

Participations in Decision Making, Desires For Participation, Job Satisfactions and Conflict Management Styles of Secondary Education Teachers

Ortaöğretim Okulları Öğretmenlerinin Kararlara Katılma Durumları, Katılma İstekleri, İş Doyumları, Çatışmaları Yönetme Biçemleri

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Abstract

The purpose of this research study is to define teachers' opinions who work at secondary education schools on the state of participating in decision-making process, demands of participating, job satisfactions and styles of conflict management and whether there is a significant relationship between these opinions. The population of the research, which is realized in the survey model, consists of the teachers who work at the secondary education schools in Istanbul. The research sample was formed by 516 teachers who were specified by the method of stratified sample component sampling and surveyed. The data was collected by means of the revised 'Decision Involvement Analysis Questionnaire', 'Job Satisfaction Survey'-which was used for the first time- and the retranslated 'Rahim Organizational Conflict Inventory II-B Form'. Validity and reliability of the surveys and factor and item analysis were done again. The results of the research are: 1) the teachers participate in the decision-making process rarely and they are willing to participate, 2) job satisfactions of the teachers are low, 3) they use integrating, compromising, avoiding, obliging and dominating in order from the most to the least while managing the conflict, 4) there are significant differences in the opinions of teachers, 5) there are positive relationships between the opinions about participating in the decision-making process, job satisfaction and conflict management.

Keywords: Decision-making; participating in decision-making process; the desire to participate in decision-making process; job satisfaction; styles of conflict management; organizational conflict.

Öz

Araştırmanın amacı, ortaöğretim okullarında çalışan öğretmenlerin kararlara katılma durumu, katılma isteği, iş doyumunu, çatışmaları yönetme biçimleri ile ilgili görüşlerini ve görüşler arasında anlamlı ilişki olup olmadığını belirlemektir. Yöntem olarak, genel tarama modelinde olan araştırmada, çalışma evreni İstanbul İli ortaöğretim okullarında çalışan öğretmenler olmuştur. Örneklem grubunu, basit tabakalama yoluyla belirlenip anket uygulanan 516 öğretmen oluşturmuştur. Veriler, yeniden düzenlenen "Karara Katılma Anketi", ilk kez uygulanan "İş Doyumu Anketi", yeniden çevrilen "Rahim Örgütsel Çatışma Envanteri II-B Formu" kullanılarak elde edilmiştir. Anketlerin geçerlik, güvenilirlik çalışmaları, faktör ve madde analizleri yeniden yapılmıştır.

Araştırmada şu sonuçlara ulaşılmıştır: 1) Öğretmenlerin kararlara çok az ve biraz katıldıkları, katılmaya çok istekli oldukları, 2) iş doyumlarının düşük olduğu, 3) çatışmayı yönetmede en çoktan en aza sırasıyla tümleştirme, uzlaşma, kaçınma, ödün verme ve hükmetme biçimlerini kullandıkları, 4) öğretmen görüşleri arasında anlamlı farklılıklar olduğu, 5) karara katılma, iş doyumunu ve çatışma yönetimi ile ilgili görüşler arasında pozitif ilişkiler olduğu ortaya çıkmıştır.

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Anahtar Sözcükler: Karar verme, karar vermeye katılma, karara katılma isteği, iş doyumu, çatışma yönetimi biçimleri, örgütsel çatışma.

Introduction

Management is an essential dimension of an organization. There cannot be an organization without management and employees. There are some concepts in the management process. Some of them are decision-making, job satisfaction and conflict management which are related with each other.

Problem

Decision-making, job satisfaction and conflict are the concepts which are often seen in the management process. It is essential to emphasize these concepts to present the place and importance in the management process and to understand the relationships between them and the problem. In addition to this, contents of the concepts were taken into consideration due to the fact that whether employees' participating in the decision-making process about the things they do has an effect on the job satisfaction and the styles of conflict management which the teachers experience with the school managers is worth being studied.

Decision-making

Management is a kind of art. If it is done with the taste and meticulousness of an artist, it is valued. Management cannot depend just on the ability. There are some rules to be followed. In the management process, the first thing to handle is decision-making process. Decision-making which is the first step and one of the basic elements of management process is the essence of it (Aydın, 2000: p. 126) and it is the axis of the other management processes (Bursalıoğlu, 2002: p. 82). In spite of being the first step, it exists in all the stages. It does not start and finish at the beginning phase but continues through the process. Decision-making style may affect the operation in the organization to a great extent. There are not so many researches which define the direct relationship between organizational efficiency and participating in the decision-making process yet some researchers such as Hawthorne define the direct relationship.

