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Examining the Relationship Between Authentic Leadership Behaviors and Crisis Management Skills of School Administrators[1]

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Abstract

The aim of this study is to determine the relationship between school administrators' authentic leadership behaviors and their crisis management skills. The population of the study consists of teachers working in public schools in eight central districts of Ankara province. The sample of this quantitative research, which is in the relational survey model, consists of 424 teachers. Authentic Leadership Scale (Tabak et al., 2012) and Crisis Management Scale (Aksu & Deveci, 2009) were used as data collection tools. It was concluded that the teachers who participated in the study found their administrators moderately sufficient for the authentic leadership behavior sufficient in the sub-dimensions of transparency in relationships, internalized moral understanding and self-awareness, and moderately sufficient in the sub-dimension of balanced evaluation of information. As a result of the analysis, a high positive relationship was found between authentic leadership behaviors and crisis management skills. It was determined that the administrators of the participants in the study were moderately competent in the authentic leadership and balanced assessment of information dimension, competent in the sub-dimensions of transparency in relationships, internalized ethics and self-awareness; and competent in the pre-crisis period and post-crisis period sub-dimensions of the crisis management scale, and moderately competent in the crisis period sub-dimension.

Keywords: Authentic leadership, crisis, crisis management, school administrators, teacher.

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Introduction

The achievement of organizations' goals is of crucial for the continuity of organizations. It is the desire of all organizations to reach the determined goals at the least cost and in the shortest time. Depending on the effectiveness of organizational resources, skills and performance, positive or negative results may occur in the process of achieving organizational goals (Türkmenoğlu, 2018). Effectiveness, which is an important concept in this context, refers to the ability of the organization to achieve its goals more easily and quickly. Rational and economical use of human, financial and technical resources in the organization can be explained by effectiveness (Ergeneli, 2009; Pfeffer & Salancik, 1978). Organizations with a high level of effectiveness can achieve their goals faster and more effectively thanks to higher and higher quality output and service volumes (Ak, 2018). Efficiency, which defines the relationship between inputs and outputs, refers to production by making the best use of resources. The productivity of an organization is under the direct influence of human resources (Ersen, 1997; Kavak & Vatansever, 2007; Oshima, 1988).

In the last quarter of the 20th century, significant transformations have started in the field of public administration in areas such as the structure and functioning of the state, its functions, the redefinition of public service and public policies. These transformations have brought along efforts to increase the efficiency and effectiveness of public institutions. For this purpose, various management techniques such as strategic management, management by objectives, total quality management, contingency approach and crisis management, which have yielded successful results in the private sector, have started to be used (Genç, 2009; Kazancı, 2014). According to organizational theory, crisis management is recommended to eliminate the uncertainties that arise as a result of change, to be prepared for the new conditions that change will bring, and to prevent a possible change from getting out of control and threatening the existence of the organization. Crisis management is a technique that aims to enable organizations to sustain their existence and increase their efficiency and effectiveness in environments of uncertainty and change (Boin, 2004). Crises that prevent the achievement of goals and threaten the continuity of the organization can occur in educational organizations as in every organization. Crisis situations that may be encountered in schools include internal and external threats to the security of the country in general, natural disasters, severe illnesses, economic difficulties, defections or uprisings. Recently, incidents of violence, aggression, bullying, harassment, rape, theft, drug abuse, fatal injuries, infectious diseases and lack of material and physical facilities have increased in schools and have been frequently reported in the visual and written media. This situation reveals the frequency and extent of crises in schools. These crises threaten the education system.

