UNDERSTANDING THE ROLE OF FRIENDSHIP RELATIONS IN MOTIVATION AND DECISION-MAKING PROCESSES IN EDUCATIONAL ADMINISTRATION

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

ZEHRA GÖZDE KULA

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
THE DEPARTMENT OF EDUCATIONAL SCIENCES, EDUCATIONAL ADMINISTRATION AND PLANNING

JANUARY 2022

Approval of the thesis:

UNDERSTANDING THE ROLE OF FRIENDSHIP RELATIONS IN MOTIVATION AND DECISION-MAKING PROCESSES IN EDUCATIONAL ADMINISTRATION

submitted by **ZEHRA GÖZDE KULA** in partial fulfillment of the requirements for the degree of **Master of Science in Educational Sciences, Educational Administration and Planning, the Graduate School of Social Sciences of Middle East Technical University** by,

Prof. Dr. Yaşar KONDAKÇI
Dean
Graduate School of Social Sciences _____

Prof. Dr. Hanife AKAR
Head of Department
Department of Educational Sciences _____

Assist. Prof. Dr. Duygun Göktürk
Supervisor
Department of Educational Sciences _____

Examining Committee Members:

Assist. Prof. Dr. Cem KİRAZOĞLU (Head of the Examining Committee)
İstanbul Aydın University
Department of Special Education _____

Assist. Prof. Dr. Duygun GÖKTÜRK (Supervisor)
Middle East Technical University
Department of Educational Sciences _____

Assoc. Prof. Gökçe Gökalp
Middle East Technical University
Department of Educational Sciences _____

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name: Zehra Gözde KULA

Signature:

ABSTRACT

UNDERSTANDING THE ROLE OF FRIENDSHIP RELATIONS IN MOTIVATION AND DECISION-MAKING PROCESSES IN EDUCATIONAL ADMINISTRATION

KULA, Zehra Gözde
M.S., The Department of Educational Sciences, Educational Administration and Planning
Supervisor: Assist. Prof. Dr. Duygun GÖKTÜRK

January 2022, 120 pages

In this study, it is aimed to understand the role of friendship relations established in the school environment in motivation and decision-making processes through interviewing with teachers and administrators working in a private school in Ankara working under the Ministry of National Education. Motivation is an important factor that should be considered for both the institution and the employees, because the job satisfaction and productivity of the employees are directly related to the motivation they have. Decision-making processes are also an essential mechanism that works both instantaneously and in the long term in an institutional setting. Besides, friendship relations develop as a result of the time teachers and administrators spend at school and the common goals they have, and these relations play a solid role in the construction of motivational aspects and decision-making processes of institutional life. This study employs qualitative research methods, designed as a single instrumental case study which consists of 7 teachers from different branches working at primary and secondary education levels and 3 vice-principals. Semi-structured interviews are used as instruments for data collection. In the study, deductive and

inductive coding was applied as an approach, the themes were evaluated as research questions, and the categories were coded through the answers given by the participants to the interview questions matching the research questions. As a result of the fieldwork, one of the main issues that has a role in the motivation of the teachers is the student factor. Also, the friendship relations that teachers establish with their colleagues and administrators and the friendship relations that administrators establish with each other also have a role in the construction of motivational aspects of work life. Along the decision-making processes, it is found that the teachers are generally included in the process, but the administrators make the final decision in the general framework. It is observed that decisions taken are instantaneously and the expectations of parents are prioritized. In addition, it is addressed that friendship relations are disabled in decision-making process and are not included in the process. As a result, the perspectives of teachers and administrators indicate that friendship relations have a positive constructive role in motivation, but this is not valid for the decision-making processes.

Keywords: Friendship relations, teachers, administrators, motivation, decision-making process, private school

ÖZ

EĞİTİM YÖNETİMİNDE MOTİVASYON VE KARAR ALMA SÜRECİNDE ARKADAŞLIK İLİŞKİLERİNİN ROLÜNÜN ANLAŞILMASI

KULA, Zehra Gözde
Yüksek Lisans, Eğitim Bilimleri, Eğitim Yönetimi ve Planlaması Bölümü
Tez Yöneticisi: Dr. Öğretim Üyesi Duygun Göktürk

Ocak 2022, 120 sayfa

Bu çalışmada Milli Eğitim Bakanlığına bağlı olarak Ankara'da faaliyet gösteren bir özel eğitim kurumunda çalışan öğretmen ve yöneticilerle görüşmeler yapılarak okul ortamında kurulan arkadaşlık ilişkilerinin motivasyon ve karar alma süreçlerindeki rolünü anlamak amaçlanmıştır. Motivasyon hem kurum hem de çalışanlar için göz önünde bulundurulması gereken önemli bir unsurdur çünkü çalışanların iş tatmini ve üretkenlikleri sahip oldukları motivasyon ile ilişkilidir. Karar alma süreçleri de bir kurumda hem anlık olarak hem de uzun vadede işleyen bir mekanizmadır. Bunların yanı sıra, öğretmenler ve yöneticilerin okulda geçirdikleri zamanlar ve sahip oldukları ortak amaçlar neticesinde arkadaşlık ilişkileri gelişir ve bu ilişkiler motivasyon ve karar alma süreçlerinde rol üstlenirler. Nitel araştırma yöntemlerinden tekli vaka çalışması olarak tasarlanan bu araştırmada çalışma grubunu Ankara ilinde özel bir okulda ilk ve ortaöğretim seviyelerinde görev yapan farklı branşlardan 7 öğretmen ve farklı kademelerden sorumlu olan 3 müdür yardımcısı oluşturmaktadır. Veri toplama

için yarı yapılandırılmış görüşme formları kullanılmıştır. Çalışmada yaklaşım olarak tümdengelim ve tümevarım kodlaması uygulanmış, temalar araştırma soruları olarak belirlenmiş, kategoriler ise araştırma soruları ile eşleşen görüşme sorularına katılımcıların vermiş olduğu yanıtlar üzerinden kodlanarak ortaya çıkarılmıştır. Araştırma sonucunda elde edilen verilere göre, öğretmenlerin büyük çoğunluğu için okul içinde motivasyonlarını olumlu olarak etkileyen temel etken öğrencilerdir. Ayrıca, öğretmenlerin meslektaşları ve yöneticiler ile kurdukları arkadaşlık ilişkileri ve yöneticilerin birbirleri ile kurdukları arkadaşlık ilişkileri motivasyonlarını olumlu yönde etkilemektedir. Karar alma süreçlerinde ise öğretmenlerin genel olarak sürece dahil edildiklerini fakat genel çerçevede yöneticilerin son kararı verdikleri bulgusuna ulaşılmıştır. Alınan kararların anlık olması ve karar alma sürecinde veli beklentisinin ön planda tutulması öğretmenler tarafından olumsuz durumlar olarak belirtilmiştir. Ayrıca arkadaşlık ilişkilerinin karar almada devre dışı bırakıldığı ve sürece dahil edilmediği sonucuna ulaşılmıştır. Sonuç olarak, öğretmenler ve yöneticilerin bakış açıları arkadaşlık ilişkisinin motivasyona olumlu yönde etkisi olduğu fakat karar alma süreçlerinde bu ilişkilerin dahil edilmediğini göstermiştir.

Anahtar Kelimeler: Arkadaşlık ilişkileri, öğretmenler, okul yöneticileri, motivasyon, karar alma süreçleri, özel okul

Dedication to my family

ACKNOWLEDGMENTS

First of all, I would like to express my gratitude to my advisor, Assist. Prof. Dr. Duygun Göktürk, who helped me get to this point and made me feel her support from the beginning to the end of the process. Even though I lost motivation due to the difficulties I experienced during the process, I am grateful that she never lost her faith in me. I would like to thank the members of the thesis committee for their contributions, understanding, and helpful attitudes.

I would like to thank my family who always believed in me, stood behind me and supported me in every way.

TABLE OF CONTENTS

PLAGIARISM iii

ABSTRACT iv

ÖZ vi

DEDICATION viii

ACKNOWLEDGMENTS ix

TABLE OF CONTENTS x

LIST OF TABLES xiii

LIST OF FIGURES xiv

LIST OF ABBREVIATIONS xv

CHAPTERS

1. INTRODUCTION 1

1.1. Background of the Study 1

1.2. Statement of the Problem 4

1.3. Purpose of the Study 9

1.4. Research Questions 9

1.5. Significance of the Study 10

1.6. Definition of the Key Terms 12

2. LITERATURE REVIEW 13

2.1. Definition of the Concept of "Organization" 13

2.1.1. School as an Organization 14

2.2. Definition of the Concept of "Organizational Culture" 17

2.3. Friendship Relations in the Workplace 18

2.4. Friendship Relations in Education Administration 22
2.4.2. The relationships between teachers and administrators 23
2.5. Motivation as Part of the Organizational Culture 24
2.6. Motivation in Workplace 27
2.7. Motivation in Educational Administration 28
2.8. Decision-making as Part of the Organization Culture 28
2.8.1. Types of decisions 30
2.10. Decision-making in Workplace 32
3. METHOD 35
3.1. Research Questions 36
3.2. Design of the Study 36
3.3. Study Context 38
3.4. Participants 41
3.5. Data Collection 43
3.6. Data Collection Procedures 45
3.7. Data Coding 45
3.8. Ethical Issues 49
3.9. Researcher's Role in the Study 49
3.10. Limitations 50
3.11. Trustworthiness 51
4. RESULTS 53
4.1. Theme 1: The Role of Friendship Relations in Motivational Processes in a School Setting (Research Question 1) 54
4.2. Theme 2: The Role of Friendship Relations in Decision-making Process in a School Setting (Research Question 2) 66
5. CONCLUSION AND RECOMMENDATION 73

5.1. Discussion of the Findings 73
5.1.1. Discussion of the Findings in line with the First Research Question: "How do the friendship relations among the employees affect the motivation in a private school setting?" 73
5.1.2. Discussion of the Findings in line with the Second Research Question: "How do the friendship relations among the employees affect the decision-making process in a private school setting?" 78
5.2. Implications for Practice and Theory 80
5.3. Recommendations for Future Research 82
5.4. Summary 83
REFERENCES 85
APPENDICES
A. SEMI-STRUCTURED INTERVIEW QUESTIONS 102
B. INFORMED CONSENT FORM 105
C. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE 106
D. TURKISH SUMMARY / TÜRKÇE ÖZET 107
E. THESIS PERMISSION FORM / TEZ İZİN FORMU 120

LIST OF TABLES

Table 1 *Participants' Profile* 41

Table 2. *Themes and categories* 53

LIST OF FIGURES

Figure 1. Maslow's Hierarchy of Needs.....25
Figure 2. The Decision Tree (Vroom and Yetton, 1973).....30
Figure 3. A streamlined codes-to-theory model for qualitative inquiry (Saldana, 2013, p.13). 47
Figure 4. Tree of theme, categories, and codes for first theme.....48
Figure 5. Tree of theme, categories, and codes for second theme 49

LIST OF ABBREVIATIONS

CS	Can School
MEB	Ministry of National Education

CHAPTER 1

INTRODUCTION

In this section the background information of the study is presented. Subsequently, statement of the problem and the purpose of the study are introduced. Next, research questions and the significance of the study are detailed. At last, operational definitions of the terms used in the study are provided.

1.1.Background of the Study

Today, education is carried out in two different ways, formal and in-formal. Formal education includes primary, secondary, high school, and university education provided by public and private schools and institutions. As official education is provided free of charge by schools, the expenses of which are covered by the state budget, the expenses of private schools are met from the revenues obtained from real or legal persons (Altun Aslan, 2019). Education is one of the most important elements that cause the development of society and includes human interaction. Human is a social being and all stakeholders in schools are involved in social relations, either voluntarily or involuntarily. Teachers and administrators are two of the most important of these stakeholders in a school setting. According to Çelikten, Şanal and Yeni (2005), in terms of the relationships between people, teaching, unlike some other professions, is a profession that is carried out in relation and interaction with a wide range of people. Teaching is a profession that is intertwined not only with students in the school and classroom environment, but also with parents and society outside of the school. Regarding the school administrators, another essential actor in a school, it can be said that teachers attribute too much value and meaning to school administrators, and that school principals have important effects on the

effectiveness of the functioning of the school, on teachers, students and other employees (Babaoğlan, Nalbant and Çelik, 2017).

The concept of motivation, which is of great importance for educational organizations to use human resources effectively, is one of the most discussed topics in the field of social sciences (Anderson, Griego, and Stevens, 2010). According to Panda and Mohanty (2003), "good teachers are essential for the effective functioning of education system and for improving the quality of the learning" (p. 114). Panda and Mohanty (2003) indicate that this is possible when teachers are satisfied with their work life. Different factors motivate individuals and the perceptions of what motivates others may differ among school stakeholders (Foreman, 2019). It is also a fact that, considering the common goals and hours spent in the workplace, interpersonal relationships can progress. These developing relationships can affect the human being, who is a social being, in terms of motivation. According to Davidson (2005), at the very core, there is a link between how teachers are treated and how they feel, and are motivated. In this context, according to Alparslan, Çiçek, and Soydemir (2015), interpersonal relations, workplace friendship relations, which are the reflection of these relations at the workplace, are critical elements that constitute the social aspects of the organizational life. They also state that while workplace friendship relations create a perception of social support in people, in the meantime, they develop feelings of trust in themselves, towards their colleagues and ultimately the organizations they work at. Besides, the result of a study conducted by Erdil, Keskin, İmamoğlu, and Erat (2004) demonstrate that there is a positive relationship between management style, working conditions, friendship environment, and the feeling of being appreciated and job satisfaction. In this equation, they argue that the friendship environment affects job satisfaction the most.

Decision making is one of the most important processes among management processes and it is necessary for individuals, institutions and organizations to continue their lives and carry out their activities. Decision making refers the process of choosing from among alternatives and the processes by which these choices are made have an importance for understanding of educational administration because of

affecting “motivation, leadership, communication, and organizational change” (Lunenburg & Ornstein, 2012, p.135-136). As each process may have its own characteristics, there may also be requirements and difficulties in the decision-making process, depending on the situation. According to Çelikten, Gılıç, Çelikten, and Yıldırım (2019), undoubtedly, all stakeholders of educational institutions are closely related to the decision-making process. In other words, teachers are also one of the stakeholders that should be involved in decision-making processes. So, to make the decision-making process more efficient, it gave the perception to the management that it is necessary to include the employees in the decision-making processes (Aksay et al., 2016; Akuoko et al., 2012). The study conducted by L. Coch and John R. P. French (as cited in Uras, 1995) at Harwood is one of the significant study on the decision-making process. In this study, the researchers divided the employees into three groups. The first group was only informed about the changes to be made in the workplace, the second group was informed in detail about the reasons for the change and their participation in organizing the changes was ensured through their representatives, and the third group was provided with the opportunity to participate in the decisions as a group by explaining the change in detail. When the experiment period ended, it was observed that the production decreased and the cases of quitting and complaints increased in the first group without participation. In the second and third groups, where they were allowed to participate in the decision, production increased impressively, as turnover and complaints have remained limited. This study clearly reveals that the involvement of the employee in the decision-making process has a productivity-enhancing effect (Uras, 1995).

Another critical aspect is the friendship relations in an organizational setting. Workplace friendship has emerged as a result of the integration of work and social relations of people throughout their working life (Gordon and Hartman, 2009). According to Patricia Sias and Daniel Cahill who first examined the workplace friendship stated that workplace friendship is influenced by individuals and situational factors (Sias, Smith & Avdeyeva, 2003). The role of friendship relations in an organizational setting is diverse. For instance, Kram and Isabella (1985) argue that relationships and friendships are established with peers in the workplace

constitute an emotional support mechanism for employees. In another research, Berman, West, and Richter (2002) state that workplace friendship manifests itself as mutual trust, commitment, shared interests and values, and as non-private, voluntary workplace relationships. All these literature outlines that the friendship relations between the employees, the motivation of the employees and the decision-making processes are important and there are circumstances that have an impact on each other. In this thesis, it is aimed to contribute to the literature by understanding the role of friendship relations in motivation and decision-making processes according to the views of the teachers and school administrators working in a K-12 level private school in Ankara, Turkey.

1.2. Statement of the Problem

Education can be defined as the body of knowledge necessary for individuals' own personal development process and individual attitudes and behaviours. In this context, educational institutions are important and the diverse needs of schools cannot be ignored. Private schools are among the institutions that provide formal education. Two of the most important stakeholders of private schools are teachers and administrators. Considering the critical role of teachers and administrators in a school setting, the factors affecting teachers' motivation (Ada et al., 2013), administrators' motivation (Emiroğlu, 2017), and the role of decision-making processes have a critical role on the productivity and the establishment of organizational culture.

In the first place, one of essential characteristics for a qualified education system is teacher motivation (Mahler et al., 2018). Teacher motivation is one of the key factors that determine the teachers' level of contribution to the pedagogical process and affect the teachers' well-being, productivity, and working habits (Adjei & Amofa, 2014). It is an important concept in school in terms of organizational culture and productivity. School management can motivate teacher to be acted in a desirable way by giving importance to providing meaningful and challenging work, feeling or achievement, giving responsibility, recognition for accomplishment, and opportunities for growth and advancement (Oko, 2014). When teachers get motivated, their productivity

becomes higher (Kotherja, 2013). Research shows that improvement in teacher motivation has a positive effect on the students as well as the teachers themselves (Handayani, 2016).

Besides the institutional factors- such as school administration, school culture, etc.- the other variable affecting motivational aspects of a school setting is the relationship established between employees because people can fulfill their social needs with informal relationships (Priyasad & Weerasinghe, 2018). In understanding the position of friendship relations and networks in a school, it is seen that good friendship relations at work increase job satisfaction and decreases the intention to leave (Biçer, 2020). Bozan (2020) addresses that "friendship among employees" and "professional satisfaction" are among the determining features in ensuring organizational peace. In this respect, establishing an organizational culture created by highly motivated and happy employees becomes very important parameter for the organization to achieve its goals and increase its productivity. Therefore, it can be concluded that there is an interdependent relationship between cultural aspecst of the organization and the other constitutive elements such as educational administration and motivation in the workplace (Lunenburg & Ornstein, 2012).

The second critical venue for this study is the decision-making processes in a school setting. Decision-making is stated as a process of finding right choice among alternatives and is crucial for educational administration (Lunenburg & Ornstein, 2012). According to Üzüm and Kurt (2019), it is possible to say that a successful administration is related to a successful decision-making process. There are some factors presented by Yurtsever (1997) that affect decision making processes. These factors are: the environmental culture, the industry in which the organization is located, the culture of the organization, and personal experience. So, it can be proposed that the participation of stakeholders in the decision-making process is essential. Decision-making processes require participation and coordination, so it needs some key figures who can design, coordinate, and democratize the process in a school setting for a peaceful and productive worklife. The literature shows that school administrators have responsibilities for creating inclusive and well-established decision-making

processes. Mokoena (2011) addresses that decision making processes are among the responsibilities of school administrators because the schools are decision-making structures (Hoy & Miskel, 2008). Also, Lunenburg and Ornstein (2012) state that administrators take charge in decision-making processes which may affect ultimately schools' clients, so they must enhance and develop their decision-making skills. In addition, Üzüm and Kurt (2019) point out school administrators should include school stakeholders more in the decision-making processes and ensure that the included stakeholders take a more active role in the decision process. In sum, being a productive, well-organized, peaceful school environment depends on making the right decisions at the right time with granting the full participation of various actors in decision-making processes (Wadesango & Bayaga, 2012)

The third venue of this study is the friendship relations and networks with a special emphasis on its interrelation with the motivational-related and decision-making-related aspects of organizational life. According to the current literature, workplace friendships have a positive effect on both individual and organizational outcomes (Balaban & Özsoy, 2016). Having a close friend at work contributes employee to work happily, be more productive, and less likely to quit (Gallo, 2019). In a study of Gurchiek (2014), it is argued that employees who have friends at work are less likely to accept a job offer from elsewhere. This is related to the function of friendship groups which can facilitate information sharing process and morale-building communication among employees (Choi & Ko, 2020). In another approach, friendship relations are articulated as the building-blocks of cooperation. Kanten et al. (2020), address this in this way: Positive organizational outcomes are expected to be achieved by building workplace friendships that increase the teamwork spirit and cooperation in the working environment. In the formation of the similarity or closeness between the values of the individuals and the values of the organization, the close relations between the employees, the sharing of social feelings/thoughts can be effective in enabling the employees to come closer to each other and to meet on a common ground and act in line (Alparslan et al., 2015). Therefore, the process of social closure and the accumulation of friendship networks in a workplace environment create an institutional cohesion and harmony.

The process of decision making and motivation are interconnected and interrelated and they influence each other in diverse ways, such as decision-making process has an effect on the outer and inner motivation of the decision maker (Pohanková, 2010). When considered the effect of motivation on decision-making processes, employees who have motivation more easily accept the planned changes and more incline to improvement proposal (Pohankoca, 2010). On the contrary, motivation also has an effect on the final wording of the decision (Karaxha et al., 2018). Decision making interpenetrates all level of the motivating employees and managers like "setting motivational goals, defining, and implementing activities for motivational goals fulfilment, assessing motivation process efficiency, or feedback of the motivating" (Blaskova, M., & Blasko, 2011, p.12). In sum, organizational research indicates that involving members in decision making process contributes individuals to increase morale and motivation (Richter & Tjosvold, 1980). There is a lot of research in the literature on friendship relations, motivation and decision-making processes. However, few researchers have cared to dwell on the perceptions of teachers and administrators to understand the role of workplace friendship relations based on motivation and decision making. In this respect, since the current literature does not provide a comprehensive analysis of the link between friendship relations in a school setting, decision-making processes and motivational aspects of an organizational life, this study focuses on these three-tier agenda through conducting a research at one of the K-12 private school in Ankara and organizing interviews with teachers and school administrators.

In addition to the literature addressed above, there is a need for addressing the local context of how friendship relations play a role in motivation and decision-making processes in a school setting. Besides the reasons such as insufficient physical facilities, low teacher wages, social impossibilities, and administrative problems, it is seen that there are important problems in Turkey context in terms of the motivation of teachers (Barlı et al., 2005). A study conducted by Ada, Akan, Ayık, Yıldırım and Yalçın (2013) on teacher motivation factors indicate that in order for teachers to be motivated and, accordingly, to be successful in their work, a strong and trustworthy administrator support is needed. In this study, the factors expressed are mostly related

to human relations and human qualities. In a study on the perceptions and expectations of teachers and administrators regarding the decision-making processes in primary schools (Güzelce, 2009), it was revealed that the employees especially want to participate in the decisions-making process concerning the issues about teaching branches, the work conditions, and problems. Also, in this study, it has been found that the factors such as better understanding of the objectives of the business, being in close relations with the superiors and increasing the quality of the decisions are the factors that encourage the employees to participate in the decisions. A study about the administrators' decision making styles which affect the decision making process from perspective of teachers and administrators in Turkey argues that if the administrators' approach is open and transparent while making decision, administration will be open evenly (Oğuz, 2009). In this context, it is important for individuals, especially administrators, to be aware of their individual characteristics and the styles they use when making decisions (Oğuz, 2009). The structure and functioning of educational institutions are affected by the developing world and in accordance with this change, administrators should encourage teachers to participate in decisions in order to ensure that they take responsibility in the execution of decisions, to increase teachers' morale and job satisfaction, and to remove communication barriers (Turgut, 2010). In the Turkish literature, there are some studies related to the role of friendship relations in motivation (Bozanoğlu, 2020; Demirtaş et al., 2019; Durusu, 2019; Ertürk, 2016, Yıldırım, 2021) and in decision-making processes (Çelikten, 2001; Üzüm & Kurt, 2019) in public schools. Both types of schools are officially affiliated schools. However, unlike public schools, private school choose their own staff themselves and they sign a one-year contract with them (Kaya, 2009). This may affect the length of time people stay at school and indirectly affect their relationships within a school environment. So, it is possible to conclude that the effects of friendship relations differ in public and private schools and this research, in the respect, may contribute to the current literature on private schools.

In Turkey, several research on friendship relations in a school setting summarize different roles they play in school. First, in a study by Karacaoğlu, Aksoy and Şahin, (2019), friendship relations in the workplace while creating a perception of social

support in people, it also helps to develop feelings of trust towards themselves, their colleagues and ultimately the organizations they work. In addition, close friendships at work is considered as a source of happiness and motivation in the lives of employees (Alparslan, Çiçek & Soydemir, 2015). In sum, as there are some studies about motivation, decision-making processes, the relationship between motivation and decision-making, and the role of friendship in motivation and decision making process, there are few studies about involving both perspectives of teachers and administrators about the role of friendship relations in motivation and decision making process in a private school.

1.3.Purpose of the Study

In a school setting, employees' motivation is one of the important issues for productivity (Kotherja & Rapti, 2015). Also, identifying the best practices and developing a decision-making process are important for sustainable development of the educational system. Additionally, collaborative and trusting relationships with colleagues at work have a positive effect on employee motivation (Aslan & Doğan, 2020). In this line, having workplace friends can empower and equip employees with the important and admirable knowledge they will need to make decisions and achieve their goals (Şahinbaş, 2018). The objective of this study is to understand the role of friendship relations in motivation and decision-making process in a school setting by discussing the perspectives of teachers and administrators. In this respect, motivation, decision-making and friendship relations are the three central units of this study. To grasp the details of friendship relations in a school setting, the study employs semi-structured interviews with the teachers and school administrators to address the role of relational aspects of friendships on their motivation and the decision-making processes.

1.4.Research Questions

Private schools are one of the institutions under the supervision and control of the Ministry of National Education are providing formal education and covered by the

revenues obtained from real or legal persons (Altun Aslan, 2019). The number of private schools has increased today and has become widespread in many cities (Altun Aslan, 2019). According to Ministry of National Education (MEB) (2020), as of the 2020-2021 academic year, there are a total 13 501 private schools at all levels of formal education. In the 2019-2020 academic year, the ratio of students registered in all private schools, excluding Distance Education students, to the total number of students is 8.8%. According to the MEB data, in formal education, 53 620 are public schools and 13 501 are private schools. Of these schools, 10 552 are at pre-school education, 24 576 are at primary school, 19 025 are at secondary school and 12 972 are at secondary education level. With the effect of the quantitative increase of private schools on the field of education, it is important to understand the internal structure of private schools, the employees and their work conditions. In this direction, this study has the potential of contributing to the understanding of teachers' and administrators' work-conditions in private schools based on the examination of the role of friendship relations and how these relations have a role in the motivational aspects and decision-making processes in a school setting.

The following research questions guide this thesis:

1. How do the friendship relations among the employees affect motivation in a private school setting?
2. How do the friendship relations among the employees affect the decision making process in a private school setting?

1.5.Significance of the Study

This study has a three-tier approach to understand the role of friendship relations in a school setting. The first one is the motivational aspects of organizational life and how it is inter-related to the friendship relations. The concept of motivation is defined as an internal desire to satisfy needs and it has an important place in education for teachers, students, and administrators (Emiroğlu, 2017). Work motivation is a concept related to the adequacy of employees' desires and aspirations at work. If the employees do their work willingly, they are motivated; on the contrary, if they do it reluctantly, their

motivation is low (Ertan, 2008). Ensuring the motivation of employees is among the important issues of business life, because motivation plays an important role on the performance of both the employee and the organization (Yapar, 2005). For this reason, an administrator who wants to increase performance should take into account the attitudes and behaviors of the employees, their desires and wishes, ideas and feelings, and the internal and external factors affecting on them (İzmirli, 2000).

The second critical venue is decision-making processes. Decision-making is one of the most significant factors for both individuals and organizations to pursue their lives and perform their activities. "The decision-making mechanism, which can be defined as the basis of the management process, should be processed and carried out in such a way as to provide the most benefit" (Torunlar, 2018, p.32). Besides, with the development of business in any organization, the increase in the number of employees and the complexity of the organization's structure, the decision-making process has become important and the administration processes, which started with planning, have revealed the necessity and importance of decision-making as a result of the researches done over time (Çelikten et al., 2019). Making effective decisions is closely related to the values of organisations, therefore it is very important to examine the formation process of values (Yaylacı & Beldağ, 2014).

The third aspect is the friendship relation in a school setting. Close friendships in the workplace are seen as a source of happiness and motivation in the lives of employees (Alparslan, Çiçek, & Soydemir, 2015). It is stated that one of the main tools to be used for the purpose of directing human behavior in the desired direction is motivating people and establishing good friendship relations between employees (Üçüncü, 2016). Considering the increase in the number of private schools and the importance of improving the working conditions, the situation of the employees within the institution should be evaluated as a priority. Workplace friendship while creating a perception of social support, it also provides the development of a sense of trust in themselves, their colleagues and the organization they work for (Bakan et al., 2020; Alpartslan et al., 2015). Additionally, the fact that knowledge is a key element in what friends share is an indication of the strength that comes from co-workers, and having colleagues can

empower employees by equipping them with the important and admirable knowledge they will need to make decisions and achieve their own goals (Şahinbaş, 2018).

In this respect, considering the current literature on motivation, decision-making processes and the role of friendship relations at the workplace, it is essential to examine how these three aspects of organizational life is interrelated to each other and interacts in a K-12 private school environment. Therefore, this study aims to discuss the relationality between these venues through conducting a qualitative case study and interviews with teachers and school administrators and to extend the current debates on how friendship relations are critical for decision-making processes and motivational issues in private schools.

