

RESEARCH ARTICLE

Error Management Culture of School Administrators According to Teachers' Perspectives

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Abstract

The purpose of this study is to determine school administrators' attitudes and practices regarding error management based on teachers' perspectives. The research was conducted using a qualitative research design, specifically the case study method. The sample consists of 14 teachers working at different educational levels in the Nallihan district of Ankara province. Data were collected through semi-structured interview forms developed by the researchers. Face-to-face interviews were conducted with participants between March and May of the 2024-2025 academic year. The analysis of the data revealed the following findings: School administrators generally define errors as violations of regulations, although in some cases they perceive them as a natural part of learning and professional development. Analytical, supportive, and solution-oriented approaches mostly characterize administrators' responses to errors. Participants define the ideal error management culture as one that is based on fairness and inclusiveness, effective communication and process management, psychological safety, and a commitment to continuous improvement. According to the findings, the most common mistakes made by school administrators include a lack of communication and insufficient teacher participation in decision-making processes. On the other hand, teachers are most likely to make mistakes related to pedagogical approaches, communication problems, time management, and planning deficiencies. It was also observed that both positive and negative emotions are experienced during error management processes. The most frequently used approach in schools is one-on-one communication, accompanied by solution- and development-oriented strategies. Additionally, when school administrators make mistakes, teachers generally respond with understanding, empathy, and constructive and supportive feedback. The results of the study reveal that a certain level of error management culture exists in schools, and that both teachers and administrators approach the process with collaboration and a willingness to improve. Suggestions were made to ensure the continuity and development of the adaptation of both school administrators and teachers to error management processes.

Keywords: *Error management, school administrator, teacher.*

Introduction

Educational institutions, like other organizations, operate in line with certain goals. Although many factors are effective in achieving these goals, the most fundamental factor is human beings. Teachers play this role in education. The success of the institution largely depends on the commitment and motivation of teachers. However, this commitment cannot be achieved only through material opportunities; teachers need educational environments where they feel safe and peaceful. In this context, the climate, culture and even the communication style and level of educational environments affect teachers' performance positively or negatively. In particular, an atmosphere where there is no fear of making mistakes and where productivity is supported increases teacher productivity (Nanto et al., 2024). Error management, which starts from the assumption that human errors cannot be completely prevented instead of focusing on the complete elimination of errors, tries to deal with errors and their consequences as they occur (Guchait, Pasamehmetoglu, & Dawson, 2014).

Sustainable development in educational institutions is possible not only by rewarding successes but also by dealing with mistakes constructively. At this point, the attitudes of school administrators directly affect the error management culture adopted in the organization. Environments where mistakes are punished or ignored can reduce employees' tendency to innovate and take responsibility. In contrast, a climate where mistakes are seen as learning opportunities supports individual and organizational development. Therefore, managers' inclusive and open-to-learning leadership approach plays a critical role in the formation of a healthy error management culture (Demirtaş & Güneş, 2020). Therefore, to establish a healthy error management culture in educational organizations, it is of great importance for administrators to exhibit an inclusive, understanding and open-to-learning leadership.

This research differs from other studies in that examines school administrators' perceptions and approaches to error management culture. In the literature, error management has generally been studied in fields such as business, healthcare or engineering, while it has been the subject of limited studies in educational institutions. Most existing research examines organizational error management within the context of general organizational culture, but fails to address the specific position of school administrators. This study is unique in its examination of error management culture in the Turkish context, based directly on the views of school administrators. It provides an in-depth exploration of not only the types of errors but also the ways administrators perceive, manage and reflect these errors within the institutional culture. Furthermore, its qualitative research approach, conducted within a limited population, allows for the visibility of contextual differences and local dynamics. In this respect, the study distinguishes itself from the limited number of studies in national and international literature that directly address error management culture in educational institutions from a managerial perspective and offers a unique contribution to the field.

Theoretical Framework

Error Management Culture

It is thought that the main way to achieve success in today's intensely competitive environment is to adopt an approach based on learning and knowledge. Learning by doing and learning from mistakes are considered to be among the most effective ways of learning. Organizations allow and encourage making mistakes and learning from these mistakes within certain limits in order to increase the level of creativity (Argüden, 2005). The concept of error is defined as unintentional deviations from certain rules, procedures, goals, norms or standards of behavior. Such deviations often have the potential to lead to undesirable and negative consequences (Goodman et al., 2011; Van Dyck et al., 2005). In terms of different organizations and especially schools, mistakes and failures offer valuable opportunities for learning and development. In this context, mistakes and failures can be used as corrective and feedback tools in the process of schools becoming learning organizations (Alpkan & Doğan, 2008).

It is inevitable that mistakes occur in educational institutions operating in a dynamic environment. Therefore, learning from mistakes and managing them effectively is of great importance in terms of error management. Especially school administrators can make different mistakes from time to time while fulfilling their administrative duties. In addition to the negative consequences of these mistakes, it should be kept in mind that learning from mistakes can have positive effects on the professional development and learning of school administrators. In this context, it is important to understand the administrative mistakes made by school administrators and how they benefit from these mistakes in terms of professional development (Özdoğru & Güçlü, 2021).

An error can be defined as a flaw that is usually made unintentionally and due to lack of knowledge. However, not every defect or risky situation should be considered an error. Likewise, not every potentially dangerous situation is a direct error (Nanto, 2020). Errors in organizations can vary from one to another, and in order to deal with them effectively, some realities need to be accepted. One of these facts is that errors are not always completely preventable; in other words they are inevitable. This reflects an observable and recurring reality in corporate environments (Reason, 2000). In particular, underestimation of errors during the education process may cause individuals to face these errors more frequently and seriously in business life (Chillarege et al., 2003). Errors caused by people are said to have some characteristics. Errors, regardless of their content, can have negative effects on people. Depending on the magnitude of the error, they can cause stress or embarrassment, while in some cases they can lead to physical injuries or more serious consequences, even death. However, some mistakes can be remedied without serious consequences. Employees often tend to avoid mistakes rather than admit them. Therefore, sharing experiences gained from mistakes is of great importance to prevent similar situations from happening again and to ensure success in compensating for mistakes (Cigularov et al. 2010).

Although there is no clear and precise distinction in the literature, Reason (1990) classified errors that may occur in organizations into three categories: behavioral, contextual and conceptual errors. This classification contributes to the shaping of error management strategies in organizations by making it possible to evaluate errors according to the way they occur and their context. Classifications based on the impact of errors on the organization, that is, the magnitude of the error and the damage it causes, are considered within the scope of behavioral error types. In these types of errors, the reflection of the consequences of the error committed by the individual on the organization is at the forefront. On the other hand, errors that focus on establishing a relationship between the causes and consequences of the error and evaluate this relationship within the context are defined as contextual errors. Conceptual errors, on the other hand, are the types of errors that

approach the error phenomenon at the theoretical level and provide conceptual explanations based on observations (Nanto, 2020). Reason (1990) also classified errors based on institutions and individuals and divided them into two as implicit errors and organizational errors. He defined the errors related to the rules as implicit errors and the errors caused by more than one person as organizational errors.

