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Hasan Basri Memduhoğlu¹, Mehmet Emin Ören²

¹Siirt University, 0000-0001-5592-2166

²Ministry of National Education, 0000-0002-2227-7145

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Examining the Relationship Between Influence Tactics Used by School Principals and Teachers' Perceptions of Organizational Peace

Hasan Basri Memduhoğlu^{1*}, Mehmet Emin Ören²

¹Siirt University

² Ministry of National Education

Abstract

This research aims to examine the relationship between the influence tactics used by school principals and the organizational peace of teachers. The research was carried out with the relational survey model, and the random sampling method was used. 307 teachers who are working in high schools participated in the study. According to the results of normality tests, correlation and regression analyses between variables were performed. According to teacher perceptions, it was concluded that school principals mostly used the tactics of complying with the rules and using personal intimacy the least. It has been determined that the teachers' perceptions of individual, relational, and organizational peace are high and the perceptions of disturbers are low. Influence tactics, which are accepted as soft and rational, affect teachers' perceptions of individual, relational, and organizational peace positively and their perceptions of disturbers negatively. It was concluded that the harsh tactics used by the administrators affected the teachers' perceptions of individual, relational, and organizational peace negatively and the perceptions of disturbers positively. Influencing tactics explain approximately 52% of the variance in teachers' perceptions of organizational peace. The results obtained have revealed that organizational peace studies should be increased while shedding light on new studies to be carried out in the context of organizational peace.

Keywords: high school teachers, school principals, influence, influence tactics, organizational peace

Introduction

Managers are the key figures who build an order for the realization of the organization's goals and strive for the achievement of this order. One of the most basic tasks of managers in achieving the goals of organizations is to influence employees (Ansari & Kapoor, 1987). The influence of the manager on a person or organization constitutes the core of the influence (Werner, 1993) that is considered to be a process (Yukl, 2013). The process of influence is of significance in these organizations since schools, as a system, are the mirror of society, organizations that work in interaction, and places where interpersonal relations are intense. In order to achieve organizational and personal ideals, run this systematic structure smoothly, and ensure innovation and change, school administrators should be able to change the behaviors and attitudes of teachers and other employees (Charbonneau, 2004) and gather them around common values (Haimann, 1962); in short, they should be able to affect them.

In the modern understanding of management, individuals who spend the vast majority of their time in the organization to which they belong try to be influenced by their managers (Chhokar et al., 2007). It can be said that one of the most basic expectations of teachers is to be comfortable and peaceful in the organization (Mishra & Morrissey, 1990). According to Yukl (2013), influence tactics that are used positively and supportively make employees feel peaceful and safe. It is emphasized that influencing people in the right way and at the right time increases the effectiveness of the organization, directly affects the organizational climate (Aydın & Pehlivan, 2010), positively increases the motivation of employees, and creates an atmosphere of peace and happiness in the organization (Plutchik, 2001), so that employees begin to look at their future in the organization with hope (Bozanoğlu & Konan, 2020).

Influence Tactics

* Corresponding Author: Mehmet Emin ÖREN, mehmeteminoren@gmail.com

Influence as a concept occurs in different situations, events, and phenomena in different forms and levels within the organization. Influence can be used by the manager to influence his or her subordinates for various purposes, or it can be used by the subordinate to gain a position or gain power in the organization (Mintzerg, 2009). It is important for the organization that the decisions taken by the managers in line with the goals and targets are accepted, internalized, and dynamically put forward by their subordinates (Yukl et al., 2008).

Influence, which is one of the most basic pillars of management, plays an important role in helping organizations adapt to all kinds of times, events, and situations (French & Raven, 1959), keep the organization moving without disintegration, increase the performance of employees (Yukl, 2013), compete with other organizations, and gain power (Cialdini, 2001). Influence tactics can be defined as an individual's changing the behavior, attitudes, and values of another person by using force (French & Raven, 1959). According to Pfeffer (1992), it is expressed as the methods of applying force in order to prevent resistance and increase efficiency, and managerial abilities that can exhibit all these. It can be said that a leader of an organization can fully display influence behaviors if he or she knows the employees correctly, can gather them under a mission, ensure their participation in the decision, and make appropriate orientation and placement decisions (Drew, 2010). Educational organizations, like all other organizations, may consist of individuals with different personalities, characters, beliefs, behaviors, perceptions, attitudes, and values. For this reason, it is important for school administrators to initiate and maintain interaction among employees in line with the goals and objectives of the organization and use influence tactics in this process (Kondakçı & Zayim, 2013).