The decision-making style gives clues about the structure of the organization. While the organizations in which the decisions are made by the managers have an autocratic structure, the organizations in which participation is applied have a democratic structure. There should be participation in democracy. Participation begins with the decision process and continues with the other processes. According to Simon (1997: p. 240) the efficiency of the decisions can be increased by raising rationality of these decisions. The behavior of decision is intentional as much as it is directed by the general aims and it is rational as much as it makes the specific aim real. Rational decisions can be made by taking the strengths and conditions into considerations in the decision setting, considering the aims that should be achieved and providing necessary information. According to Hoy and Miskel (2001, p. 289) the behavior aimed at a definite role or set of roles is effective if it is in harmony with bureaucratic expectations. In other words, according to Barnard (1968: p. 74) the behavior which makes the definite aims real is effective. Efficiency in the organization is connected with fulfilling the shared goal and the level of fulfilling the goal is the measure of efficiency.

McGregor (1970: pp. 124-136) and Antony (1978: pp. 27-31) list the main benefits of participation in the decision-making process of the subordinates in the organization as participation fosters organizational efficiency and effectiveness, provides the development of communication and improves the qualified, rational superior-inferior relationships.

Antony (1978: pp. 33-47) composes the obstacles which limit participation in four main groups as organizational obstacles, managerial obstacles, obstacles caused by subordinates and conditional obstacles.

As a managerial behavior, subordinates tend to accept the command in the area of acceptance unconditionally; not accept the command out of the area of acceptance.

Bridges (1967: pp. 49-61) expresses the area of acceptance with two basic concepts. One of them is expertise and the other one is stake. Stake is also mentioned as relevance. Relevance is about whether the subordinates have the stakes in the decision to be made or not. If there is, the demand of participation is high. If there is not, the possibility of accepting in which way the manager directs is high.

Expertise is related with whether the subordinates contribute to the definition and analysis of the situation which should be decided. If subordinates' knowledge and expertise on the decision is sufficient, their participation is beneficial. If the decision is out of the area of expertise, it will lower the level of the interest of the subordinates in participating in the decision-making process. In this situation, it is accepted that the participation of the subordinates causes tension in them.

Organizational satisfaction

The needs of the individual create pressure, tension and the power to act. He takes action as a result of this. The power to act is called stimulus, the condition that the desire of action arouses (tendency to act) is called motive, taking action is called motivation (Morgan, 1977: p. 185; Baymur, 1978: pp. 64-66).

According to Maslow, our needs are various and they are arranged hierarchically. These are physiological needs, security needs, social needs, respect, autonomy needs, self-fulfillment and achievement needs in order. When the needs in the lower levels are met, the higher ones occur. As there is not complete satisfaction of the needs, they are always motives (Maslow, 1970).

There are lots of theories of motivation. One of them is Herzberg theory. Herzberg theory depends on two factors. According to this theory, hygiene factors which cause pessimism, leaving the job and dissatisfaction and the factors (motives) which make the employee happy, devoted to work and provide satisfaction are different from each other (Hoy and Miskel, 2001: pp. 131-132).

The existence of certain factors contributes to the job satisfaction. Privation or lack of them forms a neutral situation but that does not result in job dissatisfaction. These are thought to be success, recognition, quality of the job, responsibility, opportunity of promotion and professional development. Herzberg names these factors which are related with the job as motives.

The factors which make the employee pessimist and fed up with the job are external factors. These factors which are called as hygiene factors by Herzberg are organizational policy and management, supervision, relationships between individuals, working conditions, pays, job safety and employment safety. When these factors are lower than the level that the employee admits, he feels dissatisfaction. When they are at the level of acceptance or higher than that, dissatisfaction disappears. Nonexistence of dissatisfaction does not bring about satisfaction. It just creates a neutral situation. According to Herzberg theory, the opposite of job satisfaction is nonexistence of job satisfaction, not the job dissatisfaction. Likewise, the opposite of job dissatisfaction is nonexistence of job dissatisfaction, not the job satisfaction.

As a result of this, the feeling of happiness occurs as a result of the factors which provide satisfaction. The feeling of unhappiness occurs as a result of nonexistence of the factors which provide satisfaction and existence of the factors which provide dissatisfaction (Herzberg and others, 1959).

Although Herzberg theory has been criticized in more than forty researches and studies (House and Wigdor, 1967: pp. 369-389; Aydın, 1993: p. 90) it still has importance. This theory differentiates hygiene factors and motives. This differentiation generates the concept of 'job enrichment'. Job enrichment provides use of job as a means of motivation. However, it is necessary to keep hygiene factors in high level before raising the level of motives to make dissatisfaction neutral (Hick and Gullet, 1975: p. 289).

Employee and organization are in mutual interaction. The employee makes efforts to make the aims of the organization real. On the other hand, he takes advantages of the resources of the organization (money, social rights, position, etc.). He uses the resources of the organization to meet his needs. Employee serves the purpose in the organization. The job gives status to the person who does it, provides the connection between individual and society which makes it an important dimension of the human life (Brown, 1980: p. 187). Job is the most important investment which contributes to survival of the employees for themselves (Chung and Megginson, 1981: p. 393). If the job is a necessity of life and an unavoidable part, job satisfaction is as important as job. Especially in the schools which try to make people gain behavior, it is usual that the teachers have a high level of job satisfaction.

