PERR
PSYCHO-EDUCATIONAL RESEARCH REVIEWS

The Relationship between Teachers' Perception of Organizational Cronyism and Organizational Dissent

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Keywords	Abstract
	This quantitative study investigates the relationship between teachers' perception of organizational cronyism and their perception of organizational dissent. The population of the study includes 1206 teachers from all pre-school institutions, primary schools, secondary schools, high schools in the district of Kuşadası, the province of Aydın, Türkiye. The sample of the study has been selected by random sampling method and includes 378 teachers. The data has been collected by means of Perceived Organizational Cronyism Scale and Organizational Dissent Scale. The data has been analyzed through parametric statistical programs. The findings of the study reveal that the level of teachers' perception of organizational cronyism is low, whereas their perception of organizational dissent is at medium level. There is a statistically significant difference between teachers' perception of organizational cronyism and organizational dissent and the variables of subject of teaching, age, professional seniority, educational level, length of service with the same administrator, and union membership. Correlation analysis reveals that there is a negative weak correlation between teachers' perception of organizational cronyism and their perception of organizational dissent.

INTRODUCTION

Today, rapid changes and transformations in globalization and information technologies expose people to different problems. Organizations are the most important tools that societies use to survive these changes and transformations. However, the survival of organizations by adapting to changing conditions also depends on the human resources of the organization. For this reason, the purpose, objectives and structure of the organization should be clear and unambiguous. Organizations are founded to maintain cooperation. As individuals cannot reach all their goals on their own, they need organizational cooperation. Therefore, individuals and organizations take advantage of one another (Aydın, 2010). It is imperative to establish a durable organizational structure for functional interaction between individuals and the organizations. When a balanced harmony is maintained among administrative, educational, and technical aspects, organizations become healthy (Hoy and Miskel, 2010). Damage to this link between the organization and human resources causes both the organization's failure to achieve its goals and the loss of human resources. Inappropriate and unethical behaviors such as discrimination, bribery, negligence, fraud, insult, and profanity within any organization would harm the health of the structure (Acar, 2000; Aydın, 2001).

Favoritism emerges in social exchange processes. Nepotism, which occurs as a result of personal prejudices towards a particular person, can occur when the leader and subordinate share a strong social network that extends beyond the workplace (Dey, Das, Gupta & Banerjee, 2017). Favoritism is evident when the leader bases the hiring and promotion decisions of individuals on personal feelings and/or relationships, not on objective criteria such as ability, knowledge and skill assessments (Maswabi & Qing, 2017). Favoritism is encountered in all areas of life with its prevalence and diversity ranging from discrimination among family members to the highest structured organizations and institutions (Asunakutlu & Avcı, 2010). Similar social relations such as kinship, friendship, collegiality, sharing the same religious or political view, which form the basis of the concept, pave the way for nepotistic views and behaviors in all areas of life (Özkanan & Erdem, 2014).

Favoritism is divided into several types. Chronism co-friends, privileges for friendships, nepotism privileges for family members; Patronage is defined as giving privileges to political adherents and tribalism is defined as favoring people from the same tribe or tribe. Especially among these classifications, cronyism and nepotism are the most widely used types of nepotism (Erdem, 2010; Hudson & Claasen, 2017). Nepotism means employing or promoting a person due to kinship, regardless of the individual's abilities, success, knowledge, education level. Nepotism is defined as a form of favoritism related to a family connection. Employers are seen as more likely to give concessions to spouses or relatives. Relatives who benefit from nepotism rely on kinship rather than merit in their careers. The word nepotism derives from the Latin words "nephew" or "nepot". The essence of these words is to bring people with blood ties such as sister or brother, children of siblings, nephews, cousins to a certain place by authorized persons (Özler & Büyükarslan, 2011; Özkanan & Erdem 2013). In chronism, on the other hand, the basis of favoritism is the peer-friend relationship, the bond of friendship (Asunakutlu, 2010).

Cronyism is one of these unethical behaviors that harm the organizational structure. It is seen as a phenomenon which legitimizes inequity and injustice; and does organizations and individuals serious harm as it prioritizes acquaintances, political tendency, and family bonds over merit during recruitment and promotion. Cronyism, which is a form of discrimination and penetrates the organizations by means of unfair, corrupt, and interest-based practices, is derived from the Greek word *khronios* – close friend and is related to the English word crony – long-term friendship (Gürer, 2017). Denoting privileging acquaintances and friends over merit in recruitment and promotion, cronyism can be categorized as horizontal and vertical (Aktan, 2001). In vertical cronyism, superiors abuse their powers to favor friends and associates in a subordinate position, whereas in horizontal

cronyism discrimination takes place among colleagues who share the same level within a hierarchy. Organizational cronyism has three dimensions: in-group bias, paternal cronyism, and reciprocal exchange of favor (Turhan, 2014). In in-group bias dimension the group members are likely to favor their acquaintances and friends. In paternal cronyism dimension, favors are bestowed on individuals who show unconditional loyalty to administration. Reciprocal exchange of favors dimension requires providing mutual benefit for either party in a relationship.