In many studies on influence tactics (Faeth, 2004; French & Raven, 1959; Kipnis et al., 1980; Schriesheim & Hinkin, 1990; Yukl et al., 2008), different classifications have been made. While the classification method of French and Raven (1959) was based on *power*, the classification of Kipnis et al. (1980) was categorized as *strong*, *weak*, and *rational*; afterward, it was changed into *hard* (pressure, compliance with the rules), *soft* (encouraging demand, cooperating, appreciating, consulting, using personal intimacy), and *rational* (persuading through reason, responding, informing, and coalition with others) tactics and accepted as the first systematic classification. Tactics in which power and authority come to the fore are harsh; tactics using personal power and talent are soft; and tactics that attach importance to logic are defined as rational tactics. While Schriesheim and Hinkin (1990) examined the influence tactics in six categories, Faeth (2004) assigned them to categories such as the *direction*, *purpose*, and *outcome of the influence*; the *order*, *frequency*, and *combination of the tactic*. Continuing their studies in light of all these, Yukl et al. (2008) made the most comprehensive and systematic classification of influence tactics. The influence tactics that have also been used in this study are as follows:

1. *Persuasion through reason (rational persuasion)* Reasonable inferences and factual evidence are used to influence the person to be affected.
2. *Responding*. Telling the person to be influenced that he or she will be assisted in any job later on, provided that he or she assists in a job in line with the needs of the organization.
3. *Making an encouraging request*. It is the search for ideals and values to increase commitment in the emotions of the person to be influenced before offering a request or suggestion.
4. *Compliance with the rules (presenting a legal basis)*. It is the use of policies, organizational traditions, or rules that have an official (legal) basis of the organization when trying to influence the person to be influenced.
5. *Informing*. A proposal is made about his or her career, and it is explained how to continue the professional career of the person to be influenced.
6. *Suppression*. It is to constantly remind or threaten the person to be influenced.
7. *Collaboration*. It is a method of getting the help of other employees while trying to influence the person being influenced.
8. *Appreciate*. It is making positive statements or behaving positively about the work or personality of the person to be influenced before making him or her do something.
9. *Exchange ideas (consultation)*. Encouraging the person to be influenced to develop suggestions or supporting and helping him or her to achieve the imagined change
10. *Using personal intimacy (personal charm)*. It is to act friendly and present it as an element of attraction before making a request to the person to be affected.
11. *Building coalitions with others*. Attempting to persuade the person to be influenced by asking for help.

While the aforementioned influence tactics show differences in usage by managers according to place, time, person, and events, they may differ in their employees' reactions to these influence tactics. The purpose and choice of the influence tactic, the relationship between the employee and the manager, the level and desire of the manager's use of power (Charbonneau, 2004), the perception, attitude, and previous experiences of the employee towards the requested job affect the results of the influence tactic (Yukl, 2013), and it creates

reactions in the person such as resistance. Harmony, opposition, loyalty (Koşar & Pehlivan, 2020), peace, or happiness (Bozanoğlu, 2020).

For this reason, as long as a school principal uses influence tactics that are soft and facilitate compliance, the likelihood of teachers fulfilling and adopting the given task will increase. Thus, it is assumed that teachers will be peaceful in an individual sense as well as that the relations that ensure organizational peace among teachers will increase (Bozanoğlu, 2020). On the contrary, the use of harsh tactics by managers might create resistance among employees (Koşar, 2016). In addition to the fact that the person gets restless, this resistance negatively affects the peaceful environment in the organization (Demirci & Ekşi, 2017).

Organizational Peace

The motivation of the employees in the organization and their feelings of safety and happiness are important for the realization of the organizational goals. In the meantime, the fact that employees feel both internally and externally peaceful has become a salient issue in today's understanding of education management. Peace, inner peace, or quietude (Bozanoğlu, 2020) is defined as the feeling of comfort that a person feels inside and reflects positively on the outside. Etymologically, it is expressed as peace or being ready (Konan & Bozanoğlu, 2020), and psychologically as calmness or comfort of thought. According to philosophers, peace has different meanings. According to Hegel, keeping one's pecker up in sad moments is expressed as peace. According to Nietzsche, being peaceful is indicated as a part of living a carefree life and finding happiness. According to Islamic philosophers, it is important to prefer to be peaceful instead of happy (Bacanlı, 2016).

When we look at the definitions and models for the concept of peace, it is seen that most of them are associated with the concept of self. According to Allport, who put forward one of these models, being peaceful is related to one's *real self*, *ideal self*, and *necessary self*. The incompatibility of these selves with each other causes feelings such as anxiety, guilt, and inconsistency (Bacanlı, 2016). According to Demirci and Ekşi (2017), the fact that these selves are different from each other usually causes the person to feel uneasy. While definitions of the concept of peace have been made in many ways until today, definitions of the state of peace in a community or organization have been limited. In this sense, Bozanoğlu (2020), who made the first comprehensive definition of organizational peace, defines organizational peace as a multifaceted process in which all employees can look at organizational culture, norms, and goals holistically; there is healthy communication and trust among the employees; assistance and solidarity are at the forefront; and it includes the formal and informal aspects of the organization. In organizations, peace has a relationship with physical, psychological, and sociological parameters. Peace can be defined as developing positive relationships, not being exposed to negative situations and conditions in the organization, and feeling good about oneself. Therefore, instead of perceiving peace as a goal of the organization, it is necessary to see it as a tool for its purposes. In line with the mentioned parameters and organizational goals, the concepts related to organizational peace are defined as follows:

Individual peace. It can be defined as the individual's feeling of being supported, comfortable, and safe in an organization; thinking that he works efficiently; having positive feelings and thoughts about the working environment; believing that his problems are solved; feeling good in the organizational environment; and being satisfied with the time he spends in the organization. Individual peace can be considered one of the positive or negative reactions to the inner balance of an individual's feelings and thoughts.

