

APPLICATION OF TOTAL QUALITY MANAGEMENT IN TEACHER UNIONS
FROM THE PERSPECTIVES OF UNION MEMBERS

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ABSTRACT

APPLICATION OF TOTAL QUALITY MANAGEMENT IN TEACHER UNIONS FROM THE PERSPECTIVES OF UNION MEMBERS

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The purpose of this study is to contribute to the understanding of the functioning of teacher unions and provide feedback to union managements, members of the unions, teachers, academics and education officials concerning TQM applications in teacher unions by investigating the implementation degree of TQM principles in teacher unions in Ankara. Several studies have been done on the implementation of TQM in the field of education mainly for state/private schools and state/private universities; nevertheless, no researches have been carried out regarding TQM applications in teacher unions which is an important stakeholder in Turkish

education system with more than 400.000 members. A Total Quality Management Questionnaire was developed by the researcher based on the existing literature on basic TQM principles to be applied to union members in state schools in Ankara. Descriptive statistics and Mann-Whitney U test were used to analyze the data obtained. The results revealed no difference between Eğitim-Sen and Türk Eğitim-Sen members' perceptions concerning the application of 38 TQM proposals in their unions. However, Mann-Whitney U results yielded significant differences on the application of 16 TQM proposals included in the questionnaire. Descriptive statistics results also revealed that more than half of the union members were not aware whether the TQM proposals were applied in their unions or not and about 40% of the members participated in the study perceive that TQM principles are implemented in their unions.

Keywords: Total Quality Management, Teacher Unions, Eğitim-Sen and Türk Eğitim-Sen

ÖZ

ÖĞRETMEN SENDİKALARINDA TOPLAM KALİTE YÖNETİMİ UYGULAMARI KONUSUNDA SENDİKA ÜYELERİNİN ALGILARI

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Bu çalışmanın amacı öğretmen sendikalarında toplam kalite yönetimi ilkelerinin uygulanma derecesi konusunda sendika üyelerinin algılarını inceleyerek, sendika yönetimlerine, sendika üyesi olan ve olmayan öğretmenlere, akademisyenlere ve eğitimcilere sendikalardaki toplam kalite yönetimi uygulamaları konusunda fikir vermek ve öğretmen sendikalarının işleyişinin daha iyi anlaşılmasına katkıda bulunmaktır. Bu amaçla Ankara ilindeki devlet okullarından seçilen sendika üyesi öğretmenlere uygulanmak üzere araştırmacı tarafından toplam kalite yönetimi ilkeleri

konusundaki mevcut literatüre dayalı olarak bir Toplam Kalite Yönetimi Ölçeği geliştirilmiştir. Verilerin çözümlenmesi için betimsel istatistikler ve Mann-Whitney U testi kullanılmıştır. Anket sonuçları Eğitim-Sen ve Türk Eğitim-Sen üyelerinin sendikalarında Toplam Kalite Yönetimi uygulamalarını algılamalarında 36 önerme için anlamlı bir fark ortaya koymamıştır. Ancak Mann-Whitney U testi sonuçları ankete dahil edilen 16 önermeye verilen cevaplarda iki sendikanın üyeleri arasında anlamlı bir fark olduğunu göstermiştir. Betimsel istatistik sonuçları ayrıca sendika üyelerinin yarıdan fazlasının ankette yer alan önermelerin sendikalarında uygulanıp uygulanmadığı konusunda kararsız olduğunu; üyelerin yaklaşık yüzde 40'ının önermelerin uygulandığı yönünde olumlu algılamaları olduğunu göstermiştir.

Anahtar Kelimeler: Toplam Kalite Yönetimi, Öğretmen Sendikaları, Eğitim-Sen ve Türk Eğitim-Sen

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CHAPTER 1

INTRODUCTION

This chapter briefly describes the background of the study, the purpose of the study, the significance of the study and the definition of key terms used in the study.

1.1. Background to the Study

“You don’t have to do this (TQM); survival is not compulsory” (Deming, cited in Kehoe, 1996, p. 89). Quality is not a novel notion. It has been on the agenda of mankind since King Hammurabi of Babylon, who introduced a set of regulations governing the quality standards in the construction industry. However, it has lately been more vital than ever. As Deming implies, it is now like a matter of life and death. The fierce international competition for goods and services has made it indispensable to adopt a total approach to quality management. Smith (1998) lists compelling reasons for TQM which can be summarized as increased profits, competition, pride in staff and management, customer expectations, and unity of purpose. Judging the revival of Japanese organizations from the ashes of Second World War, thanks to the quality revolution, many service and manufacturing organizations see TQM as a means to survive and improve.

TQM can be regarded as the accumulation of quality improvement experiences since the inception of industrial revolution. The current principles and philosophy of TQM evolved as a result of the contributions of quality gurus such as Deming, Crosby, Feigenbaum and so on adapting the finest features of former quality initiatives. In the first half of the twentieth century, quality programs focused on quality control and inspection. After 1940s concepts such as statistical process control and quality assurances were important milestones in the evolution of TQM. The second half of the twentieth century was marked by TQM expanding the traditional view of quality and emphasizing continuous improvement, customer focus, and involvement. Kehoe (1996, p.95) lists certain fundamental components of TQM as follows:

1. Senior management leadership: Management must participate in and be committed to the quality program.
2. Improvements orientation: TQM organizations should strive to improve the products and services continuously. Good enough is never enough.
3. Customer focus: Customer satisfaction is the key component of TQM. The organizations should work to meet and exceed the needs and expectations of customers.
4. Company-wide involvement: People are empowered and encouraged to be involved in decision making processes in an organization.

5. Commitment to training and education: Training programs are essential to inform people about the process, and help them improve themselves.
6. Ownership of the process: TQM is everyone's responsibility in an organization. Everybody must be committed to the TQM philosophy.
7. Emphasis on measurement and review: Quantitative data or in other words management by facts is fundamental in improvement plans.
8. Teamwork: Cooperation of people in self-directed teams lead to a synergy.

Any setback with one of these components may turn them into barriers to success of TQM. Masters (1996) identifies eight common obstacles to successful implementation of TQM (cited in Besterfield, 1999) which are lack of management commitment, inability to change organizational culture, improper planning, lack of continuous training and education, incompatible organizational structure, ineffective measurement techniques, paying inadequate attention to internal and external customers, and inadequate use of empowerment and teamwork.

Despite the fact that there some common agreed upon principles of TQM and obstacles that may lead to failure of its application, the approach that each institution takes will be, to a certain extent, unique. Benefits of understanding the fundamentals of TQM are significant for all types of organizations but not enough for its successful implementation. Every organization has certain specific characteristics and its culture. Therefore, the implementation of TQM has to differ

in different organizations. Working on someone else's agenda and not being actively involved in the implementation process to solve quality problems may not lead to any improvement in the long run. After the initial stirring of the senior management, everybody involved must develop an awareness and understanding, visions, missions and core values must be defined and certain system development tools and techniques must be adopted accordingly (Kehoe, 1997; Sashkin & Kiser, 1993).

The understanding and application of TQM in service sector is even more challenging. Unlike products, no definite specifications can be made for the services. Services are intangible and cannot be touched or constructed. Therefore, they cannot be measured or tested to meet certain specifications. Services are also heterogeneous, that is, the conception of services differs from one person to another. Another distinct feature of services is the fact that production and consumption of services occur at the same time. Quality in service arises at the moment of delivery of services as a result of the interaction between the customer and provider of the service. Thus, quality of services largely depends on the performance of the service provider. Taking these distinctive features into account, service organizations have also benefited from TQM applications a lot. Banking, health care, hospitality, security, insurance, telecom are services where TQM has widely been applied in the recent years and considerable improvements have been reported (Goetsch & Davis, 1997).

TQM in Education

Services of educational institutions have also been influenced by the revolutionary trend of TQM and have launched programs adopting the new philosophy. The evident deterioration of the quality in education has made it inevitable to adopt TQM. Turkey was one of the many other countries which initiated TQM applications in its educational institutions though it was long after countries such as the USA and England. There have been several attempts to improve the quality of education in Turkey. One of these was the National Education Development Project carried out in collaboration with the World Bank with the aim of improving the quality of primary and secondary education institutions, and teachers; and being more cost effective in using the sources of Ministry of Education. 208 schools from twenty three provinces in Turkey were identified as Curriculum Laboratory Schools (MLOs) where new management philosophies and educational approaches were applied to serve as models to other schools before the spread of new system. With the Ministry of National Education Provincial Organization Total Quality Management Implementation Project in 2001, TQM application was aimed to spread to all educational and instructional services all through Turkey. The expected outcomes of these projects were: (1) identification and solution of chronic problems at schools; (2) Increased motivation of teachers as a result of participative management; (3) prevention of waste of time, efforts and sources; (4) Improved conditions at schools; (5) Improved coordination, and communication among schools (MEB, 2002).

TQM in Teacher Unions

Teacher Unions which are important organizations with more than 400.000 member teachers within the education system in Turkey have not been indifferent to the substantial reform efforts taking place in education in recent years. They have stated their policies regarding the adaptation of TQM philosophy in education. While Türk Eğitim-Sen have been in favor of the TQM applications in state schools and other education institutions, one of the largest teacher unions in Turkey, Eğitim-Sen, opposed the idea of TQM implementation at any education organization strongly. Eğitim-Sen views TQM as a ploy to privatize the state schools and as a threat to job security of teachers. Eğitim-Sen is of the idea that industry and education is completely different and therefore the concepts initially used in industry such as customer cannot be applied to education. Although Türk Eğitim-Sen points out some barriers to implementation of TQM such as lack of financial resources, it supports the Ministry of National Education Provincial Organization Total Quality Management Implementation Project in essence. It also has started the application of TQM within the union and has received ISO 9001 quality certificate (Aydoğanoglu, 2003).

After initiation of the TQM implementation project within the Ministry of National Education central and provincial organizations, a number of studies have been carried out to investigate the application of TQM in these organizations; however, the academia have not been interested in research concerning the teacher unions. The studies related to the teacher unions in Turkey have been very limited. This may be because of the fact that they have not been legally

recognized until recent years. With this respect, this study aims to explore the TQM applications in two largest teacher unions in Turkey by investigating the perception of union members.

1.2. Purpose of the Study

The purpose of this study is to explore the TQM applications in Eğitim-Sen and Türk Eğitim-Sen as perceived by their members. The following specific questions are addressed in the study:

1. What is the perception of union members about the level of application of basic TQM principles in their unions?
2. Is there any significant difference in the perceptions of Eğitim-Sen and Türk Eğitim-Sen members about the implementation of TQM proposals in their unions?

1.3. Significance of the Study

Several studies have been conducted on the implementation of TQM in the field of education mainly for state/private schools and state/private universities; nevertheless, no research has been carried out regarding TQM applications in teacher unions which are important stakeholders in the education system in Turkey with more than 400.000 members gaining a legal status with the 2001 Public Personnel Unions Act (Kamu Çalışanları Sendikaları Yasası). Moreover, there are no other research studies investigating the teacher unions in Turkey within the framework of TQM. With this respect, Total Quality Management

Questionnaire was developed by the researcher based on the existing literature on basic TQM principles and applied to the 200 members of the two largest teacher unions namely Eğitim-Sen and Türk Eğitim-Sen in state schools in Ankara to find out their perceptions about the application of TQM in teacher unions. The findings of the research may provide valuable information about such principles of TQM as leadership, strategic planning, and customer focus in teacher unions for union managements, teachers and academics. A comparison of two largest teacher unions having completely different policies about the TQM applications in educational institutions and in the unions may reveal some interesting results in terms of the perception of their members on TQM applications in their unions.

1.4. Definition of Terms

Total Quality Management (TQM): TQM is a management philosophy or a set of guidelines in the pursuit of continuous improvement putting the customer (both internal and external) into center and shaping the organizational structure and culture accordingly to meet and exceed the needs and expectations of customers.

Principles of TQM: Leadership, resources and continuous improvement, customer focus, and strategic planning are four basic principles of TQM.

Proposals of TQM: Based on the principles of TQM, 54 proposals were produced.

Teacher Unions: Eğitim-Sen and Türk Eğitim-Sen. Teacher unions are organizations established to defend and represent the rights of people working in education sector in Turkey.

Union Members: Teachers at public schools in the province of Ankara who hold active Eğitim-Sen and Türk Eğitim-Sen membership.

CHAPTER 2

REVIEW OF LITERATURE

In this chapter, a review of literature on TQM and teacher unions is presented. The chapter contains two sections. The first one deals with the conceptual background of TQM and the second one deals with the background of teacher unions covering related studies.

2.1. Total Quality Management

2.1.1 The Evolution of TQM

TQM is not totally independent of the former theories of organization and management. The quality movement can be likened to a long journey the beginning of which can be traced back to industrial revolution in the early 1990's when quality was secondary to quantity and the worker was more like a commodity. Nevertheless, it was still in this period characterized by the scientific theory of F.W. Taylor that some preliminary signs of quality were evidenced in the form of inspection which would later be transformed into quality control or quality assurance. Taylor saw only maximum profit for the employer and maximum prosperity for the employee as motivators. Taylor's early experiments actually used workers in the form of self improvement "quality cycles" to seek

greater efficiency. Unfortunately, this aspect of his work did not take hold (Greenwood, 1994). Later during the Second World War a more behavioral motivational theory of James McGregor's (Theory X and Theory Y) was an attempt to explain organizational structures and sources of motivation based on the beliefs on human nature. Theory X of McGregor had in a way the same assumption with Taylorian classical organization theory. Theory X, primarily having negative assumptions on human nature, includes assumptions held by supervisors and management about people's inherent lack of motivation. According to Theory X, people have a propensity to dislike and avoid work and need some kind of threat or coercion to work for organizational goals. McGregor's Theory Y on the other hand has a more positive judgment of human nature. In the attainment of the organizational goals, workers will employ self-direction and self-control if they feel commitment to the objectives (Herman, 1994). According to Theory Y, workers' natural tendency is towards accepting responsibility and work in organizations. Another attempt to explain organizational structures was William Ouchi's Theory Z which emerged as a result of his observation of American and Japanese businesses in the early 1980's. In his theory Z, Ouchi pointed out the effective use of human resources as the key to success rather than taking advantage of technological advances or some other motivators. While trust, intimacy, cooperation, teamwork, and egalitarianism were basic values of Theory Z culture; competition, individualism, and materialistic rewards were the main elements of American organizations (Şimşek, 2007). As Ouchi marked, job security, participative decision making, diverse career paths,

slower promotion rates, concern for the employee were some other fundamentals of Theory Z culture. Starting with Taylor's Scientific Management, McGregor's Theory X and Theory Y and even Herzberg's Hygiene/Motivator Theory with respect to its focus on performance on individual contribution and continuous improvement are all underpinning theories on which TQM can be claimed to be based. Theory Y highlighting voluntary commitment to goals and self-control, many values stressed in Theory Z culture such as cooperation, team work, trust are also some of the core values of a TQM culture. Nevertheless, any attempt to explain the origins of TQM would be lacking without a reference to Maslow's Hierarchy of Needs Theory. The well-known Maslowian model is made of five levels arranged in a hierarchy of ascending importance. These five levels of needs are physiological, security, social, esteem and self-actualization. Emergence of higher level needs occurs as a result of the satisfaction of lower level needs. For most workers, the first three levels of needs are normally satisfied and are therefore no longer motivational in nature; however, satisfaction of esteem and self-actualization are seldom completed and will therefore serve as continual motivators (Herman, 1994). With this respect, TQM aims to satisfy the highest level needs to create continual intrinsic motivation while many previous theories fail to address them. On the other hand, TQM which evolved from a variety of management and quality ideas started to have its distinctive foundation with the statistical quality concepts of W. A. Shewhart of the AT&T Bell Laboratories in his book of Economic Control of Quality of Manufactured Products in 1931. Deming also worked with W. A. Shewhart in Bell Laboratories to develop

statistical control techniques; however, such efforts for quality were undermined by the war time thirst for production (World War II). Therefore, it can be claimed that the real birth of TQM was after World War II by the contributions of many notable theorists such as Deming, Juran, Feigenbaum, Crosby, and many others. Thanks to the teachings of Deming in Japan, Japanese organizations were recognized by their success in achieving quality in the 1960's and 1970's. This urged the Western countries to widely adopt the TQM philosophy in service and industry in the 1980's (Saylor, 1996).