Crises, which are classified in different ways, are generally considered as developmental and situational crises. Developmental (vital) crises can be defined as crises that occur during the transition from one stage to another in the development process and during the normal course of life in this transition process (Ballou, & Litwack, 1998). Developmental crises are expected crises. These are transitions that occur in life such as graduations, changes in work and profession, and retirement (Kanel, 2003; Demirli-Yıldız et al., 2016). Situational crises, on the other hand, are crises that occur in extraordinary situations that the individual cannot predict and that are beyond his control. These crises occur as a result of events that threaten the biological, psychological and social integrity of the individual, such as social disasters, illnesses, deaths, accidents, earthquakes, and wars (Bilge, & Emir-Öksüz, 2016; Demirli-Yıldız et al., 2016). Crises that arise from developmental or situational reasons can lead to situations that may cause injury or death of individuals in the school and reduce efficiency in the learning-teaching process due to their psychological effects. In addition, these crises can negatively affect the reputation of the school. The implementation of effective strategies to overcome such crises will contribute to the development of the school. Although it is not possible for school administrators to prevent crises completely and to be prepared for all kinds of crises, administrators can anticipate and prevent many crises with the strategies they will develop within the scope

of crisis management studies and can prevent them from being a threat to the institution (Regester & Larkin, 1997). Preventing school crises and ensuring school safety is one of the most important problems of at present. During crisis management, it is understood that administrators develop behaviors to eliminate the problems encountered after the crises are revealed, and that the knowledge of administrators and staff in this regard consists of the experiences gained from past crises (Filiz, 2007). It is expected that our schools will be able to intervene adequately and effectively in crisis situations caused by expected and unexpected risk sources and that the school and its environment will overcome the crisis with minimal damage. In order to meet this expectation, the ability to intervene in crisis situations as a planned and trained team is necessary (Aksoy & Aksoy, 2003). It is necessary to increase school administrators' sensitivity to possible crises in their schools and their management skills in this regard. Because it is an important problem that administrators do not have sufficient knowledge, skills and experience about what to do before, during and after a crisis. The leadership style of the manager plays an important role in crisis management, which is the process of coping with unexpected and dangerous situations in an organization.

One of the effective ways to motivate individuals is to develop a shared vision through internalized values (Aslan & Doğan, 2020; Sığrı & Gürbüz, 2015). Authentic leadership behavior mobilizes individuals to develop this shared vision. With the formation of a shared vision, leaders gain the ability to motivate organizational members during a crisis. Authentic leaders are aware that they can move forward during the crisis. Authentic leaders' balanced transaction feature enables them to act objectively while evaluating information (Akyürek, 2020; Kaplan, 2017; Kernis, 2003; Koşar 2020; Savur, 2013; Yetgin, 2020). Therefore, it can be said that authentic leaders cannot be misled by misinformation during the crisis. In this way, they can evaluate the crisis in a cold-blooded and more objective way (Çelik, Akgemci & Akyazı, 2016). Authenticity behavior enables leaders to act, determine and realize their decisions by listening to their inner voice without the need for guidance or pressure in crisis situations. The management's acting in an impartial, honest and ethical manner during the crisis plays a role in preventing the spread of the crisis, increasing the trust in the management and keeping the organization together (Çelik et al., 2016). Authentic leader's acting transparently and sincerely in their relationships, being open in their communication and reflecting their real thoughts (Akyürek, 2020; Kaplan, 2017; Koşar 2020; Savur, 2013; Yetgin, 2020) will contribute to the formation of the sense of trust required in times of crisis (Ahmad, Zafar, & Shahzad, 2015; Kernis, 2003) and will prevent the panic of the members of the organisation in times of crisis as a result of full and reliable information sharing (Smart & Vertinsky, 1977). In this respect, the importance of the authentic leader in times of crisis is noteworthy in terms of the integration of the organization within itself and its resistance to difficulties.

In the crisis management literature, the types, stages and management strategies of crises have been widely discussed (Mitroff, 1988; Pearson & Clair, 1998). Leadership literature, on the other hand, has focused on leadership styles, characteristics and effects (Bass & Avolio, 1994; Yukl, 2018). At the intersection of these two fields, the importance of leadership in times of crisis is emphasized and the role of leaders in crisis management is discussed (Boin, 2004; James & Wooten, 2010). Fink (1986) stated that leaders should make strategic plans and take preventive measures by anticipating the potential effects of crises. By putting these plans into action at the time of crisis, the organization will suffer less damage. House (2004) argued that leaders who show intercultural competence and have the ability to adapt their leadership style to different cultural settings are better equipped to effectively manage crises in multinational organizations.

