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Using Rank-Order Judgments Scaling for Political Tactics Used by Teachers and School Principals

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ARTICLE INFO	ABSTRACT
	Purpose: The present study aimed to scale the political tactics used by teachers and principals based on rank-order judgments. **Research Methods:** This study was a descriptive study in which the political tactics used by school principals and teachers were scaled from the most to the least frequently used ones based on rank-order judgments. The study group consisted of 488 teachers and 61 school principals, who were determined through simple random sampling technique among the universe working at the primary schools affiliated to Şehitkâmil District Directorate of National Education in Gaziantep in the academic year of 2019-2020. The research data were collected using a 7-item instrument developed by the researcher based on the research conducted by Hoy and Miskel (2012) to identify the most frequently used political tactics in business organizations.

Findings: According to the research findings, the rank-order judgments of teachers and principals for the use of political tactics differed. It was concluded that increasing indispensability was the most and scapegoating was the least favoured tactic by teachers, while networking was the most and increasing indispensability was the least preferred tactic by school principals. **Implications for Research and Practice:** Subsequent researchers may conduct qualitative studies on the reasons of teachers' and school principals' rank-order judgments regarding political tactics. Moreover, the present study was limited to primary school teachers and principals. Comparative studies can also be conducted on teachers and principals working at different levels of education.

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Introduction

The developments in many social fields have affected the educational institutions as well as all the others and have necessitated their staff to be competent in organizational politics as human beings to be able to adapt to their environment and make decisions more quickly and dissimilarly in the face of change. That is why the schools, as organizations, have been recognized as the best political systems in both their internal and external affairs (Bacharach, 1983). The notion of politics, which has been defined to be the attempts of individuals to act in line with their interests in achieving certain goals and to protect or improve their positions by considering their interests, can also be considered as a decision-making process in settings with different interests (Bolman & Deal, 2013). Based on this, it can be alleged that conflicts arising from the differences between interests and psychological tendencies of individuals constitute the basis of politics. Politics can be observed in smaller groups, whether at the level of organization or personal behavior as in larger communities (Kapani, 2012). It is among the general assumptions that politics in organizational settings are significant for organizations and individuals during the social interaction process. Thus, people try to influence each other with various methods to direct others' thoughts and behaviors for individual and organizational purposes. The efforts to be in power within the organization result in organizational politics. Also, struggles to gain power and power in organizations determine the functioning of the organization and how to behavior in an organized way (Akbas & Cemaloglu, 2019). There are different definitions in the literature regarding organizational politics. Ertekin and Ertekin (2003) have portrayed organizational politics based on the previous descriptions in the literature as the deliberate actions of individuals or groups within the organization to influence others in line with their own interests. Organizational politics, an inevitable process within the organizational structure, usually emerges as a result of the desire to think and act differently. Political activities in organizations have been called "political games" (Mintzberg, 1985), and power struggles within the organizations are composed of political tactics, bargaining and conflict management (Hoy & Miskel, 2012). Political tactics used by people within the organization manifest themselves as political behaviors. Thus, political behavior has been defined in the literature as an attempt to shape others' attitudes and behaviors with or without intention (Gules, 2016). Various political behaviors have been displayed in organizations. The specific political behaviors exhibited by individuals have been called political tactics. "Political tactics", also known as "influence tactics" in the literature, are considered to be influence initiatives for a particular purpose. There are upward, downward, and lateral political tactics depending on the target group, interpersonal relationships and purpose. The desire to attain power is exclusively the main purpose of upward political tactics (O'Neil, 2004). In addition, political tactics are mostly based on goals for personal interests, assistance, support and promotion (Yukl, Guinan, & Sottolano, 1995). Therefore, the objectives of influence necessitating the use of political tactics can be summarized as the search for information, support, help and resources.