1.6.Definition of the Key Terms

Friendship is defined as "nonexclusive voluntary workplace relations that involve mutual trust, commitment, reciprocal liking and shared interests and values" (Berman, et al., 2022, p. 218).

Motivation is defined as the inner force that drives individuals to complete successfully personal and organizational goals (Lindner, 1998).

Decision-making process is defined as the process whereby an individual, group or organization reaches conclusions about what the future is acted to pursue given a set of objectives and limits on available resources (Schoemaker & Russo, 2014).

Private schools as fee-charging educational institutions are opened by local and foreign real and legal persons in line with the Law on Private Education Institutions No. 625 in Turkey and they are under the supervision and control of the Ministry of National Education (Ak Küçükçayır & Cemaloğlu, 2016).

CHAPTER 2

LITERATURE REVIEW

In this chapter, the role of friendship relations in motivation and decision-making processes in a school setting will be provided considering the literature on motivation, decision-making, organizational culture, and the friendship relations in an institutional setting. At the beginning, the concept of organization and organizational culture are defined. Then, the literature on the friendship relations in a workplace and between teachers and administrators are provided. Later, motivation and decision-making in organizational culture and educational administration will be explored. Finally, the summary part briefly outlines the current literature on these three concepts and how they are related to each other.

2.1. Definition of the Concept of "Organization"

The concept of organization refers to the structure or forms of an enterprise and the arrangement of all parts in a manner suitable for use in service (Amadi, 2008). According to another definition, organization is defined as the "form of the enterprise or institution and the arrangement of the human and material resources functioning in a manner to achieve the objectives of the enterprise" (Chuaungo, 2011, p.3). In line with this definition, the organization involves "two or more than two people respectively specializing in functions of each perform, working together towards a common goal as governed by formal rules of behavior" (Chuanungo, 2011, p.3. In other words, organization is a social unity involving a group of people to achieve a certain aim or a goal. Besides, Anderson (2019) states that organization is a collection of people who have a common goal and collectively work based on a different forms of hierarchy and division of labour. Hoşgörür (2016) defines the

concept of organization as “a combination of individuals, technology, and structures and processes regulating individuals’ relations with each other and with their profession” (p.2030). In order to address how we interact with the organizations, Holt et al., (1995) point out that we encounter organizations in different ways in our life: we work for them, we consume their products, we see buildings which house their offices, we read about them in the newspapers and absorb their advertisements.

2.1.1. School as an Organization

School can be considered as one of the social organizational structure in which both input and products are basically defined as “human beings.” As an organizational structure, school functions in diverse ways in society. According to the Kotherja (2013), “school plays an important role in forming the student’s values, their training to face the challenges, making them able to practice their rights and responsibilities to live in a multicultural society and to be active and responsible in their everyday life and society” (p.359). School as an organization functions to arrange the resources of space, time, and personnel to create maximum effect on student learning domain (Danielson, 2002). In this respect, schools as an institutional form need an effective administration mechanism in order to fulfill its social as well as institutional functions.

How can we understand the effective school administration? In their study, Everard and Morris (1996) clarify the elements for effective school administration as follows: Noticing the individual’s talents and improving them; enhancing a flexible curriculum as required to meet the sensible needs of students; provide students to acquire the required education relating to the necessity to earn a living and to enter into skilled occupations and professions; trying to measure the extent to which an individual is successful in making the maximum use of opportunities and developing habits of responsibility, self-discipline, initiative, endeavor, and individual judgment (p.146). In line with these elements, Hoy and Smith (2007) emphasize the importance of treating employees fairly for an effective school administration and argue that having influence on employee depends on the fairness of the

administration. In this respect, employee-employer relationship has a ciritical position in an organization. This is also addressed by Hoff and Mitchell (2008), they indicate that school administration should make concerted effort hear the voices and ideas of all members without distinction about their role and gender. In their study, Hoff and Mitchell (2008) defends that administrators should provide a family-friendly environment for members by adopting a more collaborative approach to leadership. The importance of dialogue also highlighted by Ryan (2007) because it ensures the culturally meaningful participation of different groups in the school. According to this literature, it is possible to conclude that the relationship between administrators and teachers has a diverse impact in a school setting and is critical to the productivity of the institution. Two additional research also address the importance of motivational and caring-related issues that the administrators should take into consideration in a school. In a study of Gülşen and Gülenay (2014), the principal responsibility of the administrators should aim to increase the motivation of the teacher in order to coordinate the work and increase trust and commitment of a teacher. The arguments of Hoy and Miskel (2010), in this line, state the four characteristics of administrative dimension: a) impact of principal, b) caring, c) initiator effect, and d) support for resources. Principal has an impact and influences on his subordinates, cares about the subordinates by behaving friendly and supportive, performs initiator effect by presenting his expectations clearly and identifies the standards, finally provides required materials and a work atmosphere for educational activities in the context of support for resources.

In a school setting, teachers and administrators are the major actors of a school environment who are concerned with the school's welfare. Considering the time spent at school, it is inevitable to establish the relationship between a teacher and an administrator. Both sides have expectations from each other, or these expectations may occur over time. How can we understand the relationship between a teacher and an administrator? Actually, there is a mutual relationship between administrators and teachers that provides instructional leadership and support for changes in student learning and performance. The relationship between administrator-teacher is not only based on developing academic and behavioral performance of students but also the

vision of the school (Price, 2012). It is seen that trust is another concern for the relationships between and administrators and teachers. According to Parker (2019), "a trusting relationship between school administration and teachers is a crucial component of the educational process. A school climate without trust is an unhealthy climate and ultimately affects the students' opportunity to grow" (Administrator-Teacher Relationships, para.1). Considering the complex nature of this relationship, one of the critical aspects of it is the expectations of the teachers from the administrators. In this line, support mechanism provided by the administrator is very important for the teachers. According to Hope (1999), the meaning of support provided by the administrators differs for each teachers, but according to many teachers, the support of the school administrators is associated with providing effective orientation. As argued by Hope (1999), it is among the duties of administrators to recruit teachers to keep teachers long-term by creating orientation and employment activities that will enable teachers to learn and develop the skills related to teaching profession. In concern with teacher professionalism which has a positive effect on students' affective educational outcomes, the more professional the teacher, the more professional power she tends to use, and eventually there is a strong relationship between professionalism and school formalization, and all measures of principal's leadership (Cheng, 1996).

The current literature also addresses the factors that affect the relationship forms between an administrator and a teacher negatively, for instance lack of support can be considered within this context (Gray, 2013). Support mechanism established in a school setting is an important aspects of work life because a teacher supported by an administrator is more willing to stay as part of the school community in their current positions (Hughes et al., 2014). In their study, Prather and Jones (2011) focus on the same point and indicate that support mechanism is one of the critical variables in decision-making process for teachers when planning their future career plans. In understanding the different aspects of the relationship between teachers and administrators, the literature also invites us to consider about the nature of work-contract established between teachers and administrators. In this respect, the codes of expectations between teachers and administrators is important. In a study of Holland

(2009), it is addressed that administrators expect from teachers to be informed about the family life of students. Also, for Holland (2009), teachers should find out and improve skills of effective interaction with students, parents, and the other teachers. The factors affecting in establishing a good relation with students is, to some extent, related to teachers' participation to decision-making processes in school. A study conducted by Parker (1984) shows that there is relationship between teachers' decision making and student achievement. In line with this, active participation of teachers in decision-making processes is an essential tool to improve teachers' interaction with students and increasing teacher participation should be aimed at increasing teacher effectiveness in the classroom (Taylor & Bogotch, 1994). Along this process, teachers should gain autonomy and decision-making ability. Considering the administrators' expectations from teachers in a school setting, administrators should also identify themselves as lifelong learners, therefore should consider giving importance to their professional development for their future career (Shells, 2015).

2.2. Definition of the Concept of "Organizational Culture"

Organizations are made up of individuals with different cultural background and have to live and survive as like every living organism. So, what is organizational culture? According to Schein (1982) the organizational culture is "patterns of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems" (p.17). In another definition, Hoy and Miskel (2008) express the organizational culture as follows: "Organizational culture is an attempt to get at the feel, sense, atmosphere, character, or image of an organization. It encompasses many of the earlier notions of informal organization, norms, values, ideologies, and emergent systems" (p.177). In addition, according to Hoy (1990) "the notion of organizational culture is also clearly an attempt to capture the feel, sense, character, or ideology of the organization, but it brings with its conceptual complexity and confusion" (p.158). So, organizational culture can be defined as "all the beliefs,

feelings, behaviors, and symbols that are characteristic of an organization" (Lunenburg and Ornstein, 2012, p.55).

School as an organization has a unique organizational culture. "School culture can be used to encompass all the attitudes, expected behaviors and values that impact how the school operates" (Fisher, 2012, p.4). Norms, values, beliefs and traditions are the concepts that make up school culture. These concepts affect the thoughts, attitudes and behaviors of all members of the school, strengthen the bonds between individuals and make the school special (Deal & Peterson, 1998). School culture has the potential of encouraging teachers to fight against conflicts, and also the culture is important for them to work together for change (Campo, 1993). In a study of Erickson (1987), the school culture is defined as a set of interpretive frames for making sense of behavior and it is functional to gaining new and deeper understanding about the nature of daily life and instruction in schools. For Gaziel (1997), the term school culture is used to describe the characteristics of the school. Because school culture reflects in-depth examples of traditions, beliefs and values that have been shaped over the years. Gaziel (1997) argues that the factors that determine school culture can be listed as follows: age of school, the historical development process of the school, school's purpose and objectives, the socio-economic and geographical environment in which the school is located, students' socio-economic levels, rural and urban areas, school's facilities, technology used in school, school and class size, expectations of administrators, teachers and students, parents' expectations, whether educational institutions are private or not and structure of the education system. In sum, culture helps to understand and perceive the certain atmosphere and the complex power structures encountered in educational organizations as in other organizations (Gaziel, 1997).

2.3. Friendship Relations in the Workplace

The friendship relations established in the workplace are important for both individuals and organizations. One of the most important places where the friendship environment is developed is the workplace, because many people spend most of their time at work, so the blending of work life and social life is quite normal. In the workplace, people met with other employees and under proximity and shared experience friendships

relations can develop (Berman et al., 2002). The study conducted about the opportunity for friendship in the workplace by Riordan and Griffeth (1995) show that while friendship in workplace increases job satisfaction, job involvement, and organizational commitment, in the meantime, it causes decreasing intention to turnover. Also, in their research, Ellwardt, Steglich and Wittek (2012) indicates that the development of informal relations in workplaces is important due to its contribution to the establishment of interpersonal trust and formal cooperation networks between employees. Moreover, the administrative units of an organization approach to friendship relations in the sense that workplace friendships contribute to develop communication networks and help employees get their jobs done properly (Berman et al., 2002). In this respect, collegiality is very beneficial for both the employees and the organization as a whole, as they provide an environment that strengthens interaction between employees and increases knowledge sharing (Little, 1982; Şahinbaş & Erigüç, 2019). In addition, apart from the official communication channels, friendship networks also serve important tools for people to have an access to different forms of information (Şahinbaş & Erigüç, 2019). In this respect, friendship relations pave the way for the development of informal communication networks and information flow in an organization.

How about the emotional effects of friendship relations in the workplace? The study conducted by Hamilton (as cited in Lee & Ok, 2011) argues that when friendship is established in the workplace, employees may feel more comfortable and their feelings of insecurity and uncertainty may be reduced. In addition, according to Bozanoğlu (2020), workplace friendship affects teachers' perceptions of organizational peace both directly and indirectly through professional satisfaction. Also, the same study includes a discussion on these issues: teachers' workplace friendships and professional satisfaction are important to increase organizational peace; employees can receive help and advice from colleagues when they establish reliable friendships at the workplace, and show examples of solidarity in a variety of ways. Therefore, there may be an increase in motivation and preformance at work as a result of friendship relations.

In organizations, friendship relations develop between people in different ways, and over time, the bond between these friendship relations can become stronger as a result of time spent together. The specific tasks, routines, emotional demands and stresses cause the fact that colleagues interact and can influence the form and significance of work-based friendship (Cronin, 2014). The 'friendship' as a term may vary and it may be formed in different ways. According to Dotan (2007), four theoretically distinct internal causes/factors about formation of workplace friendships are: 1) work safety; 2) missing role; 3) sanity check; and 4) work-values/life-interests similarity (WVLI). In general terms, *work safety* is a factor of friendship formation that is affective or emotional in nature, and it depends on an internal feeling of safety related with the work-related issues and experiences. *Missing role* is a factor of workplace friendship formation that is also effective in nature. According to Dotan (2007), "individuals are likely to form friendships with others who are potential substitutes or resemble some important person or role-model in their life: a mother or father figure, a son, a sister or even themselves at some past stage" (p.25). It is related to gaining reassurance from a co-worker for the way they are thinking, gaining cognitive confirmation or validation for a particular point of view and regaining a feeling of competence. *Work-values/life-interests (WVLI) similarity* is a "relational" based factor of formation. It depends on the characteristics of the dyad rather than the individual. In fact, individuals who have similar work values and/or life interests tend to become friends at work. All these four factors underline the position of friendship factors in a workplace environment.

The literature put an increasing focus on the role of relationality in a workplace. Some studies show that positive relationships among employees mostly lead to positive organizational results (Ömüriş, 2014). Workplace friendship relations, while creating a perception of social support in people, they also contribute to the development of a feeling of trust between colleagues and ultimately towards the organizations people work for (Alparslan, Çiçek, & Soydemir, 2015). It is the trust that is formed between individuals or between individuals and organizations, and it is one of the most important results of ensuring the harmony between the individual and the organization. Trust is both a cause and a consequence of compliance (Ulutaş, 2010). Establishing friendship bonds between employees strengthens their commitment to the company

and these friendships bonds contribute employee to counter bullying and aggression (Chao, 2018). When employees' have positive work attitudes, then the level of organizational productivity can increase potentially (Song, 2005). It is seen that friendship relationships, which play a role in meeting social and emotional needs in the workplace, are an effective antecedent for the organization to achieve its goals, to reveal the desired performance, and to develop attitudes of employees such as loyalty to the organization and job satisfaction (Alparslan, Çiçek & Soydemir, 2015).

Another aspects of friendship relations in the workplace is related to turnover rates and feeling of security and insecurity. Organizational point of view addresses that friendship relations increases the performance, morale, commitment and effort towards achieving the goals of the organization and assumes a supportive role, while reducing the turnover rate of the employee (Kram & Isabella, 1985). In another study, security-insecurity aspects of friendship are examined and the study concludes that employees who have good friends can reduce employee insecurity and uncertainty by providing mutual trust, respect, important information, and feedback (Yu-Ping, et al., 2020).

Such factors are also related to the issues of motivation and decision-making processes in organizations. How do friendship relations play a role on motivational aspects of and decision-making processes in the workplace? Within the context of motivation, Gupta (2020) addresses that workplace friendship helps employees encouraging empathy towards others, motivating in workplace, and sharing problems. In addition, workplace relationships motivate employees enhance organizational productivity (Berman et al., 2002). Therefore, a pleasant work environment provides employee to being highly motivated go to work and do their best (Alejandrino, 2016). In the meantime, the study argues how workplace friendship has a supporting role in coping with a situation which negatively affect employees' motivation like money problems, illness, chronic depression.

The second context is the link between friendship relations and decision-making process. Decision-making processes are one of the processes that people frequently

engage in their daily lives and workplaces. Friendship relations taking place in the workplace also play a decisive role in the decision-making processes. According to Sias (2005), because workplace relationship has a role in decision making, instrumental and influence-sharing and emotional support system, it has the function as facilitator in positive organizational outcomes. Also, Biçer (2020) stated that enhancing effective information sharing and communication skills under favor of workplace contribute to decision making process positively. Lee and Ok (2011) specified promoting decision making power and having access to more resources in the organization as a positive effects of workplace friendship at workplace.

Workplace friendships are related to many important process and outcomes like job satisfaction, career development, creativity and decision making influence (Sias, 2009). Sias and Cahill (1998) state that establishing a bond of friendship in the workplace is a process which involved some levels. There are three primary transitions like coworker/acquaintance-tofriend, friend-to-close friend, and close friend-to-almost best friend. In transitioning to these levels respectively, there is sharing common ground, problems in one's personal and work and finally life events, work-related problems, and the passage of time experiences. Gordon and Hartman (2009) also specify that making friendship in workplace is based on communication relationships and the expected rewards an obligation created in these relationships.

2.4. Friendship Relations in Education Administration

In the school environment, friendship relations develop among employees in line with common goals or long hours spent. The friendship networks in a school setting is essential to understand the organizational aspects of school life. Friendships are important regarding implementing new ideas, building trust, strengthening institutional values held, improving productivity, and improving organizational commitment (Gibbpns, 2004; Yang, 2012). In this respect, understanding the nature of workplace friendship between teachers and administrators is important to understand the organizational life, the codes of work relations and how relationality in

the workplace coordinates and designs different aspects of work-conditions. In the following part, these issues will be outlined based on the current literature.

2.4.1. The relationships between teachers

Relationships among teachers play an important role on building a positive school climate. The basis of building collegial and cooperative relationships is establishing rapport. Then, the process of authentic collaboration can start based on trust and support mechanisms (Thacker, 2017), because teachers see personal support and social acceptance as strong source of positive emotion in their workplace (Hargreaves, 2001). A study conducted by Viernes and Guzman (2005) with teachers regarding their experiences about supportive relationships with colleagues, all teacher participated the interviews see supportive relationships with colleagues as a keystone of the teaching profession and they do not have any idea about leaving the profession under favor of their close affinity with their colleagues. Also, Thacker (2017) addresses that some of the situations contributing into more problem solving and pedagogical collaboration processes among colleagues can be considered as a more respectful and personal approach and a feeling of friendship. For instance, collaboration with experienced colleagues on the issues of developing course materials – such as tests, exams etc.- is built on trust is a contributing factors to safe and respectful climate in school (Geeraerts, Tynjälä & Heikkinen, 2018).

2.4.2. The relationships between teachers and administrators

In the school environment, administrator-teacher relations are important in school setting because they have some common goals such as maintaining and improving organizational effectiveness and efficiency (Strunk & Grissom, 2010). As considering the role of teachers, it is possible to say that teachers serve as a bridge between other stakeholders like school administrators, other teachers, students, parents, and community members to promote the learning achievement and healthy development of their students (Wang & Haertel, n.d.). According to Rai (2018), teacher and

administrator relationship involves reciprocal relations and these necessitates long-lasting high quality and balanced relationship to reach their goals. In this context, Ekici (2020) discusses the role of communication skills of school administrators in a school setting and explains how they are important and determines the communication processes of the school while affecting the behaviors of the employees. While communication determines the behaviors of employees, on the other hand it also plays a role on the formation of relations between different actors in a school. Such as Doğan, Uğurlu, Yıldırım, and Karabulut (2013) argue in their research that healthy communication channels formed between teachers and administrators closely affect students, parents, and all other school stakeholders. In sum, there are multiple problems emerging as a result of poor communication between school principals and teachers (Gülbahar, 2020).

2.5. Motivation as Part of the Organizational Culture

The literature on educational administration focuses on the link between friendship relation at the workplace and motivation. When we look at the historical development of the literature on motivation, Abraham Maslow can be considered as an important key figure. The model laid out by Abraham Maslow has helped administrators better understand how to create workplace conditions to meet employee needs (Mustafa, 1992). Abraham Maslow contributed into this issue through his works on the hierarchy of needs. Maslow arranged the needs of humans according to the hierarchical order as are the need for basic physiological necessities, the need for safety, the need for love and belongingness, the need for esteem, and finally the need for self-actualization. According to Maslow (1943), one of the ways to meet love and belonging needs is friendship. Maslow presented five sets of goals called basic needs. These are physiological needs or basic needs (food, water, sleep, and shelter), safety needs (security and safety), belongingness and love needs (intimate relationships and friends), esteem (prestige and feeling of accomplishment) and self-actualization (achieving one's full potential, including creative activities). Firstly, Maslow defined the basic needs as physiological needs. These are the most pre-potent of all needs (Hoy & Miskel, 2008). Regarding motivation, physiological needs are a major source for

motivation. If a person lacks food, safety, love and esteem, he/she would most probably hunger for food more strongly than for anything else. Figure 1 below shows Maslow's hierarchy of needs with its details.

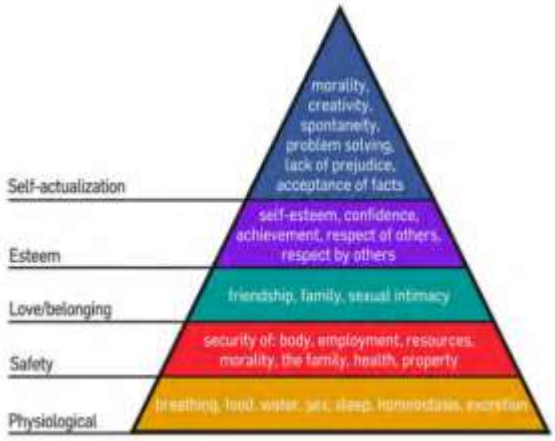


Figure 1. Maslow's Hierarchy of Needs

Maslow (1943) explained the hierarchy of needs as "'At once other (and 'higher') needs emerge and these, rather than physiological hungers, dominate the organism. And when these in turn are satisfied, again new (and still 'higher') needs emerge and so on. This is what we mean by saying that the basic human needs are organized into a hierarchy of relative prepotency" (p.6).

Another important figure Douglas McGregor in administration field presented assumptions about how managers hold about their subordinates. Related to this issue, McGregor (1960) presented Theory X and Y. According to McGregor (1960), in Theory X, management should organize the elements of productive enterprise such as money, materials, equipment, and people. With regard to people, this is a process of directing their efforts, motivating them, controlling their actions, modifying their behavior to accord with the needs of the organization. People in the organization must be persuaded, rewarded, punished, controlled, directed, because they would be passive if management does not intervene actively (McConnell, 1993). In addition, according to employees meeting social needs like belonging, association, acceptance by his fellows, giving and receiving friendship and love are important motivators of their

behaviors, when psychological needs meet. Some of the needs are belonging, association, acceptance by his fellows, giving and receiving friendship and love. Besides that, McGregor (1960) puts Theory Y which is more adequate assumptions about human nature and human motivation while managing people. In Theory Y, management should organize the elements of productive enterprise such as money, materials, equipment, and people. In nature, humans are not passive and reluctant to organizational needs. If this is the case, it is a result of experience in organization. In addition, "management does not put the motivation, the potential for development, the capacity for assuming responsibility, the readiness to direct behavior towards organizational goals. These are all present in people. For management, the essential task is to arrange organizational conditions that present people opportunities to recognize and develop these human characteristics for themselves" (McGregor, 1960, p.207).

Another important figure in psychology, Frederick Herzberg, has research on the techniques that administrators use to motivate employees and examined the steps taken by institutions to increase their motivation by meeting the needs of employees. He developed Maslow's theory of motivation in 1959 (Lunenburg & Ornstein, 2012). Herzberg asked her subjects about the factors that made them unhappy in their working life and the factors that would push them to work harder and interesting results were emerged (Kaya, Yıldız, & Yıldız, 2013). Herzberg's Motivation /Hygiene (two factor) theory (1968) includes factors involved in producing work satisfaction (and motivation) separate and distinct from the factors that lead to work dissatisfaction. He stated that feelings like work satisfaction and work dissatisfaction are not opposites of each other. That is, the opposite of work satisfaction is not work dissatisfaction but no work satisfaction. In the same way, the opposite of work dissatisfaction is not work satisfaction, but no work dissatisfaction.

The current literature focuses on the different aspects of motivation. For instance, Ganta (2014) emphasizes the importance of motivation in the workplace through pointing out if employees do not have a motivation, they tend to put no effort in their jobs and avoid working. If employees have a motivation then they exhibit behavior

like being persistent, creative, and productive. In addition, for Khan and Wajidi (2019), the motivation level of employee is one of the most crucial factor in attainment of the highest level of success and prosperity in the workplace. This is a case for younger and more experienced employees, but also friendship relations have a vital role. For instance, the study conducted by Rozman, Treven, and Cancer (2017) demonstrates that younger and older employees are motivated in the workplace in a different way, but good interpersonal relationships in the workplace is a common motivation factor for both groups. So, employees see their close friendships at work as a source of motivation (Alparslan, Çiçek & Soydemir, 2015; Lee & Ok, 2011).

2.6. Motivation in Workplace

Hawthorne research, which started in 1927 under the leadership of Elton Mayo to help the development of managerial approaches related to people in organizations, and this more participatory and people-oriented approach has revealed results that group relations and meeting social needs are the basis for the solution of many problems in the organization (Lunenburg & Ornstein, 2012). The factor that increases productivity is social rather than physical (lighting, heating, working time, etc.). Employee motivation, reward, work satisfaction, etc. are the main factors that increase productivity. Valuing and appreciating people, the desire to work together, the level of cooperation, the environment of respect, love and trust in the organization, human behavior, etc. are the determining factors of efficiency and quality (Hoy & Miskel, 2008). Employees do not only expect money or tangible success from their work. According to Börü (2018), there is a significant relationship between employee motivation and the performance of organizations because motivation provides employees to act to be successful at their goals and to make efforts toward them. In addition, according to Sinclair (2008), considering the school as a workplace, "motivation may determine what attracts individuals teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the profession" (p. 80).

2.7. Motivation in Educational Administration

Motivation has importance on both teachers and administrators. Teachers try to overcome complex tasks and responsibilities to meet educational goals, because teachers play a role on the teaching and learning process. According to Ofojebe and Ezugoh (2010), application of overcoming complex tasks negatively in the school system lead to dissatisfaction and this situation results in withdrawal, neglect of duty, and negative outcomes. On the contrary, if motivational factors like physiological, psychological and environmental differences of individual employees are applied positively, this may result in increased commitment, productivity and quality performance.

Teachers are in the middle of education. They act as a kind of bridge between the administration, parent, and student triangle. Therefore, teachers' motivation is a key factor for quality education. Kotherja (2018) also said that teachers must be motivated in the workplace to bring quality and development in the educational aspect. The quality of the efficiency in education is closely related to the motivation level of the teachers. There are many factors that affect the motivation level of teachers. According to the Ryan and Deci (2000), doing an activity for its inherent satisfactions is intrinsic motivation, while extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. In this context, according to the Covey (as cited in Scott, 2017), the most important motivating factors for teachers as enjoying a sense of dignity and pride in their profession, wanting to be treated with respect, good collegial relationships, organized and feeling some semblance of control over their time and what happens in their classroom.

2.8. Decision-making as Part of the Organization Culture

Decision-making processes in an organizational setting are the essential aspects of organizational life and culture. According to the Sims (2011), the culture and structure of the organization has an impact on how decisions are made. In the decision-making processes that are a part of the organization, it is inevitable that the decision maker will be affected by the organization itself and the structure and relations within the

organization (Meydan & Yaşar, 2019). According to Yüksel (2019), current research supports the idea that corporate culture has a vital role to play in understanding organizations and governing decision-making processes. In this context, Yüksel (2019) adds that it is a necessity for managers to be aware of the corporate culture, to be able to direct in-house practices and behaviors, and to determine the language and discourse they will prefer while managing corporate communication. According to Topal (2013), organizational culture affects many things within the organization, but it is also affected by many things. In line with this, Topal (2013) states that the decision-making styles of the managers is one of the variables that affect the organizational culture, because if the managers make high-risk and fast decisions, the employees working in the organizations will adopt the behaviors appropriate to this decision-making style.

In addition, Vroom and Yetton (1973) present a decision tree to choose the correct decision-making style. There are seven diagnostic questions which are placed at the bottom of the decision tree. Administrator starts at the left and answers each question along the path. At the end of each path is a list of acceptable decision-making style. According to this theory, instead of making a single decision, it is necessary to develop different decision-making alternatives according to the situation and leaders can be developed and are capable of presenting different decision-making alternatives with different leadership characteristics suitable for different situations (Hersey, cited in Çobanoğlu, 2019). This study involves the decision-making process and the role of teachers and administrators in this process at private schools. The decision tree is illustrated in Figure 2.