The attitude of the administration is a cornerstone for an effective and productive organization. An administrator's cronyistic behaviors play a vital role in creating discrimination and struggle among groups. These behaviors lead to harmful practices and attitudes on the part of the employees (Asunakutlu, 2010). They also affect individuals' organizational commitment and increase the amount of privilege-based relations. Organizational cronyism affects organizations' performance and decision-making process adversely (Khatri and Tsang, 2003).

Considered a form of organizational communication (Garner, 2006), dissent means feeling apart from others (Kassing, 1997). The word dissent is derived from *dissentire* in Latin and it shows a difference of opinions among employees and administrators in organizations (Özdemir, 2013). Organizational dissent is an umbrella term which means the conflict of opinions and expression of this feeling (Yıldız, 2013). Employees express dissent when they recognize incongruence between their expectations and actual state of affairs (Kassing, 1997). Organizational dissent does not necessarily mean expressing dissatisfaction with everything, but it does mean expressing opinions regarding unethical behaviors in organizations. It focuses on encouraging fresh perspectives, creative solutions, freedom of speech, and employee participation in various processes (Sadykova and Tutar, 2014). Organizational dissent increases dissent tolerance of employees via employee-oriented practices, organizational change, non-management, decision making, tasks, resources, ethics, performance evaluation, and prevention of damage. An individual seeks ways to express dissenting opinions through individual, relational, and organizational variables. Dissent may be expressed as upward, horizontal, or displaced. While it is possible to make a change in organizations by expressing dissenting opinions openly in vertical dissent dimension, in horizontal dissent dimension dissenting opinions are shared with members who are not capable of making any organizational changes. In displaced dissent, members express contradictory opinions to people outside of one's organization (Kassing and Armstrong, 2002). Although organizational dissent might have negative connotations, it contributes to preventing and solving problems, innovations, and democracy in organizations (Özdemir, 2013).

Organizational dissent is caused by administrators' unfair and abusive behaviors (Zapf and Einarsen, 2010), organizational change (Sabuncu and Tüz, 1996), the way that decisions are made (Özdemir, 2010), ineffective practices in organizations (Başaran, 2008), and unethical situations in organizations. Organizational dissent is one of the most important communicative tools as it provides feedback on all these practices. Therefore, it is necessary to create an organizational environment which takes employees' dissent into consideration and supports upward dissent (Kassing and Kava, 2013).

School administration's attitudes and behaviors towards school teachers affect the whole working system either negatively or positively (Keskin, 2018). An administrator has to possess social and communicative skills as well as technical and theoretical knowledge (Aydın, 2010). Equality, fairness, transparency, accountability, and democracy are key values in school administration. Administrative corruption occurs when an administrator shows special interest to a particular group or acquaintances, in other words *pulls the wires*. Cronyism, i.e. favoring friends and acquaintances, is a kind of favoritism which ignores merit and equality, and defines the relationship between administrators and employees on the basis of friendship and kinship (Aktan, 2001).

A school administrator's cronyistic behaviors can cause disputes in an organization, loss of trust, erosion of justice, teachers' scrutinizing organizational affairs, and organizational dissent (Polat, 2013). Organizational dissent occurs when an individual perceives a problem in an organization and expresses it to other members (Eryeşil, 2018). Organizational dissent is the attitude of a member towards dissatisfaction (Yıldırım, 2013). Organizational dissent may be caused by administrators' misguided decisions and unethical practices (Dağlı, 2015). School administrators need to realize that organizational dissent is essential for democracy and should provide freedom of speech for employees' confidence (Kassing, 1997).

When literature is reviewed, certain researches can be found on cronyism by Khatri and Tsang (2003), Araslı and Tümer (2008), Aydoğan (2009), Asunakutlu and Avcı (2010), Kazancı (2010), Büte (2011), Erdem, Çeribaş and Karataş (2013), Meriç and Erdem (2013), Polat (2013), Polat and Kazak (2014), Turhan (2014), Geçer (2015), Aydın (2015) and Karademir (2016), Okçu and Uçar (2016), Özer and Çağlayan (2016), Akyol(2018) and Kavak (2020). On organizational dissent, there are studies by Kassing (1997), Kassing (2001), Garner (2006), Ağalday (2013), Wright (2013), Yıldız (2013), Payne (2014), Akada (2015), Ataç,(2015), Uçar (2016), Korucuoğlu (2016), Ağalday (2017), İzgüden (2017), Eryeşil (2018), Doğanay (2018), Yaşa (2018), Ergün (2017), Yılmaz (2019), Kayış (2019), Korkmaz (2019), Şahin (2019) and Tavşancıoğlu(2022). However, we cannot find any studies on the relationship between organizational cronyism and organizational dissent. As teachers are exposed to injustice, abuse of rights, and cronyistic behaviors, and as organizational disputes surface, organizational dissent may increase (Shahinpoor and Matt, 2007). Therefore, we firmly believe that investigating the relationship between teachers' perception of organizational cronyism and their perception of organizational dissent is of utmost importance.

