

Full Length Research Paper

The Relationship between the Levels of Participation of High School Teachers in School Management and Their Perception of Organization Climate

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The purpose of this research is to find out the relationship between the level of participation of high school teachers in school management and their perception of organization climate. A relational survey model was used to determine the relations between these concepts. Study group consisted of 182 high school teachers working in Güngören, İstanbul. "Scale of participation to management (SPM) was developed by Aldemir (1996) and consists of 12 items and scale of identification organization climate (SIOC) was developed by Halpin and Croft (1963) and adapted into Turkish by Aksu (1994). And a-5 item questionnaire requesting demographic information was administered to the subjects. Pearson moment correlation was used to analyze the data. The findings showed that there was a noticeable meaningful relation between the levels of participation of teachers in school management and their perception of organization climate.

Keywords: High School Teachers, School, Participation in School Management, Organization Climate

INTRODUCTION

The necessity of solving the social problems and meeting the social needs, force people to work and cooperate with the members of other societies. As a natural result of this force social organizations appear (Başaran, 1984, p.53.) In this case the organization can be seen as a cooperation which was established by its members (Bursalıoğlu, 2005, p.15) According to Rime (2007) organization is a system which states the conscious coordinated acts of two or more people. For the existence of an organization there must be (i) people who can keep in contact with each other, (ii) the willingness for the contribution to reach the aim and (iii) common aim which needs to be realized (Aydın 1994, p.14). Organizations are highly affected by social, cultural and economical conditions in which they are. For this reason organizations develop their own personality at times (Oktaylar, 1997, p.1) when the expectations, aims, ideas and thoughts of individuals are in an interaction with the

aims of organization and process of management, it results in existence of an organizational climate. Starting from here, it is possible to describe the organization climate as properties which are dominant, give the identification to the organization, affects the behaviours of responsables and properties which are understood by them. This has great importance both for the organization and the individual (Çelik, 1993, p.142). According to Rogers (1980) organization climate is a group of properties which is directly or indirectly understood by the people of working environment and which is accepted to be effective to its getting coordinated.

The atmosphere inside the organization is very effective for the motivation and morality of the workers in terms of getting success. As in every kind of organization, education organizations also have their own climates. A school's organization climate is a property which distinguishes one school from another. In other words climate is the school's own personality (Acet, 2006, p.43). The type of the school climate reflects to the behaviors of teachers and effects them either in positive or negative way (Aksu, 1994, p.23). Starting from here, the relationship between the school's climate and student

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success and the relationship between the moral of the teacher and his respect to the student is related with the academical success are determined by the research by Warych (1992) and Quinn and Poirier and Faller and Gable and Tonelson (2006). In addition, Townsend and Carter (2007) and Kelley Thornton and Daugherty (2005) it is determined that school's climate tends to affect the leadership types of the teachers and managers. Aksu (1994) determined positive relationships between the perception of the organization climates, moral, sincerity, being devoted to work of the teachers and their managers' levels of tolerance.

In the research which was done by Dağlı (1996), according to the perception of managers and teachers, the percentage of the schools which work in a harmony, which means to have a positive organization climate, is very low. As it was determined in these studies the negative organization climates at schools result in the decrease of teachers' effectiveness and productivity (Oktaylar, 1997, p.2). Personal relationships are important in school management. The raw material of the education organizations is human. In order to reach their aims teachers need to work in a positive climate (Aksu, 1994, p.25).

Participating in management means to add staff's conscious, kinetic and sensorial energy to the process of determination about organizational decisions; in an organizational environment who provides this are the managers. When workers participate in the management it results in their creativity and interference abilities which are necessary for reaching organizational aims. This improves the culture of democracy (Başaran, 2004, p.128; Aldemir, 1996, p.2-3). Whereas teachers' participation in the decisions during the management process effects the organization climate of the school positively, it also helps build a reliable, dynamic organization culture in school. In order to show the effects of participating in to management at schools Howes and McCarty (2007) have controlled the sampling group schools for a year. It is determined that participation to management is a positive action to make decisions; it improves the relationship between managers and workers, reduces the disagreements and enables teachers' to be being openminded. In his research Richardson (2001) determined a positive relationship between teachers' participation, in decisions and job satisfaction. As a result of the research it is expressed that the level of teachers' participation in management effects the education process positively.

