

## **Teachers' Views On Favoritism of School Managers in high Schools (Instance Of Van)**

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**Abstract:** The purpose of this research is an analysis of teachers' views on favoritism perception of school managers in management in high schools. General scanning method was applied in this research. "Scale of Favoritism in School Management", reliability value of which is 0.962 was used as a data collection tool in the research. The population of the research is constituted of 1828 teachers working in 50 high schools established in Van city center in 2013-2014 school year. The sample involves 200 teachers working in 12 high schools. In consequence of the research, such results stating that an infrequent favoritism in the acts of the school managers may be a positive application; the favoritism is an offense and is to have a sanction and that a set of equal, transparent and wholly-adoptable criteria should be applied for the selection of school managers are obtained.

**Keywords:** Management, Favoritism, Nepotism, Cronyism.

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### **INTRODUCTION**

Democracy, equality, rights, and justice etc. concepts become commonly discussed and encountered concepts in many field in the globalized world, and the managers that do not support their acts with these concepts become on the focal point of the discussions and criticisms. In public management, the most frequently encountered acts and applications are as follows: unjustified benefit, malversation (misconduct and misdoing), peculation (pilferage), embezzlement, smuggling, collusive tendering, avoid from the requirements of duty, misfeasance, abuse of power (intimidation and torture), favoritism and discrimination, negligence, subservience (adulation), insult, harmful habits, gossip and conduction of business via agents [1, 2, 3, 4]. A privileged treatment to some people in public transactions may result from certain sentimental values rather than tangible benefits. These kinds of values arise from the associations depending on the history and do not mostly have a tangible effect. This situation usually causes favoritism which is a different type of corruption containing a kind of solidarity [5]. The behaviors and acts of management implying favoritism cause perceptions of inequality within the employees [6, 7]. In the event a doubt about the honesty and impartiality of the managers emerges, a decrease in the morale of the employees in education is inevitable [8]. Justice is ranked within the most valuable criteria in the social life. As people are sensitive for being acted fairly, the justice is on the

focus of interest in human relations. Thus, the conduct and observance of justice are one of the most important duties of the managements as is of all people. When the performance of justice is in order, all duties are conducted in accordance with principles. However, when the performance of justice is not in order, people are obliged to obtain their rights via illegal methods [9, 10].

Favoritism has become a concept that has an important effect on political conducts through the human history. Although democracy is a common life and management form in modern day societies, favoring management and perception have not disappeared. Opposing to favoring management is, unfortunately, very risky and difficult [9, 10]. It is more or less possible to come across with unethical behaviors via written and visual media. One of these unethical behaviors is favoritism ([9, 10]. Unfortunately, the concept of favoritism is a frequently encountered social fact in our country [11].

### **Definition of Favoritism**

Generally, the word of cronyism is used in our country with reference to the "favoritism". The favoritism is experienced in our society as a type of corruption especially in the selection or employment of an individual to be assigned to a public sector by prioritizing that individual who is on the very near

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circle of the politicians or bureaucrats regardless of the level of knowledge, skill and education [12].

Discrimination refers to a treatment in a different and unequal way to an individual from the other individuals on the same status and conditions without any reasonable justification. With its simplest definition, it means that partiality for a certain individual, party, thought or application against one another by drawing away from objectivity when a selection is needed as a result of comparison. The human history is full of great disasters causing from discrimination. The simple discrimination even in the last century between “we” and “others” frequently caused millions of people to suffer without any reason. The discrimination is still ongoing in spite of the increasing sensitivity in international society and the extensive knowledge reached in 21<sup>st</sup> century. The results of the discrimination on the basis of ethnicity, religion, language, gender, citizenship, political views etc. have taken their places on the stage of history. The situation letting the humans take the gravest experiences within different treatment types is not to give any right to live to the “others”. Such discrimination has targeted the members of a certain race or religion, certain sections of the society, certain individuals or groups having different world views, ideologies or sexual orientation. In this context, we can say the discrimination has a long historical background. It is partiality for a certain individual, party, thought, or application against one another by drawing away from objectivity when a selection is needed as a result of comparison.

### Types of Favoritism

**1. Nepotism or Cronyism:** Nepotism means assignment of an individual as a public officer by just considering his/her affinity and friendship relations with politicians and bureaucrats regardless of the individual's level of skill, ability, success, and education. While the assignment on the basis of affinity is called as “nepotism”, the basis of friendship for such an assignment is named as “cronyism”. Turkish word "iltimas" (patronage) principally refers to these two concepts. In colloquial speech, the words nepotism and cronyism and favoritism are identified with each other.

Some researchers define such kind of corruption causing from kith and kin relations as “tribalism” or “club fellowship”. According to these researchers, the tribalism is to prioritize some specific features within the relations in public management units or the relations between these units and social environment such as studying in the same schools, growing in the same region and being on the line of the same political party, and to push universal principles regulating management works into the back stages.

### 2. Political Favoritism (Partisanship) and Patronage:

Two other special types of favoritism other than nepotism and cronyism are “political favoritism” and “patronage”. When a political party comes to power, it makes privileged operations to its supporting power base or groups in different forms. Obtaining this kind of unfair benefit is named as “political favoritism”. In other words, the political parties reward their supporters for their assistances during electoral period. It can be seen that the political favoritism is also called as “partisanship”. Zealotry is also applied commonly in local service units with public services authority. On the other side, the dismissal of the senior managers working in public authorities and institutions and assignment of new individuals to these positions with regard to such factors as political favoritism, ideology, and nepotism-cronyism by the political parties coming to the power after a political process are called as “patronage” in the literature. The excessive patronage and zealotry form the most frequently applied types of managerial and political corruptions in many societies.

**3. Service Favoritism:** Service favoritism is a special case of “logrolling” that is defined as trade of vote. In this kind of corruption, the candidate of a political party tries to provide many more services to the regions where the voters previously supported the related candidate than the other regions in order to win the election again.

**4. Suasion:** Suasion is different implementation of political favoritism, service favoritism, and nepotism. The suasion is defined as making some partisan groups assisting the party in power prior to the elections benefit from many more state opportunities than the other people.

**5. Sexual Favoritism:** Gender favoritism results from the supply of the privileges to the persons with whom the managers have sexual and/or romantic relationship. This kind of attitudes both causes injustice and affects the working performance of the personnel and managers negatively in the working environment. The sexual favoritism may cause a thought within the personnel stipulating that sexuality is much more valid than the strenuousness and ingeniousness in order to gain privileges in the working environment and to be appreciated. This situation can prevent the usage of the current working potential of the employees in the direction of the organizational targets and also cause a decrease in morale and motivation within the organization [9, 10].

