Teacher Views on School Administrators' Organizational Power Sources and Their Change Management Behaviours

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Abstract   This study aimed to determine school administrators' organizational power sources and change management behaviours based on Bolu central district primary and secondary school teachers' views. The study conducted with relational screening model reached 286 teachers. School Administrators' Organizational Power Sources Scale and Change Management Behaviour Scale were used in the study as data collection tools. Data analysis included percentages, frequencies, means, standard deviation, Mann Whitney-U, Kruskal Wallis and correlation analysis. According to the research, teachers completely agree with administrators' use of organizational power sources and they mostly agree with their change management behaviours. It was found that personal variables such as gender and professional seniority created a significant difference in teachers' views regarding the behaviors related to organizational power sources and professional seniority created a significant chance in the views about change management behaviors. A strong positive and meaningful relationship was found between teachers' views on change management behaviors and expert, referent, reward and total organizational power sources and a medium level significant relationship was observed with legitimate and coercive power.

Keywords   Organizational Power Sources, Change Management, Administrators, Teacher

1. Introduction

As is the case in all organizations, effective management is the only way for educational institutions to realize their goals by continuing their activities in an efficient and productive manner. School administrators carry the responsibility of the management activities and their ability to mobilize the organization in line with its goals by influencing the personnel is directly proportional to their knowledge, experience and skills. Administrators influence the personnel through powers whose source is based in the organization itself or in their personality characteristics. Therefore, the power and power types used by administrators in the organization influence the staff, the operations of the organization and ultimately, the fundamental structure of the organization. Nonetheless, educational organizations, which have dynamic structures, are constantly changing and transforming. Administrators have important roles in ensuring that this cycle results in improvement and regeneration. Administrators who lead educational organizations are both a part and the leader of transformation. In this context, it can be argued that since teachers have crucial roles in educational organizations, presenting their views related to administrators' change management behaviors is significant since it will facilitate the identification of organizational power sources used by administrators in change management. This study addressed this issue and presented the case along with results and discussions.

1.1. Power, Power Sources and Educational Administration

Administrators' success depends on how they influence and lead their personnel in the direction of behaviors desired by them and established as organizational objectives. The ability to lead the staff in line with organizational objectives requires the administrator to have specific competences that are beyond the use of authority given by their positions [1]. In this context, contemporary administrators are expected to bring humanistic elements to the fore by following modern sciences and display behaviors that are grounded in their personal characteristics as the source of their power.

Although there are various definitions of power in literature, power is generally defined as the ability to have

someone else perform a task which is desired to be completed or have the tasks actualized in a desired manner [2]. French and Raven [3] collect the power sources in this process under five groups as coercive, legitimate, reward, expert and referent power. In general terms; *coercive power*, is expressed as leading the group members towards behaving in a certain manner by financial or spiritual force [4] and it is defined as the opposite of reward power because coercive power reflects the use of supervision and punishment in cases where the personnel tend to reject administrators' directives [5]. Excessive use of this force damages peace at organizations and generates disgruntlement, low morale and conflicts with management. *Legitimate power* represents authority and shows that members of the organization accept the fact that the administrator has the right to determine his/her behaviors. In this type of power, the staff may feel obliged to follow the orders and instructions directed by the administrator [6]. Attention should be given not to use legitimate power unnecessarily because educational institutions are expected to base the administrator and personnel relationships on a ground of trust and when the administrator brings his/her position to the forefront with the help of legitimate regulations, the trust generated in the organization will be damaged. In educational organizations where human relationships are more intense rather than bureaucratic tasks and operations, extensive use of legitimate power negatively affects the personnel in terms of loyalty, commitment, trust and motivation. *Reward power* is defined as giving or getting rewards. It means that the personnel conforms to the requests of the administrator with the expectation of reward, recognition and advantages/gains [7]. In a sense, reward power is interlocked with legitimate power since its source is based on the management and it includes some administrative practices. Especially in state schools, the process of rewarding is explained in legal texts in detail for the cases where the administrator wants to reward the successful teachers who create awareness compared to their colleagues [8]. Although there are legitimate legislations for this power, administrators need to be careful while using it. For this power to reach its goal it is important that the rewards meet the needs of the personnel, they are distributed equally and their purpose is expressed clearly. *Expert power* is based on administrators' knowledge, skills and experiences. Believing in the expert power of the higher management generates positive attitudes and behaviours in the staff towards the administrator and increases their tendency to obey and comply [9]. This type of power is the highest quality type of power because it is regarded as the most democratic power among power types and it does not matter whether one is rich or poor or strong to obtain this type of power. This fact has made the expert power the soul and core of other power sources. In addition, the source of expert power is most flexible one among the types of power because it can be used to reward, punish and guide through persuasion [10]. Use of expert power by the administrators in the organization contributes to the formation of positive attitudes towards the

management among the personnel and facilitates organization's goal achievement. *Referent power* is directly related to personality [11] and therefore connected with the personal elements and behaviours. Administrators with referent power are individuals who are taken as examples, respected and liked by the personnel [12]. Administrators' use of this type of power in educational organizations in which communication has an important role will facilitate realization of organizational goals and influence the teachers.

While they undertake management activities in educational institutions, administrators use coercive, legitimate, reward, expert and referent power sources separately or in combination. These power sources are used at different levels and in various combinations. The method used by the administrators in using specific power types may decrease or hinder the efficiency of other power types [13]. Hence, the administrator should be equipped with the necessary knowledge and skills while using the related power source and act with the principle of moderation. Otherwise, personnel may display undesired states or behaviors such as low motivation, resistance to management and conflict.