Relational peace. It can be defined as the existence of an understanding and motivating work environment where processes, starting with the existence of goals and objectives within the organization, develop open communication between stakeholders. Also, relational peace can be expressed as places where successful people or works are appreciated, fair distribution of duties is prevalent, everyone is treated equally, balance prevails, and people gather around common goals.

Peace Disturbers. It can be defined as oppressive administrative environments in which administrators and teachers at school have an unwarranted desire to be appreciated, individuals are forced to do work for which they have no duties and responsibilities, individual goals and interests are prioritized over the goals and objectives of the organization, and a judgy language prevails in interpersonal relations.

School administrators can use different influence tactics on teachers and other personnel in order to achieve the school's goals and objectives (Cerni et al., 2014). While some school principals try to influence their teachers with hard tactics by taking support from the legal legislation and applying pressure, some school principals try to influence their teachers with soft tactics through friendship and persuasion on behalf of carrying out educational activities (Kapoutsis et al., 2019). According to Friedman and Berkovich (2020), the soft or hard

tactics used in the influence process might also affect the peace of the teachers in the organization, either positively or negatively. A harsh influence tactic can reduce the motivation of the teacher and make her or him uneasy. On the other hand, it is thought that a soft influence tactic can positively affect the motivation and peace of the teacher in the organization.

It is deemed important that teachers feel better, happier, and more peaceful in schools with a positive climate and strong institutional culture (Ancheta et al., 2021). Thus, it is assumed that when the correct influence tactic and process are used by the school administrator, teachers' perceptions of organizational peace and productivity will increase, students will be positively affected indirectly, their interest and curiosity will increase, all school personnel can integrate, and a strong school climate and culture will be created. For this reason, school principals should know how important influence behavior is, learn what the ways of influencing the employee are, understand the provisos and conditions for using these tactics, and apply them in their school. According to Tekben and Koşar (2019), the way to implement them is through good observation, dominance of management, and competences capable of influencing.

In this study, the concepts of influence tactics are used to express how teachers perceive the rational, soft, and harsh behaviors and attitudes that school principals use to influence teachers. Besides, organizational peace and its sub-concepts mean the inner peace of mind (individual) that teachers perceive in a personal context, their external (relational) peace that can change or be affected by the events and phenomena they encounter in the community, and events and phenomena that disrupt their peace within the organization or in the personal context according to their personalities. Research indicates that school administrators use different influence tactics than administrators in all other organizations. It is observed that the effects of influence tactics that school administrators often use or do not prefer to use on employees differ (Barbuto & Moss, 2006). While the quality of the relationship between the manager and the employees is affected depending on whether the tactic used is hard, soft, or rational (Yukl & Falbe, 1990), it is assumed that the peace of the employees may also be affected in this direction. While the soft tactic used affects the feelings and thoughts of the employees positively, it is hoped that it will increase the perception of peace within the organization. Otherwise, it is believed that a hard tactic may adversely affect the peace of employees within the organization. When the domestic and foreign literature are examined, studies based on the relationship between influence behaviors and peace are not found. However, independent studies have shown that the influence tactics used by managers (Drew, 2010; Faeth, 2004; Schriesheim & Hinkin, 1990; Tekben & Koşar, 2019; Yukl, 2013) affect employees in a physiological and psychological context. Besides, in studies on the peace of mind of employees in the organization (Bacanlı, 2016; Demirci & Ekşi, 2017; Konan & Bozanoğlu, 2020), it has been seen that peace is affected by physical, psychological, and sociological parameters and can increase or decrease work motivation and performance. For this reason, it is considered important to examine the relationship between the influence tactics used by school principals and the organizational peace of teachers in this study. In addition to the theoretical contribution of this study to the educational sciences literature by studying the two concepts together, it is hoped that it will also make practical contributions to policymakers, managers, decision-makers, and practitioners. In this study, it was aimed at examining the relationship between the influence tactics used by school principals and the organizational peace of teachers. In the study, answers were sought for the following sub-objectives in line with this main purpose:

1. According to teacher perceptions, which influence tactics do school principals use and to what extent?
2. What is the level of teachers' perceptions of organizational peace in the general and sub-dimensions of the scale?
3. Is there a significant relationship between the influence tactics used by school principals and teachers' perceptions of organizational peace?
4. Are the influence tactics used by school principals a significant predictor of teachers' organizational peace dimensions?

Method

Research Model

In this study, which examines the relationship between the influence tactics used by school principals and the organizational peace of teachers, the relational survey method was used. A relational survey is a research method that examines the perceptions, views, or attitudes of the participants about a phenomenon or event in studies with two or more variables and tries to determine the change between the variables (Karasar, 2014). In such studies, the co-changes of the variables are examined rather than the cause-effect relationship (Büyüköztürk et al., 2016).

Population and Sample

The target population of the research consists of 1162 teachers working in secondary schools in Siirt in the 2021–2022 academic year. A random sampling technique was used for sample selection from the population. Random sampling is a sampling method in which the probability of each unit in the population entering the sample is equal and independent from each other (Büyüköztürk et al., 2016). Permission for the study was obtained with the decision of the Ethics Committee of Siirt University, dated December 15, 2021, and numbered 1708. The sample size of the study was determined to be 350 teachers. The sample size of the study was determined to be 350 teachers based on Glenn's (1992) sample size confidence level study. However, after removing the incomplete and incorrectly filled scales, 307 scales that were filled in accordance with the purpose and completely were included in the analysis.