### Favoritism in School Management

Favoritism is ranked among the unethical behaviors that should be avoided by the managers in their relationship with the other people and their applications and decisions performing their duties. The management process requires making decisions which

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closely concern and affect the others; applying these decisions and policies by looking after the benefits of all people; evaluating the employees neutrally and using the sources of the organizations in order to carry out the goals of the organization rather than an individual or a group [1]. With the viewpoint of management, a decision is stated as ethical if this decision is found as acceptable by the parties to be affected by it. However, if a manager prefers to conceal and not to announce a decision as it provides an advantage for a group or party, this decision is specified as unethical [13].

The principals who are the first responsible people for the schools to be on a desired level in terms of ethics can just carry out this target by taking professional ethics as a guideline for their behaviors. They are in relationship with many sections of the society due to their official positions, and some different demands and expectations of this section can come into question. These demands and expectations frequently make the principals face with ethical problems. In such situations, it is expected from the principals to act in accordance with the professional ethics as much as the available laws and policies [14].

In Turkey, there has been no legal regulation on ethics for the employees working in public organizations for many years. A law on the establishment of "Council of Ethics for Public Service" (Law No. 5176) was introduced in 2004 in order to fill this gap. Then, the ethical principles that should be followed by the public officials are specified with "Regulation on the Principles of Ethical Behavior of the Public Officials and Application Procedures and Essentials" was issued in accordance with the abovementioned law. It is stated in Article 14 in the related regulation that public officials cannot derive benefit in favor of themselves, their relatives or of the third persons by using their duty, title and authority and cannot intercede, favor their relatives, friends and fellow townsman, perform political nepotism, discrimination or nepotism of any kind. All managers along with the public officials are obliged to obey these principles specified in the regulation. Thus, the compliance of the school managers to the principles specified in that regulation is a legal must [5]. The laws and regulations ensuring an effective running of the schools in Turkey lay the responsibility on the principal in these terms and also assign various authorizations to them. In the assignment of the principals who are primarily responsible for the success of the schools, not much objective selection criteria for the competence of the candidate of school managers were set up to 1998. The first step in the assignment of school managers was taken by Ministry of National Education with a "Regulation on Assignment and Relocation of Managers of Educational Institutions" in 1998. The purpose of this regulation can be interpreted as to

establish a form in the assignment of managers and to prevent favoritism [15].

It is very important to reveal whether the managers working in high schools affiliated to Ministry of National Education make any favoritism in their applications and the extent of this situation, if available, based on the views of the teachers. Because, it can be said that the perception of the teachers, fundamental executors of education, emphasizing that the school managers do not act fairly in their application affects the relationships both among the teachers and with their school managers. It is thought that the findings obtained as a result of the research will make contributions as follows: The school managers will learn the thoughts of the teachers on their acts of favoritism in their applications and thus the managers can correct these kind of acts by making a self-assessment on their acts of favoritism and by seeing their deficiencies and wrong acts, if available. It is also thought that the research will contribute in the literature of educational management by emphasizing the negative effects of favoritism in educational management [16, 17].

**Discrimination Crime:** Today, almost all constitutions and international agreements include the principle of equality. This principle is seen as the most important part of state of law in modern law judicial systems. Although it can be said that equality can gain a protection opportunity with the assurance means of the state of law, it is not true for the thought for equality [18].

The discrimination crime is regulated in Article 122 on Crimes against Liberty in second section of second volume of Turkish Penal Code. It is stated in this article that "(1) Any person who makes discrimination between individuals because of their racial, lingual, religious, sexual, political, philosophical belief or opinion, or for being supporters of different sects and therefore;

a) Prevents sale, transfer of movable or immovable property, or performance of a service, or benefiting from a service, or bounds employment or unemployment of a person to above listed reasons,

b) Refuses to deliver nutriments or to render a public service,

c) Prevents a person to perform an ordinary economic activity, is sentenced to imprisonment from six months to one year or imposed punitive fine. "The management is used to name the organizer actions and the means running these actions. In classical terms, the basic duty of management is to increase the performance of people and qualify them by integrating them around common goals and values. This basic role of the management is still the same at present. Management is to conduct and manage or operate the organization in the direction of its goals. A good manager should have leadership features. A leader has

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the knowledge and power for management and guidance. The work of managers requires competence in the field of leadership and management.

There are various definitions in management. These definitions imply different approaches. While such researchers as Wilson, Good now and Willoughby define the management as transforming the policies specified by representative political bodies into application, the other researchers such as White, Waldo, Gluck and Pfifner define the management based on the organizational goals as an art of doing works by effectively coordinating human and raw material resources in order to realize the goals of the organization [19].

**Ethics:** The concept of ethics is derived from the word “ethos” which means character or behavior in Greek and it is a branch of philosophy analyzing moral values. On the other side, the concept of “morality” comes from the word “moral is” meaning manner and tradition in Latin [20]. Morality is also defined as to make a distinction between correct and wrong behaviors or to have an ability to make this distinction. In this viewpoint, the moral behaviors are evaluated as the behavior of an individual suitable for certain standards regarded as good or correct [21].

Although there are various different definitions of ethics concept, [1]. defines it as to put all activities and goals into place and to know what to do or not to do, what to demand or not, or what to have or not. In another definition, it is a philosophy discipline researching the values, norms and rules forming the basis of personal or social relationships of the humans in terms of morality as being correct-wrong or good-bad [22].

The morality also means a community of principles or a set of rules experienced by people to their own lives. Thus, it is possible to talk about a professional morality, political morality or even a marriage morality. Unlike morality, the ethics is a philosophical research field analyzing this kind of behaviors philosophically, and trying to explain and evaluate them [23]. The ethics is a set of values proposing human what to do or not to do. It is possible to examine these values within four parts as duties, merits, principles and interests of society. The duty is the behaviors expected from the role taken by the individual. The merit is a whole set of features defining a good man. The principle is basic truths shaping the behaviors. The interest of society is all kind of actions for the benefit of the overall of the society [24]. Analyzing as a whole, this set of values determines the framework of ethical behaviors.

**Management Ethics:** Two fundamental factors take role in in behaviors. One of them is laws and the other is ethical values. While the laws determine and monitor the behaviors of the public officials externally, the ethical values manage and monitor the behaviors internally [25]. The laws and rules acting a part in the external determination of behaviors oblige public officials to do an act for the public interest. According to this viewpoint, it is possible to define the public management ethics as public officials’ performance of all kind of behaviors according to laws, ethical codes and various rules. Considering the internal monitoring of the behaviors of public officials, the public management ethics means that the public officials do their activities by taking personal moral values as reference. These two different viewpoints for public management ethics supplement each other or must do [26]. In other words, it is possible to make the definition of public management ethics as to do all kind of activities related with the task fields of public officials by melting laws and personal moral values in the same pot by the public officials.

