflict and discrimination with upper and lower management (vice-principal, teacher). In his study, KeskinliC Kara (2016) has found that teachers intensely feel hate, anger, and unhappiness in the face of political discriminatory behaviors in schools, and discriminatory behaviors have individual and organizational effects on teachers. In Durgun's (2011) study, principals stated that they

had communication problems with teachers and these problems resulted in "disruption of duties", "lack of sense of belonging" and "lack of motivation". The results of Akcadag (2013) have showed that the statements and practices made by the ministers and ministerial directors, provincial and district directors of national education and education supervisors as top principals, affect the motivation and working style of school principals and cause some problems. As can be seen, conflicts with upper management and being discriminated against at school have significant negative emotional outcomes.

In every organization, managers and employees who experience emotions such as sadness, anger, joy, fear, anger, grudge, hatred, trust and insecurity, love, and loyalty must be aware of these feelings and control them. We should not forget that we are not only responsible for our decisions and our actions based on these decisions but also our emotions (Barutcugil, 2004). As a result, school principals are faced with many problems. These problems cause different negative emotional situations. At the end of this process, some of the experienced school principals quit management and some continue to be principals with these problems and negative emotions. However, it is a fact proven by research that schools perform better under the leadership of experienced principals and that they leave their jobs at a cost (Clark, Martorell & Rockoff, 2009). For example, returning to teaching after being a principal for many years may cause motivational difficulties in the educational process, and professional competence and adaptation problems may be experienced (Akman, 2016).

School principals can be trained to increase their emotion management and emotional intelligence competencies. Arrangements can be made to eliminate the authority and responsibility imbalance of school principals. The perception of the "too much responsibility, less authority" understanding of the upper management as is they try to protect and raise to a higher position decreases the determination of the school principals to work and increases the stress. A comprehensive workshop can be held on this subject. The Ministry of National Education should transfer sufficient resources to schools, and school principals and even parents should not be dragged into a deadlock. In this regard, the dilemma of financial demand that is permitted and encouraged to be taken secretly made by the upper departments of the ministry should not be experienced by school principals. Practices that increase the workload of school principals should be ended, and these non-functional tasks assigned by upper management should be limited. Insufficient communication within and outside the organization may affect interpersonal relations negatively. The communication channels between the principal-teacher, the principal-parent, and the principal-student should be open, and an open school climate and culture should be encouraged. Positive psychology can be a tool to increase organizational happiness. The data of positive psychology should be utilized through training that will enable school principals to resist internal and external wear and increase their psychological resilience.