While Boin (2004) states that leaders should reassure organizational members by presenting a clear vision in times of crisis, Coombs (2007) discusses the role of communication in preventing

misunderstandings and increasing trust in times of crisis and reveals that leaders should establish open, honest and continuous communication. He stated that a good communication strategy enables the organization to act more effectively in times of crisis. Heifetz et al. (2009) emphasize the importance of leaders being flexible in crisis situations and adapting quickly to changing conditions. While Yukl (2018) argues that leadership is a situational phenomenon and leaders should adopt different leadership styles in different situations. In times of crisis, leaders' flexibility and adaptability skills come to the fore and which styles leaders adopt in the crisis management process are important.

James and Wooten (2010) emphasize the importance of leaders making quick and effective decisions in times of crisis. They state that in times of crisis, leaders' analytical thinking and creative problem-solving skills come to the fore and that these skills are critical to produce appropriate solutions to crises. Due to the high number of crises in schools and the fact that school administrators are the most competent people in solving crises, the main problem of this research focuses on some characteristics and behaviors of school administrators.

Crisis and Crisis Management

Crisis can be defined as unusual and unexpected events that prevent the success of an organization in achieving its goals and the continuity of the organization and require urgent intervention (Altınok, 2020; Arslan, 2009; Doğan, 2020; Sezgin, 2003; Tutar, 2000). Although crises generally have negative and threatening aspects, some crises can also have positive consequences for organizations (Balaban, 2018; Doğan, 2020; Sezgin, 2003).

Crisis management is a collection of activities implemented in a systematic, rational and planned manner to eliminate the situation called a crisis (Vergiliel Tüz, 2014). Although crises are negative situations for organizations, they can open the doors to new opportunities when managed successfully. Identifying, developing and finalizing the potential success in a crisis period constitutes the basis of crisis management. The main reason for poor crisis management is that the leader does not understand the problem, perceives it as worse than it is, and with this perception, he/she thinks that the situation will get worse (Augustine, 1995). Since crises require urgent intervention, decisions need to be made faster, and the crisis manager, who is under pressure, needs to ensure that the management policies and practices during the crisis period respond to the different conditions of the moment (Can, 2005). In crisis management, the opportunities and dangers faced by the organization should be taken into consideration. If the crisis involves danger, efforts should be made to minimize the damage to the organization, and if it involves opportunity, efforts should be made to maximize possible gains (Dinçer, 2013).

Authentic leadership

Authentic leader is defined as an individual who is aware of his/her own behaviors and thoughts and how they are perceived by others, is self-confident, knows his/her strengths, is optimistic, hopeful, flexible and able to solve problems, knows his/her environment and behaves ethically (Avolio, Bass, & Jung, 1999; Toor & Ofori, 2008). Authentic leadership is based on sincerity, truthfulness, honesty and spontaneity (Avolio et al., 2004). Therefore, authentic leaders build their relationships on sincerity, integrity, trust, transparency and love. In addition, they are able to create a sense of trust in the people they work and communicate with, sincerely help these people, and never pursue their personal desires and ego (Ayça, 2016).

Crisis Management and Authentic Leadership

Crises such as the nuclear disaster in Japan or the oil spill in the Gulf of Mexico and other economic disasters have created the need for authentic leaders who take responsibility and do not deceive others or conceal information. This shows that leadership and crisis are intertwined (Çelik, et al.,2016). While there are those who attribute the collapse of some large corporations to the fact that they are experiencing a crisis, it is also said that the majority of these companies have adopted charismatic management structures. The problem is that many leaders do not show authentic leadership characteristics. George and Sims (2007) states that the need for authentic leaders who have a vision, who say no when necessary, and who believe in teamwork. Welch, on the other hand, thinks that leaders avoid sharing the truth with stakeholders and states that the key rule is to be honest and authentic (Bayıksel, 2009).