2.1.2 The Definition of TQM

Much has been said and many works have been written on TQM since 1980's; nevertheless, no common definition has been made for it. This can partly be as a result of the comprehensive quality of the term "total" or totally subjective nature of the word "quality" and the phenomenon of management which is complicated enough on its own. As the term "total" suggests, TQM is not just about the end product or the result, but it is rather about putting anything and anybody together involved in the process of producing the product or service, which makes it all-inclusive. Defining the TQM by using the definition of quality as a starting point is far from being enough to lead to a consensus. Quality itself is too enigmatic in nature to make an absolute definition for. According to the transcendent view of quality, it is the excellence or goodness of a product or service. It often regards quality as an unanalyzable property that people learn to recognize through experience (Saylor, 1996). In this sense, quality is so subjective

and almost impossible to be measured. According to the user-based approach the product or service that best satisfies the user is the higher quality product. Another view describes quality as the precision between the final product and pre-determined requirements. There is no agreement on any of these definitions as an absolute definition. Management can be regarded as a key component to understand TQM as it can roughly be defined as a management philosophy by most. Defining some fundamentals of this philosophy guides us to have a more comprehensive definition of TQM. Logothetis (1992) has introduced a TQM triangle putting three fundamental characteristics of TQM which are commitment, scientific knowledge, and involvement in the corners of the triangle. According to Logothetis, they are of equal significance.

Commitment is like a pre-requisite for the success of TQM in organizations. TQM requires radical changes in the organizational cultures. If management does not welcome TQM, there is no way that it will work. Management participation and demonstration by example are the best ways of convincing the workforce that the managers are serious about the quality and the same should be expected of everybody (Logothetis, 1992). A short term commitment of the management only at the early stages of implementation of TQM is one of the most common causes of failure. A long term commitment to change is essential for success. TQM is a continual activity that must be entrenched in the culture; it is not just one spot program. How the management walks on the TQM process is a lot more important than how it talks. In the process, senior and middle managers should act as both models and coaches.

Commitment of management is crucial, but not enough if it does not lead to a commitment of all stakeholders. It is management's responsibility to convey the TQM messages to employees and other stakeholders to involve them in the process. Another distinct and fundamental characteristic of TQM is scientific knowledge. We need knowledge for the study of variation because we live in a world which is full of variation (Deming, 1982, cited in Greenwood & Gaunt, 1994). Without having the necessary knowledge on customers and other stakeholders, it is not possible to plan for the quality. Total quality organizations have a comprehensive strategic plan that contains the following elements: vision, mission, and broad objectives. Institutions are to set up a system of continuous data collection of facts in order to realize these (Goetsch & Davis, 2006). Rather than depending on inspection and control, with the help of scientific data obtained, it is possible to pinpoint some problems before they emerge. The role of TQM quality department should be that of coordination, education and support of scientific quality tools throughout the organization. Additional duties include continuous research on and development of innovative methods or further development of existing ones. Its best role should be that of the source of scientific knowledge and advocate of the belief that everybody should be responsible for quality.

Involvement is the third essential characteristic of TQM. Involvement of the internal and external customers provides feedback for commitment and basis for scientific knowledge. Scientific knowledge works to the extent that workforce cooperates with the management to make the necessary changes. Commitment is

also achieved to the extent that employees are motivated to participate in the processes of the organization. Goetsch and Davis (2006) state that the basis for involvement is two-fold: First, it increases the likelihood of a good decision and a better plan. Second, it promotes the ownership of decisions by involving the people who will have to implement them. In order to participate effectively, employees need power, information, knowledge and rewards. Only then will employees be able to make decisions that will affect productivity. Enabling decision making down to the lowest levels in the organizations is another factor critical to employee involvement (Rao et al., 1996). If the senior management does not let employees be responsible for decisions and actions, then employee involvement has little chance of succeeding down organizational levels. In other words, employee involvement is a process through which employees are empowered to make decisions and solve problems appropriate to their level in the organization (Bounds et al., 1994). TQM makes use of teamwork to better involve the members in an organization. Team-based job design supports the value of authority equal to the group's responsibilities. The synergy required to make quality improvements comes from people working in harmony. Quality improvement is best achieved by cooperation not competition (Sallis, 1996).

Apart from the three basic characteristics of TQM introduced by Logothesis, in an attempt to define TQM, Goetsch and Davis (2006) lists 11 critical elements which are strategically based, customer focus, obsession with quality, scientific approach, long term commitment, teamwork, continual process improvement, education and training, freedom through control, unity of purpose, employee involvement and empowerment and they define TQM as an approach to

doing business that attempts to maximize the competitiveness of the organization through the continual improvement of the quality of its products, services, people and processes and environments. Another definition of TQM by Sashkin and Kiser (1993) is as follows:

TQM means that the organization's culture is defined by and supports the constant attainment of customer satisfaction through an integrated system of tools, techniques, and training. This involves the continuous improvement of organizational process resulting in high quality products and services (p. 39).

In this definition, Kiser emphasizes the importance of creating a culture of shared values and beliefs supporting TQM. The definition of Greenwood and Gaunt (1994) for quality is meeting the customer requirements, fitness for purpose and delighting the customers. This definition stresses the customer focus more and adds the idea of fitness for purpose or for use which was originally suggested by Juran. Besterfield et al. (1995) writes the following definition of TQM:

TQM is defined as both a philosophy and set of guiding principles that represent the foundation of a continuously improving organization. It is the application of quantitative methods and human resources to improve all the processes within an organization and exceed the customer needs now and in the future. TQM integrates fundamental management techniques, existing improvement efforts and technical tools under a disciplined approach (p. 1).

Varied as the definitions might be, they share such common elements of TQM as customer focus, continuous improvement, using facts (statistics), and management commitment. Another common point shared by the scholars is the fact that TQM cannot be used synonymously with the concepts of quality, quality control or quality assurance. Quality has a relative notion as Goetsch and Davis (1997) call it in the eye of the beholder. Quality control involves detecting and eliminating the lacking parts of the final product compared to the standards after the process carried out only by the quality professionals. Quality assurance is about preventing the faults before and during the process made by the workforce. With this respect, quality matches with TQM, but this doesn't necessarily mean that it is TQM. TQM is far beyond the quality assurance. As Sallis (1996) puts it, TQM is about creating a quality culture where the aim of every member of staff is to delight their customers, and where the structure of the organization allows them to do so.

2.1.3. The Major Aspects of TQM

TQM didn't emerge all of a sudden as a breakthrough. The concept of TQM evolved and matured over the years with the contributions of scholars. Some of the most recognized are Deming, Juran, Crosby, Feigenbaum, Ishikawa, and Taguchi.

W. Edwards Deming on Quality

“The price tag is easy to read, but understanding quality requires education.” Deming was the first in his country (the USA) to talk about quality

extending the ideas of Dr. Walter Shewhart, a protégé of Deming in 1930's when no one had any worries of quality. During these years, he pondered on the statistical control and came up with causes of failure as being common and special causes. According to Deming, 85% of the problems were attributed to the management and the workforce was accountable only for the 15%. Later in 1980s he revised this ratio to be 94-6. During the World War II, he was invited to Japan and became a leading figure there starting the quality movement. He proposed 14 points for management, which meant transforming the old management practices for quality culture.

Another remarkable contribution of Deming to quality movement is seven deadly diseases that he listed as barriers to quality. His fourteen points for quality can be seen as cures for seven deadly diseases. Lack of constancy, short term thinking, evaluation of staff's performance through merit ratings and appraisals, job hopping, using only visible data in decision making are among the seven deadly diseases. The Deming cycle is also among the contributions of Deming which he is widely known for.

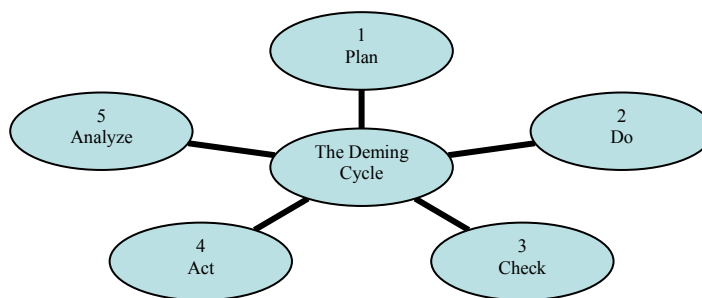


Figure 2.1 The Deming Cycle (Goetsch & Davis, 2000, p.61).

2.1.4. Basic Quality Concepts

It has been widely applied not only in Japan but also in the rest of the world primarily in industrialized western countries which did not want to fall behind Japan in industry and service. While some organizations embraced this new management philosophy out of the sense of hopelessness, some others rejected TQM for practical reasons. Organizations in various countries have launched new plans employing TQM some of which ended in complete failure. On the other hand, some organizations adapting the TQM philosophy claimed to have attained miraculous achievements. Whether it creates tremendous positive changes in the institutions or just causes waste of time and money, it has been on the agenda of many organizations in the industry and service in the world particularly in the last 20 years. With this respect a clear understanding of some essential TQM principles and some basic concepts by pointing out some distinguishing elements of it from the traditional views is to contribute to the adoption and implementation of it.

TQM Leadership

As Saylor (1996) argued, leadership is essential to make TQM a reality. The success of TQM depends primarily on leaders. Juran's 85/15 rule claims that 85% of the quality problems can be traced to the management. Similarly, according to Deming 94% of failures is attributable to the reasons caused by

leadership. Sallis (1996) also states that the main reason for the failure of TQM is lack of senior management backing and commitment. The significance of leadership in achieving quality is evident. As proven by the literature, the success of TQM relies heavily on the leader and the success of the leader relies on his/her commitment to TQM philosophy and its implementation. TQM leaders empower the others involved; that is they give greater responsibility to staff and involve them in decision-making processes. They conceive TQM as a toolbox, not a tool in a box. They are open to change and understand that change happen by degree. They are interested in change not in the preservation of status quo or old structures. They create a vision and commitment to that vision. They don't rely on control; instead they inspire trust, motivation, and self-inspection. They emphasize cooperation not compliance. They are open to criticism and are easily accessible. They focus on people not on systems (Sallis, 1996). Saylor (1996) suggests six leadership considerations in TQM which are leading by example, establishing a common focus, acting to build and maintain teamwork, driving productivity and quality improvements, empowering others and recognizing and rewarding appropriate performance.

The Quality Culture

Culture in an organization is the total of shared philosophies, ideologies, beliefs, feelings, assumptions, expectations, attitudes, norms and values (Ornstein & Lunenburg, 2004). In order for TQM to be successful in an organization, either the culture of the organization has to fit TQM or the culture has to be changed to

fit TQM philosophy. TQM culture has some indispensable components one of which is continuous improvement. Continuous improvement means not being satisfied with doing a good job or process but striving to improve that job or process. Continuous improvement of people, products and/or services and processes is one of the essential elements of TQM. Continuous improvement does not necessarily mean creating drastic changes or breakthroughs in organizations it is rather about creating incremental changes. Continuous improvement is not only the job of top management. Without the participation of employees no improvement can be realized.

A quality culture requires the involvement of everybody. People involvement encompasses all activities to empower the people in the organization to achieve organizational results including individual and team efforts. The Manufacturers' Alliance for Productivity and Innovation stated that "organizations that empower employees as part of their total quality management effort are twice as likely as other firms to report significant product and service improvement" (Saylor, 1996, p. 61). What empowerment means is that all individuals in an organization have the authority to do what is necessary to improve their work. According to Saylor, empowerment encourages ownership of work, makes every one an intrapreneur/entrepreneur. It promotes relationships with owners, suppliers, customers, opens opportunities and works towards a common purpose encouraging win-win outcomes and recognizes and expanding boundaries.

Building teams is also a part of empowerment process. Teamwork is the characteristic of the TQM culture. To form an effective TQM culture, teamwork needs to be extended and must penetrate and permeate throughout the institution and be used in a wide range of decision making and problem solving situations (Sallis, 1996). However, the success of teamwork in an organization depends on flattening the hierarchy and insisting on open communication systems.

One of the most remarkable features of TQM culture is customer focus. Besterfield et al. (1995) points out that TQM implies an organizational obsession with meeting and exceeding customer expectations to the point that customers are delighted. Customer in TQM is not only the people outside the organization buying the product or services but also everybody involved in the functioning of the organization like employees. While the first type is called external customers, the latter is called internal customers. In TQM it is crucial to know about customer satisfaction and dissatisfaction using a variety of techniques such as surveys, interview report cards and act accordingly.

Strategic planning is another important element of quality culture. Strategic planning involves creating the vision, mission and the quality policies of the organization and determining strategic quality objectives and acting in line with them. Strategic planning is a process and a tool; it is not an end itself. It is the process by which the guiding members of an organization envision its future and develop the necessary procedures and operations to achieve that future (Kanji, 1995). It is a process of creating a mission and vision, setting goals for future, analyzing strengths, weaknesses, opportunities, and threats, identifying the path to

be followed in accordance with the goals and analysis carried out. All organizations have a path or direction; however, TQM organizations have a path and direction based on strategic thinking and action. Strategic action is based on the needs of customers and all stakeholders. As the needs continuously change, strategic plans are flexible to adapt to the changing needs. Among the benefits of strategic planning, preventing loss of time, money, energy, better responding to the changes and opportunities, better addressing to the needs of customers, providing continuous improvement and creating constancy of purpose in an organization can be listed.

2.2. TQM in Service Sector

In the last several years, there has been a great deal of interest among service industry organizations to employ TQM. A variety of service industry organizations have been adopting the TQM philosophy. Although the basic concepts of TQM such as customer focus, continuous improvement, strategic management, empowerment, management commitment, teamwork also apply for the organizations in the service sector, the success of TQM is even more difficult because of the subjective nature of services. It is not feasible to expect immediate results or clear tangible indicators of improvement after the application of TQM. In service industries, both producers (people who deliver the services) and customers are involved in the process and are depended on each other. The quality of the service is determined both by the customer and the supplier. The services are also difficult to measure because they are relative and vague, not absolute like

a product. “The definition of quality of goods can involve some tangible and objective measures as well as the intangible and subjective ones. Quality of services; however, is expected to totally involve intangibles and subjectivity” (Akan, 1995, p.8). It is difficult to maintain for the providers of services to built and maintain quality because of the agreed upon standards and the high people content in production. In addition, customers’ evolution of services is not uniform and predictable but blurred as the evaluation of the service largely depends on the mood of the customer at the time of evaluation (King, 1984, cited in Akan, 1995).

There are still limited experiences of TQM in service organizations and risks are there along with the opportunities. Therefore, such essentials of TQM as having total commitment of management, involving of every related body, having a strategic quality plan, improving continuously, satisfying customer, and benchmarking are more significant for the success of TQM in service industry. Research on TQM initially focused on TQM in industry as it was the area where TQM originated. Models of quality like those of European Foundation for Quality Management (EFQM) and Baldrige were developed for the organizations in the service industry, and many researches had been carried out about the TQM applications in industrial organizations before any models of quality were designed and applied for organizations in service sector. In recent years, however, studies concerning TQM applications in service organizations have increased considerably. It has been more challenging to measure the service quality since services are intangible and not homogenous, which is a treat to objectivity. Despite this, TQM have been widely applied in a wide range of service industries

such as health care, retail, hospitality, telecom, government, banking, military, security, and education and many studies have been carried out on these fields. Most of the studies have employed Service Quality (SERVQUAL) scale developed by Parasuraman, Zeithaml and Berry (1988) to measure the service quality.