References

- Akca, F., & Yaman, B. (2009). Okul yöneticilerinin problem cozme davranislarini etkileyen faktorleri incelemeye yonelik bir calisma. *Kastamonu Egitim Dergisi*, 17(3), 767-780.
- Akcadag, T. (2013). Okul yöneticilerinin bakis acilariyla ust yonetimler: Sorunlar, cozumler, beklentiler, yansimalar. *International Journal of Human Sciences*, 10(2), 379-399.
- Akca, C., & Basar, M. A. (2004). Ilkogretim okul mudurlerinin yonetsel gorevlere ayirdiklari zaman ve bunlari onemli gorme dereceleri. *Kuram ve Uygulamada Egitim Yonetimi*, 38, 170-197.
- Akca, C., & Coruk, A. (2012). Calisma yasaminda duygular ve yonetimi: Kavramsal bir inceleme. *Egitimde Politika Analizi Dergisi*, 1(1), 3-25.
- Akin, U. (2012). Okul yöneticilerinin secimi ve yetistirilmesi: Turkiye ve secilmis ulkelerden farkli uygulamalar, karsilastirmalar. *AİBU Sosyal Bilimler Enstitusu Dergisi*, 12(2), 1-30.
- Akman, Y. (2016). Okul yöneticilerinin Ogretmenlige dOnus surecine iliskin gorusleri. *Abant İzzet Baysal Universitesi Egitim Fakultesi Dergisi*, 16(2), 319-334.
- Akuzum, C. (2017). Kurucu mudurlerin okul yonetimi baglamında karsilastıkları temel yonetsel sorunlar ve cozum onerileri. *Elektronik Sosyal Bilimler Dergisi*, 16(60), 161-185.
- Argon, T. (2015). Ogretmenlerin sahip oldukları duygu durumlarini okul yöneticilerinin dikkate alip almamalarına iliskin gorusleri. *Abant İzzet Baysal Universitesi Egitim Fakultesi Dergisi*, 15(1), 377-404.
- Arikan, E. (2012). *Karar verme sureclerinde duygunun rolu*. Yayimlanmamis Yuksek Lisans Tezi, Ege Universitesi Sosyal Bilimler Enstitusu, Izmir.
- Ashkanasy, N. M. & Dorris, A. D. (2017). Emotions in the workplace. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 67-90.
- Aslanargun, E. ve Bozkurt, S. (2012). Okul mudurlerinin okul yonetiminde karsilastigi sorunlar. *Gaziantep Universitesi Sosyal Bilimler Dergisi*, 11(2), 349 -368.
- Arslantas, I. ve Ozkan, M. (2014). Ogretmen ve yonetici gozuyle etkili okulda yonetici ozelliklerinin belirlenmesi. *International Journal of Social Science*, 26, 181-193. <http://dx.doi.org/10.9761/JASSS2295>
- Awasthi, S. & Yadav, P. (2016). Emotional intelligence as a predictor of conflict resolution style in public sector employees. *International Journal of Business and Management Invention*, 5(9), 21-27.
- Aydin, O. B. (2009). *Orta ogretim okullarında gorev yapan okul yöneticisi ve ogretmenlerin mobbing (psikolojik siddet)'e maruz kalma duzeyleri*. Yayimlanmamis Yuksek Lisans Tezi, Canakkale Onsekiz Mart Universitesi, Sosyal Bilimler Enstitusu, Canakkale.
- Balikci, A. (2016). *Burokrasi ve gundelik hayat baglamında okul mudurlugunun incelenmesi*. Yayimlanmamis Doktora Tezi, Eskisehir Osmangazi Universitesi, Egitim Bilimleri Enstitusu, Eskisehir.
- Baltas, A. (2015). *Akilsız duyguların cezasını kararlar ceker. Akilli insanlar neden yanlis kararlar verir?* İstanbul: Remzi kitabevi.
- Barsade, S. G., & Gibson, D. E. (2007). Why does affect matter in organizations? *Academy of Management Perspectives*, 21(1), 36-59. <https://www.researchgate.net/publication/228960683>
- Barutcuğil, I. (2004). *Organizasyonlarda duyguların yonetimi (ikinci baskı)*. İstanbul: Kariyer Yayınları.
- Clark, D., Martorell, P., & Rockoff, J. (2009). School principals and school performance. *CALDER Working Paper*, No. 38. 1-33.
- Coskun Demirpolat, B. (2016). Buyuk GOC: Okul yöneticilerinin ogretmenlige donusu. *Uluslararası Egitim Bilimleri Dergisi*, 3(8), 127-150.
- Cağar, U., & Arbak, Y. (2004). Modern yaklasimlar isiginda degisen duygu zekâ iliskisi ve duygusal zekâ. *Dokuz Eylul Universitesi Sosyal Bilimler Enstitusu Dergisi*, 6(3), 23-48.
- Celikten, M. (2004). Okul muduru koltugundaki kadinlar: Kayseri ili ornegi. *Sosyal Bilimler Enstitusu Dergisi*, 17(2), 91-118.
- Celikten, M. (2004). Bir okul mudurunun gunlugu. *Firat Universitesi Sosyal Bilimler Dergisi*, 14(1), 123-135.
- Cinkir, S. (2010). Ilkogretim okulu mudurlerinin sorunlari: Sorun kaynaklari ve destek stratejileri. *Elementary Education Online*, 9(3), 1027-1036. <http://ilkogretim-online.org.tr>
- Demirbilek, M., & Bakioglu, A. (2019). Okul mudur yordimcilarinin gorevlerinden ayrilma nedenleri. *Ankara Universitesi Egitim Bilimleri Fakultesi Dergisi*, 52(3), 737-769.