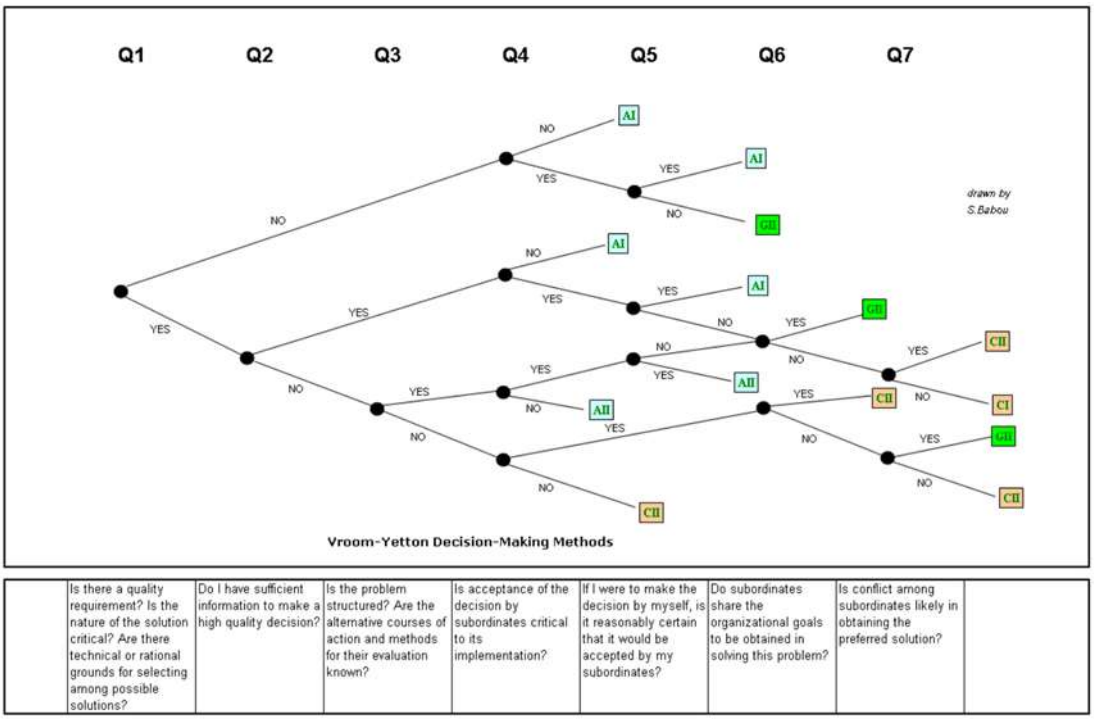


Figure 2. The Decision Tree (Vroom & Yetton, 1973)

2.8.1. Types of decisions

2.8.1.1. Individual versus Group Decision

Decisions can be made either by individuals or by groups in the organizations. Depending on the nature of the problem or situation, its effectiveness may vary if the decision is made individually or as a group. According to Agrawal (as cited in Gemechu, 2014) a group of executives rather than individuals is effective in most of the basic and strategic decisions in large and complex organizations.

2.8.1.2. Programmed and Non-Programmed Decisions

Programmed decisions refer to a type of routine and repetitive that depend on specific procedures. On the other hand, non-programmed decisions have no standard procedure for handling such problems. In general, they are at the forefront when situational factors need to be analyzed (Aydeed, 2015).

2.9. Decision- making in Educational Administration

Decision making is a daily activity for any human being. For the organization, it is a habit and a process as well. As a result of the decision making process, the organization makes profit to themselves or makes losses. The decision-making process is one of the major elements of management systems. In the literature, there are diverse forms of definitions for the decision making process. According to Blau and Scott (1962, p.250-251 cited in Mokoena, 2003, p.18) decision-making is defined as follows: "The experience in solving earlier problems is not lost but contributes to the search for solutions to later problems. The process of organizational development is when dialectical problems appear, and while the process of solving them tends to give rise to new problems, learning has occurred, which influences how the new challenges are met." In addition, Certo & Certo (2005) also identify decision making "as the process of choosing the best alternative for reaching objectives" (p.182). People are often involved in daily decision making in the workplace in simple or complicated cases. For making any decision, there are some steps presented by Choudhary (2016) can be followed by everyone. Firstly, the problem is analyzed and a coupled of questions should be asked. Then, information concerning given problem should be gathered and entire possible alternative should be judged. All ideas are listed for brainstorming. It is important to understand the causes of the problem before idea generation. Then, regarding experience and effective judgement, it is needed to compare each and every alternative in positive and negative ways. Converting the decision into a plan or a sequence of activities, conducting the plan by yourself or with the help of other. Finally, evaluating results gives chance to see whether there is anything you should learn and then correct in future decision making or not. For Lunenburg and Ornstein (2012), steps of decision-making process is respectively identifying the problem, generating alternatives, evaluating alternatives, choosing an alternative, implementing the decision, and evaluating the decision.

In the school setting, teachers and administrators encountering decision-making process. After school administrators, the most prioritized stakeholders in the decision-making process in schools are teachers (Üzüm & Kurt, 2019). Enabling teachers to

participate in the decisions to be taken about the school in schools will create the idea that there is a democratic management style in the school, and will contribute to the more active participation of teachers in the work at school and indirectly to their motivation (Eryılmaz, 2013). School administrators should involve the school stakeholders more in the decision-making processes in the school and ensure that the included stakeholders take more active role in the decision-making process (Üzüm & Kurt, 2019). Some studies have been conducted to ensure that decision-making processes can be carried out in a healthy way in the school setting. According to Martell (2020), all stakeholders are involved in decision-making process because each perspective has a different wisdom. Wadesango and Bayaga (2013) draw attention to the involvement of teachers in the decision-making process because teachers have a wider and greater ownership of the school, its vision and priorities. In terms of the role of school administrators, Ingersoll, Sirinides and Dougherty (2017) argues that school administrators should actively incorporate with teachers to involve in decision-making process, if they want to obtain higher student achievement. In a study of Hoy and Miskel (2008), while some teachers want to play an active role on all decision-making processes, some teachers may not always want to be involved in decision-making processes. In this case, the healthiest way is for the teacher to be involved in the decision-making process whenever she/he wants.

2.10. Decision-making in Workplace

One of the basis of management systems is the decision-making process. Lunenburg (2010) states that because school administrators engage decision-making daily, it is one of the most important activities and plays a role in the performance of a school and stakeholders which are students, teachers, parents, and the community. Successful management of organizational variables such as mission, association, and coordination provides permanence to organization. A major concern for administrators is the decision-making process. Administrators are responsible for making the appropriate and right choice to solve a problem that interests the teachers in the school as well as any other school-related issue (Ugurlu, 2013). Besides, if administrators promote a collaborative culture that involves teachers in the decision-making process, the

relationship between administrators and teachers will enhance (Gray, 2013). According to Ruby (2016) a decision-making process can be affected by several factors. One of them is circumstances like the expectations of peers, and the clarity of the goals involved. In addition to them, personal beliefs and interest of decision makers affect the decision making. Campbell-Evans (as cited in Nixon, 2017) defined "fifteen values affecting principal decision-making as individual values: knowledge, helping others, happiness, respect for others, survival, responsibility, carefulness, fairness, participation, cooperation, sharing, solidarity, respect for authority, commitment, and community" (p.41).

Summary

As specified in the literature, organization involves using human and material resources functioning to be successful realizing the objectives of the enterprises. Considering this sentence by regarding the literature abovementioned, organization who involve group of people has a certain goal. Accordingly, schools are also regarded one of the organization which comprise a group of people as input and products. Schools are organizations with specific goals for individuals, and in a roundabout way communities and society in which people are. In this context, administration has a crucial importance in respect to having responsibilities towards individuals. Teachers are one of the most important stakeholders in schools to achieve these goals. In line with these common goals, administrators and teachers also have responsibilities to each other. To ensure effective school administration, administration should take care of treating employees fairly (Hoy & Smith, 2007) and show a collaborative approach towards employee (Hoff & Mitchell, 2008). Regarding the responsibilities of teachers towards administration, teacher should enhance skills of effective interaction with other stakeholders like parent, students and other teachers (Parker, 1984), and participating the decision making process (Taylor & Bogotch, 1994). Organizational culture is become a part of an organization in this point, because it is related with the characteristic of an organization and involves beliefs, feels, behaviors and symbols (Lunenburg & Ornstein, 2012), and it is helpful to extensive understanding about daily life and instruction in schools (Erickson, 1987).

Considering the school culture based on the literature, there is social interactions among people, such as friendship in the school. Workplace friendship and friendship networks can be considered as the essential factors for the organizations. The workplace friendship which develop in progress of time, among the employees has an effect on motivation and decision-making processes in schools. Regarding motivation in the workplace, many theorists are interested in motivation such as Maslow, Douglas McGregor, Frederick Herzberg, and David McClelland. As a result of the conclusion that motivation in the workplace is related to social relations, the role of friendship relations among people in motivation has been one of the focal points of the researches in the continuation of the studies on motivation. The result of these studies about workplace friendship and motivation demonstrates that workplace friendship has a positive effect on the motivation of employees by satisfying to emotional needs such as trust, value and respect (Alparslan, Çiçek & Soydemir, 2015). In addition, the establishment of friendship bonds among employees increased motivation providing commitment and loyalty to workplace, therefore job satisfaction and productivity of employees (Berman et al., 2002), and employee who have high motivation tend to going to work and doing their best (Alejandrino, 2016). Moreover, decision making process is also crucial point of school to maintain an effective school management.

When we look at the literature, involving employees in decision-making processes is one of the factors that strengthen these processes (Üzüm & Kurt, 2019). It has been mentioned that friendship relations established in the workplace have an effect on decision-making processes. The fact that the employees involved in the process play an effective role is also associated with friendship relations, because the stronger the bond between the employees, the more comfortably and effectively they will be able to express their ideas. In these context, this study there is three focal points; workplace friendship, motivation and decision making process. With this study based upon the literature, it is studied on the role of friendship in motivation and decision making process in the private school setting by taking perspectives of teacher and administrators.

CHAPTER 3

METHOD

This chapter provides information about the research questions, research design, research setting, participants, data collection, data analysis, the role of researcher, and limitations and trustworthiness aspects of the study. In this study, qualitative research design was used to understand friendship relations among teachers and administration in a private school. In order to examine friendship relations, the study is conducted at one of the private school settings as a single case study through using semi-structured interviews as the data collection instrument. There were two sub-areas of investigation under this primary purpose: a) exploring the role of friendship relations among employees in motivation and b) exploring the role of friendship relations among employees in the decision making process.

According to Creswell (2013), the starting point of qualitative research is generally the study of research problems that question assumptions, a worldview, the possible use of a theoretical lens, and the meaning individuals or groups ascribe to a social or human problem. In examining this question, qualitative researchers use an emerging qualitative approach to research, data collection and inductive data analysis in a natural setting sensitive to the people and places studied, and data analysis that creates patterns or themes (Creswell, 2013). Friendship relationships in the workplace have an important place as they can be decisive for motivation and decision-making processes. A qualitative research design was used to understand the role of friendship relations between teachers and administrators in motivation and decision-making processes in a private school environment. In order to explain more situations by benefiting from the thoughts and experiences of the participants, a single case study was applied to examine a single situation in depth, and semi-structured interviews were conducted to

reveal the thoughts of teachers and administrators on the role of friendship relations in motivation and decision-making processes. Collected data were analyzed through inductive and deductive analysis approaches by creating codes, categories, and themes. For sampling, first of all, private school teachers and administrators were determined for the interviews with the purposive sampling method, and then interviews were conducted with the people who met the criteria with convenience sampling. In order to ensure maximum diversity, teachers from different branches and levels were selected, and at the same time, the different in- and out-of-school experiences of the participants increased the validity and reliability of the study.

3.1. Research Questions

Two of the most important building blocks that ensure the continuity of education in schools are teachers and administrators. The friendship relations that develop over time between teachers and administrators can play a decisive role in motivation and decision-making processes. In this direction, this study, which tries to understand the effective role of friendship relations, will help increase the functionality of motivated individuals and effective decision-making processes in school administration. Therefore, this study aimed to reveal the situation in a private school in Ankara based on the role of friendship relations, which are critical in understanding motivation and decision-making processes in schools.

The following research questions guided this research study:

1. How do the friendship relations among the employees affect the motivation in a private school setting?
2. How do the friendship relations among the employees affect the decision making process in a private school setting?

3.2. Design of the Study

As mentioned in the introduction chapter, this study is established on the perspectives of teachers and administrators in a private school. Qualitative research was considered more valid and relevant to undertake this research, because researchers needed to gain

more depth and meaning based on an individual's friendship relations in the workplace associated with motivation and decision making process. According to Creswell (2013), qualitative research is conducted because a complex, detailed understanding of the issue needs to be explored and this detail can only be created by talking directly to people, going to their environments, or allowing them to tell unhindered stories with what we read in the literature. In this study, purposive sampling was used in order to reach the appropriate participants. According to Creswell (2013) in the purposeful sampling, the researcher selects individuals and areas for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study. In this regard, to determine the working group of the research, depending on the purposeful sampling strategy and those who had work at this school for at least two years were selected. The important thing in determining the research group with this sampling method are participants' having real experiences related with the phenomenon and their ability to express this experience clearly (Creswell, 2013). Semi-structured interviews were used for data collection. Semi-structured interviews are suitable for a number of valuable tasks, particularly when more than a few of the open-ended questions require follow-up queries (Adams, 2015). Observations is also used to collect data as a qualitative data instrument from participants in their natural settings (Daniel, 2016).

In this study, a sub-branch method of qualitative design, case study, was applied. According to the Yin (2009), "A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p.18) He also stated that, through the case study, researchers take opportunity to retain the holistic and meaningful characteristics of real-life events, such as individual life cycles, small group behavior, organizational and managerial processes, and school performance (p.4). If the researcher only wants to study one single thing (for example a person from a specific group) or a single group (for example a group of people), a single case study is an appropriate choice (Yin, 2003). Through a single case study, the researcher can question old theoretical relationships and discover new ones because more careful

study is done. As a result of this situation, it enables the researcher to understand the subject more deeply (Dyer & Wilkins, 1991; Miles, Huberman, & Saldana, 2013).

The decision to use the single case study approach resulted from the interest in understanding the perspectives of teachers and administrators about the role of friendship relations in motivation and decision making process. The study of more than one case dilutes the overall analysis; the more cases an individual study, the less the depth in any single case (Creswell, 2013). A case study is an empirical inquiry that investigates a contemporary phenomenon within a real-life context where the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used (Yin, 1984). The combination of the characteristics of a case study as described should render a clearer understanding of the role of friendship relations in motivation and decision-making process from the perspective of teachers and administrators.

3.3. Study Context

In this section, details about the study context will be presented. In the study, the pseudonym will be used instead of the name of the school where the data was collected, which is Can School (CS). In this study, the most important reason for choosing this school among private schools is that the researcher works in this school and can observe the situations related to people in the school more closely. In other words, the researcher has a close contact with the participants and also have an access to the research setting. One of the reasons for focusing on friendship relations in this study is that they are seen to be prioritized in the dialogues with teachers in school and it is thought to have an effect on motivation. The reason for wanting to understand the role of friendship relations in decision-making processes is that the school does not have a very old history and decision-making processes are carried out with instant decisions.

CS’s mission is to protect Atatürk's principles and reforms, play an active role in the future of contemporary Turkey, constantly learn, think, produce, think critically, have advanced problem-solving skills, express themselves effectively, use more than one

language effectively, have advanced analytical thinking skills, and to provide a qualified education service for individuals who are sensitive to universal issues, at peace with themselves, happy, and who have integrated learning with self-confidence and courage. It is the vision of the school to develop its students to become happy, virtuous individuals and society, and to be an original and distinguished educational institution. The language of instruction at CS is Turkish.

Can School is a private and ten year school in Ankara. The school has three campuses. Two of them are within the borders of Ankara, while the other is outside the borders of Ankara. The school, which in the study was conducted, is in Ankara. The school can be counted in the city center. Also, since it is private, the students' economic conditions are high. This school involves kindergarten, primary and secondary school. The total number of students in the school is 460. There are sixty full-time teachers and 6 administrators (two of them are founder and founder representative), not including support staff in this campus of school.

In this school, four teachers at the kindergarten level and their teaching assistants are grouped, and all students are the same age. For primary school teachers, they are grouped according to class level like first grade class teachers, second grade class grade. However, the teachers' branches are not separated according to their branches. For example, normally, branch involves the same branches of teachers like mathematics, Turkish, science, social studies etc. The teachers working with secondary school students are grouped in one branch. In this branch, there are three mathematics teachers, four Turkish teachers (one of them is also vice-principal), two science teachers, two social sciences teachers. The number of teachers is related to the weekly course hours in school curricula. Apart from these, the Spanish teacher, French teacher and all English teachers are in the same branch as the English branch. In the same way, two gym teachers, two music teachers, drama teacher and chess teachers are in the same branch as the sports and art branch.

In CS, there are three campuses and eight administrators in total and one of them is male, the others are females. The study conducted in one campuses. In the campus

where the study was conducted, there are four administrators. One of them is principal, the others are vice-principals. Moreover, each vice-principal has responsible for different grade. For example, one of them is responsible for secondary school level (5, 6, 7 and 8th grade), the other one is responsible for primary school level (2, 3, and 4th grade), the other is in charge of kindergarten and 1th grade. Depending on the grade level, the responsibilities of vice principals may differ. While at secondary school level, the expectation of academic achievement is at the forefront. At primary school level, there is primary training at basic level in courses such as mathematics, Turkish, life science, and lessons are more activity-based. In the kindergarten level, values education and more activities remain in the forefront. The school principal has previously worked as a principal in different schools but during the process of interview, principal was not interviewed because of leaving the school.

Regarding the functioning and internal structure of the CS school as a private school, students and teachers come and go to school simultaneously. On the other hand, administrators have longer working hours and arrive and leave earlier than teachers and students. In addition, there is a generally friendly atmosphere at the school. Administration does not interfere with the establishment of friendship relations between teachers. Teachers generally spend time in the teachers' room. If fewer teachers are to meet, they prefer to sit in the canteen. For the degree of closeness of the teachers in the school, first of all, the teachers in their branch and the years of experience in this school are at the forefront. Teachers from the same branch have more in common to talk about. Moreover, considering the flow of information, there is a hierarchical structure in the school. There is a meeting of the heads of the branches once a week and a meeting of the heads of the departments once a week. In this meetings, responsible teachers are participated. In this school, teachers try to be involved in some decision making process. In addition, in some days like celebration of new year and 100th day (100th day from the start of the academic year), costume party, various activities are organized for students. For teachers, some activities are organized such as barbecue party, organizing diner for teachers' day, new year raffle in which involve all teachers and administrators in school.

3.4. Participants

The study was designed to shed light on the employees' motivation and decision making process in a private school in Turkey. For this reason, the original population of the study, teachers and administrators currently working at private schools. However, as a single case study, the present study was conducted at CS with 10 participants. Purposive sampling helped me focus on the population and made it more likely to reach teachers and administrators face-to-face. In order to enrich the diversity of perception, I preferred teachers from different branches who enter different grade levels. Then, with convenience sampling, interviews were conducted with people. First of all, the grade levels and branches of the teachers were determined. Vice-principals at kindergarten, primary and secondary school levels were included in the interview. 7 of the participants were teachers and 3 of them were administrators. The reason why all of my participants were women was that there was no male teacher in secondary school. In this study, pseudonym names were used for participant teachers and administrators. Table 1 shows the branches and grade level of participants.

Table 1 *Participants' Profile*

Professional Title	**Branches**	**Grade Level**	**Participants (Pseudonym)**
Teacher	Turkish teacher	5th, 6th	Beste
Teacher	Math teacher	6th	Ece
Teacher	English teacher	8th	Duru
Teacher	Turkish teacher	-	Eylül

Table 1 (continued)

Teacher	Math teacher	-	Ceylin
Teacher	Math teacher	5th, 7th	İdil
Teacher	Social studies teacher	5th grade	Kübra
Vice principal	-	Secondary school	İpek
Vice principal	-	Kindergarten	Yaren
Vice principal	-	Elementary school	Cemre

The vice-principal, Yaren, who is responsible for 1st grade and kindergarten, completed child development in master's degree and meanwhile received primary school classroom teacher training. Later, she started working as a drama teacher and later moved to the administrative staff. After working as an administrator for three years, she continued to manage another school. In this school, he first worked as a teacher for half a term and then took part in the administrative staff for one and a half years. The other vice-principal, Cemre, is responsible for 2, 3 and 4th grades, working in this institution as a teacher for 1 year, then as an administrative assistant for 1 year, and then as the vice-principal for 5 years. The other vice- principal, İpek, is responsible for secondary school, worked as a teacher for 15 years. She has been the director of the private teaching school for a short time and then the vice principal at this school for 4 years. The Beste who is Turkish teacher worked in different schools before. She

has a total of 7 years of experience, of which 1 year of her professional life is in this school. Ece who is Math teacher has 4 years of experience in this school. She started teaching at this school after graduation, that is, she did not work at anther school. She was graduated from department of mathematics and then she got pedagogical formation to teach at school. Duru is an English teacher and has nine years of experiences in total. She has been working at this school for three years. Eylül is a Turkish teacher for five years and has been working at for two years in this school. She has not attend classes in a certain class. She has working as a teaching assistant. For example, she attended class when any teacher is on leave or she is responsible for preparing documents. Ceylin Is a Math teacher for 3 years and has been working at this school two years She has not attend classes. She evaluates the exam results and gives teachers an information about the results. İdil is a math teacher for three years and has been working at for two years. The institution where she worked before is the course, so Finally, the social studies teacher, Kübra, has working for two years in this school. She did not work at another school before.

3.5. Data Collection

First of all, all interviews were conducted face to face. First, the day and time were determined for the interview with the participants. Afterwards, the interviews were conducted in a quiet school environment where only the participant and interviewer were present. The places where the participants participated in the interviews were preferred as places where they could fully concentrate on the questions and answer them in a healthy way. Every interview took at least twenty minutes and was recorded.

A mostly preferred data collection instrument in qualitative research is interview. Interview is a data collection technique that is frequently preferred in qualitative research and is used to conduct in-depth research to reveal social reality (Yüksel, 2020). In this study, semi-structured interviews were conducted with each participant. Semi-structured interviews do not only partially shape the course of the interview through questions set beforehand by the researcher but also leave enough room for the participants' interpretations. This method is commonly used in qualitative research

and interpretive research in particular. According to Yüksel (2020), in the semi-structured interview type, the interviewer has prepared the questions previously, but ensures partial flexibility to people during the interview. Allows for questions to be rearranged or for discussion on the relevant topic if necessary. In this way, an environment is created in which the participants have a say in the research practice. For this reason, these interviews take place more freely than structured interviews. Semi-structured interview technique provides convenience in research due to its certain level of standardization and flexibility (Türnüklü, 2000). Before the questions were determined, I informed my advisor about the structure and culture of the school. There were some situations that I observed at school that might influence each other. At school, we came to a common point that friendship relations can affect motivation and decision-making processes. Friendship relations, which is the main subject of the study, is a subject in which the interviewees can express themselves emotionally. In addition, it is valid for motivation and decision making process.

The details about the school environment and culture helped us to focus on and identify the central units of the study which are: friendship relations, motivation, decision-making. Considering these units and also through reviewing the literature on interviewing, questions were developed. In the meantime, as a researcher, my field observations also took part in the formation of interview questions. Another critical step in developing interview questions is conducting a pilot study with one of the participant. Based on the comments of a participant, questions are revised and reformulated. Interview questions are organized based on these categorization: questions for the interviewer about their profession, questions about motivation, and questions about decision-making process (See Appendice A. Interview Questions). Later, the approval of the Human Subjects Ethics Committee (HSEC) at METU and for the school has been conducted. With the approvals, the interviewing process started to be carried out.

3.6. Data Collection Procedures

In this study, the following data collection procedure was applied. First of all, the sample group was defined. After defining the details of the participants, potential participants were informed through face-to-face interaction and getting their consent to interview. One pilot interview is conducted with a participant from CS and recorded to understand whether the interview questions are clear and meaningful for the participants. After the interview, a feedback was prepared and shared with the advisor about the questions that the interviewer was not very willing to answer, the questions she could easily answer, and the duration of the interview, and the interviews were started with minor changes in the questions. Along the interviewing process, participants responded to the researcher face-to-face and via telephone, stating whether they were suitable for the interview. Individual interviews were arranged according to the availability of the participants. All participants participated in the interview on the day and time zone they specified. Before starting the interview, the researcher asked if he could continue recording during the interview. A total of 10 participants were interviewed. The anonymity of the participants was ensured with the participant codes. The interviewer used a list of ten questions to guide the interview. Each interview took approximately 30 minutes. Interview sessions were recorded with the consent of each participant.

3.7. Data Coding

This section describes the procedures for preparing and analyzing the data after finishing the data collection. Data analysis is defined as the process of systematically searching and arranging the interview transcripts, observation notes, or other non-textual materials that the researcher accumulates to increase the understanding of the phenomenon (Bogdan,1982). The process of analyzing qualitative data mainly involves coding or categorizing the data. Basically, it involves making sense of large volumes of data, then identifying important patterns and finally making sense out of the data and then building a logical chain of evidence (Patton 2002).

Along the data coding process, “coding is a method that enables you to organize and group similarly coded data into categories or “families” because they share some characteristic – the beginning of a pattern” (Saldana, 2013, p.9). As demonstrated in Figure 3, firstly codes were created. According to Saldana (2013), “A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data.” (p.3). “Codes are the means through which data is interpreted and analyzed, and ultimately how researchers develop research outcomes and conclusions” (Church, Dunn & Prokopy, 2019, p.3).

The data analysis procedure started with the transcriptions of the interviews. In total transcription are resulted in 100 pages and interviews are around 5 hours. Then the data were transcripted. After each transcription was completed, the researcher read all the data several times and gained familiarity, and notes were taken on the side of the data that could guide the study. Meanings were extracted from the data. Repeated key answers are encoded in transcripts, as codes are tags or labels used to give meaning to pieces of data. In this way, data not related to the research were excluded from the analysis. When coding a sentence or paragraph, the researcher tried to briefly capture the main idea and the message conveyed throughout the entire sentence and/or paragraph

After reading the entire transcripts, I categorized the codes containing similar statements. A category is a collection of similar data sorted into the same place, and this arrangement enables the researchers to identify and describe the characteristics of the category (Morse, 2008). Most repeated expressions, namely codes, were brought together to form categories. That is, codes were arranged in a systematic order to categorize. In this way, categories were emerged. As in the Saldana’s (2013, p.3) figure, the categories involve clusters of coded data compared with each other and they were accommodated in various ways. In this way, the themes emerged.

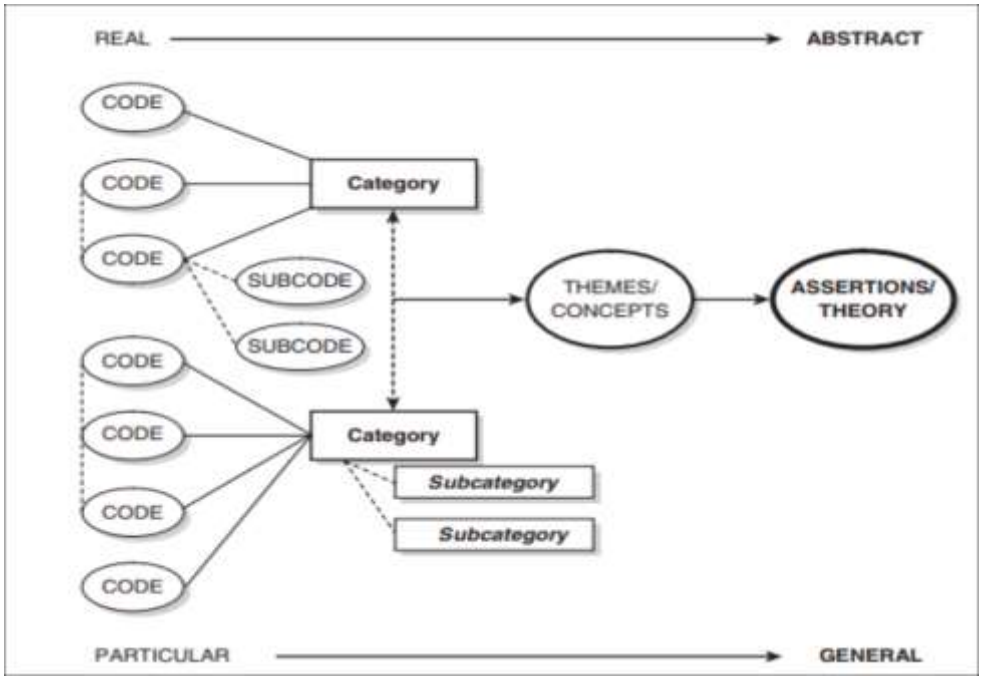


Figure 3. A streamlined codes-to-theory model for qualitative inquiry (Saldana, 2013, p.13).

In the inductive content analysis part of this research the following steps are considered. Most repeated expressions, namely codes, were brought together to form categories. In developing the categories, the researcher has followed a three-tier path: identifying the similarities and differences between codes to construct categories based on the similarity and difference; taking into consideration the literature on friendship relations, motivation, and decision-making process; and finally the research questions of this study. After the coding of all 10 transcripts was completed, categories are determined and outlined as indicated in Figure 4 and Figure 5.

In addition to inductive content analysis, deductive content analysis was applied as an approach in the study. In deductive analysis, themes were defined in light of the research questions. 1- How do the friendship relations among the employees affect the motivation in a private school setting? 2- How do the friendship relations among the employees affect the decision making process in a private school setting? In line with the research questions and the purpose of the study, two themes emerged in the analysis of the transcripts. These themes are *the role of friendship relations in*

motivation in organization, and *the role of friendship relations in decision-making process* and the details are indicated in Figure 4 and Figure 5.