2.2.1. TQM in Education

Education is viewed as a service rather than a production process. As in the other service industries, TQM studies in education are also relatively new compared to those in industry. There are arguments regarding the applicability of TQM in education institutions. There are scholars who view TQM as just one of those unpromising reform efforts whereas there are also scholars who believe that TQM is the answer to the current problems of education. While some argue that TQM only makes sense for industry and is of no help to education institutions, some other point out the similarities between the TQM philosophy and the nature of education to rationalize their argument that TQM fits well to education and there is no reason why TQM will not work in education. It will be discovered in time whether TQM is a friend or a foe for education, but there is an undeniable fact that TQM worth trying rather than doing nothing. TQM presents a new way of thinking about schools and a new way of restructuring teaching and learning (Quong & Walker, 1996). At this point since there is no contradictory evidence or experience proving that TQM is a foe, it is more rational to think that TQM and education are compatible. Even a surface inspection of the values of TQM and the

concept of education would reveal the fact that education bears the very nature of TQM philosophy. TQM simply refers to a continuous process of improvement. Similarly, education is a value adding process and aims to make intended changes and improvements. Education does not just involve teachers and learners. The involvement of parents, administrators, society and the government is vital for success in education. Likewise, TQM requires the involvement of every related body in the process. Moreover, the importance of people is an important aspect in education, which TQM principles and values also dearly hold.

The main misunderstanding in application of TQM in education arises from the transfer of TQM jargon originally used for industry to education which is a kind of service. At this point, one may be confused to find the counterparts of such terms as customer, supplier, and product and to reconcile the basic principles of TQM and education. Every individual involved in the education process is both a supplier and a customer. Students are basically considered to be the primary customers of education. However, they may also be viewed as suppliers producing their own work and performance. Parents, governors, labor market, society are external customers and teachers, support staff are internal customers of education. All these stakeholders can also be seen as suppliers. Governors and school administration supply students and teachers with a convenient learning environment. Parents are suppliers as financing the education of their kids and paying taxes. Teachers are suppliers when teaching, counseling, giving feedback and evaluating student performance. Education is the result of the interdependent activities of suppliers and customers (Bonstingl, 2001; Sallis, 1996).

Adaptation of basic TQM principles to education is another challenging task liable to create confusion. Bonstingl (2001) adapts the 14 principles of Deming as follows:

1. Create constancy of purpose for continuous improvement: Schools should focus on developing the potential of students by collaborating with teachers and students. Betterment of test scores is of secondary importance to the progress inherent in the learning process.
2. Adapt the new philosophy: Educational leaders should be committed to the new philosophy of continuous improvement and empower the individuals involved. Half-hearted application of the new philosophy with the only aim of better test scores does not lead to success.
3. Cease dependence on mass inspection: Overdependence on exams whose validity and reliability are questionable as the indicators of students' performance do not bear desirable results. Students should be taught to be responsible for their own learning and demonstrate their learning in real life. Process should be tested rather than the product.
4. End the practice of awarding on the basis of price: Build relationships within school and with society based on trust and collaboration. Every stakeholder should be respected as both the customer and the supplier and work together to maximize the potentials.
5. Improve constantly and forever the system of production and service: Schools administrators should empower teachers and create an

atmosphere where they can continuously improve themselves and learn from their previous experiences.

6. Institute training on the job: Educational leaders organize training programs for the newly recruited staff to inform them about the culture of the organization and their expectations. Teachers also initiate training programs to improve themselves and their students.
7. Institute leadership: School leaders act as coaches or facilitators working in collaboration with teachers, students and society; valuing and encouraging any improvements rather than an authority yielding rewards and punishments.
8. Dry out fear: Fear blocks production and prevents efficiency at school. Fear damages anything good in the organizational culture.
9. Break down barriers between departments and individuals: In order to promote the efficiency and effectiveness of teachers and students and create further learning opportunities, former roles and status barriers preventing collaboration should be replaced with new ones as parts of quality teams.
10. Eliminate the use of slogans, exhortations and posters: Rather than blaming teachers, students, and administrators for the problems and failures, the problems must be identified by the management and the system should be changed.
11. Eliminate work standards that presume numerical quotas: Numerical indicators of learning do not always reflect the real student

performance. Considering exams as absolute indicators of student performance do not lead to the desired results in the long run.

12. Remove the barriers that rob people of their right to pride in their work:

Teachers and students want to be successful and be proud of their success. The systemic causes that force them to make mistakes should be eliminated through collaboration.

13. Institute a vigorous program of education and training: Training

programs for administrators, teachers and students should be established and diversified working in collaboration with all stakeholders to maximize customer satisfaction.

14. Act to achieve transformation: For the success of TQM, a total

commitment of management and all other stakeholders is essential.

Management and all other stakeholders should act to make TQM a part of the schools culture.

2.2.2. TQM Studies in Turkey

The application of TQM in Ministry of National Education was launched initially in Ankara in 1999 and spread to the institutions outside Ankara in 2001 with the aim of making the TQM philosophy emphasizing continuous improvement, participation in decision making, satisfaction of customers, and improvement of the quality a part of the education system in Turkey. Despite the fact that success of TQM applications in Turkey is questionable, TQM implementation projects is an indication of the fact that Ministry of National

Education appreciates the significance of TQM in improving the quality of schools and solving some current problems of education. A variety of researches has been conducted on the application of TQM in education in Turkey in the last ten years and the studies after the introduction of TQM in education system in Turkey focus primarily on its implementation in the ministry and institutions within the ministry.

Eyeberdiyev (2002) studied the problems faced in the implementation process of TQM in educational institutions. The data was obtained by implementing a questionnaire to 67 teachers in 5 primary schools and 4 high schools in the province of Ankara/Çankaya. The findings of the research showed that the main problem for the implementation of TQM in schools was that teachers and administrators were not well informed about TQM and avoided taking responsibility. Lack of collaboration between teachers, administrators and the society, maintenance of hierarchical and bureaucratic structures, imposition of decisions from the administration, lack of commitment to TQM, and negative attitudes of parents and the society were also listed as the obstacles in the implementation process of TQM (Eyeberdiyev, 2002).

Sayın (2002) investigated the applicability of TQM in primary schools from the perspectives of school administrators. A questionnaire was administered to school administrators in 105 schools in the province of Konya. The results of the research revealed that all principals and assistant principals thought that (1) TQM was applicable in primary schools; (2) the purpose of the schools were to seek ways of continuous improvement and continuous success; (3) teachers were

not their rivals but their partners; (4) people other than educators should be involved in the improvement process; (5) they collaborated with parents and management worked to create a common vision and assist other stakeholders.

Similarly, Sönmez (1999) investigated the applicability TQM in public and private high schools from the perspectives of school principals. A questionnaire of 38 proposals was applied to 22 private and 68 public school principals. The findings of the study were that while public high school principals mildly agreed with the applicability of TQM in their schools, principals of private high schools strongly agreed with that proposition. It was also shown that public school administrators were not yet committed to such concepts of TQM as customer satisfaction, zero defect, and collaboration with stakeholders. As barriers to the application of TQM in public high schools, lack of financial sources and staff, centralized system, crowded classes, and parents and students who do not view themselves as customers were cited.

Arda (2005) explored the contribution level of TQM implementation to the development of the schools. A questionnaire consisting of two parts and 25 propositions was developed and administered to 37 primary school administrators. School administrators were mostly male, held a BA degree and had less than 15 years of experience. The results revealed that school administrators thought that TQM applications contributed to the development of schools especially in terms of human resources development and school-society cooperation.

Dalgıç (2002) studied the TQM applications in commerce vocational high schools. A questionnaire consisting of 41 proposals were administered to 74

commerce vocational high school principals and 72 superintendents. The results of the study showed that TQM applications in commerce vocational high schools were successful. The results also revealed that TQM philosophy was not well understood by those who participated in the study.

Another study on the TQM applications in international commerce and commerce vocational schools attempted to develop a model of Total Quality Management for these schools. The data was obtained by interviews and questionnaires applied to 208 teachers and principals in 15 foreign commerce and commerce vocational schools. The results of the research revealed that the TQM model to be applied at foreign commerce and commerce vocational schools should be flexible, easily understandable, purpose-oriented, and authentic and should allow continuous improvement. The results also urged that (1) TQM should not be limited to the school management; (2) school-family and school-industry cooperation should be ensured; (3) teamwork should be encouraged; (4) statistical methods should be employed in evaluating school and teacher performance, (5) extra-curricular activities should be organized in accordance with the expectations of students (Yıldırım, 2002).

Yılmaz (2002) investigated the perception of ethical values in a department of Ministry of National Education central office. Sixteen personnel in the department were interviewed and the content analysis of the data obtained was carried out. The findings of the study were summarized as follows: Some important ethical values were named as respect, trust, fairness, and honesty. As some values of leaders in TQM, being visionary, valueing and motivating people

were listed. In terms of involvement, having meetings and encouraging teamwork were mentioned. Quality of communication, not being prejudiced, encouraging personal development, eliminating status quo were some other values stated.

A similar study conducted by Şavik (2004) on TQM and ethics by applying questionnaires in same general directories of Ministry of Education central body revealed interesting results. The civil servants all stated that the working conditions were not desired and there were cautious to propose solutions for improvement. The subjects also thought that the distribution of salaries was not fair and the reference of the supervisor for promotions was till important along with the exams.

2.3. Teacher Unions in the World

The origin of the teacher unions dates back to the second half of the 19th century when industrial expansion had started and a new social class formed by labors had emerged. The first unions were formed in England and the USA as a result of the changes in the society following the industrial revolution in the form of labor trade unions. It was also in the countries where industrial revolution started that civil servants first formed unions (Öcal, 1998). Teachers were the first to unionize in many countries among the other civil servants even before there were no laws allowing civil servants to form unions. Teacher unions were in a way pioneers of civil servant unionization. This section covers the development of teacher unions in England, the USA, France, Germany and Sweden.

2.3.1. England

England is the country which has the oldest and most powerful teacher unions in the world. National Union of Teachers (NUT) which was founded in 1870 is still one of the largest unions in England with over 250.000 members. It is affiliated with Trade Unions Congress (TUC) and Education International (EI). Another important teachers union in England, National Association of Schoolmasters (NAS), was founded in 1922 by a group of male teachers from NUT to promote the interests of male teachers. In 1975 it merged with the Union of Women Teachers (UWT) under the name of the Association of Schoolmasters Union of Women (NASUWT). NASUWT currently has about 270.000 members and is an affiliate of the Scottish Trade Union Congress (STUC), TUC and EI. The National Association of Teachers in Further and Higher Education (NATFHE) was founded in 1904 and the Association of University Teachers (AUT) was founded in 1909. NATFHE merged with AUT in 2006 and became University and College Union (UCU). UCU currently has about 70.000 members and is a member of TUC. The Association of Teachers and Lecturers (ATL) was formed in 1978 as a result of the amalgamation of The Association of Assistant Mistresses (AAM) founded in 1884 and the Association of Assistant Masters in Secondary Schools (AMA) founded in 1891. ATL currently has about 170.000 members and is affiliated to EI, TUC and ICTU (Irish Congress of Trade Unions). There are also many local teacher unions in England and they have the rights of collective bargaining and some limited rights of strike (Gülmez, 1996; Işıklı, 1998; Öcal, 1998).

2.3.2. The USA

Another country where teachers also have a long history of unionization is the USA. The first national and the largest teacher union in the US is the National Education Association (NEA), which was founded in 1857 as the National Teacher Association (NTA). NTA became NEA in 1870 when it merged with the American Normal School Association, the National Association of School Superintendents and the Central College Association. Another merger of NEA was with the American Teachers Association formerly called the National Association of Teachers in Colored Schools in 1966. NEA has currently about 3.2 million members and is not affiliated to any international federation. The American Federation of Teachers (AFT), founded in 1916, is the second largest teacher union in the USA. It has about 1.5 million members and is affiliated with the American Federation of Labor and the Congress of Industrial Organizations (AFL-CIO). As Belfield states, 85% of American teachers are members of either the NEA or AFT and both agencies have strong political power and are effective influences in education. The American Association of University Professors (AAUP) which was established in 1915 is one of the oldest and the most influential teacher unions. The USA has now more than 500 local and national teacher unions these associations have the rights of collective bargaining except in the seven states; however, the right to strike is outlawed in most of the states. Civil servants have limited rights to strike only in Alaska, Hawaii, Minnesota, Montana, Oregon, Pennsylvania, Vermont, and Wisconsin (Baysal, 2001; Henderson, Urban & Wolman 2004; Işıklı, 1978).

2.3.3. France

French teachers also have an old history of unionization. The history of teacher unions in France goes back to 1930's when teachers started to organize locally. The largest and the most outstanding teacher union in France is UNSA Education, which had the name of the Federation of National Education (Federation de' Education Nationale or the FEN) before the establishment of the Federation of National Autonomous Trade Unions (Union Nationale des Syndicats Autonomes or the UNSA). In the first half of the 19th century, French laws did not allow teachers to form any kind of associations. With the modifications in the law in 1864 and 1868, workers were allowed to establish organizations and finally in 1884 a new legislation giving the workers the right to organize in unions was enacted. Although civil servants were not covered in 1884 legislation, teacher unions started to emerge, not under the name of "trade unions" though. The origins of FEN and its biggest constituent, the National Union of Elementary and Middle School Teachers (Syndicat National des Instituteurs et des Professeurs de' Enseignement General de College or the SNI-PEGC) were active in these years. At the height of its power, FEN was a federation of 49 national unions and had about 450.000 members (90% of French teachers). FEN was an affiliate of General Labor Confederation (CGT) until 1948. Until UNSA was established in the year 2000, FEN remained autonomous. Despite the fact that there were very powerful teacher organizations in the county, the French Government did not recognize the rights of teachers to form unions till 1945 Civil Service Act. French teacher unions were given the right of collective bargaining in

1968 and their rights to strike were recognized by modifications in law in 1963 and 1983 (Baysal, 2001; Frances, 1992; Gülmez, 1996).

2.3.4 Germany and Sweden

Unionization of teachers gained legal basis in Germany and Sweden before many other Western countries. German teachers were given the right to join together in union in 1949 constitution. Nevertheless, laws governing the rights of civil servant unions cannot be claimed to have been improved. In Germany, teachers and some other civil servants has limited rights to bargain collectively and strike. Teachers in Germany are mostly represented by the Education and Science Workers' Union (Gewerkschaft Erziehung und Wissenschaft or the GEW) founded in 1948. It currently has about 260.000 members and is affiliated to German Confederation of Trade Unions (Deutscher Gewerkschaftsbund or the DGB). On the other hand, Sweden has one of the highest unionization rates (around 80%) in the world and the development of teacher unions in Sweden occurred relatively easier compared to the other countries. Unions' rights of collective bargaining and strike were recognized in 1965 and 1966. All civil servants in the country were given the rights to form unions in 1936. The biggest teacher union in Sweden is the Swedish Teachers' Union (Läraryrket) with about 200.000 members. The Union of Peoples' High School Teachers (Svenska Folkhögskollans Läraryrket) and the Union of Scientists and Researchers (Forskningsoch Forskarers Förbund) are two other important unions. These

unions are affiliated with the Swedish Confederation of Professional Employees (Tjänstemännens Centralorganisation or the TCO) (Baysal, 2001; Gülmez, 1996).

2.3.5. International Teacher Organizations

Education International is the largest international federation of teachers with about 30 million members and 401 member organizations in 172 countries in the world. It was established as a merger of the International Federation of Free Teacher Unions (IFFTU) and World Confederation of Organizations in the Teaching Profession (WCOTP) in 1990. Its headquarters is based in Brussels, Belgium. World Federation of Teachers Unions (FISE) founded in 1946 is not as large as EI. It is affiliated to the World Confederation of Trade Unions (WFTU) and its headquarters is in Calcutta, India (Öcal, 1998).