- Demirtas, H., & Ozer, N. (2014). Okul mudurlerinin bakis acisiyla okul mudurlugu. *Kastamonu Egitim Dergisi*, 22(1), 1-24.
- Durgun, S. (2011). Genel ortaogretim kurumlarinda gorev yapan yoneticilerin orgut ici iletisim surecinde yasadiklari sorunlar ve bu sorunlarla basa cikma yollari. *Pegem Egitim ve Ogretim Dergisi*, 1(2), 57-68.
- Ekinci, A. (2010). Ilkogretim okullarinda calisan mudur ve ogretmenlerin mesleki sorunlarına ilişkin gorusleri. *Ilkogretim Online*, 9(2), 734-748. <http://ilkogretim-online.org.tr>
- Ercetin, S. S., & Maya, I. (2013). Views of educational managers on stress management working in the body of province directorate of national education: Canakkale Case. *US-China Education Review*, 3(8), 612-623.
- Eren, A. (2007). *Gonullu isten ayrilmalar uzerine ekonometrik bir yaklasim*. Yayimlanmamis Yuksek Doktora Tezi, Gazi Universitesi Sosyal Bilimler Enstitusu, Ankara.
- Erginer, A., & Kose, M. F. (2012). Okul yoneticilerinin yoneticiligi tercih ve birakma nedenlerine ilişkin nitel bir calisma. *E- Journal of New World Science Academy*, 7(4), 14-28.
- Erol, F. (1995). Okul mudurlerinin gorevlerini basarmada karsilastiklari engeller (Burdur ili ornegi). *Egitim Yonetimi*, 1(1), 1-8.
- Ersoy, A. F. (2016). *Fenomenoloji*, (Ahmet Saban, Ali Ersoy, Ed.), *Egitimde nitel arastırma desenleri*. (s. 51-109). Ankara: Anı Yayıncılık.
- Goleman, D. (2006). *Duygusal zeka neden IQ'dan onemlidir? (Otuzuncu basım)*. İstanbul: Varlık Yayinlari.
- Gokyer, N., & Cicek, F. (2016). Kadin yoneticilerle calisan ogretmenlerin, kadin yoneticilerin yeterliklerine ilişkin gorusleri. *Ahi Evran Universitesi Kirsehir Egitim Fakultesi Dergisi (KEFAD)*, 17(3), 747-766.
- Gunay, G., & Ozbilen, F. M. (2018). Ogretmenlerin okul yoneticiligi istekliligini etkileyen faktorlerin belirlenmesi. *Turkish Studies Educational Sciences*, 13(19), 1331-1344. <http://dx.doi.org/10.7827/TurkishStudies.14069>
- Gunbay, I., & Akcan, F. (2013). Ilkogretim kurumları yoneticilerinin yasadiklari is streslerine ilişkin gorusleri: Bir durum calismasi. *Journal of Teacher Education and Educators*, 2(2), 195-224.
- Gunduz, Y. (2010). Ogretmen algilarina gore kadin ogretmenlerin kariyer engellerinin incelenmesi. *Abant İzzet Baysal Universitesi Dergisi*, 10(1), 133-149.
- Gurbuz, R., Erdem, E., & Yildirim, K. (2013). Basarili okul mudurlerinin ozellikleri. *Dicle Universitesi Ziya Gokalp Egitim Fakultesi Dergisi*, 20, 167-179.
- Harriott, S. A. (2014). *The relationship between emotional & Social intelligence and conflict management behavior in leadership*. Doctoral dissertation. Nova Southeastern University. Retrieved from NSUWorks, College of Arts, Humanities and Social Sciences-Department of Conflict Resolution Studies. Florida.
- Hohlbein, P. J. (2015). *The power of play in developing emotional intelligence impacting leadership success: A study of the leadership team in a midwest private, Liberal Arts University*. [Unpublished Doctoral dissertation]. Pepperdine University Graduate School of Education and Psychology, California.
- Karadag, E. (2011). Okul mudurlerinin niteliklerine ilişkin olarak ogretmenlerin olusturdıkları bilissel kurgular: Fenomonolojik bir cozumleme. *Egitim ve Bilim*, 36(159), 25-40.
- Karslı, M. D., Gunduz, H. B., Titrek, O., & Yaman, E. (2002). *Egitim yoneticilerinin yetistirilmesi programlarında duygusal zekâ yeterliklerinin kullanılabilirliđi*. *Yuzyl Egitim Yoneticilerinin Yetistirilmesi Sempozyumu*, Ankara Universitesi Egitim Bilimleri Fakultesi Yayınları, Yayın No: 191, Ankara: (16/17 Mayıs 2002).
- Kayikci, K. (2013). Türkiye'de kamu ve egitim alanında sendikalaşma ve ogretmen ile okul yoneticilerinin sendikalardan beklentileri. *Amme İdaresi Dergisi*, 46(1), 99-126.
- Kazak, E. (2019). The impact of drudgery jobs and procedures on quality and performance. *Kuram ve Uygulamada Egitim Yonetimi*, 25(4), ss.692-744 doi: 10.14527/kuey.2019.017
- Keser, Z., & Gedikoglu, T. (2008). Ortaogretim okul mudurlerinin yetki ve sorumluluklarını kullanma derecelerinin belirlenmesi. *Uluslararası İnsan Bilimleri Dergisi*, 5(2), 1-23. <http://www.insanbilimleri.com>
- Keskinkilic Kara, S. B. (2016). Okullarda yasanan siyasi ayrimciligin bireysel ve orgutsel etkileri. *Kastamonu Egitim Dergisi*, 24(3), 1371-1384.
- Kumari, N. (2015). Emotional intelligence as a predictor of conflict resolution style. *Research Journal of Business Management*, 9(2), 350-363. DOI:10.3923/rjbm.2015.350.363
- Madondo, N. F. (2014). *Emotional intelligence and school leadership: A study of primary school principals in the pinetown district of kwazulu-natal*. Dissertation, University of KwaZulu-Natal, Submitted in partial