Conflict management

Being a part of life, conflict is seen as a means of organizational and personal development (Gray, 1984). Since the concept emerges as a result of many different factors, definition of it changes according to each point of view or the factors.

Gordon (1991) defines conflict as relational whole of the possible effects which do not fit each other or which are opposite to each other. Coser (1972) who examines conflict at the point of organizational level describes conflict as the events which result from the situation that the individuals and groups work together in the organization and cause that the activities come to a stop or mess.

According to Rahim (2001: pp. 17-32), conflict is the interaction which is seen as discrepancy, disagreement and incompatibility between individuals or groups and in groups. Simon (1997: pp. 55-68) handles conflict in relation with decision-making process and defines it as the situation of disruption in the decision-making regulations in the process of decision-making which results in the condition that the individual or the group encounters difficulties in selecting an action. Tjosvold (1998: pp. 285-313) describes conflict as the process of hindrance, interference of an individual or a group or hindrance of another person or group's behavior and/ or making it less effective in a different way.

There is no definition of conflict that is agreed upon. It is possible to see a lot of different definitions. One of the important reasons of this is that conflicts occur in various situations and levels (between individuals, in groups, between groups, between personality, rules and norms) and in different intensity (Hellriegel and Slocum, 1979: p. 502).

Conflict does not appear all of a sudden and it consists of some steps. These steps are (Thomas, 1992: pp. 651-717): 1) Possible discrepancies and nonconformities; 2) Conflict that is perceived and felt; 3) Purposes (styles of managing conflict); 4) Behavior; 5) Results.

People react in different ways to the other side. The behavior which is shown in the same way and consistent with each other is called the style of conflict management.

Many scientists defined similar or different styles of conflict management to manage conflict. When the literature is examined, the group which was formed by Rahim and Bonoma was adopted most. Rahim and Bonoma (1979) related the styles of conflict management with the dimensions of interest in oneself and interest in the others. The dimension of interest in oneself shows the level of importance that people give for the satisfaction of their interests and needs; the dimension of interest in the others shows the level of importance that people give for the satisfaction of the other people's interests and needs. The interaction of these two dimensions makes up five different styles as integrating, obliging, dominating, avoiding and compromising (Rahim and others, 1992: pp. 424-425).

	High			High
High	Obliging			Integrating
		Compromising		
Interest in the others	(Avoiding)		Dominating	
Low				
	Low	Interest in oneself	High	

Figure 1 Styles of Conflict Management

Source: Adapted from Rahim, A. 1983: 369 and The Leadership Center at Washington State University, 2010. *Conflict-Management Style*: 7.

According to Figure 1, when the level of interest in oneself and the others is low, the style of managing is 'avoiding'; when the level of interest in oneself is low but interest in the others is high, the style of managing is 'obliging'; when the level of interest in the others is low but interest in oneself is high, the style of managing is 'dominating'; when the level of interest in oneself and the others is high, the style of managing is integrating. When the individuals are moderate in the dimensions of interest in oneself and the others, they will use the style of 'compromising'.

Some of the scientists argue that the best style of conflict management is 'integrating' but some of them think that the best style of conflict management depends on the condition of the conflict. There are some findings that show the style of integrating is the best in managing social studies and combining the activities of different sub-systems. The styles of obliging, dominating and avoiding can be used in daily life and managing strategic conflicts (Rahim and others, 1992: p. 425).

There are various types of conflict in the organizations. One of them is the conflict between individuals. In this study the viewpoints of teachers about the styles of conflict management that they had with the superiors have been aimed to be defined within the scope of interpersonal conflicts.

Furthermore the state that the teachers participate in decision-making process in the schools and their desire to do this and their viewpoints on the satisfaction that they get while doing their job have been dealt with. The relationship between the state of participation in decision-making process, the desire to participate in this process and job satisfaction, the styles of conflict management has been put forward.

The purpose of the research

The aim of this study is to define the level of teachers' participation in the decision-making process, their desire to participate; their viewpoints on the styles of management that they use for the conflicts with the principals and to reveal whether there is significant difference and relationship between these viewpoints.

To reach this aim these questions have been intended to be answered:

1. What is the participation level of the teachers in the decision-making process in the instructional-managerial dimensions?
2. Is there a significant difference between the participation levels of teachers in the decision-making process and their desire to do this according to instructional-managerial decisions?

3. What are the job satisfaction levels of teachers in general and in the subdimensions?
4. How do the teachers manage the conflicts with the principals?
5. Is there a significant relationship between the teachers' viewpoints on the state of participating in the decision-making process and their desire to do this and their viewpoints on job satisfaction and the styles of conflict management that they use when they have conflicts with the principals?

Method

The study is a descriptive study which tries to display the existing situation and in this study general survey technique was used.