This quantitative study investigates the relationship between teachers' perception of organizational cronyism and their perception of organizational dissent as seen in pre-school institutions, primary schools, secondary schools, and high schools. In this context, the research question can be phrased as "What is the relationship between public school teachers' perception of organizational cronyism and organizational dissent?" The sub-problems of the research are listed as;

1. What is the level of public-school teachers' perception of organizational cronyism and organizational dissent?

2. Is there a significant difference among public school teachers' perception of organizational cronyism in terms of gender, age, subject of teaching, seniority, educational level, length of service in the present school, length of service with the same administrator, and union membership?

3. Is there a significant difference among public school teachers' perception of organizational dissent in terms of gender, age, subject of teaching, seniority, educational level, length of service in the present school, length of service with the same administrator, and union membership?

4. Is there a relationship between public school teachers' perception of organizational cronyism and organizational dissent?

METHOD

RESEARCH DESIGN

The study, which investigates the relationship between public school teachers' perception of organizational cronyism and organizational dissent, correlational survey method has been used. It is in the correlational survey model, which is one of the quantitative researches in this respect. According to Karasar (2012) and Best and Kahn (2017), the research model that aims to determine the existence and degree of change between variables is the correlational survey model.

SAMPLE

The population of the study is 1206 public school teachers who have worked during the school year of 2021-2022 in the district of Kuşadası, the province of Aydın, Türkiye. In this study target population, which the researcher can express an opinion about the universe by making use of the observations made on the sample set, was preferred rather than universe which is difficult to generalize (Balcı, 2015; Karasar, 2012). The best way to determine and limit the universe is to develop criteria appropriate to the aims of the study (Karasar, 2012). The sample of the study has been drawn by means of random sampling. Sample size table has been used for determining the sample number and a representative statistical sample has been calculated as 291 participants according to the significance level of α= .05. However, 403 questionnaires were given to teachers considering possible application problems. 378 questionnaires were used to collect data. Table 1 below shows the personal information collected from the participants in the research sample.

Table 1. *Demographic Information of Participants*

Variable	Level	n	%
Gender	Female	219	57,9
	Male	159	42,1
	Total	378	100
Age	Between 21-35	124	32,8
	Between 36-49	115	30,4
	Over 50	139	36,8
	Total	378	100
Subject	Primary School teacher	164	43,4
	Branch teacher	214	56,6
	Total	378	100
Seniority	1-10 years	102	27,0
	11- 20 years	122	32,3
	21 years and longer	154	40,7
	Total	378	100
Educational level	Associate-Bachelor's D.	291	77,0
	Master's-Doctoral Degree	87	32,3
	Total	378	100
Length of service in the present school	1-5 years	152	40,2
	6- 10 years	141	37,3
	11 years and longer	85	22,5
	Total	378	100
Length of service with the same administrator	1-4 years	235	62,2
	5 years and longer	143	37,8
	Total	378	100
Union membership	Yes	249	65,9
	No	129	34,1
	Total	378	100

As explained in Table 1; 57.9% of the participants is female (n=219), 42.1% is male (n=159). %32.8 percent of the participants is between the ages of 21 and 35 (n=124), 30% is between 36 and 49 (n=115), 36.8% is 50 and over (n=139). %43.4 of the participants is primary school teacher (n=164) and 56.6% is branch teacher (n=214). 27% of participants has a 10-year or shorter period of seniority (n=102), the seniority period of %32.2 is between 11 and 20 years (n-122). The seniority period of 40.7% is longer than 21 years (n=154). As for level of education, 77% of the participants has associate or bachelor's degree (n=291). 23% has master's or doctoral degree (n=87). 40.2% has served at their present school for shorter than 5 years (n=152), 37.3% has served between 6 and 10 years (n=141), and 22.5% has served longer than 11 years (n=85). 62.2% of the participants has worked with the same administrator for shorter than 4 years (n0235), 37.8% has worked for 5 years or longer (n=143).

65.9% of the participants has union affiliation (n=249), 34.1% does not have any union affiliations (n=129).

DATA COLLECTION

The data has been collected by means of "Perceived Organizational Cronyism Scale" and "Organizational Dissent Scale." In order to identify teachers' perception of cronyism, we have used "Perceived Organizational Cronyism Scale," developed by Turhan (2013). The scale has three dimensions: in-group bias (6 items), paternal cronyism (5 items), and reciprocal exchange of favor (4 items) and 15 items in total. As a result of the data analysis, the Cronbach's Alpha coefficient of consistence of the scale has been found to be 0.820; and the scale exhibits psychometric properties.