One of the effective ways to motivate individuals is to develop a shared vision using internalized values. Authentic leaders work for the members of their organizations to unite in a common vision. Authentic leaders gain the ability to motivate organizational members by developing a shared vision. Self-awareness, a dimension of authentic leadership, enables them to act objectively during the analysis of information and to be free from personal egos. Therefore, it can be said that authentic leaders cannot be misled by misinformation during a crisis. In this way, their assessment of the crisis is cold-blooded and more objective (Çelik et al., 2016). Self-awareness is very important for a leader to be authentic. A leader with self-awareness makes and implements decisions by listening to his/her inner voice without pressure and guidance during a crisis. Since there is a lot of pressure and guidance in times of crisis, self-awareness is important to manage the crisis. On the other hand, it is important for the organizational leader to make an impartial and correct decision in times of crisis and to behave according to his/her value judgments and moral standards. The manager who exhibits impartial, honest and moral standards also ensures the spread of the crisis and trust in the management. Authentic leaders' being transparent and sincere in their relationships, sharing information honestly with their environment and reflecting their true feelings and opinions have a positive effect on the sense of trust required in times of crisis and prevent the internal and external environment from panicking. In this way, in times of crisis, the authentic leader is important for the organization to integrate within itself and to be able to resist against difficulties.

Crises, which prevent the achievement of goals and threaten the continuity of the organisation, can be experienced in every organisation, including educational organisations. In the Ministry of National Education Crisis Centre Directive, which was prepared based on the Prime Ministry Crisis Management Centre Regulation, the times when crisis management is necessary are specified as situations such as internal and external threats, natural disasters, severe diseases, economic difficulties, asylum or uprising, which concern the security of the country in general, rather than crisis situations that may occur in schools. The frequency and extent of crises in schools is evidenced by the fact that we see a lot of news about violence, aggression, bullying, harassment, rape, theft, drug abuse, injuries that may result in death, infectious diseases, inadequacy of material and physical facilities in the visual and written media. These crises threaten the education system in our country. Crises that arise due to developmental or situational reasons cause a decrease in efficiency in the learning-teaching process due to their psychological effects as well as resulting in situations that may cause injury or death of individuals in the school. These crises sometimes have negative effects in terms of decreasing the reputation of the school and the implementation of effective strategies determined to overcome these crises will contribute to the development of the school. There are expectations from school administrators, who are responsible for educational organisations, such as using the resources of the school efficiently, being consistent in school-environment relations, and increasing the

academic success of students. Today, administrators are expected to have the competencies of coping with crisis situations in the organisation, managing conflict, having a vision, motivating the stakeholders of the school, making valid and reliable decisions on unprogrammed issues and problem solving (Çelikten, 2001). There may be more than one reason for crises in educational institutions. The ones originating from individuals may disrupt the balance of internal relations with the effect of the behaviours of the management and employees of the institution and may lead to a crisis situation (Aksoy & Aksoy, 2003). Developmental crises, on the other hand, are other examples of crisis situations such as school-age individuals encountering bad habits such as alcohol, drugs, etc. during the process of getting to know themselves and the environment, or experiencing some negative family events, and the occurrence of social and psychological traumas (Adıgüzel, 2007). Crises experienced due to insufficient financing are economic crises (Döş & Cömert, 2012). Problems may occur if some of the resources used in the functioning of the organisation are not provided adequately and on time. Failure to take adequate measures as a result of these problems causes a crisis. School management should identify the situations that cause crisis in advance and take solution-oriented decisions to prevent the crisis from growing (Döş & Cömert, 2012). Crises caused by natural events that threaten human life, the dimensions of which are often unpredictable and the impact of which cannot be determined, are crises caused by natural disasters. Environmental events such as floods, fires and earthquakes can cause crises. Organisations should have taken precautions against possible natural events (Aksoy & Aksoy, 2003). Although it is not possible for school administrators to prevent crises completely and to be prepared for all kinds of crises, administrators can anticipate and prevent many crises with the strategies to be developed within the scope of crisis management studies and can cease to be a threat to the institution (Regester & Larkin, 1997). One of the misconceptions in our country is the idea that crisis management activities should be limited to those carried out in line with the orders of the ministry. From the point of view of school safety, crises in schools primarily indicate that students, administrators, teachers and other staff are not safe enough (Dönmez, 2001). Preventing school crises and ensuring school safety is one of the most important problems of today. In Turkey, the Ministry of National Education (MEB) has started to implement different projects against violence, harmful substance use and sexual abuse in schools and to develop strategic plans in order to effectively manage the incidents of violence in schools. It is necessary to increase school administrators' sensitivity to possible crises in their schools and their management skills in this regard. Because it is an important problem that managers do not have sufficient knowledge, skills and experience about what to do before, during and after the crisis.