There are different classifications in the literature on the political tactics in organizations. The first tactic belonged to Allen, Madison, Porter, Renwick and Mayes (1979). According to them, the most commonly used political tactics in the organizational structure were attacking or blaming others, using the information as a political tool, creating a favorable image (impression management), developing a base of support, praising others (ingratiation), forming power coalitions with allies and creating obligations (reciprocity). Kipnis, Schmidt and Wilkinson (1980) improved the classification of Allen et al. and listed the political tactics of assertiveness, ingratiation, rationality, sanctions, exchange, upward appeal, blocking and coalition. These were political tactics to be used in all levels of organizations. Another taxonomy of political tactics in organizations for subordinates, colleagues and superiors was suggested by Yukl and Falbe (1990). Accordingly, the political tactics to be adopted in organizations were pressure, collaboration, exchange, coalition, ingratiation, rational persuasion, inspirational appeal and consultation. Afterwards, Yukl, Seifert and Chavez (2008) added the tactics of apprising, personal appeals and legitimating to their previous studies. Hoy and Miskel (2012) introduced the political tactics of ingratiating, networking, information management, impression management, coalition building, scapegoating and increasing indispensability. Kaya (2014) mentioned the political tactics of support building for ideas, creating image, associating with the influential, creating obligations/reciprocity, creating power coalitions, use of information as a political tool, praising others, attacking or blaming others, while Bostanci, Akcadag, Kahraman and Tosun (2016) revealed the tactics of acting as a coercive, dissembling, trying to get into the eye, forming a coalition, looking for mutual benefit and trying to get involved tactics in their study.

It can be claimed that the employees and managers of organizations should use political tactics effectively to establish good relationships and attain power. Horoz and Tasgit (2020) have stated that it is not possible to eliminate political behavior in institutions as the human factor is an important part of institutions, and the important thing is that managers prevent these behaviors from turning into harmful actions in the implementation process. Because, it can be asserted that political tactics are essential for the organizations if used properly as they are vital for the employees to influence their colleagues, achieve goals, capitalize on and understand the influence-achievement levels of organizations and individuals (Bursali & Bagci, 2011). Otherwise, the employees may leave the organization, be absent, experience psychological and physiological discomfort when they are exposed to political tactics. Apart from these, they may not share information with their colleagues, use policies and procedures improperly, choose to overpraise to achieve their goals, and may blame other employees for their own interests (Demirel & Seckin, 2009). Which tactic or tactics to be chosen and how to be applied by the individuals to achieve their goals and to realize their interests depend on various factors. Farrell and Petersen (1982) pointed out that the political tactics used by individuals are related to the investment of the organization to the individual and vice versa, the alternatives offered by the organization, mutual trust and being active within the organization.

As the schools with dynamic structures interact with the external environment, pressure groups have started to be influential on schools (Altun & Sarpkaya, 2017). It has made it inevitable to use political tactics in educational institutions. Based on Owen's (2006) allegation that power, conflict, coalitions and politics form the fabric of educational policies at schools, we can claim that the organizational policies of schools about what and how to be done vary depending on daily events. Political tactics at schools are usually referred to be micropolitics. In addition, the micropolitics of human behavior in education are based on that the organizational structure is shaped by the actions of power, influence and self-protection (Acker-Hocevar & Touchton, 1999). Thus, the political tactics used by principals and subordinates are highly influential on organizational success. Limited resources and personal conflicts experienced by organizations create an atmosphere to use various political tactics. The principals and teachers of schools, which are political areas, can also benefit from certain political tactics to be effective in decision-making processes, to make maximum use of limited resources, and to achieve individual and organizational goals. The school principal's ability to manage conflicts, dominate coalitions and analyze the effects of external pressure groups and teachers' willingness to protect their personal interests, attain power and create coalition groups may cause them to adopt various political tactics within the institution.

The results of the present study are hoped to be useful on account of that politics has become an essential notion for organizations, and the number of studies is limited on the political tactics at schools that have unfortunately turned into political arenas due to the influence of external pressure groups. Moreover, it is clear that the research in the relevant literature has mostly been conducted on out-of-school managers. It is believed that the present study will contribute to the literature, both in terms of being conducted on educational institutions and reflecting the views of school principals and teachers together. In this regard, this study aimed to determine the order of importance of the political tactics used by teachers and school principals based on the judgments of respondents. For this purpose, answers to the following questions were sought:

1. How do teachers rank the political tactics they adopt?
2. How do school principals rank the political tactics they adopt?
3. Which tactics do teachers and school principals prioritize in their ranking of political tactics?

Method

Research Design

This was a descriptive study in which the political tactics used by school principals and teachers were scaled from the most to the least frequently used ones based on rank-order judgments. It was pure research as it was not intended to generalize the findings to the universe (Karasar, 2014). Scaling studies allow reaching common ground on the individuals' preferences (Anıl & Guler, 2006; Kan, 2008; Ozbasi, 2019). In this regard, rank-order judgments scaling was used to reveal the prioritization of participants in their preferences. To make the study within the scope of research ethics,

Gaziantep University Social and Human Sciences Ethics Committee gave the necessary permission at its sixth meeting on 20.05 2020.