Considering the fact that errors cannot be completely prevented in organizations, this situation reveals the necessity to minimize the negative effects of errors and to benefit from the positive aspects that may arise. Being able to benefit from errors necessitates systematic error management. As a result of this process, the attitudes and behaviors that are formed in the long term and become permanent in organizations are referred to as error management culture (Nanto, 2020). It will be preferred that the employees in the organization are not afraid of making mistakes, but people who believe that error can be turned into right, failure can be turned into success, and every right step will bring a new step. Error management is an approach that develops over time rather than an instantaneous situation, requires a certain process and has various characteristics. (Edmondson, 2004).

In organizations with poor error management, the negative consequences of errors are at the forefront instead of supporting employees. Errors made in such organizations bring punishment behavior. In such an environment, employees may tend to hide mistakes because they are looking for someone to blame (Carmeli & Gittell, 2009). In organizations with a strong error management culture, it is clear that mistakes are not only seen as negativities; on the contrary, they are considered as learning and development opportunities. In such organizations, some basic elements are necessary for learning from mistakes to take place. First, raising awareness about mistakes is of great importance. Developing a sense of responsibility towards mistakes increases the effectiveness of this process. Analyzing mistakes in line with the corporate system and sharing the experiences gained contribute to individual and organizational learning. In addition, transparent disclosure of error-causing situations, encouragement of information sharing and the existence of an environment where mistakes can be openly discussed are among the elements that foster a culture of learning. Finally, practices that support team members to learn from each other's mistakes also play an important role in establishing a culture of error management (Guchait et al., 2015).

Frese's (1991) system-level error management model is adapted to the organizational context and discussed in three main stages. These stages are error process, taking action and regulation. The first stage, the error process involves identifying errors and analyzing their causes. In the action phase, steps to correct the errors are planned and implemented. Finally, the regulation phase aims to monitor the process and provide corrective feedback when necessary. Through this structure, organizations not only identify errors, but also have the opportunity to turn them into opportunities for improvement and learning. Prominent practices within the scope of error management culture in organizations include open communication about errors, sharing information about errors, seeking support in error situations, identifying and analyzing errors quickly, and managing and coordinating these processes effectively (Van Dyck et al. 2005).

Adopting or error management culture by school administrators creates an impact that supports organizational learning, promoting psychological safety and improving the quality of education. A management approach that is not afraid of mistakes but rather sees them as a means of learning and development, contributes to the continuous development of the school and strengthens its leadership capacity. The existence of such an environment increases the cooperation of teachers and other stakeholders and supports the development of a learning organization structure. School administrators' open acceptance of mistakes contributes to the creation of such a climate and enables them to function as role models (Leithwood & Jantzi, 2005). In the literature, studies on error management have generally been limited to the errors of teachers or students. However,

administrators' approaches to this culture affect the learning climate that prevails throughout the school. By analyzing school administrators' attitudes towards errors, such studies can provide guidance to administrators and reorganize the content of professional development programs (Edmondson, 1999). This research is thought to contribute to the literature by trying to determine the error management cultures of school administrators.

Purpose of the Study

The aim of this study is to determine the attitudes and practices of school administrators towards error management based on the views of teachers.

In this research, answers to the following questions are sought:

- 1-How do school administrators define error?
- 2-What are the reactions of school administrators to making mistakes?
- 3-How should the ideal error management culture of school administrators be?
- 4-What are the mistakes made by school administrators?
- 5-What are the mistakes made by teachers?
- 6-What are the emotions of school administrators in error management?
- 7-How is the error management process in schools?
- 8-What are the teacher's reactions to the error-making behavior of school administrators?

Method

Research Model

In this study, while trying to determine the attitudes and practices of school administrators regarding error management according to the opinions of teachers, case study design, one of the qualitative research methods, was used. In a case study, the factors related to a situation are investigated with a holistic approach and the focus is on how they are affected by the situation (Yıldırım & Şimşek, 2008).

Study Group

In this study, based on the assumption that the error management cultures of school administrators may be affected by the level of the institution they work in, sampling was based on maximum diversity in school selection and easy accessibility in teacher selection. Accordingly, 2 pre-school, 4 primary school, 4 secondary school and 5 high school teachers working at different levels affiliated to the Ministry of National Education in Nallıhan district of Ankara province in the 2024-2025 academic year were included in the study. In the selection of participants, diversity in demographic variables such as gender, branch, school level, school type, educational status and professional seniority was considered. Although maximum diversity was not considered in the analysis, one of the reasons for choosing this sample type was to increase the diversity of opinions. Demographic information of the teachers interviewed is given in Table 1.

Participant	Gender	Branch	School level	School type	Education status	Professional seniority
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P1	Male	Guidance	Secondary Education	Vocational High School	License	12 years
P2	Woman	English	Secondary Education	Vocational High School	License	8 years
P3	Woman	Turkish Language and Literature	Secondary Education	Vocational High School	Master's degree	15 years
P4	Male	English	Secondary Education	Anatolian High School	Master's Degree	23 years
P5	Woman	Mathematics	Secondary Education	Science High School	Master's Degree	7 years
P6	Male	Social Studies	Middle School	Middle School	License	10 years
P7	Woman	Science	Middle School	Middle School	License	15 years
P8	Male	Physical Education	Middle School	Middle School	License	4 years
P9	Woman	Guidance	Middle School	Middle School	License	2 years
P10	Woman	Classroom Teacher	Primary School	Primary School	License	16 years
P11	Woman	Guidance	Primary School	Primary School	Master's Degree	8 years
P12	Male	Special Education	Primary School	Primary School	License	12 years
P13	Woman	Preschool	Pre-school	Kindergarten	License	6 years
P14	Woman	Preschool	Pre-school	Kindergarten	License	8 years

Table 1 shows that a total of 14 teachers participated in the study. Five of them were male and six were female. 5 of them work at high school level, 4 at middle school, 3 at primary school and 2 at preschool level. 4 teachers have master's degrees, and 10 teachers have bachelor's degrees. 8 of them have a seniority of 1-10 years, 5 of them have a seniority of 11-20 years, and 1 of them has a seniority of 21 years or more. The branches of the teachers also vary. Teachers participated in the study voluntarily. No one was forced to participate in the research.

Data Collection Tool and Data Analysis

In this study, a case study design, one of the qualitative research methods, was used to determine the mistakes encountered in schools according to teachers' opinions and the error management strategies of school administrators. A semi-structured interview form was used in the data collection process. The interview form was prepared based on literature review and expert opinions. Teachers voluntarily participated in the study, and the interviews were conducted face-to-face by the researcher during the spring semester of the 2024-2025 academic year with the participants' consent. Detailed notes were taken to increase the reliability of the research. The interviews lasted approximately 30-45 minutes. The collected data were evaluated using content analysis. The main purpose of this method is to reveal meaningful concepts and the relationships between them from the obtained data (Yıldırım & Şimşek, 2018). Transcripts of the relevant interviews were prepared. During the coding process, the data were first analyzed using open

coding and then combined into themes. Coding was performed by two independent researchers, and common themes were then established through consensus. The agreement between the two researchers on the codes and categories obtained was examined. Direct quotations from the participants' views were included in the analysis process and presented to the reader using participant codes (P1, P2, P3, etc.).

Findings and Discussion

Below are the responses of the teachers to the questions related to the error management culture of school administrators.