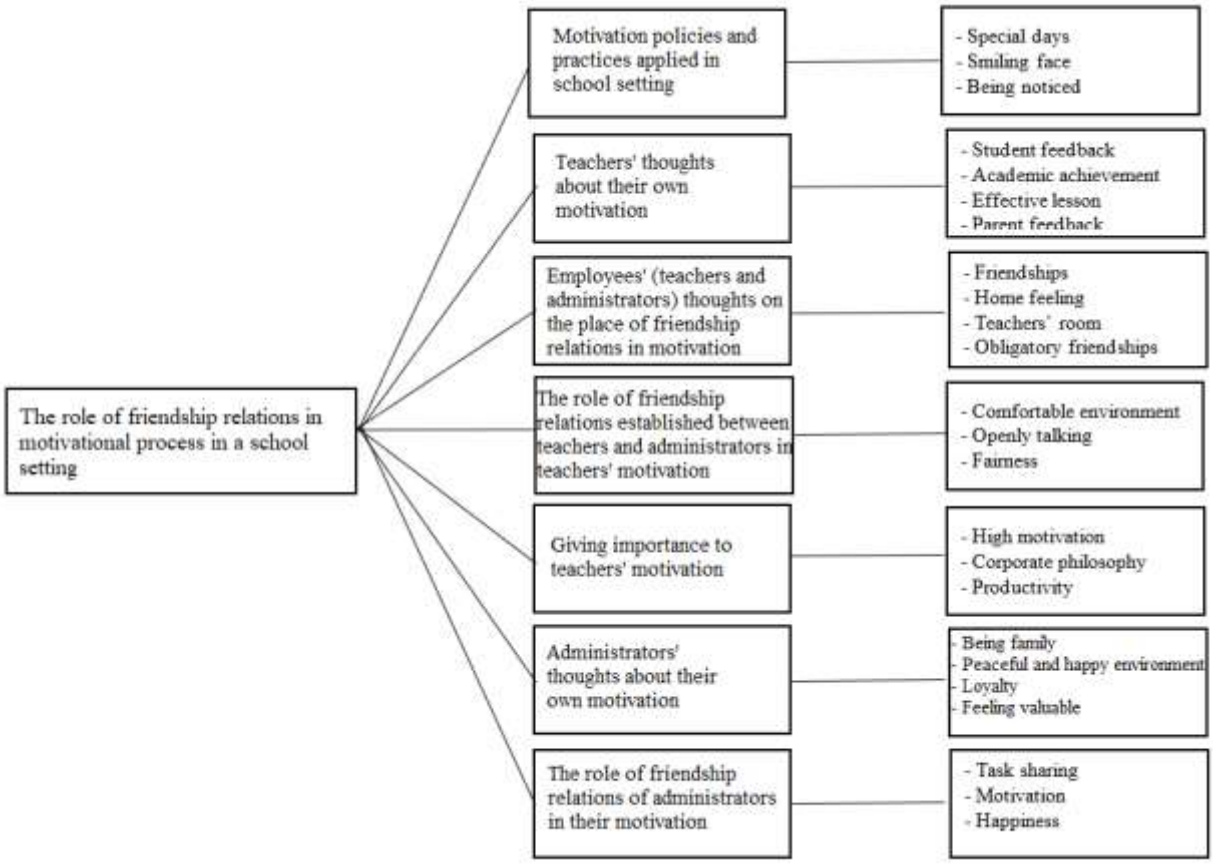


Figure 4. Tree of 1st theme and categories and codes

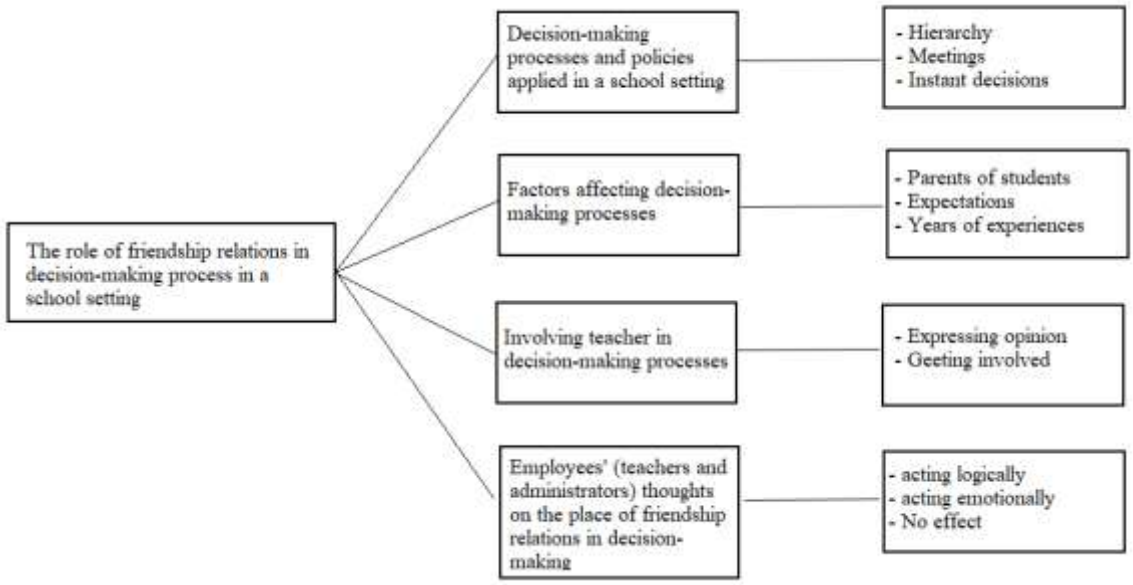


Figure 5. Tree of 2nd theme and categories and codes

3.8. Ethical Issues

A study should be clear enough so that it can be replicated by other studies. That is, another researcher should be able to conduct the study based on the information given in the procedure section. Therefore, the procedures have been tried to be explained in detail in this study. Interview questions are given in the Appendice A. Along the data collection procedure, with the approval of the all participants through consent forms, interviews were conducted and recorded. Also, in order to secure and keep confidential the identity of each participant pseudonyms were used and the recordings of the sessions were preserved by the researcher. Participants were also informed that they could withdraw from participating in the study if they felt that their privacy had been violated.

3.9. Researcher's Role in the Study

In this study, the role of the researcher can be categorized in two forms. The first one is related to a researcher position, who designs the study, conducts the fieldwork observations and interviews, and organizes the analysis of the data. In this study, face-

to-face interviews were conducted with the participants by the researcher. During the interviews, the researcher tried to display an impartial and objective attitude and ensured that the answers of the participants remained completely anonymous. The researcher recorded audio from the beginning to the end of the interview and stated that these audio recordings would only be used in scientific studies. During the interviews, the role of the researcher was to pose pre-prepared questions, manage the interview time, coordinate the answers, and pose new questions to the participants according to the answers received during the interview.

The second position of the researcher is an observer-as-participant due to the teacher role in the school where the study is conducted. In addition to being a researcher in this study, it is also required me to be objective and non-judgmental to continue the interviews as an employee like other participants in the institution. In this context, the participants could not express some of their feelings and thoughts about the questions because of me, or they could present them in a different way. In order for this situation not to affect the outcome of the study, I think that expressing clearly that the interview made to the interviewees and the audio recording taken during the interview will be used only for scientific study and will not be shared with anyone, creates a sense of trust for the participants. As the advantage of being a participant observer, the participants felt comfortable because they got to know me, and I think they expressed their thoughts a little bit more comfortably.

3.10. Limitations

As a qualitative study, this study was carried out as a single instrumental case study in a private school in Ankara. One of the limitations may be that the school culture is not sufficiently established due to its very new establishment history. This situation may have caused a restriction on decision-making processes rather than motivation because school has ancient history that is an earlier foundation data, has distinct procedures for decision making process. However, this school is considered a new school with its ten-year history. In addition, the school principal was not interviewed because she left the school when the study is conducted. If the school principal had been interviewed, more

comprehensive information could have been obtained. In addition, the interviewer works as one of the employees in the private institution where the study is conducted. While answering the interview questions, the interviewers may not have clearly stated some of their thoughts for the stated reason. In addition, this case study was conducted in a private school affiliated to the Ministry of National Education. In public schools, motivation and decision-making processes may differ depending on friendships. For this reason, the perspectives of teachers and administrators on this subject may differ.

3.11. Trustworthiness

Qualitative studies are studies that are naturalistic, descriptive, process-related, inductive, and meaning is important. Because of these features, triangulation is used in qualitative research to minimize misperception and invalidity of results (Işık and Semerci, 2019). Triangulation technique is the comparison of the results of two or more data collection methods (for example, interviews and observations) or two or more data sources (for example, individual interviews with different group members). (Başkale, 2016). In this research, to increase the trustworthiness of the study, data triangulation was used. Data triangulation is the reinforcement of findings in a study using a variety of data sources, including time, place, and people (David, 2010). In this study, interviews were conducted with 10 people on the same subject that is the role of friendship in motivation and decision making process in different times. Under favour of data triangulation, “variance in events, settings, times, and so forth may bring to light revealing atypical data or recurrent patterns both of which may improve the confidence in the findings” (Turner & Tuner, 2009, p.1). Moreover, in this study, methodological triangulation, one of the triangulation types, was used. It includes using more than one method to gather data (Turner & Tuner, 2009). In this study, as part of data triangulation, 1. interviews, 2. observations, 3. researcher’s position as observer-as-participant were used. Interviews with 10 participants is one of the central data collection site for the research to understand and capture the details of the research setting. In addition, researcher played an insider position along the research dute to her position as a teacher in the school where the study is conducted. Through observation, the researcher tries to better understand the participants' experiences by documenting

their daily practices; also observation can be an effective data collection approach in case there is a difference between what people say and what they actually do (Işık & Semerci, 2019). In addition, the researcher had the opportunity to learn about the effect of the physical environment on the research by making observations. Consequently, observation, interview method, and researcher position in a school setting are used as parts of the data triangulation in this study to understand the subjects, problems, practices and people more deeply.

CHAPTER 4

RESULTS

The study explored the role of friendship relations in motivation and decision-making process in a school setting. Private schools are schools that can choose their own teachers and administrators and even if these people do not know each other at first; friendship relations can develop over time within a school setting between teachers and administrators. These friendships can also affect the motivation and decision-making processes in different ways. This situation has led to studies to understand the friendship relations in motivation and decision-making processes in educational administration, starting from the perspectives of teachers and administrators in private schools. The question of how friendship relations affect motivation and decision-making processes in educational administration revealed two major lines in this study: a. The role of friendship relations in motivational processes in a school setting, and b. the role of friendship relations in decision-making processes in a school setting.

Chapter 4 presents findings obtained from the data collected through interviewing a total sample of 10 participants as 7 of them are teachers and three of them are administrators working at primary and secondary levels of a private school in Ankara. The analysis of data obtained from the field is portrayed in Table 2.

Table 2. *Themes and categories*

Theme 1: The role of friendship relations in motivational processes in a school setting

Table 2 (continued)

Motivation policies and practices applied in a school setting
Teachers' thoughts about their own motivation
Employees' (teachers and administrators) thoughts on the place of friendship relations in motivation
The role of friendship relations established between teachers and administrators in teachers' motivation
Giving importance to teachers' motivation
Administrators' thoughts about their own motivation
The role of friendship relations of administrators in their motivation
Theme 2: The role of friendship relations in decision-making process in a school setting
Decision-making processes and policies applied in a school setting
Factors affecting decision-making processes
Involving teachers in decision-making processes
Employees' (teachers and administrators) thoughts on the place of friendship relations in decision-making.

4.1. Theme 1: The Role of Friendship Relations in Motivational Processes in a School Setting (Research Question 1)

In this part, the themes were created according to the research questions of the study. As a beginning, five categories emerged within the framework of the first question: "How do the friendship relations among the employees affect the motivation in a private school setting?" These are a. motivation policies and practices applied in school setting, b. teachers' thoughts about their own motivation, c. employees' thoughts on the place of friendship relations in motivation, d. the role of the friendship relations established between teachers and administrators in teachers' motivation, e.

giving importance to teachers' motivation, f. administrators' thoughts about their own motivation, and g. the role of friendship relations of administrators in their motivation.

First of all, considering the first category as *motivation policies and practices applied in a school setting*, teachers participating in the interviews highlighted giving importance to special days and giving gifts on these days as a key of motivation practices. The time reserved for teachers on special days and activities outside of school hours made for them can motivate teachers. For example, Turkish teacher Eylül stated that:

> *For example, having activities such as celebrating Teacher's Day, organizing a barbecue party in the garden, surely, give people the opportunity to relax. It motivates. … Obviously, everyone's expectations may be different because it depends; it may be changed, but from my point of view, I'm satisfied. I have no problem with this.*
> [Yani böyle mesela öğretmenler gününde yemek kutlama gibi şeylerin olması ya da bazen böyle bahçede mangal partisi tarzı şeyler yapmak tabi ki insana böyle bir nasıl desem rahatlama imkanı veriyor. Motive ediyor. … Tabi sonuçta herkesin belki beklentileri farklı olabilir biraz göreceli bir şey olduğu için değişiklik gösterebilir tabi ama ben kendi açımdan memnunum bu konuda bir sıkıntım yok.] (Eylül)

In addition, teachers can be motivated when they see their names on materials such as notebooks and pens, which are given as gifts. Moreover, a social study teacher Kübra remarks on:

> *For instance, a small gift was prepared and given us on Teachers' Day. I can't bare to use it. Because it is a simple thing, a pen, but a name has been written on it, you know, something has been tried for worth. Of course, there are so many teachers, and they may want to do something more costly, but considering today's conditions, I think it was a spiritual thing, a gift. It was nice. Apart from that, for example, when we work hard, it is not absolutely disregarded. It is constantly expressed thanks. Well, that's a good thing. In other words, in my opinion, teachers are valued in this institution.*
> [Mesela işte bir örnek vermek gerekirse öğretmenler gününde küçük de olsa hediye hazırlanmış bize verildi. Hani ben mesela onu kullanmaya kıyamıyorum. Çünkü hani üstüne belki basit bir şey bir kalem ama insan hani üstüne bir ismimiz yazılmış hani bir şeyler yapılmaya çalışılmış tabi ki bu kadar öğretmen var onlar da isterler belki daha yüksek bir şeyler yapmayı ama günümüz şartlarını düşününce de bence manevi yönden yapılmış bir şey, bir hediyeydi. Güzeldi. Onun dışında işte mesela herhangi bir emek verildiğinde kesinlikle hani şey yapılmıyor, göz ardı edilmiyor. Teşekkür ediliyor sürekli. Hani bu da güzel bir şey. Yani öğretmene değer veriliyor bence bu kurumda.] (Kübra)

As social study teacher Kübra stated, as a teacher working in this school, I can say that most of the teachers are happy when they receive gifts such as pens and notebooks with their own names on it, and their motivation can increase. However, I observed that such approaches from the administration did not affect the motivation of a small number of teachers. They do not have a positive or negative perspective on such gifts, and the gifts do not respond to the increase in employee motivation targeted by the management.

In addition to such motivational factors, there are also motivational situations that satisfy the teachers morally in the institution. Giving greetings and saying good morning when encountered in the corridors or any other places creates a perception of verbal motivation in teachers. For this reason, feelings such as being noticed and feeling valued come into prominence. As a participant observer, I can state that when people see each other at school, they behave in a friendly manner and greet each other. This event can spread throughout the day, not just when it is encountered for the first time. When I contacted other teachers in the school setting, I deduced that working with friendly staff motivates them. Akpan (2001) supports that this situation by proposing that school administrator should create a friendly environment to leading to increasing performance. With this regard English teacher Duru addresses that:

> *First of all, they say good morning to almost everyone. Actually, I have not had such a culture. I mean, I had such a culture of just blinking or nodding as greeting; but when I came here, a different period has started when everyone has said good morning to each other, individually, in the tenth year of my education. It's been ten years late, but you know, hearing this word: 'good morning' could make us feel good. Or eye contact could be good. I preferred eye contact, but verbal motivation could make people feel good. Or even saying "my dear teacher" can motivate a person.*
> [Öncelikle böyle neredeyse herkese günaydın diyorlar. Benim böyle bir kültürüm yoktu aslında. Yani böyle bir sadece gözümü kırpıp ya da baş sallayarak selam verme kültürüm vardı ama buraya geldiğimde herkesin teker teker birbirlerine çok içten bir günaydın demesiyle bir onuncu yılın, yani eğitimimin onuncu yılında böyle bir farklı bir dönem başladı. On yıl geç bir zaman oldu ama hani bir günaydın o sesi duymak bazen iyi gelebiliyor. Ya da göz teması iyi olabiliyor. Ben biraz göz temasını tercih ediyordum ama sesli bir motivasyonda insana iyi gelebiliyormuş. Ya da canım hocam demek bile insanı motive edebiliyor.] (Duru)

In addition to the motivation policies applied to all teachers within the institution, some teachers said that these practices were valid for all teachers, while others emphasized

that they differed from person to person. Whether the motivation is at the expected level or not can be associated with the expectations of the people. In this respect, English teacher Duru indicates that;

> *Some people may have higher expectations. They may think that if they have done like this it would have been even more motivating, but from my point of view, I don't see a shortage or a problem.*
> [Bazı kişileri belki beklentileri daha yüksek olabilir. Şöyle yapsalardı daha da motive edici olabilirdi tarzında düşünceleri olabilir ama hani kendi açımdan bir eksiğini bir sıkıntısını görmüyorum.] (Duru)

Besides, it is thought that the differentiation of motivation policies applied against teachers is a normal situation and this difference should exist. According to my observations, the motivation policies applied to the employees at the school do not differ in general. The difference is resulted from having a child. For example, leave can be granted in cases where the employee's child is sick. I can say that other teachers are not disturbed by this situation and they see this situation as normal. Social studies teacher Kübra remarks:

> *Well, we are actually talking about one thing; individual differences. If this is the way how we see this student , maybe our administrators see their teachers in that way. For instance, teacher likes those things rather than to be said. I mean, when I say that B teacher gets motivated like this, if I say that to my teacher like that, he may not like it or may take offense. I think there might be a difference. I think so.*
> [Yani olabilir aslında hep şeyden bahsediyoruz; bireysel farklılıklardan. Bu öğrenciyi biz böyle görüyorsak bizim yöneticilerimiz olan kişilerde öğretmenleri belki öyle görüyor olabilirler. İşte A öğretmen şundan şundan daha çok hoşlanır, böyle denilmesinden. Yani işte şöyle motive olur derken B öğretmene buna böyle dersem bu öğretmenime böyle dersem belki hoşlanmayabilir belki alınabilir. Bence farklılık olması olabilir yani. Öyle düşünüyorum ben.] (Kübra)

Math teacher Ece thinks that since some teachers have different material and moral conditions, their motivation is not negatively affected by other events and says:

> *The things they motivate do not change from person to person, but some people do not lose their motivation by no means. Why don't they lose? Because nothing happens that will reduce their motivation in this process. The conditions may be better, or different conditions are provided in financially and emotionally. They work more comfortably.*
> [Kişiden kişiye göre motive ettikleri şeyler değişmiyor ama bazı kişiler zaten motivasyonu düşmüyor. Neden düşünmüyor çünkü zaten onların bu süreç içindeki

motivasyonunu düşürecek bir şey olmuyor. Şartları daha iyi olabiliyor, ya da maddi ya da manevi anlamda farklı şartlar sağlanmış oluyor. Daha rahat çalışıyorlar.] (Ece)

Second category related to *teachers' thoughts about their own motivation*, most of them talk about feedback they receive from students. Among the mentioned feedback, there are situations such as the students' understanding of the subject very well, the exam results being very high, and the reflection of the learned subject in daily life. According to my observations, when the exam results of the students are good, the motivation of the teachers' increases. Positive feedback received in plenary meetings or in individual meetings with parents increases the motivation of the teacher. I have witnessed many times that teachers, after leaving the class, are evaluating the lesson with their friends, and if the lesson has been productive for the teacher and students, they tell in a motivated way. In their study, Aytekin & Kuzucu (2019) supported this by addressing that the quality of the lesson factor is the most affected factor for teachers. English teacher Duru, Math teacher İdil and Turkish teacher Beste address that:

Something from the kids, I guess. I mean, at that moment, something happens; saying "Teacher, you taught this. When it was asked I answered.'' makes me get motivated a lot. For example, today, I talked to a parent before I came here. It motivates me a lot if the student does what you teach in class at home or reflects it in his daily life in that way. A little feedback like this motivates me a lot.
[Sanırım çocuklardan gelen bir şeyler. Yani o an mesela bir şey oluyor; teacher siz bunu öğretmiştiniz. Geçen gün çıktı ben bunu bildim demesi mesela beni çok motive ediyor. Ya da bugün gelmeden önce bir veli ile görüştüm onun mesela derste öğrettiklerinizi evde yapması ya da o şekilde günlük hayatına yansıtması beni çok motive ediyor. Böyle biraz geri dönütler beni fazlaca motive ediyor.] (Duru)

When I'm motivated, it's all about the student's feedback. I mean, if the lesson was good and enjoyable, I would be really happy that day. Free, how can I say, sometimes I have three hours of free time, sometimes I can be very bored that day. So that free time is too much for me. Actually, I love to take class. Because I feel that those times take longer. But it totally depends on the class you're in. In other words, I am very motivated when I finish my lesson with a lot of fun and the lesson flows immediately. I am motivated in classes where children learn or even the game is played very well, even if I don't have to teach. So, they motivate me. What else motivates? Break times are motivating.
[Benim motive olduğum zaman tamamen bana öğrencinin dönütü ile alakalı. Yani, ders güzel, keyifli geçmişse ben o gün gerçekten çok mutlu oluyorum. Boş, nasıl diyeyim, bazen üç saat boşluğum oluyor, bazen o gün çok sıkılabiliyorum. Yani o boşluk bana fazla geliyor. Aslında ben o derse girme, o şeyi seviyorum. Çünkü boşken sanki daha uzun sürüyormuş gibi geliyor. Ama tamamen girdiğin sınıf ile alakalı. Yani

> çok eğlenerek çıktığım, dersin hemen aktığı o zaman ben çok motive oluyorum. Çocukların öğrendiği, ya da ille ders işlemeyeyim oyunun bile çok güzel oynandığı sınıflarda ben motive oluyorum. Yani onlar beni motive ediyor. Başka ne motive eder ki. Teneffüsler motive ediyor.] (İdil)

> *The times when I am most motivated for my work are when the children understand the subject very well and the exam results are very high and the feeling after the parent meeting.*
> [İşime en fazla motive olduğum zamanlar, çocukların konuyu çok iyi anladığı ve sınav sonuçlarının çok yüksek olduğu ve veli toplantısı sonrası hissettiklerim.] (Beste)

Math teacher Ceylin also makes a statement that supports this situation by saying:

> *Things that I am mostly motivated are getting feedback from students, being able to do something together with them, and being able to do activities with them. Each of them makes me happy. I am generally happy and satisfied with being together with the children, being in contact with them, whether it is related to the lesson or not.*
> [Benim en çok motive olduğum yani öğrencilerden dönüt alabilmek, onlarla beraber ortaklaşa bir şeyler yapabilmek onlarla birlikte etkinlik yapabilmek bu beni mutlu ediyor . Genelde çocuklarla birlikte olmaktan onlarla dersle alakalı olsun olmasın onlarla haşır neşir olmaktan iletişim halinde olmaktan zaten genel olarak mutluyum, memnunum.] (Ceylin)

The third category is *employees' thoughts on the place of friendship relations in motivation*. Most of the participants mention that the friendship relations established in the institution have a great effect on motivation. In the teachers' room, in the common areas, etc. or sharing some problems with their private life with friends outside of school affects the motivation of teachers. These friendships also provide a home environment for teachers and not having friendship relations within the institution may even be a reason for leaving the institution. As a participant observer, I can say that teachers tend to spend time with their workplace friend when they do not have lessons in school, that is, they mostly prefer to spend their free hours with their friends. With the majority of the day being spent with the employees in the institution, they become like a family and with the friendship relations established, the employees feel that they are valued by other teachers or administrators within the institution. In addition to the situations mentioned, friendship relations established within the institution are seen as a mechanism that connects the institution. When I communicate with the teachers, I can say that they express that they give importance to the friendship relations established at school. I can state that friendship relations are

one of the most important elements that provide school belonging for teachers. I observed that when teachers share the positive or negative situations they experience at school with friends, they seem to have of relief. During this communication, some teachers want to be supported by friends, some teachers just want to share the situation. However, in both situation, teachers seem more motivated. According to Ud Din et al., (2012), one of the main motivational factor in the workplace is being in good relationship with workplace friends. Regarding the role of friendships, math teacher Ceylin and Turkish teacher Eylül make these comments:

> *Certainly, friendship relations have a great effect on motivation, and what connects to you in an institution is the communication you build with your emotional friends. Apart from that, sometimes you are in a position to burn one's bridges, but it is difficult to go to another institution and turn a new page, in terms of friends. That's why I think friends have a lot of influence on motivation.*
> [Kesinlikle, arkadaşlık ilişkilerinin motivasyona etkisi çok fazla, zaten bir kurumda sizi bağlayan biraz böyle hani daha duygusal dostlarınızla kurduğunuz iletişim oluyor. Onun dışında bazen gemileri yakacak duruma geliyorsunuz ama başka bir kuruma gidip yeni bir sayfa açmak ne anlamda zor gelir, arkadaşlar anlamında. O yüzden motivasyon için arkadaşların çok etkisi olduğunu düşünüyorum.] (Ceylin)

> *I feel happier both mentally and spiritually, and this connects me more to my workplace, when I get along well with colleagues. In other words, it motivates me more in terms of working, as I said, I feel more peaceful, at the same time, I do not feel such a pressure on me. As I just said, it is a very nice feeling to share something like this with one's colleagues. Both professionally and emotionally and spiritually.*
> [Kendimi hem ruhsal anlamda daha mutlu hissediyorum, iş yerime de bu beni daha çok bağlıyor zaten, arkadaşlarımla aram iyi olunca. Yani hem o hem de dediğim gibi beni çalışma anlamında da daha fazla motive ediyor yani daha huzurlu da hissediyorum aynı zamanda böyle üstümde bir baskı bir sıkıntı hissetmiyorum. Az önce de söylediğim gibi insanın iş arkadaşları ile böyle bir şeyler paylaşması da çok güzel bir his. Hem mesleki açıda hem zaten duygusal ruhsal açıdan.] (Eylül)

A small number of teachers mention that friendship relations are compulsorily established within the institution and do not have a positive effect on their motivation. It is stated that such friendships remain only within the institution and are not reflected in the social environment of the individual outside of school. In fact, these obligatory friendship relations can negatively affect the teacher. Turkish teacher Eylül shares her thoughts on this as follows:

> *My friendships affect me a lot. I can't say friendship because you have to have them, you are in the same teachers' room. I don't know whether they are good or not. But you can not overcome. I mean I think it demotivates me. Something verbal. For example, how can I say, you are my friend; something happened. So, you have to stay in the teachers' room. But right now, I can't experience that thing, so let me tell you about it, let's talk, let's discharge a little, let me recharge myself. I can't do it.*
> [Beni çok etkiliyor arkadaşlıklarım. Arkadaşlık diyemem çünkü mecbursun aynı öğretmenler odasındasın. İyiler kötüler bilmemem. Ama bazılarını şey yapamıyorsun. Yani beni demotive ettiğini düşünüyorum. Sözel bir şeyler. Mesela, nasıl diyeyim, sen normalde arkadaşımsın bir şey oldu anlatırsın olayı, müdür yardımcısı, müdür, öğrencilerle ilgili her şeyi bence arkadaşına anlatabilmelisin. Yani o öğretmenler odasında kalması lazım. Ama şu an ben o şeyi yaşayamıyorum yani hani ben bunu anlatayım, hadi konuşalım az deşarj olayım, boşaltayım içimi. Onu yapamıyorum.] (Eylül)

According to my observations, some teachers prefer to be alone rather than to spend their hours with their friends when they do not have lessons. But this is the result of one's own decision. If you want to be included in the friendship groups built at school during break times, I can say that almost all teachers are friendly and tolerant. In other words, any teacher may or may not join the friendship circle voluntarily.

Regarding the role of the *friendship relations built between teachers and administrators in teachers' motivation* as the fourth category teachers generally mention that the relationships they establish with the administrators have a positive effect on their motivation. The fact that the administrators are aware of what has been done, showing a smiling face, standing next to the teacher against the parents motivates the teachers. In this context, teachers feel that they are not alone when a meeting is held with the administrator about the problems experienced in the institution and positive feedback is received in return. Being able to talk openly with the administrator when there is a problem also provides comfort in the school environment. This situation indirectly affects the motivation of the teacher positively. School administrators also attach importance to establishing friendship relations. They also establish friendship relations with teachers within a certain framework. According to the speeches at the school, the administration thinks that teacher motivation will increase in this sense and that the teacher will mention openheartedly when faced with a problem. Regarding these issues, Turkish teacher Beste indicates:

> *For example, I am very happy with my school principal. In other words, I think that the school principal has all qualifications that a school principal should have. He values his teacher. It makes us feel good. He greets you with a smile. He gives good feedback. He sees everything good and stands behind everything we do. He stands with you against your parents. This motivates me and makes me feel strong again.*
> [Okul müdürümle çok mutluyum mesela. Yani, bir okul müdüründe olması gereken bütün vasıfların olduğunu düşünüyorum. Öğretmenine değer veriyor. Onu iyi hissettiriyor. Güler yüzle karşılıyor. Güzel dönütler veriyor. Olumlu olan her şeyi görüyor ve yaptığımız her şeyin arkasında duruyor. Velinin karşısında da sizinle birlikte duruyor. Bu da beni motive ediyor ve yine güçlü hissettiriyor.] (Beste)

Some teachers, on the other hand, see building relationships with administrators as a situation that should not be in the workplace. It is emphasized that these relationships cause behavioral differences between individuals and inevitably affect the decision-making mechanism. It is mentioned that this situation sometimes prevents administrators. According to my observations, some teachers do not prefer to be in close relations with the administrators. They think that there is a hierarchical structure in worklife and when the relational distance between these structures decreases, there will be problems in decision-making mechanisms. For example, they think that teachers who are in close contact with the administration will take a more active role on the decision-making processes and as a result, the administrative decisions will not be objective.