In order to identify teachers' perception of organizational dissent, we have used "Organizational Dissent Scale," developed by Kassing (2000) and adapted to Turkish by Dağlı in 2015. The scale has two dimensions: upward (8 items) and horizontal (7 items) and 15 items in total. It is a Likert-type scale and involves five statements that the respondents can choose from. These statements are 1- Strongly disagree, 2- Disagree, 3-Neutral, 4-Agree, and 5- Strongly Agree. Items 1, 3, 4, 8, 11, and 13 were coded in reverse. As a result of the data analysis, the Cronbach's Alpha coefficient of consistence of the scale has been found to be 0.960. The analyses indicate that the scale has suitable properties to be used for investigating teachers' perception of organizational dissent.

DATA ANALYSIS

Data analysis was performed using the SPSS 22 program. Histogram, coefficient of variation, Kolmogrov-Smirnov test and skewness-kurtosis analyses were used as normality tests to determine whether the data had normal distribution or not. Kolmogrov-Smirnov test revealed that the data show normal distribution. Later, skewness and kurtosis coefficient values were examined and the results found to be between ±1,96 range, which implies that the scores have normal distribution (Büyüköztürk, 2008; Field, 2009; George & Mallery, 2010). According to these values, it can be said that the assumption of normal distribution was in this study. The properties of data required the use of unpaired t test and one-way analysis of variance (ANOVA), as well as Pearson correlation coefficient to determine the relation.

FINDINGS

In this section, we present the findings and interpretation of analysis of the data which has been collected by means of "Perceived Organizational Cronyism Scale" and "Organizational Dissent Scale."

FINDINGS AND INTERPRETATION: What is the level of public-school teachers' perception of organizational cronyism and organizational dissent?

The levels of public school teachers' perception of organizational cronyism and organizational dissent are shown in Table 2 below.

Table 2. *Mean and Standard Deviation Values of Data Collected with Cronyism and Dissent Scales*

	Number of Items	n	Min.	Max.	$\overline{X}$*	Ss
Cronyism	15	378	15	75	3,17	16,67
Dissent	15	378	24	75	3,63	14,88

* Values in parenthesis show the average scores obtained through five-point Likert scale.

Table 2 shows mean and standard deviation values of the levels of public school teachers' perception of organizational cronyism and organizational dissent. As seen in the table, teachers'

perception of organizational dissent score corresponds to the statement "Neutral" in five-point Likert scale, whereas the cronyism score corresponds to "Disagree" statement.

FINDINGS AND INTERPRETATION: Is there a significant difference among public school teachers' perception of organizational cronyism in terms of gender, age, subject of teaching, seniority, educational level, length of service in the present school, length of service with the same administrator, and union membership?

The second sub-problem of the study concerning whether there is a significant difference among public school teachers' perception of organizational cronyism in terms of gender, age, subject of teaching, seniority, educational level, length of service in the present school, length of service with the same administrator, and union membership has been analyzed through unpaired t test and one-way analysis of variance. The findings are listed below.

Table 3. *The t-Test Results According to the Gender Variable*

	Gender	n	$\overline{X}$	Ss	t	Sd	p
Organizational Cronyism Perception	Female	219	48,15	16,53	-,732	376	,464
	Male	159	46,88	16,88			

The t test result given in Table 3 shows that there is statistically non-significant difference between cronyism and gender (-,732; p>.05).

Table 4. *The t-Test Results According to Teachers' Subject of Teaching Variable Analysis*

	Subject	n	$\overline{X}$	Ss	t	Sd	p
Organizational Cronyism Perception	Primary School	164	43,74	16,92	4,040	376	,000*
	Branch	214	50,59	15,89			

As shown Table 4, there is a statistically significant difference between cronyism and subject of teaching (4,040; p<.05). The branch teachers have higher levels of cronyism perception compared to the primary school teachers. Primary school teachers spend longer time at school and develop closer relations with administrators. Therefore, they might have lower levels of acquaintance perception.

Table 5. *The t-Test Results According to Teachers' Educational Level Variable Analysis*

	Educational Level	n	$\overline{X}$	Ss	t	Sd	p
Organizational Cronyism Perception	Associate – Bachelor's	291	46,73	17,29	2,11	376	,036*
	Master's – Doctoral	87	50,58	14,12			

It is clear in Table 5 that there is a statistically significant difference between cronyism and educational level (2.11; p<.05). The participants with a master's and/or doctorate degree have a higher level of cronyism perception compared to the participants with bachelor's and/or associate degree. This might result from the possibility that the participants with a postgraduate degree are aware of essential leadership and administration traits as well as the harmful consequences of cronyism.