1.2. Change, Change Management and Educational Institutions

Whether it is planned or unplanned, change is the transformation of the individual or organizational system, process or environment from a specific state to another [14]. Rapid changes in the fields of knowledge, technology, culture etc. are experienced in our era. The society especially the new generations should be educated in an appropriate manner in order to keep up with these changes [15]. The process of change starts with the identification of the reasons why the tasks and practices undertaken till now have not been realized at targeted levels and with the expected results and continues with the realization of the existence of alternatives which can produce better outcomes than the existing ones [16]. Organizations which are established by individuals will undoubtedly undergo a process of change just like the changes observed in nature, life and the society [17]. Organizations feel the need to reorganize their entities to keep up with the changes [18] and feel the obligation to adapt to the changes during this process. Otherwise, they will be unable to realize their goals and will ultimately cease to exist [19]. In this perspective, the reality of change which is the only thing that does not change at any point in life leads organizations to manage change.

Change management is the task of reorganization and restructuring of the organization to renew itself, to evaluate the potential obtained after analyzing the opportunities for change and to identify and implement the most suitable strategy in order to get ahead of its competitors and survive in a rapidly changing environment [20]. Balcı [21] defines change management in organizations as a process implemented with the objective of meeting the requirements

by finding rapid solutions to problems, learning by trial and adapting to new conditions. The pressures consciously or unconsciously mobilize organizations for change and they maintain the momentum for change with the impact of recently created conditions (Garvin, 1993; cited in [19]. As a matter of fact, it is argued that the main goal of organizational change is the maintenance of its continuity, conservation of the existence of organizational integrity and continuous growth and development [1].

Schools are the units of implementations in the system of education and they are both affected from change and affect change by actualizing it. Therefore, in terms of their objectives and functions, schools must renew themselves in line with the expectations of teachers, students and parents along with the society where their existing structural characteristics are located [22]. As a part of their characteristics, schools are qualified as organizations and they are affected from the developments and movements of change in political, economic and social areas as much as the other organizations which produce products, services and ideas and they feel the need to reshape their existences by keeping up with the changes [23]. On the other hand, as educational organizations, schools are more privileged in societal changes and developments and have crucial roles and responsibilities compared to other organizations because schools both affect the environment in which they are located in and are affected by it in addition to training and educating the individuals who will realize and implement the process of change. Hence, education systems and schools as their areas of practice have been the center of attention for civilizations for centuries and they will continue to do so in the future as well [17].

All the changes that are experienced in legal, economic, technological, social and cultural areas in the modern affect educational organizations. Roles undertaken by education and schools, which are educational organizations, also transform with the change. There is a bi-directional relationship between education and change and in this relationship; education is affected by the changes in the society and reorganizes itself based on these changes while educational institutions take the lead in the renewal of society by educating the man power [24].

In order for the educational organizations, which have increasing vital value for the social structure, to achieve success in this process, qualified administrators who will lead the change and include the followers in the process are needed rather than the administrators who classically preserve the existing situation and continue the bureaucratic processes. The concept of change which has a highly complex structure and involves many factors in its fabric can only be animated with administrators with sufficient knowledge and skills. Significance of qualified administrators also pays an important role in blocking the potential resistance tendencies of personnel. As a matter of fact, as stated by Yılmaz and Kılıçoğlu [25] staff in educational organizations may tend to react to or resist when they encounter a new initiative for change or when they are pressured for change. In order to effectively adapt to environmental conditions that change due to structural and policy reasons, school may tend to incline towards routines that they are accustomed to or they are good at, they may believe that change is a waste of time and effort and therefore resist change and defend the current practices against change.

As a result of both the powers sources used by the administrators and their leading role in change management, they affect the teachers directly and educational institutions indirectly. The type of power sources used by the administrators has important implications for teachers, organizational climate, commitment and peace at work based on its effects on performance motivation and job satisfaction. Educational establishments should undertake initiatives of change in order to sustain their development. This change and the improvement it entails are only possible with the leadership of administrators who lead and guide the educational organization that is an element of the educational system. In this context, this study set out to identify the power sources used by the administrators and their change management levels based on teacher views and to present the relationship between power sources and change management behaviors.

1.3. Purpose of the Study

Current study aimed to assess the behaviors of school administrators according to organizational power sources used by them and their change management behaviors, to investigate the concept based on different variables and to determine the possible relationships between organizational power sources and change management behaviors according to the views of teachers employed in Bolu central district primary and secondary schools. In this context, the study sought answers to the following questions:

1. What are the views of Bolu central district primary and secondary school teachers on organizational power sources used by administrators and their change management behaviors?

2. Do teachers' views on organizational power sources used by administrators and their change management behaviors significantly change according to personal variables (gender, type of school, professional seniority, level of education)?

3. Are there meaningful relationships between teachers' perceptions on organizational power sources used by administrators and their change management behaviors?

2. Materials and Methods

2.1. Research Model

The study utilized a relational screening model. According to this model, existence and degree of relationships between dependent and independent variables were investigated and presented [26].