Considering the fifth category, *giving importance to teachers' motivation*, administrators consider giving importance to employee motivation as the natural structure of the institution, namely its philosophy. School administrators state that it is aimed for the employees to work with high motivation because productivity can only be like this. Yaren vice-principal responsible for kindergarten level states that:

> *We definitely aim to ensure that all employees are highly motivated, with my administrator and other assistant friends. Because the more motivated they work, the more their productivity increases.*
> [Mutlaka bütün çalışanlarının motivasyonunun yüksek olmasını hedefliyoruz müdürüm ve diğer müdür yardımcısı arkadaşlarımla. Çünkü ne kadar motivasyonları yüksek çalışırlarsa o kadar verimlilikleri artıyor.] (Yaren)

According to my observation, the administration generally gives importance to teacher motivation and thinks that this motivation contributes to the expected level of work

efficiency. On the other hand, some decisions taken by the administration, such as giving feedback to the parents at certain periods with individual interview, may reduce the motivation of the teacher, but at this point, the teacher's motivation may remain in the background as meeting the expectations of the parents comes into prominence.

Celebrating special days in a school setting such as birthdays is also defined as an important motivational tool for the teachers. In addition, as the teachers mentioned, it is mentioned that when the teacher has a problem, it is openly shared with the administrators and support is tried to be given. Depending on my observation in the school, I can mention that administration is open to communication enables teachers to express their problems freely and this situation provide teachers to motivate. When faced with a problem with students, parents, even administration, they can easily communicate with administration. Oni et al., (2012) demonstrate that there is a significant relationship between teacher motivation and their productivity. It is emphasized that the teacher is always taken as the focal point, the relationship between the teacher and the administrator is built on friendship, and the teacher is always treated openly and reassuringly. In addition, İpek the vice-principal is responsible for kindergarten thinks that when the teacher is excluded from other groups, they do not work with much motivation. However, she mentions that this happens according to one's own will, that if the person wishes, she can easily work as part of the group, that is, the institution is a suitable environment for this. Another vice principal thinks that teachers work in a motivated way. She explains why he thinks this way as the employment contracts are made every year and if the teacher is not satisfied with the institution, he or she would leave this process.

The six category, *administrators' thoughts about their own motivation*, is categorized into two parts: a. the motivational expectations of the administrators for the materialistic dreams, relations carried out within the framework of respect, b. the feeling of being like a family and being appreciated by the top administrators. One of the administrators mentions that she has established a bond of affection with the institution and that she owes loyalty to the institution. She thinks that such situations are more important than financial expectations. It is said that when it is felt that value

is seen from the top administrators, they are more motivated. Being like a family in a school setting and being appreciated by the senior management resulted in the increase in teacher's motivation. Cemre who is vice-principal responsible for elementary school states that:

> *In fact, our process is the same, so as I said, hearing good things about the process from the supreme board, that is, it doesn't have to be a gift, you know, making an evaluation on that subject as a result of a case study, the smile on the faces actually make you feel that you have done that job well. Now we don't need to hear words like 'Oh, you're great, you're so good', you already understand the sparkle in those eyes.*
> [Aslında bizim bu sürecimiz aynı yani dediğim gibi üst kuruldan süreçle ilgili güzel şeyleri duymak, yani illa hediye olmak zorunda değil hani yaşanan bir örnek olayın sonucunda o konuyla ilgili bir değerlendirmenin yapılması yüzlerde oluşan tebessüm aslında sizin zaten o işi layığıyla yerine getirdiğinizi hissettiriyor. Artık biz direk böyle 'Aman çok iyisin harika' gibi sözleri duymamıza gerek yok o gözlerdeki ışıltıdan zaten anlıyorsunuz.] (Cemre)

Along the fieldwork I have observed that administrators generally work with motivation. It is stated that the institution represents a peaceful and happy environment for them. Yaren who is vice-principal is responsible for kindergarten underlined this situation by saying:

> *Yes, I work very hard. I love all my friends very much. This is an important situation for me. I come in a happy way, I leave in a happy way.*
> [Evet ben çok severek çalışıyorum. Bütün arkadaşlarımı çok seviyorum. Benim için önemli bir durum bu. Mutlu geliyorum mutlu gidiyorum.] (Yaren)

As a result of my observations, I can say that the vice principals have positive thoughts towards the school founders. They frequently state that they receive support and value from the executives in every matter they need, such as permission and school supplies. They express on all occasions that this open communication makes them feel at home, that they see the school environment as a family environment, and therefore their motivation is high.

Finally, the last category of the first question is *the role of friendship relations of administrators in their motivation*. It is observed that the friendship relations between administrators establish a more comfortable work environment for the administrative unit of the school. Since relational bonds have a potential of building a solidarity

network between administrators, it is stated by the members of administrative units that it also organizes the division of labor and makes work life easier for them. One of the important points here is the absence of bad intentions. For these reasons, they emphasize that they come to the workplace happily. An administrator expresses her opinion on friendship relations as follows:

> *That's already a factor that keeps me motivated here (friendship relations between colleagues). It is one of the biggest factors .... In other words, we can be friends when we are out and when we come to school, we take advantage of this. In other words, there is no bad intention between us, in a motivated way, our principal is the same. In workplace friendship, the other assistant administrator will do what I cannot do, the other assistant administrator will do what he cannot do, and I will do what the another one cannot do.*
> [Beni burada motive olmamı sağlayan zaten bir etken o (meslektaşlar arası gelişen arkadaşlık ilişkileri). En büyük etkenlerden bir tanesi.. …. Yani dışarıdayken arkadaş olabiliyoruz okula geldiğimizde, biz bunun avantajını yaşıyoruz işte. Yani hani kötü bir niyet yok aramızda, motive olarak da müdürümüz de öyle, iş arkadaşlığında da benim yapamadığım şeyi diğer müdür yardımcısı yapar, onun yapamadığını diğer müdür yardımcısı yapar, diğerinin yapamadığını ben yaparım.] (İpek)

It is also mentioned that the motivation of the administrators within the institution does not decrease easily. The reason why motivation can be so high is seen as working in harmony with colleagues. In addition, it is emphasized that business friendship is important and it is the basis of being able to work happily in the institution. One administrator describes this situation as follows:

> *So we are in a harmony with my colleagues. This is a great advantage .... Yes, I work very hard. I love all my friends very much. This is an important situation for me. I come in a happy way, I leave in a happy way. Seeing my friends motivates me.*
> [Yani çalışma arkadaşlarımla uyum içindeyiz. Bu da büyük bir avantaj...Evet ben çok severek çalışıyorum. Bütün arkadaşlarımı çok seviyorum. Benim için önemli bir durum bu. Mutlu geliyorum mutlu gidiyorum. Arkadaşlarımı görmek motive ediyor.] (Yaren)

Based on my observations, I can say that the bond of friendship between vice principals is stronger than that between vice principals and teachers. Some of the reasons for this may be the hierarchical structure or the time period spent. Although the teachers and student levels for which the vice principals participating in the interview are responsible are different, they often spend time together in meetings and breaks. Even if they are responsible for different levels, they may have some common

responsibilities such as competition announcements, exam dates and instructions informed to students and parents, and program preparations for teachers. In this sense, we can say that the sharing of tasks according to their intensity, under favor of their good communication with each other, alleviates their workload.

4.2. Theme 2: The Role of Friendship Relations in Decision-making Process in a School Setting (Research Question 2)

In this part, four categories emerged within the framework of the second question: How do the friendship relations among the employees affect the decision making process in a private school setting? These are a. decision-making processes and policies applied in a school setting, b. factors affecting decision making processes, c. involving teachers in decision-making processes, and d. employees' (teachers and administrators) thoughts on the place of friendship relations in decision making processes.

First of all, considering the first category which is *decision-making processes and policies applied in a school setting*, along with the fieldwork, some of the teachers indicated that most of the time decisions are taken by the members of administrative units of the school, such as the principal, administrative staff, and the head of the departments at the top of the school hierarchy. So, these decisions are communicated to the teachers through the meetings organized regularly by the administrators in a school setting. Some of the Turkish teachers Beste and Eylül remark on this issue as follows:

> *A teacher expresses this situation as follows: In other words, administratively, of course, the principals, administrative staff, that is, the heads of the departments take what the needs to be done at the school and tell us periodically for our implementation. We execute a decree.*
> [Yani, idari olarak tabi ki müdürler, idari personel, yani okuldaki yapılması gerekenleri zümre başkanları alıyor ve bize uygulamamız için belirli periyotlarla söylüyorlar. Biz de bu şekilde alınan kararları yürürlüğe koyuyoruz.] (Beste)

> *In other words, meetings are already held, whether it is our board meetings, our branch meetings or head of deparment meetings, the decision-making processes are listed in this way.*

> [Yani zaten toplantılar yapılıyor, kurul toplantılarımız olsun, zümre toplantılarımız zümre başkanları toplantıları olsun bu şekilde karar alma işlemleri sıralanmış oluyor.] (Eylül)

As teachers have stated, there is a hierarchical structure in decision-making processes. First of all, teachers from the same branch have a head of department (zümre başkanı). For example, the head of the mathematics teachers' group is one of the mathematics teachers. There are department chairs who are in the upper level of the head of the department. Heads of department chairs are also the teachers who have the most experience in this school in their branch groups. While the department chairs are subordinate to the vice principals, the vice principals are also subordinate to the school principal. Hierarchically, there are founding representatives and founders at the top level of school principals. During the term, weekly head of deparment meetings, department chairs meeting and management meetings with upper levels are held at the school. Everyone actively participates in the meetings and expresses their opinions. Decisions taken from the top management are transmitted hierarchically through meetings held from the top to the bottom.

In addition, some of the teachers address that there is no established and solid system for the procedures of decision-making mechanism in a school. In other words, some of the decisions are taken through trial and error processes and as a result, such a process obscures the institutionalization of the decision making process. English teacher Duru states that:

> *In fact, I think we make progress in accordance with instant decisions. You know, I don't think there is a process because there are instant decisions to save that moment, not in a planned and programmed way, it will go like this.* [Aslında anlık kararlar doğrultusunda ilerliyoruz biz sanırım. Hani bir planlı programlı bir şekilde bu böyle olacak bu şekilde ilerleyecek kısmında değil de o an o anı kurtarmak için, anlık kararlar olduğu için bir işleyişin olduğunu düşünmüyorum.] (Duru)

Since the school is a social environment, some problems may arise with students, parent, teacher and/or other stakeholders. I can say that while some teachers respond to something normally, some teachers see this situation as a tiring period. At the beginning of the year, teachers are informed about the activities that they have to do

and the documents they need to prepare during the year. That is, teachers have knowledge of working. However, it may occur in some unplanned situations at school like extra lessons, teacher's cease of employment etc. In such cases, school administration may have to make instant decisions even if they do not want, because as a participant observer I can say that administrator do not want to come up against with teachers in respect thereof.

Administrators, on the other hand, state that they are always consulted during the decision-making processes. They emphasize that the institution is open to all kinds of ideas and that they can find support in any subject. It is stated that after the thoughts are shared, group-based decisions are made instead of making personal decisions.

Considering the second category, *factors affecting decision making processes,* teachers make various statements about decision-making processes. One of them is the parent factor. Most of the teachers mention that parent satisfaction is prioritized in their decision-making processes. It is emphasized that this situation can cause anxiety and create difficulties when making decisions within the institution. English teacher Duru describes this situation as follows:

> *The parent factor is too much. It can be avoided to come face to face or to be too familiar with the parent.*
> [Veli faktörü çok fazla. Veli ile yüz yüze gelmekten yüz göz olmaktan çekinilebilir.] (Duru)

Math teacher Ceylin supports the situation as follows:

> *Of course, parents also have expectations from us. There are also expectations from the administration. So I think they have an effect too. I think there is such a concern in all private institutions, namely the concern of pleasing the parents.*
> [Tabi yani velilerin de bizden beklentileri var. Ayrıca idareden beklentileri de var. Dolayısıyla onların da etkisi olduğunu düşünüyorum. Bence bütün özel kurumlarda böyle bir kaygı olduğunu düşünüyorum yani veliyi de memnun etme kaygısı.] (Ceylin)

Private schools have a budget with the difference of public schools. Parents pay an amount of money when enrolling their children in school. This reveals the situation that parents have some expectation towards the school. Although the school

administration does not want to involve parents in the school functioning, the expectations of parents may come into prominence in some cases like extra etude for students. In relation to that, Özmusul (2018) mentions that, like other stakeholders in the school, participants of parent in decision making process is provided.

Years of experience in the institution are also seen by a teacher as a factor affecting decision-making processes. It is thought that with the increase in years of experience in the institution, the familiarity with the school culture increases and as a result, it leads to the situation of getting to know the institution better. In this case, it is stated that what such people say when making a decision is more meaningful. Social studies teacher Kübra summarizes this situation as follows:

> *Of course, the thing what the more experienced teacher says makes more sense to you and you want to agree with that teacher. Because the one knows the school better, he is more familiar with the culture of the school and of course we cannot ignore this. I think we agree more with what they say in the decision-making process.*
> [Tabi ki daha tecrübeli olan öğretmenin söylediği size daha anlamlı gelir ve ona katılmak istersiniz. Çünkü o okulu daha iyi tanıyordur okulun kültürüne daha aşinadır ve bunu göz ardı edemeyiz tabi ki. Karar verme sürecinde onların söylediklerine birazcık daha çok katılırız diye düşünüyorum.] (Kübra)

School administration is trying to provide involvement of teachers to decision making process in the school, but according to my observation, teachers who have more experiences in this school are more participate fully in the decision making process. I think so that this situation is related with the being familiar with the culture of the school. Teachers who are familiar with the school culture, can make comparison between this year and the previous years easily. In addition, when the teachers express thoughts, they can make out more or less. For example, the teachers can more easily estimate reaction of administration towards their opinions than the other teachers who have less experiences in this school.

The third category, *involving teachers in decision-making processes*, many teachers state that they express their opinions in the decision-making process, but are not included in the process even if their opinions are heard. It is stated that even if the teacher has more years of experience in the profession, the opinion of the teacher who

has more years of experience in the institution is based. For these reasons, they even think that they are not included in the decision-making processes. Math teacher İdil expresses her opinion as follows:

> *I mean, they ask but I don't think my answer is being listened to, but they do, but as I said, there are a few teachers who are old, I think they are more active in making decisions.*
> [Yani soruyorlar ama benim sözümün dinlendiğini düşünmüyorum ama soruyorlar ama dediğim gibi birkaç öğretmen belli başlı birkaç öğretmen var eski, onların daha etkin olduğunu düşünüyorum karar almada.] (İdil)

Teachers who are included in the process say that expressing their opinions in meetings makes them feel included in the process. Or, teachers emphasize that they think they are involved in the process when the decision of the teachers by the head of departments is taken before conveying it to the senior management while evaluating a situation. Social studies teacher Kübra summarizes the situation as follows:

> *I can express my opinions. There it is. You know, when we are going to do something, I can say my opinion that it would be nice if it was like this. For example, when there is something about the group, for example, head of our department calls us together and tells us 'lets say something like this, tell the administration,' and asks about our decision. For example, about working during this semester, I have known that 1'm going to work during the week. I mean, I know that I have been included in. We tried to say something cooperatively when we were told that we wish we had such advantages, compared to those who will not come. This is something I feel involved in the decision-making process.*
> [Fikrimi söyleyebiliyorum. O var. Hani bir şey yapacaksak şöyle şöyle olursa güzel olabilir diye fikrimi söyleyebiliyorum. Mesela zümre ile ilgili bir şey olduğunda mesela zümre başkanımız bizi topluyor şöyle şöyle diyelim yönetime diyor, hepimizin kararını soruyor. Mesela bu 15 tatilde çalışma ile ilgili ben de başta çalışacağımı biliyordum o bir haftalık süreçte. Yani o zaman dahil edildiğimi biliyorum, yönetime 15 tatilde biz geliyoruz şöyle şöyle avantajlarımız olsa gelmeyenlere göre denildiğinde ortak bir şey söylemeye çalıştık. Bu mesela karar verme sürecinde kendimi dahil hissettiğim bir şey.] (Kübra)

At the school, at the beginning of the year, seminars are held with the administrators and teachers. In the seminars, academic calendar studies are carried out to be applied throughout the year. This calendar includes the plans that teachers will carry out during the academic year. In addition, in these seminars, teachers are informed about the documents to be prepared during the year. All of this information is presented to the teachers meeting where all administrators and teachers participate. At the end of the

informing, the teachers' thoughts and wishes are also asked. Accordingly, insertions are made to the academic calendar. Moreover, at the meeting held throughout the year, teacher can give opinions, but, the last decision is depending on administrators even so. Based on my observations, involvement in decision making process or asking for teachers' opinion is important and seeing their own opinions included in the decision making process motivate the teachers.

The last category, which is *employees' (teachers and administrators) thoughts on the place of friendship relations in decision-making,* is that most of the teachers state that friendship relations have no effect on decision-making processes, and they interpret the exclusion of friendship relations from work as a professional behavior. Math teacher İdil states that she also keeps friendship relations in the background during the decision-making process. A teacher also thinks that friendship relations between other teachers and administrators are effective in addition to their own friendship relations. Administrators state that as a result of the long hours they spend, friendship relations between them inevitably develop, but friendship relations are kept in the background in the decision-making processes. They state that they look at the thoughts put forward while making a decision within the framework of logic rather than approaching them emotionally. At the same time, it is emphasized that it is possible to take the right path when making decisions, by looking at the large community, that is, the general framework. A vice principal İpek is responsible for secondary school describes this situation as follows:

> *We cannot accept everyone's opinion. I mean there are logical and the irrational ones. There is someone foresight. There is also the experienced one. You have to look at them. …. For example, when we talk about something, those friendships do not really come into play.*
> [Herkesin fikrini benimseyemeyiz bir kere. Yani mantıklı olan var mantıksız olan var. Öngörülü olan var... Bir de işin deneyiminde olan var. Onlara bakmak lazım. …. Biz mesela bir şey konuşurken ciddi anlamda o arkadaşlık ilişkileri çok da devreye girmiyor.] (İpek)

A vice principal Yaren is responsible for kindergarten say that how reliable the other person is in the decision-making process can have an impact on his decision in this process. When the another vice principal expresses his opinion, she states that she is

involuntarily influenced by that idea. She states that as a result of the administrators' confidence in his experience and personality, she can immediately accept her decision.

As a participant observer, I can say that in general, friendship relations have an impact on decision making process to much. This is actually a professional situation because when people give particular importance to their emotions, they may not intellectualize the decision making process. For instance, someone agrees with anybody just because s/he suggest it, a healthy decision making environment may not occur. In this school, administrators and teachers try to take into account that decisions at school are made on a community basis rather than on a individual bases. To the extent that, Clark (as cited in Bicer & Büyükyilmaz, 2016) state that friendship should not take any part in decision making process.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

In this part of the thesis, the findings of semi-structured interviews with 7 teachers and 3 vice principals will be discussed. Then, the implications for theory, for research and for practice will be presented. Finally, some recommendations for future research will be described and an overall summary of the study will be presented.

5.1. Discussion of the Findings

The purpose of the study was to understand the role of the friendship relations in motivation and decision-making process in educational administration which contribute to the literature of educational administration.

5.1.1. Discussion of the Findings in line with the First Research Question: "How do the friendship relations among the employees affect the motivation in a private school setting?"

The primary purpose of this study is to understand the role of friendship relations on motivation and decision making process in a private school. For this reason, with the framework of the first research questions in this section, "How do the friendship relations among the employees affect the motivation in a private school setting?", the results of the research will be discussed. Seven categories emerged within the scope of the first research question. These themes are, respectively, motivation policies and practices applied in a school setting, teachers' thoughts about their own motivation, employees' (teachers and administrators) thoughts on the place of friendship relations

in motivation, the role of friendship relations established between teachers and administrators in teachers' motivation, giving importance to teachers' motivation, administrators' thoughts about their own motivation and the role of friendship relations of administrators on their motivation.

In the scope of the first theme, teachers and administrators expressed their opinions about motivation policies and practices applied in the institution. The answers given by the teachers to the things done for motivation by the institution can be classified as material and moral. It was stated that the gifts given on special occasions are a motivation policy of the institution. In line with the answers given by the teachers, greeting one of the administrators anywhere in the school, asking how they are, and approaching sincerely can be considered as a form of spiritual motivation. Considering the literature, there are some determinants of teacher motivation like teacher status, workload, professional development, class size, and salary. In addition to these, Griffin stated that being in charge of the school administration, school leaders play a big role in motivating teachers (as cited in, UKEssays, 2018). In addition to that, according to the study about examining "the effect of the motivation provided by the administration, school administrators provide teachers with high levels of motivation and the subjects' levels of job satisfaction and of commitment to organization are high" (Karslı & Iskender, 2009, p.2256). It was stated that these motivation policies implemented by the institution were not common for all teachers, but differed for some teachers. Teachers stated that the differences in the motivation policies applied were due to individual differences. Örücü and Kanbur (2008) support this argument with their study. According to their study, administrators should determine the motivation incentive tools and their effects on the individual, taking into account the individual qualities and needs of the employees. It is also necessary to know what the possibilities of the organization are and to what extent these needs can be met. In this context, administrators should determine and use the tools to motivate employees in order to benefit from the effect of motivation on productivity. It can be said that the most important factor in contributing to the increase of performance and productivity at the individual and organizational level in the work of the administrators is the evaluation of the attitudes of the employees towards the motivation practices in the enterprises.

While talking about second category, teachers' thoughts about their own motivation, a great majority of the participants mentioned that the feedback received from the students and the efficiency of the lessons are the most motivating moments for the teachers. When we look at the literature, one of the most important variables affecting student motivation is the teacher, that is teachers' motivation is likely to be a relevant factor affecting students' learning, and as a result of the interviews, the answers received from the teachers about their own motivation are mostly the feedback received from the students. The mentioned feedback was generally related to academic success and the recognition of the information learned by the students by the teacher. A study conducted by Aytekin and Kuzucu (2019) support the findings of this study. The aim of their study, which aimed to determine the factors affecting teacher motivation within the school, was that the factor that positively affected the motivation of the majority of teachers (70,67%) was the student factor. Teachers want their students to be successful and are motivated by their success. In addition to student success, teachers see their students' interest in the lesson as a motivating factor. In addition, the participants stated that their professional motivation was positively affected in cases such as the positive communication they established with the students and the sincere and respectful behavior of the students.

While talking about the third category, *employees' (teachers and administrators) thoughts on the place of friendship relations in motivation*, many teachers stated that the friendships they established at school motivate them. As a result of long periods spent at school, teachers communicate with each other in the process, and as a result of this communication, the bond between some teachers is a friendship. While some teachers spend more time with other teachers, with whom they have established this bond, during school breaks or lunch breaks, some teachers continue to maintain their friendships outside of school. As a result, in both cases, teachers state that friendships have an impact on their motivation. In the literature, this situation is supported by the result of a research as follows: "majority of the teachers view that motivational factors like good relationships with their colleague affect the motivational level of teachers" (Ud Din, Tufail, Shereen, Nawaz & Shahbaz, 2012, p.448). According to another study conducted by Aytekin & Kuzucu (2019) investigating teachers' positive motivational

factors in school, the work environment ranks second after students in these factors. In other words, it was concluded that teachers motivate themselves by establishing trusting, supportive and positive communication with their fellow teachers in their schools.

Regarding fourth category, *the role of friendship relations established between teachers and administrators in teachers' motivation*, teachers generally see this relationship as positive in terms of their motivation. This strong communication between the teacher and the administrator creates a kind of comfortable environment for the teachers. They both feel motivated and openly talk to their administrators when they have a problem. In the literature, according to the result of a study about the factors affecting teacher motivation, principals who have fairness and communication skills as characteristic features have positive effects on teacher motivation (Börü, 2018). Some teachers, on the other hand, do not find the relations established with the administrators in the school environment appropriate, and they think that a fair environment is not formed as a result of these relations. For this reason, a teacher states that it is necessary for the administrator to be the same distance from everyone and create a fair environment in the workplace. Regarding this situation, Cropanzano, Prehar and Chen (2002) stated that when administrators more fairly behave towards their employees, it is possible to establish a quality relationship with their employees. This type of relationship increases employees' motivation. In addition, in the literature, in one study conducted by Akpan (2001), it is stated as follows, "The administrator should be fair and firm in his/her dealings with staff particularly in matters pertaining to disciplinary actions. Injustice and favoritism should be avoided. The administrator should be impersonal in his/her relationship with staff. This will help him to be rational in his sense of judgment" (p.203).

Considering fifth category, *giving importance of teachers' motivation*, as a result of the interviews with the administrators, the administrators think that job performance can emerge with high motivation and they emphasize that the motivation of the teacher is always given importance as a corporate philosophy. According to research conducted by Oni, Nwajiuba and Nwosu (2017), there is a directly proportional

relationship between the motivation of teachers and their productivity. That is, when teachers are motivated, they become more productive. Besides, in the literature, it was specified that the school administrator should provide a friendly and cordial relationship environment. Otherwise, condescending attitudes towards staff towards staff will lead to fear, frustration, and poor performance (Akpan, 2001).

Regarding sixth category, *administrators' thoughts about their own motivation*, school administrators are one of the strategic elements of the educational system. The motivation of school administrators must be taken into account in order to maintain the continuity of success in the school sector. Administrators are important for the efficiency and success of the school. However, administrators of an organization are individuals who have feelings, goals, careers, efforts and responsibilities as well as being administrators in line with the organizational goals of the organization. In this study, according to administrators the family environment within the framework of respect within the institution increases their motivation. In addition to that, the peaceful and happy environment of the institution enables the administrators to work with motivation. The motivated work of the administrator also causes an increase in motivation and productivity within the organization. The results of a qualitative study on school administrators' own motivations also show parallelism with this study. According to the result of that study, the increase in the motivation of school administrators causes the management-personnel relationship, the peace in the working environment, the productivity and willingness of the personnel to work, the friendly approach to the employees and teamwork (Cebeci & Çağanağa, 2019).

Finally, regarding the last category that *the role of friendship relations of administrators in their motivation*, considering the time period spent at school, it may be inevitable for administrators to develop relations with other colleagues. The administrators think that this relationship between them facilitates task sharing in the school environment.

5.1.2. Discussion of the Findings in line with the Second Research Question: "How do the friendship relations among the employees affect the decision-making process in a private school setting?"

In accordance with investigating the role of friendship relations in motivation and decision making process in a private school, the second research question in this section is "How do the friendship relations among the employees affect the decision making process in a private school setting?" Four categories emerged within the scope of the second research question. These categories are, respectively decision-making processes and policies applied in a school setting, factors affecting decision-making processes, involving teacher in decision-making processes, employees' (teachers and administrators) thoughts on the place of friendship relations in decision-making.

Considering first category, *decision making processes and policies in a school setting*, there is a hierarchical structure in which decision-making processes are processed and communication is provided at school. In CS, in decision-making processes, this hierarchy is a structure that progresses from the top to the bottom, that is, from the school founder to the teacher, in which the founder representative, the education coordinator, the principal and the vice principals are present.

Regarding second category, *factors affecting decision making processes*, most of the answers from the teachers were that parent satisfaction has an impact on the decision-making processes in the institution. According to Olson (1999), the literature about parent satisfaction states that this satisfaction is related with a variety of experiences that the parents have with the school and one of the fundamental situations for creating satisfaction is meeting expectations of parents. According to the teachers who attended the interviews, prioritizing parent satisfaction creates some difficulties and an anxious environment in their decision-making processes. In a study conducted by Özmusul (2018), it is aimed to allow the parents to participate actively in the decisions about the school. Some of the obstacles experienced have been turned into titles. Some of these are the unconsciousness of the parents/low education level, the ignorance of the parents about the school management, the inability of the parents to determine the

boundaries, and the fact that the administration interferes a lot. In this case, the above-mentioned obstacles can also be taken into account when making a decision to meet the expectations of the parents in the decision-making processes. As a result of the interviews, another factor affecting the decision-making processes was stated as the teacher's years of experience in the institution. The teachers considered the active role of other teachers working on the institution for many years to take an active role on decision-making, as a possible situation due to their familiarity with the institutional culture. This situation can be supported by the following study from the literature. According to the result of a study conducted by Mehta, Gardia, and Rathore (as cited in Collins, 2012), "teaching experience was significantly related to teachers' perceptions of their actual participation in decisions related to managerial, technical, and instructional issues" (p.38). Therefore, the experienced teachers with more experience contributed more in terms of providing input to department policies and practices than teachers with less experience. Lynch's (2010) study also supported the result of the study as regarding the overall data stated that teachers with 20 or more years of teaching experience were more involved in enhancing school goals and strategic plans.

Considering the third category, involving teachers in the decision making process, most of the teachers said that even if their opinions are asked in the decision-making processes, their opinions expressed in the implementation processes are not included. Knight (2011) indicated that teachers believed that they did not play an active role in decision-making processes when the ideas they expressed were not given due importance and their voices were not heard. Also, Collins (2012) argues that when teachers are confident that others hear them and their ideas are communicated, their involvement in decision-making and work engagement increases. The teachers interviewed for this study also expressed support of these studies in the literature. Teachers stated that they felt included in the decision-making processes when they expressed their opinions at the meetings held at the institution and when their opinions were taken while making a situation assessment. To the extent that, according to the findings of the study conducted by Doğan, Uğur and Ay (2013), it has been concluded that the administrators' having a democratic attitude by exchanging ideas with the

teachers in the decision-making process and their participation in the decision-making process increase the motivation of the employees, and thus, there is less need for supervision and it contributes to self-control.