Table 6. *The t-Test Results According to Length of Service with The Same Administrator Variable Analysis*

	Length of service with the same administrator	n	$\overline{X}$	Ss	t	Sd	p
Organizational Cronyism Perception	1-4 years	235	45,50	17,90	3,211	376	,001*
	5 years and longer	143	51,11	13,79			

The result given in Table 6 shows that there is a statistically significant difference between cronyism and the length of service with the same administrator (3.211; p<.05). It could be deduced from the results that as teachers work longer with the same administrator, they develop closer relationships with them.

Table 7. *The t-Test Results According to Union Membership Variable Analysis*

		Union Membership	n	$\overline{X}$	Ss	t	Sd	p
Organizational Perception	Cronyism	Yes	249	46,39	17,61	2,001	376	,046*
		No	129	50,00	16,06			

In Table 7 it is understood that there is a statistically significant difference between cronyism and union membership (2,001; p<.05). The teachers who are not union members have higher levels of cronyism perception.

Table 8. *The ANOVA Results According to Age Variable Analysis*

	Age	n	$\overline{X}$	Ss	Sd	F	p	Difference
Organizational Cronyism Perception	22-35	124	53,49	12,62	377	16,469	,000*	1>2
	36-49	115	47,93	18,73				1>3
	50 and over	139	42,13	16,31				

On the analysis of Table 8, ANOVA test results show that there is a statistically significant difference between cronyism and age (16,469; p < .05). The views of different age groups vary. Scheffe test, which has been used to find the age group differences, shows that the teachers between 22 and 35 ($\overline{X}$=53,49) have higher organizational cronyism perception at the significance level of p< .05, compared to the teachers between 36 and 49 ($\overline{X}$=47,93) and the ones at 50 and over ($\overline{X}$=42,13).

Table 9. *The ANOVA Results According to Teachers' Seniority Variable*

	Seniority	n	$\overline{X}$	Ss	Sd	F	p	Difference
Organizational Cronyism Perception	1-10 years	102	53,84	12,90	377	18,190	,000*	1>3
	11-20 years	122	49,53	17,53				
	21 years and longer	154	41,99	16,48				

In Table 9, ANOVA test results show that there is a statistically significant difference between cronyism and seniority (18,190; p < .05). The views of different age groups vary. Scheffe test, which has been used to find the age group differences, shows that the teachers that have seniority of 1to10 years ($\overline{X}$=53,84) have higher organizational cronyism perception at the significance level of p < .05, compared to the teachers that have seniority of 21 years and longer ($\overline{X}$=41,99).

Table 10. *The ANOVA Results According to Length of Service in The Present School Variable*

		Length of service in the present school	n	$\overline{X}$	Ss	Sd	F	p	Difference
Organizational Perception	Cronyism	1-5 years	152	48,43	17,07	377	,337	,714	
		6-10 years	141	47,31	17,84				
		11 years and longer	85	46,68	13,81				

It is seen in Table 10 that there is a statistically non-significant difference between cronyism and length of service in the present school (,337; p >.05).

FINDINGS AND INTERPRETATION: Is there a significant difference among public school teachers' perception of organizational dissent in terms of gender, age, subject of teaching, seniority, educational level, length of service in the present school, length of service with the same administrator, and union membership?

The third sub-problem of the study concerning whether there is a significant difference among public school teachers' perception of organizational dissent in terms of gender, age, subject of teaching, seniority, educational level, length of service in the present school, length of service with the same administrator, and union membership has been analysed through unpaired t test and one-way analysis of variance. The findings are listed below.

Table 11. *The t-Test Results According to Teachers' Gender Variable Analysis*

		Gender	n	$\overline{X}$	Ss	t	Sd	p
Organizational	Dissent	Female	219	54,77	15,40	,249	376	,803
Perception		Male	159	54,39	14,52			

Table 11 shows that there is a statistically non-significant difference between dissent and gender (-,732; p>.05).

Table 12. *The t-Test Results According to Teachers' Subject of Teaching Variable Analysis*

		Subject	n	$\overline{X}$	Ss	t	Sd	p
Organizational	Dissent	Primary School	164	56,87	11,51	-2,670	376	,008*
Perception		Branch	214	52,78	16,83			

It is shown in Table 12 that there is a statistically significant difference between dissent and subject of teaching (-2,670; p<.05). Primary school teachers have higher levels of dissent perception compared to the branch teachers.

Table 13. *The t-Test Results According to Teachers' Educational Level Variable Analysis*

		Educational Level	n	$\overline{X}$	Ss	t	Sd	p
Organizational	Dissent	Associate – Bachelor's	291	54,75	14,91	-,478	376	,003*
Perception		Master's – Doctoral	87	53,88	14,76			

As it is seen in Table 13 there is a statistically significant difference between dissent and level of education (-,478; p<.05). The participants with associate and/or bachelor's degrees have higher levels of dissent perception compared to the ones with graduate degrees. The teachers with graduate degrees are thought to have accepted what they are not able to change, although they are expected to dissent mainly upward.

