

Assessment of crisis management skills of secondary school administrators

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Abstract The aim of this study was to examine the effects of secondary school administrators' crisis management skills and to present suggestions about the crisis management in the schools in the light of the information obtained. Research is a qualitative study. The research was conducted by interviewing 12 school principals and director duties working in the Central Secondary Schools of TRNC (Turkish Republic of Northern Cyprus) during 2016–2017 academic year spring semester. The data of the study was obtained by interview with a form consisting of open-ended questions. There are five basic questions in the form. While data collection tool is being created; what kind of benefits are received to end the crisis/crisis in the school, what measures are taken to prevent the crisis/crises in the school from happening again, and what kind of measures are taken to prevent the crisis/crises in the school from happening again. In the analysis of the data, content analysis was used from qualitative data analysis methods. At the end of the study, it was tried to determine what kind of crisis the school administrators in the secondary schools encounter, the obstacles to solving the crises, what kind of benefits are received, measures taken to end the crises and precautions taken to prevent the crisis again.

Keywords Crisis · Crisis management · Secondary school · School manager

1 Introduction

Strong, coherent, just, good faith, sincere, trustworthy and honest behavior strategies that administrators monitor in school security efforts and in relation to the individual in the school can be effective in solving some of the problems without crime (Sayın 2008). However, sometimes managers may be unable to balance and schools can fall (Can et al.

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2011). The recent increase in incidents of school violence increases school administrators' concerns about school safety (İnanđı 2008).

Effective crisis management expects managers to have special and superior skills. Some of these skills; to be able to create order in a complicated manner, to be able to effectively coordinate the initial response process and subsequent rescue operations, to establish the necessary communication order to cope with the crisis, to instill confidence in all stakeholders, especially management, employees and students, to survive the crisis with minimal damage in the shortest time possible (Karaağaç 2013).

School administrators need to increase their awareness of possible crises in schools and management skills in this area. However, at this stage, the lack of sufficient knowledge, skills and experience of managers about what to do before, during and after the crisis is an important problem. According to Filiz (2007), it is understood that the general approach of managers about crisis management has been shaped to get rid of the troubles after the crises have taken place, and the knowledge of managers and personnel has been developed from the lessons drawn from the crises. In other words, the event first comes to fruition, then the emerging problems are seen and tried to be solved.

The main characteristics of crises in organizations are the difficulty of unpredictability, the urgent need for intervention, the threat to the purpose and existence of the organization, the inadequacy of the prevention mechanisms, the lack of time to make oversight and the tension in decision makers (Can et al. 2011). The effects and negative consequences of crises are inversely proportional to the mode of governance (Erten 2011).

1.1 Crisis

According to Göksu (2011) crisis, in short, suddenly developing; an organization is a situation that threatens the existence or goals of a community and must be urgently addressed. In the event of crisis, as life continues in normal course of life in organization and society, a situation that changes this normal trend significantly occurs. This situation disrupts the organization and even threatens its existence and its existence. If the measure is not taken, the organization may be shaken, collapsed, or removed.

In general, the concept of crisis refers to a dangerous period that suddenly emerges, while giving some indications in the pre-crisis period, and a situation that is difficult to deal with during this period. According to Demir (2011), the crisis period is a tense process that can not be completely prevented with giving signs, but is often a sudden and insidious process that causes instability of institutions and institutions by clogging decision mechanisms and outgrowing organizational functions.

According to Pira and Sohodol (2010) crisis; An organization is a situation that threatens the high-level goals and peddlers, threatens the organization's life, jeopardizes its life, restricts the duration of the response before it is decided and implemented, and creates tension in the organization by surprise for decision-makers in its formation, leaving the crisis prediction and prevention mechanisms inadequate.

1.2 Crisis in educational organizations

In education organizations, any situation that hinders the education and training process and often makes it unemployable is defined as crisis. Any kind of crisis that may occur in these organizations will initially disrupt the functioning of the system and then begin to damage the organization and its environment (Akarsu 2010).

The crisis situation in the school can be traced from the most basic power interruption or accidents that may occur in the science lab, to the injury or death of a student who falls on a flag pole, to the entrance of dangerous people into the school (armed or unarmed) (Savçi 2008).