1-Teacher views on school administrators' definition of error

Table 2. *School administrators' definitions of error according to teachers' views*

Code	Theme	Participants
Violations of Legislation and Responsibility	Non-compliance with legal regulations	P1
	Individual decisions contrary to institutional functioning	P5
	Risk of deterioration in administrative relations	P5
	Neglect of duty and failure to perform on time	P3
The Role of Error in Learning and Professional Development	Mistakes are part of the learning process	P13, P7
	The manageable and improving nature of errors	P14
	The need for transparent handling of errors	P11
	Seeing failure as an opportunity for improvement, not success	P10
	Analogizing errors to the scientific process	P7

According to Table 2, participants emphasize that non-compliance with legal regulations in organizational functioning and individual decisions contrary to institutional functioning lead to breaches of responsibility. This situation increases the risk of deterioration, especially in administrative relations, and brings structural failures such as failure to fulfill tasks on time. The findings show that lack of awareness in organizations about compliance with legislation and individual initiatives weaken control mechanisms. This finding coincides with Taymaz's (2003) view that effective management in educational organizations can only be sustained through behaviors that comply with rules, legislation and organizational responsibilities. According to Taymaz, stretching the legislation with individual interpretations and practices weakens organizational discipline and coordination. This points to gaps in management and legal risks. Regarding this issue, P5 defines "behaviors and procedures that are not in accordance with the legislation, behaviors that cause problems in the relationship with the school administration and superiors, individual critical decisions made

by teachers about students without the knowledge of the school administration" as mistakes. This view supports Şişman's (2012) assertion that "organizational commitment and responsibility awareness are among the key elements of managerial success".

At the same time, some participants stated that mistakes are a natural part of the learning process and, when manageable, can lead to improvement. In particular, a transparent error management approach is thought to prevent mistakes from recurring and can be used as an opportunity for improvement. In addition, likening errors to the scientific process emphasizes the importance of experiential learning. One of the participants, P7, stated that "... Just like in scientific processes, making mistakes is a necessity to try, take missteps and eventually find the right path. This perspective is similar to the way we approach students in the classroom." can be given as an example.

These findings reveal that an error culture that is solution-oriented rather than blaming should be adopted in organizations. Regarding the role of mistakes in learning and professional development, P10 said, "Our manager sees making mistakes as a natural part of both personal and professional development. He accepts that teachers cannot always be perfect, especially in intensive subjects such as classroom management and student communication. He considers mistakes not as a failure but as an opportunity for improvement and learning". Moreover, Leithwood and Jantzi (2005) state that leaders' attitude towards mistakes directly affects teachers' professional confidence and motivation.

Overall, the participants' statements reveal that error management should focus not only on reducing errors but also on transforming these errors into opportunities for organizational learning and development. Compliance with legislation, awareness of responsibility, transparent communication and constructive feedback mechanisms stand out as key components of an effective error management culture. In addition, it is thought that approaching mistakes from a scientific perspective will contribute to educational administrators to exhibit a more flexible, open to learning and development-oriented attitude.

2-Teacher opinions on school administrators' reactions to making mistakes

Table 3. Reactions of school administrators according to teachers' views

Theme	Subtheme/Category	Participants
Analytical and supportive approach	Listening, understanding and non-judgmental communication	P6, P7, P8, P11, P12, P13, P14
	Solution-oriented analysis and consulting	P2, P10, P11, P12, P13, P14
Rule-oriented and disciplinary approach	Adherence to regulations	P1, P2
	Using warning mechanisms	P3, P5, P2
Situational and flexible approach	Response flexibility according to the size of the error and the person	P9
	Contextual assessment	P9

Table 3 reveals that educational administrators adopt different types of approaches in error management. Participants' views show that these approaches can generally be categorized as analytical and supportive, rule-oriented and disciplinary, and situational and flexible. This approach also facilitates the development of a trusting organizational climate (Addai & Wargo, 2024).

A significant number of the participants stated that their managers first tried to understand the situation, listened calmly and displayed a non-judgmental attitude in the face of mistakes. In this approach, it is seen that managers seek a constructive solution by empathizing in the communication process and help the employee to understand the mistake. P6 expressed this situation as follows:

"First of all, he listens to the issue calmly. He does not make a hasty decision, he tries to understand the situation. He approaches with a questioning but supportive attitude." Similarly, K7 explained the way her manager intervened in the situation as follows: "He does not panic, he tries to learn the details of the situation. Instead of jumping to conclusions, he asks questions such as what is the cause of the mistake, what are the consequences and how it can be prevented. If the error affects student achievement, we find solutions together." P14, on the other hand, benefited from the experiences of her supervisor and explained her approach to the error as follows "He usually stays calm, does not panic. He first tries to understand what happened. Before judging, we analyze the situation and then try to evaluate the solutions together. He gives an example by saying 'this is what we did in the past in a similar situation'." In particular, Leithwood and Jantzi (2000) emphasize that effective educational leaders build trust-based relationships with teachers and adopt a guiding rather than judgmental approach in critical situations such as mistakes.

Some of the respondents stated that their managers took a more legislation-based and discipline-based approach to errors. In this context, a management approach in which errors are clearly defined and acting in accordance with the rules is essential was observed. P1 explained his manager's approach as follows: "According to the laws and regulations, he explains what the mistake is together with the justification and demands it to be corrected." P2, who stated that his/her manager exhibits a control-oriented and formal approach, supports this situation with his/her opinion: "My manager tries to react calmly to mistakes and acts solution-oriented and in accordance with the regulations." P5, on the other hand, describes the reactions of his/her manager according to the seriousness of the mistakes as follows: "It is a verbal warning. However, this situation may vary according to the nature of the mistake. Warnings are made to be careful by explaining the consequences of the mistake."

Participants stated that their managers made contextual evaluations and adopted a flexible attitude in the face of errors. In this approach, the magnitude and nature of the mistake and the personality traits and past performance of the person who made the mistake are taken into consideration. In this respect, it is seen that customized solutions are developed rather than standard practices. P9's explanation regarding this situation is as follows: "My school administrator reacts differently depending on the size of the mistake and the person who made it. When I make a mistake, he calls me to his office and talks about it. Sometimes these mistakes can be discussed in front of other people. He takes different approaches and reacts differently depending on the person who made a mistake. He is not very reactive towards people who are talkative and defend their rights. However, they may react more harshly to calmer people." This view shows that the administrators adopt an attitude based on critical thinking and sensitive to individual differences instead of fixed rules against mistakes. The participants' statements reveal that they think this approach is associated with a more fair and inclusive management approach. In this context, according to the Error Management Theory, not all errors should be considered as absolute negativity; some errors can be constructive in terms of organizational adaptation and flexibility (Haselton et al., 2023). The fact that the participants stated that the reaction of their managers to mistakes varies according to the person and the nature of the mistake is in line with this theory.

The research findings reveal that educational administrators can adopt different strategies in error management processes according to the situation and context rather than a uniform approach. While the analytical and supportive approach supports organizational trust and learning culture, the rule-oriented and disciplinary approach focuses on maintaining order. The situational and flexible approach has the potential to strike a balance between these two approaches. It is thought that an effective error management culture is multidimensional, and administrators should pay attention not only to laws but also to ethical principles, individual differences and organizational context in these processes.