During crisis management, it is understood that managers develop behaviours to eliminate the problems encountered after the crises are revealed, and that the knowledge of managers and staff in this regard consists of the experiences gained from past crises (Filiz, 2007). It is expected that our schools will be able to intervene adequately and effectively in crisis situations caused by expected and unexpected risk sources and that the school and its environment will overcome the crisis with minimal damage. In order to meet this expectation, the ability to intervene in crisis situations as a planned and trained team is necessary (Aksoy & Aksoy, 2003). In crisis management studies, it is important to be prepared as in management processes. Crises should be solved effectively and quickly and the school should continue its normal functioning. In order to ensure this, it should be predetermined how school administrators and other staff will behave before, during and after the crisis (Sayın, 2008). Due to the high number of crises in schools and the fact that school administrators are the most authorised person in solving crises, the main problem of the research focuses on some characteristics and behaviours of school administrators.

One of the effective ways to motivate individuals is to develop a common vision through internalised values (Aslan & Doğan, 2020; Sığrı & Gürbüz, 2015). Authentic leadership behaviour mobilises individuals to develop this shared vision. With the formation of a shared vision, leaders gain the ability to motivate members of the organisation during a crisis. Authentic leaders are aware that they can move forward during the fight against crisis. The balanced transaction feature of authentic leaders enables them to act impartially when evaluating information (Akyürek, 2020; Kaplan, 2017; Kernis, 2003; Koşar 2020; Savur, 2013; Yetgin, 2020). Therefore, it can be said that authentic leaders cannot be misled by misinformation during the crisis. In this way, they can evaluate the crisis in a cold-blooded and more objective way. Authenticity behaviour enables leaders to act by listening to their own inner voice, to determine and implement their decisions without needing to be guided or ignoring pressure in crisis situations. During the crisis period, the management's acting impartially, honestly and in accordance with ethical values plays a role in preventing the spread of the crisis, increasing the trust in the management and keeping the organisation together (Çelik et al., 2016). Authentic leaders act transparently and sincerely in their relationships, have open communication and reflect their true thoughts (Akyürek, 2020; Kaplan, 2017; Koşar 2020; Savur, 2013; Yetgin, 2020) and contributing to the formation of the sense of trust required in times of crisis (Ahmad, Zafar & Shahzad, 2015; Kernis, 2003) and sharing complete and reliable information (Akyürek, 2020; Kaplan, 2017; Koşar 2020; Savur, 2013; Yetgin, 2020) will prevent the panic of organisational members in times of crisis (Smart & Vertinsky, 1977). In this respect, the importance of the authentic leader in times of crisis is noteworthy in terms of the integration of the organisation within itself and its resistance to difficulties.

The aim of this study is to determine the relationship between authentic leadership behaviors and crisis management skills of school administrators. In order to achieve this aim, the following questions were sought to be answered:

1- What is the level of school administrators' ability to show authentic leadership behaviors and manage crisis?
2- According to the opinions of teachers working in schools, what is the relationship between school administrators' levels of authentic leadership behaviors and crisis management skills.

Method

This study aims to determine the relationship between authentic leadership behaviors and crisis management skills of school administrators working in schools and to examine it according to some variables. For this reason, the research design was determined as a relational survey model. Relational survey models are research models that aim to determine the presence or degree of change in two or more variables together (Karasar, 2019).