1.3 Internal factors causing crisis

“With the organizations being dragged into the crisis environment, the importance of some negative applications in the interior is great. Even if the external environment is shown as the main source of the crisis in a structure that can not be effectively predicted and controlled in its entirety, the share of organizational factors can not be ignored “(Çelik 2010).

According to Tutar (2011), “internal environmental factors; organizational structure, inadequacy of senior management, inadequacy of information gathering and evaluation, historical backgrounds and life stages of institutions, problems with organizational culture, problems with organizational climate, not seeing the statements, interaction between internal and external factors, or indecisive.”

1.4 External factors causing crisis

Factors that are outside the structure of the school and which the school can not control are the family, the pressure groups in the world and the labor market, hardware and material resources, the top management central organization (Bursalıoğlu 2002). Crisis after the natural disasters are also included in this group because they are developing outside the control of the school.

1.5 Crisis process

The crisis starts with the symptoms that occurred in the pre-crisis period, covering various periods until the control is restored and the turn of the crisis hurts. The crisis consists of three periods: before the crisis, at the time of the crisis and after the crisis.

1.6 Pre-crisis

The pre-crisis period is the period in which the symptoms slowly warmed up before the crisis. In this period, the organization began to fail to respond to the internal and external environment, to the organizational environment, to the environment and to the needs and expectations. Taking necessary precautions before the crisis is born is the easiest and cheapest way to prevent the crisis. The precautions to be taken after the crisis emerges become expensive and the management and resolution of the crisis becomes difficult after the crisis. Tips for the emergence of a crisis may develop in the pre-crisis period. It can be argued that there are signals about the situation that threaten the purpose and existence of the organization. When crisis signals are received, the preparation of the necessary crisis plans, the establishment of crisis teams and their constantly up to date can be considered as the best way to manage crises easily and successfully.

1.7 Crisis moment

If crisis signals in the pre-crisis period are taken, interpreted, or not reacted properly, the probability of entering crisis period is very high (Pira and Sohodol 2010). As soon as we realize the internal and external changes in a timely and effective way and can not go into action and problems start to be noticed, they come to the crisis period by passing through the wrong decisions and activities. The crisis process begins with the emergence of signs and signals related to the crisis. Meanwhile, there is great fear and panic among the organization, especially among the managers and employees. This fear, panic and stress increase the crisis even more (Peker and Aytürk 2002).

1.8 After the crisis

The solution or decadence period is the final stage of the crisis. In order to solve the crisis that falls into the organization at this stage, internal and external sources are used to apply to the last runners. In this last stage, if the appropriate response can not be given, the possibility of resolving the problems for the organization is lifted and the organization collapses over time.

1.9 Crisis management

It is very difficult for organizations to respond to crisis conditions through the habit of doing business and deciding on normal times. For this reason, the management policies during the crisis period should be different. Crisis periods require different applications.

According to Aykaç (2001) crisis management; is a management model that emerges during unexpected periods and requires different qualities from ordinary periods. Crisis management includes identifying the crisis and its causes, analyzing them, taking measures, putting measures into practice, predicting future crises based on these measures, applying plans previously prepared in case of crises and taking countermeasures against crime.

The main aim of the crisis management is to prepare the crime. To achieve this aim, the following activities are included in the scope of the crisis management (Yılmaz 2004):

- Preventing possible crises.
- Preparing to prevent the possible harms of possible crises in the best way.
- Avoiding the existing crisis with least damage.

1.10 Goal

Crisis is the situation that emerges at an unexpected time and puts the assets of the organizations in danger. The purpose of this study is to evaluate the crisis management skills of secondary school administrators.

2 Method

The research is a qualitative study and the case study is used in the study. Yildirim and Simsek (2011) refer to the state study design as “a qualitative research design in which one or more cases are investigated in depth and the factors related to the situation are tried to be revealed with a holistic approach”. Crisis in the school is a reality and can happen every day. These situations are always encountered in various forms. In the present study, multiple (holistic) case types were used in the case study design. The reason for this is to make comparisons between managers who have independent crisis resolution skills (Büyüköztürk et al. 2016). The multiple (holistic) situation describes the study of independent phenomena.