Research Sample

The study group consisted of 488 teachers and 61 school principals, who were determined through simple random sampling technique among the universe working at the primary schools affiliated to Şehitkâmil District Directorate of National Education in Gaziantep in the academic year of 2019-2020. The universe included 3272 teachers and 411 principals/vice principals. The teachers and principals chosen for the study group comprised approximately 15% of the total population of the universe in proportion. 229 (41.7%) of the participants were male and 320 (58.3%) were female. Of the participants, 38 (6.9%) were aged 24 and under, 181 (33%) were between 25-30 years old, 224 (40.8%) were between 31-40 years old, and 106 (19.3%) were 41 years and older. In addition, 35 (6.4%) of the participating teachers had 1-year, 188 (34.2%) had 2-5 years, 228 (41.5%) had 6-10 years, and 98 (17.8%) had 11 and more years of professional seniority.

Research Instruments and Procedures

The research data were collected through a 7-item instrument developed by the researcher based on the research conducted by Hoy and Miskel (2012) to identify the most frequently used political tactics in business organizations. Tactics in the instrument were ingratiating, networking, information management, impression management, coalition building, scapegoating and increasing indispensability. The instrument was submitted to expert opinion concerning stylistic examination. It was finalized in line with the recommendations of experts.

Data Analysis

The data were analysed through rank-order judgments scaling. As this method forces the observer to make the largest possible number of distinctions between the stimuli, it produces a high validity scale if the observer is able to discriminate (Turgut & Baykul, 1992). The participants were asked to consider all tactics and compare them with each other to place them in a rank-order. The obtained data were transferred to Microsoft Excel software to analyze. At the first stage of the analysis, a sequence frequency matrix was created to indicate which tactics were placed in which order and how many times by the participants. Then, the rate matrix was generated based on the ranking judgments for the adoption of political tactics. Unit normal deviation matrix was formed by determining the "Z" scores corresponding to the elements of the rate matrix. The sum of the values of each column was estimated in the bottom row of the unit normal deviation matrix and the mean of each "Z" score in that row was computed along the columns to obtain the scale scores. Moreover, internal consistency of scale scores was determined to check whether teachers and principals were careful while scaling. For this purpose, an error matrix was created to demonstrate the degree of convenience of the scale scores. Error matrix for the seven stimuli in this study is presented in Table 1.

Table 1

Error Matrix

Stimuli	1st order	2nd order	3rd order	4th order	5th order	6th order	7th order
Ingratiating	-						
Networking	0.011	-					
Information management	0.006	0.021	-				
Impression management	0.001	0.001	0.001	-			
Coalition building	0.003	0.035	0.009	0.003	-		
Scapegoating	0.007	0.002	0.035	0.006	0.015	-	
Increasing indispensability	0.004	0.001	0.002	0.002	0.003	0.001	-
Total (Σ)	0.032	0.060	0.017	0.011	0.018	0.001	-
Mean error $[\Sigma/(K*(K-1))]$				0.003			

The examination of Table 1 implied that the mean error of scale scores was small ($\overline{\Sigma}$=0.003). Ogretmen (2008) argues that the observer judgments are reliable for the estimated small mean errors, but the observer judgments for the large mean errors are not reliable or does not meet the assumptions in the model. Based on this, it can be claimed that the observer judgments were reliable. Turgut and Baykul (1992) suggested estimating chi-square statistics to check the significance of the obtained score. For this purpose in mind, the transformed ratio matrix was primarily generated through transforming from the observed ratio matrix. Then, the square of differences was computed by finding the gap between both scores. The square of transformed and theoretical ratio differences matrix is submitted in Table 2.

Table 2

The square of transformed observed and Theoretical Ratio Differences Matrix

	Stimuli	1	2	3	4	5	6	7
1.	Ingratiating	-						
2.	Networking	0.90	-					
3.	Information management	0.13	0.45	-				
4.	Impression management	0.49	0.20	0.48	-			
5.	Coalition building	0.03	4.12	0.14	0.01	-		
6.	Scapegoating	0.02	0.04	0.30	0.15	1.45	-	
7.	Increasing indispensability	0.07	0.01	0.01	0.00	0.08	0.001	-
	Total (Σ)	1.64	4.82	0.93	0.16	1.53	0.001	-
	Sum of squares				9.08			
	Chi-square ($\chi2$)				3.01			
	df				13			

According to Table 2, the estimated chi-square was significant in 13 degrees of freedom and 0.05 significance level as it did not exceed the table score ($\chi 2 =3.01< \chi 2_{(13;0.05)} =20.160$). This indicated that the observation judgments were consistent (fit) or the assumptions of the method were met. Therefore, the scaling procedure applied to the dataset of this study was convenient and there was no problem in continuing the scaling processes.