Concerning the responsibility fields of public officials, it is a general expectation from them to internalize certain ethical values and act accordingly. In this context, it is possible to list certain essential ethical principles required to prevail in public management as follows:

1. The public officials must be responsible against the laws and mission of the organization.
2. The public officials must behave and conduct in order to institute public interest and thus must not use certain possessed authorizations for their own interests.
3. The public officials must dedicate themselves for instituting public interest and be fair, honest, transparent and tolerant while performing their tasks.
4. The public officials can take the responsibility of the conducted activities, and thus their respect for democratic values gains importance.
5. The public officials must ensure the dominance of ethical values over organizational existence and take their decisions with reference to moral values [24].

In some situations, the managers in public sector face with dilemmas during decision making processes. The managers are required to make decision by remaining loyal to constitution, laws, nation, profession, family, himself/herself, non-governmental organizations, public interest, general welfare and values of humanity [27]. On the other side, it is possible to mention about different models questioning the relationship between the structure of public

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institutions and ethics. The first model is hierarchical organizational structure. According to this model, the determinant factor in the behaviors of organization members is discipline. All kind of activities of the employees in the organization are under a strict supervision. The employees in this model are obliged to regard the organizational interests above personal interests. This understanding constitutes the ethics perception of the hierarchical organizations. The second model is pluralistic organization structure. According to this model, there is a competition between the groups within the organization. The ethical values in this type of organizations are determined as a result of competition among the groups within the organization. The third model is egalitarian model. The core of the ethical perception in this model is “one for all and all for one”. The last model places the individual on the center in contrast to other models. In this model, the core of the ethical behavior is the individual’s realization himself/herself and reveal of potential abilities.

### **Ethics in Educational Management**

The educational management is a sub-unit of management science. The educational management is a process of effective operation, development and renovation for realizing pre-defined goals of the organization of education established in order to meet the educational needs of the society.

The educational management comprises a broad field. The management of the educational organizations on central and local levels of education system, management of schools, management of units providing educational services and etc. levels of educational management activities are carried out here.

The educational management and school management, a sub-unit, are responsible for realizing the education policies of the state and general and special education purposes specified by authorized units in accordance with these policies. The education managers are expected to act in accordance with professional ethical principles along with the laws and policies during the performance of their tasks.

### **Purpose of Research**

The purpose of this research is to present whether the managers working in high schools in Van make any favoritism with the assistance of views of the teachers in these high schools. Answers for the following questions are sought in order to reach this purpose in the research:

1. According to views of teachers working in high school, do school managers make any act of favoritism in school?
2. Do these views about whether school managers make any act of favoritism in their applications show any difference as for the following points?
  - Gender,

- Branch,
- Membership to a syndicate,
- Professional seniority,
- Being fellow townsman.

### **METHOD**

#### **Model of Research**

In this research, general scanning method was applied. The general scanning method is a scanning arrangement conducted on the whole or a selected group of the population in order to reach a general judgment about the population composed of many elements [28].

#### **Population and Sampling**

The population of the research is constituted of 1828 teachers working in 50 high schools in Van city center in 2013-2014 school year. The sample involves 200 teachers (60 Female and 140 man) working in 12 high schools randomly selected from the schools in the central districts of Van. The research is limited with the teachers working in the high schools in the central districts of Van in 2013-2014 school year.

#### **Data Collection**

In the research, “Scale of Favoritism in School Management” was used as the data collection tool. The tool was used with the required permission of the related instructor. The scale is composed of two parts. In the first part; the details about the participants’ gender, branch, membership to a professional association and period of service are included. In the second part, there are statements including the potential acts of favoritism of the school managers. The Scale of Favoritism in School Management is composed of four factors as *planning*, *organizing*, *coordination*, and *assessment*. There are totally twenty five items as planning (4), organizing (7), coordination (5) and assessment (9) under these four factors constituting the scale. The research was conducted by using 5-point Likert Scale in order to determine whether the school managers make any act of favoritism. The Scale of Favoritism in School Management was prepared in Likert type five point rating with the purpose of defining the rate of frequency in the statements of the participants. The scale of response includes “1- Never, 2-Rarely, 3- Sometimes, 4- Usually, 5- Always” options.

In respect of the reliability test, the value of Crunch’s Alpha analysis is seen as 0.962. As the value of Crunch’s Alpha is above 0.70. the reliability of the scale is high. Checking the reliability of the factors one by one, the first factor was found as 0.934, the second factor as 0.916, the third factor as 0.930. and the fourth factor as 0.834. It can be seen that the scale is reliable on a good level in all terms as the coefficients of all

factors are above 0.70. The total correlations of corrected item range between 0.487 and 0.764 [5, 6]

### Methods Used in Data Analysis

5 different statistical analyses were applied in the analysis of data collected within the scope of

research. The surveys used in the research were prepared in Likert type five point assessment and the calculation of range limits is given below:

**Table 1: Calculation of range limits in surveys.**

Number of Options = 5
Number of Range = 5-1 = 4
Coefficient of Range = 4 / 5= 0.80

The limits and meanings of ranges for the basis of mean comparisons are given in Table 2.

**Table 2: Arithmetical Mean Ranges and Meanings.**

Range Limits	Meaning
1.00 – 1.80	Never Agree
1.81 – 2,60	Rarely Agree
2.61 – 3.40	Sometimes Agree
3.41 – 4.20	Usually Agree
4.21 – 5.00	Always Agree

These analyses were conducted with a statistical package program SPSS for Windows 18.00. Factor analysis and chi-square test method were applied in these analyses. The consistency condition among the survey questions was obtained by conducting a reliability analysis with Cronbach's Alpha before conducting factor analysis. The results for sample sufficiency and sample size were obtained by applying KMO and Bartlett's tests in factor analysis, and the

relations between the questions were tested. The optimal numbers of factors were determined with Scree plot technique. Chi-square test method was applied in order to understand the relationship between the groups.