Table 14. *The t-Test Results According to Length of Service with the Same Administrator Variable Analysis*

	Length of service with the same administrator	n	$\overline{X}$	Ss	t	Sd	P
Organizational	1-4 years	235	55,45	14,27	-1,509	376	,032*
Dissent Perception	5 years and longer	143	53,07	15,78			

The results in Table 14 show that there is a statistically significant difference between dissent and the length of service with the same administrator (-1,509; p<.05). It could be said that teachers dissent more frequently from their administrators' actions and behaviors when their length of service under a particular administrator is relatively short.

Table 15. *The t-Test Results According to Union Membership Variable Analysis*

	Union Membership	n	$\bar{X}$	Ss	t	Sd	P
Organizational Dissent Perception	Yes	249	57,19	14,50	-4,939	376	,000*
	No	129	49,45	14,31			

The results of Table 15 show that there is a statistically significant difference between dissent and union membership (-4,939; p<.05). Teachers who are union members are likely to dissent from negative organizational actions due to the support they receive from their union.

Table 16. *The ANOVA Results According to Age Variable Analysis*

	Age	n	$\bar{X}$	Ss	Sd	F	p	Difference
Organizational Dissent Perception	22-35	124	50,33	13,62	377	8,728	,000*	1>2
	36-49	115	58,05	12,33				1>3
	50 and over	139	55,42	16,94				

As shown Table 16, ANOVA test results show that there is a statistically significant difference between dissent and age (8,728; p < .05). The views of different age groups vary. Scheffe test, which has been used to find the age group differences, shows that the teachers between 22 and 35 ($\bar{X}$=50,33) have higher organizational dissent perception at the significance level of p< .05, compared to the teachers between 36 and 49 ($\bar{X}$=50,05) and the ones at 50 and over ($\bar{X}$=55.42). Teachers at their early years in their career tend to be rather enthusiastic and idealistic. Therefore, they are likely to recognize erroneous behaviors more frequently than their more experienced colleagues do.

Table 17. *The ANOVA Results According to Teachers' Seniority Variable*

	Seniority	n	$\bar{X}$	Ss	Sd	F	p	Difference
Organizational Dissent Perception	1-10 years	102	47,05	11,65	377	21,362	,000*	1>3
	11-20 years	122	59,10	12,77				1>2
	21 years and longer	154	55,91	16,47				

As it is seen in Table 17, ANOVA test results show that there is a statistically significant difference between dissent and seniority (21,362; p < .05). The views of different age groups vary. Scheffe test, which has been used to find the age group differences, shows that the teachers that have seniority of 1to10 years ($\bar{X}$=47,05) have higher organizational dissent perception at the significance level of p < .05, compared to the teachers that have seniority of 11 to 20 years ($\bar{X}$=59,10) and the ones with 21 years and longer ($\bar{X}$=41,99). As the teachers' years of seniority increase, their perception levels of dissent decrease. Their beliefs about not being able to change things and their approaching retirement affect their critical attitudes, whereas junior teachers work idealistically and show dissenting behavior before negative situations.

Table 18. *The ANOVA Results According to Length of Service in the Present School Variable*

	Present length of service	n	$\bar{X}$	Ss	Sd	F	p	Difference
Organizational Dissent Perception	1-5 years	152	53,55	13,24	377	,892	,411	
	6-10 years	141	55,84	15,54				
	11 years and longer	85	54,20	16,47				

As it can be seen in Table 18, there is a statistically non-significant difference between dissent and length of service in the present school (,892; p >.05).

FINDINGS AND INTERPRETATION: Is there a relationship between public school teachers' perception of organizational cronyism and organizational dissent?

The fourth sub-problem of the study is about the relationship between public school teachers' perception of organizational cronyism and organizational dissent. This problem has been investigated through Pearson correlation coefficient to determine the relation. The results are shown in the following Table 19.

Table 19. *The Results of "the Relationship Between Public School Teachers' Perception of Cronyism and Dissent" Analysis*

		Organizational Dissent	Organizational Cronyism
Organizational Dissent	Correlation	1	-,146**
	P		,004
	N	378	378
Organizational Cronyism	Correlation	-,146**	1
	P	,004	
	N	378	378

The analysis of Table 19 reveals that there is a negative weak correlation between teachers' perception of organizational cronyism and their perception of organizational dissent (r=,-,146; p<0.01).

DISCUSSION AND CONCLUSION

In this section of the study investigating the relationship between teachers' perception of organizational cronyism and their perception of organizational dissent, we present the conclusion and recommendations based on the findings.