2.4. Teacher Unions in Turkey

Varied as the motives behind their foundation might be, the emergence of teacher unions in Turkey also starts concurrently with the West in the years following the industrial revolution. The history of the earliest organizations goes back to the second half of the 19th century. They were not initially formed in the form of trade unions; nevertheless, they evolved to function as trade unions. Even a strike was organized in 1920 by primary school teachers when there were no teacher organizations in many Western countries. This section covers the development of teacher unions in Turkey starting with teacher associations in the Ottoman.

2.4.1. Teacher Associations in the Ottoman and Early Years of Turkish Republic.

In this period, most teacher associations were centered in İstanbul, which was the capital of the country. The first teacher association namely Encümen-i Muallimin (Council of Teachers) was founded in 1908 right after the declaration of second constitutional government (II. Meşrutiyet). The management of the organization was mainly composed of the bureaucrats in the ministry of education. Although the main office was in İstanbul, the association had also some branch offices in some other cities. Another teacher association called Muhafaza-i Hukuk-u Muallimin (Defending the Rights of Teachers) was established which later united with Council of Teachers under the name of Cemiyet-i Muallimin (The Teachers' Society). Teachers' Society dissolved after Harekat Ordusu (The Operations Army) marched to İstanbul and arrested the chairperson of the association in 1909. In this period there were no constitutional obstacles preventing people from establishing unions. Kanun-i Esasi (The Main Constitution) in 1876 and Cemiyetler Yasası (The Societies Act) in 1909 secured the rights of people to form unions; however, the practices of the oppressive governments made it difficult to unionize. Neşr-i Maarif ve Teavün-ü Muallimin Cemiyeti (The Society of Teachers' Collaboration and Education's Improvement) and Konferans Cemiyeti (The Conference Society) were the organizations established in this period. After İttihat ve Terakki (The Union and Progress Party) started to lose its power in the country, some new teachers associations such as

The Teachers' Society, Tedrisat-ı İptidaiye Muallimleri Cemiyeti (The Primary School Teachers' Society) and Darül Muallimin ve Darül Müallimat Mezunları Cemiyeti (The Teacher College Graduates' Society) thrived between 1918 and 1922. Among these associations, The Teacher Collage Graduates' Society is significant in that it was the first teacher association which included some women teachers in its management. While such associations centered in İstanbul, there were also some other teacher unions set up outside the capital. Terakki-i Maarif ve İttihat-ı Muallimin (The Improvement of Education and Unity of Teachers' Society), Muallim Yurdu (The Teachers' Organization) in Bursa and Mahvel-i Muallimin (The Teachers' Community) in Edirne were the popular ones (Altunkaya, 1998; Battal, 2004; Kaynak, 1978).

2.4.2. Teacher Associations During the War of Independence

During the war years (1920-1923) there were two governments in the country, one in İstanbul working under the control of invading powers and one in Ankara fighting against the invasion for the independence of the country. This period can be noted by the emergence of unions in Ankara recognizing the Ankara Government. The Ankara Government encouraged the establishment of new unions and Muallim ve Muallimeler Cemiyeti (The Teachers Society) and Türkiye Muallime ve Muallim Cemiyetleri Birliği (Turkish Teachers' Confederation) were founded in 1920 and 1921 respectively. During the early years of the Turkish Republic two new constitutions were adopted in 1921 and 1924; however, these constitutions included no laws governing the peoples' right to unionize. Until the

Code of Civil Law (Medeni Kanun) and The Civil Servants Act (Memurin Kanunu) were enacted in 1926, the former laws governing unions remained. In neither of these laws teachers were given the right to strike. The most influential teacher organization in the initial years of the Turkish Republic was Turkish Teachers' Confederation, which changed its name to Türkiye Muallimler Birliđi (The Turkish Teachers' Union) in 1925. After 1925, some small teacher unions in İstanbul joined Turkish Teachers' Union and it also had branch offices in some Anatolian cities. The union had been very effective in defending teachers' rights and contributing to the reform movements working in collaboration with the government. The political situation in the country after the Şeyh Said Revolt in 1925 made it very difficult for the Turkish Teachers' Union to survive and it had to be closed by 1931. İstanbul Muallimler Birliđi (İstanbul Teachers' Union) was the only union to have endured by 1936. Cemiyetler Kanunu (The Societies Act) enacted in 1938 forbade any attempts to unionize for public employees and unionization wasn't allowed till 1946. Despite the fact that teachers were forbidden to form their unions, they were encouraged to be members of Halkevleri (The People's Houses) established by the ruling Republican People's Party (CHP) in 1932. Many teachers took part in the activities of the People's Houses organized in almost every city in Turkey and carried out useful work. Besides the People's Houses, such institutions as Köy Öğretmenleri Sağlık ve İçtimai Yardım Sandığı (Health and Social Aid Fund of Village Teachers) and İLKSAN (Health and Social Aid Fund of Primary School Teachers) were the organizations, despite

being more like aid organizations rather than unions, established under one party political system (Altunkaya, 1998; Öcal, 1998).

2.4.3. Teacher Associations Between 1946 and 1971

With the amendment of Cemiyetler Kanunu (The Societies Act) in 1946 public employees were allowed to establish “non-profit organizations.” After this amendment, many mostly local teacher associations were set up in various cities in the country. These small local associations were also encouraged by the fact that Turkey signed Human Rights Universal Declaration in 1949 and European Human Rights Agreement in 1951 which gave everybody the right to unionize. Some of the unions emerged after 1946 can be listed as follows:

1. Ankara Öğretmenleri Yardımlaşma Derneği (The Teachers of Ankara Cooperation Association)
2. Köy Öğretmen Dernekleri (The Village Teachers’ Associations)
Göller Yöresi Köy Öğretmenleri Derneği (The Village Teachers’ Association of Göller Yöresi)
3. Ege Bölgesi Öğretmenler Derneği (The Teachers’ Association of Aegean Region)
4. Teknik Öğretmenler Derneği (The Technical Teachers’ Associations)
5. Türkiye Emekli Öğretmenler Derneği (Turkish Retired Teachers’ Association)
6. Milliyetçi Öğretmenler Birliği (The Unity of Nationalist Teachers)

7. Türkiye Öğretmen Dernekleri Milli Federasyonu (The Turkish National Federation of Teachers Association or the TÖDMF)
8. Türkiye Öğretmenler Sendikası (The Teachers' Union or the TÖS)
9. Milliyetçi Öğretmenler Sendikası (The Nationalist Teachers' Union)
10. Türkiye İlkokul Öğretmenleri Sendikası (The Turkish Primary School Teachers' Union)

Teacher associations before 1946 and 1965 were established in accordance with Cemiyetler Kanunu (The Societies Act), which despite allowing civil servants to set up “non-profit organizations,” didn't let the civil servants create organizations by the name of “union.” Therefore, it was only after Devlet Personeli Sendikaları Kanunu (Public Employees Unions Act) in 1965 that teachers were organized under the name of “unions.” The Turkish National Federation of Teacher Associations (TÖDMF) was the biggest and the most influential among the teachers' organizations before 1965. Before it dissolved in 1968, it had like 450 branch offices and 70.000 members. The demonstration in 1963 in Ankara with the participation of TÖDMF members leading to a considerable increase in teachers' salaries and the adoption of a new unions' law in 1965 is an indication of how effective TÖDMF was at a time when it was even not legal to be organized as a union. The three biggest national unions established after the adoption of the Public Employees Union Act in 1965 were the Turkish Teachers Union (TÖS), the Turkish Primary School Teachers Union (İlk-Sen) and the Nationalist Teachers Union. In addition to these unions, more than 100 other unions emerged after 1965; however, most of them were local and had very few

members. Altunkaya (1998) states that 56 of the unions in this period was founded by the primary school teachers, the reason of which might have been the fact that they were inferior to other teachers in terms of their status, rights and working conditions. TÖS was the first union to be established after the 1965 Act on State Employees Unions and became very powerful through the 1970's. In 1971 when it had to be closed down because of the new constitution and the military coup, it had more than 70.000 members. TÖS can be considered to be the first true teachers union in Turkey recognized by law acting openly to defend the rights of its members. It organized a large scale demonstration participated by 40.000 members and organized a nation-wide strike in which 109.000 teachers, more than half of whom were not TÖS members took part in. As a consequence of the strike, some 50.000 teachers were charged with breaking the laws and most of them were punished one way or another. The biggest rival of TÖS was the Nationalist Teachers' Union. It had branch offices in most cities in Turkey and was against all policies and actions of TÖS accusing it of being a communist organization while being accused of being a fascist organization. The Nationalist Teachers' Union was also against the strike organized by TÖS and supported by the Turkish Primary School Teachers' Union (İlk-Sen). These unions came to an end with the 1971 military coup and a new period of unionism started in Turkey with the new constitution (Battal, 2004; Evren, Erdem & Yıldırım, 1995; Koç, 2003).

2.4.4. Teacher Associations Between 1971 and 1980

With the modification of the constitution in 1971, it was forbidden for the civil servants to join together in a union; however, they were allowed to form “non-profit organizations” to represent their rights. Nearly 2000 organizations most of which were small scale were established by 1980. Some major organizations founded in this period can be listed as follows:

1. Tüm Öğretmenler Birleşme ve Dayanışma Derneği (All Teachers’ Unity and Cooperation Association or the TÖB-DER)
2. Tüm İlköğretim Müfettişleri Derneği (All Primary School Inspectors’ Association or the TİM-DER)
3. Ülkücü Öğretim Üyeleri ve Öğretmenleri Derneği (The Idealist Lecturers’ and Teachers’ Association or the Ülkü-Bir)
4. Hürriyetçi Öğretmenler Yardımlaşma ve Dayanışma Birliği (The Liberal Teachers’ Cooperation Association or the HÜR-ÖĞRETBİR)
5. Hürriyetçi Öğretmenler Derneği (The Liberal Teachers’ Association or the HÜR-DER)
6. Mefkureci Öğretmenler Derneği (The Idealist Teachers’ Association or the MEF-DER)
7. Teknik Öğretmenler Derneği (Technical Teachers’ Association or the TÖD)

Among these organizations TÖBDER was the most significant one. It was the successor of TÖS inheriting all its assets. By 1980, it had about 650 branch offices and about 160.000 members. Like most of the other former left-wing

socialist teacher associations, TÖBDER had never been in good terms with the government including the left-wing governments. TÖBDER held various demonstrations in 1975, 1976, 1977, and 1979 in various cities in Turkey, which did not seem to have put any pressure on the government. Some members of TÖBDER were punished by the government with the charges of acting against the law. TÖBDER published a newspaper called the *TÖBDER* and a magazine called *Yeni Toplum (The New Society)* until it was closed after 1980 military coup. The Idealist Lecturers and Teachers' Association (Ülkü-Bir) was another significant teacher organization in this period with 78.000 members and 330 branch offices. It published a newspaper called *Ülkü-Bir* and a quarterly magazine called *Milli Eğitim (National Education)*. Other teacher organizations like the MEF-DER, HÜR-ÖĞRETBİR, HÜR-DER and TİM-DER had their own magazines. While MEF-DER and HÜR-ÖĞRETBİR had more than 10.000 members, HÜR-DER and TİM-DER had about 6.000 and 1700 members respectively. All these organizations were closed down and all their assets were confiscated after 1980 military coup. Although all these organization formed by teachers were not called unions, they all acted as unions and as the successors of the unions before 1971.

2.4.5. Teacher Associations After 1980

The 1982 constitution did not include any laws governing the rights of civil servants to unionize. Nevertheless, Dernekler Kanunu in 1983 (the 1983 Societies Act) prohibited teachers to establish organizations and be members of any organization other than the ones designated by the government. This was not

in line with the Universal Declaration of Human Rights and the European Human Rights Agreements, which Turkey had signed in 1949 and 1954 respectively. This being the case, teachers could not dare to set up unions but they started to pave the way for establishment of unions by starting up a company called Eđitim-İř. Eđitim-İř was founded by former TÖB-DER managers and members. It published a magazine called *Abece* to serve the purpose of setting up a union. *Abece* in a way had been successful in serving its purpose and led to the establishment of Eđit-Der in 1987. By 1990, Eđit-Der had had 80 branch offices and 5.000 members and 20.000 honorary members. The reason why Eđit-Der had more honorary members than members was that Eđit-Der was not one of the designated organizations which were allowed to have teacher members.

In 1990, Eđit-Der management and members declared the establishment of Eđitim İřkolu Kamu Görevlileri Sendikası (Education Sector Public Employees Union or the Eđitim-İř). The transition from an organization to a union was not easy. The application of Eđitim-İř to the Governorship of Ankara was rejected and a number of charges were filed against the Eđitim-İř. Some of the court cases lasted till Eđitim-İř merged with the Education and Science Labors Union (Eđit-Sen), which was established in 1990 right after Eđitim-İř again by the former TÖB-DER members as a protest to the founders of Eđitim-İř. The main difference between Eđitim-İř and Eđit-Sen was the fact that Eđit-Sen had been more aggressive against government policies openly claiming rights to strike and bargain collectively as well as instruction in the mother tongue. Rather than negotiating with the government officials for the rights of their members, their

policy was to put pressure on the government through public demonstrations. As stated in Evren, Erdem and Yıldırım (1995) their motto was “rights are gained, not given.” The activities of Eđit-Sen, and Eđitim-İř along with the actions of the other unions such as Democratic Educators’ Union (DES), The Unity of Educators Union (Eđitim-Bir) and the Türk Eđitim-Sen led to an amendment in the Civil Servants Act in 1995 allowing civil servants to establish unions and confederations. Before 1995, Eđit-Sen’s and Eđitim-İř’s affiliation to some international unions such as WCDTP and IFFTU and its collaboration with some foreign unions such as GEW (Germany), NL (Norway), SFL (Sweden), SNES (France) and AFT (The USA) worth mentioning. According to Altunkaya, (the founder and the first chairperson of Eđitim-İř) this collaboration with foreign trade unions had been valuable experience for Turkish unionism (Altunkaya, 1998; Evren, Erdem & Yıldırım, 1995; Öcal, 1998).

The Education, Science and Culture Laborers Union (Eđitim-Sen) was founded as a result of the amalgamation of Eđitim-İř and Eđit-Sen in January 1995. Eđitim-Sen is in fact the successor of a long tradition of unionism starting with TÖS. Eđitim-Sen has about 100 branch offices and 400 small offices all around Turkey. According to the most recent statistics of the Ministry of Labor and Social Security, it has 110.868 members. Eđitim-Sen is affiliated to International Confederation of Free Trade Unions, Educational International and European Trade Unions Confederation. It is a member of Kamu Emekçileri Sendikaları Konfederasyonu (The Confederation of Public Employees’ Trade Unions or the KESK) in Turkey. Eđitim-Sen publishes a monthly newspaper

called *Eđitim-Sen* and a quarterly magazine called *Eđitim, Bilim ve Toplum* (*Education, Science and Society*).

Türkiye Eđitim, Öğretim ve Bilim Hizmetleri İş Kolu Kamu Çalışanları Sendikası (The Union of Turkish Education and Science Services Public Employees or the Türk Eđitim-Sen) was founded in 1992 and it is affiliated with Türkiye Kamu-Sen (The Confederation of Turkish Public Employees). According to the current statistics of Ministry of Labor and Social Security it has 155.021 members. It publishes a monthly newspaper and a magazine called *Eđitimin Sesi* (*Voice of Education*). It can be considered to be the successor of Ülkü-Bir and the Nationalist Teachers' Union.

Eđitimciler Birliđi Sendikası (The Unity of Educators Union or the Eđitim-Bir-Sen) was established in 1992. According to the current statistics of Ministry of Labor and Social Security it has 142.425 members. It is affiliated with Memur Sendikaları Konfederasyonu (The Confederation of Civil Servants' Unions or the Memur-Sen). It publishes a monthly newspaper and a quarterly magazine called *Eđitime Bakış* (*Viewing Education*). It is in a way the successor of MEF-DER founded after 1971.