2.2. Universe and Sample

The universe of the study was composed of teachers employed in Bolu central district primary and secondary schools during 2015-2016 academic year. 28 primary and 29 secondary schools and a total of 1138 teachers were included in the universe. The schools were addressed together. Since it was not possible to reach the whole universe and it was necessary to generalize the results, sampling was used and 620 teachers selected via random sampling were administered the data collection tool. 308 of the scales were returned and 286 were analyzed. Table 1 presents the personal information related to participant teachers.

Table 1.   Participants' Personal Information

Variable		f	%
Gender	Female	179	62,59
	Male	107	37,41
Type of school	Primary school	148	51,75
	Secondary school	138	48,25
Professional seniority	1-10 years	86	30,07
	11-20 years	129	45,10
	21 years and above	71	24,83
Level of education	Associate degree	22	7,69
	Undergraduate degree	233	81,47
	Postgraduate degree	31	10,84
Total		286	100

According to Table 1, 62,59% of the teachers were females, 37,41% were males; 51,75% taught primary school, 48,25% taught secondary school; 30,07% had professional seniority between 1-10 years, 45,10% had professional seniority between 11-20 years, 24,83% had professional seniority between 21 and above; 7,69% had associate degrees, 81,47% had undergraduate degrees and 10,84% had postgraduate degrees.

2.3. Data Collection Tool

Personal Information Form, School Administrators' Organizational Power Sources Scale and Change Management Behavior Scale were used in the study as data collection tools.

School Administrators' Organizational Power Sources Scale was developed by Zafer [27] and includes 5 dimensions and 59 items. The sub dimensions are expert power, referent power, reward power, legitimate power and coercive power. Zafer [27] used Cronbach alpha method in the reliability study conducted by him and found that the scale presented differences in its sub scales and that the total reliability was .92. Current study found internal consistency coefficient Cronbach alpha values for sub scales as .89 for expert power, .82 for referent power, .89 for reward power, .80 for legitimate power and .78 for coercive power. The total Cronbach alpha value was calculated as .95.

Change Management Behavior Scale, developed by Taş [28], is a scale with 20 items and a single dimension Taş [28], determined the internal consistency coefficient Cronbach alpha value for the scale as .97 and this study calculated this value as .90. Based on these data, it can be stated that the scales used in this study are reliable.

2.4. Data Analysis and Interpretation

Kolmogorov-Smirnov test was used to identify the distribution normality for the variables to determine which tests to implement on the data obtained during the study and it was identified that all of the variables did not have normal distribution ($p<.05$). Hence, non-parametric analysis techniques were utilized in the study. Percentages, frewuenicies, means, standard deviation, Mann Whitney-U test, Kruskal Wallis test and correlation analysis (Spearman's Rho) were undertaken in line with the sub problems of the study. Level of significance was accepted as ,05. Score intervals for organizational power sources and change management behaviors were set as "Completely disagree/Never 1.00–1.79", "Disagree/Rarely 1.80–2.59", "Unsure/Sometimes 2.60–3.39", "Agree/Mostly 3.40–4.19", "Completely agree /Always 4.20–5.00".

3. Findings

3.1. Teacher Views on Organizational Power Sources used by School Administrators and Their Change Management Behaviors

Table 2.   Teacher Views on Organizational Power Sources used by School Administrators and Their Change Management Behaviors

Sub dimensions	N	X̄	SS
Expert Power	286	4,05	0,62
Referent Power	286	3,98	0,77
Reward Power	286	3,92	0,69
Legitimate Power	286	4,11	0,58
Coercive Power	286	3,98	0,61
Total	286	4,01	0,57
Change management behaviours	286	4,07	0,63

Table 2 shows that teachers completely agreed to the organizational power source sub dimensions of expert ($\overline{X}$=4,05), referent ($\overline{X}$=3,98), reward ($\overline{X}$=3,92), legitimate ($\overline{X}$=4,11) and coercive ($\overline{X}$=3,98) power sources and the total organizational power sources scale ($\overline{X}$=4,01). Similarly, according to teachers, administrators' change management behaviors were at the level of "mostly" with a $\overline{X}$=4,07 arithmetic mean.

3.2. Teacher Views on Organizational Power Sources used by School Administrators and Their Change Management Behaviors Based on Personal Variables

According to gender variable;

Table 3 shows that gender create did not have a significant

difference on teacher views in expert, reward, legitimate and coercive power sub dimensions of organizational power sources used by school administrators (p>0.05), however gender created a meaningful difference in the favor of male teachers in referent power ($\overline{x}$=160,27) sub dimensions and the total organizational power sources scale ($\overline{x}$=157,15) (p<0.05).

Gender variable did not generate a significant difference in teacher views on administrators' change management behaviors (p>0.05). However, although there was no statistically significant difference, the means were found to be in the favor of male teachers ($\overline{x}$=153,64). According to these findings, it can be argued that teachers perceive the organizational power sources used by school administrators differently based on their gender but have similar perceptions regarding administrators' change management behaviors regardless of gender distinction.

According to type of school variable

Table 4 shows that type of school variable did not create significant differences on both teacher views related to organizational power sources scale as a whole and in sub dimensions (p>0.05), however arithmetic means pointed to the fact that the total mean score was in favor of primary school teachers ($\overline{x}$=146,97). Mean scores for expert, referent, legitimate and coercive power sub dimensions were found to be in favor of primary school teachers whereas reward sub dimensions was in favor of secondary school teachers. Among the sub dimensions of organizational power sources, legitimate power was found to be sub dimension for primary school teachers with the highest mean ($\overline{x}$=150,36). Similarly, type of school variable did not create significant differences in teacher views related to administrators' change management behaviors (p>0.05). Although no significant differences were detected, mean score for the change management dimension was found to be in favor of secondary school teachers ($\overline{x}$=144,20). Based on these findings, regardless of the school type, teachers have similar perceptions related to organizational power sources used by school administrators and their change management behaviors.