The first sub-problem of the study investigates the levels of public school teachers' perception of organizational cronyism and organizational dissent. The participant teachers' perception of organizational dissent score corresponds to the statement "Neutral" in five-point Likert scale, whereas the cronyism score corresponds to "Disagree" statement. This finding is interpreted as latent cronyistic actions on the part of the school administration and as dissenting behaviors on the part of the teachers. This means that teachers can express their opposing views directly to their colleagues or administrators. This finding is consistent with previous studies by Asunakutlu and Avcı (2010), Aydoğan (2009), Kazancı (2010), Büte (2011), Erdem, Çeribaş and Karataş (2013), Meriç and Erdem (2013), Polat and Kazak (2014), Aydın (2015) and Karademir (2016), Okçu and Uçar (2016), Özer and Çağlayan (2016), Akyol (2018) and Kavak (2020), which suggest low levels of organizational cronyism perception. The finding indicating mid-level perception of dissent is consistent with the studies by Ağalday (2013), Wright (2013), Yıldız (2013), Akada (2015), Korucuoğlu (2016), Doğanay (2018), Yaşa (2018), Ergün (2017), Yılmaz (2019), Kayış (2019), Korkmaz (2019), Şahin (2019) and Tavşancıoğlu (2022).

The second sub-problem of the study investigates whether there is a significant difference among public school teachers' perception of organizational cronyism in terms of gender, age, subject of teaching, seniority, educational level, length of service in the present school, length of service with the same administrator, and union membership. There is a non-significant difference between teachers' cronyism perception and the variables of gender and the length of service in the present school, whereas there is a significant difference between cronyism perception and the variables of subject of teaching, age, seniority, education, the length of service with the same administrator, and union membership.

When the analyzes were examined in terms of gender variable, it was seen that there was no statistically significant difference between organizational chronism and gender. According to this, no

difference was found in the perceptions of male teachers about organizational chronism in their schools where they work compared to female teachers. The studies by Erdem, Çeribaş and Karataş (2013), Karacaoğlu and Yörük (2012), and Akyol (2018) indicate a non-significant difference between cronyism perception and gender.

A significant difference was found between teacher branch and organizational chronism in favor of branch teachers. The finding that branch teachers have a higher perception of chronism compared to class teachers may be due to the fact that class teachers do not see these behaviors as chronism because they stay at school longer than branch teachers and establish more cordial relations with school administrators.

A significant difference was found between the age of teachers and organizational cronyism in favor of teachers in the 22-35 age group. Teachers in the 22-35 age group have higher perceptions of organizational cronyism than teachers in the other age group. This situation can be interpreted as the fact that young teachers, who are new to the profession, become aware of the cronyism that occurs at school because their commitment to the school and the school administration has not yet fully settled. As the ages of the teachers increase, their working time in the same school will increase, and therefore their relationship with the administrators will improve because they work together for a long time. As a result of such a situation, the administrator and favouritism may arise based on the peer-friend relationship between teachers. Studies by Meriç and Erdem (2013), Karademir (2016), and Polat (2013) have similarities with our finding about a significant difference between cronyism perception and age.

A significant difference was found between the seniority of the teachers and the organizational cronyism in favor of the teachers in the 1-10 years seniority group. The perception of organizational cronyism of teachers in the 1-10 years seniority range was higher than the teachers in the other seniority range. Studies have shown that employees who have experience gained after many years will be more committed to their organizations (Cihangiroğlu, 2009; Çam, 2021). Therefore, this finding can be interpreted as a teacher who has just started his profession pays attention to what the school administration and his colleagues do or say, and tends to question the unworthy relationships that occur at school. The significant difference between cronyism and the variable of seniority is shown in the studies by Meriç and Erdem (2013), Aydın (2015), Geçer (2015), Karademir (2016) and Keskin (2018).

In terms of educational status variable, it was determined that there was a statistically significant difference between the participants' perceptions of organizational cronyism. It has been determined that teachers with a graduate education level perceive organizational cronyism more in the school environment. This can be interpreted as the higher the education level, the better the employees know their rights and responsibilities, and the more sensitive they are to injustice or wrong practices. It is seen that Kavak (2019) reached a similar finding in his study.

Organizational chronism perceptions of teachers who worked with the same administrator for longer periods of time were higher. The increase in the working time of the teachers in the same school improves their relations with the administrators and other teachers with whom they work for a long time. As a result of such a situation, it may lead to the development of peer-friendly relations between the administrators and teachers.

It has been found that teachers who are not union members have a higher perception of cronyism. This situation can be interpreted as teachers who are not members of any union have a more neutral approach to the events taking place in the school. It has been found that teachers who are not union members have a higher perception of cronyism. This situation can be interpreted as teachers who are not members of any union have a more neutral approach to the events taking place in the school. Our finding about the significant difference between cronyism perception and union membership supports the study by Özer and Çağlayan (2016).