3-School administrators' views on the ideal error management culture

Table 4. *Ideal error management culture according to teachers' views*

Theme	Subtheme/Category	Participants
Fair and integrative approach	Egalitarian attitude	P1,P4,P5
	Individual assessment	P9,P10
Effective communication and process management	Feedback	P1,P2,P3,P8
	Process analysis	P5, P14, P10
Psychological safety and developmental support	Creating a safe environment	P10,P14,P6
	Enabling learning from mistakes	P8

When Table 4 is examined, it is seen that school administrators' displaying a fair attitude increases employees' commitment to the organization and their motivation. It was emphasized that the administrators' equal treatment of individuals without discrimination positively affects the institutional climate. The data obtained within the scope of the research shows that the attitudes adopted by school administrators in error management processes directly affect employees' commitment to the organization, motivation and development. Based on the views of the participants, findings were grouped under three main themes: fair and integrative approach, effective communication and process management, psychological safety and developmental support.

Participants emphasized that school administrators' fair and integrative approach to mistakes positively affects both inter-employee relations and institutional climate. In particular, administrators' standing at an equal distance to all staff, not personalizing mistakes and focusing on the process contribute to employees feeling valued. Deng, Yu, and Zhang (2024) stated that fair administrator attitudes have a significant effect on teacher commitment and job satisfaction; especially the impartiality of the administrators in the face of mistakes increases the sense of belonging and feeling valued. P4's views that *"He investigates the source of the error, does not personalize it and handles it without generalizing it to other teachers or individuals"* support this situation. Similarly, P5 expressed the importance of a fair evaluation of the process as follows: *"They should take into account that everyone can make mistakes, they should not focus only on the result, they should learn how the process develops, and they should not be judgmental."* These views of the participants indicate that managers should develop a fair management approach that takes into account individual differences instead of a uniform evaluation.

Participants emphasized that communication skills and a process-oriented approach are important for effective error management. The fact that administrators try not only to correct the error but also to manage the process by guiding teachers is effective in preventing error repetitions. P1 drew attention to this point as follows: *"He ensures that the error is corrected so that it does not become bigger and does not harm himself or the school. For this, they guide the teacher."* P8 emphasized a safe communication environment while defining ideal error management: *"An ideal administrator should create a safe environment where errors can be discussed openly. They should see mistakes as learning opportunities, not as personal failures."* When administrators involve teachers in the process, mistakes become shareable and contribute to organizational development. P14 expresses this situation as follows: *"Our administrator is constructive. He does not humiliate or blame the teacher. He involves the teacher in the process by establishing a cause-effect relationship. Sometimes he asks us to find solutions together."* These findings suggest that effective communication is not only a transfer of information but also a developmental tool and that administrators' transparent and constructive management of processes supports the learning environment. Zhou and Li (2023) state that educational administrators' effective communication skills and transparent management of the process play a critical role in both reducing the recurrence of errors and supporting professional development.

A significant number of participants stated that the empathetic, understanding and non-judgmental attitude of their managers in the face of mistakes increased psychological safety. This environment of trust makes it easier for employees to express themselves and encourages them to share mistakes instead of hiding them. P6 describes this approach as follows: *"He approaches without judgment or*

blame. His priority is to comfort the teacher and find solutions. If necessary, he tries to ensure that the mistake is not repeated with individual support or short training. "P10, on the other hand, stated that the administrator provided support by making an evaluation based on intentions with the following views: "He looks at the teacher's intention. If the mistake was made with good intentions and for the benefit of the student, he/she is very understanding. He corrects wrong practices with an instructive language. He offers additional support or guidance if we need it. Sometimes he organizes workshops or sample practices." These statements show that administrators conduct error management with a development-oriented approach rather than a punishment-based approach and support teachers' professional learning. In environments where psychological safety is ensured, mistakes are perceived not as a threat but as an opportunity for development. Participants emphasized that administrators should consider mistakes not only as individual deficiencies but also as opportunities for organizational learning. The following words of P8 clearly reflect this understanding: "Mistakes should be openly discussed. This gives us the opportunity to improve ourselves. The administrator should see them as a learning tool."

The findings obtained from the participants' views show that school administrators' exhibiting fair, process-oriented, supportive and developmental leadership characteristics pave the way for the formation of an effective error management culture. In institutions where mistakes are transformed into learning opportunities instead of punishment and where an empathy-based and trust-based environment is provided, it has been observed that employees' motivation and professional commitment increase. In this context, it can be said that a development-oriented management approach considers error management as an organizational learning process rather than an individual deficiency.

4-Mistakes made by the school administration

Table 5. Errors of school administration according to teachers' views

Theme	Subtheme/Category	Participants
Lack of communication and participation	Disconnection in information flow	P3, P6, P8, P10, P13, P14
	Not being included in the decision-making process	P1, P6, P8, P10, P11, P14
Unjust practices and personnel management	Biased behavior	P1, P5, P9
	Inequality between teachers	P5, P9
Lack of planning and resource management problems	Lack of academic support	P7
	Unrealistic expectations	P10, P11
Lack of empathy and psychological support	Insensitivity to workload	P4, P11
	Ignoring special education needs	P12
Lack of managerial skills	Lack of empathy	P3, P4
	Lack of competence, lack of problem solving	P4

When Table 5 is analyzed, it is seen that a significant number of participants complain about the lack of healthy and open communication with school administrators. One of the most prominent problems emphasized by the participants is that teachers are not sufficiently involved in decision-making processes. This situation both causes disconnects in the flow of information and points to the lack of a participatory management approach. P8 expresses this situation as "Lack of communication, not valuing teachers' opinions sufficiently and injustice in the implementation of the decisions taken can be among the mistakes made from time to time". Similarly, P13 states that this disconnect disrupts the functioning of the school by saying, "From time to time, there may be mistakes such as incomplete communication, sudden notification of curriculum changes or not taking teachers' opinions into account enough." P14 stated that the lack of participation in decision-making processes directly affects teacher motivation and said, "...Decisions taken are implemented without sharing them with teachers. Also,

sometimes there are plans made without taking teachers' opinions into consideration. The most common mistake I see is not involving teachers in decision-making processes. This decreases motivation and belonging." These data show that school administrators have aspects that need to be improved in terms of communication and participation. Uludağ and Bilgivar (2024) concluded that the effectiveness of school administrators in the communication process increases teachers' professional ethical behaviors.

It is seen that there is a serious perception of unfair practices and biased attitudes among the participants. In this context, teachers stated that administrators did not approach the staff equally and impartially and emphasized that this situation damaged the trust environment in the school. P1 stated this situation as follows: "Treating the staff in a biased manner, not accepting when mistakes are made, not taking the opinions of the staff in administrative processes when their opinions should be taken, not informing the staff when they should be informed." P5, on the other hand, evaluated the justice problems mostly through the distribution of tasks and revealed the weakness of the perception of justice in the school climate with the expression "Not acting fairly in the distribution of work, showing different attitudes according to the person in the same event, the disagreements among the school administrators cause problems for the teachers". P9 emphasized that "... Mistakes can be made while preparing lesson schedules and additional course calculations." This statement shows that the lack of equality among teachers leads to loss of motivation. These findings reveal the need for administrators to exhibit a management approach based on the principles of equality and impartiality.

Administrators' ineffective management of school resources and academic planning has a negative impact on teachers' professional development and work processes. One of the participants, P7, emphasized that the necessary infrastructural support for scientific courses is sometimes ignored and said, "Sometimes the administrative staff may ignore the material and infrastructural support that scientific courses (especially science courses) need. In addition, making unplanned changes at busy times such as exam week or demanding academic expectations in unrealistic time periods can also be counted among management mistakes." In addition, demanding academic expectations in unrealistic time periods also shows the inadequacy of managerial planning. P10 drew attention to administrative contradictions and lack of information and said, "Sometimes there may be contradictions between practice and announcements. For example, the administration changes a practice, but teachers may not be informed in a timely and clear manner. In addition, mistakes such as holding meetings too often without taking into account the density of teachers or not taking teachers' opinions sufficiently in development planning can also occur." Such irregularities can be considered as important management mistakes that disrupt the integrity of school functioning.