Setting and Sample

The setting and the sampling group of the study consist of teachers working at the high schools in Istanbul. 19705 fully employed teachers including 10244 female and 9461 male teachers have been working at the high schools of Istanbul in the academic year of 2009-2010. Stratified sample method was used as the sampling method. In accordance with the method the questionnaire was conducted to 524 teachers who volunteered to answer and who were accessible in all the counties of Istanbul Metropolitan. The questionnaires which were collected after the conduction were reviewed, and the questionnaires which had missing parts were eliminated; 516 questionnaires were assessed. Consequently sampling group of the study consists of 516 teachers.

Table 1.

The number of teachers constituting the population and the sample of the study according to school type

School Type	Number of Teachers in Sample	% in sample	Number of Teachers
General High School	134	26,0	7004
Anatolian High School and Social Sciences High School	92	17,8	2801
Every Type of Girls' Vocational High Schools	83	16,1	2307
Every Type of Boys' Vocational High Schools	82	15,9	4048
Every Type of Trade and Tourism Vocational High Schools	87	16,9	2503
Every Type of Islamic Divinity Students' High Schools	38	7,4	1042
Total	516	100	19705

In a study at the level of .05 the sample size of the study should be 376 for a population consisting 20.000 people in Social Sciences (Krejcie & Morgan, 1970: pp. 607-610). The sampling that is derived is thought to be adequate in terms of number.

Means of Collecting Data

"Decision Involvement Analysis Questionnaire", "Job Satisfaction Survey" and "Rahim Organizational Conflict Inventory" were used as the data collection tools. In this study "Decision Involvement Analysis Questionnaire", which was developed by Köklü (1994) and used in his PhD dissertation, was used to determine the teachers' point of view about participation in decision making, eagerness for participation, their interest in decision making and assessing their sufficiency in decision making (four dimensions). This questionnaire, which was used in many studies later, consisted of 27 questions and two sub dimensions (instructional and administrative). The Cronbach Alpha values of Decision Involvement Analysis Questionnaire were recalculated and for all dimensions and sub dimensions the values found were between .80-93. .70 and above, which is adequate for the Cronbach's alpha (Büyüköztürk, 2003: p. 165). Item-test correlation values were between 36-71.

"Job Satisfaction Survey", which was developed by Paul E. Spector, one of the professors of Department of Psychology in University of South Florida, to determine the job satisfaction levels of teachers was taken as a ground and rearranged and conducted for the first time. Validity and reliability

test were done and the Cronbach Alpha values of "Job Satisfaction Survey" which has 36 questions and 9 sub-dimensions (salary, development- promotion, administration, incentives, recognition, working conditions, colleagues, the job itself, and communication) were found .70-.92. Item-test correlation values were between .30-.56.

M. Aflaruz Rahim's (1983, 1992) ROCI-II = Rahim Organizational Conflict Inventory-II, Form B was used to determine the conflict management styles of the teachers who live conflict with their superiors. This multi-item instrument contains 28 items and 5 (integrating, obliging, avoiding, compromising and dominating) dimensions. Previously "Form A" was translated into Turkish by Gümüşeli (1994) and "Form B" of the same survey was retranslated from English to Turkish and conducted after validity and reliability tests were done. The Cronbach Alpha values of conflict management styles of the teachers living conflict with their superiors were found between .71-.94. Item-test correlation values were found between .30-.59.

Factor loads of each of the three surveys were calculated and dimensions were developed as a result of these calculations.

Data analysis

Descriptive statistical techniques were used in data processing. Arithmetic mean is used to determine the level of the opinions. T-test is used to reveal if there is statistically significant difference among the opinions regarding the dimensions; Pearson correlation values are calculated to reveal if there is statistical significance.

For data interpretation

For the findings on participating in decision-making; for the interval of 1.01-1.75 "never", for the interval of 1.76-2.50 "very little", for the interval of 2.51-3.25 "a little", for the interval of 3.26-4.00 "a lot" was used.

For the findings on job satisfaction; for the interval of 1.01-1.80 "strongly disagree", for the interval of 1.81-2.60 "disagree", for the interval of 2.61-3.40 "neither agree nor disagree", for the interval of 3.41-4.20 "agree", for the interval of 4.21-5.00 "strongly agree" was used.

For the findings on the styles of conflict management; for the interval of 1.01-1.80 "very little", for the interval of 1.81-2.60 "a little", for the interval of 2.61-3.40 "sometimes", for the interval of 3.41-4.20 "mostly", for the interval of 4.21-5.00 "always" was used.

Results

In this section of the study, the findings which were obtained according to basic aims of the study have been given under the headings that were organized according to basic aims of the study in tables and expressions.

Findings on teachers' participation level in decision-making process and level of their desire to participate

The findings related with each item, dimension and instructional and managerial subdimensions on the state of participation of the teachers are given on Table 2.

Table 2.