### FINDINGS AND COMMENTS

#### Findings and comments on the survey for teachers' views on favoritism of school managers in high schools

**Table 3: Demographical Attributes of Teachers**

		f	%
Gender	Female	60	30
	Male	140	70
Total		200	100
Professional Seniority	1-5 years	97	48.50
	6-10 years	34	17.0
	11-15 years	42	21.0
	16 – 20 years	15	7.50
	20 – 25 years	8	4.0
	26 years and above	4	2.0
Total		200	100
Are you a member of any professional association?	Yes	98	49
	No	102	51
Total		200	100
Professional seniority	$\bar{x}$ =2,07 s.d.= 1,29		

#### Reliability analysis of the survey for teachers' views on favoritism of school managers in high schools

The coefficient of Cronbach's Alpha is calculated as an indicator of internal consistency and

homogeneity of items of the survey for teachers' views on favoritism of school managers in high schools, and the findings are given in Table 4.

**Table 4: The coefficient of Cronbach's Alpha for the survey for teachers' views on favoritism of school managers in high schools.**

Item Number	Arithmetic mean	Standard deviation	Mean of survey if an item is deleted	Variance of survey if an item is deleted	Correlation of total score for corrected item	Coefficient of Cronbach's Alpha for survey if an item is deleted
1.	2,27	1,17	51,49	450,08	,717	,966
2.	2,23	1,15	51,52	452,16	,689	,966
3.	2,26	1,23	51,50	446,41	,752	,966
4.	2,28	1,28	51,48	445,43	,741	,966
5.	1,89	1,10	51,86	454,37	,672	,967
6.	2,03	1,09	51,73	451,83	,736	,966
7.	1,98	1,14	51,78	450,26	,736	,966
8.	2,14	1,09	51,62	449,34	,792	,966
9.	2,35	1,12	51,40	447,23	,811	,966
10.	2,28	1,13	51,48	447,68	,794	,966
11.	2,33	1,19	51,42	445,68	,798	,966
12.	2,23	1,14	51,52	454,67	,639	,967
13.	2,36	1,19	51,40	446,90	,773	,966
14.	2,43	1,18	51,32	447,83	,761	,966
15.	2,32	1,22	51,43	444,96	,790	,966
16.	2,35	1,25	51,41	448,15	,709	,966
17.	1,97	1,23	51,79	447,68	,725	,966
18.	1,87	1,08	51,89	455,27	,665	,967
19.	2,04	1,29	51,72	445,16	,742	,966
20.	2,26	1,14	51,49	454,16	,651	,967
21.	1,77	1,12	51,98	454,72	,653	,967
22.	1,88	1,09	51,88	454,77	,672	,967
23.	1,85	1,14	51,91	451,08	,719	,966
24.	2,16	1,32	51,59	445,01	,722	,966
25.	2,18	1,21	51,58	450,46	,682	,967
<b>Survey's</b>	<b>Arithmetic mean</b>	<b>Variance</b>	<b>Standard deviation</b>	<b>Number of items</b>	<b>Cronbach's Alpha</b>	
	2,15	1,38	1,17	25	,968	

When the table is analyzed, it is seen that no low value for correlation of total score for corrected item is found for the survey for teachers' views on favoritism of school managers in high schools and that there is not any item which increases the Cronbach's Alpha coefficient value of the survey if deleted. In this context, it can be seen that no problematic item is available within the survey and the Cronbach's Alpha coefficient of the survey is 0.968. A factor analysis is applied in order to find out the factor structure of the

survey for teachers' views on favoritism of school managers in high schools.

Kaiser – Meyer – Olkin (KMO) test is applied in order to understand whether the factor analysis is applicable to the data, and Bartlett test is applied in order to see whether the relationships between the variables to be analyzed are significant and non-zero. The findings are presented in Table 5.

**Table 5: KMO and Bartlett test for the survey for favoritism of school managers.**

Kaiser-Meyer-Olkin Test (KMO)		,950
Bartlett's Test of Sphericity	Chi-square	4.393,68
	S.d.	300
	P	,000

It can be seen in the table that KMO coefficient is 0.950. This value is expected to be equal

to 0.70 or higher than this rate [29]. This finding shows that the size of sample is suitable for factor analysis.

When analyzed, the table present us that the chi-square value of Bartlett test is meaningful on  $p < 0.05$  significance level. It can also be seen from this finding that the data has the feature of applicability of factor analysis.

On the basis of the abovementioned findings, the method of Principle Component was used in order

to present the factor structure of the survey, composed of 25 items, for teachers' views on favoritism of school managers in high schools. In addition, Varimax rotation method was applied in order to interpret the data better and form independent groups, and these findings are given in Table 6.

**Table 6. Variance explanation rates of items and factors on the survey for teachers' views on favoritism of school managers in high schools**

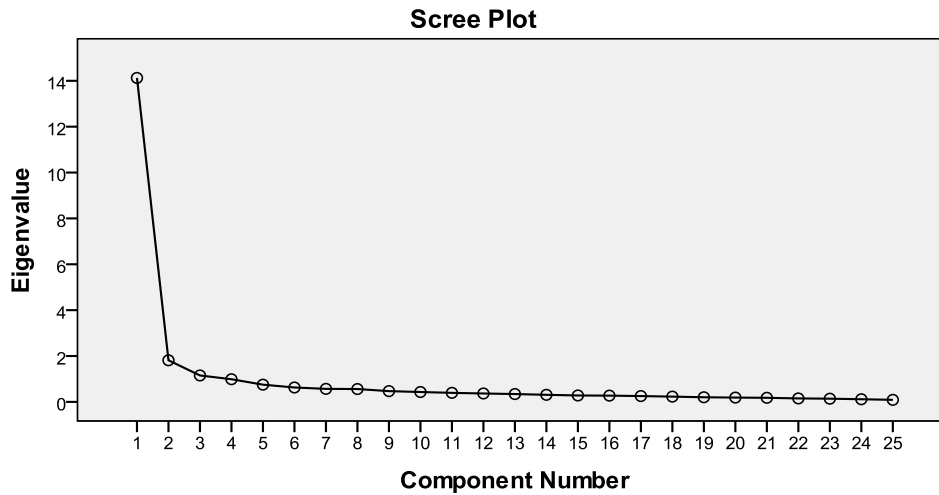
Components	Initial Eigenvalue			Sum of Squares for Loads			Sum of Squares for Loads After Rotation		
	Total	Variance %	Cumulative %	Total	Variance %	Cumulative %	Total	Variance %	Cumulative %
1	14,126	56,503	56,503	14,126	56,503	56,503	6,523	26,091	26,091
2	1,815	7,259	63,761	1,815	7,259	63,761	5,852	23,408	49,499
3	1,152	4,610	68,371	1,152	4,610	68,371	4,718	18,872	68,371
4	,988	3,951	72,322						
5	,751	3,005	75,327						
6	,628	2,513	77,839						
7	,568	2,270	80,110						
8	,560	2,242	82,352						
9	,470	1,878	84,230						
10	,431	1,723	85,953						
11	,394	1,577	87,530						
12	,367	1,466	88,996						
13	,342	1,367	90,364						
14	,309	1,234	91,598						
15	,280	1,119	92,717						
16	,273	1,092	93,809						
17	,254	1,016	94,825						
18	,230	,919	95,744						
19	,202	,808	96,552						
20	,188	,753	97,306						
21	,178	,712	98,018						
22	,151	,604	98,622						
23	,140	,559	99,181						
24	,115	,462	99,643						
25	,089	,357	100.00						

Extraction Method: Principal Component Analysis

As seen in Table 6, a three-factor structure, eigenvalue of which is above 1.00, explaining 68% of the total variance after factor analysis of the survey for teachers' views on favoritism of school managers in

high schools is presented. The distribution of the factors in items is analytically analyzed with Scree Plot technique and its figure is given below.