According to the research findings, it was observed that school administrators were not sensitive enough to teachers' psychological resilience and professional burdens. Participants stated that administrators were insufficient in empathizing with teachers and therefore teachers felt lonely and unsupported. P4 directly criticized this situation as "lack of empathy, arrogance, lack of competence, inability to solve problems". P11 stated that plans are made without taking into account the workload of teachers and said, "Sometimes we witness that the administration makes decisions without fully taking into account the workload and psychological resilience of teachers. Hasty decisions, incomplete information and planning without hearing the teachers' voices sufficiently are common management mistakes." Especially not supporting teachers working with individuals with special needs is considered as an attitude contrary to the principles of inclusive education and harms the principle of equality in education.

Participants stated that school administrators have various deficiencies in leadership competencies and problem-solving skills. In this context, negative communication language, inability to produce effective solutions in times of crisis and inability to establish a healthy relationship with teachers

come to the fore. P3 stated that the most important mistake he observed in administrators was the problem of style and said, "The biggest mistake I encountered was the problem of style. I saw that some administrators could not communicate with their teachers properly and correctly." She stated that administrators' communication styles directly affect teacher motivation. P4, on the other hand, emphasized that administrators lack *empathy, arrogance, lack of competence, and inability to solve problems*, reminding that being a school administrator is not only an administrative but also an emotional and human responsibility.

The majority of teachers stated that one of the most common mistakes made by school administrators is communication problems. This shows that one-way decision-making is used more often. Errors related to participation and fairness and planning problems were also identified as mistakes made by school management. Participant statements reflect the expectation for a planned and responsive school environment where teachers' voices are heard more, where a participatory and fair management approach is dominant. In this respect, it can be said that school administrators should be supported in their professional development not only in administrative but also in emotional, communicative and ethical dimensions.

5- Mistakes made by teachers

Table 6. Mistakes made by teachers according to teachers' opinions

Theme	Subtheme/Category	Participants
Lack of accountability and corporate compliance	Neglect of duty	P1, P3
	Non-participation in activities	P9
	Resistance to cultural structure	P1, P5
	Lack of ownership of decisions	P1
Communication problems	Ineffective communication with the student	P7, P10
	Ineffective communication with parents	P10, P11, P12, P13, P14
	Ineffective communication with colleagues	P2
Problems of Pedagogical Approach	Inadequacy in classroom management	P6, P12
	Failure to consider individual differences	P6, P8, P10, P11
Professional Development and Methodological Inadequacy	Not making efforts for professional development	P2, P4, P5
	Not being open to innovative learning	P8
Time Management and Planning Deficiencies	Ineffective time management	P7, P14
	Unplanned applications	P6, P13, P14

Table 6 shows that some teachers neglected their basic duties and responsibilities, did not participate in institutional activities and showed resistance to school culture. This situation not only negatively affects the continuity of teaching processes but also weakens teamwork and makes the ethical aspect of the teaching profession open to discussion. P1 expresses this situation as "Resistance to adapt to the organizational culture, Common decisions are owned by every teacher, Warnings are perceived as personal at the point of warnings, they are reluctant to do the assigned tasks and do not do them on time". P5, on the other hand, stated that some teachers do not adopt the school culture and constantly react to events with a personal approach, "They personalize some issues and exhibit the same attitude in all situations, they are constantly in comparison and do not make efforts to adopt the school culture." He stated that this attitude makes it difficult to adapt within the team. These findings suggest that teachers' sense of institutional belonging should be strengthened in terms of school development and internal cohesion.

The findings that teachers make various mistakes in classroom, parent and student communication are noteworthy. Lack of communication is often shaped by ignoring individual differences, rash

attitudes or emotional reactions. P2 expressed this situation as follows: *"Lack of experience, insufficient knowledge-skills, mistakes arising from communication skills and mistakes arising from teachers' personal characteristics can be given as examples."* P10 emphasized that teachers sometimes stay at extremes in classroom communication and said, *"In classroom communication, we can sometimes succumb to our emotions; we can establish too harsh or too loose a relationship with students. We may not fully take into account the individual differences of each student when planning. Also, acting with emotional reactions in parent communication is one of the common mistakes."* P11 mentioned the problems in parent communication and said, *"Ignoring student needs, not taking individual differences into account, being hasty or reactive in communication can be counted among teacher-related mistakes. In addition, using expressions that may cause misunderstandings in parent communication is also a situation that occurs from time to time."* The teacher revealed that communication mistakes can damage relations not only with the student but also with the family. This situation shows that communication skills should be considered as a basic competence area in the teaching profession.

The findings reveal that some teachers fail to show sufficient flexibility in pedagogical approaches and ignore student differences. P6 emphasized that teachers were either too rigid or too flexible in classroom management and said, *"Failing to fully consider student differences, being too rigid or too flexible in classroom management, and sometimes making deficiencies in planning can be given as examples of teacher mistakes."* Similarly, P8 expressed inadequacies in pedagogical approach as *"Ignoring student differences, being hasty in communication or being closed to new methods can be counted among some mistakes made by teachers."* P12, on the other hand, touched on an important point about special education students and said, *"Failure to fully see the needs of special education students, expecting results without showing patience, or applying the same methods to each student are the main mistakes made by teachers. In addition, inappropriate language used in communication or not establishing effective cooperation with parents can also create important problems."* This situation shows that teachers need to improve their ability to plan flexibly and be sensitive to pedagogical differences.

The fact that teachers do not renew themselves sufficiently in professional terms causes knowledge and skill deficiencies to persist. While P2 stated that lack of experience and knowledge lies at the root of teacher-related errors as *"Lack of experience, lack of knowledge-skills, errors arising from communication skills and errors arising from teachers' personal characteristics can be given as examples."* P4 addressed this deficiency with personal and professional dimensions such as *"Not renewing oneself, lack of empathy, laziness, taking sides"*. In addition, P8's statement *"Ignoring student differences, being hasty in communication or being closed to new methods can be counted among some mistakes made by teachers."* shows that teachers sometimes have difficulty in adapting to changing educational approaches. In this context, it is important for teachers to be directed to continuous professional development programs and to be open to diversity in teaching methods. Akyavuz and Küçükkapdan (2024) concluded that teachers' professional development processes are supported by factors such as the encouragement of administrators, cooperation with colleagues, and their own interest and curiosity. Lack of time management emerges as an important teacher error that reduces the efficiency of the teaching process. *"Not giving enough time to students' experimental skills, keeping the lecture too theoretical or trying to evaluate all students with the same method are common teacher mistakes. Also, sometimes we make mistakes in time management and rush the lessons."* In addition, the tendency to evaluate all students with the same method shows that individual differences are ignored. P14, on the other hand, focused more on paperwork and activity planning and said, *"Failure in paperwork, insufficient clarity in communication with parents, or rushed activity plans can lead to mistakes. Mistakes can also be made in time management"*. These findings show how decisive planning and organizational skills are in teaching practices.