Of the participants, 182 were male and 125 were female teachers. It can be said that the majority of the teachers participating in the study are between the ages of 28 and 39 (64.8%, $n = 179$). According to the types of schools, it was determined that the teachers who participated in the study were the ones who worked in Anatolian high schools the most (37.8%, $n = 116$). Science, social sciences, sports, and fine arts high schools, one each in the province of Siirt, where the study was conducted, were combined under the other category. The rate of those who participated in the study in these school types was 12.4% ($n = 38$). The majority of the teachers who participated in the study have been working at their school for 0–2 (40.4% $n = 124$) or 3–5 (32.6% $n = 100$) years. Considering the duration of working with the school principal, it has been determined that 183 (59.6%) of the teachers have been working with the principal for less than 2 years, while the number of those who have been working with the school principal for 3–5 years is 95 (30.9%). As a result, it can be said that the teachers participating in the study are relatively young and have been working with the principals in their schools for relatively less time.

Data Collection Tools

Influenced Behavior Scale for Employees. It is a scale used to measure the influence tactics used by school administrators according to the opinions of the teachers. It was developed by Yukl et al. (2008), adapted into Turkish by Gözü (2012), and developed in two ways: affected and influenced. In this study, the Influenced Behavior Scale was used. The scale, which is prepared from the Five-Decker Likert type, is five-degree; the options range from I don't remember that he ever used this tactic for me (1) to He uses this tactic very often for me (5). The scale consists of 44 items and has 11 sub-dimensions indicating influence tactics. The scale does not produce a total score. As the scores obtained from the dimensions increase, the frequency of the relevant influence tactics used by the principals according to the perceptions of the teachers increases as well. The Cronbach's alpha reliability coefficients recalculated in this study were respectively found to be persuasion through reason (.884), responsiveness (.921), encouraging demand (.890), compliance with rules (.906), informing (.925), pressure (.765), cooperation (.913), appreciating (.914), consulting (.902), using personal closeness (.909), and forming coalitions with others (.871). According to the researchers (Yang & Green, 2009), it can be said that the reliability of the scale is generally high and acceptable since the reliability coefficient of the scale dimensions is relatively high and the dimensions are close to 1, indicating a high level of reliability.

Organizational Peace Scale. This scale, developed by Bozanoğlu and Konan (2020), aims to determine teachers' perceptions of organizational peace in 28 items and 3 sub-dimensions. The scale was arranged as a five-point Likert-type participation scale (1 I strongly disagree, 5 I completely agree). The scale consists of the dimensions of individual peace, relational peace, and peace disturbers. When calculating the total score of the scale, the items in the sub-dimension of peace disturbers are reverse scored. The lowest score that can be obtained from the scale is 28, whereas the highest score is 140. High scores obtained from the scale indicate a high level of organizational peace perception. The Cronbach's alpha coefficient for this study was calculated as .949 for individual peace, .955 for relational peace, .839 for disturbers, and .962 for organizational peace total. According to Yang and Green (2009), since the reliability coefficients of the total scale and its sub-dimensions are close to 1, it can be said that the reliability of the scale is generally high and acceptable, since the internal consistency of the items in the scale is high.

Data Collection and Analysis

The scales were uploaded to the online questionnaire creation program, and teachers were contacted and filled in through face-to-face interviews by way of social networking programs and school visits. Incorrect and incomplete refills from the collected scales were excluded from the study, and the remaining 307 scales were put to analysis. Normality tests were performed to determine the suitability of the data set for parametric testing methods.

When the results of the normality tests are examined, it is seen that in both the dimensions of the affected behavior scale towards the employees and the overall organizational peace scale and its sub-dimensions, the skewness and kurtosis values are between " ± 1 ", the standard deviation values are between .048 and .077, the average values are between 2.69 and 3.88 and the median values are between 4 and 2.50. Thus, it can be said that the median values and the arithmetic means are close to each other, and in this case, the normality degrees of the scale are within acceptable limits according to Tabachnick and Fidell (2013).

In the analysis of the data, in order to determine the relationship between the influence tactics used by school principals and teachers' organizational peace, Pearson Product-Moment Correlation Coefficient analysis was conducted as well as descriptive statistics. In addition, multiple regression analyses were conducted to determine the power of the levels of influence tactics used by school principals to predict teachers' perceptions of organizational peace. The obtained data ($\alpha = 0.05$) were analyzed according to the significance level, and the results were transferred to the tables.

Findings

In this section, the analyses related to each sub-problem of the research are given. The descriptive statistics regarding the scales used are given in Table 1.