Table 3. Mann-Whitney U Test - Comparison of Teacher Views on Organizational Power Sources used by School Administrators and Their Change Management Behaviors Based on Gender

	Sub Dimension	Gender	N	Means	Rank sum	U	p
Organizational Power Sources	Expert Power	Female	179	137,21	24560,00	8450,00	,095
		Male	107	154,03	16481,00		
	Referent Power	Female	179	133,48	23892,50	7782,50	,008*
		Male	107	160,27	17148,50		
	Reward Power	Female	179	136,98	24520,00	8410,00	,084
		Male	107	154,40	16521,00		
	Legitimate Power	Female	179	137,60	24630,50	8520,50	,116
		Male	107	153,37	16410,50		
	Coercive Power	Female	179	136,58	24448,00	8338,00	,065
		Male	107	155,07	16593,00		
	Total	Female	179	135,34	24226,00	8116,00	,031*
		Male	107	157,15	16815,00		
Change Management Behaviors		Female	179	137,44	24602,00	8492,00	,107
		Male	107	153,64	16439,00		

*p<0,05

Table 4. Mann-Whitney U Test - Comparison of Teacher Views on Organizational Power Sources used by School Administrators and Their Change Management Behaviors Based on Type of School

	Sub dimension	Type of school	N	Means	Rank sum	U	p
Organizational Power Sources	Expert Power	Primary school	148	144,10	21326,50	10123,50	,899
		Secondary school	138	142,86	19714,50		
	Referent Power	Primary school	148	147,53	21834,50	9615,50	,393
		Secondary school	138	139,18	19206,50		
	Reward Power	Primary school	148	143,01	21165,50	10139,50	,917
		Secondary school	138	144,03	19875,50		
	Legitimate Power	Primary school	148	150,36	22253,50	9196,50	,143
		Secondary school	138	136,14	18787,50		
	Coercive Power	Primary school	148	148,79	22021,00	9429,00	,258
		Secondary school	138	137,83	19020,00		
	Total	Primary school	148	146,97	21751,50	9698,50	,462
		Secondary school	138	139,78	19289,50		
Change Management Behaviours		Primary school	148	142,84	21141,00	10115,00	,889
		Secondary school	138	144,20	19900,00		

p>0.05

According to professional seniority variable

Table 5 shows that professional seniority created significant differences in all sub dimensions of organizational power sources and in the total scale as well as change management behaviours. (p<0.05). Significant differences were found in the expert, referent, legitimate power sub dimensions for teachers with 1-10 years and 11-20 years professional seniority; in reward power sub dimension for teachers with 1-10 year and 11-20 year, 11-20 year and 21 years and higher professional seniority and in coercive power sub dimension for teachers with 1-10 years and 11-20 years, 1-10 years and 21 years and higher professional seniority. Significant differences in change management behaviours were found in teachers with 1-10 years and 11-20 years, 11-20 and 21 years and higher

professional seniority. Based on the findings, it can be argued that teachers with different periods of professional seniority perceive organizational power sources used by school administrators and their change management behaviors at different levels.

According to level of education variable

Table 6 shows that level of education did not create significant differences in teacher views on organizational power sources used by school administrators and their change management behaviors (p>0.05). Based on the findings, it can be argued that teachers perceive organizational power sources used by school administrators and their change management behaviors similarly regardless of their levels of education.

Table 5. Kruskal Wallis Test- Comparison of Teacher Views on Organizational Power Sources used by School Administrators and Their Change Management Behaviors Based on Professional Seniority

	Sub dimension	Professional Seniority	N	Mean Rank	sd	X^2	p	Significant difference
Organizational Power Sources	Expert Power	1-10 years	86	123,50	2	8,069	,018*	1-2
		11-20 years	129	156,09				
		21 years and above	71	144,85				
	Referent Power	1-10 years	86	123,71	2	9,124	,010*	1-2
		11-20 years	129	158,23				
		21 years and above	71	140,70				
	Reward Power	1-10 years	86	131,74	2	8,726	,013*	1-2 2-3
		11-20 years	129	159,38				
		21 years and above	71	128,89				
	Legitimate Power	1-10 years	86	124,08	2	7,189	,027*	1-2
		11-20 years	129	154,21				
		21 years and above	71	147,57				
	Coercive Power	1-10 years	86	119,89	2	10,416	,005*	1-2 1-3
		11-20 years	129	151,78				
		21 years and above	71	157,05				
	Total	1-10 years	86	124,05	2	8,540	,014*	1-2
		11-20 years	129	157,58				
		21 years and above	71	141,47				
Change Management Behaviours		1-10 years	86	127,40	2	8,766	,012*	1-2 2-3
		11-20 years	129	159,10				
		21 years and above	71	134,65				

*p<0,05

Table 6. Kruskal Wallis Test- Comparison of Teacher Views on Organizational Power Sources used by School Administrators and Their Change Management Behaviors Based on Level of Education