These findings show that teachers' mistakes are generally concentrated in the areas of institutional commitment, communication, pedagogical awareness, time management and professional development. Teachers' deficiencies in these areas negatively affect not only the individual teaching process but also the overall functioning of the school and the applicability of administrative

decisions. In particular, lack of adaptation to the organizational culture and lack of ownership of the decisions taken lead to reflections in the form of passive resistance and damage the integrity within the school. Therefore, it is clear that there is a need for continuous development and communication-based approaches at both individual and institutional levels.

6-Emotions of school administrators in error management

Table 7. Positive-negative emotions arising in error management according to teachers' views

Theme	Category.	Participants
1. Positive Emotions	Empathy and Understanding	P1, P4, P6, P8, P10, P11, P12, P13
	Willingness to Guide and Support	P1, P2, P4, P5, P6, P10, P11, P12
	Patience and Awareness of Responsibility	P7, P8, P10, P11, P12, P13, P14
	Trust and the Search for Solutions	P2, P6, P7
2. Negative Emotions	Personalization of mistakes, Touchiness, Taking Attitudes	P1, P2, P4, P5
	Anger, Impatience and Frustration	P3, P4, P7, P8, P9, P10, P11, P12, P13
	Stress, Anxiety and Burnout	P9, P12, P13, P14
	Defensive Behavior and Guilt	P8, P14

When Table 7 is analyzed, it is seen that school administrators show both positive and negative emotions in error management according to teachers' opinions. These emotions are closely related to administrators' personality traits, professional competencies and the conditions of the working environment. When the participants' statements were evaluated thematically, they were grouped under four main themes: *empathy and understanding, guidance and support, patience and sense of responsibility, trust and seeking solutions*. Negative emotions are grouped under the headings of *personalizing mistakes, anger and impatience, stress and burnout, defensiveness and guilt*.

The majority of the participants stated that school administrators exhibited an empathetic and understanding attitude towards mistakes. While P1 stated that administrators act with a guiding approach in cases where mistakes *are not intentional* as "Turning situations, i.e. mistakes, into personal problems rather than operational mistakes, having a guiding approach to mistakes as long as they are not intentional.", P4 highlighted elements such as "...Positive emotions are not personalizing the incident, sense of justice, empathy, guidance and having competence." P6 said, "In a positive sense, empathy, understanding and constructive support come to the fore. On the negative side, sometimes frustration or rashness can be observed in administrators." P6 stated that empathy and constructive support are dominant in administrators. These findings show that administrators try to support teachers emotionally by turning mistakes into learning opportunities.

The desire of administrators to provide guidance in error management was frequently emphasized by teachers. P5's statement "Negative emotions are taking an attitude and perceive the problem individually; positive emotions are guidance" supports this. P10 stated, "Among the positive emotions are patience, understanding and willingness to support the teacher. Especially the fact that our administrator knows the teachers individually enables him to act empathetically in the face of mistakes. However, in some

cases, especially when the same kind of mistakes are repeated over and over again, we can see that the administrator also gets tired, frustrated and sometimes angry." This shows that administrators adopt a pedagogical leadership and development-oriented approach.

Most of the participants emphasized that the administrators were patient and carried out the processes responsibly. P13 "Among the positive emotions, patience and understanding are at the forefront. However, sometimes emotions such as frustration or anxiety can also be observed in administrators due to the intensity." P14 said, "Managers sometimes feel anxiety and sometimes guilt. But mostly, the sense of responsibility dominates in order to recover the process." P14 stated that the administrator feels anxiety and guilt from time to time, but the sense of responsibility overrides these feelings. P12 stated that the administrators are more sensitive, especially in special education: "Positively, patience, empathy and willingness to support come to the fore. Especially when it comes to special education, we can see that administrators are more sensitive. However, sometimes administrators may also experience negative emotions such as helplessness, burnout or anger due to intensity and systemic difficulties." This statement shows that administrators can adjust their emotional reactions according to different situations. This situation also reflects the commitment of administrators to professional ethical values. Grande et al. (2024) found that school administrators' patient and responsible attitudes positively affect teachers' work values.

P2 stated that the administrators' encouraging teachers to change is a positive feature in error management: "It is a positive attitude for the school administrator to encourage teachers to change and develop and to be a pioneer in learning from mistakes. Personalizing or hiding mistakes is a negative example. P7 stated, "Among the positive emotions, trust in teachers and seeking solutions stand out. However, if the same type of mistakes are repeated frequently, we can also witness that administrators feel impatience, frustration or sometimes anger." P7 stated that trust in teachers and seeking solutions are among the positive aspects of administrators. These findings reveal that administrators try to create an environment of trust with their problem-solving skills. Teachers' feeling this trust reflects positively on the school climate and encourages cooperation.

Regarding negative emotions, some participants stated that managers tend to personalize mistakes. P1 supports this with the view that "Turning situations, i.e. mistakes, from operational mistakes into personal problems, having a guiding approach to mistakes as long as they are not intentional". Similarly, P2- It is a positive attitude for the school administrator to encourage teachers to change and develop and to be a pioneer in learning from mistakes. Personalizing or hiding mistakes is a negative example." and P5 emphasized that perceiving mistakes individually has negative effects with the statement "Negative emotions are taking a stand and perceiving the problem individually; positive emotions are guidance.". This situation can be considered as an indicator of lack of emotional intelligence. Salovey and Mayer (1990, as cited in Tuğrul, 1999) emphasize that this deficiency may negatively affect the decision process.

Especially in the face of repetitive mistakes, it is seen that managers have emotional difficulties, and they may experience anger, impatience and frustration. P8 "Positively, empathy, patience and constructive approach; negatively, emotions such as anger, frustration and sometimes defensiveness can emerge." and P11 "Positive emotions include patience, empathy and the desire to produce solutions. However, when mistakes accumulate or are repeated on the same issue, negative emotions such as frustration, anger or distrust can also occur in managers." The increase in these emotions can decrease the motivation of administrators and damage teacher-administrator relations. It may even cause stagnation and low productivity in organizations (Töremen & Çankaya, 2008).

Factors such as intense workload, systemic obstacles and lack of support cause administrators to experience stress. P9 stated that administrators do not experience positive emotions and that they usually experience negative emotions such as stress and anger: "I do not think that school administrators experience positive emotions. They mostly experience negative emotions. The most prominent

of these are stress and anger." P12 "On the positive side, patience, empathy and willingness to support stand out. Especially when it comes to special education, we can see that administrators are more sensitive. However, sometimes administrators may also experience negative emotions such as helplessness, burnout or anger due to intensity and systemic difficulties." Arslan (2023) emphasizes that organizational failures cause burnout, lack of attention and decreased performance. These findings reveal that psychological resilience and professional support systems are critical for managers.

P8 "On the positive side, empathy, patience and constructive approach; on the negative side, anger, frustration and sometimes defensiveness can emerge." and P14 "Sometimes the manager may feel anxiety and sometimes guilt. But mostly the sense of responsibility dominates in order to recover the process." In their statements, they stated that administrators exhibit a defensive attitude when they make mistakes and feel guilty from time to time. This situation shows that administrators have difficulties in self-evaluation processes and are sensitive to external criticism. In this context, it can be said that managers' self-awareness and capacity to receive constructive feedback should be strengthened. For this reason, administrators who adopt the right error management style focus on increasing positive results by minimizing the negative consequences of errors in their organizations (Üstün & Toker, 2022; Van Dyck et al., 2005).