2.1 Collection of data

In this study, “semi-structured interview” technique was used as data collection method. This technique combines both a fixed choice response and the ability to obtain in-depth data on the relevant field (Altınay and Altınay 2016).

While preparing the interview form used in this study, in order to communicate more effectively and efficiently with the interviewed individuals; attention has to be paid not to be multidimensional in order not to put pressure on the person being interviewed in order to make the questions clear, easily understandable, explainable, giving detailed answers. In addition, in case the person does not understand the question, he has been careful to prepare alternative questions and some tips (Yıldırım and Şimşek 2005). The interview form prepared by the researcher was firstly checked by four field experts, two of which were Turkish Language and two of them were assessment and evaluation experts. In addition, two more experts have been shown who make various studies using the interview method; necessary modifications and amendments were made on the opinions and recommendations of the six experts. The pilot application helps the researcher to determine how well the interview form is prepared and whether the statements used are appropriate for the interviewee (Yıldırım and Şimşek 2008). For this reason, a modified interview form in the direction of the experts’ recommendations was applied to two school administrators before being used for data collection; the final form was given to the interview form according to the responses and responses of the interviewees to the questions asked. The following five questions were sought in line with the main objective of the research:

1. What are the crisis/crises you are facing in your school management?
2. What are the obstacles you face in resolving crisis/crisis in school management?
3. What kind of help did you receive from school administrators in order to prevent crises/crises in school?
4. What kind of assistance did you receive to end the school crisis/crisis in school management?
5. What measures have you taken to prevent the crisis/crises in the school from happening again?

2.2 Working group (sample)

Maximum diversity sampling was used for sampling purposes. The aim here is to create a relatively small sample and to reflect the diversity of the individuals who may be involved

in this sample at the maximum level (Yıldırım and Şimşek 2011). In this study the maximum diversity sampling method The purpose of the election is to think of all the possible causes of the crisis and the ways of solving them, in the sense that the operation and management of each school are different. Thus, different dimensions of the problem have been tried to be revealed.

The study group consisted of 6 middle schools and 6 high school principals and deputy directors working in the TRNC (Turkish Republic of Northern Cyprus). Six of the school principal and assistant principal who participated in the survey were female, 6 were male and 12 were male. Manager senior positions 14–18 years; and the senior positions of assistant managers are 8–12 years.

Negotiations were held between the dates of 15.03.2017–15.05.2017, during the school year 2016–2017, in the schools where the school administrators worked. The interviews were conducted by the researcher in the morning hours (10.00–11.30) in the office of the school administrator; these interviews were recorded on the voice recorder with permission from the school administrators. So there is no loss of data in the study.

2.3 Analysis of data

The data were analyzed through content analysis and interpreted. The data were recorded during the interview and recorded.

According to Cohen et al. (2007), content analysis is defined as the process of specifying the meaning contained in the handwritten information. The data are firstly handled in terms of questions, and the data obtained for each question is coded. The coding process is done manually, and the concepts that stand out on the edges of the papers are noted. When creating codes, codes were created by using concepts obtained without research instead of a code list prepared beforehand. Secondly, in order for the whole of the emerging themes to be able to explain the data obtained in the research in a meaningful way, i.e. to make a meaningful whole between them (external consistency), two field academicians opinions were received.

Changes have been made in the direction of these experts' recommendations. In order to reach in-depth knowledge and achieve a more descriptive result, the participants' opinions were also directly cited. In the study, these quotations were made by giving numbers to school administrators. Each schoolmaster has been assigned numbers of up to six M1–M2..., starting from seventh to twelve MMv.7–MMv.8....numbers are given.

3 Findings

The data obtained in this section have been tried to be interpreted by subjecting the content analysis. Some concepts related to the question are directly supported by quotations.

4 Theme: encountered crisis/crises

Together with the frequency of data obtained for the question “What are the crises/crises you are experiencing in school management,” is discussed in Table 1.