Population and Sample

The population is all the elements that we can generalize the results of the research. The sample is the smallest set selected from the universe according to certain criteria and assumed to represent the universe (Büyüköztürk et al., 2020). The population of this study consists of teachers working in public schools in the central districts of Ankara. The sample of the universe was determined by the multi-stage sampling method. In the first stage, stratified sampling method; In the second stage, simple random sampling method was used. 424 teachers in 42 schools in the region determined for the sample were reached. The sample of

this research consists of 424 teachers working in non-private primary education institutions in the central districts of Ankara in the 2021-2022 academic year.

Data Collection Tools

Personal Information Form, Authentic Leadership Scale (Tabak et al., 2012) and Crisis Management Scale (Aksu & Deveci, 2009) were used as data collection tools. The first part of the questionnaire includes questions to be asked to teachers about demographic variables related to the sub-problems of the research. The Personal Information Form was created to obtain personal information about the teachers participating in the study. The form includes information such as gender, age, seniority, marital status, branch and education level of the teachers.

Authentic leadership scale developed by Walumbwa et al. (2008) and adapted into Turkish by Tabak et al. (2012) was used. Authentic leadership scale is divided into 4 sub-dimensions. These are transparency in relationships, balanced evaluation of information, internalized morality and self-awareness. The Authentic Leadership Scale is a scale designed with 16 5-point Likert-type questions in the dimensions of transparency in relationships, internalized ethics, balanced assessment of information and self-awareness to measure employees' perceptions of their managers' authentic leadership characteristics. The Cronbach-Alpha reliability coefficient of 5 items of the transparency in relationships dimension of the scale is 0.787; the Cronbach-Alpha reliability coefficient of 4 items of the internalized moral understanding dimension is 0.765; the Cronbach-Alpha reliability coefficient of 3 items of the balanced evaluation of information dimension is 0.697; and the Cronbach-Alpha reliability coefficient of 4 items of the self-awareness dimension is 0.829. The reliability coefficient of the 16 items of the scale was calculated as 0.918. When these results are examined, it is seen that the sub-dimension of transparency in relationships, internalized moral understanding and self-awareness dimensions are very good, the dimension of balanced evaluation of information is good, and the authentic leadership scale is perfectly reliable. On the other hand, when the model fit indices, which are important criteria in the fit of the scale with the data, are examined, it is seen that the model as a whole is a statistically significant model at 5% significance level and $X^2 / SD = 1.608$ and this value indicates perfect fit, while other model fit indices indicate acceptable fit. Under these conditions, it can be said that the scale is a structurally valid measurement tool.

The crisis management scale designed by Aksu and Deveci (2009) to measure the perceptions of managers' crisis management skills by their followers is divided into three sub-dimensions. These are pre-crisis period, crisis period and post-crisis period. The crisis management scale is a scale designed to measure teachers' perceptions of their managers' crisis management skills through a total of 31 5-point Likert-type questions in the pre-crisis, crisis period and post-crisis dimensions. As a result of the evaluation of the validity and reliability analysis findings of the scales together, it can be said that they are valid and reliable, and in this respect, it can be said that they are measurement tools that can be measured. As for the reliability statistics of the scale, the Cronbach-Alpha reliability coefficient of 7 items in the pre-crisis dimension is 0.916; the Cronbach-Alpha reliability coefficient of 8 items in the crisis period dimension is 0.940; and the Cronbach-Alpha reliability coefficient of 16 items in the post-crisis dimension is 0.960. The Cronbach-Alpha reliability coefficient for the 31 items of the scale is 0.975. When these results are analyzed, it is seen that the scale and its dimensions are reliable. When the model fit indices are examined, it is seen that the

model is a statistically significant model at 5% significance level and $X^2 / SD = 1.753$ value indicates perfect fit, while other model fit indices indicate acceptable fit. It can be said that the scale is a structurally valid measurement tool. As a result of the evaluation of the validity and reliability analysis findings of the scale together, it is a valid and reliable measurement tool.