Regarding the last category, *employees' (teachers and administrators) thoughts on the place of relations in decision-making process*, teachers stated that friendship relations were disabled in the decision-making process and this was an appropriate behavior in terms of professionalism. In this regard, Clark (as cited in Bicer and Buyukyilmaz, 2016) makes a supportive statement that friendships should have no place in the workplace, friendship between colleagues can complicate and distract from difficult decisions in decision-making processes.

5.2. Implications for Practice and Theory

The aim of the study was to try to understand the role of friendship relations, which are inevitable as a result of time spent at school, in motivation and decision-making processes in a private institution, rather than the factors that affect motivation and decision-making processes outside of school and financially.

First of all, it has been concluded that the most motivating factor for teachers in the institution is the positive feedback received from the students and productive lessons. In addition, the results of the study showed that teachers have different perspectives on the motivation policies implemented by the institution. While some teachers found these motivational policies sufficient, some had different expectations. However, when internal factors are taken into consideration, factors such as communication within the institution with a smiling face and greetings increase the motivation of teachers. Considering the internal and external factors in terms of motivation, it can be said that the school gives importance to teacher motivation in its institution, but in order to ensure satisfaction in the general framework, innovations can be made in motivation policies according to the results of individual expectations determined by questionnaires or individual interviews.

In addition, as a result of the long hours spent at school, it is inevitable for people to be in contact with each other and this communication will be carried to the level of friendship. The friendship relations established between the teachers within the institution have an increasing effect on the motivation of the teachers. It has been concluded that teachers' spending time with their colleagues at work in the teachers' room, in the common areas or in an environment outside the institution has an impact on their motivation. The same is valid for administrators. Considering the friendship dimension between the teacher and the administrator, it can be said that this type of communication also has a positive effect on teacher motivation. Close relationships with administrators make teachers feel good and valued at work. When all these are evaluated, it can be concluded that the "human relations approach" is adopted in the institution. As a result, it can be said that workplace friendship has a positive effect on motivation.

A hierarchical structure has been adopted while making decisions in the institution and conveying them to the necessary units. In the decision-making processes, some of the teachers thought that they were included in the decision-making processes, while others expressed their thoughts about not being included in the decision-making process. Some of them concluded that even if they were given the opportunity to present their ideas while making a decision, these ideas were not included in the implementation part. When teachers are included in the decision-making process and their ideas are evaluated, they can progress more harmoniously in the implementation process, whether the decision is in line with their ideas or not. For these reasons, the opinions of teachers as stakeholders of the school and individuals familiar with the school culture should not be ignored and should be evaluated in the decision-making processes. In addition, according to the perceptions of teachers and administrators, instant decisions in decision-making processes or the change of the last decision immediately after the implementation can be wearing out for both parties. In unexpected situations, it may cause instant decisions in institutions in order to provide crisis management, but if the reason why these decisions are taken instantly is communicated to other units as clearly as possible, that is, if other stakeholders know the reason for the ordinary situation, they can approach the decision more moderately.

In addition, from the point of view of teachers, prioritizing the expectation of parents is one of the situations that causes difficulties in decision-making processes. Parents are also one of the stakeholders of the school and it is inevitable that they have expectations and that the institution observes these expectations. In order that these expectations do not negatively affect the decision-making processes, the policies and attitudes of the institution can be clearly expressed in the first meeting with the parents during the registration period. In other situations that may occur during the year, a joint decision can be made by taking the opinions of the teachers.

Finally, according to the perceptions of teachers and administrators, it was stated that friendship relations established in the workplace do not have an effect on decision-making processes. In fact, it was concluded that friendship relations should remain in the background in order to preserve professionalism and prevent emotional bonding from making wrong decisions.

5.3. Recommendations for Future Research

The aim of this study is to understand the role of friendship relations in motivation and decision-making processes in a private school affiliated to the Ministry of National Education. More specifically, it is to determine the perspectives of teachers and administrators on the roles played by the friendship relations between the stakeholders in the motivation and decision-making processes in a school that does not have a very old establishment history and therefore the corporate culture has settled over time. Further studies can be carried out not only in a private institution, but also in public schools. A limited number of interviewees were reached since this study was a qualitative study and was applied in a small school. Subsequent studies can be done with a larger sample size. Since the interviewer conducting the research is an employee of the institution, the interviewers may not have expressed their thoughts clearly, for this reason, a study can be conducted with an outside interviewer.

5.4. Summary

The subject of this study is to examine the role of friendship relations, which are almost impossible to be established among employees as a result of long hours spent at work, on motivation and decision-making processes. More specifically, it evaluates the role of friendship relations on motivation and decision-making processes in terms of teachers and administrators in one of the private institutions that have increased significantly in our country, especially in recent years. In line with the answers given by the participants to the interview questions, the role of friendship relations on motivation and decision-making processes were evaluated under the following two headings as motivation and decision making.

People are social beings and friendship relations developed over time between teachers and administrators, two of the stakeholders in schools. It is thought that these friendship relations may have some effects on the motivation of the employees and the decision-making processes in the institution. As a result of the research findings, it was concluded that according to most participants, the thing that most affected their motivation was the students. The productive lessons spent with students and the academic feedback received from them have a direct effect on teacher motivation. It was stated that friendship relations also contributed positively to the motivation of teachers and administrators. Meeting on a common ground, talking about the situations experienced at school, spending time in school, sharing work provides a peaceful working environment for employees both professionally and emotionally.

A hierarchical structure has been adopted in the institution and with the meetings held, the ideas and decisions of the employees about a situation are taken. The inclusion of teachers in the decision-making processes makes them happy, but in some cases, it has been stated that there are times when these ideas are not included in the process, even if their opinions are taken. Most of the participants expressed ideas about the possibility of instant decisions in decision-making processes and keeping the expectation of parents in the foreground. These two situations can cause difficulties in decision making and implementation processes. In addition, both the

teachers and the majority of the administrators stated that they keep the friendship relations in the background in the decision-making processes in order to eliminate the emotional factor and ensure professionalism.

REFERENCES

Ada, Ş., Akan, D., Ayık, A., Yıldırım, İ. & Yalçın, S. (2013). Öğretmenlerin motivasyon etkenleri. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü D*ergisi, 17(3), 151-166.

Adamu, A. (2018). *Teacher motivation and pupils' performance in public basic schools in the wa east district of the upper west region of ghana.* Unpublished Master's thesis at the University of Development Studies, Ghana.

Adams, W.C. (2015). *Conducting Semi-Structured Interviews* (Wholey, J.S., Harty, H.P. and Newcomer, K.E., Eds.). Handbook of Practical Program Evaluation, Jossey-Bass, San Francisco, 492-505. https://doi.org/10.1002/9781119171386.ch19

Adjei, H., & Amofa, A. K. (2014). Teacher motivation in senior high schools in the Cape Coast Metropolis. *European Journal of Education and Development Psychology, 2*(1), 18-25.

Akbaşlı, S., ve Diş, O. (2019). Öğretmen görüşleri doğrultusunda lider okul yöneticilerinin yeterlilikleri. *Uluslararası Liderlik Çalışmaları Dergisi: Kuram ve Uygulama, 2*(2), 86-102.

Ak Küçükçayır, G. & Cemaloğlu. N. (2016). *Türkiye'de Geçmişten Günümüze Özel Okullar ve Eğitim Politikaları Üzerine Bir Araştırma.* K. Beycioğlu (Ed.) Eğitim Yönetimi Araştırmaları (s. 87-99). Pegem Akademi.

Aktan, C. C. (2011). Organizasyonlarda İnsan Yönetimi:! İnsan Mühendisliği. *Organizasyon ve Yönetim Bilimleri Dergisi*, 3 (2), 387- 406.

Akuoko K.O. Dwumah P., Ansong, F. (2012). Employee involvement in decision making and workers 'performance in selected organizations in Ashanti region of Ghana. *EXCEL International Journal of Multidisciplinary Management Studies* 2(6), 11-23.

Alhojailan, M.I. (2012) Thematic Analysis: A Critical Review of its Process and Evaluation. *West East Journal of Social Sciences,* 1, 39-47.

Alparslan, M.A., Çiçek, H. & Soydemir, S. (2015). Birey-örgüt uyumunu güçlendiren öncül: İşyeri arkadaşlığı. *Akdeniz İ.İ.B.F. Dergisi*, *15*(32), 175-194.

Amadi E. (2008). *Introduction to Educational Administration. A Module*. Harey Publications, Port Harcourt.

Akpan, C. P. (2001). Motivating teachers for effective job performance. A note for school administrators. *West African Journal of Research and Development in Education, 8*(1), 195-205.

Alejandrino, A. (2016). *the role of workplace friendship in motivating the millennials, gen-x-ers and baby boomers of company x.* [Undergraduate thesis]. University of the Philippines Manila.

Altun Aslan E. (2019). Türkiye'de özel okullaşma. *BEÜ SBE Dergisi*, *8*(1), 263-276.

Anderman, E. M., Belzer, S. & Smith, J. (1991). *Teacher commitment and job satisfaction: The role of school culture and principal leadership. EDRS*, Chicago.

Anderson, B. C. (2019). *Values, Rationality, and Power: Developing Organizational Wisdom- A Case Study of a Canadian Healthcare Authority*. Emerald Group Publishing Limited, United Kingdom.

Anderson, P., Griego O. V., & Stevens, R. H. (2010). Using business theory to motivate undergraduate students in goal attainment: an empirical assessment and model for high level motivation and goal attainment. *International Education Studies, 3*(3), 26-31.

Ashbaugh, C., & Kasten, K. (1994). A typology of operant values in school administration. *Planning & Changing, 14*(4), 496-514.

Aslanargun, E. (2015). Teachers' expectations and school administration: Keys of better communication in schools. *Eurasian Journal of Educational Research*, 60, 17-34. https://doi.org/10.14689/ejer.2015.60.2

Aslund, A. (2001). *Building Capitalism: The Transformation of the Former Soviet Bloc.* New York, NY: Cambridge University Press.

Aytekin, S. & Kuzucu, T. (2019). Öğretmenlerin Motivasyonlarını Etkileyen Okul İçi ve Okul Dışı Faktörlerin Analizi. *Diyalektolog Ulusal Sosyal Bilimler Dergisi*, 21, 35-66.

Aytaç, S. (2003). Çalışma Psikoloji Alanında Yeni Bir Yaklaşım: Örgütsel Sağlık. *İş, Güç Endüstri İlişkileri ve İnsan Kaynakları Dergisi, 5*(2).

Babaoğlan, E., Nalbant, A. & Çelik, E. (2017). Okul başarısına okul yöneticisinin etkisine ilişkin öğretmen görüşleri . *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 0 (43) , 93-109 .

Balaban, Ö. & Özsoy, E. (2016). Effects of workplace friendship on individual outcomes. *Bartın Üniversitesi İktisadi İdari Bilimler Fakültesi Dergisi*, *7*(13), 326-338.

Barlı, Ö., Bilgili, B., Çelik, S. & Bayrakçeken, S. (2005). İlköğretim okul öğretmenlerinin motivasyonları: farklılıkların ve sorunların araştırılması. *Atatürk Üniversitesi Sosyal Bilimler Dergisi, 5*(1), 391-417.

Bekker-Nielsen, Tønnes. (2006). *"Introduction," in Rome and the Black Sea Region: Domination, Romanisation and Resistance edited by Tønnes Bekker-Nielsen. Gylling*: Aarhus University Press.

Berman, E. M., West, J. P., & Richter, Jr, M. N. (2002). Workplace relations: Friendship patterns and consequences (according to managers). *Public Administration Review*, *62*(2), 217-230.

Bicer, C. & Buyukyilmaz, O. (2016, January 16). *The effects of workplace friendship on job involvement. International Science and Technology Conference Paper*. http://www.researchgate.net/publication/312317066

Biçer, C. (2020). The Hedgehog's dilemma in organizations: The pros and cons of workplace friendship. *Hitit University Journal of Social Sciences Institute*, *13*(1), 201-217. https://doi.org/10.17218.hititsosbil.741565

Bilgin, Y. N., & Kiral, B. (2019). The Relation Between Workplace Friendship and School Culture Perception of Teachers. *European Journal of Education Studies. 5* (9).

Blaskova, M., & Blasko, R. (2011). Decision Taking in Motivating Employees. *Human Resources Management and Ergonomics*, *5*(1), 19–32.

Bogdan, RC., & Biklen, SK. (1982) *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn and Bacon.

Bozanoğlu, B. (2020). *Öğretmenlerde İş Yeri Arkadaşliği, Mesleki Doyum ve Örgütsel Huzur İlişkisi.* [Doktora Tezi, İnönü Üniversitesi].

Börü, N. (2018). The factors affecting teacher motivation. *International Journal of Instruction*, *11*(4), 761-776. https://doi.org/10.12973/iji.2018.11448a

Campo, C. (1993). Collaborative school cultures : how principals make a difference. *School Organization*, *13*(2), 118-130.

Carr-Hill, R., Rolleston, C., Pherali, T. & Schendel, R. (2014). Protocol: the effects of school-based ecision Makming on ducational outcomes in low- and middle-income ontexts: a systematic review. *Campbell Systematic Reviews*, *10* (1), 1-46.

Cavanagh S. (1997). Content analysis: concepts, methods and applications. *Nurse Researcher, 4*(3), 5-16.

Cebeci, O. & Çağanağa, Ç. (2019). Effects of motivation of school dministrators on human resources management. *Open Access Library Journal*, 6, 1-17. https://doi.org/10.4236/oalib.1104808

Certo, S. C., & Certo, S.T. (2005). *Modern Management* (10th ed.). New York, NY: Prentice Hall.

Chao, C. (2018). Does it work? Research on the relationship between workplace friendship and job performance—the organizational commitment as mediator. *Proceedings of the 3rd International Conference on Education, E-learning and Management Technology (EEMT)*, 200, 67-71, https://doi.org/10.2991/iceemt-18.2018.14

Cheng, Y. C. (1996). Relation between teachers' professionalism and job attitudes, educational outcomes, and organizational factors. *The Journal of Educational Research, 89*(3), 163-171. https://doi.org/10.1080/00220671.1996.9941322

Choi, Y. & Ko, S. (2020). Roses with or without thorns? A theoretical model of workplace friendship. *Cogent Psychology, 7*(1), 1-9.

Chuaungo, M. (2011). *Aspects of Educational Management: Planning, Organizing, Supervision, Finance, Innovation & Change, Decision Making and Evaluation*. Mizoram UniversityPress.

Church, S. P., Dunn, M., & Prokopy, L.S. (2019). Benefits to qualitative ata quality with ultiple coders: two case studies in multi-coder data analysis. *Journal of Rural Social Sciences, 34*(1), 2.

Collins, D. (2012). *Elementary Teacher Decisions and Effects of Years of Experience.* [Doctoral Dissertation, Georgia Southern University].

Coşkun, Ü. (2020). *Karar ve Karar Verme Süreci.* [Yüksek Lisans Tezi, İstanbul Aydın Üniversitesi].

Creswell, J. W., (2013). *Qualitative Inquiry & Research Design: Choosing among five approaches* (3rd ed.). ThousandOaks, CA, US: Sage Publications.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.

Cronin, A. M. (2014). Between friends: making emotions intersubjectively. *Emotion, Space and Society*, 10, 71-78.

Cropanzano, R., Prehar, C. A., & Chen, P. Y. (2002). Using social exchange theory to distinguish procedural from interactional justice. *Group and Organizational Management*, 27, 324-351

Çelikten, M. (2001). Etkili okullarda karar süreci. *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 1*(11), 1-12.

Çelikten, M., Şanal, M., & Yeni, Y. (2005). Öğretmenlik mesleği ve özellikleri. *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 19*(2), 207-237.

Çobanoğlu. N. (2019). *İlköğretim okullarındaki paylaşılan liderlik ve öğretmenlerin pozitif psikolojik sermayeleri üzerine bir araştırma*. [Yayınlanmamış Doktora Tezi]. Gaziantep Üniversitesi.

Daniel, E. (2016). The usefulness of qualitative and quantitative approaches and methods in researching problem-solving ability in science education curriculum. *Journal Of Education and Practice, 7*(15), 91-99.

Danielson, C. (2002). *Enhancing student achievement: a framework for school improvement*. Alexandria, Va: Association for Supervision and Curriculum Development.

Deal, T. E. & Peterson, D. K. (1998). How leaders influence the culture of schools. *Educational Leadership, 56*(1), 27-30.

Demirtaş, H., Aksoy, M., Balı, O. & Çağlar, Ç. (2019). İlkokullarda örgüt kültürünün sınıf öğretmenlerinin motivasyonuna etkisi. *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 11*(31), 1-39.

Denzin, N. K., & Lincoln, Y. S. (2011). Introduction: The discipline and practice of qualitative research. *The Sage handbook of qualitative research* (4th ed., pp. 1–19). Thousand Oaks, CA: Sage

Doğan, S., Uğurlu, C.T. & Ay, D. (2013, Mayıs 10-11). *Yöneticilerin karar verme becerilerinin öğretmen görüşlerine göre değerlendirilmesi (Nitel Bir Araştırma)*. 4. Ulusal Lisansüstü Eğitim Sempozyumu, Sakarya.

Doğan, S., Uğurlu, C. T., Yıldırım, T. & Karabulut, E. (2014). Okul yöneticileri ve öğretmenler arasındaki iletişim sürecinin öğretmen görüşlerine göre incelenmesi. *Turkish Journal of Education, 3*(1), 34-47.

Dotan, H. (2007). *Friendship ties at work: Origins, evolution and consequences for managerial effectiveness* [Unpublished doctoral dissertation]. University of California, Los Angeles, CA.

Durusu, H. (2019). *Öğretmenlerin yıldırma yaşama, iş yeri arkadaşlık algısı ile örgütsel bağlılık düzeyleri arasındaki ilişki ve bazı değişkenlere göre incelenmesi (Bilecik ili örneği).* [Doktora Tezi, Gazi Üniversitesi].

Dündar, S., Özutku, H. & Taşpınar, F. (2007). İçsel ve dışsal motivasyon araçlarının işgörenlerin motivasyonu üzerindeki etkisi: Ampirik bir inceleme. *Ticaret ve Turizm Eğitim Fakültesi Dergisi, 2*(1), 105-119.

Dyer, W. G., Jr, Wilkins, A. L., & Eisenhardt, K. M. (1991). Better stories, not better constructs, to generate better theory: A rejoinder to Eisenhardt; better stories and better constructs: The case for rigor and comparative logic. *The Academy of Management Review, 16*(3), 613.

Ekici, C. (2020). İlkokul yöneticileri ile öğretmenler arasındaki iletişim durumlarının incelenmesi. *Uluslararası Eğitim Araştırmacıları Dergisi, 3*(2), 292-311.

Erdil, O., Keskin, H., İmamoğlu, S.Z., Erat, S. (2004), "Yönetim Tarzı ve Çalışma Koşulları, Arkadaşlık Ortamı ve Takdir Edilme Duygusu ile İş Tatmini Arasındaki İlişkiler: Tekstil Sektöründe Bir Uygulama", *Doğuş Üniversitesi Dergisi*, 5 (1), 17-26.

Erdoğan İ (1996). *İşletme yönetiminde örgütsel davranış.* Beta Yayınları, İstanbul.

Ertan, H. (2008). *Örgütsel bağlılık, iş motivasyonu ve iş performansı arasındaki ilişki: Antalya'da beş yıldızlı otel işletmelerinde bir inceleme.* [Doktora Tezi, Afyonkarahisar Kocatepe Üniversitesi].

Ertürk, R. (2016). Öğretmenlerin iş motivasyonları. *Eğitim Kuram ve Uygulama Araştırmaları Dergisi, 2*(3), 1-15.

Everard, K. B. & Morris, G. (1996). *Effective School Management*. Paul Chapman Publishing, London.

Eyüp, B. (2020). Türkçe öğretmenleri ile ilgili yapılan lisansüstü tezlerin eğilimleri: Bir içerik analizi (2000-2019). *Rumelide Dil ve Edebiyat Araştırmaları Dergisi*, 21, 536-558.

Fisher, D. (2012*). School culture: Creating a unified culture of learning in a multicultural setting*. Proceedings of the IB Regime conference.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (9th ed.). New York, Mc Graw Hill.

Francis, D., Huang, L. & Carraher, S. (2004). Top management teams and friendship: Results from the USA and Taiwan. *International Journal of Family Business*, 1, 73-86.

Friedman, I. A. (1991). High- and low-burnout schools: School culture aspects of teacher burnout. *The Journal of Educational Research*, *84*(6), 325–333. https://doi.org/10.1080/00220671.1991.9941813

Gallo, A. (2019, January 21). W*hat to do when a work friendship becomes emotionally draining*. https://hbr.org/2019/01/what-to-do-when-a-work-friendship-becomes-emotionally-draining

Ganta,V.C. (2014). Motivation in the workplace to improve the employee performance. *International Journal of Engineering Technology, Management and Applied Sciences, 2*(6).

Gaziel, H. H. (1997). Impact of school culture on effectiveness of secondary schools with disadvantaged students. *The Journal of Educational Reseacrh*, 90(5), 310-325.

Geeraerts, K., Tynjälä, P., & Heikkinen, H. (2018). Inter-generational learning of teachers: what and how do teachers learn from older and younger colleagues?. *European Journal of Teacher Education, 41*(4), 479-495.

Gemechu, D. (2014). *The practices of teacher's involvement in decision making in government secondary schools of Jimma Town*. [Master's Thesis, Jimma University].

Gılıç, F. , Çelikten, M. , Çelikten, Y. & Yıldırım, A. (2019). Karar verme süreci. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 15(2), 581-592. DOI: 10.17860/mersinefd.596817

Gibbons, D. E. (2004). Friendship and advice networks in the context of changing professional values. *Administrative Science Quarterly, 49*(2), 238–262.

Gordon, J. & Hartman, R. L. (2009). Affinity-seeking strategies and open communication in peer workplace relationships. *Atlantic Journal of Communication, 17*(3), 115-125.

Gray, P. S. (2013). *Factors that impact administrator-teacher relationships*. [Doctoral Dissertation, University of Southern Mississippi].

Gupta, A. K., (2020). Workplace friendships: an affirmative effect on the organizational obligation. *International Journal on Emerging Technologies. 11*(3), 526-530.

Gurchiek, K., (2014, December 16). *Survey: Workplace friends important retention factor*. Shrm. https://www.shrm.org/resourcesandtools/hr-topics/employee-relations/pages/workplace-friendships.aspx .

Gülşen, C., & Gülenay, G. B. (2014). The principal and healthy school climate. *Social Behavior and Personality: An international Journal, 42*(1), 93-100.

Gültekin, M. (2020). Değişen toplumda eğitim ve öğretmen nitelikleri. *Anadolu Journal of Educational Sciences International, 10*(1), 654-700.

Güzelce, A. (2009). *İlköğretim okullarında öğretmenlerin, yöneticilerin karar alma süreçlerine ilişkin algı ve beklentileri.* [Yayınlanmamış Yüksek Lisans Tezi]. Marmara Üniversitesi.

Hales, D. (2010). *An Introduction to Triangulation*. UNAIDS.

Handayani, T. R. D. (2016). Teacher motivation based on gender, tenure and level of education. *The New Educational Review*, 1, 199-207.

Hargreaves, A. (2001). Emotional geographies of teaching. *Teachers College Record, 103*(6), 1056–1080.

Herzberg, F. (1968). One more time: How do you motivate employers? *Harvard Business Review*, 46, 91-92.

Hoff, D. L., & Mitchell, S. N. (2008). In search of leaders: gender factors in school administration. *Advancing Women in Leadership, 26*(2).

Hojjat & A. Moyer (Eds.). *The Psychology of Friendship*. New York: Oxford University Press.

Holland, P. (2009). The principal's role in teacher development. *SRATE Journal, 18*(1), 16-24.

Holloway, I., & Wheeler, S. (1996). *Qualitative Research for Nurses*. Oxford: Blackwell Science Ltd.

Holt, J., Sims, D., Fineman, S., & Gabriel, Y. (1995). Organizing and organizations: an introduction. *The Journal of the Operational Research Society, 46*(1), 136. https://doi.org/10.2307/2583847

Hon-Tat, H., Ai-Chin, T., Hooi, P. S., Rasli, A., Abdullah, M., & Chye, L. T. (2011). Situational factors and intuitive decision style among academicians. *International Journal of Humanities and Social Science, 1*(7), 231-236.

Hope, W. C. (1999). Principals' orientation and induction activities as factors in teacher retention. *Clearing House, 73*(1), 54.

Hosseini, S. A. R. (2014). Factors affecting employee motivation. *Academy of Business & Scientific Research, 3*(4), 713-723.

Hoşgörür, V. (2016). Views of primary school administrators on change in schools and change management practices. *Educational Sciences: Theory & Practice*, 16, 2029–2055.

Hoy, W. & Miskel, C. (2008). *Educational Administration: Theory, Research and Practice*. New York: McGraw-Hill.

Hoy, W. K., & Miskel, C. G. (2010). *Eğitim Yönetimi* (Çev. Ed. S. Turan). Ankara, Turkey: Nobel.

Hoy, W., & Smith, P. (2007). Influence: A key to successful leadership. *The International Journal of Educational Management, 21*(2), 158-167. https://doi.org/10.1108/09513540710729944

Hughes, A. L., Matt, J. J., & O'Reilly, F. L. (2014). Principal support is imperative to the retention of teachers in hard-to-staff schools. *Journal of Education and Training Studies, 3*(1), 129–134. https://doi.org/10.11114/jets.v3i1.622

Ingersoll, R; Sirinides, P. & Dougherty, P. (2017). *School Leadership, Teachers' Roles in School Decisionmaking, and Student Achievement*. Working Paper (#WP 2017–2). Consortium for Policy Research in Education, University of Pennsylvania.

Işık, E., & Semerci, Ç. (2019). Eğitim alanı nitel araştırmalarında veri üçgenlemesi olarak odak grup görüşmesi, bireysel görüşme ve gözlem. *Turkish Journal of Educational Studies, 6*(3), 278.

İpek, C. (1999). *Resmi liseler ile özel liselerde örgütsel kültür ve öğretmenöğrenci ilişkisi*. [Yayınlanmamış DoktoraTezi]. Ankara Üniversitesi.

İzmirli, R. (2000). Motivasyonun önemi. *Medikal @ Teknik*, 172. İstanbul.

Jaradat, E. (2019). The impact of educational administration and school administration on the achievement of secondary school students. *European Journal of Training and Development Studies*, 6, (2), 1-8.

Kanten P. & Pazarcık Y. & Kanten S. & Durmaz M. G. (2020). İşyeri arkadaşlığının prososyal kural ihlali davranışı üzerindeki etkisinde affetme ikliminin rolü, *Turizm Akademik Dergisi, 7*(2), 241-254.

Karacaoğlu, K., Aksoy, S., & Şahin, S. (2018). *Örgütlerde Algılanan Mağduriyetin İntikam Niyetine Etkisinde İşyeri Arkadaşlığının Düzenleyici Rolü: Kayseri'de Bir İşletme Uygulaması*. 6. Örgütsel Davranış Kongresi Bildiriler Kitabı, Isparta.

Karaxha, H., Karaxha, H., & Ramosaj, B. (2018). The role of the motivation in changes and performance assessment of the managerial staff in kosovo businesses. *European Scientific Journal, 14*(7).

Karslı, M. & İskender, H. (2009). To examine the effect of the motivation provided by the administration on the job satisfaction of teachers and their institutional commitment. *Procedia Social and Behavioral Sciences*, 1, 2252-2257.

Kashyap, D. (2020, May 9). *Educational administration: meaning, nature and other details*. Your Article Library. https://www.yourarticlelibrary.com/educational-management/educational-administration/educational-administration-meaning-nature-and-other-details/63730

Kaya, E. (2009). *Özel okul öğretmenlerinin duygusal emek davranışını algılama biçimleri ile iş doyumları ve iş stresleri arasındaki ilişki* [Yayınlanmamış Yüksek Lisans tezi]. Maltepe Üniversitesi.

Kaya, F. Ş., Yıldız, B. & Yıldız, H. (2013). Herzberg 'in çift faktör kuramı açısından ilköğretim 1. kademe öğretmenlerinin motivasyon düzeylerinin değerlendirilmesi. *Akademik Bakış Dergisi,* (39), 1-18.

Khan, M. R. & Wajidi, A. (2019). Role of leadership and team building in employee motivation at the workplace. *Global Management Journal for Academic & Corporate Studies, 9*(1), 39-49.

Kılıç, Aksoy, Ş. (2016). *Çalışanların motivasyonlarını etkileyen faktörler: mehmet akif ersoy üniversitesi'nde bir uygulama*. [Yayınlanmamış Yüksek Lisans tezi]. Mehmet Akif Ersoy Üniversitesi.

Knight, J. (2011, October). What good coaches do? *Educational Leadership,* 69(2), 18- 22.

Kotherja, O. (2013) *Teachers' motivation importance and Burnout effect in the educational development.* 1st Albania International Conference on Education.