Table 1. Descriptive Statistics About the Scales Used

Dimensions	N	\bar{X}	s.s	Level
Persuasion Through Reason	307	3,87	,975	Often
Responding	307	2,95	1,36	At times
Making an Incentive Request	307	3,78	1,03	Often
Compliance with the Rules	307	3,88	,986	Often
Informing	307	3,65	1,16	Often
Making pressure	307	2,84	1,01	At times
Cooperating	307	3,73	1,08	Often
Appreciating	307	3,64	1,16	Often
Consulting	307	3,63	1,10	Often
Using Personal Intimacy	307	2,69	1,27	At times
Coalition with Others	307	2,82	1,22	At times
Individual Peace	307	3,67	,973	High
Relational Peace	307	3,70	,995	High
Peace Disturbers	307	2,23	,927	Low
Organizational Peace (Total)	307	3,70	,857	High

When Table 1 is examined, it is seen that among the influence tactics used by school principals, the dimension of compliance with the rules has the highest average ($\bar{x}=3.88$) and the dimension of using personal intimacy has the lowest average ($\bar{x}=2.69$). According to teacher perceptions, it is seen that school principals are using tactics of reciprocity, pressure, personal intimacy, coalition with others, appreciation, compliance with the rules, informing, persuasion through reason, consultation, encouraging demand, and cooperation. In addition, in the findings obtained, teachers' perceptions of peace were high in the dimensions of individual peace ($\bar{x}=3.67$), relational peace ($\bar{x}=3.70$) and overall scale ($\bar{x}=3.70$) but low in the peace disturbers subdimension ($\bar{x}=2.23$).

A Pearson Product Moments Correlation Coefficient Analysis was conducted in order to determine the correlations between the influence tactics used by school principals and teachers' organizational peace and sub-dimensions. The results are given in Table 2.

Table 2. Correlation Values of Influence Tactics Used by School Principals and Organizational Peace of Teachers

Scales		Personel Peace	Relational Peace	Peace Disturbers	Organizational Peace (Total)
Persuasion Through Reason	r	,510**	,583**	-,286**	,550**
Responding	r	,130*	,196**	,113*	,112*
Making an Incentive Request	r	,433**	,527**	-,183**	,466**
Compliance with the Rules	r	,436**	,484**	-,151**	,438**
Informing	r	,387**	,422**	-,078	,370**

Making pressure	r	-,298**	-,260**	,585**	-,398**
Cooperating	r	,493**	,563**	-,226**	,518**
Appreciating	r	,354**	,365**	-,044	,322**
Consulting	r	,437**	,501**	-,140*	,444**
Using Personal Intimacy	r	,129*	,171**	,285**	,053
Coalition with Others	r	,144*	,175**	,262**	,067

*.p<.05 **p<.01 N:307

According to Table 2, various relationships were determined between the dimensions of influence tactics used by school administrators and the total and sub-dimensions of organizational peace. It was found that between the sum of the organizational peace scale and persuasion through reason ($r = .550$; $p < .01$), encouraging demand ($r = .466$; $p < .01$), compliance with rules ($r = .438$; $p < .01$), cooperation ($r = .518$; $p < .01$), consultation ($r = .444$; $p < .01$) a moderate, positive correlation; informing ($r = .370$); $p < .01$), appreciation ($r = .322$; $p < .01$), responsiveness ($r = .112$; $p < .05$), a low-level positive correlation; and a moderate negative correlation between suppression ($r = -.398$; $p < .01$). When the relations between the sub-dimensions of the organizational peace scale and the tactics of influence are examined, low positive correlations were found between influence tactics and the tactics of responding, using personal intimacy, and forming coalitions with others. In addition, the relationship between the individual peace dimension of the organizational peace scale and the influence tactics [persuasion by reason ($r = .510$; $p < .01$); making an incentive request ($r = .433$; $p < .01$); compliance with the rules ($r = .436$; $p < .01$); cooperating ($r = .493$; $p < .01$); consultation ($r = .437$; $p < .01$)] mostly positive and moderate. Similarly, there was a correlation between the relational peace dimension of the organizational peace scale and influencing tactics [persuasion by reason ($r = .583$; $p < .01$); making an incentive request ($r = .527$; $p < .01$); compliance with the rules ($r = .484$; $p < .01$); informing ($r = .422$; $p < .01$); cooperating ($r = .563$; $p < .01$); consultation ($r = .501$; $p < .01$)] mostly positive and moderate relationships were detected. However, only with the pressure tactic ($r = -.298$; $p < .01$); ($r = -.260$; $p < .01$) negative correlation was found. Contrary to this, between the subscale of disturbers and influence tactics [persuasion by reason ($r = -.286$; $p < .01$); making an incentive request ($r = -.183$; $p < .01$); compliance with the rules ($r = -.151$; $p < .01$); information ($r = -.078$; $p < .01$); cooperating ($r = -.226$; $p < .01$); appreciation ($r = -.044$; $p < .01$); consultation ($r = -.140$; $p < .01$)] mostly negative and low-level relations were detected, while positive and moderate relations with the pressure tactic ($r = .585$; $p < .01$), responding ($r = .113$; $p < .01$), using personal intimacy ($r = .285$; $p < .01$), and forming a coalition with others ($r = .262$; $p < .01$) tactics were found to have a low positive correlation.

Regression Analysis results regarding whether the influence tactics used by school principals are significant predictors of organizational peace and sub-dimensions are given in Table 3.