According to the participants' views, school administrators' empathic, patience and solution-oriented approaches in error management are considered as positive emotions. Such approaches increase teachers' professional commitment and positively affect school culture. However, factors such as repetitive mistakes, perception of injustice and heavy workload strain the patience of administrators and cause negative emotions to emerge. Especially stress, burnout and defensive attitudes are risk factors that negatively affect school climate. These findings suggest that administrators need to be supported in the areas of emotional resilience, communication skills and self-awareness.

7 - Error management process in schools

Table 8. Error management process in schools according to teachers' views

Theme	Subtheme/Category	Participants
Individual communication and counseling process	Individual assessment	P8, P10, P11, P12, P13, P14
	Face-to-face interview	P6, P9, P10
	Guidance	P4, P5, P11
Solution and Development Oriented Approaches	Identifying the cause of the problem	P1, P7, P8, P11
	Finding solutions	P1, P2, P5, P7
	Supportive educational activities	P7, P12
Compliance with ethical principles	Commitment to confidentiality	P11
	Transparent and trust-based relationship	P10
Systemic approach and institutional functioning	Expectation of systematic structure	P3, P14

According to Table 8, it reveals the practices of school administrators towards error management and the approaches they adopt in these processes in a multidimensional way. The findings were categorized under four main themes: *Individual communication and consultation process*, *solution and development-oriented approaches*, *compliance with ethical principles* and *systemic approach and institutional functioning*.

The findings of the study show that school administrators prioritize the individual communication and consultation process in error management processes. Most of the participants stated that errors are usually handled through individual interviews and that these interviews have both evaluation

and guidance functions. This situation indicates that managers act with an empathetic approach that takes into account the special conditions of the individual. P8: *"Errors are usually handled through individual interviews. The causes of the problem are focused on and measures are taken to prevent recurrence. Sometimes joint solution suggestions are also developed in team meetings."* emphasizes the determination of the administrators towards the solution process. Similarly, P12 stated, *"Generally, mistakes are solved through individual interviews. The administrator evaluates the effect of the error on the student and how the teacher manages the process. Especially in special education issues, a more sensitive evaluation is made. If necessary, training or external support are provided to the relevant teachers."* P12 stated that the effects of errors on teachers and students are analyzed and supportive measures are taken when necessary. P6 said, *"Errors are first addressed through one-on-one interviews. Afterwards, mini workshops can be organized for information sharing and development among teachers."* P6 stated that after the errors are addressed through one-on-one interviews, the process is reinforced with workshops that support shared learning. These findings show that school administrators not only identify the error but also prioritize the development of the teaching staff.

In the theme of solution and development-oriented approaches, administrators' attitudes towards identifying the causes of problems and finding solutions are noteworthy. School administrators do not only identify the problem in error management but also actively participate in the process of generating solutions. Especially the analyses made to determine the cause of the error and the solution suggestions developed afterwards reveal that administrators adopt a constructive and development-oriented attitude. P1 expressed this process as follows: *"P1-Identify the error and take a corrective approach in cooperation. Communication is established with the teacher at the first stage. What the mistake is, why it happened, how it happened are discussed. A solution is tried to be found."* P7 stated that errors are handled not only at the individual level but also from a systemic perspective when necessary: *P7- The process is usually handled individually or in small group meetings. The error situation is analyzed, solutions are discussed and, if necessary, examples of good practices are shared among teachers. Major errors are handled at the system level and precaution plans are created."* P12 stated that *"Generally, mistakes are solved through individual meetings. The administrator evaluates the impact of the error on the student and how the teacher manages the process. Especially in special education issues, a more sensitive evaluation is made. If necessary, trainings or external support are provided to the relevant teachers."* supports this approach. The participant states that the administration provides external support when necessary and contributes to the professional development of teachers. This situation shows that administrators are positioned not only as administrators but also as development guides. Yücel and Kasapoğlu Tankutay (2023) state that teachers take into account the principles of justice, student benefit and equality when solving ethical dilemmas they experience.

According to the research findings, it is seen that managers strictly adhere to professional ethical rules in the error management process. In particular, the principle of confidentiality and transparent communication shows that managers carry out the consultation process in a trust-based relationship network. P11 explains this situation with the following statements: *"Mistakes are usually handled through individual interviews and in accordance with the principle of confidentiality. As the guidance service, we also support the process. The cause of the error is investigated, systemic adjustments are made if necessary, and support is provided for teachers to improve themselves."* P10 emphasized that transparency in the error management process encourages teachers: *"First of all, the error is discussed in individual interviews. The administrator and the teacher mutually evaluate the situation. If there is a serious problem, small team meetings can be held. At the end of the process, the reasons for the error and the measures to be taken can also be shared in writing. We try to manage the process transparently so that teachers are not afraid of making mistakes."* Such practices show that administrators create a working climate based on trust and manage the process with an understanding that supports teachers' professional development. Some of the participants pointed out that error management processes should be carried out in a more systematic framework. The fact that current practices are shaped according to the individual

attitudes of administrators may prevent the formation of a sustainable and institutionalized error management culture. P14 "It is usually tried to be solved through one-to-one meetings. It is not openly discussed in meetings, but we can see more positive approaches when discussed individually. There is no officially definite system, it depends more on the personal style of the manager." This statement proves this situation. P3 said, "In the school where I work now, the addressee of the mistake is warned about the mistake. And he/she is expected to correct his/her mistake." P3 expressed the need for a more structured system by stating that in the current practices, errors are individually communicated to the addressee and correction is expected. These findings indicate that error management processes should be supported not only at the individual level but also by institutional structures. In Şimşek Kuloğlu and Koşar's (2022) study, it was stated that teachers' expectations regarding the situation assessment attitudes of school administrators were that they should be fair and impartial and especially open to accepting mistakes.

It reveals that school administrators generally adopt an individual-centered, solution-oriented, ethical and development-oriented approach in error management processes. In the long run, this leads to a successful management process and high job satisfaction and performance improvement (Kuzgun & Badak, 2024). All the participants emphasized one-to-one communication and consultation processes, indicating that the process is people-oriented. However, some participants also drew attention to systemic deficiencies and stated that individual efforts should be supported by institutional structures. All these findings indicate that both human and structural dimensions need to be taken into account for school administrators to conduct an effective error management process and that there is a need to create a culture. Nanto (2022) concluded that teachers' perceptions of error management culture in schools were high.

8-Teacher reactions when school administrators make mistakes

Table 9. According to teachers' views, the reactions that occur when administrators make mistakes

Theme	Subtheme/Category	Participants
Understanding-based approach and empathy	Being a natural state of affairs	P2, P5
	Empathic approach	P8, P9, P11, P13, P14
	Non-personalization	P7
Constructive and supportive approach	One-to-one communication	P7, P10, P11, P12
	Cooperation	P3, P13, P14
Situation identification and cause analysis	Process analysis	P1, P10, P12
	Identifying the cause of the error	P6, P7, P10
Effective warning and feedback strategies	Constructive expression	P4, P6, P7, P10, P11, P12, P13, P14
	Recognizing the error	P4, P14

According to Table 9, it is seen that teachers' reactions to the mistakes made by school administrators are generally shaped by an understanding, constructive and solution-oriented approach. This situation indicates that a positive and supportive communication culture is adopted in educational institutions. The findings were discussed under four main themes: Understanding-based approach and empathy, Constructive feedback and supportive approach, Identifying the situation and cause analysis, and Effective warning and feedback strategies.