When we look at Table 1, school administrators who explain what the crises experienced in the management process are, the code with the highest frequency is “student” and

Table 1 Findings about what crisis/crises you have encountered in school management time

Codes	f
Student	5
Family	5
Ministry	4
Union	2
Teacher	2
Manager	2
Material impossibility	1
Teacher change	1
Regulations	1
Problem between submissives	1
Systemlessness	1
Technology failure	1
Political obstacle	1
Governance	1
Free lessons	1
Out of school	1
Total	30

“family” with about one-third of all codes (5/30) it can be seen that the codes are equal in frequency, with one in the seventh (4/30), the “ministry”, then the “union”, “teacher” and “manager. From the views of school administrators about what crisis that the school administrators face during the course of school management, the opinion of MMV.7 regarding the student and family code is as follows: “Those who created the greatest crises are of course students. I have a lot of student crises. “ Commenting on the family code of MMV.8: “We do not question the parents situation. We are not questioning the financial situation. Does this kid’s have outfit, hungry, a book? MMV.9 view regarding the Ministry:”It is the Ministry of Education that has produced the biggest crisis. In fact, these are the administrators within the ministry. For example, the unannounced exam regulations are changed at the end of the one-year education-training semester. “ The opinion of the M1 on teacher exchange and the trade union code: “The biggest crisis in our school is the constantly changing teacher staff every year. This creates a constant crisis for us. The union also brings us a crisis. Teacher says that your program is the program of your course. You will act accordingly Looking at Table 1, it is seen that the most important of the crises encountered are the students and the family. Probably, these codes may be repeated most of the time as students and their families come from different cultures.

4.1 Theme: barriers to solving crisis/crises

Table 2 shows the frequency of data obtained for the question “What are the obstacles you have to face in resolving crisis/crises in school management?”

When you look at Table 2, the school administrators who participated in the investigation of the obstacles you face in resolving the emerging crises can be expressed as “family” and “ministry” with about one-fourth of all codes (4/18). From the obstacles that school administrators face in resolving emerging crises, the MMV.11 view of family and trade unionism is as follows: “The biggest obstacles push us to approach the events. That

Table 2 What are the obstacles you have faced in resolving crisis/crisis in your school management experience?

Codes	f
Family	4
Ministry	4
Union	2
You do not understand	1
Waste of time	1
Administration	1
Authority problem	1
Indifference	1
Teacher management	1
Of system	1
Management skill	1
Total	18

is, no family accepts that the child is wrong. We are also having difficulty because it does not. The union is blocking us on some issues, whether or not we are aware of it “. The M5 opinion on the ministry’s code: “Because we are very committed to the ministry and its remote control, it prevents many crises from crossing”. MMv.9 view regarding the code between the administration and the teacher administration: “My remedy may be too much obstacle. This may be the mind itself, the teacher may be between the minds “. “he said. The majority of respondents stated that the obstacles they faced in resolving crises were family and ministry. This can be expressed as the attempt of the school administrators participating in the research to remove the obstacles to solve the crisis with a tighter communication.

4.2 Theme: assistance to avoid crisis/crises

Table 3 below shows the frequency of data obtained for the question “Who are the school administrators in order to avoid crises/crises in school and what kind of help do you have?”

Table 3 Finding out who you are and what kind of help you can get to prevent crisis/crises in school

Codes	f
Guidance teachers	3
Teachers	2
Universities	2
Manager and family	2
Clas	1
Classroom control	1
Ministry	1
Meetings	1
Expert people	1
Science	1
Teachers’ board	1
Continuous coordination with guidance	1
Total	17

When you look at Table 3, it can be seen that the respondents who responded to the question “What kind of support have you received and from whom For preventing crisis? Are the “guide teachers” with one-sixth of all codes (3/17) of all codes. Secondly, the most coded one is expressed as “teachers”, “universities” and “awareness of students” with about one-eighth of all codes (2/17).

From the views of the school administrators regarding this question, M3’s opinion on the guidance teachers is as follows: “The place where we receive the greatest help is the guidance teachers. M4 opinion on the same code: “I got support from friends in the guidance teaching. I went to the guidance counselors. “ In regards to the university’s M6 opinion: “Absolutely every year we invite several universities faculty members to our school.”

4.3 Theme: assistance to end crisis/crisis

In Table 4 below, the frequency of data obtained for the question “Who are you in order to terminate the school crisis/crisis in school management and what kind of help are you receiving?”