Table 3. Results of Multiple Regression Analysis Regarding the Predictive Relationships Between Influence Tactics Used by School Principals and Organizational Peace of Teachers

Predictive Variables (Influenced Behavior Scale Dimensions for Employees)						
Variables	B	Std. Err.	β	<i>t</i>	<i>p</i>	
Predicted Variable (Individual Peace)	Constant	2,168	,233		9,30	,000
	Persuasion Through Reason	,274	,075	,275	3,63	,000
	Responding	-,073	,044	-,102	-1,66	,097
	Making an Incentive Request	-,091	,088	-,096	-1,02	,306
	Compliance with the Rules	,189	,070	,192	2,70	,007
	Informing	-,018	,070	-,022	-,259	,796
	Making pressure	-,333	,050	-,347	-6,62	,000
	Cooperating	,220	,074	,245	2,97	,003
	Appreciating	-,005	,063	-,006	-,076	,940
	Consulting	,031	,076	,035	,406	,685
	Using Personal Intimacy	,048	,052	,063	,927	,355
	Coalition with Others	,081	,056	,102	1,44	,150
R = ,649 R ² = ,421 F (11-295) = 19,473 p=,000						
Predicted Variable (Relational Peace)	Constant	1,763	,223		7,91	,000
	Persuasion Through Reason	,281	,072	,275	3,89	,000
	Responding	-,053	,042	-,073	-1,27	,205
	Making an Incentive Request	,074	,085	,076	,870	,385
	Compliance with the Rules	,164	,067	,162	2,45	,015

	Informing	-,114	,067	-,132	-1,68	,093
	Making pressure	-,296	,048	-,301	-6,15	,000
	Cooperating	,290	,071	,316	4,09	,000
	Appreciating	-,120	,061	-,140	-1,96	,050
	Consulting	,084	,073	,093	1,14	,251
	Using Personal Intimacy	,082	,049	,106	1,66	,097
	Coalition with Others	,063	,054	,077	1,16	,245
	R = ,702 R ² = ,493 F (11-295) = 26,035 p=,000					
Predicted Variable (Peace Disturbers)	Constant	1,899	,216		8,80	,000
	Persuasion Through Reason	-,211	,070	-,222	-3,02	,003
	Responding	-,011	,040	-,017	-,280	,780
	Making an Incentive Request	,039	,082	,044	,479	,633
	Compliance with the Rules	-,070	,065	-,075	-1,08	,278
	Informing	,045	,065	,056	,689	,492
	Making pressure	,459	,047	,501	9,84	,000
	Cooperating	-,151	,069	-,177	-2,20	,028
	Appreciating	,024	,059	,030	,414	,679
	Consulting	-,023	,071	-,027	-,323	,747
	Using Personal Intimacy	,111	,048	,153	2,31	,021
	Coalition with Others	,039	,052	,052	,752	,453
	R = ,673 R ² = ,453 F (11-295) = 22,221 p=,000					
	Constant	2,49	,187		13,33	,000
Predicted Variable (Organizational Peace Total)	Persuasion Through Reason	,261	,060	,297	4,31	,000
	Responding	-,044	,035	-,070	-1,25	,210
	Making an Incentive Request	-,013	,071	-,016	-,186	,852
	Compliance with the Rules	,150	,056	,172	2,66	,008
	Informing	-,062	,057	-,084	-1,10	,271
	Making pressure	-,350	,040	-,414	-8,67	,000
	Cooperating	,230	,059	,292	3,87	,000
	Appreciating	-,055	,051	-,074	-1,07	,283
	Consulting	,050	,061	,064	,812	,417
	Using Personal Intimacy	,022	,042	,033	,526	,600
	Coalition with Others	,044	,045	,063	,972	,332
	R = ,720 R ² = ,519 F (11-295) = 28,879 p=,000					

It is seen that there is a significant relationship between influence tactics and teachers' perceptions of organizational peace ($R = .720$; $R^2 = .519$; $F(11-295) = 28.879$; $p = .000$). These predictive variables explain approximately 52% of the variance in perceptions of organizational peace. When the results of the regression coefficients are examined, persuasion through reason ($t=4.31$; $p < .01$), compliance with the rules ($t=2.66$; $p < .01$), pressure ($t=-8.67$; $p < .01$) and cooperation ($t=3.87$; $p < .01$) tactics can be said to be significant predictors of teachers' perceptions of organizational peace. According to the regression coefficient (β), the relative importance of the predictor variables on organizational peace follows: persuasion through reason ($\beta=.297$), cooperation ($\beta=.292$), compliance with rules ($\beta=.172$), consultation ($\beta=.064$), coalition with others ($\beta=.063$), using personal intimacy ($\beta=.033$), encouraging demand ($\beta=-.016$), reciprocation ($\beta=-.070$), appreciation ($\beta=-.074$), informing ($\beta=-.084$), and pressure ($\beta=-.414$).

It is seen that there is a moderate and significant relationship between influence tactics and teachers' individual peace ($R = .649$; $R^2 = .421$; $F(11-295) = 19.473$; $p = .000$), relational peace ($R = .702$; $R^2 = .493$; $F(11-295) = 26.035$; $p = .000$) peace disturbers ($R = .673$; $R^2 = .453$; $F(11-295) = 22.221$; $p = .000$) perceptions. These predictive variables explain approximately 42% of the variance in individual peace perceptions, 49% of the variance in relational peace perceptions, and approximately 45% of the variance in perceptions of disturbing people.