	Sub dimension	Level of education	N	Mean Rank	sd	X^2	p	Significant difference
Organizational Power Sources	Expert Power	Associate degree	22	148,64	2	,092	,955	-
		Undergraduate degree	233	143,05				
		Postgraduate degree	31	143,21				
	Referent Power	Associate degree	22	146,05	2	,029	,986	-
		Undergraduate degree	233	143,14				
		Postgraduate degree	31	144,40				
	Reward Power	Associate degree	22	133,52	2	,372	,830	-
		Undergraduate degree	233	144,04				
		Postgraduate degree	31	146,50				
	Legitimate Power	Associate degree	22	154,36	2	2,120	,346	-
		Undergraduate degree	233	145,00				
		Postgraduate degree	31	124,53				
	Coercive Power	Associate degree	22	168,23	2	2,724	,256	-
		Undergraduate degree	233	142,80				
		Postgraduate degree	31	131,19				
	Total	Associate degree	22	148,84	2	,115	,944	-
		Undergraduate degree	233	143,29				
		Postgraduate degree	31	141,32				
Change Management Behaviours		Associate degree	22	130,27	2	,670	,715	-
		Undergraduate degree	233	145,03				
		Postgraduate degree	31	141,40				

p>0.05

Table 7. Spearman's Rho Correlation Coefficient Analysis related to the relationship between organizational power sources used by school administrators and their change management behaviors

Organizational Power Sources Dimension		Expert Power	Referent Power	Reward Power	Legitimate Power	Coercive Power	Total
Change Management Behaviors	r	,745**	,742**	,738**	,667**	,609**	791**

** p<,1

3.3. Relationship between Organizational Power Sources used by School Administrators and Their Change Management Behaviors

According to teacher opinions presented in Table 7, teachers believed there were various relationships between organizational power sources used by school administrators and their change management behaviors. High level positive relationships were detected between views related to expert (r=,745, p<.01), referent (r=,742, p<.01), reward (r=,738, p<.01) power source sub dimensions of organizational power sources and the total organizational power sources (r=,791, p<.01) and change management legitimate (r=,667, p<.01) and coercive power sources behaviors whereas medium level, positive and significant relationships were found between views related to (r=,609, p<.01) and change management behaviors. In terms of sub dimensions, the highest level of relationship between organizational power sources and change management behaviors was observed in expert power (r=,745, p<.01) while the lowest level relationship was identified in coercive power (r=,609, p<.01).

4. Result, Discussion and Suggestion

4.1. Teacher Views on Organizational Power Sources used by School Administrators and Their Change Management Behaviors

According to research results, teachers opined that school administrators used organizational power sources completely both in terms of their sub dimensions and as a whole. While school administrators used legitimate power the most as the organizational power source, this power type was followed by expert, coercive, referent and reward

powers. Hence, teachers believed that administrators used legitimate power at higher levels compared to other power sources and this power provided a legal ground bestowed by their positions and represented bureaucratic tasks and operations. Examination of the related literature presents that teachers in the studies conducted by Titrek and Zafer [29], Altınkurt and Yılmaz [8], Altınkurt, Yılmaz, Erol and Salalı [12] and Uğurlu and Demir [30] similarly believed that school administrators utilized legitimate power the most. Bakan ve Büyükbeşe [5] who studied the levels of organizational power sources by public administrators found that legitimate power was the most frequently used power source not only at schools, but also in other public organizations. These findings present that legitimate power is the power source used by Turkish public administrators at the highest level. With the help of this power, administrators utilize the right and authority to undertake tasks and have others undertake operations which are required by their administrative positions. In the context of this power, staff and subordinates know that the administrator has the right to give instructions and orders and that the staff has to comply with these orders and directives. Although legitimate power facilitates the implementation of management processes in the organization, its excessive use may result in job dissatisfaction, resistance and conflict situations in the organization [8]. Schools are organization where informal relationships are more intensive and where superior-subordinate relationships are more flexible compared to other organizations. Managing the legitimate processes required by the legislation and their follow up is of course necessary at schools and they are imperative for the schools to sustain their existence. However, when the legitimate power required to operate the process rises to levels that can damage the informal relationships at school, it will harm the school structure and make it harder for teachers and administrators to find middle ground. Therefore, school administrators should be careful in using legitimate power and abstain from excess use.

According to teacher views, the second most frequently used type of power was the expert power and this finding is consistent with Altınkurt ve Yılmaz's [8] research results. In this type of power, subordinates are affected by the belief that the knowledge and skills possessed by the administrator is valid, accurate and necessary and they have the opinion that they cannot reach attain knowledge on their own [31]. Expert power is related to personal characteristics and is known by the knowledge, experience and skills of the individual. It is highly important that personnel in educational institutions trusts the knowledge and experience of the administrator, regards him/her as the first authority to consult in every situation and believes in his/her competence because the personnel will not follow and be influenced by any leader whose knowledge they don't trust in and whose competence they don't believe in. Therefore, in assigning individuals as administrators to educational organizations, maximum attention should be paid to select the persons who have the ability to influence the personnel, with expertise in their fields, competence and capability.

According to teacher views, the third most frequently used power type by the administrators was coercive power and this result is consistent with the findings of Altınkurt and Yılmaz [8]. Coercive power is the opposite of reward power. In this type of power, the administrator holds all the factors that can be used to punish the personnel. In this type of power, the personnel face intimidation techniques such as being deprived of promotion and advancement, being criticized by the administrator and even being discharged from their positions [32]. Administrators in educational organizations should not act hastily to use this type of power and when they feel the obligation to use it, they should be moderate. In essence, educational institutions are organizations established to instill democratic life order and embodiment of a power source that is rooted in coercion in its structure generates a tendency in teachers to resist management. Educational organizations cannot be managed with methods based on conflict and oppression. It should also be remembered that excessive use of this power type may cause actions such as negligence and strikes [33] and carries the risk of alienation [31]. Hence, administrators should be careful in using coerce power in educational organizations where organizational climate and culture are crucial and regulate its use in terms of time and degree in addition to using it fairly.