Kram, K. E., & Isabella, L. A. (1985). Mentoring alternatives: The role of peer relationships in career development. *Academy of Management Journal*, 28, 110-132.

Le Comple, M.D. & Goetz, J.P. 1982. Problems of reliability and validity in ethnographic research. *Review of Educational Research, 52*(1), 31-60.

Lee, J., & Ok, C. (2011). Effects of workplace friendship on employee job satisfaction, organizational citizenship behavior, turnover intention, absenteeism, and task performance. Retrieved from

https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1053&context=gradconf_hospitality

Little, J.W. (1982) Norms of collegiality and experimentation: workplace conditions of school success. *American Educational Research Journal*, 19, 325-340. http://dx.doi.org/10.3102/00028312019003325

Lindner, J. R. (1998). Understanding employee motivation. *Journal of Extension, 36*(3).

Lunenburg, F. (2010). The decision-making process. *National Forum of Educational Administration and Supervision Journal, 27*(4).

Lunenburg, F. C., & Ornstein, A. C. (2012). *Educational administration: Concepts and practices*. Belmont, CA: Wadsworth Cengage Learning.

Lynch, D. V. (2010). *The effect of involvement in decision making on teacher retention.* [Doctoral dissertation, East Carolina University].

Mahler, D., Grobschedl, J., & Harms, U. (2018). Does motivation matter? - The relationship between teachers' self-efficacy and enthusiasm and students' performance. *PloS one, 13*(11). https://doi.org/10.1371/journal.pone.0207252

Marshall, Alex. (2006). *The Russian General Staff and Asia, 1800-1917.* New York: Routledge.

Martell, Ö. (2020, June 15). *A framework schools can use to make better decisions. Edutopia.* Edutopia. https://www.edutopia.org/article/framework-schools-can-use-make-better-decisions

Maslow, A.H. (1943) A theory of human motivation. *Psychological Review*, 50 (4), 370-396.

McClelland, D.C. (1985). How motives, skills, and values determine what people do. *Am Psychol, 40*(7), 812–825.

McGregor, D., (1960). *The Human Side of Enterprise.* McGraw Hill, New York.

McConnell, C. R. (1993). *The Effective Health Care Supervisor*. Gaithersburg, Md: Aspen Publishers.

Miles, M.B., Huberman, A.M. & Saldana, J. (2013). *Qualitative Data Analysis: A Methods Sourcebook.* SAGE Publications, Thousand Oaks.

Milli Eğitim Bakanlığı. (2020, Aralık 2019). *2020 Yılı bütçe sunuşu.* https://sgb.meb.gov.tr/meb_iys_dosyalar/2019_12/18094404_2020_BUTCE_SUNUYU_17.12.2019.pdf

Milli Eğitim Temel Kanunu. (1973, Haziran 24). *Resmi Gazete* (Sayı: 14574). https://www.mevzuat.gov.tr/MevzuatMetin/1.5.1739.pdf

Mokoena, S, P. (2003). *Exploring effective decision-making of principals in secondary schools in the free state province.* Faculty of education, University of South Africa.

Mokoena, S. (2011). Participative Decision-making: Perceptions of School Stakeholders in South Africa. *Journal of Social Sciences, 29*(2), 119-131.

Morrison, R. L. & Cooper-Thomas, H. D. (2015) Friendship Among Coworkers. *In The psychology of friendship Oxford University Press.* https://doi.org/10.1093/acproof.

Morse, J. M. (2008). Editorial: Confusing categories and themes. *Qualitative Health Research,* 19(6), 727–728. https://doi.org/10.1177/10497 32308314930

Mustafa, H. (1992). The contributions of psychology to the study of administrative behavior. *International Journal of Public Sector Management*, 5(4), 15.

Nath, J. (2005). The roles of case studies in the educational field. *International Journal of Case Method Research & Application*, 396-400.

Nixon, L. (2017). *School Leaders decision-making process for academic program placement: a phenomenological study.* [Doctoral dissertation, East Tennessee State University].

Oğuz, E. (2009). İlköğretim okul yöneticilerinin karar verme stilleri. *Kastamonu Eğitim Dergisi, 17*(2), 415- 426

Oko, O. (2014*). Impact of Teacher Motivation on Academic Performance of Students.* National Association of Mathematics Students' Conference/Seminar held at the College Auditorium, NwaforOrizu College of Education, Nsugbe, Anambra State, Nigeria.

Olson, L. (1999). ETS Analysis Tracks Parent Dissatisfaction. *Education Week*, (9).

Oni, A., Nwajiuba, C., & Nwosu, N., (2017). "Influence of teachers' motivation on teachers' productivity in nigerian secondary schools," sociology and social work review, *International Society for projects in Education and Research, 1*(2), 26-36.

Örücü, E. ve Kanbur, A. (2008). Örgütsel-yönetsel motivasyon faktörlerinin çalışanların performans ve verimliliğine etkilerini incelemeye yönelik ampirik bir çalışma: hizmet ve endüstri işletmesi örneği. *Yönetim ve Ekonomi, 15*(1).

Özdemir, A. (2006). Okul kültürünün oluşturulması ve çevreye tanıtılmasında okul müdürlerinden beklenen ve onlarda gözlenen davranışlar. *Türk Eğitim Bilimleri Dergisi, 4*(4), 411-433.

Özmusul, M. (2018). Okul yönetiminde karar sürecine öğrenci, veli ve personelin katılması: paylaşımcı liderlik bakımından bir analiz. *Uluslararası Liderlik Çalışmaları Dergisi: Kuram ve Uygulama ,1*(2), 94-103.

Ofojebe, W. N., & Ezugoh, T.C. (2010). Teachers' motivation and its influence on quality assurance in the nigerian educational system. *An International Multi-Disciplinary Journal, Ethiopia, 4* (2), 398-417.

Ozbek, M. F., (2018). Do we need friendship in the workplace? the theory of workplace friendship and employee outcomes: the role of work ethics. *Journal of Economy Culture and Society*, 58, 153-176.

Patton, M.Q. (2002). *Qualitative Research & Evaluation Methods*. 3rd. Thousand Oaks, Californa: Sage.

Parker, W. C. (1984). Developing teachers' decision making. *The Journal of Experimental Education, 52*(4), 220-226.

Parker, W, (2019). *Administrator-Teacher Relationships: Building Trust*. Retrieved from: https://www.graduateprogram.org/2019/11/administrator-teacher-relationships-building-trust/

Prather-Jones, B. (2017). The Benefits of Short-Term International Field Experiences for Teacher Candidates. *Teacher education yearbook XXV:Building upon inspirations and aspirations with hope, courage, and strength through teacher educators' commitment to today's teacher candidates and educator preparation* (pp. 119 - 134). Lanham, MD: Rowman and Littlefield

Priyasa, K. P. M., & Weerasinghe, T. D. (2018). The effect of informal relationships at work on employee retention intention: evidence from Sri Lanka. *HRM Perspectives*, 27-59.

Rai, J. K., (2018). *Exploring the teacher-administrator relationship in schools: a workshop to build and sustain relationships*. Master Thesis. Vancouver Island University.

Richter, F. D., & Tjosvold, D. (1980). Effects of student participation in classroom decision making on attitudes, peer interaction, motivation, and learning. *Journal of Applied Psychology*, *65*(1), 74-80.

Riordan, C. M., & Griffeth, R. W. (1995). The opportunity for friendship in the workplace: An underexplored construct. *Journal of Business and Psychology*, *10*(2), 141–154.

Rozman, B., Treven, S., & Cancer, V. (2017). Motivation and satisfaction of employees in the workplace. Business Systems Research, 8(2), 14-25. https//:doi.org/10.1515/bsrj-2017-0013

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, *25*(1), 54–67. https://doi.org/10.1006/ceps.1999.1020

Rybnicek, R., Bergner, S. & Gutschelhofer, A. (2019). How individual needs influence motivation effects: A neuroscientific study on McClelland's need theory. *Review of Managerial Science, 13*(2), pp.443-482.

Saldana, J. (2013). *The Coding Manual for Qualitative Researchers*. Los Angeles, SAGE Publications.

Saylik, A., & Memduhoglu, H. B. (2021). Informal relationships as a predictor of organizational commitment in schools of Turkey as a collectivist society. *International Online Journal of Educational Sciences*, *13*(4), 1218-1234.

Schein E. H. (1985). *Organizational Culture and Leadership*. San Francisco, CA: JosseyBass.

Schein, E. (1992). *Organizational Culture and Leadership*. San Francisco: Jossey-Bass.

Schoemaker, P., & Russo, E. (2014). *Decision-making.* The Palgrave Encyclopedia of Strategic Management, 1-5. https://doi.org/10.1057/978-1-349-94848-2_341-1

Sepuru, M., (2018), *Exploring the experiences of beginner principals in school leadership and management*. [Doctoral Dissertation, University of Pretoria]

Sias, P. M. (2005). Workplace relationship quality and employee information experiences. *Communication Studies*, 56(4), 375-395.

Sias, P. M. (2009). *Organizing Relationships: Traditional and merging Perspectives on Workplace Relationships*. Los Angeles, CA: Sage.

Sias, P. M., & Cahill, D. J. (1998). From coworkers to friends: The development of peer friendships in the workplace. *Western Journal of Communication, 62*(3), 273-299. https://doi.org/10.1080/10570319809374611

Sias, P. M., Smith, G., & Avdeyeva, T. (2003). Sex and sex-composition differences and similarities in peer workplace friendship development. *Communication Studies,* 54, 322-340.

Simpson, J. F. (2007). *More than simply "hanging out": The nature of participant observation and research relationships*. Durham: University of New Hamshire.

Sims, W. (2011). *Similarities and differences in decision-making processes and practices among elementary school principals in programme improvement year 1, year 3 and year 5 schools.* [Doctoral Dissertation, San Francisco State University].

Sinclair, C. (2008). Initial and changing student teacher motivation and commitment to teaching. *AsiaPacific Journal of Teacher Education, 36*(2), 79-104.

Song, S. (2005). *WF and its impact on employees' positive work attitudes: A comparative study of Seoul City and New Jersey State government public officials*. [Unpublished doctoral dissertation]. The State University of New Jersey.

Şahinbaş F. & Erigüç G. (2019). Pozitif örgütsel davranış yaklaşımıyla işyeri arkadaşlığı ve işe adanma ilişkisi: sağlık çalışanları üzerine bir araştırma, *Uluslararası Yönetim İktisat ve İşletme Dergisi, 15*(4), 1201-1225.

Taylor, D. L. and Bogotch, I. E. (1994). School-level effects of teachers' participation in decision making. *Educational Evaluation of Policy Analysis, 16*(3), 302-319.

Temur, Ö. F. (2012). *Öğretmen algılarına göre yöneticilerin karar verme stillerinin öğretmenlerin örgütsel bağlılığına etkisi: Rize ili örneği.* [Yüksek Lisans Tezi, Recep Tayyip Erdoğan Üniversitesi].

Teschers, C. (2015). The role of friendship and partnership in an education for life. *Knowledge Cultures, 3*(5), 92-101.

Titrek, O. (2009). Okul türüne göre okullardaki örgütsel adalet düzeyi. *Uluslararası İnsan Bilimleri Dergisi, 6*(2), 551-573.

Torunlar, M. (2018). Yönetim eyleminin bir parçası olarak karar verme süreçlerinde belge/bilgi yönetiminin önemi ve katkıları. *Bilgi Yönetimi, 1*(1), 32-43.

Turgut, B. (2010). *Anadolu liselerinde çalışan öğretmenlerin karar verme sürecine katılma düzeylerinin değerlendirilmesi*, Yayımlanmamış Yüksek Lisans Tezi, Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü, Denizli.

Turkkahraman, M. (2015). Education, teaching and school as a social organization. *Procedia - Social and Behavioral Sciences, 186*(2015) 381 – 387.

Turner, P., & Turner, S. (2009). Triangulation in practice. *Virtual Reality*, 13, 171-181. https://doi.org/10.1007/s10055-009-0117-2

Türnüklü. A (2000). Eğitim bilim araştırmalarında etkin olarak kullanılabilecek nitel araştırma tekniği: görüşme. *Kuram ve Uygulamada Eğitim Yönetimi*, 24, 543-559.

Shells, T. (2015). *Expectations of teachers, administrators, and parents for the academic achievement of students*. [Doctoral Dissertation, Walden University].

Ud Din, M., Tufail, H., Shereen S., Nawaz, A., & Shahbaz, A. (2012). Factor affecting teacher motivation at secondary school level in Kohat City. *Inter Disciplinary Journal of Contemporary Research in Business, 3*(1).

Ugurlu, C.T. (2013). Effects of decision-making styles of school administrators on general procrastination behaviors. *Egitim Arastirmaları-Eurasian Journal of Educational Research*, 51, 253-272.

UKEssays. (November 2018). *The Factors Affecting Teacher Motivation*. Retrieved from https://www.ukessays.com/essays/education/the-factors-affecting-teachers-motivation-education-essay.php?vref=1

Ulutaş, M. (2010). *Birey örgüt uyumu kuramı ve dalaman havalimanı çalışanları üzerine bir alan araştırması*. [Doktora Tezi, Selçuk Üniversitesi].

Urhan, F. (2018). *Öğretmenlerin motivasyon düzeylerine etki eden değişkenlerin analizi*. [Yüksek Lisans Tezi, Necmettin Erbakan Üniversitesi].

Üçüncü, K. (2016). *İş Tatmini ve Motivasyon.* Trabzon: Karadeniz Teknik Üniversitesi Yay.

Ünsar, A., İnan, A., &Yürük, P., (2010). Çalışma hayatında motivasyonve kişiyi motive eden faktörler: bir alan araştırması. *Trakya Üniversitesi SosyalBilimler Dergisi, 12*(1), 248 -262.

Üzüm, H. & Kurt, T. (2019). Okullarda katılımcı karar verme sürecinin incelenmesi. *JRES, 6*(1), 95-112.

Wang, M., & Haertel, G. (n.d.). Teacher relationships. *A digest of research from the Laboratory for Student Success*, (309).

Williams, P.J (2008). Non participant observation. In Given. L.M (Ed) *The SAGE encyclopedia of qualitative research methods.* Thousand Oaks, CA: SAGE publications.

Willower, D. J., & Carr, C. F. (1965). The school as a social organization. *Educational Leadership, 22*(4), 251–255.

Viernes, R. M., & de Guzman, A. B. (2005). Filipino teachers' experiences of supportive relationships with colleagues: A narrative-biographical inquiry. *Asia Pacific Education Review, 6*(2), 137-142.

Yalçın, S. (2016). Okul yöneticilerinin motivasyonlarını etkileyen unsurlar. *Hitit Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 9*(2), 905-922.

Yang, L.S. (2012). A study of nurses' job satisfaction: The relationship to professional commitment and friendship networks. *Health, 4*(11), 1098–1105. http://doi.org/10.4236/health.2012.411167

Yıldırım, E. (2021). *Okul müdürlerinin sosyal adalet liderliğinin öğretmen motivasyonuna etkisinin incelenmesi.* [Yüksek Lisans Tezi, Karabük Üniversitesi].

Yin, R.K. (1984). *Case Study Research - Design and Methods*. Sage Publications. Beverly Hills

Yin, R. K. (2003). *Case study research: Design and methods*. Thousand Oaks, CA: Sage.

Yin, R. K. (2009). *Case study research: Design and methods* (4th Ed.). Thousand Oaks, CA: Sage.

Yin, R. K. (2011). *Qualitative Research from Start to Finish*. New York, NY: Guilford Press.

Yu-Ping, H., Chun-Yang, P., Ming-Tao, C., Chun, Tsen, Y., & Qiong-yuan, Z.i (2020). Workplace friendship, helping behavior, and turnover intention: the meditating effect of affective commitment. *Advances in Management & Applied Economics, 10*(5), 55-75.

Yüksel, A.N. (2020). Nitel bir araştırma tekniği olarak: görüşme. *International Social Sciences Studies Journal, 6*(56), 547-552.

APPENDICES

A. SEMI-STRUCTURED INTERVIEW QUESTIONS

Öğretmen Görüşme Soruları

1. Görüşmeciye ait sorular

a. Öğretmen olma sürecinizden bahseder misiniz?

b. Öğretmen olmanın avantajlarından ve dezavantajlarından bahseder misiniz?

c. Öğretmen olarak kendi öğretmenlik biçiminiz/tekniklerinizi biraz anlatır mısınız? Çalışmakta olduğunuz kurum öğretmenlik felsefenizi hayata geçirmek için size nasıl koşullar/kaynaklar sunmaktadır?

2. Motivasyon

a. Çalışmakta olduğunuz kurumun motivasyon politikaları/uygulamaları nelerdir? Bu politikalar farklı kişi ve pozisyonlara göre farklılaşıyor mu? Açıklar mısınız?

b. Kurum içerisinde motive olduğunuzu düşünüyor musunuz? Nedenlerini açıklar mısınız?

c. İşinize en fazla motive olduğunuz zamanları biraz anlatır mısınız?

d. İşyerinde meslektaşlar arası arkadaşlık ilişkileri gelişir. Sizin bu kurumda kurduğunuz arkadaşlık ilişkileriniz sizi nasıl etkiliyor? Arkadaşlık ilişkilerinizin motivasyonunuza etkisi nasıl? Açıklar mısınız?

e. İşyerinde yöneticiler ile çalışanlar arasında iletişim ve ilişkiler farklı biçimlerde gelişebilmektedir. Sizin kurum içerisindeki yöneticiler ile ilişkileriniz nasıl? Motivasyonunuzu bu ilişkiler nasıl etkiliyor? Açıklar mısınız?

3. Karar alma süreçleri

a. Çalıştığınız kurumdaki karar alma süreçlerine dair konuşmak istiyorum. Kurumunuzdaki karar alma süreçleri nasıl işliyor biraz anlatır mısınız?

b. Kurum içerisinde karar alma süreçlerine dahil edildiğinizi düşünüyor musunuz? Eğer düşünüyorsunuz hangi durumlarda sürece dahil ediliyorsunuz? Örnek vererek biraz açıklayabilir misiniz? Dahil edilmediğinizi düşünüyorsanız nedenlerine yönelik neler söylemek istersiniz? Örnek durumlar var ise paylaşabilirseniz sevinirim.

c. Karar alma süreçlerinde karşılaşılan zorluklara dair neler söylemek istersiniz? Bu zorluklar neden kaynaklanıyor? Bu süreçlerde öğretmenlerin rolü nedir? Bu süreçlerde yöneticilerin rolü nedir?

d. Kurum bünyesindeki arkadaşlık ilişkilerinin karar alma süreçlerine nasıl bir etkisi var sizce, biraz anlatır mısınız? Örnek durumlar var ise paylaşabilirseniz sevinirim.

Yönetici Görüşme Soruları

1. Görüşmeciye ait sorular

a. Yönetici olma sürecinizden bahseder misiniz? Yönetici olmak için nasıl aşamalardan geçtiniz?

b. Yönetici olmanın avantajlarından ve dezavantajlarından bahseder misiniz?

c. Yönetici olarak kendi yöneticilik biçiminiz/tekniklerinizi biraz anlatır mısınız? Çalışmakta olduğunuz kurum yöneticilik felsefenizi hayata geçirmek için size nasıl koşullar/kaynaklar sunmaktadır?

2. Motivasyon

Şimdi size kurumunuzun motivasyon politikalarına ve uygulamalarınıza yönelik sorular soracağım.

a.

* Kurumunuzun motivasyon politikaları nelerdir? Bu motivasyon politikalarının uygulanmasında farklılaşmalar olmakta mıdır? Yöneticiler için nasıldır? Öğretmenler için nasıldır? Farklılaşmaların nedenlerini nasıl açıklarsınız?

* Farklılaşmaların olmadığını düşünüyorsanız, sizce böyle bir farklılaşmaya ihtiyaç var mı kurumunuzda? Nedenlerine yönelik neler söylemek istersiniz?

b. Kurum içerisinde motive olduğunuzu düşünüyor musunuz? En fazla neler sizi motive etmektedir işyerinizde? Öğretmenlerinizin kurum içerisindeki motivasyonuna yönelik bir değerlendirme yapar mısınız? Yöneticilerin motivasyonuna yönelik bir değerlendirme yapar mısınız?

c. İşyerinde meslektaşlar arası arkadaşlık ilişkileri gelişir. Sizin bu kurumda kurduğunuz arkadaşlık ilişkileriniz sizi nasıl etkiliyor? Arkadaşlık ilişkilerinizin motivasyonunuza etkisini açıklar mısınız? Sizin kurum içerisindeki diğer yöneticiler ile arkadaşlık ilişkileriniz nasıl? Sizin kurum içerisindeki öğretmenler ile arkadaşlık ilişkileriniz nasıl? Motivasyonunuzu bu ilişkiler nasıl etkiliyor? Açıklar mısınız?

d. Diğer yandan arkadaşlık ilişkilerinin öğretmenleri nasıl etkilediğini düşünüyorsunuz? Motivasyonlarına nasıl etkisi oluyor sizce? Açıklar mısınız?

3. Karar alma süreçleri

a. Bu kurumdaki karar alma süreçlerine dair konuşmak istiyorum. Çalıştığınız kurumda karar alma süreçleri nasıl işliyor biraz anlatır mısınız?

b. Kurum içerisinde karar alma süreçlerinin aktif organları nelerdir? Nasıl çalışıyorlar? Bilgi verir misiniz?

c. Karar alma süreçlerinde karşılaşılan zorluklara dair neler söylemek istersiniz? Bu zorluklar neden kaynaklanıyor? Nasıl çözülebileceğiniz düşünüyorsunuz? Sizin ve öğretmenlerin bu süreçlerdeki rolü nedir?

d. Kurum bünyesindeki arkadaşlık ilişkilerinin karar alma süreçlerine nasıl bir etkisi var sizce, biraz anlatır mısınız?

B. INFORMED CONSENT FORM

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu araştırma, ODTÜ Eğitim Yönetimi ve Planlaması Programı Yüksek Lisans öğrencisi Zehra Gözde KULA tarafından Dr. Öğr. Üyesi Duygun Göktürk danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

"Eğitim Yönetimi Alanında Arkadaşlık İlişkilerinin Organizasyonlardaki Motivasyon ve Karar alma Mekanizmalarına Etkisi " başlıklı bu çalışmanın amacı Ankara'da özel bir okulda aktif olarak görev yapan öğretmenlerin ve yöneticilerin iş yerinde kurulan arkadaşlık ilişkilerinde motivasyon ve karar alma durumlarına etkisini incelemektir.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden bireysel mülakata katılmanız beklenmektedir. Yaklaşık olarak bir saat sürmesi beklenen bu mülakatta sizlere bir dizi açık uçlu soru sorulacaktır. Zamanı daha iyi kullanabilme ve vermiş olduğunuz yanıtların ayrıntılarını da yakalayabilme imkanı sağladığı için daha sonra içerik analizi ile değerlendirilmek üzere cevaplarınızın ses kaydı alınacaktır.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Çalışmada sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır.

Katılımınızla ilgili bilmeniz gerekenler:

Mülakat, genel olarak kişisel rahatsızlık verecek sorular veya uygulamalar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz mülakatı yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda çalışmayı uygulayan kişiye çalışmadan çıkmak istediğinizi söylemek yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Mülakat sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için ODTÜ Eğitim Yönetimi ve Planlaması Programı öğretim üyelerinden Dr. Öğr. Üyesi Duygun Göktürk (E-posta:
ya da yüksek lisans öğrencisi Zehra Gözde KULA (E-posta: ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyisim Tarih İmza

---/----/-----

C. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DUMLUPINAR BULVARI 06800
ÇANKAYA ANKARA/TURKEY
T: +90 312 210 22 91
F: +90 312 210 79 59
ueam@metu.edu.tr
www.ueam.metu.edu.tr

Sayı: 28620

22 EKİM 2019

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (IAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Dr.Öğretim Üyesi Duygun GÖKTÜRK AĞIN

Danışmanlığını yaptığınız **Zehra Gözde KULA'nın "Eğitim Yönetimi Alanında Arkadaşlık İlişkilerinin Motivasyon ve Karar Alma Süreçlerine Etkisi"** başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **379 ODTU 2019** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof. Dr. Tülin GEN
Başkan

Prof. Dr. Tolga CAN
Üye

Doç.Dr. Pınar KAYGAN
Üye

Dr. Öğr. Üyesi Ali Emre TURGUT
Üye

Dr. Öğr. Üyesi Şerife SEVİNÇ
Üye

Dr. Öğr. Üyesi Müge GÜNDÜZ
Üye

Dr. Öğr. Üyesi Süreyya Özcan KABASAKAL
Üye

D. TURKISH SUMMARY / TÜRKÇE ÖZET

EĞİTİM YÖNETİMİNDE MOTİVASYON VE KARAR ALMA SÜRECİNDE ARKADAŞLIK İLİŞKİLERİNİN ROLÜNÜN ANLAŞILMASI

GİRİŞ

Eğitim, toplumun gelişmesine neden olan ve insan etkileşimini içeren en önemli unsurlardan biridir. İnsan sosyal bir varlıktır ve eğitim kurumu olan okullardaki tüm paydaşlar ister istemez sosyal ilişkilere dahil olurlar. Öğretmenler ve yöneticiler bu paydaşların en önemlilerinden iki tanesidir. Eğitimin kurum içinde gerçekleştirilmesi ve öğrenci başarısının sağlanması gibi öğretmenlerin ve yöneticilerin ortak amaçları vardır. Sosyal varlıklar oldukları için eğitim faaliyetlerini gerçekleştirirken motivasyonlarının yüksek olması önemli bir durumdur.

Panda ve Mohanty'ye (2003) göre eğitim sisteminin etkin işleyişinde ve öğrenme sürecinin kalitesinin iyileştirilmesinde iyi öğretmenlere ihtiyaç vardır. Nihai sonuç, öğretmenler çalışmalarından memnun olduklarında elde edilebilir. Bireyleri motive eden farklı faktörler ve başkalarını neyin motive ettiğine ilişkin algılar, öğretmenler ve yöneticiler gibi okul paydaşları arasında farklılık gösterebilir (Foreman, 2019). İşyerinde ortak hedefler ve geçirilen saatler dikkate alındığında kişilerarası ilişkilerin geliştiği de bir gerçektir. Gelişen bu ilişkiler sosyal bir varlık olan insanı motivasyon açısından etkileyebilir. Davidson'a (2005) göre, özünde, öğretmenlere nasıl davranıldığı, nasıl hissettikleri ve motivasyonları arasında bir bağlantı vardır. Bu bağlamda Alparslan, Çiçek ve Soydemir'e (2015) göre, bu ilişkilerin işyerindeki yansıması olan kişilerarası ilişkiler, işyeri arkadaşlık ilişkileri, örgütsel yaşamın sosyal yönünü oluşturan etkili bir unsurdur. İşyeri arkadaşlık ilişkileri; insanlarda sosyal destek algısı yaratırken kendilerine, çalışma arkadaşlarına ve nihayetinde çalıştıkları kurumlara karşı güven duygusu geliştirir. Ayrıca Erdil, Keskin, İmamoğlu ve Erat (2004) tarafından yapılan bir araştırmanın sonucu, yönetim tarzı, çalışma koşulları,

arkadaşlık ortamı ve takdir edilme duygusu ile iş doyumu arasında pozitif bir ilişki olduğunu ve arkadaşlık ortamının iş tatminini etkilediğini ortaya koymuştur.

Yönetim süreçleri arasında en önemli süreçlerden biri olan karar verme, kişi, kurum ve kuruluşların yaşamlarını devam ettirebilmeleri ve faaliyetlerini sürdürebilmeleri için gereklidir. Her sürecin kendine has özellikleri olabileceği gibi duruma göre karar verme sürecinde de gereksinimler ve zorluklar olabilir. Çelikten, Gılıç, Çelikten ve Yıldırım'a (2019) göre, eğitim kurumlarının tüm paydaşları karar verme süreci ile yakından ilişkilidir. Diğer bir deyişle öğretmenler de karar alma süreçlerinde yer alması gereken paydaşlardan biridir. Karar alma sürecini daha verimli hale getirmek için yapılan çalışmalar sonucunda, çalışanların karar alma süreçlerine dahil edilmesi gerektiği algısını yönetime kazandırmıştır.

Çalışanlar arasındaki dostluk ilişkileri, çalışanların motivasyonu ve karar alma süreçleri önemlidir ve birbirini etkileyen durumlar vardır. Bu çalışmada, Ankara ilinde özel bir okulda görev yapan okul yöneticileri ve öğretmenlerin görüşlerine göre arkadaşlık ilişkilerinin motivasyon ve karar verme süreçlerindeki rolü araştırılarak öneriler getirilmeye ve literatüre katkı sağlamaya çalışılmıştır.

Araştırma Soruları

Aşağıdaki sorular bu araştırma çalışmasına rehberlik etmiştir:

1. Çalışanlar arasındaki arkadaşlık ilişkilerinin bir özel okul ortamında motivasyon üzerinde nasıl bir rolü vardır?
2. Çalışanlar arasındaki arkadaşlık ilişkilerinin bir özel okul ortamında karar verme süreçleri üzerinde nasıl bir rolü vardır?