Arithmetic mean and standard deviation values of the state of teachers' participation in decision-making and their desire to participate

Dimension	N	Participation level		Desire level for participation	
		\bar{X}	S	\bar{X}	S
Instructional Decisions (10 decisions)	516	2,71	,579	3,53	,499
Managerial Decisions (17 decisions)	516	1,96	,635	3,14	,602
TOTAL(27 decisions)	516	2,24	,542	3,28	,521

According to Table 2, the level of the teachers' participation in the instructional decisions is "a little" ($\bar{X}=2,71$); the level of participation in managerial decisions is "very little" ($\bar{X}=1,96$); the level

of participation in decisions generally is “very little” ($\bar{X}=2,24$). That is, the teachers mention that they participate in instructional decisions more than the managerial decisions. However, the level of the participation is “very little”.

The level of the teachers’ desire to participate in decision-making is ($\bar{X}=3,53$) “a lot”; their desire to participate in managerial decisions is ($\bar{X}=3,14$) “a little”; their desire to participate in decisions generally is ($\bar{X}=3,28$) “a lot”.

The teachers’ desire to participate in decision-making is more than their state of participation in decision-making in both instructional and managerial dimensions.

The significance of the difference between teachers’ level of participation in instructional decisions and managerial decisions

There is a significant difference on the level of .01 between the state of participation in instructional decisions and the state of participation in managerial decisions ($t=-15,469$; $p=0,000$; $Sd=515$). According to arithmetic mean (Table 2), the level of participating in instructional decisions is higher than the level of participating in managerial decisions. That is, the teachers think that they participate in instructional decisions more than managerial decisions.

The significance of the difference between teachers’ level of desire to participate in instructional decisions and managerial decisions

There is a significant difference on the level of .01 between their desire to participate in instructional decisions and managerial decisions ($t=-52,492$; $p=0,000$; $Sd=515$). According to arithmetic mean (Table 2), the level of the desire to participate in instructional decisions (a lot) is higher than the level of the desire to participate in managerial decisions (a little).

Findings on Teachers’ Job Satisfaction

The questionnaire which is used to measure job satisfaction and dissatisfaction includes five hygiene factors and four promoters.

Table 3.

Arithmetic mean and standard deviation values of the teachers’ viewpoints on their job satisfaction according to dimensions, total values, hygiene factors and promoters

Function	Dimension	N	\bar{X}	S
Hygiene Factor	Salary	516	1,91	,810
	Management	516	3,44	,933
	Working conditions	516	2,52	,555
	Colleagues	516	3,58	,792
	Communication	516	3,11	,915
	Total	516	2,91	,546
Promoter	Development -promotion	516	1,92	,630
	Incentives	516	2,03	,618
	Recognition	516	2,07	,776
	Job itself	516	2,84	,823
	Total	516	2,22	,480
TOTAL		516	2,57	0,513

According to Table 3, the lowest arithmetic mean belongs to the dimension of “salary” ($\bar{X}=1,91$), then it belongs to the dimension of “development-promotion” ($\bar{X}=1,92$), the dimension of “incentives” ($\bar{X}=2,03$) and the dimension of “recognition” ($\bar{X}=2,07$). While the dimension of salary functions as hygiene factors, other three dimensions function as promoters out of these dimensions.

The highest arithmetic mean belongs to the dimension of “colleagues” ($\bar{X}=3,58$), then the dimension of “management” ($\bar{X}=3,44$) and the dimension of “communication” ($\bar{X}=3,11$). All these three dimensions are under the heading of hygiene factors. When it is high, that means there is no dissatisfaction. However, the state of existence of dissatisfaction does not mean that there is satisfaction.

According to general arithmetic mean ($\bar{X}=2,57$), the level of the teachers’ job satisfaction is “very little” (between $\bar{X}=1,81-2,60$).

The arithmetic mean of hygiene factors is on the level of “a little” (between $\bar{X}=2,61-3,40$). Hygiene factors are related with whether there is dissatisfaction or not. So it is possible to say that the teachers are in need of satisfaction. The mean should be on the level of “agree” and “strongly agree” (between $\bar{X}=3,41-5,00$) not to have dissatisfaction.

The arithmetic mean of promoters is on the level of “very little” (between $\bar{X}=1,81-2,60$). Promoters are related with job satisfaction. So the teachers do not have enough job satisfaction. The mean should be on the level of “agree” and “strongly agree” (between $\bar{X}=3,41-5,00$) to have job satisfaction.

In different studies, it was found out that there is a relationship between job satisfaction and workers’ motivation and performance (Ostroff, 1992), absenteeism (Hackett & Guion, 1985), the speed of occupational shift (Griffeth, Horn & Gaertner, 2000), and corporate citizenship behaviour (Organ & Ryan, 1995). In addition, wage also has an important effect on job satisfaction (Terpstra and Honoree, 2004). In another study, it was found out that the job satisfaction level of the teachers at state schools is low and that only 23% found their level of job satisfaction quite enough (Taşdan & Tiryaki, 2005).

Findings on teachers’ styles of conflict management they use in the conflicts with the principals

Table 4 consists of the arithmetic means and standard deviation of the styles of conflict management that the teachers use in the conflicts with the principals.