The third sub-problem of the study questions whether there is a significant difference among public school teachers' perception of organizational dissent in terms of gender, age, subject of teaching, seniority, educational level, length of service in the present school, length of service with the same administrator, and union membership. There is a non-significant difference between the variables of gender and the length of service in the present school, whereas there is a significant difference between dissent perception and the variables of subject of teaching, age, seniority, education, the length of service with the same administrator, and union membership. The finding that no significant difference was detected between teachers' organizational opposition and gender was Dağlı and Ağalday (2015), Uçar (2016), Özdemir (2010), Akada (2015), Yıldız (2014), Aydın (2015), İzgüden (2017) and Coşkuner (2018) research findings. The finding that there is no significant difference between teachers' organizational opposition and seniority is in line with the research findings of Gürcan (2020), İzgüden (2015) and Yıldız (2014).

Teachers between the ages of 22-35 have higher perceptions of organizational opposition. A teacher new to the teaching profession starts with enthusiasm and tends to be idealistic. Therefore, they may be inclined to notice the negativities more quickly than the teachers who are in the last years of the profession. It has been found that the perception of opposition decreases as the professional seniority of the teachers increases. This may be due to the thoughts of teachers with high seniority that they cannot change some things, and that the retirement time is approaching. On the contrary, teachers who are young and have low seniority do their job in an idealistic way and display oppositional behaviors in the face of negative situations. Taçyıldız (2020), Koçmar (2019), Yaşa (2018), and Yıldız (2014) suggest a significant difference between age and organizational dissent.

It is seen that the perception of opposition is higher among the teachers with an associate degree-undergraduate degree than teachers with a graduate-doctorate degree. While it is expected that the teachers who receive postgraduate education will at least exhibit vertical opposition behavior in the face of the negativities in the school, their silence can be explained by the feeling of accepting the things they cannot change in the face of repetitive and inconclusive negativities. It is seen that Kavak (2019) reached a similar finding in his study.

The perception of organizational opposition was higher in teachers who worked with the same administrator for a shorter time. It can be said that teachers show more oppositional behavior towards the behavior and actions of the school principals they know and work with less.

Teachers who are members of the union have a higher perception of organizational opposition than teachers who are not members. This situation can be interpreted as the fact that the teachers who are members of the union exhibit oppositional behavior in the negative situations they encounter, taking strength from the support given by the union. These results can be interpreted as the fact that teachers can seek their rights more easily due to the support provided by their union membership and political power in the face of negative situations that teachers may encounter in the school environment where they work. It can be interpreted that teachers show that they can show opposition to decisions that may be taken against them by school administrators, by registering with the union. Özdemir (2010), Coşkuner (2018), Kavak (2019), Korkmaz (2019) and Gürcan (2020) find a significant difference between teachers' union membership and organizational dissent.

The fourth sub-problem of the study is about the relationship between public school teachers' perception of organizational cronyism and organizational dissent. The results of correlation analysis reveal that there is a negative weak correlation between teachers' perception of organizational cronyism and their perception of organizational dissent. As the teachers' perception of cronyism increases, their dissenting attitudes and actions decrease. In this case, in a situation where some teachers group together and prioritize their own interests and favor those outside the group, it is against the interests of their members. On the other hand, it shows that the group is not willing to

show oppositional behaviors towards their superiors and as their perceived cronyism level increases, their oppositional behavior will decrease. According to this, teachers who feel this perception are afraid that what they will say to their administrators will be heard by other teachers in the groups because they think that they will be even more excluded and become lonelier if they hear it, and they are afraid. Teachers' acceptance and unresponsiveness might stem from their preference for silence in case of any reactions and threats.

RECOMMENDATIONS FOR PRACTITIONERS

One of the most significant findings of the study is that teachers perceive organizational cronyism at their school at low levels while they show their dissent at mid-level. Thus, teachers' dissent plays a key role in maintaining democracy at schools. Teachers tend to show their dissent when school administrators favor friends and associates at schools. Teachers need to express their opinions and feelings in the event that they face adversity or negativity. School committees should take each teacher's opinion into consideration, create an atmosphere for freedom of speech, and establish relationships on the basis of merit.

RECOMMENDATIONS FOR RESEARCHERS

Qualitative studies could be designed to investigate teachers' perception of cronyism and dissent. In order to determine the reasons for organizational opposition, the meeting minutes of the teachers' boards can be examined. Another study about the effects of organizational justice, organizational democracy, and organizational cynicism on dissent or cronyism could be designed with different populations and samples.

AUTHOR CONTRIBUTION

-First author have made substantial contributions to conception and design, or acquisition of data, or analysis and interpretation of data

-The second author have been involved in drafting the manuscript or revising it critically for important intellectual content.

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