Conclusion, Discussion and Recommendations

According to teacher perceptions, school principals frequently use influence tactics such as persuasion, encouraging demand, compliance with rules, informing, cooperating, appreciating, and consulting. It can be said that school principals make logical and real inferences to influence their teachers, talk about values and ideals

with reference to the teacher, follow policies with legal basis, get help from other teachers for the teacher they try to influence, and support and help the teacher they want to influence. In the research, it was concluded that, according to teacher perceptions, school principals sometimes prefer to use the behaviors of reciprocating, putting pressure, using personal closeness, and forming coalitions with others. It can be said that when school principals ask a favor about a job from teachers, they prefer manipulative or stressful behavior tactics such as helping them in any task, reminding them frequently, being threatening, being friendly, and presenting this as an attractive behavior because these tactics may reduce the motivation and productivity of teachers.

In his study, Marangoz (2020) has concluded that according to teachers' perceptions, school principals frequently use influence tactics like personal intimacy, making encouraging demands, and appreciating, while they rarely use the tactics of forming coalitions with others and applying pressure. In this context, it can be said that tactics that support and motivate teachers are used more frequently by school principals. Yukl and Falbe (1990) found in their study that the influence tactics frequently used by corporate managers towards their employees were rational persuasion, encouraging demand, consultation, and appreciation. In Gözü's 2012 study conducted with employees working in different sectors, both in Turkey and in the United States, it was concluded that Turkish managers use the tactics of obeying the rules and pressure more, whereas American managers use consulting and rational persuasion tactics more. Higgins et al. (2003), Koşar and Pehlivan (2020), Dağlı and Çalık (2016) found in their studies that school administrators mostly used the tactic of complying with the rules and rarely used the tactics of personal intimacy and pressure. On the other hand, Taşçı and Eroğlu (2017) concluded that school principals frequently use rational persuasion and inspiration tactics. In the light of these results, it can be said that some findings of the study are similar to those of other studies (Carpenter, 2020; Dağlı & Çalık, 2016; Judge & Ferris, 2003; Koşar & Pehlivan, 2020; Yukl & Falbe, 1990) and different from the results of some studies (Gözü, 2012; Taşçı & Eroğlu, 2017). It is thought that, based on the perceptions of teachers, the reason for the differences in the influence tactics used by managers is the differences between teachers and their reactions. Furthermore, the school principal's character, mood, personality structure, and even perception of power may cause differences in the tactics he or she uses. Teachers' perceptions and attitudes towards their tasks, the relationship between them and their administrators, their past relationships, and the effectiveness of the administrator may also cause different perceptions of teachers regarding the influence tactics used. Teachers respond to the influence tactics used by school principals in the form of compliance, attachment, or resistance (Dubrin, 2014). For this reason, it can be said that managers change their influence tactics according to the type of power they want to use and the reactions they encounter.

In this study, it was concluded that teachers' perception of organizational peace is high. In accordance with the results, it has been interpreted that the teachers find the environments they work in peaceful, both individually and relationally, and that there are not many situations and phenomena that disturb their peace. This situation is thought to be positive for the development of educational organizations. When it is accepted that every manager has the goal of improving the organizational climate and culture, this situation is considered positive for educational organizations. The results obtained in this study are partially similar to those obtained in the study of Bozanoğlu (2020). In this study, it was concluded that while the perceptions of individual peace, relational peace, and general peace were at a moderate level, the disturbances were at a low level. Yaman et al. (2010) stated that for a happy school environment, teachers should feel peaceful and safe; in that way, peace within the school can be achieved. In this context, it can be said that the low perception of disturbers indicates that there is a happy environment in schools.

When the relationships between the influence tactics used by the school principals and the teachers' perceptions of organizational peace were examined, it was concluded that there were many positive, medium-level, and low-level relationships. Besides, moderate and low-level negative relationships were also detected. Teachers need the support of school principals for the problems they encounter while working in the organization. According to Koşar and Pehlivan (2020), it is indispensable for managers to use influence tactics in these situations. Therefore, it is highly recommended that school principals endeavor to make their teachers happier, safer, and more peaceful (Kramer, 2009) and use influence tactics to show their managerial skills (Yukl, 2013). The fact that most of the rational and soft tactics have positive and moderate relations with the total organizational peace scale and individual, relational peace dimensions can be said to be an indication that the influence tactics used to affect the perception of peace positively. It is accepted that this situation will increase the quality of relationships within the organization (Knippenberg & Steensma, 2003) and managerial efficiency (Falbe & Yukl, 1992).

It has been concluded that there are mostly negative and low-level relationships between influence tactics and the disturbers sub-dimension; positive and low-level relationships between influence tactics and the responding, using personal intimacy, and forming coalitions with others. It can be accepted as a positive situation that many

tactics that are accepted as soft and rational conflict with disturbing behaviors and attitudes. It can be said that the harsh tactics used by the managers do not make the employees happy (Çetin & Polat, 2021) and may lead to unsuccessful results in fulfilling the desired behavior (Cerni et al., 2014).