When you look at Table 4, it can be seen that school leaders are the “family” with whom the most frequent answer is about one-third of all codes (6/19) about who you are to end the crises and what kind of help you get. Secondly, it is seen that the most coded topic is “guide teachers” with about one-third of all codes (6/19). From the views of the school administrators on this question, the M2 opinion on the family code: “We need family help. It’s impossible to end any crisis outside the family. Aside from this, the guidance can be the contribution of the teachers. “Concerning the guidance teachers, MMv.10 view:” We are talking to the guidance teachers first. We see that most of our crises are solved with counselors. “Table 4 suggests that school administrators may end crises more easily and easily, by continuing meetings with parents and guidance teachers to end crises”.

4.4 Theme: measures taken to avoid the crisis/crises

The frequency of data obtained for the question “What measures have you taken to prevent the crisis/crises in school from happening again?” Has been discussed in Table 5.

When Table 5 is examined, it is seen that school administrators “inform” about what measures you have to take to prevent the crisis in school, with the most frequent answer being about one-fourth of all codes (3/11). Secondly, it is seen that the most coded topics

Table 4 Find out about who you are and what kind of help you have to end the school crisis/crisis in school management

Codes	f
Family	6
Guidance teachers	6
Police	2
Ministry	1
Social services	1
Expert people	1
Teachers	1
PTA	1
Total	19

Table 5 Findings about what measures you take to prevent the crisis/crises in the school from happening again

Codes	f
To inform	3
Mainstreaming	2
Tolerance	2
Continuous audit	1
Make a plan	1
Effective listening	1
Experience	1
Total	11

are “combining” and “tolerance” with all the codes (2/11). To inform the views of the school administrators regarding this question, the M5 opinion on the code: “I have always been informed that I will not have the crises again. When I did this, I saw that I was not facing a serious crisis. “ In regards to the mainstream code, the M1 opinion says: “I see that there is a crisis situation, immediately a teacher, take a cake tomorrow and come back. The next day, everybody goes out. We do something that helps teachers get together once a month. We always praise teacher or student achievements. We call successful students and applaud. So there is a good atmosphere and fusion. “ If it is related to tolerance, M4 says, “Always an administrator has to be pleased. I think that the crises can not be solved with strict rules and orderly approaches.”

5 Discussion and conclusion

Crisis are situations that threaten organizations’ senior goals. Our schools, which have organizational structure, are negatively affected by crisis situations, which is reflected negatively in and around the school. Each crisis situation leads to psychological repression, but the organizations, the schools, gain experience. The factors that cause crime in schools can be considered in two categories as school and environmental factors. The fact that in-school factors can be caused by managers, teachers, students and other personnel, environmental factors can be expressed as family, environmental pressure groups, working environment and natural disasters. In general, it comes out that negative attitudes, inadequate communication, political pressures, and illegal anticipations in schools cause crime in school. It can be considered that the negative attitudes of the school will be made by the teachers, the students, the administrators and the parents in the environmental factors. Similarly, in the study conducted by Tutar (2011), he determined the causative factors and reached similar results.

The greatest responsibility for the management of schools falls into school administrators. Taking this into consideration, it is necessary for the school administrators to determine the methods to be applied in order to remove the crisis before the crisis and to reduce the possible damages of the crisis to a minimum level. According to findings, the most important duty of school administrators is to be in good health, good and constant contact with all stakeholders. The school administrators must make a decisive contribution to the overcoming of the crisis in the school with the attitude of constructive behavior and necessary interventions. Similarly, Demirtas (2000), mentioned the importance of managerial competence in crisis management in his research. The manager should direct the

crisis by solving the crisis by evaluating the events in a holistic approach, structurally based on culture, management, and resource use. In addition, effective crisis management and joint work with internal and external stakeholders should be undertaken (Ritchie 2004). When the methods of intervention in crisis situations in schools were examined, most of the participants participating in the research stated that methods such as families, meeting with guide teachers, receiving opinions from universities and experts were used as methods of solving the crisis.

It can be stated that the positive side of the crises may also be the result of taking the lessons from the crises and the least possible damage from the possible new crises. It can be expressed that crises have given schools experience a new experience. Similarly, Okumuş (2003), stated that the positive sides of crises are. At the same time, the crisis presents appropriate opportunities for organizations to observe structures, policies, social situations and processes (Boin 2004).

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