- fulfilment of the Master of Education (MEd) degree in the discipline Educational Leadership, Management and Policy, School of Education, College of Humanities, South Africa.
- Memduhoglu, H. B., & Meric, E. (2014). Okul mudurlerinin egitim yonetiminin islevleri baglaminda yonetim surecinde karsiastiklari temel sorunlar. *Uluslararası Sosyal Arastirmalar Dergisi*, 7(33), 653-666.
- Merriam, S. B. (2013). *Nitel arastırma: Desen ve uygulama icin bir rehber*. (3. Basımdan Ceviri, Cev. Editoru. S. Turan), Ankara: Nobel Yayın Dagitim.
- Myers, D. G. (2015). *Sosyal Psikoloji*. Onuncu basımdan Ceviri, Ankara: Nobel.
- Nikoui, H. R. (2015). *The effect of nationality differences on the emotional intelligence of leaders*. Unpublished Doctoral Dissertation, College of Management and Technology, Walden University.
- Ongun, Y. (2017). *Okullarda uygulanan mobbingin personel uzerinde etkisi*. Yayimlanmamıs Yuksek Lisans Tezi, Pamukkale Universitesi Egitim Bilimleri Enstitusu, Kutahya.
- Orucu, E., & Ozafarlioglu, S. (2013). Orgutsel adaletin calisanlarin isten ayrılma niyetine etkisi: Guney Afrika Cumhuriyetinde bir uygulama. *Mustafa Kemal Universitesi Sosyal Bilimler Enstitusu Dergisi*, 10(23), 335-358.
- Ozasan, G. (2018). The essential meaning of self-actualization via principalship: A phenomenological study. *Egitimde Nitel Arastirmalar Dergisi–Journal of Qualitative Research in Education*, 6(2), 9-24. DOI:10.14689/issn.2148-2624.1.6c2s1m
- Patton, M. Q. (2014). *Nitel arastırma ve degerlendirme yontemleri* (Mesut Butun ve Selcuk Besir Demir; Cev. Ed.). Ankara: Pegem Yayınları.
- Poirel, E., & Yvon, F. (2014). School principals' emotional coping process. *Canadian Journal of Education*, 37(3), 1-23. <https://www.jstor.org/stable/canajeducrevucan.37.3.04?seq=1>
- Sefer, S. R. (2006). *Uskudar ilcesindeki okullarda calisan bazi kadin yonetimcilerin mesleklerine iliskin beklenti ve sorunları*. Yayimlanmamıs Yuksek Lisans Tezi, Sakarya Universitesi, Sosyal Bilimler Enstitusu, Sakarya.
- Staw, B. M., Sutton, R. I. & Pelled, L. H. (1994). Employee positive emotion and favorable outcomes at the workplace. *Organization Science*, 5(1), 51-71. <https://www.researchgate.net/publication/232507272>
- Sunaryo, S., & Ratri, I. K. (2019). The influence of emotional intelligence on employee performance mediated by cooperative conflict management style of integrating and compromising. *Journal of Applied Management*, 17(1), 37-47. <http://dx.doi.org/10.21776/ub.jam.2019.017.01.05>