Eđitim ve Bilim İşgörenleri Sendikası (Education and Science Labors Union or the Eđitim-İş) was established in 1995 by former members of Eđitim-Sen. It has currently 18.481 members. It is not affiliated with any confederation (Battal, 2004; Altunkaya, 1996; Altunkaya, 1998; Öcal, 1998). According to the current statistics of Ministry of Labor and Social Security the number of members of some other unions is as follows:

1. Tüm Eğitim Çalışanları Sendikası or the TEÇSEN (All Education Laborers Union): 4579
2. Türk Eğitimciler ve Eğitim Müfettişleri Sendikası (Turkish Educators' and Inspectors' Union or the TEM-SEN) : 1888
3. Bağımsız Eğitimciler Sendikası or the BASK (Autonomous Educators' Union) : 866
4. Özgür Eğitim ve Bilim Çalışanları Sendikası (Free Education and Science Workers' Union): 166
5. Anadolu Eğitim, Öğretim ve Bilim Hizmetleri Sendikası (Anatolian Education and Science Services Union): 194
6. Ata Eğitim, Bilim ve Kültür Çalışanları Sendikası (Ata Education, Science and Culture Labors' Union): 89
7. Hürriyetçi Öğretim Bilimleri Hizmetleri Sendikası (Liberal Teaching Sciences Services Union): 9
8. Kuvayı Milliye Eğitim Sendikası (Kuvayı Milliye Education Union): 11
9. Çağdaş Eğitimciler Sendikası (Modern Educators Union): 47
10. Eğitim, Öğretim ve Bilim Çalışanları Hak Sendikası (Education and Science Laborers Right Union): 384

2.4.6. Current Legal Situation

The current act governing the unionization of civil servants in Turkey is the Public Servants Unions Act No. 4688 of 2001. The act allows teachers to have collective negotiations; however, it does not give them the right to bargain collectively and strike. Other major acts dealing with the rights of labor and unionization are the Trade Unions Act No. 2821 and the Collective Agreements, Strike and Lock out Act No 2822 of 1983 and the Labor Act No. 4857 of 2003. Unlike 2001 Public Servants Unions Act, these acts allow every worker to join Labor Trade Unions and secure the rights of collective bargaining and strike.

2.4.7. Research on Teacher Unions in Turkey

Despite the fact that there is a considerable number of research regarding the workers' trade unions and civil servant unions, few studies have been carried out more specifically on teacher unions in Turkey. In this section, some major previous research on teacher unions in Turkey will be reviewed.

Yergün (2001) investigated the impacts of TÖB-DER (the largest teacher union in Turkey between 1971 and 1980) as a democratic mass organization in the democratization process in Turkey. In the study, the general characteristics of the development of social organizations in Turkey, history of TÖB-DER, its organizational structure and its principles as a democratic mass organization was traced. Such questions as did TÖB-DER have unique characteristics among other democratic mass organizations, could TÖB-DER become successful for broadening democratic rights, establishing and developing democratic structures

among society were attempted to be answered. Different from the previous teacher organizations, TÖB-DER's divergence from the state's ideology under one party regime and its solidarity with the working class and its union DİSK were reported as the unique characteristic of TÖB-DER. The study made it evident that TÖB-DER helped the development of class consciousness in the society. It also concluded that masses gained organizational and democratic experience and many problems and demands of not only the teachers but also the society came into light thanks to TÖB-DER.

Another study attempted to explore the teacher unionism after 1990 and the attitudes of union members towards teacher unions (Öcal, 1999). A total of 100 union administrators, 230 union members and 300 non-member teachers participated in the study. Three different questionnaires for unions' administrators, members and non-members consisting of 21, 24 and 19 questions respectively were developed and administered and the results of the questionnaire were analyzed by using descriptive statistics. The results of the study showed that for the non-members, the lack of laws on teachers unions was the main reason of why teacher do not become members of any unions and for the union members the main reason of why teachers do not unionize was the fact that unions do not meet the needs and expectations of their members and they do not function efficiently enough. The results also showed that women teachers were less interested in unionization.

In the study by Akyüz (1980) on Turkish, French, Swedish and international teacher unionization, characteristics, activities, and problems of

unions were investigated. A questionnaire was developed and implemented by the researcher to the union administrators in France, Sweden and Turkey and the results were compared. The results of the research indicated that unlike the teacher unions in Sweden, teacher unions in Turkey and France had a centralized organizational structure. It was stated that the most powerful teacher unions were in France. It was also stated that different from the teacher unions in Turkey, there were considerable efforts of teacher unions in France and Sweden. As a common problem for the unions in Turkey, France, and Sweden the fact that there were almost no women administrators in unions was acknowledged. Similar characteristics of the largest Turkish (TÖB-DER) and French (FEN) unions such as demonstrating a left wing orientation were revealed. The differences between the relationships of the teacher unions and governments were noted. It was stated that while there was almost no relationship of any kind between the teacher unions in Turkey and the Turkish Government, the communication patterns between the unions and the governments in France and Sweden were very well defined.

Akgöl (1981) conducted a research on Turkish Teachers Union (TÖS) and investigated the foundation process, general characteristics, organizational structure, legal basis, important activities and problems of the union. Interviews and content analysis were conducted to collect and analyze data. The results of the research revealed that TÖS had benefited from the previous unionization experiences of teachers and that it was independent of any political party and government organization. It was also stated that worked to solve the problems of

its teachers, and the fact that unions did not have the rights of strike and collective bargaining prevented the solutions of teachers' problems was indicated.

Taş (1995) carried out a study to determine the mutual expectations of union members in the primary schools of the province of Ankara and the unions. The study also aimed to find out the reasons why teachers do not become union members and investigate the organizational structures and aims of the unions. A questionnaire was developed and administered to the selected sample (union members in elementary schools and union administrators) and the data obtained were classified according to the mean scores, standard deviations, and "t" test scores for unions and member teachers. The results showed no significant difference between the expectations of primary school teachers and teachers of specific subjects such as math, Turkish, English, science etc from the unions. The expectations of union members were: Unions' being more active and influential in improving the financial rights of teachers, selecting the union administrators, unions' assisting the Ministry of National Education in solving the problems of education in Turkey, and unions' informing public about their policies and activities. According to the results of the research the expectations of unions were listed as follows: Having more members, union members' active participation in the activities organized by the unions, and union members' assistance to unions in informing public about their activities and policies. Moreover, the study also revealed that there were differences in aims, structures and functioning of the teacher unions in Turkey. The main reason for not becoming a union member was found to be the fact that there were no legal bases for teacher unions.

2.4.8 TQM and Teacher Unions

Ministry of National Education (MoNE) had a pioneering role in Turkey in the implementation of TQM in education starting in the early 1990's with the project of Curriculum Laboratory Schools and continuing with the initiation of TQM Implementation Project in the year 2000. The reaction of Turkey's two largest teacher unions differed sharply on the MoNE's quality initiatives. While Türk Eğitim-Sen backed the quality endeavors of MoNE, Eğitim-Sen fiercely objected to the implementation of TQM in education institutions for a variety of reasons.

Aydođanođlu (2003) in his book named *TQM Reality in Education* published by Eğitim-Sen states that TQM emerged as a result of the restructuring efforts of capitalism and imperialism rather than the local needs of Turkey. Eğitim-Sen views TQM as an attack to the rights of education laborers in Turkey. Türk Eğitim-Sen, on the other hand, deems it a means for faster, more reliable, more efficient and more transparent public service. Türk Eğitim-Sen favors the application of a new management philosophy such as TQM in public sector over the old highly hierarchical bureaucratic models of management hoping that it would meet the needs of people better and lead to improvement. There are also some concerns of Türk Eğitim-Sen about the implementation of TQM though, especially regarding the increased paperwork and bureaucracy as a result.

As for whether unions welcomed the implementation of TQM within their organizations, Türk Eğitim-Sen launched its quality journey after the TQM Implementation Project of MoNE in 2000 and had the right to receive ISO 9001

given by International Standards Institute Quality Management and Quality Assurance Technical Committee in 2004. The quality policy of Türk Eğitim-Sen is formulated as follows: “providing opinions and suggestions regarding the Turkish Education System, determining the needs of education workers, continuously improving the services and effectiveness for the satisfaction of our members within the framework of quality management system”. Türk Eğitim-Sen aims to get the following benefits for the union.

1. Improved image of the union
2. Increased number of membership
3. Member satisfaction
4. Increased competitive power
5. Better supplier relations
6. Efficient management
7. Positive cultural change
8. Quality consciousness
9. Decreased costs

While Türk Eğitim-Sen applies TQM within the union center and aims to spread the application of it to local branches of the union, Eğitim-Sen neither supports the implementation of it in Turkish Education System nor applies it within the union. Eğitim-Sen considers TQM to be a treat to unionization.

According to Aydoğanoglu (2003) such concepts as cooperation and sharing will be replaced by individualism and competition as a result of the TQM movement, which will eventually undermine and eradicate unionization. For Eğitim-Sen,

TQM does not serve the improvement of schools or democratization of education system. Eđitim-Sen views TQM as a system of exploitation based on privatization, profitability, competition and customer satisfaction (in a negative sense). Therefore, Eđitim-Sen objects to any form of TQM claiming that it is a means to create a human model having no distinctive qualities other than serving to the capitalists under the pretext of a so called naive ideology valueing people, society, culture and art (Aydođanođlu, 2003).

2.3. Summary of Review of the Literature

TQM has been the most popular management philosophy of the 21st century. It has formerly been employed by the organizations in manufacturing industry and then it has been adopted by the organizations in the service sector. It has also been mostly welcomed the institutions in the field of education which is one of the most important services.

TQM has been on the agenda of Turkish education system for more than ten years. While it has been harshly criticized by some, there have always been keen supporters of its application in education. TQM applications in education have also arosen interest among academic cycles and serious studies on its applications in education have been carried out. Teacher unions which are important elements of the education system in Turkey, on the other hand, have largely been neglected.

A comparison of current teachers unions in Turkey with those in some developed countries reveals that there are some obvious political drawbacks such

as not having the right to bargain collectively and to strike. Teacher unions in most developed countries such as France, Sweden, the USA and Italy have laws that allow collective bargaining. While some developed countries such as France and Sweden give teacher unions the right to strike, most of them (the USA, England, Denmark, and Japan) outlaw teacher strikes. Another striking difference between the developed countries and Turkey is witnessed in the membership rates of unions. According to 2009 statistics of Ministry of Labor and Social Security the membership rate of teacher unions is about 51.9% in Turkey, whereas it is more than 60% in most developed countries. The results of studies on teacher unions by Taş (1995) and Öcal (1998) suggested that the lack of a legal basis for teacher unions was the main reason why teachers do not become union members. Although an increase in unionization rate is expected with the 2001 Public Servants Trade Unions Act, which makes teacher unions completely legal, there has been a remarkable decrease in the number of union members. While unionization rate was 58.25% in 2003, it is more than 6% less in 2009. Some reasons within the unions can be responsible for the decrease in the number teachers.

CHAPTER 3

METHOD

This chapter presents the overall design of the study, research questions, descriptions of variables, population and sample selection, data collection instruments, data analysis procedure, and limitations of the study.

3.1. Overall Design of the Study

The purpose of the study is to explore the perceptions of Eğitim-Sen and Türk Eğitim-Sen members about the TQM applications in their unions. Survey technique was used to investigate the perceptions of Eğitim-Sen and Türk Eğitim-Sen members about the implementation degree of TQM principles in their unions in the province of Ankara. The sample of the study was selected by cluster random sampling method and consisted of member teachers in 16 public schools and 4 branch offices of Eğitim-Sen and Türk Eğitim-Sen in different regions of Ankara. The member teachers were presented questionnaires either by the researcher or by a supervisor in which they were asked to respond to the questions related to the basic TQM principles. Items in the survey instrument were developed based on the related literature and reviewed by a group of experts in the field. Items in the questionnaire aimed to find out the perception of union members on the

application of TQM in teacher unions and whether there were significant differences between the perceptions of union members regarding the application of TQM proposals included in the questionnaire. Both descriptive and inferential statistics were used to analyze the data.

3.2. Research Questions

The research questions of the study are as follows:

1. How do Eğitim-Sen and Türk Eğitim-Sen members perceive the level of application of basic TQM principles in their unions?
2. Is there any significant difference in the perception of Eğitim-Sen and Türk Eğitim-Sen members about the implementation of TQM proposals in their unions?

3.3. Descriptions of Variables

Independent Variables

Union membership: This variable is a categorical variable in that teachers are either members of Eğitim-Sen or Türk Eğitim-Sen.

Years of experience: This is treated as a categorical variable with the categories of 0-2 years (1), 3-8 years (2), 9-15 years (3), 16 years and more (4).

Years of union membership: This variable is also treated as a categorical variable with the categories of 0-1 years (1), 2-5 years (2), 6-10 years (3), 11 years and more (4).

School of graduation: This variable is a categorical variable with the categories of High school (1), Two-year-collage (2), University/BA,BS (3), and University/MA,MS (4).

Dependent Variables

1. Resources and continuous improvement: This quantitative variable refers to the unions' financial and physical assets and the collaboration of the unions with the related organizations and stakeholders for the interests of its members as well as organization's efforts to improve people, processes and services. This variable is measured by twenty three questions for which the answers range from strongly disagree (1) to strongly agree (5). The possible scores for the variables range between 23 and 115.

2. Customer focus: This quantitative variable refers to organization's meeting and exceeding customer expectations. This variable is measured by thirteen questions for which the answers range from strongly disagree (1) to strongly agree (5). The possible scores for the variables are between 13 and 65.

3. Leadership: This quantitative variable refers to the management's commitment to TQM principles and its efforts in creating and managing a quality environment in which TQM can prevail. This variable is measured by twelve questions for which the answers range from strongly disagree (1) to strongly agree (5). The possible scores for this variable are between 12 and 60.

4. Strategic planning and policies: This quantitative variable refers to the process by which the future of the organization is envisioned and the necessary

procedures and operations are developed to achieve that future. This variable is measured by six questions for which the answers range from strongly disagree (1) to strongly agree (5). The possible scores for the variables are between 6 and 30.

3.4. Population and Sample Selection

The population of the study included the teachers who are members of Eğitim-Sen and Türk Eğitim-Sen in Ankara. The sample included 201 teachers from 16 public schools and 4 branch offices (Eğitim-Sen Ankara Branch offices 1 and 2; Türk Eğitim-Sen Ankara Branch offices 3 and 4) of Eğitim-Sen and Türk Eğitim-Sen in different regions of Ankara. The year of experience and the year of membership of the teachers ranged from 1 to more than 16 years. The school of graduation of the teachers was either university (BA) or the graduate school. 110 of the teachers were Eğitim-Sen members and the other 91 were Türk Eğitim-Sen members. The instrument developed to collect data was administered either by the researcher or the school administrators. The schools and branch offices where the data was gathered are listed in the table 3.1.