It was concluded that there is a moderately negative relationship between pressure tactics and organizational and individual peace, a lowly negative relationship between relational peace, and a moderately positive relationship between peace disturbers. It can be said that pressure, which is accepted as a harsh tactic, negatively affects the perception of peace because it involves coercion. The power distance between the manager and the employee (Seçkin & Tikici, 2021) and the feeling of uncertainty that the employee who wants to be influenced may encounter in the face of the manager's request (Yukl & Falbe, 1990) can negatively affect the employee's perception of peace. It can be said that such harsh tactics are a product of an abusive management approach, regardless of their intended use (Tepper, 2000). In addition, the fact that the manager and employees do not know each other enough, the belief that the views of the manager and the employee can be integrated, and the existence of prejudice that a peaceful working environment will be provided can cause employees to perceive the influence tactic as harsh and negative.

When we look at the regression analysis results of the influence tactics used by school principals, the tactics of persuasion through reason, compliance with the rules, pressure, and cooperation significantly predict the dimensions of individual peace, relational peace, and organizational peace. It was concluded that the pressure tactic negatively predicted the dimensions of individual peace, relational peace, and organizational peace, while persuasion through reason, compliance with the rules, and cooperation positively predicted the dimensions of individual peace, relational peace, and organizational peace.

Thus, it can be said that as long as the school principals use the tactics of persuasion, compliance with the rules, and cooperation, the teachers' perceptions of individual peace, relational peace, and organizational peace increase, while their perceptions of individual peace, relational peace, and organizational peace decrease when they use the tactic of pressure. The tactics of persuasion, pressure, cooperation, and personal intimacy used by school principals significantly predict the peace disturbers dimension. It was concluded that while using pressure and personal intimacy positively predicted the disturbers dimension, the tactics of persuasion through reason and cooperation negatively predicted the disturbers dimension. Thus, it can be said that when school principals use the tactics of pressure and personal intimacy, teachers' perceptions of peace disturbers increase, and when they use the tactics of persuasion through reason and cooperation, teachers' perceptions of peace disturbers decrease. When we look at the national and international literature, we have not found any research that studies both concepts together. However, it has been seen that rational and soft influence tactics give positive results with positive concepts, while hard tactics give negative results (Drew, 2010; Faeth, 2004; Schriesheim & Hinkin, 1990; Tekben & Koşar, 2019; Yukl, 2013). In addition, it has been determined that organizational peace, individual peace, and relational peace give positive results with the concepts that can be considered positive, while the disturbers give negative results (Bacanlı, 2016; Demirci & Ekşi, 2017; Konan & Bozanoğlu, 2020). In the light of all this data, influence tactics, which are accepted as soft and rational, affect teachers' perceptions of individual, relational, and organizational peace positively and their perceptions of disturbers negatively. It was concluded that the harsh tactics used by the administrators negatively affected the teachers' perceptions of individual, relational, and organizational peace and positively affected the perceptions of disturbers.

In summary, regardless of the tactics used, the employee's perception of peace is affected significantly. If the tactics chosen by the managers according to the current situation, events, and facts are reasonable, they positively affect the attitude, behavior, and perception of the employee (Yukl, 2013). According to Bozanoğlu (2020), Benz, and Frey (2004), being happy and peaceful affects the productivity of the employee, though it does not appear directly in the hierarchy of needs. Taking such emotional satisfactions into account allows the subordinates to perceive and interpret the attempt to influence better and plays a crucial role in the success of this attempt (Ammeter et al., 2002). Based on all these expressions, the manager is expected to have the ability to manage employees and to act as a political actor when necessary (Yukl, 2013). It is stated that the clumsy use of the influence tactic will cause the chosen tactic to fail even if it is the most appropriate tactic for the current situation (Falbe & Yukl, 1992). The unsuccessful attempt to influence will inevitably affect the feelings of peace, happiness, and commitment within the organization.

Although teachers have a low perception of peace disturbers, it is expected that every administrator should have ideals to minimize or even eliminate the factors that disturb the peace. For this reason, it is possible to apply questionnaires that will enable teachers to express the disturbing factors in the school environment and to organize the organizational environment in light of the obtained data. Additionally, in this study, it was

determined that school principals sometimes use harsh influence tactics, and especially the tactic of pressure, which is an important factor that disturbs the peace. It is recommended that school principals increase the frequency of their use of soft and rational tactics such as persuasion through reason and cooperation instead of preferring hard tactics. In the study, in which it was determined that the perceptions of organizational peace were positively affected if the teachers were consulted, it is suggested to introduce legal regulations that will ensure the effective participation of teachers in the decisions to be taken about the school. Studying the relationship between the influence format of the influence tactics scale (for administrators) and the organizational peace of teachers can generate remarkable data and ideas about the mutual perceptions of administrators and employees. Regardless of the category of influence tactic used, it affects organizational peace. As a result, it should be ensured that the ability to use influence tactics is important, and therefore the managers should increase their technical strength to ensure the location, time, and employee-specific planning of the tactic they will use. Finally, it is considered that the literature on the concept of organizational peace is limited, so it is important to increase the work on organizational peace.

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Authors Contribution Rate

The authors contributed equally to the related research. Therefore, each author is equally responsible.

Conflicts of Interest

The authors declare that they have no conflict of interest.

Ethical Approval

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