In a research which was done by Vieno and Perkins and Smith and Santinello, to determine the relationship between the levels of teachers' participation in decisions and high schools' organization climates, it is determined that there is a positive relationship between the levels of teachers participation in management and positive organization climate. Again in a research which was done by Acet (2006) it is determined that; the more positive the

teachers views about organization climate become, the higher the level of their participation in management increases. As all the research proved that workers' participation to management works based on the climate of the organization. It is believed that when the organization climate is reliable it is easy for the workers to accept the company and their motivation improves. There by, their participation in management will also be improved.

If teachers' participation in management is realized, it will also be possible to establish a confidence atmosphere. So, in a company which teachers adopt themselves to their schools there is a reliable organization climate. In this research, the type of the relationship between the high school teachers' participation level in management and their climate perception is studied.

METHOD

Model of the Research

This research was done with the relationship survey model to define the relationship between high school teachers' participation level in management and organization climate. Survey models aim to define the event, individual or object inside their own environments without making any changes or any effects. Relationship survey models are the models which aim to identify the existence or level of coordination change between two or more variables. (Karasar, 1999)

Universe and sampling

314 teachers who were working in 8 high schools in Güngören district in İstanbul constitute the universe of the research. The sampling of the research was determined by paying attention to social and economic levels of the schools by using stratified cluster sampling method. Driven by this method 5 high schools were put inside the sampling. 182 teachers who were working in these schools were the sampling group of this research.

The tool of data gathering

In the research Scale of Participation to Management (SPM), Scale of Identification Organization Climate (SIOC) and Personal Information Form (PIF) are used as tools of data gathering.

Scale of participation to management (SPM): It was developed by Aldemir (1996) and consists of 12 items and one dimension. With the help of the fourth likert style scale, the choices of each item were Totally Correct (4), Somehow Correct (3), Less Correct (2) and Lacking (1). To define factor structure of SPM were used to techniques of Kaiser Meyer Oklin=.83 and Bartlett Analyze [$p < .01$]. Varimax technic was used to analyze of factor. It was found that SPM was one dimension and factor loadings ranged from 0.31 and 0.69. The total internal consistency level of the scale [Cronbach Alpha] was found fairly high (0.81).

Table 1:Frequency and percentage of distribution of the sampling group

		1	2	3	4	5	Total
Sex		Male	Female				
	<i>f</i>	87	95				182
	%	47.8	52.2				100.0
Seniority		0–5	6–10	11–15	16–20	+20	
	<i>f</i>	38	73	45	17	9	182
	%	20.8	40.1	24.7	9.3	4.9	100.0
Education		Two-year degree	Bachelors Degree	Graduate			
	<i>f</i>	3	175	4			182
Level	%	1.6	96.1	2.2			100.0
Branch		Mathematics-Science	Social Sciences	Turkish Language	Fine Arts	Vocational	
	<i>f</i>	59	37	47	10	29	182
	%	32.4	20.3	25.8	5.4	15.9	100.0

Scale of identification organization climate (SIOC): It was developed by Halpin and Croft (1963) and adapted into Turkish by Aksu (1994). Scale was formed by 53 items and 8 sub dimensions; melting, prevention, morale, sincerity, being arrogant, close controlling, devoted to work and showing tolerance. The quality level of items were evaluated through five level type Likert scale from Totally agreed (5), Agreed (4), Undecided (3), Not agreed (2) to Totally not agreed (1). The total internal consistency level of the scale [Cronbach Alpha] was found from (0.70 to 0.89) for sub groups.

Personel information form: It was prepared to gather information about sex, seniority, branch and education levels of the teachers in the sampling group.

Data gathering

The data in the research were gathered from 195 high school teachers in the sampling group by using data gathering tools. As they did not fill in properly, 13 scales were omitted.

Analyzing the data

Before passing through the statistical solvings in the research the demographical variables were grouped and the items above the scale which was applied to the teachers were graded though fourt and five type likert system. Through the Pearson moments correlation technique the relationship between teachers' participation in management and their perception of organization climate or was determined.

FINDINGS AND EXPLANATIONS

Findings and explanations which belong to demographical qualities of the research group: Table 1 presents personnel profiles of the 182 teachers and their frequency and percentage of distribution information.