Table 4.

Arithmetic mean and standard deviation values of the teachers’ viewpoints of their styles of conflict management

Dimension (Style)	N	\bar{X}	S
Integrating	516	3,95	,692
Obliging	516	3,07	,667
Dominating	516	2,81	,786
Avoiding	516	3,36	,838
Compromising	516	3,41	,639

According to the arithmetic means on Table 4, the teachers use the style of “Integrating” most when they have a conflict with the principal, the style of “Compromising” comes next. The teachers use these two styles on the level of “mostly” (between $\bar{X}=3,41-4,20$). The third style is “Avoiding” on the level of “sometimes” (between $\bar{X}=2,61-3,40$). The fourth style is “Obliging” on the level of “sometimes”. The fifth (last) style is “Dominating” on the level of “sometimes”. Similar findings were reached also in Gümüşeli’s (1994) study.

Aydın, Arastaman and Akar (2011) found out that primary school principals had conflicts with student advisors in the fields of task, responsibility and out-of-field appointment. They state that it is obvious that principals and student advisors may actually be natural partners in realization of school aims.

Findings on the relationship between the state of teachers’ participation in decision-making, their desire to participate and job satisfaction, the styles of conflict management

The correlation technique was used to define the relationship between the state of teachers’ participation in decision-making, their desire to participate and job satisfaction, the styles of conflict management. The results are shown on Table 5.

Table 5.

Correlation(*r*) values of the relationship between the state of teachers' participation in decision-making, their desire to participate and job satisfaction, the styles of conflict management

Dimension	Dimension	The State of Participating in Decision-making			The Desire to Participate			
	Subdimension	N = 516	Instructional	Managerial	General	Instructional	Managerial	General
Job satisfaction	Salary	r	,085	,212**	,190**	-,284**	-,195**	-,242
		p	,053	,000	,000	,000	,000	,000
	Management	r	,072	,140**	,132**	-,095*	-,043	-,065
		p	,101	,000	,003	,030	,330	,140
	Working conditions	r	-,085	,044	-,001	-,104*	-,191	-,176**
		p	,053	,316	,981	,018	,000	,000
	Colleagues	r	,057	,050	,059	-,083	-,134**	-,127**
		p	,197	,258	,179	,059	,002	,004
	Communication	r	,173**	,250**	,253**	-,219**	-,103*	-,153**
		p	,000	,000	,000	,000	,019	,001
Styles of Conflict Management	Development-Promotion	r	,192**	,388**	,362**	-,136**	-,059	-,091*
		p	,000	,000	,000	,002	,185	,039
	Incentives	r	,179**	,145**	,178**	-,155**	-,145**	-,160**
		p	,000	,001	,000	,000	,001	,000
	Recognition	r	,215**	,317**	,319**	-,191**	-,176**	-,196**
		p	,000	,000	,000	,000	,000	,000
	Job itself	r	,063	,083	,086	-,016	,038	,021
		p	,155	,059	,051	,709	,395	,626
	Integrating	r	,153**	,132**	,158**	,072	,067	,074
		p	,00	,003	,000	,103	,131	,093
Styles of Conflict Management	Obliging	r	,184**	,267**	,269**	-,87*	-,034	-,055
		p	,000	,000	,000	,049	,448	,212
	Dominating	r	,094*	,097*	,108*	,131**	,107*	,124**
		p	,033	,028	,014	,003	,015	,005
	Avoiding	r	,015	,097	,078	-,117**	-,110*	-,122**
	p	,728	,028	,078	,008	,012	,006	
Styles of Conflict Management	Compromising	r	,115**	,115**	,131**	-,056	-,055	-,060
		p	,009	,009	,003	,207	,214	,176

**p* < .05 ** *p* < .01

According to Table 5, there is not a significant relationship between “working conditions” “Job itself” and “colleagues” and the state of participating decision-making (instructional –managerial-general) and there is not a significant relationship between “Job itself” and all the subdimensions of the state of participating in decision-making (instructional –managerial -general).

There is not a significant relationship between “salary” and “management” and the state of participating in instructional decision, there is a positive relationship between both of these two subdimensions and the state of participating in managerial decisions and the state of participating in decisions generally on the level of .01.

There is a positive relationship between the subdimensions of “Incentives”, “Recognition”, “Development-Promotion” and “communication” and all of the subdimensions of the state of participating in decision-making (instructional-managerial-general) on the level of .01.

There is a negative relationship between *Incentives* and *Recognition* and all of the

subdimensions of the desire to participate in decision-making (instructional-managerial-general) on the level of .01.

There is a negative relationship between “Communication” and the desire to participate in decisions on the level of .01 in the instructional decisions generally. There is a negative relationship in the managerial decisions on the level of .05.

There is a negative relationship between *the desire to participate* and *all the dimensions of job satisfaction*.