**Fig-1: Scree Plot Test**

It can be seen from the figure that the first sudden change is observed after 3<sup>rd</sup> factor. On the basis of these findings, the data are accumulated on 3 factors

and the details showing the factor distribution in terms of factor loads are presented in Table-7.

**Table 7: Rotated Component Matrix**

ITEM NO	ROTATED COMPONENT MATRIX		
	Component 1	Component 2	Component 3
1.	,744	,183	,329
2.	,702	,112	,408
3.	,671	,362	<b>,278</b>
4.	,719	,205	,379
5.	,737	,374	,044
6.	,698	,387	,192
7.	,684	,392	,202
8.	,597	,344	,463
9.	,689	,256	,485
10.	,696	,233	,472
11.	,600	,381	,430
12.	,312	,314	,557
13.	,392	,325	,694
14.	,351	,280	,771
15.	,447	,312	,673
16.	,309	,288	,716
17.	,223	,718	,370
18.	,223	,639	,346
19.	,244	,793	,291
20.	,184	,559	,455
21.	,292	,734	,136
22.	,236	,684	,295
23.	,355	,800	,104
24.	,429	,678	,162
25.	,153	,611	,493

The factor loads on and above 0.30 level is seen as acceptable in factor analysis [29]. In this term, the factor load of all items is above 0.30. These findings show that the structure validity of the survey is convenient. In the table below, the following items

constitute the first factor “**Planning and Organizing**” in the total 25 items of the survey for teachers’ views on favoritism of school managers in high schools: “In the preparation of weekly lesson plan of teachers”, “In the preparation of hall monitoring schedule for teachers”,

“In the planning of class distribution”, “In the planning of lesson distribution”, “In the assignment of the teachers in social club activities”, “In the assignment of the teachers for special days and weeks”, “In the assignment of the teachers in the boards (procurement, inspection and acceptance etc.) formed in the school”, “In the planning of work share among teachers”, “In assigning additional education and training related duties to teachers”, “In the assignment of the teachers in the activities and events in school”, “In the distribution of in-school duties (in terms of work load)”. The following items constitute the second factor **“Coordination”**: “In violation of rules (appearance and dress, not participating in ceremonies etc.) by teachers”, “In timely or late attending and leaving to/from classes”, “Among the teachers not performing their

duties as required”, “In giving permission to teachers”, “In considering the complaints of the teachers”. With regard to the questions forming this factor, it is seen that the following items constitute the third factor **“Assessment”**: “About the membership to a syndicate”, “About the genders of the teachers”, “About the political views of the teachers”, “About the professional seniority among the teachers”, “About the hometown of the teachers”, “About the branches of the teachers”, “In filling personal records of the teachers”, “In the suggestion of to-be awarded teachers”, “In the punishment of teachers hindering their duties”.

**Findings and comments on the survey for teachers’ views on favoritism of school managers in high schools**

**Table 8: Distribution of teachers’ views on favoritism of school managers in high schools**

Survey Items on Planning and Organizing	$\bar{X}$	S	Meaning
1)In the preparation of weekly lesson plan of teachers	2,27	1,17	Rarely Agree
2)In the preparation of hall monitoring schedule for teachers	2,23	1,15	Rarely Agree
3)In the planning of class distribution	2,26	1,23	Rarely Agree
4)In the planning of lesson distribution	2,28	1,28	Rarely Agree
5)In the assignment of the teachers in social club activities	1,89	1,10	Rarely Agree
6) In the assignment of the teachers for special days and weeks	2,03	1,09	Rarely Agree
7)In the assignment of the teachers in the boards (procurement, inspection and acceptance etc.) formed in the school	1,98	1,14	Rarely Agree
8)In the planning of work share among teachers	2,14	1,09	Rarely Agree
9)In assigning additional education and training related duties to teachers	2,35	1,12	Rarely Agree
10)In the assignment of the teachers in the activities and events in school	2,28	1,13	Rarely Agree
11)In the distribution of in-school duties (in terms of work load)	2,33	1,19	Rarely Agree
Survey Items on Coordination	$\bar{X}$	S	Meaning
12)In violation of rules (appearance and dress, not participating in ceremonies etc.) by teachers	2,23	1,14	Rarely Agree
13)In timely or late attending and leaving to/from classes	2,36	1,19	Rarely Agree
14)Among the teachers not performing their duties as required	2,43	1,18	Rarely Agree
15)In giving permission to teachers	2,32	1,22	Rarely Agree
16)In considering the complaints of the teachers	2,35	1,25	Rarely Agree
17)About the membership to a syndicate	1,97	1,23	Rarely Agree
18)About the genders of the teachers	1,87	1,08	Rarely Agree
19)About the political views of the teachers	2,04	1,29	Rarely Agree
20)About the professional seniority among the teachers	2,26	1,14	Rarely Agree
21)About the hometown of the teachers	1,77	1,12	Never Agree
22)About the branches of the teachers	1,88	1,09	Rarely Agree
23)In filling personal records of the teachers	1,85	1,14	Rarely Agree
24)In the suggestion of to-be awarded teachers	2,16	1,32	Rarely Agree
25)In the punishment of teachers hindering their duties	2,18	1,21	Rarely Agree

The response given by the teachers for the following survey items is **“Rarely Agree”**: “In the

preparation of weekly lesson plan of teachers”, “In the preparation of hall monitoring schedule for teachers”,

“In the planning of class distribution”, “In the planning of lesson distribution”, “In the assignment of the teachers in social club activities”, “In the assignment of the teachers for special days and weeks”, “In the assignment of the teachers in the boards (procurement, inspection and acceptance etc.) formed in the school”, “In the planning of work share among teachers”, “In assigning additional education and training related duties to teachers”, “In the assignment of the teachers in the activities and events in school”, “In the distribution of in-school duties (in terms of work load)”, “In violation of rules (appearance and dress, not participating in ceremonies etc.) by teachers”, “In timely or late attending and leaving to/from classes”, “Among the teachers not performing their duties as required”, “In giving permission to teachers”, “In considering the complaints of the teachers”, “About the membership to a syndicate”, “About the genders of the

teachers”, “About the political views of the teachers”, “About the professional seniority among the teachers”, “About the branches of the teachers”, “In filling personal records of the teachers”, “In the suggestion of to-be awarded teachers”, “In the punishment of teachers hindering their duties”.