Teachers considered administrators' making mistakes as a natural part of being human. The participants emphasized that mistakes are evaluated in a developmental process and handled without being personalized. P2 stated that approaching mistakes in a developmental framework can

contribute to organizational learning with the statement "I am aware that mistakes are a natural factor in the process of development and progress, and I react positively because I think that mistakes lead the person or the institution to better". Similarly, P11 stated that "First of all, I approach with understanding. Instead of criticizing immediately, I try to understand the process. If I deem it necessary, I give feedback in a constructive way by meeting one-on-one. As a guidance counselor, it is part of our professional responsibility to be solution-oriented and empathetic in the face of mistakes." She stated that as a guidance counselor, she tries to understand the process and that it is a professional responsibility to take an empathetic and solution-oriented stance towards mistakes. These findings show that teachers presented their criticisms of administrators within a professional boundary without personalizing them. Teachers' understanding of administrators' mistakes reflects positively on the school climate and strengthens the culture of "learning from mistakes" (Bayındır, 2024).

It is understood that teachers provide constructive feedback through one-to-one communication and support administrators when necessary. Participants acknowledged that administrators are in the process of development and stated that they adopt a collaborative communication model. Participant P10 reminded that administrators are human and said, "My first reaction is to try to understand. I think, "Why was this decision taken like this?" If I think there is a mistake, I request a one-on-one meeting with respectful language. I try to give feedback constructively, not emotionally. We should not forget that administrators are also human beings, and they are also in the process of development." P12 said, "First of all, I try to understand the process. Because decisions taken in the field of special education are often not easy. If I realize that our administrator has made a mistake, I express my opinions constructively in line with the best interest of the students by establishing one-to-one and respectful communication. My aim is not to blame, but to find solutions together." With this statement, he drew attention to the difficulty of decisions in the context of special education and emphasized that he adopted a solution-seeking attitude rather than a blaming attitude in the face of mistakes. These statements show that mutual understanding and supportive communication are dominant in school culture.

The participants stated that instead of directly criticizing the mistakes of the administrators, they tried to understand the background of the mistake and analyzed the process holistically. This approach reveals a form of evaluation based on cause-effect relationships instead of a superficial criticism. P1 said, "I think that he/she did it by mistake and informs about the situation. I follow the process to correct it." P1 stated that he thinks that mistakes are usually made inadvertently and that he follows the process. P6, on the other hand, emphasized that the mistakes could be well-intentioned and due to workload, and stated that he gave constructive feedback in such cases. These findings show that teachers use critical thinking skills and make a process-sensitive evaluation.

Participants stated that they generally conveyed their criticism towards administrators in an open, respectful and constructive language. This attitude shows that the criticism is presented in a constructive rather than destructive manner and that it is intended to increase the administrator's self-awareness. P4 said, "I wait for him/her to realize his/her mistake. If it continues, I explain it in an appropriate language", indicating that follows a patient strategy that allows the manager to realize his/her mistake. P13 stated, "I try to empathize, I think that we can all make mistakes. I try to convey my views and support in an open and respectful way." stated that he preferred to contribute with an open and respectful language communication. This situation reveals that teachers not only express the problem but also take responsibility for producing solutions.

These findings reveal that when administrators make mistakes in the educational environment, teachers generally exhibit a solution-oriented, empathetic and constructive attitude rather than a judgmental one. This attitude is thought to contribute positively to the school climate and to support organizational learning and continuous development. It is an indication that not only the administrators but also the whole school community contributes to the organizational learning and continuous development process.

Conclusion and Suggestions

By examining teachers' views on the error management processes of school administrators, this study reveals the ways of approaching errors in educational institutions, their response models and the emotional, ethical and systemic dynamics that emerge in this process. The results of the study show that error management in school climate is directly related not only to individual attitudes but also to organizational structure, ethical principles and psychological safety. Teachers generally defined the mistakes made by administrators as practices contrary to the legislation, neglect of duty, communication breakdowns and deficiencies in organizational planning. However, some teachers emphasized that making mistakes is a natural and inevitable part of the learning process and considered mistakes as development opportunities. This situation reveals that school administrators' attitudes towards mistakes vary depending on individual awareness levels and organizational culture. Bilginoğlu and Yozgat (2022) revealed in their study that error management culture has a positive effect on learning from mistakes. Teachers' reactions to administrators' mistakes were generally based on understanding, empathetic and constructive feedback. Most of the participants tried to understand the administrators' intentions, contributed to the process through one-to-one interviews and stated that mistakes should not be personalized. However, it is noteworthy that the negative emotions and overly disciplinary attitudes expressed by the participants had negative effects on teacher motivation and school climate. Teachers stated that psychological safety, fairness, transparency, mutual respect, and open communication are at the heart of an effective error management culture. It was stated that learning from mistakes is only possible in an environment where individuals do not worry about being punished. In this context, it was emphasized that school administrators should use feedback mechanisms effectively, support teachers' participation in decision-making processes and handle mistakes from a developmental perspective. Teachers mostly prefer individual interviews, solution-oriented analysis and communication based on ethical principles. Most of the teachers act with an approach that tries to understand and prioritizes development instead of direct judgmental attitudes towards the mistakes of administrators. This tendency shows that teachers have high levels of organizational commitment and that their relationship with their administrators is based on cooperation. The most common mistakes made by school administrators are lack of communication, arbitrary decision-making, injustice and unplanned practices. On the other hand, teacher mistakes were defined as insufficient pedagogical preparation, problems in time management and communication problems in student relations. This situation reveals that error management should be handled as a holistic process for all school stakeholders, not just administrators.

This study reveals the importance of empathy, constructive feedback, analytical approach and effective communication strategies in the error management process of administrators. The majority of teachers stated that error is a human process and should be handled without personalization. By adopting a collaborative approach in correcting errors, it enables the process to be managed in a more effective, efficient and learning-oriented manner. In addition, it is important that administrators are also likely to make mistakes and that they should be resolved in a cause-oriented manner. We can conclude that there is a culture of error management in schools, and it is practiced in many schools.

This study was conducted between February and June of the 2024-2025 academic year and was limited to fourteen volunteer teachers working in the Nallihan district of Ankara. Data were collected solely through an interview form developed by the researcher. Therefore, the findings are

limited to the the specified time period, participant group and data collection tool. These findings may differ in studies conducted with different sample groups or different data collection methods.

In order to manage error management more effectively in organizations, employees should be made aware of their mistakes and a non-accusatory organizational culture should be developed. Effective feedback is the most important part of the process to prevent the repetition of mistakes. Communication techniques should be used well by both teachers and managers. It should be ensured that mistakes are not seen as punitive but as opportunities for development. Written policies regarding the error management process should be developed in schools, and good practices should be shared by organizing empathic communication and conflict management seminars for administrators. Teachers should be provided with professional programs on pedagogical, communicative and time management. Peer mentoring and coaching skills systems can be developed. An error reporting system should be established without hiding the mistakes made. Carrying out error management correctly will increase both individual and organizational commitment and provide healthier working environments. Error analysis meetings can be organized for mistakes made in schools. Learning from mistakes should be ensured and this process should be made more visible.

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