The arithmetic mean values of the scores obtained from the sub-dimensions of the scales were determined as follows: 1.00- 1.79 as highly inadequate level, 1.80-2.59 as inadequate level, 2.60-3.39 as moderately adequate level, 3.40-4.19 as adequate level, and 4.20-5.00 as highly adequate level.

Data Collection

This research was conducted with the permission of Gazi University Institute of Educational Sciences Research and Ethics Committee with the decision of the meeting numbered 19 on 07/12/2021 and with the code 2021-1190. After obtaining the necessary permissions, questionnaire forms were created using the Authentic Leadership Scale and Crisis Management Scale. The questionnaire forms were distributed to 424 teachers working in public schools in Altındağ, Çankaya, Etimesgut, Gölbaşı, Keçiören, Mamak, Sincan and Yenimahalle districts of Ankara on a voluntary basis and data were collected. The questionnaire forms did not include any confidential information and it was stated that all answers would be kept confidential.

Data Analysis and Process

In the study, the statistical analysis of the data obtained through Authentic Leadership Scale and Crisis Management Scale was conducted through SPSS 26.00 program. In the data analysis process, firstly, it was checked whether the data showed normal distribution. The normal distribution of the data was determined by Skewness, Kurtosis and Kolmogorov-Smirnov Test (Büyüköztürk, 2020). In the light of the findings obtained with the tests, it was deemed appropriate to use parametric tests for the interpretation of the data. Parametric tests can be performed when skewness and kurtosis values are between -3 and +3 (Fisher, 1950).

Findings

The first sub-problem of the study was determined as "What is the level of authentic leadership behaviors and crisis management skills of school administrators?". The descriptive statistics of the authentic leadership and crisis management scores of the teachers participating in the study are given in Table 1.

Table 1
Descriptive Statistics of Authentic Leadership, Crisis Management and Sub-Dimensions

		N	Minimum	Maximum	Arithmetic mean	Standard deviation
Authentic Leadership	Transparency in Relationships	424	1	5	3,46	.86
	Internalized morality	424	1	5	3,43	.88
	Balanced evaluation of information	424	1	5	3,36	.97
	Self-awareness	424	1	5	3,40	.91
	Authentic leadership	424	1	5	3,41	.81
Crisis Management	Pre-crisis period	424	1	5	3,46	.92
	Crisis period	424	1	5	3,30	.99
	Post-crisis period	424	1	5	3,42	.89
	Crisis management	424	1	5	3,39	.87

As is seen on Table 1, the teachers who participated in the research stated that their administrators' authentic leadership behaviors were moderately adequate, adequate in the sub-dimensions of transparency in relationships, internalized morality and self-awareness, and moderately adequate in the sub-dimension of balanced evaluation of information. In addition, it is seen that the administrators are adequate in crisis management, moderately adequate in the sub-dimension of crisis period, and adequate in the sub-dimensions of pre-crisis period and post-crisis period.

The second sub-problem of the study was determined as " According to the opinions of teachers working in schools, what is the relationship between school administrators' levels of authentic leadership behaviors and crisis management skills." The correlation coefficients obtained as a result of the analysis of the data collected during the research process are given in Table 2.

Table 2
Correlation Coefficients between Authentic Leadership Traits and Crisis Management Skills

	1.1.	1.2.	1.3.	1.4.	1.	2.1.	2.2.	2.3.	2.
1.1. Transparency in Relationships	1	,753**	,766**	,738**	,903**	,724**	,627**	,668**	,716**
1.2. Internalized morality		1	,734**	,715**	,889**	,699**	,607**	,632**	,688**
1.3. Balanced evaluation of information			1	,745**	,908**	,761**	,668**	,694**	,753**
1.4.Self-awareness				1	,891**	,760**	,663**	,696**	,752**
1. Authentic leadership					1	,820**	,715**	,750**	,811**
2.1.Pre-Crisis Period						1	,787**	,818**	,924**
2.2.Crisis Period							1	,854**	,943**
2.3.Post-Crisis Period								1	,947**
2. Crisis Management									1

As is seen on Table 2, there is a significant relationship between authentic leadership and all its sub-dimensions and crisis management skills. Since the correlation coefficient for the internalized moral understanding dimension is 0.688, there is a moderate positive relationship; there is a high-level positive relationship between transparency in relationships, balanced evaluation of information, self-awareness and authentic leadership and crisis management. When the coefficient of determination for authentic leadership is considered as $r^2 = 0,66$, it is seen that 66% of the total variability in crisis management is due to authentic leadership.