The response given by the teachers for just the item “About the hometown of the teachers” is “Never Agree”.

**Findings and comments on the survey for teachers’ views on favoritism of school managers in high schools on the basis of gender of the teachers**

To understand whether a relationship is available between the teachers’ views on favoritism of school managers in high schools on the basis of gender of the teachers, a chi-square test is applied.

**Table 9. The teachers’ views on favoritism of school managers in high schools on the basis of gender of the teachers.**

Survey Items on Planning and Organizing	Value	S.d	S
1) In the preparation of weekly lesson plan of teachers	10.792	4	,029
2) In the preparation of hall monitoring schedule for teachers	,813	4	,937
3) In the planning of class distribution	3,021	4	,554
4) In the planning of lesson distribution	5,542	4	,236
5) In the assignment of the teachers in social club activities	,566	4	,967
6) In the assignment of the teachers for special days and weeks	1,750	4	,782
7) In the assignment of the teachers in the boards (procurement, inspection and acceptance etc.) formed in the school	1,750	4	,782
8) In the planning of work share among teachers	16,025	4	,003
9) In assigning additional education and training related duties to teachers	6,402	4	,171
10) In the assignment of the teachers in the activities and events in school	5,897	4	,207
11) In the distribution of in-school duties (in terms of work load)	11,868	4	,018
12) In violation of rules (appearance and dress, not participating in ceremonies etc.) by teachers	5,512	4	,239
13) In timely or late attending and leaving to/from classes	6,802	4	,147
14) Among the teachers not performing their duties as required	4,933	4	,294
15) In giving permission to teachers	4,229	4	,376
16) In considering the complaints of the teachers	1,437	4	,838
17) About the membership to a syndicate	,963	4	,915
18) About the genders of the teachers	,639	4	,959
19) About the political views of the teachers	8,077	4	,089
20) About the professional seniority among the teachers	2,096	4	,718
21) About the hometown of the teachers	9,342	4	,053
22) About the branches of the teachers	2,597	4	,627
23) In filling personal records of the teachers	,785	4	,940
24) In the suggestion of to-be awarded teachers	2,630	4	,622
25) In the punishment of teachers hindering their duties	,231	4	,994

When the table above is analyzed, while the responses for the items “In the preparation of weekly lesson plan of teachers”, “In the planning of work share

among teachers”, “In the distribution of in-school duties (in terms of work load)” in Planning and Organizing section of the survey for teachers’ views on favoritism

of school managers in high schools on the basis of the gender of teachers are meaningful on  $p < 0.05$  significance level, the other items are found as

meaningless on  $p > 0.05$  significance level. The tables below are formed for understanding the type of the relationship between the interrelated items.

The table for the responses given to the item “In the preparation of weekly lesson plan of teachers”:

Gender	Never Agree	Rarely Agree	Sometimes Agree	Usually Agree	Always Agree	Total
Female	13(%21.70)	13(%21.70)	19(%31.70)	10(%16.70)	5(%8.30)	60(%100)
Male	55(%39.30)	38(%27.10)	30(%21.40)	13(%9.30)	4(%2.90)	140(%100)
Total	68(%34.0)	51(%25.50)	49(%24.50)	23(%11.50)	9(%4.50)	200(%100)

The table for the responses given to the item “In the planning of work share among teachers”:

Gender	Never Agree	Rarely Agree	Sometimes Agree	Usually Agree	Always Agree	Total
Female	17(%28.30)	17(%28.30)	17(%28.30)	2(%3.30)	7(%11.70)	60(%100)
Male	52(%37.10)	47(%33.60)	28(%20.0)	12(%8.60)	1(%0.70)	140(%100)
Total	69(%34.50)	64(%32.0)	45(%22.50)	14(%7.0)	8(%4.0)	200(%100)

The table for the responses given to the item “In the distribution of in-school duties (in terms of work load)”:

Gender	Never Agree	Rarely Agree	Sometimes Agree	Usually Agree	Always Agree	Total
Female	15(%25.0)	17(%28.30)	16(%26.70)	4(%6.70)	8(%13.30)	60(%100)
Male	48(%34.30)	35(%25.0)	35(%25.0)	19(%13.60)	3(%2.10)	140(%100)
Total	63(%31.50)	52(%26.0)	51(%25.50)	23(%11.50)	11(%5.50)	200(%100)

When the tables are reviewed, the female teachers think that much more favoritism is applied on the related items in proportion to the male teachers.

**schools on the basis of membership to any professional association**

To understand whether a relationship is available between the teachers’ views on favoritism of school managers in high schools on the basis of membership to any professional association, a chi-square test is applied.

**Findings and comments on the survey for teachers’ views on favoritism of school managers in high**

**Table 10. The teachers’ views on favoritism of school managers in high schools on the basis of membership to any professional association**

Survey Items on Planning and Organizing	Value	S.d	p
1)In the preparation of weekly lesson plan of teachers	4,673	4	,323
2)In the preparation of hall monitoring schedule for teachers	7,820	4	,098
3)In the planning of class distribution	,792	4	,940
4)In the planning of lesson distribution	3,957	4	,412
5)In the assignment of the teachers in social club activities	1,747	4	,782
6) In the assignment of the teachers for special days and weeks	1,639	4	,802
7)In the assignment of the teachers in the boards (procurement, inspection and acceptance etc.) formed in the school	2,432	4	,657
8)In the planning of work share among teachers	3,735	4	,443
9)In assigning additional education and training related duties to teachers	5,236	4	,264
10)In the assignment of the teachers in the activities and events in school	,835	4	,934
11)In the distribution of in-school duties (in terms of work load)	4,699	4	,320
<b>Survey Items on Coordination</b>			
12)In violation of rules (appearance and dress, not participating in ceremonies etc.) by teachers	3,347	4	,501
13)In timely or late attending and leaving to/from classes	2,297	4	,681
14)Among the teachers not performing their duties as required	1,244	4	,871
15)In giving permission to teachers	2,087	4	,720

16)In considering the complaints of the teachers	,558	4	,968
<b>Survey Items on Assessment</b>			
17)About the membership to a syndicate	3,091	4	,543
18)About the genders of the teachers	2,955	4	,565
19)About the political views of the teachers	9,157	4	,057
20)About the professional seniority among the teachers	1,936	4	,747
21)About the hometown of the teachers	2,435	4	,656
22)About the branches of the teachers	1,331	4	,856
23)In filling personal records of the teachers	,512	4	,972
24)In the suggestion of to-be awarded teachers	2,945	4	,567
25)In the punishment of teachers hindering their duties	2,561	4	,634

When the table is reviewed, the relationship between the membership of the teachers to any professional association and the survey items is found as meaningless on  $p > 0.05$  significance level. In other words, the responses given by the teachers for the items are independent from the status of membership to any professional association.