Results

The first sub-problem of this study was "How do teachers rank the political tactics they adopt?" The sequence frequency matrix for teachers to prioritize the political tactics they used is given in Table 3.

Table 3

Sequence Frequency Matrix Related to the Political Tactics Ranking of Teachers (F)

		Stimuli							
R_i	r_i	A	B	C	D	E	F	G	Σ
1	7	27	144	9	35	79	49	145	488
2	6	47	99	33	86	70	83	70	488
3	5	119	118	86	56	25	42	42	488
4	4	157	69	105	54	21	43	39	488
5	3	89	42	170	77	42	36	32	488
6	2	27	14	58	132	108	81	68	488
7	1	22	2	27	48	143	154	92	488
	Σ	488	488	488	488	488	488	488	3416

The r_i column was taken as a basis for creating the frequency matrix in Table 3. For example, the number of respondents who preferred tactic A in the sixth place was 47 while the number of those who adopted it in the first place was 27. Similarly, the number of those who preferred the tactic D in the fourth place was 54, while the number of those who adopted it in the first place was 35. Following the formation of the frequency matrix, the unit normal deviation matrix (Z) was created by generating the rate matrix. The unit normal deviation matrix (Z) regarding the rankings of the political tactics used by teachers is presented in Table 4.

Table 4

Unit Normal Deviation Matrix Related to the Political Tactics of Teachers (Z)

Stimuli	A	B	C	D	E	F	G
A	-	0.951	-0.681	0.510	0.613	1.423	-0.017
B	-0.951	-	-0.826	0.098	-0.436	0.515	-0.961
C	0.681	0.826	-	-0.690	0.207	1.274	0.061
D	-0.510	-0.098	0.690	-	-0.539	0.447	-0.925
E	-0.613	0.436	-0.207	0.539	-	-0.372	-1.036
F	-1.423	-0.515	-1.274	-0.447	0.372	-	-0.674
G	0.017	0.961	-0.061	0.925	1.036	0.674	-
$\sum Z_j$	-2.8000	2.5606	-2.3578	0.9336	1.2537	3.9615	-3.5518
$\overline{Z_j}$	-0.255	0.233	-0.214	0.085	0.114	0.360	-0.323
S_j	0.068	0.556	0.109	0.260	0.437	0.683	0.000

Based on Table 4, the smallest of $\overline{Zj}$ scores was -0.323, which belonged to the political tactic G. The Sj scores can be found by shifting the starting point of the axis. For this purpose, 0.323, which is the absolute value of -0,323, was added to each $\overline{Zj}$ score. The Sj scores obtained after this procedure are given in Table 5.

Table 5

The Scale Scores for the Political Tactics Ranking of Teachers

	Stimuli	Scale Score (Sj)	Rank-order
A.	Ingratiating	0.068	2
B.	Networking	0.556	6
C.	Information management	0.109	3
D.	Impression management	0.260	4
E.	Coalition building	0.437	5
F.	Scapegoating	0.683	7
G.	Increasing indispensability	0.000	1

According to Table 5, increasing indispensability was the most frequently used political tactic by teachers, and it was followed by ingratiating, information management, impression management, coalition building, networking and scapegoating, respectively.

The second sub-problem of this study was "How do school principals rank the political tactics they adopt?" The sequence frequency matrix for school principals to prioritize the political tactics they used is given in Table 6.

Table 6

Sequence Frequency Matrix Related to the Political Tactics Ranking of School Principals (F)

Ri	ri	A	B	C	D	E	F	G	Σ
					Stimuli				
1	7	0	27	3	5	26	0	0	61
2	6	0	24	6	2	29	0	0	61
3	5	0	5	31	16	5	3	1	61
4	4	10	3	16	29	1	1	1	61
5	3	11	2	4	8	0	5	31	61
6	2	26	0	1	1	0	15	18	61
7	1	14	0	0	0	0	37	10	61
Σ		61	61	61	61	61	61	61	427

Table 6 contained the frequency matrix for how many times each stimulus was repeated by the participants in what order. The horizontal and vertical total in the matrix equals the total number of observers. According to Table 6, the total number of respondents was n = 61. The unit normal deviation matrix (Z) was created depending on the rate matrix following the frequency matrix (Table 7).