Table 3.1

The list of sampled schools and branch offices

1. Eğitim-Sen Ankara Branch Office 1 (Ziya Gökalp Branch Office)
 2. Eğitim-Sen Ankara Branch Office 2 (Selanik Branch Office)
 3. Türk Eğitim-Sen Ankara Branch Office 3 (Maltepe Branch Office)
 4. Türk Eğitim-Sen Ankara Branch Office 4 (Keçiören Branch Office)
 5. Sincan Yüzüncüyıl İlköğretim Okulu
 6. Sincan Koç İlköğretim Okulu
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Table 3.1 (continued)

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7. Sincan Burak Reis İlköğretim Okulu
 8. Sincan Cemal Yüksel İlköğretim Okulu
 9. Sincan İMKB Prof. Dr. Faruk Kadri Timurtaş İ.Ö.O
 10. Etimesgut Emirler İlköğretim Okulu
 11. Etimesgut Hasan-Şükran Saruhan İlköğretim Okulu
 12. Etimesgut Ağa Ceylan İlköğretim Okulu
 13. Etimesgut Hasan Ali Yücel İlköğretim Okulu
 14. Etimesgut Nasrettin Hoca İlköğretim Okulu
 15. Çankaya Mimar Kemal İlköğretim Okulu
 16. Çankaya Ahmet Bahadır İlhan İlköğretim Okulu
 17. Çankaya Namık Kemal İlköğretim Okulu
 18. Çankaya Ülkü Akın İlköğretim Okulu
 19. Keçiören Cemal Gürsel İlköğretim Okulu
 20. Keçiören Yalçın Eskiyapan İlköğretim Okulu
-

3.5. Data Collection Instruments

A questionnaire was used in the study to obtain data about the perceptions of teachers on the basic principles of TQM and the degree of implementation of them in the union which they are members of. The questionnaire was developed based on the existing literature on TQM in industry, TQM in service sector and more specifically TQM in education. Considering the literature, taking the European Foundation for Quality Management (EFQM), Baldrige and Servive Quality (SERVQUAL) models of quality into account and also reviewing some other existing related questionnaires, a questionnaire consisting of 50 statements was developed and opinions of 5 academicians, who were experts in the field,

were requested as feedback regarding whether the statements were clear enough and sufficient in order to determine the teachers' perceptions on the basic TQM principles. The questionnaire was revised according to the suggestions of the experts to ensure content and face validity. The final version of the questionnaire consisted of 54 statements related to the basic TQM principles which are the resources/continuous improvement (23), customer focus (13), leadership (12) and strategic planning and policies (6) with a Likert-type scale from 'strongly disagree' (1) to 'strongly agree' (5). The final questionnaire was composed of two parts. Part I requested some personal information that might affect the answers of the teachers. In this part, teachers were asked to state their school of graduation, year of experience, union and year of union membership. Part II included questions related to the basic TQM principles.

3.5.1. Reliability analysis of the questionnaire

Before analyzing the data obtained, reliability analysis of the questionnaire was carried out. The reliability coefficient of the questionnaire was .958 for the perceptions of union members, which can be interpreted as highly reliable. The Cronbach alpha values for each factor in the questionnaire were also calculated. They were .894 for factor 1 (resources and continuous improvement); .711 for factor two (customer focus); .751 for factor 3 (leadership); and .814 for factor 4 (strategic planning). Table 3.2 below shows the results of the analysis for the total of the items in the questionnaire.

Table 3.2*Alpha Results*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.941	.958	54

Table 3.3*The Results of the Item Analysis*

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	182.2045	1083.340	.693	.939
item2	181.6894	1083.239	.227	.945
item3	182.1288	1071.243	.689	.939
item4	181.7045	1095.645	.449	.940
item5	181.9015	1084.349	.665	.939
item6	183.3636	1167.577	-.537	.945
item7	181.7045	1090.683	.558	.940
item8	182.0833	1084.184	.611	.939
item9	181.5227	1092.251	.523	.940
item10	181.8561	1080.613	.764	.939
item11	182.0227	1078.496	.749	.939
item12	182.3939	1078.928	.668	.939
item13	182.0455	1092.929	.500	.940
item14	181.6136	1088.483	.604	.939
item15	182.2727	1113.406	.011	.953
item16	181.7955	1085.614	.660	.939
item17	181.8712	1079.289	.748	.939
item18	182.2045	1111.233	.236	.941
item19	182.2652	1084.624	.688	.939

Table 3.3 (continued)

item20	182.1364	1111.325	.237	.941
item21	182.3864	1105.124	.354	.941
item22	181.9924	1090.908	.574	.940
item23	181.5758	1086.200	.577	.939
item24	181.5833	1082.550	.695	.939
item25	181.7045	1078.882	.690	.939
item26	181.7348	1078.349	.713	.939
item27	181.7348	1092.899	.453	.940
item28	182.0152	1076.946	.739	.939
item29	182.2424	1071.009	.614	.939
item30	182.0758	1119.719	.121	.942
item31	182.1212	1081.069	.672	.939
item32	181.6591	1090.578	.624	.939
item33	181.9242	1083.536	.711	.939
item34	182.1894	1085.422	.653	.939
item35	182.5909	1096.488	.503	.940
item36	181.5076	1081.916	.628	.939
item37	181.3182	1073.272	.697	.939
item38	181.1667	1090.644	.553	.940
item39	180.9470	1102.142	.370	.941
item40	181.9242	1078.162	.649	.939
item41	183.0833	1165.787	-.358	.946
item42	181.9697	1063.587	.727	.938
item43	182.0985	1064.547	.788	.938
item44	181.9167	1086.199	.658	.939
item45	181.8182	1079.921	.620	.939
item46	181.7803	1084.875	.574	.939
item47	182.1818	1088.486	.563	.940
item48	182.0606	1093.737	.459	.940
item49	181.7348	1083.341	.577	.939
item50	181.6742	1084.069	.579	.939
item51	181.9242	1091.231	.537	.940

Table 3.3. (continued)

item52	182.2424	1087.345	.490	.940
item53	181.7576	1091.147	.432	.940
item54	182.4621	1089.701	.595	.939

Judging the results of the item analysis presented in Table 3.3, it was decided that elimination of any of the items was not worthwhile in terms of increasing to the reliability of the questionnaire.

3.5.2 Factor Analysis

KMO and Barlett's test was conducted to find out if the data was enough to carry out factor analysis.

Table 3.4

KMO and Barlett's Test Results

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.670
Bartlett's Test of Sphericity	Approx. Chi-Square	8007.665
	Df	1431.000
	Sig.	.000

The result of the KMO and Barlett's Test (0.670) showed that the data set was large enough to carry out factor analysis. Moreover, chi-square result (8007.665) indicated that the items are highly correlated, which is good for factor analysis. Principal component analysis was used to interpret the factor structures of the questionnaire. The varimax rotated factor solutions were referred in order to

determine how many dimensions accounted for most of the variance in the scale. Principal component analysis indicated that there were twelve factors with eigenvalues greater than 1. Table 3.6 shows the total variance explained.

Table 3.6

Total Variance Explained

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	20.197	37.401	37.401	10.450	19.352	19.352
2	3.498	6.477	43.879	7.069	13.091	32.444
3	2.912	5.393	49.272	5.893	10.913	43.356
4	2.378	4.403	53.675	5.572	10.319	53.675

Then the number of factors was limited to four interpretable factors explaining the 53.675% of the total test variance. The first factor accounted for the 37.401% of the total test variance and the second, the third and the fourth factors accounted for the 6.477%, 5.393% and 4.403% of the total item variance respectively. The cut point for the factor loadings was 0.334. A closer investigation of the factors revealed four meaningful dimensions which are resources/continuous improvement, customer focus, leadership and strategic planning. The ranges of factor loadings for each dimension were 0.703-0.334 for the first; 0.673-0.455, 0.783-0.398, 0.797-0.385 for the second, third and the fourth dimensions respectively. Table 3.7 shows the results of rotated component matrix and factors.

Table 3.7*Rotated Component Matrix and Factor Loading*

Resources and Continuous Improvement		Customer Focus		Leadership		Strategic Planning	
item54	0.703	item47	0.673	item48	0.783	item25	0.797
item43	0.683	item45	0.660	item49	0.707	item26	0.767
item51	0.663	item41	-0.639	item50	0.621	item24	0.736
item35	0.650	item38	0.633	item7	0.598	item23	0.725
item19	0.646	item40	0.622	item4	0.563	item37	0.673
item52	0.645	item36	0.622	item6	-0.539	item2	0.385
item12	0.618	item33	0.611	item46	0.508		
item22	0.603	item39	0.593	item14	0.453		
item11	0.591	item1	0.564	item30	0.448		
item8	0.571	item32	0.562	item20	0.443		
item27	0.571	item3	0.539	item53	0.439		
item5	0.567	item34	0.504	item9	0.398		
item28	0.566	item15	-0.455				
item42	0.563						
item17	0.563						
item31	0.538						
item29	0.534						
item16	0.532						
item44	0.515						
item21	0.503						
item13	0.493						
item10	0.484						
item18	0.334						

3.6. Data analysis

In this study, quantitative data were collected. Descriptive statistics such as frequencies and percentages were used to describe the data and inferential statistics such as Mann-Whitney U test were employed in order to investigate if there was a significant difference between the perceptions of Eğitim-Sen and Türk Eğitim-Sen members about the implementation of TQM in their unions. The

analyses were carried out by the Statistical Package for Social Sciences (SPSS) for Windows 15 package program. The .05 was established as the criterion of statistical significance.

3.5. Limitations of the Study

The study is limited to the members of Eđitim-Sen and Trk Eđitim-Sen in the sampled schools in the province of Ankara in 2008. The results of the study are limited with the perceptions and the experiences of the sampled group.

The data in the study were collected by a questionnaire and such supplementary techniques as interviews or observations were not employed. The questionnaire was limited with 54 items.

CHAPTER 4

RESULTS

In this section, the results of the statistical analyses carried out are presented. Firstly, after displaying the frequencies and percentages related to background of 201 union members, the results concerning the perceptions of union members about the application of four TQM principles and certain TQM proposals are presented. Then, the differences between the perceptions of Eğitim-Sen and Türk Eğitim-Sen members regarding the implementation of TQM proposals are presented.

4.1. Descriptive Statistics Related to Certain Background Variables

Frequencies and percentages related to background of 201 union members are displayed in Figure 4.1, Figure 4.2, Figure 4.3 and Table 4.1, Table 4.2, Table 4.3, Table 4.4, Table 4.5.

Table 4.1

Frequencies and Percentages of Teachers with respect to the Titles Hold

	Frequency	Percent
Teacher under 657	199	99.0
Teacher with one-year-contract	2	1.0
Total	201	100.0

99% of union members (199 teachers) were working under the law 657 and 1% of union members (2 teachers) was working with one-year-contract. Table 4.1 shows the frequencies and percentages of teachers with respect to the titles hold.

Table 4.2

Union Members with respect to their Level of Education

	Frequency	Percent
Two Years College	28	13.9
University (BA.BS)	141	70.1
Graduate (MA.MS)	32	15.9
Total	201	100.0

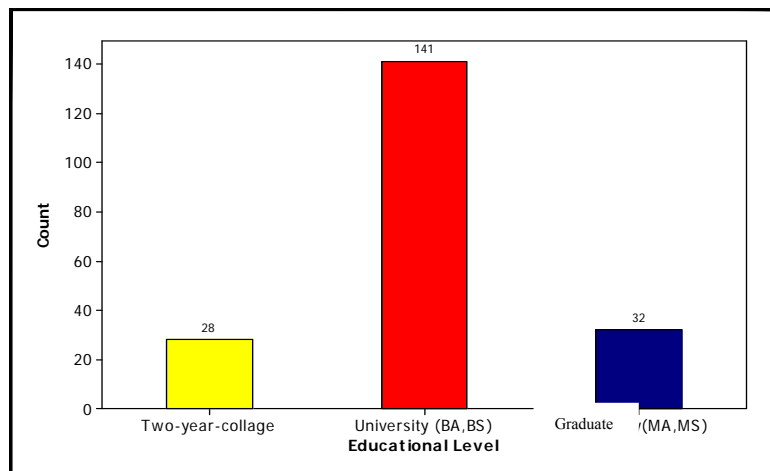


Figure 4.1 Union Members with Respect to their Level of Education

13.9% of the union members (28 teachers) were graduates of two-year teacher training institutes, 70.1% of them (141 teachers) was university graduates,

and 15.9% of them (32 teachers) had MS or MA degrees. Table 4.2 and Figure 4.1 show the distribution of teachers with respect to their level of education.

Table 4.3

Union Members with Respect to their Level of Experience

	Frequency	Percent
3-8 years	30	14.9
9-15 years	89	44.3
16 years and more	82	40.8
Total	201	100.0

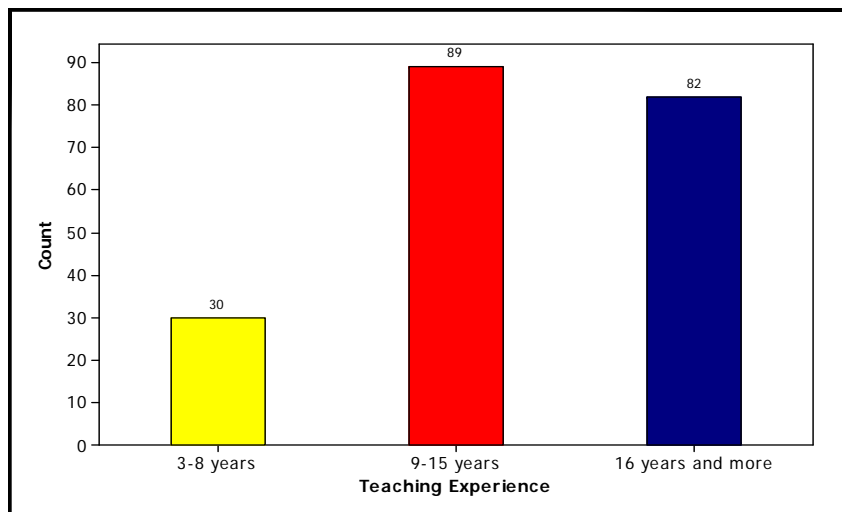


Figure 4.2 Union Members with Respect to their Level of Experience

14.9% of the union members participating in the study (30 teachers) had 3-8 years of experience, 44.3% of them (89 teachers) had 9-15 years and 40.8% of them (82 teachers) had more than 16 years of teaching experience. Table 4.3 and Figure 4.2 show the distribution of teachers with respect to their level of experience.

Table 4.4

Frequencies and Percentages for Years of Memberships

	Frequency	Percent	Valid Percent	Cumulative Percent
0-1 years	8	4.0	4.1	4.1
2-5 years	50	24.9	25.5	29.6
6-10 years	56	27.9	28.6	58.2
11 years and more	82	40.8	41.8	100.0
Total	196	97.5	100.0	
Missing System	5	2.5		
Total	201	100.0	100.0	

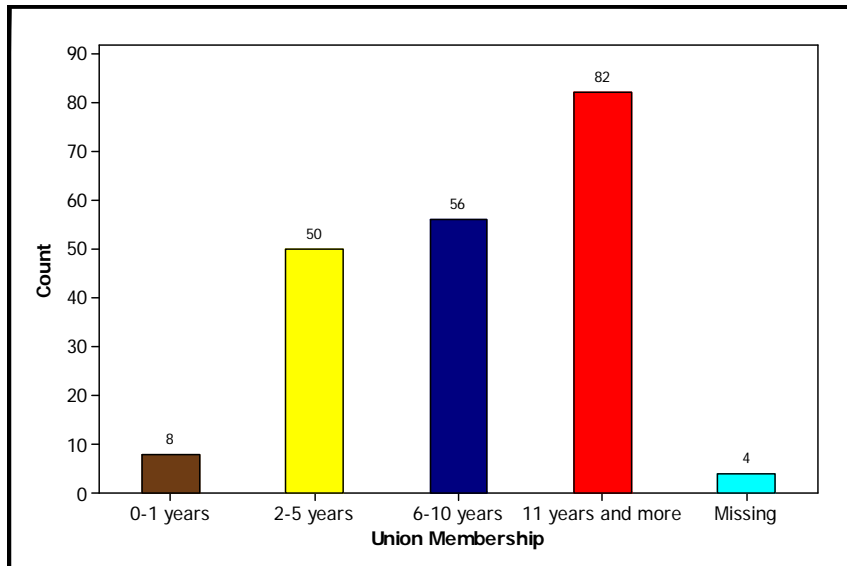


Figure 4.3 Frequencies and Percentages for Years of Memberships

4% of the sampled group (8 teachers) had membership for less than a year, 24.9% (50 teachers) had a membership for 2-5 years, 27.9% (56 teachers) had a membership for 6-10 years and 40.8% had a membership for 11 years and more.

Table 4.4 and Figure 4.3 show the distribution of union members with respect to years of union membership.