Discussion, Conclusion and Recommendations

As a result of the analysis of the first sub-problem of the research 'What are the levels of authentic leadership behaviors and crisis management skills of school administrators?', it was determined that they were moderately sufficient for the authentic leadership scale, sufficient in the sub-dimensions of transparency in relationships, internalized moral understanding and self-awareness, and moderately sufficient in the sub-dimension of balanced evaluation of information. Considering the sub-dimensions, internalized moral understanding was found to be at a medium level, while the other sub-dimensions were found to be at a high level. Çelik (2015), Keser and Kocabaş (2014), Okçu and Anık (2017) found the general score of the authentic leadership scale at a high level in their study examining the authentic leadership behaviors of administrators according to teacher perceptions. It was found that the administrators were at an adequate level in managing the crisis and were moderately adequate in terms of the sub-dimensions of crisis management, while they were at an adequate level in the pre-crisis period and post-crisis period. In parallel with the results of this study, Maya (2014); Şahin (2014); Haban and Bozkurt (2017) concluded that school administrators' crisis management skill levels are at a medium level. Babayiğit (2024) and Ercan, & Aksu (2022) found that the crisis management skills of school administrators are at a high

level. It is thought that this result is related to the evaluation of the participants in the study and will change with the change of the sample.

The analysis of the second sub-problem of the study, 'According to the opinions of teachers working in schools, what is the level of authentic leadership behavior of school administrators and their crisis management skill levels and how it affects them' revealed that there is a significant positive relationship between authentic leadership and all its sub-dimensions and all sub-dimensions of crisis management skills. In his research, Topaloğlu (2019) stated that as the internalized moral understanding and self-awareness characteristics of authentic leadership sub-dimensions increase, crisis management skills also increase. This result also supports the result of the study. Authentic leaders inspire their followers to unite in a common vision as a result of using internalized values. Therefore, by motivating their followers during the crisis, authentic leaders ensure that the organization is kept together during the crisis and prevent the organization from disintegrating (Çelik et al., 2016). In other words, as leaders' authentic leadership traits sub-dimensions of transparency in relationships, internalized morality, balanced evaluation of information and self-awareness increase, their crisis management skills also increase. Çelik et al. (2016) stated that self-awareness enables leaders to act objectively and put their egos aside during the analysis of information, and thus authentic leaders can evaluate the crisis more objectively. In the qualitative study conducted by Yurtsever and Altınok (2021), it was stated that the leadership characteristics of managers shape their attitudes and behaviors, and that managers should present crisis situations in a healthy way and offer solutions. In addition, they revealed that determining the characteristics of current crises and exhibiting authentic leadership attitudes and behaviors in the face of events can reveal positive results**.**

Today, change is continuous and rapid. For this reason, organizations need to proactively take precautions against crises and when faced with a crisis, they should not be late to respond to the problems that occur during the crisis resolution phase and during the crisis phase, they should anticipate what may happen and develop solutions. George and Sims (2007) stated that without authentic leaders, good results can be achieved in the short term, but for sustained long-term results, authentic leadership is the only solution.

Limitations

It is limited to the opinions of teachers working in the determined districts of Ankara in the 2021-2022 academic year. It is assumed that the volunteer teachers who participated in the research gave honest and sincere answers.

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Ethical Declaration and Committee Approval
In this research, the principles of scientific research and publication ethics were followed.

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Proportion of the Author Contribution
Researchers contributed equally to this study.