Table 7

Unit Normal Deviation Matrix Related to the Political Tactics of School Principals (Z)

Stimuli	A	B	C	D	E	F	G
A	-	0.951	-0.086	1.082	0.613	1.423	-0.017
B	-0.951	-	2.112	2.104	2.329	2.047	2.048
C	0.086	-2.112	-	2.234	2.874	2.062	2.063
D	-1.082	-2.104	-2.234	-	2.888	2.071	2.043
E	-0.613	-2.329	-2.874	-2.888	-	2.045	2.044
F	-1.423	-2.047	-2.062	-2.071	-2.045	-	2.585
G	0.017	-2.048	-2.063	-2.043	-2.044	-2.585	-
$\sum Z_j$	-3.9672	-9.6888	-7.2069	-1.5802	4.6157	7.0621	10.7659
$\overline{Z_j}$	-0.361	-0.881	-0.655	-0.144	0.420	0.642	0.979
S_j	0.520	0.000	0.226	0.737	1.301	1.523	1.860

Based on Table 7, the smallest of $\overline{Z_j}$ scores was -0.881, which belonged to the political tactic B. The Sj scores can be found by shifting the starting point of the axis. For this purpose, 0.881, which is the absolute value of -0.881, was added to each $\overline{Z_j}$ score. The Sj scores obtained after this procedure are given in Table 8.

Table 8

The Scale Scores for the Political Tactics Ranking of School Principals

Stimuli		Scale Scores (Sj)	Rank-order
A.	Ingratiating	0.520	3
B.	Networking	0.000	1
C.	Information management	0.226	2
D.	Impression management	0.737	4
E.	Coalition building	1.301	5
F.	Scapegoating	1.523	6
G.	Increasing indispensability	1.860	7

According to Table 8, networking was the most frequently used political tactic by school principals, and it was followed by information management, ingratiating, impression management, coalition building, scapegoating and increasing indispensability, respectively.

The third sub-problem of this study was "Which tactics do teachers and school principals prioritize in their ranking of political tactics?" The comparison of the teachers' and school principals' views is submitted in Table 9.

Table 9

The Opinions of Teachers and School Principals on the Adoption of Political Tactics

	Stimuli	Teachers' ranking	Principals' ranking
A.	Ingratiating	2	3
B.	Networking	6	1
C.	Information management	3	2
D.	Impression management	4	4
E.	Coalition building	5	5
F.	Scapegoating	7	6
G.	Increasing indispensability	1	7

The examination of Table 9 yielded that the opinions of teachers and school principals regarding the use of political tactics differed. While teachers mostly preferred increasing indispensability tactic to realize their own and institutional goals within the institution, school principals used networking tactic in the first place. Scapegoating and increasing indispensability were ranked by the teachers and school principals as the least frequently used tactics, respectively. In addition, it was clear that impression management and coalition building tactics were at the same rank in both participating groups.

Discussion, Conclusion and Recommendations

The present study aims to determine the order of importance of the political tactics used by teachers and school principals based on the judgments of respondents due to the limited number of studies on the rank-order use of these tactics in educational institutions, while there has been research on political tactics in business organizations. The developments in social fields have made it inevitable for competent employees to adapt to environmental changes, analyze threats and opportunities, be successful in organizational politics and compete. According to Pfeffer (1993), competition is at all levels in organizations, but it becomes more intense as the executive positions shorten towards the upper levels. What needs to be done in such a competitive environment is to be successful in political struggles. Success in political struggles has made it inevitable for individuals to exhibit political behavior (Akcakanat & Uzunbacak, 2017).

For the first sub-problem of this study, teachers were asked to rank their political tactics in order of importance by comparing them with each other. Based on research findings, increasing indispensability tactic was the most frequently used political tactic by teachers, and it was followed by ingratiating, information management, impression management, coalition building, networking and scapegoating, respectively. It can be asserted that the participants' emphasis on their individual assets, attempts to make them feel valuable and the perception that their experiences were the source of privilege could be the reasons of teachers' highlighting the tactic of increasing indispensability. Similarly, Hoy and Miskel (2012) noted that employees desire to make themselves indispensable for the organization and exhibit political tactics to make others appreciate it. In addition, the employees' goals of gaining a footing and being effective within the organization may increase the use of ingratiating and