When the table is examined it is seen that 47.8% of the teachers are males, and 52.2% are females. Also, 20.8% of the them have 0-5 years, 40.1% have 6-10 years,

24.7% have 11-15 years 9.3% have 16-20 years and 4.9% have 20 and above 20 years of seniority in their jobs. And 1.6% have two-year education degree 95.1% have bachelors degree and 2.2% are graduates. Moreover, 32.4% science and mathematics teachers, 20.3% are social sciences teachers, 25.8% are Turkish language teacher, 5.4% are fine arts teachers and 15.9% are vocational teachers.

Findings and explanations related to grades of sub dimensions of the scale: Teachers' average and standart deviation grades which they gain from the scale of description of organization climate and participation in management are presented in table 2.

As it is seen in table 2 the average grade which the teachers got from the school management participation level is 2.33. Their grades from the organization climate sub-dimensions varies from 2.44 to 3.33. When the results are considered it can be told that their participation into management is not satisfied. Besides the perception of the teachers from organization climate is not so high.

Findings and Explanations between the correlations in scales: The relationship between the teachers' participation into management and their perception of organization climate sub dimensions are presented in table 3.m .In termes of the relationship between the teachers' level in participation of the school management and their perception of organization climate's melting sub-dimension, it is determined that the level of the relationship is statistically meaningful. And there is a negative middling quality relationship. The less teachers' views for the melting sub-dimension are, the more their views for their level of participation to the management becomes. This shows that if teachers effectively become a group, their participation in school management will increase. However, no meaningful relationship is found between teachers' level of participation in management and organization climate's prevention sub-dimension [$p > .05$]

Table 2. The high school teachers' average and standart deviation grades which they gain from the scale of description of organization climate and participation to management

	N	X	ss
1- Participation to school management	182	2.33	0.31
2- Melting	182	2.44	0.35
3- Prevention	182	3.02	0.22
4- Morale	182	3.16	0.37
5- Sincerity	182	3.12	0.25
6- Keep the distance	182	2.78	0.07
7- Close Controlling	182	3.16	0.17
8- Devoted to work	182	3.33	0.20
9- Showing tolerance	182	3.11	0.05

Table 3. Results of pearson correlation analyze about between the high school teachers' level of participation to management and perceive of organizational climate

	1	2	3	4	5	6	7	8	9
1- Participation into School management	-								
2- Melting	-.442**	-							
3- Prevention	-.041	.108	-						
4- Morale	.569**	-.597**	.054	-					
5- Sincerity	.315**	-.373**	-.083	.514**	-				
6- Keep the distance	-.303**	.101	.041	-.161*	-.183*	-			
7- Close controlling	.511**	-.464**	-.020	.603**	.341**	-.153*	-		
8- Devoted to work	.443**	-.366**	.014	.611**	.230**	-.352**	.715**	-	
9- Showing tolerance	.507**	-.309**	-.050	.577**	.216**	-.310**	.619**	.829**	-

N=182 *p<.05 **p<.01

In terms of the relationship between the level of teachers' participation in school management and organization climate's morale sub-dimension, it is determined that there's a positive [$r=.569$] middling quality relationship. Also it is determined that the level of the relationship is statistically meaningful. When teachers' views for morale sub-dimension become more, their level of participation to school management points increases. As a result, when teachers' social needs are responded and their feelings become positive about their jobs their level of participation in school management will increase again.

In terms of at the relationship between the level of teachers' participation in school management and organization climate's sincerity sub-dimension, it is determined that there's a positive [$r=.569$] slight quality relationship. Also it is determined that the level of the relationship is statistically meaningful. When teachers' views for sincerity sub-dimension become more, their level of participation in school management points increases. This means that, when teachers' friendship with each other increases, their tendency to participate in school management will also increase.

In terms of the relationship between the level of teachers' participation in school management and

organization climate's keep the distance sub-dimension, it is determined that there's a negative [$r=-.303$] slight quality relationship. Also it is determined that the level of the relationship is statistically meaningful. When teachers' views to keep the distance sub-dimension become less, their level of participation to school management points increases. This means that school managers' showing formal behaviors focusing on rules and principles results in teachers' losing tendency to participate in management. School managers being away from formal structure and being in close relationships with the teachers will be effective in participation in management.