YÖNTEM

Bu araştırma, özel bir okulda öğretmenler ve idareciler arasındaki arkadaşlık ilişkilerini anlamaya yönelik nitel bir yaklaşımla gerçekleştirilmiştir. Bu birincil amaç altında iki alt araştırma alanı vardı: a) çalışanlar arasındaki arkadaşlık ilişkilerinin

motivasyondaki rolünü araştırmak ve b) çalışanlar arasındaki arkadaşlık ilişkilerinin karar verme sürecindeki rolünü araştırmak.

Örneklem ve Veri Toplama Süreci

Öncelikle bu çalışma Ankara ilinde özel bir okulda arkadaşlık ilişkilerinin motivasyon ve karar verme süreçlerine etkisini kurumda görev alan öğretmen ve yöneticilerin düşüncelerini alarak belirleme ve özel okulların gelişim sürecine ışık tutmak için tasarlanmıştır. Bu nedenle bu araştırmanın evreni, özel okullarda görev yapan öğretmenler ve idarecilerdir. Ancak bu çalışma sadece bir özel okulda yapılmıştır. Öncelikle amaçlı örneklem yöntemi ile görüşmeler için özel okul öğretmenleri ve yöneticileri belirlenmiştir sonrasında ise kolay ulaşılabilir durum örneklemesi ile okulda en az iki sene çalışma geçmişi olan kişilerle görüşmeler yapılmıştır. Çalışma için ilköğretim kademesinde görev alan farklı branşlarda öğretmenler ve idareciler belirlenmiştir. Okulun farklı branşlarından toplam 10 katılımcıdan veri toplanmıştır, bu katılımcıların 7'si öğretmenlerde, 3'ü ise okul yöneticilerinden oluşmaktadır.

Veri Toplama Aracı

Bu araştırmayı gerçekleştirmek için yarı yapılandırılmış görüşmeler veri toplama aracı olarak seçilmiştir. Bu tür görüşme, araştırmacıya daha fazla esneklik ve çeşitlilik sağlar, böylece araştırmacı katılımcılardan daha fazla bilgi alır. Creswell'e (2013) göre görüşmeler, veri toplamanın bir parçası olarak büyük önem taşımaktadır. Creswell (2014) görüşmeler sayesinde katılımcıların tarihsel bilgi sağlayabileceğini ve bu görüşmelerin araştırmacının sorgulama hattı üzerinde kontrol sahibi olmasını sağladığını belirtmiştir.

Veri Analizi

10 transkriptin tamamının kodlanması tamamlandıktan sonra tüm veriler tümdengelim ve tümevarım içerik analizi yöntemleri ile analiz edilmiş, kod-kategor-temaların belirlenmesi çalışılmıştır. Çalışmada temalar araştırma soruları olarak

değerlendirilmiş, kategoriler ise araştırma soruları ile eşleşen görüşme sorularına katılımcıların vermiş olduğu yanıtlar üzerinden tümdengelim içerik analizi aşamalarına başvurularak belirlenmiştir.

Çalışmanın Sınırlılıkları

Nitel bir çalışma olarak yürütülen bu çalışma, Ankara'da özel bir okulda vaka (case study) çalışması olarak gerçekleştirilmiştir. Kısıtlılıklardan biri, kurum kültürünün çok eski kuruluş tarihine sahip olmaması nedeniyle kurum kültürünün yeterince yerleşmemiş olması olabilir. Bu durum motivasyondan ziyade karar verme süreçlerinde bir kısıtlamaya neden olmuş olabilir. Ayrıca tüm verilerin aynı akademik yıl içinde toplanmış olması çalışmanın sınırlılıklarından biridir. Kurumdaki motivasyon politikaları gelecekte farklılık gösterebilir. Bu nedenle aynı akademik yılda verilerin toplanması da bir kısıtlama oluşturabilmektedir. Ayrıca görüşmeci, araştırmanın yapıldığı özel kurumda çalışanlardan biri olarak görev yapmaktadır. Görüşmeciler, görüşme sorularını cevaplarken belirtilen nedenle bazı düşüncelerini açıkça ifade edememiş olabilir. Ayrıca bu vaka çalışması Milli Eğitim Bakanlığına bağlı bir özel okulda gerçekleştirilmiştir. Devlet okullarında arkadaşlıklara bağlı olarak motivasyon ve karar verme süreçleri farklılık gösterebilmektedir. Bu nedenle öğretmen ve yöneticilerin bu konuya bakış açıları farklılık gösterebilmektedir.

Bulgular

Araştırmada Ortaya Çıkan Temalar Soru 1: *Çalışanlar arasındaki arkadaşlık ilişkilerinin eğitim kurumunda motivasyondaki rolü nedir?*

Öncelikle görüşmelere katılan öğretmenler, ilk kategori olan okul ortamında uygulanan motivasyon politikaları ve uygulamaları ile ilgili olarak özel günlere önem vermeyi ve bu günlerde hediye vermeyi vurgulamışlardır. Bu tür motivasyonel faktörlerin yanı sıra kurumda öğretmenleri ahlaki olarak tatmin eden motivasyonel durumlar da bulunmaktadır. Okul koridorunda veya herhangi bir alanda karşılaşıldığında selam vermek ve günaydın demek öğretmenlerde sesli motivasyon

algısı oluşturur. Bu nedenle fark edilmek, değerli hissetmek gibi duygular ön plana çıkmaktadır. Bazı öğretmenler bu uygulamaların tüm öğretmenler için geçerli olduğunu söylerken, bazıları da kişiden kişiye farklılık gösterdiğini vurgulamıştır. Motivasyonun beklenen düzeyde olup olmaması kişilerin beklentileri ile ilişkilendirilebilir.

İkinci kategori olan, öğretmenlerin motivasyonları hakkında düşünceleri ile ilgili olarak öğretmenlerin bir çoğu öğrencilerden aldıkları geri bildirimlerden bahsediyor. Sözü edilen dönütler arasında öğrencilerin konuyu çok iyi anlaması, sınav sonuçlarının çok yüksek olması, öğrenilen konunun günlük yaşama yansıması gibi durumlar bulunmaktadır.

Üçüncü kategori ise çalışanların (öğretmenler ve yöneticiler) arkadaşlık ilişkilerinin motivasyondaki yeri ile ilgili düşünceleridir. Katılımcıların çoğu kurumda kurulan arkadaşlık ilişkilerinin motivasyon üzerinde büyük etkisi olduğunu belirtmektedir. Öğretmenler odasında, ortak alanlarda vb. veya okul dışında arkadaşlarınla paylaşımda bulunmak öğretmenlerin motivasyonunu etkiler. Bu arkadaşlıkların öğretmenler için de bir ev ortamı sağladığı belirtilmektedir. Kurum içinde arkadaşlık ilişkisinin olmamasının kurumdan ayrılma nedeni olabileceği belirtilmektedir. Günün büyük bir çoğunluğunu kurumda geçiren çalışanlarla bir aile gibi olurlar ve kurulan dostluk ilişkileri ile çalışanlar kurum içinde kendilerine değer verildiğini hissederler. Bunlara ek olarak kurum içinde kurulan dostluk ilişkileri kurumu birbirine bağlayan bir mekanizma olarak görülmektedir. Az sayıda öğretmen, arkadaşlık ilişkilerinin kurum içinde zorunlu olarak kurulduğunu ve motivasyonlarını olumlu yönde etkilemediğini belirtmektedir. Bu tür arkadaşlıkların sadece kurum içinde kaldığı ve okul dışında bireyin sosyal çevresine yansımadığı belirtilmektedir. Aslında bu zorunlu arkadaşlık ilişkileri öğretmeni olumsuz etkileyebilir.

Dördüncü kategori olan öğretmenlerin motivasyonunda öğretmenler ve yöneticiler arasında kurulan ilişkilerin rolü ile ilgili olarak, öğretmenler genel olarak yöneticilerle kurdukları ilişkilerin motivasyonlarını olumlu yönde etkilediğinden bahsetmektedir. Yöneticilerin yapılanlardan haberdar olması, güler yüz göstermesi, velilere karşı

öğretmenin yanında durması öğretmeni motive etmektedir. Öğretmen, kurumda yaşanan sorunlar hakkında yönetici ile bir görüşme yapıldığında ve karşılığında olumlu geribildirim alındığında yalnız olmadığını hisseder. Bir sorun olduğunda yönetici ile açıkça konuşabilmek okul ortamında da rahatlık sağlar. Bu durum dolaylı olarak öğretmenin motivasyonunu olumlu yönde etkilemektedir. Bazı öğretmenler ise yöneticilerle ilişki kurmayı işyerinde olmaması gereken bir durum olarak görmektedir. Kurulan bu ilişkilerin bireyler arasında davranış farklılıklarına neden olduğu ve kaçınılmaz olarak karar alma mekanizmasını etkilediği vurgulanmaktadır. Bu durumun bazen yöneticilerin adil davranmak isteseler de adil davranmalarına engel olduğu ifade edilmektedir. Bu nedenlerle öğretmen ve yönetici arasındaki ilişkinin herkesle aynı düzeyde olması gerektiği belirtilmiştir.

Beşinci kategori olan öğretmenlerin motivasyonuna verilen önem ile ilgili olarak yöneticiler çalışan motivasyonuna önem vermeyi kurumun doğal yapısı yani felsefesi olarak görmektedirler. Verimliliğin ancak bu şekilde olabileceği için çalışanların yüksek motivasyonla çalışmasının amaçlandığını belirtiyorlar. Doğum günü gibi özel günleri kutlamak da bir motivasyon aracı olarak tanımlanır. Ayrıca öğretmenlerin de belirttiği gibi, öğretmenin bir sorunu olduğunda bunun yöneticilerle açıkça paylaşıldığı ve destek verilmeye çalışıldığı belirtilmiştir. Öğretmenin her zaman odak noktası olarak alındığı, öğretmen-yönetici ilişkisinin dostluk üzerine kurulduğu, öğretmene her zaman açık ve güven verici davranıldığı vurgulanmaktadır. Ayrıca yöneticilerden biri öğretmenin diğer gruplardan dışlandığı zaman fazla motivasyonla çalışmadığını düşünmektedir. Ancak bunun kişinin kendi isteğine göre gerçekleştiğini, kişi isterse grubun bir parçası olarak rahatlıkla çalışabileceğini yani kurumun bunun için uygun bir ortam olduğunu belirtiyor. Bir başka müdür yardımcısı ise öğretmenlerin motive bir şekilde çalıştığını düşünüyor. İş sözleşmeleri her yıl yapıldığı için neden böyle düşündüğünü ve öğretmenin kurumdan memnun olmaması durumunda bu süreci bırakacağını açıklıyor.

Beşinci kategori olan yöneticilerin kendi motivasyonları hakkındaki düşünceleri ile ilgili kategoride ortaya çıkan alt başlıklar, saygı çerçevesinde yürütülen ilişkiler, aile gibi olma ve takdir görme duygusu olduğudur. Müdür yardımcılarından biri kurumla

gönül bağı kurduğunu ve kuruma sadakat borcu olduğunu ifade etmektedir. Bu tür durumların finansal beklentilerden daha önemli olduğunu düşünüyor. Üst yöneticilerden değer görüldüğü hissedildiğinde daha fazla motive oldukları söylenir. Kurumda bir aile gibi olmak ve üst yönetim tarafından takdir edilmek motivasyonu arttıran etkenlerden bazılarıdır. Yöneticilerin genellikle motivasyonla çalıştıklarından bahsedilmektedir. Kurumun onlar için huzurlu ve mutlu bir ortamı temsil ettiği belirtiliyor.

Son olarak ilk sorunun son kategorisi yöneticilerin motivasyonunda kendi aralarında kurulan arkadaşlık ilişkilerinin rolüdür. Yöneticiler iş yerinde birbirlerine sağladıkları rahatlığı bir motivasyon kaynağı olarak görürler. Yoğun süreçlerde desteğe ihtiyaç duyulan durumlarda aralarında kurulan dostluk ilişkileri sayesinde iş paylaşımının daha kolay yapılabileceğinden bahsedilmektedir. Burada önemli olan noktalardan biri kötü niyetin olmamasıdır. Bu nedenlerden dolayı iş yerine mutlu geldiklerini vurgulamaktadırlar. Kurum içindeki yöneticilerin motivasyonunun kolay kolay azalmadığından da bahsedilmektedir. Motivasyonun bu kadar yüksek olmasının nedeni, iş arkadaşlarıyla uyum içinde çalışmak olarak görülüyor. Ayrıca iş arkadaşlığının önemli olduğu ve kurumda mutlu bir şekilde çalışabilmenin temeli olduğu vurgulanmaktadır.

Araştırmada Ortaya Çıkan Temalar Soru 2: *Çalışanlar arasındaki arkadaşlık ilişkilerinin eğitim örgütlerinde karar verme sürecindeki rolü nedir?*

İlk kategori olan okul ortamında uygulanan karar alma süreçleri ve uygulamaları ile ilgili olarak, öncelikle kararların okul hiyerarşisinin en tepesindeki müdür, idari personel, daire başkanları gibi idareler tarafından alındığı bir grup öğretmen tarafından belirtilmektedir. Bu kararların yapılan toplantılar aracılığıyla öğretmenlere iletildiği ve uygulamaya konulduğu belirtilmiştir. Bazı öğretmenler ise karar verme süreçlerine yönelik yerleşik bir sistemin olmadığını ifade etmektedirler. Alınan kararların bir kısmının deneme yanılma süreçlerinden geçtiği ve sonuç olarak uygulandıktan sonra kararın değiştiği belirtiliyor. Bu durum anlık karar mekanizmasının bir sonucu olarak değerlendirilmektedir. Yöneticiler ise karar alma süreçlerinde her zaman kendilerine danışıldığını belirtmektedirler. Kurumun her türlü fikre açık olduğunu ve her konuda

destek alabileceklerini vurgularlar. Düşünceler paylaşıldıktan sonra kişisel kararlar almak yerine grup bazında kararların verildiği belirtiliyor.

Bir sonraki kategori olan karar verme sürecini etkileyen faktörler göz önüne alındığında, öğretmenler karar verme süreçleri hakkında çeşitli açıklamalar yapmaktadırlar. Bunlardan biri ebeveyn faktörüdür. Öğretmenlerin çoğu, karar verme süreçlerinde veli memnuniyetinin ön planda tutulduğunu belirtmektedir. Bu durumun kurum içinde karar verirken kaygıya yol açabileceği ve zorluklar yaratabileceği vurgulanmaktadır. Kurumda yılların deneyimi de bir öğretmen tarafından karar verme süreçlerini etkileyen bir faktör olarak görülmektedir. Kurumda yılların tecrübesinin artması ile kurum kültürüne aşinalığın arttığı ve bunun sonucunda kurumu daha iyi tanıma durumuna yol açtığı düşünülmektedir. Bu durumda bu tür kişilerin karar verirken söylediklerinin daha anlamlı olduğu belirtilmektedir.

Üçüncü tema olan öğretmenleri karar alma süreçlerine dahil edilmesi ile ilgili olarak, birçok öğretmen karar verme sürecinde görüşlerini ifade ettiklerini ancak görüşleri dinlense dahi sürece dahil edilmediklerini ifade etmektedir. Öğretmen meslekte daha uzun yıllara dayanan deneyime sahip olsa bile, kurumda daha uzun yıllara dayanan deneyime sahip olan öğretmenin görüşünün esas alındığı belirtilmektedir. Bu nedenlerle karar alma süreçlerine dahil olmadıklarını dahi düşünmektedirler. Sürece dahil olan öğretmenler, toplantılarda görüşlerini dile getirmenin kendilerini sürece dahil hissettirdiğini söylemektedir. Ya da öğretmenler, bir durumu değerlendirirken üst yönetime iletmeden önce öğretmenlerin kararı daire başkanlığı tarafından alındığında sürece dahil olduklarını düşündüklerini vurgulamaktadırlar.

Çalışanların (öğretmenler ve yöneticiler) karar alma süreçlerinde arkadaşlık ilişkilerinin rolü hakkındaki düşünceleri ile ilgili olan son kategoride, öğretmenlerin çoğu arkadaşlık ilişkilerinin karar verme süreçlerine etkisinin olmadığını belirtmekte ve arkadaşlık ilişkisinin işten dışlanmasını profesyonel bir davranış olarak yorumlamaktadır. Öğretmenlerden biri, karar verme sürecinde arkadaşlık ilişkilerini de arka planda tuttuğunu ifade etmektedir. Bir öğretmen, kendi arkadaşlık ilişkilerinin yanı sıra diğer öğretmenler ve yöneticiler arasındaki arkadaşlık ilişkilerinin de etkili

olduğunu düşünmektedir. Yöneticiler, geçirdikleri uzun saatler sonucunda aralarındaki dostluk ilişkilerinin kaçınılmaz olarak geliştiğini ancak karar alma süreçlerinde dostluk ilişkilerinin arka planda tutulduğunu ifade etmektedirler. Karar verirken öne sürülen düşüncelere duygusal yaklaşmak yerine mantık çerçevesinde baktıklarını belirtirler. Aynı zamanda geniş topluluğa yani genel çerçeveye bakarak karar verirken doğru yolu izlemenin mümkün olduğu vurgulanmaktadır. Müdür yardımcılarından biri, diğer kişinin karar verme sürecinde ne kadar güvenilir olduğunun bu süreçte vereceği karara etki edebileceğini söylüyor. Başka bir müdür yardımcısı görüşünü dile getirdiğinde, istemeyerek bu fikirden etkilendiğini belirtmektedir. Yöneticinin tecrübesine ve kişiliğine duyduğu güven sonucunda kararını hemen kabul edebileceğini belirtiyor.

Tartışma

Bulguların Birinci Araştırma Sorusu Doğrultusunda Tartışılması

Kurum tarafından motivasyon için yapılanlara öğretmenlerin verdiği cevaplar maddi ve manevi olarak sınıflandırılabilir. Özel günlerde verilen hediyelerin kurumun bir motivasyon politikası olduğu belirtildi. Öğretmenlerin verdiği cevaplar doğrultusunda okulun herhangi bir yerinde bir yöneticiyi selamlamak, nasılsın diye sormak ve içtenlikle yaklaşmak manevi motivasyon olarak değerlendirilebilir. Bunların yanı sıra Griffin, okul yönetiminden sorumlu olan okul liderlerinin öğretmenleri motive etmede büyük rol oynadığını belirtmiştir (akt., UKEssays, 2018). Bununla birlikte yönetimin sağladığı motivasyonun etkisinin incelenmesine yönelik araştırmaya göre, okul yöneticileri öğretmenlere yüksek düzeyde motivasyon sağladığında, deneklerin iş doyumu ve örgüte bağlılık düzeyleri yüksektir (Karslı ve İskender, 2009, s.2256). Kurumun uyguladığı bu motivasyon politikalarının tüm öğretmenler için ortak olmadığı ancak bazı öğretmenler için farklılık gösterdiği belirtilmektedir. Uygulanan motivasyon politikalarındaki farklılıkların bireysel farklılıklardan kaynaklandığını belirtmişlerdir. Örücü ve Kanbur (2008) yaptıkları çalışma ile bunu desteklemektedir. Araştırmaya göre yöneticiler, çalışanların bireysel niteliklerini ve ihtiyaçlarını göz önünde bulundurarak motivasyon teşvik araçlarını ve birey üzerindeki etkilerini

belirlemelidir. Ayrıca organizasyonun imkanlarının neler olduğunu ve bu ihtiyaçların ne ölçüde karşılanabileceğini bilmek gerekir.

Çalışanların kendileri hakkındaki düşüncelerinden bahsederken, katılımcıların büyük çoğunluğu öğrencilerden alınan geri bildirimlerin ve derslerin verimliliğinin öğretmenleri en çok motive eden anlar olduğunu belirtmişlerdir. Literatüre bakıldığında öğrenci motivasyonunu etkileyen en önemli değişkenlerden birinin öğretmen olduğu, yani öğretmen motivasyonunun öğrencilerin öğrenmesini etkileyen ilgili faktör olması muhtemeldir ve yapılan görüşmeler sonucunda öğretmenlerden alınan cevaplar kendi motivasyonları hakkında çoğunlukla öğrencilerden alınan geri bildirimlerdir. Sözü edilen dönütler genel olarak akademik başarı ve öğrencilerin öğrendikleri bilgilerin öğretmen tarafından tanınması ile ilgilidir. Aytekin ve Kuzucu (2019) tarafından yapılan bir araştırma bu çalışmanın bulgularını desteklemektedir. Okul içinde öğretmen motivasyonunu etkileyen faktörleri belirlemeyi amaçlayan bu çalışmanın amacı, öğretmenlerin çoğunluğunun (%70,67) motivasyonunu olumlu etkileyen faktörün öğrenci faktörü olmasıdır.

Çalışanların motivasyonu üzerine arkadaşlık ilişkilerinden bahsederken birçok öğretmen okulda kurdukları arkadaşlıkların onları motive ettiğini ifade etmiştir. Okulda geçirilen uzun süreler sonucunda öğretmenler süreç içerisinde birbirleriyle iletişim kurar ve bu iletişim sonucunda bazı öğretmenler arasındaki bağ bir dostluktur. Literatürde bu durum şu şekilde bir araştırma sonucu ile desteklenmektedir: Öğretmenlerin çoğunluğu, meslektaşları ile iyi ilişkiler gibi motivasyonel faktörlerin öğretmenlerin motivasyon düzeylerini etkilediğini düşünmektedir (Ud Din, Tufail, Shereen, Nawaz, Shahbaz, 2012). Aytekin ve Kuzucu (2019) tarafından öğretmenlerin okuldaki olumlu motivasyon faktörlerini araştıran bir başka araştırmaya göre, çalışma ortamı bu faktörlerde öğrencilerden sonra ikinci sırada yer almaktadır. Başka bir deyişle, öğretmenlerin okullarındaki öğretmen arkadaşlarıyla güvene dayalı, destekleyici ve olumlu iletişim kurarak kendilerini motive ettikleri sonucuna ulaşılmıştır.

Yöneticilerle kurulan ilişkilerin motivasyona etkisi ile ilgili olarak öğretmenler genellikle bu ilişkiyi motivasyonları açısından olumlu görmektedir. Öğretmen ve yönetici arasındaki bu güçlü iletişim, öğretmenler için bir nevi rahatlık ortamı yaratmaktadır. Her ikisi de motive olurlar ve bir sorunları olduğunda yöneticileriyle açıkça konuşurlar. Literatürde öğretmen motivasyonunu etkileyen faktörlerin araştırıldığı bir araştırma sonucuna göre, adalet ve iletişim becerilerinin karakteristik özelliği olan müdürlerin öğretmen motivasyonu üzerinde olumlu etkileri vardır (Börü, 2018). Bazı öğretmenler ise okul ortamında yöneticilerle kurulan ilişkileri uygun bulmamakta ve bu ilişkiler sonucunda adil bir ortamın oluşmadığını düşünmektedirler. Bu nedenle yöneticinin herkese aynı mesafede olması ve işyerinde adil bir ortam yaratması gerektiğini belirtiyor. Bu durumla ilgili olarak Cropanzano, Prehar ve Chen (2002) yöneticilerin çalışanlarına daha adil davrandıklarında, yöneticiler çalışanlarına daha adil davrandıklarında çalışanlarıyla kaliteli bir ilişki kurmanın mümkün olduğunu belirtmişlerdir. Bu tür ilişkiler çalışanların motivasyonunu artırır.

Yöneticilerle yapılan görüşmeler sonucunda öğretmen motivasyonuna önem verildiği düşünüldüğünde yöneticiler, iş performansının yüksek motivasyonla ortaya çıkabileceğini düşünmekte ve kurumsal bir felsefe olarak öğretmen motivasyonuna her zaman önem verildiğini vurgulamaktadırlar. Oni, Nwajiuba ve Nwosu (2017) tarafından yapılan bir araştırmaya göre öğretmenin motivasyonu ile üretkenliği arasında doğru orantılı bir ilişki vardır. Yani öğretmen motive edildiğinde daha üretken hale gelirler. Ayrıca alan yazında okul yöneticisinin samimi ve samimi bir ilişki ortamı sağlaması gerektiği belirtilmiştir. Aksi takdirde personele yönelik küçümseyici tutumlar korku, hayal kırıklığı ve düşük performansa yol açacaktır (Akpan, 2001). Yöneticilerin motivasyonu açısından okul yöneticileri eğitim sisteminin stratejik unsurlarından biridir. Kurumun huzurlu ve mutlu ortamı, yöneticilerin motivasyonla çalışmasını sağlar. Yöneticinin motive edici çalışması, organizasyon içinde motivasyon ve verimliliğin artmasına da neden olur. Okul yöneticilerinin kendi motivasyonları üzerine yapılan nitel bir araştırmanın sonuçları da bu çalışma ile paralellik göstermektedir. Bu çalışmanın sonucuna göre, okul yöneticilerinin motivasyonunun artması, yönetim-personel ilişkisine, çalışma

ortamındaki huzura, personelin üretkenliğine ve çalışma isteğine, çalışanlara dostane yaklaşıma ve ekip çalışmasına neden olmaktadır (Cebeci ve Çağanağa, 2019).

Son olarak, son kategori olan yöneticilerin motivasyonunda arkadaşlık ilişkilerinin rolü ile ilgili olarak, okulda geçirilen süre dikkate alındığında, yöneticilerin diğer meslektaşları ile ilişki geliştirmeleri kaçınılmaz olabilir. Yöneticiler aralarındaki bu ilişkinin okul ortamında görev paylaşımını kolaylaştırdığını düşünmektedirler.

Bulguların İkinci Araştırma Sorusu Doğrultusunda Tartışılması

Karar verme sürecini etkileyen faktörlerle ilgili olarak öğretmenlerden gelen cevapların çoğu veli memnuniyetinin kurumdaki karar verme süreçlerini etkilediği yönünde olmuştur. Olson'a (1999) göre veli memnuniyeti ile ilgili literatür, bu memnuniyetin velilerin okulla ilgili yaşadıkları çeşitli deneyimlerle ilişkili olduğunu ve memnuniyet yaratmanın temel durumlarından birinin velilerin beklentilerinin karşılanması olduğunu belirtmektedir. Görüşmelere katılan öğretmenlere göre veli memnuniyetini ön planda tutmak, karar verme süreçlerinde bazı zorluklar ve kaygılı bir ortam yaratmaktadır.

Üçüncü kategori olan öğretmenlerin karar verme sürecine dahil edilmesi konusunda öğretmenlerin çoğu, karar verme süreçlerinde görüşlerine başvurulsa bile uygulama süreçlerinde ifade edilen görüşlerine yer verilmediğini belirtmişlerdir. Knight (2011) öğretmenlerin ifade ettikleri fikirlere gereken önem verilmediği ve seslerinin duyulmadığı durumlarda karar verme süreçlerinde aktif rol oynamadıklarına inandıklarını belirtmiştir. Collins (2012) öğretmenlerin başkalarının onları duyduğundan ve fikirlerinin iletildiğinden emin olduklarında, karar verme ve işe adanmışlık süreçlerine katılımlarının arttığını belirtmiştir.

Son kategori olan çalışanların (öğretmenler ve yöneticiler) karar alma süreçlerinde arkadaşlık ilişkilerinin rolü hakkındaki düşünceleri ile ilgili olarak öğretmenler, karar verme sürecinde arkadaşlık ilişkilerinin devre dışı bırakıldığını ve bunun profesyonellik açısından uygun bir davranış olduğunu belirtmişlerdir. Bu bağlamda

Clark (akt. Bicer ve Büyükyılmaz, 2016), iş yerinde arkadaşlıkların yeri olmaması gerektiğini, iş arkadaşları arasındaki arkadaşlığın karar verme süreçlerinde zor kararları zorlaştırabileceği ve dikkati dağıtabileceği konusunda destekleyici bir açıklama yapmaktadır.

E. THESIS PERMISSION FORM / TEZ İZİN FORMU

ENSTİTÜ / INSTITUTE

Fen Bilimleri Enstitüsü / Graduate School of Natural and Applied Sciences ☐

Sosyal Bilimler Enstitüsü / Graduate School of Social Sciences ☒

Uygulamalı Matematik Enstitüsü / Graduate School of Applied Mathematics ☐

Enformatik Enstitüsü / Graduate School of Informatics ☐

Deniz Bilimleri Enstitüsü / Graduate School of Marine Sciences ☐

YAZARIN / AUTHOR

Soyadı / Surname : Kula
Adı / Name : Zehra Gözde
Bölümü / Department : Eğitim Bilimleri, Eğitim Yönetimi ve Planlaması / Educational Sciences, Educational Administration and Planning

TEZİN ADI / TITLE OF THE THESIS (**İngilizce** / English): Understanding the Role of Friendship Relations in Motivation and Decision-Making Processes in Educational Administration

TEZİN TÜRÜ / DEGREE**:** **Yüksek Lisans** / Master ☒ **Doktora** / PhD ☐

1. **Tezin tamamı dünya çapında erişime açılacaktır. /** Release the entire work immediately for access worldwide. ☒
2. **Tez iki yıl süreyle erişime kapalı olacaktır.** / Secure the entire work for patent and/or proprietary purposes for a period of **two years. *** ☐
3. **Tez altı ay süreyle erişime kapalı olacaktır.** / Secure the entire work for period of **six months**. ***** ☐

***** *Enstitü Yönetim Kurulu kararının basılı kopyası tezle birlikte kütüphaneye teslim edilecektir. / A copy of the decision of the Institute Administrative Committee will be delivered to the library together with the printed thesis.*

Yazarın imzası / Signature ..... **Tarih** / Date .....

Tezin son sayfasıdır. / This is the last page of the thesis/dissertation.