4.2. Results Concerning the Perceptions of Union Members on the Implementation of TQM

So as to describe the level of perception of members on TQM applications in teacher unions, a total score was calculated for the answers of members as a whole and for the answers given for the questions included under the four factors representing the four components of TQM. The total scores for the whole questionnaire and for the factors were then used to describe the frequencies and percentages for the perception of union members within the questionnaire scale. The results are displayed in tables 4.5, 4.6, 4.7, 4.8 and 4.9.

Table 4.5

Frequencies and Percentages for the Level of Perception of Union Members

	Frequency	Percent	Valid Percent	Cumulative Percent
Absolutely Disagree	3	1.5	1.5	1.5
Disagree	13	6.5	6.5	8.0
Undecided	105	52.2	52.2	60.2
Agree	74	36.8	36.8	97.0
Absolutely Agree	6	3.0	3.0	100.0
Total	201	100.0	100.0	

As seen in the table 4.5, the answers of the union members were concentrated around “undecided”. 52% percent of the union members neither

agreed nor disagreed with whether TQM was applied in their in their unions or not. 40% had a positive perception and 8% had a negative perception about the application of TQM.

Table 4.6

Crosstab related to Factor 1.

Resources and Continuous Improvement		Disagree	Undecided	Agree	Absolutely Agree	Total
Unions	Egitim-Sen	15 13.8%	40 36.7%	48 44.0%	6 5.5%	109 100.0%
	Turk Egitim	13 14.3%	39 42.9%	31 34.1%	8 8.8%	91 100.0%
	Total	28 14.0%	79 39.5%	79 39.5%	14 7.0%	200 100.0%

Table 4.6 shows the results for factor 1, which is resources and continuous improvement. The results reveal that almost half (49.5%) of Eđitim-Sen members and 42.9% of Türk Eđitim-Sen members have a positive perception on the resources and continuous improvement aspect of TQM. 36.7% of Eđitim-Sen and 42.3% of Türk Eđitim-Sen members were undecided. The percentage of Eđitim-Sen and Türk Eđitim-Sen members having a negative perception on the implementation of this principle of TQM was close; 13.8% and 14.3% respectively.

Table 4.7*Crosstab related to Factor 2.*

Customer Focus		Disagree	Undecided	Agree	Absolutely Agree	Total
Unions	Egitim-Sen	8 7.3%	43 39.4%	58 53.2%	0 .0%	109 100.0%
	Turk Egitim	12 13.2%	39 42.9%	32 35.2%	8 8.8%	91 100.0%
	Total	20 10.0%	82 41.0%	90 45.0%	8 4.0%	200 100.0%

Table 4.7 shows the results for factor 2, which is customer focus. The results indicate that 53.2% of Eđitim-Sen members and 44% of Türk Eđitim-Sen members have an affirmative view on the implementation of proposals related to customer focus dimension of TQM. 7.3% of Eđitim-Sen members and 13.2% of Türk Eđitim-Sen members disagree with the proposals included for customer focus aspect. The percentage of undecided for Eđitim-Sen and Türk Eđitim-Sen members are 39.4% and 42.8% respectively.

Table 4.8*Crosstab related to Factor 3.*

Leadership		Disagree	Undecided	Agree	Absolutely Agree	Total
Unions	Egitim-Sen	4 3.7%	54 49.5%	45 41.3%	6 5.5%	109 100.0%
	Turk Egitim	4 4.4%	51 56.0%	32 35.2%	4 4.4%	91 100.0%
	Total	8 4.0%	105 52.5%	77 38.5%	10 5.0%	200 100.0%

Table 4.8 shows the results for factor 3, which is leadership. The percentages of Eğitim-Sen and Türk Eğitim-Sen members for the leadership aspect of TQM are very close. The difference for “disagree” and “absolutely agree” is around 1%, and the difference for “undecided” and “agree” is around 6%. While the percentage of Eğitim-Sen members who have a positive perception on union leadership is 41.3%, it is 35.2% for Türk Eğitim-Sen members.

Table 4.9

Crosstab related to Factor 4.

Strategic Planning	Absolutely Disagree	Disagree	Undecided	Agree	Absolutely Agree	Total
Unions	2	6	23	61	17	109
Egitim-Sen	1.8%	5.5%	21.1%	56.0%	15.6%	100.0%
Turk Egitim	2	12	24	33	20	91
	2.2%	13.2%	26.4%	36.3%	22.0%	100.0%
Total	4	18	47	94	37	200
	2.0%	9.0%	23.5%	47.0%	18.5%	100.0%

Table 4.9 shows the results for factor 4, which is strategic planning. The results reveal that the percentages of “undecided” are remarkably less and the percentages of “absolutely agree” are remarkably more than they were in the former three factors for both Eğitim-Sen (21.1%, 15.6%) and Türk Eğitim-Sen (26.4%, 22%) members. While the percentages of “agree” and “disagree” were 56% and 5.5% for Eğitim-Sen members, they were 36.3% and 13.2% for Türk Eğitim-Sen members.

4.2.1. Results Concerning the Perceptions of Union Members on the Implementation of Certain TQM Proposals

A total score was calculated for each question in the questionnaire and was fit to the current scale. Means and standard deviations for each proposal were calculated. The table below shows the means and standard deviations of some proposals with high and low mean scores. Descriptive statistics for all proposals are presented on Appendix C.

Table 4.10

Descriptive Statistics for items

QUESTIONS	Total	
	Mean	Std. Dev.
Union doesn't have a strategic plan.	3.67	1.24
Union represents the interests of its members.	3.62	1.09
Satisfaction of the members is important for the union.	3.55	1.09
Union is open to change.	3.54	1.31
Financial sources are used effectively.	3.00	1.07
Union has sophisticated equipment.	2.98	1.05
I can be a member of another union in the future.	4.48	1.05
I am not happy with being a member of the union.	4.26	1.02
There is no need for a new union.	2.44	1.60
Union doesn't collaborate with other non-governmental organizations when necessary.	4.03	1.04
Union doesn't encourage its members to be involved in decision making process.	3.86	1.15
Union management only cares about itself.	2.09	1.14
I recommend my colleagues to become members of the union.	4.10	1.20
I know the mission of the union.	3.84	1.17
I share the vision.	3.59	1.16

As revealed in the descriptive statistics table, some proposals with high and low mean scores from each TQM principle were picked and the differences

regarding the selected proposals between Eğitim-Sen and Türk Eğitim-Sen members were displayed in crosstabs.

Table 4.11

Crosstab related to the Proposal of “I am not happy with being a member of the union.”

I am not happy with being a member of the union.			Totally disagree	Disagree	Neutral	Agree	Totally agree	Total
Union	Egitim-Sen	Count	2	2	17	16	72	109
		% within Union	1.8%	1.8%	15.6%	14.7%	66.1%	100.0%
	Turk Egitim-Sen	Count	2	6	16	20	38	82
		% within Union	2.4%	7.3%	19.5%	24.4%	46.3%	100.0%
Total		Count	4	8	33	36	110	191
		% within Union	2.1%	4.2%	17.3%	18.8%	57.6%	100.0%

As can be seen in the table above, the answers for the proposal of “I am not happy with being a member of the union”, which is related to the customer focus dimension of TQM, centered on “totally agree” for both unions. While the percentage was 66.1% for Eğitim-Sen, it was 46.3% for Türk Eğitim-Sen. The results reveal a high degree of dissatisfaction especially on the part of the Eğitim-Sen members.

Table 4.12

Crosstab related to the Proposal of “I can be a member of another union in the future.”

I can be a member of another union in the future.			Totally disagree	Disagree	Neutral	Agree	Totally agree	Total
Union	Egitim-Sen	Count	4	4	4	15	82	109
		% within Union	3.7%	3.7%	3.7%	13.8%	75.2%	100.0%

Table 4.12. (continued)

Türk Eğitim-Sen	Count	4	4	8	6	64	86
	% within Union	4.7%	4.7%	9.3%	7.0%	74.4%	100.0%
Total	Count	8	8	12	21	146	195
	% within Union	4.1%	4.1%	6.2%	10.8%	74.9%	100.0%

As can be seen in Table 4.12, the answers for the proposal of “I can be a member of another union in the future”, which is also related to the customer focus dimension of TQM, the answers for both unions centered on “totally agree”. 75.2% of Eğitim-Sen members and 74.4% of Türk Eğitim-Sen members stated that they can be a member of another union in the future, which shows that Union members are not committed to their unions and are liable to cancel their membership in the future.

Table 4.13

Crosstab related to the Proposal of “Union doesn’t encourage its members to be involved in decision making process.”

Union doesn’t encourage its members to be involved in decision making process.		Absolutely Disagree	Disagree	Undecided	Agree	Absolutely Agree	Total	
Unions	Eğitim-Sen	Count	2	9	21	31	46	109
		% Union	1.8%	8.3%	19.3%	28.4%	42.2%	100.0%
Türk Eğitim-Sen	Count	4	15	18	20	32	89	
	% Union	4.5%	16.9%	20.2%	22.5%	36.0%	100.0%	
Total	Count	6	24	39	51	78	198	
	% Union	3.0%	12.1%	19.7%	25.8%	39.4%	100.0%	

Table 4.13 shows the results for the proposal of “Union doesn’t encourage its members to be involved in decision making process.” 70.6% of the Eğitim-Sen

members stated that their union did not encourage its members to be involved in decision making process. The percentage of Türk Eğitim-Sen members who agreed with this proposal was 58.5%. While the percentage of Türk Eğitim-Sen members who disagreed with this proposal was 16.9%, it was 8.3% for Eğitim-Sen members. Unlike the item 6 (Union management only cares about itself), which is also related to the leadership dimension of TQM, the answers for this proposal of TQM reflect a negative perception of the union members for the leadership in their unions.

Table 4.14

Crosstab related to the Proposal of “Financial sources are used effectively.”

Financial sources are used effectively.		Absolutely Disagree	Disagree	Undecided	Agree	Absolutely Agree	Total	
Unions	Eğitim-Sen	Count	9	21	43	26	8	107
		% Union	8.4%	19.6%	40.2%	24.3%	7.5%	100.0%
Türk Eğitim		Count	8	22	28	20	8	86
		% Union	9.3%	25.6%	32.6%	23.3%	9.3%	100.0%
Total		Count	17	43	71	46	16	193
		% Union	8.8%	22.3%	36.8%	23.8%	8.3%	100.0%

Table 4.14 indicates the results for the proposal of “Financial sources are used effectively.” The answers for this proposal for both union members (Eğitim-Sen: 40.2% and Türk Eğitim-Sen:32.6%) are centered on undecided. which can be interpreted as that union members do not have much idea about how the financial sources of the union are used or whether they are used effectively or not. The percentages of Eğitim-Sen and Türk Eğitim-Sen members who agreed and disagreed with this statement were close. While 19.6% of Eğitim-Sen members

disagreed with the proposal, it was 25.6% for Türk Eğitim-Sen members. The percentage of union members who stated that the financial sources of their unions were used effectively was 24.3% for Eğitim-Sen and 23.3% for Türk Eğitim-Sen.

Table 4.15

Crosstab related to the Proposal of “Union has sophisticated equipment.”

Union has sophisticated equipment.		Absolutely Disagree	Disagree	Undecided	Agree	Absolutely Agree	Total	
Unions	Eğitim-Sen	Count	10	27	31	31	8	107
		% Union	9.3%	25.2%	29.0%	29.0%	7.5%	100.0%
Türk Eğitim		Count	2	28	30	18	6	84
		% Union	2.4%	33.3%	35.7%	21.4%	7.1%	100.0%
Total		Count	12	55	61	49	14	191
		% Union	6.3%	28.8%	31.9%	25.7%	7.3%	100.0%

Table 4.15 shows the results for the proposal of “Union has sophisticated equipment.” The percentages of Eğitim-Sen members for “undecided” and “agree” answers are the same (29%) and the percentage for “disagree” answers is close though it is about 4% less than others. As for the percentages of the answers of Eğitim-Sen members, the percentages for “disagree” and “undecided” are very close (33.3% and 35.7%). However, the percentage of “agree” answers of Türk Eğitim-Sen members (21.4%) is remarkably less than the percentages for “disagree” and “undecided”. It is also about 9% less than the percentage of “agree” answers for Eğitim-Sen members. Judging this difference, it can be concluded that Eğitim-Sen members has a more positive perception on the resources of their union.

Table 4.16*Crosstab related to the Proposal of “Union is open to change.”*

Union is open to change.			Absolutely Disagree	Disagree	Undecided	Agree	Absolutely Agree	Total
Unions	Eğitim-Sen	Count	8	13	24	32	32	109
		% Union	7.3%	11.9%	22.0%	29.4%	29.4%	100.0%
Türk Eğitim		Count	10	12	22	10	30	84
		% Union	11.9%	14.3%	26.2%	11.9%	35.7%	100.0%
Total		Count	18	25	46	42	62	193
		% Union	9.3%	13.0%	23.8%	21.8%	32.1%	100.0%

Table 4.16 indicates the results for the proposal of “Union is open to change.” As seen in the table 4.16, a majority of Eğitim-Sen mebers (58.8%) and almost half of Türk Eğitim-Sen mebers (47.6%) perceive their unions as being open to change. The percentages of negative answers for the proposal of “Union is open to change”, which is related to the continuous improvement principle of TQM, are 19.2% and 26.2% for Eğitim-Sen and Türk Eğitim-Sen members respectively.

Table 4.17 shows the results for the proposal of “I know the mission of the union.” 80.7% of Eğitim-Sen and 55.9% of Türk Eğitim-Sen members stated that they knew the mission of the union. The percentage of Eğitim-Sen and Türk Eğitim-Sen members who stated that they did not know the mission of the union was 11% and 25.6% respectively. The percentage of negative answers for Türk Eğitim-Sen was 14.6% higher than Eğitim-Sen members, which can be interpreted that Eğitim-Sen members are more aware about the strategies and policies of their union.

Table 4.17*Crosstab related to the Proposal of “I know the mission of the union”.*

I know the mission of the union.			Absolutely Disagree	Disagree	Undecided	Agree	Absolutely Agree	Total
Unions	Egitim-Sen	Count	4	8	9	48	40	109
		% Union	3.7%	7.3%	8.3%	44.0%	36.7%	100.0%
	Turk Egitim	Count	4	18	16	20	28	86
		% Union	4.7%	20.9%	18.6%	23.3%	32.6%	100.0%
Total		Count	8	26	25	68	68	195
		% Union	4.1%	13.3%	12.8%	34.9%	34.9%	100.0%

Table 4.18*Crosstab related to the Proposal of “I know the vision of the union.”*

I know the vision of the union.			Absolutely Disagree	Disagree	Undecided	Agree	Absolutely Agree	Total
Unions	Egitim-Sen	Count	4	10	16	51	28	109
		% Union	3.7%	9.2%	14.7%	46.8%	25.7%	100.0%
	Turk Egitim	Count	8	12	18	22	26	86
		% Union	9.3%	14.0%	20.9%	25.6%	30.2%	100.0%
Total		Count	12	22	34	73	54	195
		% Union	6.2%	11.3%	17.4%	37.4%	27.7%	100.0%

Table 4.18 shows the results for the proposal of “I know the vision of the union.” The results of this proposal which is related to the strategic planning and policies dimension of TQM is in line with the previous proposal which is also about the strategic planning and policies dimension. While the percentage of Eđitim-Sen members who agreed or totally agreed with the proposal was 72.5%, the percentage of Türk Eđitim-Sen members was 55.8%. A total of 12.9% of the Eđitim-Sen members and 23.3% of Türk Eđitim-Sen members stated that they did not know the vision of their unions. The results displayed in this crosstab also

confirm the conclusion drawn for the previous proposal, which indicates a higher awareness on the part of Eğitim-Sen members.

4.3. Results Concerning the Differences in the Perceptions of Eğitim-Sen and Türk Eğitim-Sen Members on the Implementation of Certain TQM Proposals

Mann-Whitney U test was employed to analyze the differences in the perceptions of Eğitim-Sen and Türk Eğitim-Sen members on the implementation of TQM items related to four TQM principles. The results revealed that while the difference between the perceptions of Eğitim-Sen and Türk Eğitim-Sen members for 16 proposals was statistically significant, the difference for 38 items was not statistically significant. The results for some items with significant differences displayed below and the total results of the tests are presented on the Appendix D.