- Sahin, F. (2011). Lider-uye etkilesimi ile isten ayrılma niyeti arasindaki iliski uzerinde cinsiyetin etkisi. *Ege Akademik Bakis*, 11(2), 277 – 288.
- Sahin, I., Kesik, F., & Beycioglu, K. (2017). Okul yonetimcilerinin atanmasında kaotik donem ve etkileri. *Elementary Education Online*, 16(3), 1007-1021.
- Tekel, E., & Karadag, E. (2017). İlkokul ve lise okul mudurlerinin karsilastiklari ahlaki ikilemlere iliskin nitel bir calisma. *İs Ahlakı Dergisi*, 10, 77-98. <http://dx.doi.org/10.12711/tjbe.2017.10.1.0006>
- Tok, T. N., & Yalcin, N. (2017). Okul yonetimcileri gozunden kadin okul yonetimcileri. *Pamukkale Universitesi Sosyal Bilimler Enstitusu Dergisi*, 28, 353-366.
- Toksoz, G. (2002). Kadin calisanlar ve sendikal katilim. *Ankara Universitesi Siyasal Bilgiler Fakultesi Dergisi*, 3(49), 439-454.
- Turan, S., Yildirim, N., & Aydogdu, E. (2012). Okul mudurlerinin kendi gorevlerine iliskin bakis acilari. *Pegem Egitim ve Ogretim Dergisi*, 2(3), 63-76.
- Uslu, M. (2016). *Okul yonetimcilerinin psikolojik iyi olus duzeyleri ile karar verme stilleri arasindaki iliski*. Yayimlanmamıs Yuksek Lisans Tezi, Erciyes Universitesi Egitim Bilimleri Enstitusu, Kayseri.
- Usta, I., & Akova, O. (2015). *Orgutlerde duygusal emek, orgutsel davranista guncel konular* (Derman Kucukaltan, Sule Aydın Tukelturk, Guney Cetin Gurkan, Ed.) icinde. Ankara: Detay Yayıncılık.
- Yakut, G. (2006). *İlkogretim okulu mudurlerinin mevzuattaki gorev tanimlarına iliskin davranislari gosterme duzeyleri (İzmir ili ornegi)*. Yayimlanmamıs Yuksek Lisans Tezi, Dokuz Eylul Universitesi Egitim Bilimleri Enstitusu, İzmir.
- Yildirim, H., & Simsek, A. (2018). *Sosyal bilimlerde nitel arastırma yontemleri*. Ankara: Seckin Yayıncılık.
- Yilmaz, S. (2016). *Karar verme surecleri ile bazı bilissel surecler, kisilik ve duyyu durum arasindaki iliskinin yapısai esitlik modeliyle incelenmesi*. Yayimlanmamıs Yuksek Lisans Tezi, Abant izzet Baysal Universitesi Sosyal Bilimler Enstitusu, Bolu.
- Yucedag, F. (2017). *Egitim yonetimliginden ayrılmıs kadinların yasadigi sorunlara iliskin gorusleri: Fenomenolojik bir calisma*. Yayimlanmamıs Yuksek Lisans Tezi, Akdeniz Universitesi Egitim Bilimleri Enstitusu, Antalya.



Author

Ender Kazak, He works in the field of education management and supervision

Contact

Assist. Prof. Ender Kazak, Duzce University, Faculty of Education, Konuralp-Duzce
enderkazak@duzce.edu.tr