According to teacher views, administrators used referent power the least frequently. Related literature also presents that school administrators rarely use this power type [8; 27; 29; 34]. Traditionally, charisma is the ability to influence and charm individuals [35]. The leader influences the personnel with his/her referent attributes and the personnel are loyally committed to the leader as a result of by being inspired by this charisma and try to resemble the leader. This power is the communication tool generated by the leader's disposition and characteristic attributes [36]. Intensive communication and interaction between administrators and personnel in educational organizations may result extensive use of this power. The individual who possesses this type of power is taken as a role model by the personnel. Personnel follow this leader; connect with him/her with loyalty and in the end this connection is transformed into trust. In educational organizations where mutual trust is established, organizational support an organizational identification is ensured at high levels.

Reward power which includes the skills to influence behavior by providing rewards [37] and which is born from administrators' authority to distribute rewards [38] was the other type of power that is least frequently used by the administrators. This result is similar to the results obtained by Zafer [27], Aslanargun [34], Titrek and Zafer [29], Altınkurt and Yılmaz's [8] in their studies. Administrators have the authority to reward the personnel in various manners in the framework of legitimate legislations. This authority is not only limited with financial entities and it is related to external motivation and monetary and non-monetary rewards as well [39]. It is important to use this

type of power in order to keep teachers' enthusiasm alive, increase their performances and discover the teachers who generate awareness and distinction. On the other hand, it is important to keep personal needs in mind and be consistent. Excessive use of reward power may negatively impact satisfaction and affective relationships among the personnel [5].

According to teachers, school administrators displayed change management behaviors at the level of "mostly". Rapid developments in both social life and in organizations make changes unavoidable. The ability to keep up with the times and adapt to the changes increases proportionally with accurate perceptions of change movements [40]. Especially the recent developments in social and technological areas have influenced schools deeply. Nonetheless, the process of change is initially approached with doubt and skepticism and even generates resistance since long termed operations and functions that continue in a set structure have already turned into habits. Therefore, teachers' positive perceptions regarding school administrators' change management is rather valuable for administrators to ensure change environments at schools more comfortably. If changes in educational systems are not adopted by the educators who are the implementers of the system, it will be very hard to realize the change [41]. On the other hand, individual or organizational resistance towards change may hinder the change that is desired to be implemented. It is necessary to have the members of the organization participate in the process of change, confer with them at every stage and evaluate their ideas at maximum levels. Administrators should create motivation in the personnel, generate effective strategies, create a mission and manage the process correctly in order to realize the desired change and take staff support.

Based on the obtained findings, it can be argued that in order for teachers to perceive change management behaviors at high levels, it is necessary for effective and productive educational climates to possess elements such as school culture, organizational commitment and professional development. While research results are consistent with Taş's [28] findings, it is pleasing to note that they are more positive than the results obtained by Argon and Özçelik [17] and Ak [42].

4.2. Teacher Views on Organizational Power Sources used by School Administrators and Their Change Management Behaviors Based on Personal Variables

According to gender variable: While teacher views did not generate significant differences in legitimate, coercive, expert and reward power sub dimensions of organizational power sources used by the administrators based on gender variable, there were significant differences in their views on referent power sub dimension and power sources in general. While Helvacı and Kayalı [43] also found the same results based on gender, Yorulmaz [44] observed significant differences in legitimate and coercive power sub dimensions whereas Altınkurt, Yılmaz, Erol and Salalı [12] found

gender based differences in reward power sub dimension. Meaningful differences in referent power sub dimension in favor of male teachers in the current study shows that male teachers perceive the administrators more positively in terms of their referent power behaviors. The finding that males perceive the referent power at more increased levels which, in essence, is directly related to personality and harbors communication skills such as trust, empathy and persuasion may be related to the fact that mostly males hold management positions and compared to female teachers, male teachers spend more time with administrators. It is observed in schools that the majority of administrators are males and male teachers spend more time with the administrators informally. Informal relationships are highly important in perceiving and confirming referent power. Gender variable did not present significant changes teacher views on administrators' change management behaviours. Although there were no meaningful differences, male teachers were observed to have more positive perceptions in this regard. Similarly, Çobanoğlu [45] and Taş [28] also found in their studies that gender variable did not create a significant difference. Existence of more positive views in favour of male teachers despite the lack of significant differences may point to the fact that female teachers do not want to give up their habits or perceive change management behaviors less. Resistance is shown since it is not easy to give up what one is accustomed to [46]. In order to break the resistance to change, the rationale behind the change should be clearly communicated, views of the personnel should be taken into account and the contributions of the change to the organization and the staff should be explained.