There is a positive relationship between the style of *Integrating* and the state of participating decision-making (instructional-managerial-general) on the level of .01. There is not a significant relationship between the style of *Integrating* and the desire to participate in decisions (instructional-managerial-general).

There is a positive relationship between the style of *obliging* and participating in decisions (instructional-managerial-general) on the level of .01. There is not a significant relationship between the style of *obliging* and the desire to participate in decisions (managerial-general). There is a negative relationship between the style of *obliging* and the desire to participate in instructional decisions on the level of .05.

There is a positive relationship between the style of *dominating* and the state of participating in decisions (instructional-managerial-general) on the level of .05. There is a positive relationship between the style of *dominating* and the desire to participate in instructional decisions and the desire to participate in decisions generally on the level of .01. There is a positive relationship between the style of *dominating* and the desire to participate in managerial decisions on the level of .05.

There is not a significant relationship between the style of *avoiding* and the state of participating in decisions (instructional-managerial-general). There is a negative relationship between the style of *avoiding* and the desire to participate in instructional decisions and the desire to participate generally on the level of .01; there is a negative relationship between the style of *avoiding* and the desire to participate in managerial decisions on the level of .05.

There is a positive relationship between the style of *compromising* and the state of participating in decisions (instructional-managerial-general) on the level of .01. The negative relationship between the style of *compromising* and the desire to participate in decisions (instructional-managerial-general) is not meaningful.

Discussion

According to the results of the study, it was revealed that teachers participate more in educational decisions than in managerial decisions and are willing to participate more. These results are especially in line with the results of Açıkgöz (1984), Köklü (1994), Gürkan's (2006). Although educational decisions are directly relevant to the occupational areas of teachers, managerial decisions are not directly related to the occupational areas of teachers. That's why the state of participation has been high. However, participation has been at the level of “a little”. This shows that there are factors preventing the state of participation. According to Simon (1997: p. 240), the effectiveness of organizational decisions can be enhanced by increasing the rationalization of these decisions. The act of deciding is purposeful as long as it is led by general goals it is rational as long as it realizes the defined decision. Rational decisions can be reached by taking the power and states of the decision environment into consideration, by paying attention to the goals to be realized, and by providing the necessary information.

Yet, the fact that participation in the managerial decisions is low can be interpreted as the managerial structure and the system's being close and not sufficiently democratic. According to Gregg (1957: pp. 278-279), assuring participation in an educational organization would be realistic.

The quality of the staff is also appropriate for this. Via participation in decision making, the qualities of teachers and school managers can be improved. In the literature there are observations which show that participation in decision making played a role in education programs' reaching their goals, and in promoting more sincere and effective participation in teachers.

Since educational decisions are directly related to teachers' job areas, the desire to take part in educational decisions was higher than the desire to participate in managerial decisions. Bridges (1967: pp. 49-61) bases the acceptance area of participation in deciding on two basic concepts. One of these is expertise, and the other one is relevance.

Relevance is about whether the subs would have benefits in the decision to be made. If the decision to be made is advantageous for the subs, the desire to take part is high. If there is no benefit for the subs, the possibility to accept the managers' directions is high.

Expertise, on the other hand, is about whether the subs would sufficiently contribute to defining and solving the situation that needs to be decided. The participation of the subs in the decision to be made is beneficial if the knowledge and expertise of them is sufficient. If the decision to be made is out of the expertise area of them, it would decrease the interest of subs in participating in decisions. It is accepted that in such a situation including subs in the decision would create pointless anxiety in them.

When the results of job satisfaction are considered, it was revealed that teachers have job dissatisfaction, and their job satisfaction is very low. Herzberg puts forward that the factors that lead the employees to real satisfaction, and increase job efficiency are promoters (Dawson, 1985: p. 66). The manager who wants to increase the job satisfaction of their employees should benefit from the motivating factors. (Schermerhorn, 1991: p. 141).

That the level of job satisfaction is very low in the sub-dimensions development-promotion, incentives, recognition and the job itself (the quality of the job), which are the factors ensuring teacher job satisfaction, mean that teachers' level of motivation to job is also low. "The higher quality the job is, the higher the job satisfaction in general is" (Kağan, 2005: p. 20).

When the findings about the conflict management were discerned, it was disclosed that teachers used mostly "integrating" method ($\bar{X} = 3,95$), then "compromising" method ($\bar{X} = 3,41$) to solve the conflicts they experience with the school managers. Teachers make use of these two methods at the "mostly" level (between $\bar{X} = 3,41-4,20$). Thirdly, "avoiding" method ($\bar{X} = 3,36$) was used at the level of "sometimes" (between $\bar{X} = 2,61-3,40$). Fourthly, "obliging" method ($\bar{X} = 3,07$) was used at the level of "sometimes". Fifthly (lastly), "dominating" method ($\bar{X} = 2,81$) was used at the level of "sometimes". There is parallelism between these findings and the findings of Gümüseli's (1994) study.