#### **Findings and comments on the survey for teachers' views on favoritism of school managers in high schools on the basis of professional seniority of the teachers**

To understand whether a relationship is available between the teachers' views on favoritism of school managers in high schools on the basis of professional seniority of the teachers, a chi-square test is applied.

			N	Chi-square Value	S.d.	Score
S1	1-5 years		97			
	6-10 years		34			
	11-15 years		42	18.782	20	,536
	16 – 20 years		15			
	20- 25 years		8			
	26 and above Total		4 200			
S2	1-5 years		97			
	6-10 years		34			
	11-15 years		42	18.540	20	,552
	16 – 20 years		15			
	20- 25 years		8			
	26 and above Total		4 200			
S3	1-5 years		97			
	6-10 years		34			
	11-15 years		42	22.938	20	,292
	16 – 20 years		15			
	20- 25 years		8			
	26 and above Total		4 200			
S4	1-5 years		97			
	6-10 years		34			
	11-15 years		42	22.252	20	,327
	16 – 20 years		15			

	20- 25 years			8			
	26 and above			4			
	Total			200			
S5	1-5 years			97			
	6-10 years			34			
	11-15 years			42	21.868	20	,348
	16 – 20 years			15			
	20- 25 years 26 and above Total			8 4 200			
S6	1-5 years			97			
	6-10 years			34			
	11-15 years			42	27.929	20	,111
	16 – 20 years			15			
	20- 25 years 26 and above Total			8 4 200			
S7	1-5 years			97			
	6-10 years			34			
	11-15 years			42	18.806	20	,534
	16 – 20 years			15			
	20- 25 years 26 and above Total			8 4 200			
S8	1-5 years			97			
	6-10 years			34			
	11-15 years			42	20.874	20	,405
	16 – 20 years			15			
	20- 25 years 26 and above Total			8 4 200			
S9	1-5 years			97			
	6-10 years			34			
	11-15 years			42	18.473	20	,556
	16 – 20 years			15			
	20- 25 years 26 and above Total			8 4 200			
S10	1-5 years			97			
	6-10 years			34			
	11-15 years			42	29.884	20	,072
	16 – 20 years			15			
	20- 25 years 26 and above Total			8 4 200			
S11	1-5 years			97			
	6-10 years			34			
	11-15 years			42	21.262	20	,382

	16 – 20 years			15			
	20- 25 years			8			
	26 and above			4			
	Total			200			
S12	1-5 years			97			
	6-10 years			34			
	11-15 years			42	14.634	20	,797
	16 – 20 years			15			
	20- 25 years 26 and above Total			8 4 200			
S13	1-5 years			97			
	6-10 years			34			
	11-15 years			42	21.726	20	,356
	16 – 20 years			15			
	20- 25 years 26 and above Total			8 4 200			
S14	1-5 years			97			
	6-10 years			34			
	11-15 years			42	10.567	20	,957
	16 – 20 years			15			
	20- 25 years 26 and above Total			8 4 200			
S15	1-5 years			97			
	6-10 years			34			
	11-15 years			42	21.990	20	,341
	16 – 20 years			15			
	20- 25 years 26 and above Total			8 4 200			
S16	1-5 years			97			
	6-10 years			34			
	11-15 years			42	19.466	20	,492
	16 – 20 years			15			
	20- 25 years 26 and above Total			8 4 200			
S17	1-5 years			97			
	6-10 years			34			
	11-15 years			42	23.511	20	,264
	16 – 20 years			15			
	20- 25 years 26 and above Total			8 4 200			
S18	1-5 years			97			
	6-10 years			34			

	11-15 years			42	18.468	20	,557
	16 – 20 years			15			
	20- 25 years			8			
	26 and above			4			
	Total			200			
S19	1-5 years			97			
	6-10 years			34			
	11-15 years			42	26.352	20	,155
	16 – 20 years			15			
	20- 25 years			8			
	26 and above			4			
	Total			200			
S20	1-5 years			97			
	6-10 years			34			
	11-15 years			42	19.445	20	,493
	16 – 20 years			15			
	20- 25 years			8			
	26 and above			4			
	Total			200			
S21	1-5 years			97			
	6-10 years			34			
	11-15 years			42	14.927	20	,781
	16 – 20 years			15			
	20- 25 years			8			
	26 and above			4			
	Total			200			
S22	1-5 years			97			
	6-10 years			34			
	11-15 years			42	20.639	20	,419
	16 – 20 years			15			
	20- 25 years			8			
	26 and above			4			
	Total			200			
S23	1-5 years			97			
	6-10 years			34			
	11-15 years			42	21.143	20	,389
	16 – 20 years			15			
	20- 25 years			8			
	26 and above			4			
	Total			200			
S24	1-5 years			97			
	6-10 years			34			
	11-15 years			42	12.111	20	,912
	16 – 20 years			15			
	20- 25 years			8			
	26 and above			4			
	Total			200			
S25	1-5 years			97			



	6-10 years			34			
	11-15 years			42	24.889	20	,206
	16 – 20 years			15			
	20- 25 years			8			
	26 and above			4			
	Total			200			

When the table is reviewed, the relationship between the professional seniority of the teachers and the survey items is found as meaningless on  $p > 0.05$  significance level. In other words, the responses given by the teachers for the items are independent from the professional seniority.

## DISCUSSION, CONCLUSION AND SUGGESTIONS

In the consequence of the research, it is seen that the school managers conduct favoritism generally on “rarely” level according to the views of teachers. [16, 17]. stated in their research that school managers in primary schools conducted favoritism in their activities on “rarely” level according to the views of teachers. It is observed that the results of both researches show parallelism to each other.