increasing indispensability tactics (Arikan, 2011). Teachers can also use tactics for promoting their qualifications. Nartgun, Ekinci, Limon and Tukel's (2017) findings showed that teachers rarely used the tactic of introducing their qualifications; self-pitifulness, being an exemplary individual, asking for help and noticing their own importance by force. Oruc (2015) concluded in his study that academics exhibited low levels of political behaviors within the organization. The finding of the aforementioned study differed from our findings in that coalition building was the most frequently used political tactic by the academicians. It is believed that the difference between the results of the two studies has originated from the fact that political tactics may vary depending on the purpose of the individuals and the structure of the organization. Thus, political tactics are the product of organizational structures and human behavior within those structures. Kaya's (2014) study on the ranking of political tactics used by the faculty of education members revealed the tactics of support building for ideas, creating an image, associating with the influential, creating obligations/reciprocity, creating power coalitions, use of information as a political tool, praising others, attacking or blaming, respectively. Discovering the concepts of power and politics that are highly effective in inter-organizational relations can help us realize the different methods or tactics to be adopted by employees in organizations to achieve their individual goals. Thus, political tactics emerge as a set of tool that people use to reach their goals and objectives (Bolman & Deal, 2013). It was found that the teachers placed ingratiating tactic closest to increasing indispensability. Hoy and Miskel (2012) have voiced that it is a tactic that people prefer to be sympathized and pretend to do a favor. We can infer that teachers who attempt to ingratiate others have adopted the strategy of responding to what is done, that is, reflecting positive actions. Based on research findings, it was concluded that the least frequently used political tactic by teachers was scapegoating. It is a tactic used to scapegoat and blame when things become worse within the organization. The employees use this tactic to distract attention and to accuse someone else by scapegoating and blaming each other when the obtained result is not congruent with the objectives (Hoy & Miskel, 2012). Depending on this finding, it can be claimed that teachers take the responsibility for the work they have done with all the positive or negative results, and they do not tend to blame others easily at first glance. Campbell (2013) addresses scapegoating practices on the basis of denying the responsibility of actions. In other words, not taking the responsibility for any kind of unfavorableness and not admitting the guilt if any inevitably result in finding others to be responsible. It can be understood that the teachers' listing scapegoating as the least used political tactic indicates that they do not tend to look for someone to blame and isolate themselves. Bozbayindir (2020) also stated teachers generally turn to tactics, such as self-promotion, exemplification, ingratiation to leave positive impressions on people around them.

For the second sub-problem of this study, it was attempted to reveal how school principals ranked the political tactics. According to research findings, networking was the most frequently used political tactics by school principals, and it was followed by information management, ingratiating, impression management, coalition building, scapegoating and increasing indispensability, respectively. Cakarel, Boru and Yildirim (2019) emphasized that especially internal motivation high motivated administrators

use self-support and self-awareness tactics that include impact management and coalition building tactics. It is essential for school principals to prefer political tactics to build good relations with the people they work with, prioritize their mission objectives and fulfill task requirements while carrying out their managerial activities (Gules, 2016). In support of this discourse, school principals listed networking as the most frequently used tactic based on research findings. The findings suggest that school principals cared about acting in concert with influential people through establishing strong communication. Erdogan (2004) pointed out that an authority-based power is not adequate and that a manager should use different methods to influence others. In support of research findings, Yumus (2017) revealed that the political tactics adopted by the bank managers from the most to the least frequent tactics were networking, coalition building, ingratiating, information management, impression management, scapegoating and increasing indispensability. It is possible to claim that influence tactics used by managers may vary depending on the size and culture of the organization (Ispir, 2008), divergent needs and the objectives of the manager. In addition, the adoption of networking tactic by the individuals creates a network of colleagues, workmates and other friends inside or outside the organization hoping to get help and support while fulfilling their goals as they want to be influential people around (Allen, Madison, Porter, Renwick & Mayes, 1979). In our findings, information management was the tactic with the closest score to networking. It is a tactic used by the individuals who want to control others or gain a footing. Although having critical information is beneficial on its own, the techniques to disseminate information can improve one's position in both formal and informal organizations (Nejad, Abbaszadeh & Hassani, 2011). It can be inferred that the managers using this tactic tend to forward information to those intended at the right time. The research results implied that increasing indispensability was the least frequently used political tactic by school principals. Based on this, it can be argued that school principals cared about a collaborative existence rather than their own, and they adopted the strategy of avoiding individuality to achieve goals easily.