According to type of school variable: Teacher views regarding organizational power sources used by school administrators did not create significant differences in the total scale or the sub dimensions in terms of type of school variable. This result is consistent with the results obtained by Yorulmaz [44]. Although it was not statistically significant, current study found that primary school teachers had the highest score in legitimate power type. This finding shows that primary school teachers believed that school administrators used legitimate power more compared to other types of power. However, excessive use of legitimate power will negatively affect teacher motivation and negative motivation will negatively affect their sense of organizational ownership and their actions which should be based on organizational mission and vision. The highest score was given to reward power by secondary school teachers. It can be claimed that exam based nature of secondary schools creates more competition among teachers and leads the administrators to use some arrangements that can encourage and promote teachers. Considering the fact that factors that highlight achievement such as centralized national exams, provincial achievement measurements and project contests make teachers' lesson performance and achievement more visible, this result will be highly acceptable for secondary school teachers who teach in a highly competitive environment. Reward power is especially

important in the achievement of groups where abstract qualities are significant [47]. Abstract elements such as being appreciated and valued and psychological security motivate teachers and this motivation ensures success in schools where team spirit is crucial. In line with this, administrators more commonly use reward power.

Type of school variable did not present significant differences in teachers' views regarding administrators' change management behaviours. A similar result was obtained by Taş [28] as well. This finding shows that primary and secondary school teachers' views on administrators' change management behaviors were not affected by this variable. The fact that teachers had similar views may be related to similar perceptions of teachers working in the same environment and under the same conditions with the same rights. Although there are different school types in the system, over hundreds of thousands of teachers in the education system are basically appraised in the same personnel system. From an organizational perspective, the movement of change has objectives such as preparing the organization to future, generating support among the members, creating positive communication, providing confidence and trust, presenting solutions to problems and arguments and generating synergy in the organization [48]. Since change management is a process undertaken with the objectives of providing solutions in the minimum time possible, adapting to the new situation and creating a better position compared to the existing situation, it is possible that all teachers have similar perceptions related to the administrator behaviors regardless of school type. Each organization included in the system of education needs to embrace change in a healthy manner in order to realize their goals, build the future in a desired manner and maintain and sustain their development. On the other hand, although there were no statistically significant differences in change management behavior dimension, mean scores pointed to difference in favor of secondary school teachers. This may be related to student ort parent expectations because to ensuring change in educational organizations necessitates meeting the needs of students and parents at desired levels. Students and parents are as much affected by change movements as the teachers. The fact that compared to primary schools, these expectations and desires are more pronounced at secondary schools where students are directed to higher education institutions may have caused this result. Regardless of school type, it is important that teachers, who initiate and continue change, believe in the necessity of it so that change can be realized in organizations and transformation can be possible. Realizing the change with the help of internal dynamics rather than external intervention and receiving its driving force from the personnel will ensure its success. On the other hand, the fact that structural changes are more common in secondary schools may have exposed secondary school teachers to the proves of change more often. It can be argued that frequent reorganizations and changes may have contributed to secondary school teachers' acclimation to this process, their

preparedness for and positive perceptions about change.

According to professional seniority variable: Professional seniority variable presented significant differences in teachers' views regarding organizational power sources used by school administrators both in sub dimensions and in the whole scale. Differences in professional competences of teachers who were in various stages of their professional careers changed their expectations from the administrators, affected their personal needs and influenced their perceptions regarding organizational power sources used by school administrators. It was found that compared to teachers with 1-10 years and 21 years and higher professional seniority, teachers with 11-20 years professional seniority believed that school administrators used organizational power sources more in all sub dimensions. While this result is directly overlaps with the results obtained in Altınkurt and Yılmaz's [8] study, Zafer [27] found that compared to teachers with less seniority, teachers with more than 15 years of seniority believed that administrators used referent, expert and reward powers to a higher extent. 1-20 year period can be regarded as the period of maturity in terms of professional seniority. Since teachers track administrators' power behaviors more during this period, they believe that organizational power source is used at higher degrees. Professional seniority variable also presented significant differences in teachers' views regarding change management behaviors. It can be argued that the changes in teachers' professional seniority may have affected their levels of perceiving the change, their beliefs and their tendencies. On the other hand, studies by Çobanoğlu [45] and Taş [28] did not find significant differences related to this variable. Current study found that the difference pointed in the data was in favor of teachers with 11-20 years professional seniority compared among teachers with 1-10 years, 11-20 years, 11-20 years and 21 years and higher professional seniority. Compared to teachers in different professional seniority groups, this group believed that school administrators used change management behaviors more. Compared to 1-10 years of seniority which is regarded as the first period of the profession and the process of adaptation, familiarization and bonding and 21 years and higher professional seniority which is the period characterized by professional satisfaction, thoughts on retirement and professional burnout in some teachers, it is natural for teachers with 11-20 years of professional seniority to have higher perceptions. 11-20 year of seniority is a period when to teachers familiarize themselves with and absorb the profession, adapt to it, gain professional experience and move on to productive processes. This process may result in having more positive perceptions regarding change behaviors.