The teachers think that the school managers conduct favoritism on “rarely” level mostly in the item “Among the teachers not performing their duties as required”. Similarly, [16, 17]. presented in their research that the same “rarely” level could be seen in the same item “Among the teachers not performing their duties as required”. The results of both researches match with each other. In the second step, it is thought by the teachers that the school managers show favoritism on “rarely” level in the item “In timely or late attending and leaving to/from classes”. The participants in the research conducted by [30]. state that they agree “very much” with the suggestion “An act of favoritism is shown in the teachers’ attending and leaving lessons”. It is observed in the research conducted by [16, 17]. that the participants “rarely” agree with the item “In timely or late attending and leaving to/from classes”. Two of these three researches match with each other, but the research conducted by [30] does not show parallelism. In the third step, a “rarely” level of favoritism is thought to be shown on the same rates for two items “In considering the complaints of the teachers” and “In assigning additional education and training related duties to teachers”. Also, it is seen in the research by [16, 17]. that the participants think the school managers show favoritism on “rarely” level in these two items “In considering the complaints of the teachers” and “In assigning additional education and training related duties to teachers”. It is apparently seen that the results of these two researches support each other.

The teachers state that the school managers “never” show any favoritism in the item “About the hometown of the teachers”. In the research by [16, 17]. the participants respond to the item “About the

hometown of the teachers” as “rarely”. Even though the results of these two researches are not in a disproving character, this situation may be a result of the difference in nationalism perceptions. The teacher express that the act of favoritism is shown on the very least “rarely” level in the items “In filling personal records” and “About the genders of the teachers”. Considering all the items in the scale, it is seen that the school managers that “never” show favoritism in the item “About the hometown of the teachers” conduct favoritism in “rarely” level in all other activities in the school.

When the results of the research are reviewed about whether the perceptions of the teachers on the favoritism of the school managers in their activities show any difference according to independent variables, there is a significant difference on the basis of gender between the perceptions of the teachers on the favoritism of the school managers in their activities. Many more female teachers, in number, think that the school managers show favoritism in their activities than the male teachers. This situation may result from the fact that the school managers are mostly male and thus, the female teachers make emotional assessment. While the findings show similarity with the results of the researches by [32]. and [16, 17]. there is not any parallel result with the research conducted by [31]. In the research of [32]. on organizational justice, it is expressed that the school managers act fairly by many more male teachers than female ones. According to the perceptions of the teachers working in primary school presented in the research of [16, 17]. on favoritism in school management, more female teachers express that favoritism is shown by the school managers in their activities than the male teachers. In the research conducted by [31]. in primary schools, the female teachers express their thoughts about their perception for the school managers as ethical leader on a much higher level than the male ones. In other words, the female teachers think more positively than their male colleagues do for the topic stating that the school managers act in accordance with the ethical principles.

There is not a significant difference in the views of the teachers about whether the school managers show favoritism in their activities on the basis of the membership to a professional association and the

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professional seniority of the teachers. In other words, the teachers being or not a member of a professional association and the teacher who is a beginner or a senior in the profession do not think differently about whether the school managers show favoritism in their activities. This finding shows parallelism with the results of the other previous results. For example, it is suggested in the researches conducted by [16, 17]. that the professional seniority of the teachers and their membership to any professional association do not make any change in their views. When the results of the researches are compared, it can be said that the views of the teachers about whether the school managers show favoritism in their activities do not change even the service periods of the teachers in their duties change or even they are a member of a professional association.

According to teachers' views, the school managers show favoritism on "rarely" level in their activities of Planning and Organizing. Teachers mostly think that the school managers show favoritism on "rarely" level especially in the item "In assigning additional education and training related duties to teachers". The participants in the research conducted by [16, 17]. agree this "rarely" level in the item "In assigning additional education and training related duties to teachers". The findings of both these researches match with each other. The teachers state that the school managers show favoritism on "rarely" level in the item "In the assignment of the teachers in social club activities" at the lowest rate. Accordingly, the participants in the research conducted by [16, 17] agree this "rarely" level in the item "In the assignment of the teachers in social club activities". Therefore, the findings of both these two researches match with each other.

According to the teachers' views, the school managers show favoritism on "rarely" level in their activities of Coordination. The teachers think that the school managers show favoritism on "rarely" level especially in the item "Among the teachers not performing their duties as required" at the highest rate. Again, the teachers express that the school managers show favoritism on "rarely" level in the item "In violation of rules (appearance and dress, not participating in ceremonies etc.) by teachers" at the lowest rate. In the result of the research "Favoritism in Turkish Educational System" by [30]. it is found out that the teachers believe that the managers taking place in the center, province, and school management of Turkish National Education System show favoritism.

It was asked in the research, conducted under the leadership of [33]. to 1429 participating teacher that whether there is a partisanship and favoritism in the assignment procedures of the managers, and 81.5% of the teachers stated that a partisanship or favoritism is shown in the assignments of the managers. Similarly, it

is seen as a result of the research conducted by [16, 17]. that a favoritism on "rarely" level is shown in the items "Among the teachers not performing their duties as required" and "In violation of rules (appearance and dress, not participating in ceremonies etc.) by teachers". The results of these two researches match with each other.

In the last factor, the school managers show favoritism on "rarely" level in their activities of Assessment. The teachers express that the school managers show favoritism on "rarely" level in the item "About the professional seniority among the teachers" at the highest rate. The teachers also say that the school managers show favoritism on "rarely" level in the item "About the hometown of the teachers" at the lowest rate. Likewise, it is observed as a result of the research by [16, 17]. that a favoritism on "rarely" level is shown in the items "About the professional seniority among the teachers" and "About the hometown of the teachers". The results match with each other again.

According to the views of the teachers working in high schools, the school managers show favoritism in their activities or applications on "rarely" level in the factor "Coordination" at the highest rate, secondly in "Planning and Organizing" and thirdly in "Assessment". It will be suitable to develop a transparent and accountable system in order to prevent the managers to show favoritism on "rarely" level.

In the consequence of the research, the following suggestions are brought forward: Even though the rate of the favoritism shown by the school managers in their activities and applications on "rarely" level is a favorably welcomed rate in present day conditions in our country, in order to minimize the rate of favoritism, it shall be useful to adopt that the favoritism is an offense and a behavior against human rights and that a sanction will be applied in the end of this act. On the other hand, new laws with high power of sanction should be enacted and implemented in an effective way in order to prevent the school managers to show favoritism. In addition; a set of equal, transparent, and wholly-adoptable criteria should be developed and applied for the selection of school managers.

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