For the third sub-problem of this study, the priorities of teachers and school principals in their ranking of political tactics were compared. According to research findings, it was concluded that the opinions of teachers and principals differed in the prioritization of political tactics. While increasing indispensability was the most favoured tactic by teachers within the institution in terms of realizing their own and institutional goals, school principals predominantly preferred networking tactics. Scapegoating and increasing indispensability ranked by the teachers and school principals as the least frequently used tactics, respectively. Moreover, it was found that impression management and coalition building tactics were at the same rank in both participating groups. In light of research findings, it can be claimed that teachers are more individualistic and prefer to use the tactics to feature themselves based on the ranking of scale scores. The school principals, on the other hand, were primarily found to develop good relations with influential people, and then they preferred to use the tactics to influence others by holding the power within their authority according to the scale scores. The fact that impression management tactic was at the same rank in both participating groups can be explained by having a common sense of being pleasant

and creating a falsifying image. Likewise, ranking the coalition building tactic in the same order demonstrates that school principals and teachers attempted to create harmony through establishing strong communication and equally cared about having a work environment based on trust and respect. Robbins and Judge (2011) pointed out the importance of creating an inter-employee coalition for organizational change, organizational success and the creation of new strategies and highlighted the necessity of coalitions within the organization to act together and attain desirable results. Fiskinli (2020), on the other hand, stated that training on creating a positive organizational climate, increasing organizational efficiency, ensuring job satisfaction and using political tactics to increase motivation would be beneficial for school administrators and teachers.

As a result, it has been revealed in the previous studies on the subject matter that the political tactics adopted within the organizational structure vary depending on factors, such as individual goals, personality traits, individual's position in the organizational hierarchy, the individual's power and the perception of organizational politics. In this respect, it can be asserted that the political tactic rankings of teachers and school principals differ due to the fact that individual, organizational and contextual factors have been effective in the choice of political tactics. Politics has become an inevitable reality for organizations. Therefore, the employees can be ensured to integrate organizational politics with their own political realities through determining explicitly and transparently. Subsequent researchers may conduct qualitative studies on the reasons of teachers' and school principals' ranking political tactics. In addition, the present study was limited to primary school teachers and principals. Comparative studies can be conducted on teachers and principals working at divergent levels of education.

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Öğretmenler ve Okul Müdürlerinin Kullandıkları Politik Taktiklerin Sıralama Yargıları Kanunuyla Ölçeklenmesi

Özet

Problem Durumu: Toplumsal her alanda yaşanan gelişmeler, tüm kurumları etkilediği gibi eğitim kurumlarını da etkilemiş ve bu kurumlarda çalışanların çevrelerine uyum sağlayarak, gelişmeler karşısında hızlı ve farklı kararlar alabilen kişiler olarak örgütsel politikalarda başarılı olmalarını zorunluluk haline getirmiştir. Politika sadece büyük ve küçük topluluklar düzeyinde değil, örgütsel ve kişisel davranışlar düzeyinde de görülebilmektedir. Politik alanlar olan okulların yöneticileri ve öğretmenleri de karar alma süreçlerinde etkili olabilme, kısıtlı kaynaklardan maksimum yararlanma, bireysel ve örgütsel amaçları gerçekleştirebilme adına belli politik taktikler kullanabilirler. Okul yöneticisinin çatışmaları yönetebilmesi, koalisyonlara hükmedebilmesi ve dış baskı gruplarının etkilerini sağlıklı analiz edebilmesi, öğretmenlerin ise, kişisel çıkarlarını koruyabilmesi, güç elde etme isteğinde olması, koalisyon grupları oluşturma istekliliği gibi nedenler onların kurum içerisinde çeşitli politik taktikler kullanmalarına neden olabilmektedir. Politika kavramının örgütler için önemli bir kavram haline gelmesi, siyasi arenalar olmaması gerektiği halde, dış güçlerin etkilemesi ile siyasi arenalara dönüşen okullardaki politik taktiklerin neler olduğu üzerine kısıtlı sayıdaki çalışmalar nedeniyle, bu araştırmanın sonuçlarının önemli olacağı düşünülmektedir.

Araştırmanın Amacı: Bu çalışmada, öğretmenler ve okul yöneticilerinin kullandıkları politik taktiklerin önem sırasının katılımcı yargılarına göre belirlenmesi amaçlanmıştır. Bu amaç doğrultusunda şu sorulara cevap aranmıştır: (1) Öğretmenler, kullandıkları politik taktikleri nasıl sıralamaktadırlar? (2) Okul yöneticileri, kullandıkları politik taktikleri nasıl sıralamaktadırlar? (3) Öğretmenler ve okul yöneticileri politik taktikleri sıralamalarında hangi taktikleri öncelemektedirler?