In terms of the relationship between the level of teachers' participation in school management and organization climate's close control sub-dimension, it is determined that there's a positive [$r=.511$] slight quality relationship. Also it is determined that the level of the relationship is statistically meaningful. When teachers' views for close control sub-dimension become more, their level of participation in school management points increases. Consequently, school a manager showing strict control behaviours means that teachers' tendency to participate in management will increase. Teachers think that when managers closely control them

participating in management will be more effective.

In terms of the relationship between the level of teachers' participation in school management and organization climate's devoted to work sub-dimension it is determined that there's a positive [$r=.443$] slight quality relationship. Also it is determined that the level of the relationship is statistically meaningful. When teachers' views for being devoted to work sub-dimension become more, their level of participation to school management points increase. This situation shows that when managers struggle to make the organization more dynamic, teachers' tendency to participate in management will increase.

In terms of the relationship between the level of teachers' participation to school management and organization climate's showing tolerance sub-dimension it is determined that there's a positive [$r=.507$] middling quality relationship. Also it is determined that the level of the relationship is statistically meaningful. When teachers' views for showing tolerance sub-dimension become more, their level of participation to school management points increases. Consequently, school managers' showing positive behaviors to the teachers and having good relations with them will increase teachers' participation in management.

DISCUSSION

Teachers' views about organization climate are concentrated at melting sub-dimension in the *not agreed* alternative. The views about prevention, morale, sincerity, keeping the distance, close control, begging devoted to work, showing tolerance dimensions are concentrated at stable alternative. In the research by Aksu (1994) it is determined that teachers' perception about organization climate is not enough. In the research by Dağlı (1996) according to the perception of teachers the percentage of primary schools which work in a harmony and have open organization climate is low. Also, in the studies by Gardner (1991), Sherblom and Marshall (2006) the same results were taken. In order to have a positive organization climate school managers should prevent themselves from negative behaviors such as keeping the distance with the teachers. They should show the positive behaviors such as being devoted to work and having tolerance. It can be told that there's no reason for the managers to have a certain psychological distance between the teachers. They should prevent themselves from the lack of communication. They should be open to feedbacks and suggestions. They should also become positive examples for teachers through their behaviours keep the levels of morale and motivation. Depending on the research results it can be told that managers need to take in service training. In order to have a reliable organization climate at schools, working conditions of teachers should be improved and their morale and

motivation levels should be sustained. The climate at schools should be more sincere and there should be more social facilities.

The views of the teachers about level of participation in management are majored in the less alternative. In the studies by Açıkgöz (1984), Aldemir (1996), Yılmaz (1997), Oktaylar (1997) and Demir (2001) it is determined that teachers partly participate in school management. Also in the research by Demir (2001) although school managers mentioned that teachers participated school management, the teachers said that they did not. Starting from the findings of this research it can be told that managers have wrong perceptions about this subject. A democratic atmosphere should be established and teachers should be given the opportunity to behave independently. Teachers should also have more rights to discuss on school management. The physical and emotional participation of teachers in the management will give them chance to show their creativity and this will enable both the management and the teachers to improve. Another important result of this research is the determination of a positive, meaningful relationship between the level of the teacher's participation in school management and the morale, sincerity, close control, devotion, and tolerance sub-dimensions in the organization. It is determined that between teachers' participation in school management level and organization climate's melting and keeping the distance sub-dimensions there is a negative meaningful relationship. No meaningful relationship between the level of the teacher's participation to school management and organization climate's prevention sub-dimension was determined. In the research by Vieno and Perkins and Smith and Santinello (2005) in order to determine the relationship between the organization climate of secondary schools and participation level of the teachers in decisions, they it is determined that there is a positive relationship between the participation of teachers in school decisions and positive organizational climate. In his research about the impacts of the organizational structure on teachers' participation in school decisions, Weiss (1993) determined that participation to the decisions effects the manager teacher relationship positively and supports teachers' morale. The studies by McGreiv 1984 Oktaylar (1997) and Acet (2006) comply with this kind of research findings. In the research which was done by Stronge and Jones (1991) it is determined that there are meaningful and positive relationships between the level of morale and perception of school climate. Considering all research findings, we can say that it shouldn't be ignored that teachers' participation in school management can be under the control of personalities of school managers. It shouldn't be forgotten that when the level of effectiveness of school managers about developing positive organization climate increases the creativity level will also increase. In addition, as the organizational climate will change

by time, these kinds of studies should be done periodically and the relationship between school manager effectiveness and school climate should persistently be followed.

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