According to level of education variable: Level of education did not have significant effects on teacher views organizational power sources used by school administrators in the sub dimensions and as a whole and this result is consistent with the results of Zafer [27], Helvacı and Kayalı

[43] and Yorulmaz [44]. It is observed that level of education was not effective on teacher views related to expert power, referent power, reward power, legitimate power and coercive power dimensions. In other words, having associate, undergraduate or postgraduate degrees did not affect teachers' views. On the other hand, although it was not statistically significant, it was found that teachers with associate degrees had more positive perceptions for coercive power, teachers with undergraduate degrees for legitimate power and teachers with postgraduate degrees for reward power in terms of perceiving the organizational power sources used by school administrators. These mean scores show that increases in the level of education generate changes in perceptions in terms of using power sources both in teachers and in the administrators they work with. Decreases in the level of education may result in power source perceptions in which pressures may be felt to a higher extent. Level of education variable did not present significant changes in teacher views related to change management behavior either. The fact that effort to change is a process with no starting or end point and is continuous [49] does not leave another option but change in order to adapt to change [48]. Based on this reality, it can be argued that teachers have similar perceptions regarding change although their levels of education are different. Even though significant differences were not observed, mean scores in the change management behavior dimension was found to be in favor of teachers with undergraduate degrees. This finding is consistent with the results obtained by Develi [50]. The results may be based on the fact that teachers with associate degrees are generally timid against change management behaviors whereas teachers with post graduate degrees are more critical and questioning based on their education. Increased academic knowledge and experiences in teachers with master's or doctoral degrees lead them to deeply comprehend change behaviors and approach change with more doubt may have decreased the mean score in their views.

4.3. Relationship between Organizational Power Sources used by School Administrators and Their Change Management Behaviors

According to teacher views, there were high level positive relationships between administrators' change management behaviors and expert, referent and reward power source sub dimensions and total organizational power source and medium level positive relationships were observed with legitimate and coercive power sources. These findings show that when administrators' use of expert, referent and reward power increased, perceptions towards their change management behaviors also increased whereas perceptions regarding legitimate and coercive power increased only at medium level. Expert power was found to have the highest level relationship with administrators' change management behaviors. Expert power is the most advantageous power source since it takes its power from the administrator's

personal qualifications and brings a high level of trust for the administrator [38]. School administrators' use of this power type effectively during management activities ensures that teachers will trust them and take them as role models in obtaining and using knowledge efficiently. Positive behaviours that are thus generated will facilitate administrators' task of realizing and managing the change. Hence, administrators should constantly continue their professional development, follow the innovations in their fields and exert efforts to increase their knowledge levels so that they can effectively use expert power. As a matter of fact, the most important type of power that the public administrators need to call upon in the future is the expert power [5]. After expert power, referent and reward power respectively have the highest relationships with change management behaviors. Referent power -a personality power- and reward power are the power types that support the school culture [51]. School culture has an important factor in change management behaviors. It will be easier for an organization to ensure that the organization reaches its goals where the school culture is established on sound grounds. In this sense, based on their direct influences on the school culture, it can be argued that referent power and reward power indirectly contribute to organizational change.

Coercive power was found to have the lowest degree of relationship with change management behaviors. This type of power is composed of pressures and coercions used by the administrator to lead the members of the organization to act in the targeted manner [1] and it is grounded on fear. This type of power is accepted since the consequences of disobeying the orders create fear. Coercive power highlights having things done with threats of punishment [52]. Factors such as coercion, fear and threats are the leading negative behaviors which should not be alluded to in educational organizations and which cannot be regarded as solutions. The reason why coercive power was found to have medium level relationships with change management behaviors can be based on the existence of elements such as authority, controlling and punishment which are the outcomes of this power. These elements are completely contradictory to the fundamental philosophy of change which involves transferring power and authority to subordinates, reaching a consensus with the personnel and creating an organizational culture. School administrators should use this power at minimum levels so that they can increase teacher productivity and create an organizational culture based on mutual trust. Otherwise, the negative aspects of coercive power can be experienced in the form of sadness, anxiety and alienation and will result in dissatisfaction, decreased efforts at work and personnel turnover [53].

After coercive power, legitimate power was the other type of power that had low level of relationship with change management behaviors. In essence, legitimate power emphasizes authority and expects all personnel to follow directives unquestioningly. However, it is difficult to implement classical bureaucracy which prioritizes the task rather than the person in the education system since

relationships between individuals have a high value in educational institutions (Waller, 1932; cited in [54]). Hence, this power type with high bureaucratic tendencies is not suitable for educational organizations where human relationships are intense; use of this power may create some negative outcomes. Excessive use of this power type results in conflict and negatively affects performance. On the other hand, legitimate power weakens in the hierarchical structure of the organization –from top to bottom- and this may positively affect organizational productivity and performance [44]. Medium level relationships between legitimate and coercive power sources and change management behaviours can be explained by low level of realization in terms of the basic elements of change management behaviours to motivate change such as exerting efforts to arrive at a consensus with the members of the organization about the intended change, ensure accurate communication at the right time and to make sure that members of the organization regard themselves as a part of change. However, it should be remembered that these two power types are also requirements at the point of realizing the change.

Suggestions: The suggestions below were developed in line with the research results:

- It should be ensured that rather than using legitimate and coercive powers which are based on the existence of the organization and which have medium level relationships with change management behaviors; school administrators use expert and referent powers because they are based on personal characteristics and have high level relationship with change management behaviors. In this context, school administrators should be provided with theoretical training activities by the experts in the field about organizational power sources and how to use them more effectively.

- Attention should be provided to assign school administrators with sufficient knowledge and experience in change management issues.

- School administrators should be provided with training in order to develop their change management skills so that they can be the leaders of change in their schools.

- School administrators' authority in change management should be extended by undertaking some structural changes in the related legislations of the Ministry of National Education.

- Educators and school personnel should be provided with training on change management to ensure that change efforts can be undertaken in a productive manner and expected results are achieved.

- Organizational power sources employed by school administrators in private and state schools can be compared and this research topic can be investigated more in-depth with qualitative research methods.

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