Araştırmanın Yöntemi: Araştırma, okul yöneticileri ve öğretmenlerin kullandıkları politik taktiklerin en çok kullanılandan enaz kullanılana doğru sıralama yöntemine göre ölçeklenmesinin yapıldığı betimsel tarama modelinde bir araştırmadır. Araştırmanın çalışma grubu, 2019-2020 öğretim yılında Gaziantep ili Şehitkâmil ilçe Milli Eğitim Müdürlüğüne bağlı ilkokullarda görev yapan basit tesadüfi örnekleme yöntemi ile seçilmiş, 488 öğretmen ve 61 okul yöneticisinden oluşmaktadır. Araştırma verileri, örgütlerde en sık kullanılan politik taktiklerin belirlenmesi amacıyla hazırlanmış 7 maddelik ölçme aracı ile toplanmıştır. Elde edilen veriler Microsoft Excel programına aktarılarak, çözümlenmiştir.

Araştırmanın Bulguları: Araştırmanın birinci alt probleminde, öğretmenlerden kullandıkları politik taktikleri birbirleri ile karşılaştırarak önem sırasına göre sıralamaları istenmiştir. Araştırmadan elde edilen bulguya göre, öğretmenlerin kullandıkları politik taktiklerin başında vazgeçilmezlik taktiği gelirken bunu sırasıyla, minnet altında bırakma, bilgi yönetimi, etki yönetimi, koalisyon oluşturma, iletişim ağı kurma ve günah keçisi ilan etme taktikleri takip etmektedir.

Araştırmanın ikinci alt probleminde, okul yöneticilerinin politik taktikleri nasıl sıraladıkları ortaya çıkarılmaya çalışılmıştır. Elde edilen bulgular ışığında okul yöneticilerinin kullandıkları politik taktiklerin başında iletişim ağı kurma taktiği gelirken bunu sırasıyla, bilgi yönetimi, minnet altında bırakma, etki yönetimi, koalisyon oluşturma, günah keçisi ilan etme ve vazgeçilmezlik taktiklerinin takip ettiği sonucuna ulaşılmıştır.

Araştırmanın üçüncü alt probleminde, öğretmenler ve okul yöneticilerinin politik taktikleri sıralamalarındaki öncelemeleri karşılaştırılmıştır. Araştırma bulgusuna göre, politik taktiklerin öncellemesine yönelik öğretmen ve yönetici görüşlerinin farklılık gösterdiği sonucuna ulaşılmıştır. Öğretmenler, kurum içerisinde gerek kendi, gerekse kurum amaçlarının gerçekleştirilmesi noktasında ilk sırada vazgeçilmezlik taktiğini kullanırlarken, okul yöneticileri ise iletişim ağı kurma taktiğini ilk sırada kullanmaktadırlar. En son sırada ise öğretmenler günah keçisi ilan etme taktiğini, okul yöneticileri ise vazgeçilmezlik taktiğini kullandıkları yönünde bir sıralama yapmışlardır. Ayrıca etki yönetimi ve koalisyon oluşturma taktiklerinin her iki katılımcı grupta da aynı sıralamada yer aldığı sonucu bulgulanmıştır.

Araştırmanın Sonuçları ve Öneriler: Sonuç olarak konuyla ilgili yapılan araştırmalarda, örgütsel yapı içerisinde kullanılan politik taktiklerin, bireysel amaçlar, kişilik özellikleri, bireyin örgüt hiyerarşisindeki konumu, bireyin sahip olduğu güç ve örgütsel politika algısı gibi faktörlere bağlı olarak değişiklik gösterdiği ortaya konmuştur. Bu bakımdan politik taktiklerin seçiminde bireysel, örgütsel ve durumsal faktörlerin etkili olması kaynaklı öğretmen ve okul yöneticilerinin politik taktik sıralamalarının farklılık gösterdiği söylenebilir. Politika örgütler için kaçınılmaz bir geçeklik haline gelmiştir. Bundan dolayı örgütsel politikaların açık ve şeffaf bir şekilde belirlenerek, çalışanların kendi politik gerçeklikleri ile örgütsel politikaları bütünleştirmeleri sağlanabilir. Sonraki araştırmacılar öğretmen ve okul yöneticilerinin politik taktikleri sıralama nedenlerine yönelik nitel araştırmalar yapabilirler. Ayrıca bu araştırma ilkokul öğretmen ve yöneticileri ile sınırlıdır. Diğer eğitim kademlerinde çalışan öğretmen ve yöneticiler üzerinde de karşılaştırmalı çalışmalar yapılabilir.

Anahtar kelimeler: politik taktik, ölçekleme, eğitim, eğitim yöneticisi.