While some scientist maintain that the best managing method to be used is "integrating", some others state that any crisis management method can be more appropriate than the others based on the crisis situation. There are some findings, though, which show that "integrating" method is the best method in conjoining the activities of different substructures in an organization, and in managing social studies. Yet, obliging, dominating and avoiding methods can be used in daily problems and managing tactical conflicts (Rahim and others, 1992: p. 425)

There is a positive correlation between taking part in educational decision making and promoters, recognition, development-promotion, communication.

There is a positive correlation between taking part in managerial decisions, generally participating in decisions and salary, management, promoters, getting known, development-promotion, communication.

That is, as teachers' participation in decisions increases, their job satisfaction also enhances. These findings show parallelism with the results of Thierbach, Flannery, Speed's studies (Açıkgöz, 1984: pp. 43-44). It was found out that the more the faculty found the university objective and academic in academic promotion, the higher their job satisfaction is (Dost & Cenkseven, 2008).

There is a negative correlation between the desire to take part in decisions (educational, managerial, and general) and the dimensions of salary, management, promoters, getting known, development-promotion, communication, job conditions, colleagues.

The positive correlation between participating in the decision and the dimensions of job satisfaction can be interpreted as the more participation in the decision, the more job satisfaction there will be. Job satisfaction's being high will decrease the extreme desire of participating in the decision making, and will make it normal.

This situation can be interpreted in the way that teachers' motivation will increase and their desire to participate will decrease as they take more part in decision making. The decrease in the desire to participate as the participation in decisions increases is congruent with Maslow's claim of "the need that is met in no longer a stimulator". That is, one needs participation more in cases where there is no or low participation.

Teachers' job satisfaction is very important in terms of educational process since teachers who have achieved job satisfaction will be more passionate to teach. The happier the teachers in their workplace, the more the level of student success will positively be affected (Recepoğlu, 2008).

There is positive correlation between participating in decisions (educational, managerial, and general) and integrating, compromising, obliging, and dominating. This can be interpreted as the more participation in decisions, the more integrating, compromising, obliging will be used, and so the perception of dominance's taking place will arouse through the perception of acceptance of desires.

There is negative correlation between willingness to participate in educational decisions and obliging; there is also a negative correlation between participating in educational, managerial, and general decisions and avoidance. As the willingness to participate in decisions increases, obliging and avoiding will decrease.

There is positive correlation between the willingness to participate in educational, managerial and general decisions and dominating. This can be interpreted as the desire to participate increases, the tendency to use dominating style also increases.

In the light of these findings, as the score of participating in the decision increases, the scores of job satisfaction, and the scores of the styles of integrating, obliging and compromising also increases. That is, the increase of teachers' job satisfactions as they participate in decisions increases the possibility of using integrating, compromising and obliging methods more from the conflict management styles.

Indeed, school principals and teachers may be natural partners in the realization of school aims. It is important that teachers and school principals meet, corporate and respect each other's role in order to fully arrange students' learning process (Aydın et al., 2011).

Conclusions and Recommendations

Conclusions

1. Although teachers participate in instructional decisions more than they do in managerial decisions, they participate in decision-making very little in general. Their level of desire to participate has been found high both in managerial and instructional sub-dimensions. However, their level of desire to participate in instructional decisions is significantly higher than that of managerial decisions.

When it is taken into consideration that teachers' desire to participate in instructional decisions is high, it is appropriate that their level of participation in managerial decisions be increased. Increasing teachers' level of participation in decision-making may increase their efficiency. As a natural consequence of this, school efficiency will also increase.

2. It was seen that teachers' job satisfaction is "very little" in the general and promoters sub-dimensions and that it is "little" in the hygiene factors sub-dimension. This reveals that teachers suffer from significant deprivation in terms of job satisfaction and that job dissatisfaction is also high. Consequently, it is obvious that teachers will have low job performance.

3. That teachers use "integrating" and "compromising" styles more to manage conflicts they have with school principals shows that they are patient and sensible. Behaving patiently and sensibly is important in the job of teaching.

4. There is a positive relationship between participation in decision-making and job satisfaction, and the conflict management styles of integrating, compromising and obliging. This shows that the more teachers participate in decision-making, the higher their job satisfaction, the lower their job dissatisfaction and in conflict management the more constructive their attitude will be. That there is a negative relationship between desire to participate in decision-making and obliging shows that the less the desire to participate, the more obliging will be and that teachers may behave more dedicatedly. In order for desire to participate to decrease, participation in decision-making should be increased.

Recommendations

1. Providing the participation of the teachers in both instructional and managerial decisions related with themselves and the school may increase the organizational and managerial effectiveness.
2. Providing the participation of the teachers in both instructional and managerial decisions in the school affect the effectiveness of the school, managerial effectiveness, culture of the school and participative school management in a positive way.
3. The salaries of the teachers should be arranged according to the conditions by caring the life standards.
4. The regulations on the teachers' self-fulfilment and having a freer professional life may increase effectiveness.
5. The factors preventing teachers from participating in decision-making may be studied.

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