Table 4.19

Significance of Proposals

Proposals	Asymp.Sig.
Union management only cares about itself.	0.047
Union encourages its members to make suggestions and complaints	0.010
Union collaborates with related institutions abroad.	0.000
Union doesn't collaborate with other non-governmental	0.001
Union collaborates with Ministry of National Education.	0.000
Union collaborates with related institutions abroad.	0.006
I know the mission of the union.	0.019
I am proud of being a member of the union.	0.003
I recommend my colleagues to become members of the union.	0.002
I am not happy with being a member of the union.	0.008
I feel important as a member of the union.	0.016
There is no need for a new union.	0.016
It is a privilege to be a member of the union.	0.023
Union supports the involvement of all stakeholders in the decision	0.022
Union represents the interests of students.	0.000
Union organizes in-service training activities to help its members be	0.009

Some of the items that the test results yielded as statistically significant were picked and the differences between the perceptions of union members were displayed in crosstabs as percentages.

Table 4.20

Crosstab related to the Proposal of “Union management only cares about itself.”

Union management only cares about itself.		Totally Disagree	Disagree	Undecided	Agree	Totally Agree	Total
The Union	Egitim-Sen	51 46.8%	28 25.7%	18 16.5%	11 10.1%	1 .9%	109 100.0%
	Turk Egitim	34 37.4%	18 19.8%	22 24.2%	15 16.5%	2 2.2%	91 100.0%
	Total	85 42.5%	46 23.0%	40 20.0%	26 13.0%	3 1.5%	200 100.0%

As can be seen in table 4.20 above, the answers for the proposal of “Union management only cares about itself”, which is related to the leadership dimension, centered on “totally disagree” for both Eđitim-Sen and Türk Eđitim-Sen members though the percentage of Eđitim-Sen members was higher than Türk Eđitim-Sen members. It can be concluded that union members think that both Eđitim-Sen and Türk Eđitim-Sen managements are not just interested in their own interests and Eđitim-Sen members perceive their union as more interested in representing their members’ interests.

Table 4.21 displays that while 58.3% of Eđitim-Sen members have a positive perception on the implementation of the proposal of “Union encourages its members to make suggestions and complaints for the improvement of the union”, 40.7% of Türk Eđitim-Sen members have similar perceptions. The

percentage of Eğitim-Sen and Türk Eğitim-Sen members having a negative perception is 27.3% and 19.8% respectively. The number of Türk Eğitim-Sen members who are undecided is almost twice as high as Eğitim-Sen members.

Table 4.21

Crosstab related to the Proposal of “Union encourages its members to make suggestions and complaints for the improvement of the union.”

Union encourages its members to make suggestions and complaints for the improvement of the union.		Totally Disagree	Disagree	Undecided	Agree	Totally Agree	Total
The Union	Egitim-Sen	6 5.6%	17 15.7%	22 20.4%	31 28.7%	32 29.6%	108 100.0%
	Turk Egitim	6 6.6%	12 13.2%	36 39.6%	29 31.9%	8 8.8%	91 100.0%
Total		12 6.0%	29 14.6%	58 29.1%	60 30.2%	40 20.1%	199 100.0%

Table 4.22

Crosstab related to the Proposal of “Union collaborates with related institutions abroad”

Union collaborates with related institutions abroad.		Totally Disagree	Disagree	Undecided	Agree	Totally Agree	Total
The Union	Egitim-Sen	5 4.8%	8 7.6%	11 10.5%	55 52.4%	26 24.8%	105 100.0%
	Turk Egitim	4 4.5%	26 29.5%	34 38.6%	12 13.6%	12 13.6%	88 100.0%
Total		9 4.7%	34 17.6%	45 23.3%	67 34.7%	38 19.7%	193 100.0%

As presented in table 4.22, while the percentage of Eğitim-Sen members who perceives the proposal of “Union collaborates with related institutions abroad” as implemented is 77.2%, 27.4% of Türk Eğitim-Sen members perceive the implementation of proposal in their unions in the same way. The percentages of Eğitim-Sen and Türk Eğitim-Sen members having negative perception are 12.4% and 34% respectively. The results reveal a considerable difference. which can be interpreted Eğitim-Sen is perceived to have been collaborating with other unions abroad much more than Türk Eğitim-Sen according to their members.

Table 4.23

Crosstab related to the Proposal of “Union collaborates with the Ministry of National Education.”

Union collaborates with the ministry.		Totally Disagree	Disagree	Undecided	Agree	Totally Agree	Total
The Union	Egitim-Sen	34	28	19	24	2	109
		31.2%	25.7%	17.4%	22.0%	1.8%	100.0%
	Turk Egitim	4	18	42	14	8	86
		4.7%	20.9%	48.8%	16.3%	9.3%	100.0%
Total		38	46	61	38	10	195
		19.5%	23.6%	31.3%	19.5%	5.1%	100.0%

Table 4.23 presents the results for the proposal of “Union collaborates with the Ministry of National Education.” The two remarkable results that is revealed is the high percentage of Eğitim-Sen members (56.9%) who think that their union does not collaborate with the union and the percentage of Türk Eğitim-Sen members (48.8%) who are undecided. Judging the results, it can be concluded that majority of Eğitim-Sen members reflected their awareness about the fact that their union was not in collaboration with the ministry and almost half of the Türk

Eğitim-Sen members were not aware whether their union collaborated with the ministry or not.

Table 4.24

Crosstab related to the Proposal of “Union represents the interests of its members.”

Union represents the interests of its members.		Totally Disagree	Disagree	Undecided	Agree	Totally Agree	Total
The Union	Eğitim-Sen	2	10	18	51	25	106
		1.9%	9.4%	17.0%	48.1%	23.6%	100.0%
	TürkEğitim	6	14	26	22	18	86
		7.0%	16.3%	30.2%	25.6%	20.9%	100.0%
	Total	8	24	44	73	43	192
		4.2%	12.5%	22.9%	38.0%	22.4%	100.0%

Table 4.24 presents the results for the proposal of “Union represents the interests of its members.” The results reveal that 72.6% of Eğitim-Sen members and 46.5% of the Türk Eğitim-Sen members have a positive perception on the implementation of this principle. The percentage of Eğitim-Sen and Türk Eğitim-Sen members with a negative perception is 11.3% and 23.3% respectively.

Table 4.25

Crosstab related to the proposal of “Union represents the interests of its students.”

Union represents the interests of students.		Totally Disagree	Disagree	Undecided	Agree	Totally Agree	Total
The Union	Eğitim-Sen	8	22	18	35	26	109
		7.3%	20.2%	16.5%	32.1%	23.9%	100.0%
	Türk Eğitim	17	24	20	12	8	81
		21.0%	29.6%	24.7%	14.8%	9.9%	100.0%
	Total	25	46	38	47	34	190
		13.2%	24.2%	20.0%	24.7%	17.9%	100.0%

Table 4.25 displays the results for the proposal of “Union represents the interests of its students.” The results show that 27.5% of Eğitim-Sen members and 50.6% of Türk Eğitim-Sen members perceive this proposal as not implemented in their unions. The percentage of members having a positive perception about the implementation of the proposal in their unions is 56% for Eğitim-Sen and 42.6% for Türk Eğitim-Sen.

Table 4.26

Crosstab related to the proposal of “I recommend my colleagues to become members of the union.”

		I recommend my colleagues to become members of the union.				Totally Agree	Total
		Totally Disagree	Disagree	Undecided	Agree		
The Union	Egitim-Sen	2	8	10	18	69	107
		1.9%	7.5%	9.3%	16.8%	64.5%	100.0%
	Turk Egitim	4	14	18	10	40	86
		4.7%	16.3%	20.9%	11.6%	46.5%	100.0%
	Total	6	22	28	28	109	193
		3.1%	11.4%	14.5%	14.5%	56.5%	100.0%

The results of table 4.26 indicate that 9.4% of Eğitim-Sen members and 21% of Türk Eğitim-Sen members don't recommended their colleagues to join their union. 81.3% of Eğitim-Sen members and 58.1% of Türk Eğitim-Sen members have a positive perception concerning the proposal.

Table 4.27 indicates the results for the proposal of “There is no need for a new union” related to the customer focus dimension of TQM. 52.3% of Eğitim-Sen members and 38.1% of Türk Eğitim-Sen members had the perception that there was a need for a new union. The answers of union members for this proposal are not in line with the results of the other related proposals on customer focus,

which can be interpreted as though union members are satisfied with their unions and they are still likely to change their unions if there are some new alternatives. The higher percentages for Eđitim-Sen members make this more evident for Eđitim-Sen members.

Table 4.27

Crosstab related to the proposal of “There is no need for a new union.”

There is no need for a new union.		Totally disagree	Disagree	Undecided	Agree	Totally agree	Total
Union	Eđitim-Sen	57	20	6	8	18	109
		52.3%	18.3%	5.5%	7.3%	16.5%	100.0%
	Turk Eđitim-Sen	32	8	12	12	20	84
		38.1%	9.5%	14.3%	14.3%	23.8%	100.0%
Total		89	28	18	20	38	193
		46.1%	14.5%	9.3%	10.4%	19.7%	100.0%

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

This chapter includes the conclusions of the study and presents suggestions and implications for practice and future research.

5.1. Conclusions

The data in the study were obtained from 201 union members (110 Eğitim-Sen, 91 Türk Eğitim-Sen in 16 public schools and 8 union branch offices in different regions of Ankara. 199 of the union members were working under the law 657, 141 of the teachers were university graduates, 28 teachers were graduates of two-year teacher training institutes and 32 teachers had MA or MS degrees. 30 teachers had 3-8 years, 89 teachers had 9-15 years and 82 teachers had more than 15 years of experience. 8 teachers had union membership for less than a year, 50 teachers had membership for 2-5 years, 56 teachers had membership for 6-10 years and 82 of the teachers had for 11 years and more.

A questionnaire was developed based on the existing literature to obtain information on the perception of union members on TQM applications in their unions and implemented either by the researcher or by school administrators. 400 questionnaires were given out and 201 of them were returned with a return rate of 50.25%. It was observed that teachers at state schools were used to doing tasks

assigned to them by the school administration because they had to rather than doing them on their own volition.

Before analyzing the data obtained, reliability and factor analysis were carried out for the questionnaire and the reliability of the questionnaire was assured (Alpha .941) and 12 factors with eigenvalues greater than 1 were identified, which later was reduced to 4 interpretable factors explaining the 53.675% of the total test variance. Descriptive statistics such as frequencies and percentages, and Mann-Whitney U test were used to describe data and investigate if there were significant differences between groups. The analyses were carried out by using the Statistical Package for Social Sciences (SPSS) 15 for Windows.

One of the purposes of the study was to investigate the perception of Eğitim-Sen and Türk Eğitim-Sen members on the TQM applications in their unions. The results of the study revealed that more than half of the union members (52.2%) were not aware about whether TQM proposals were applied in their unions or not. 39.8% of union members perceived TQM as applied in their unions and 8% of the union members had a negative perception on the application of TQM in their unions.

As for the perceptions of union members on the application of four factors, the results regarding the first principle of TQM including proposals referring to the unions' financial and physical assets and the collaboration of the unions with the related organizations and stakeholders as well as organizations' efforts to improve people, processes and services, which is resources and continuous improvement, indicated that the percentage of Eğitim-Sen members (49.5%) who

had a positive perception was more than the percentage of Türk Eğitim-Sen members (42.9%). 36.7% of Eğitim-Sen and 42.3 % of Türk Eğitim-Sen members opted for “undecided”, which can be interpreted as a considerable percentage of union members were not aware of the application of resources and continuous improvement proposals . 13.8% of Eğitim-Sen 14.3% of Türk Eğitim-Sen members perceived the implementation of this dimension of TQM as not satisfactory.

The second factor referring to unions’ meeting customer expectations was about customer focus. The proposals included under customer focus factor aimed to display level of the satisfaction of customers, union members, which is one of the essential elements of TQM. The results of the study indicated that 53.2% of Eğitim-Sen members and 44% of Türk Eğitim-Sen members perceive this principle of TQM as implemented in their unions, which can be seen as a sign of success on the part of unions in meeting the needs and expectations of their members. Nevertheless, still a large percentage of Eğitim-Sen (39.4%) and Türk Eğitim-Sen members (42.8%) is not sure whether the proposals within customer focus dimension are applied in their unions or not. The percentages of Eğitim-Sen and Türk Eğitim-Sen members who perceive the customer focus principle as not applied in their unions were 7.3% and 13.2% respectively.

The third factor comprises the leadership principle of TQM which includes the proposals on union managements’ commitment to TQM and their efforts in creating and managing a quality environment involving everybody in the decision making process. 46.8% of Eğitim-Sen members and 39.6% of Türk-Eğitim-Sen

members had a positive perception on the implementation of leadership principle in their unions. The percentage of Eğitim-Sen (49.5%) and Türk Eğitim-Sen (56%) members who were uncertain was more than the percentage of the members with positive perceptions.

An overall analysis of the results for the first three factors reveal a striking result regarding the perceptions of union members, which is the fact that a high percentage of members are not aware about whether TQM proposals were applied in their unions or not. As indicated in the study by Taş (1995) union members expected their unions to inform the public about their policies and activities. The results of the study show that teacher unions still have problems communicating their messages to their members today. This may be interpreted as a result of the organizational structure of unions which was highly centralized as stated by Akyüz (1980), and remained unchanged over the years. This kind of a centralized and hierarchical organizational configuration may keep union members away from decision making processes within the unions. The fact that union members are not encouraged to be involved in decision making processes is also supported by the 70.6% of Eğitim-Sen members and 58.6% of Türk Eğitim-Sen members in the study.

The last factor which is on the strategic planning principle of TQM refers to the process by which the future of the organization is envisioned and necessary procedures and operations are developed to achieve that future. The percentages of union members who opted for “undecided” about the application of this principle in their unions were considerably less than in the former three factors,

which can be interpreted as union members are more aware of the application of strategic planning dimension than the application of customer focus, leadership and resources and continuous improvement principles. The difference can be explained as a result of the fact that while the union members have the chance of getting messages communicated by the management to some extent, they do not have as close a communication as to have a judgment regarding the former principles. It can also be interpreted as members have some views regarding the vision, mission and policies of the union, which is not necessarily communicated by the union management but formed by the members themselves for their unions.

The results of the study also indicated that the number of Eğitim-Sen members perceiving TQM as implemented in their unions for all four principles of TQM was more than the number of TürkEğitim-Sen members, which is interesting in that Eğitim-Sen is strictly against the application of TQM both within the union and in MoNE schools. This may lead us to reach the conclusion that Eğitim-Sen unintentionally apply certain principles of TQM to some extent against which they strongly stand and Türk Eğitim-Sen which supports quality endeavors and applies the quality principles within the union is not perceived as positively as Eğitim-Sen by its members with regard to certain principles.

The results of the cross tabulation of the answers of the union members for 8 proposals (“I am not happy with being a member of the union”, “I can be a member of another union in the future”, “Union doesn’t encourage its members to be involved in decision making process”, “Financial sources are used effectively”, “Union has sophisticated equipment”, “Union is open to change”, “I know the

mission of the union”, “I know the vision of the union”) from each principle with high and low mean scores so as to get a more detailed description of the perceived level of application of TQM in Eğitim-Sen and Türk Eğitim-Sen revealed that majority of union members (80.8% of Eğitim-Sen and 69.7% of Türk Eğitim-Sen members) were not happy with being a union member. The difference between Eğitim-Sen and Türk Eğitim-Sen members was also found statistically significant. A substantial majority of Eğitim-Sen and Türk Eğitim-Sen members stated that they were likely to be a member of another union in the future. The results can be interpreted as that union members are not very committed to their unions. 65.2% of union members also think that they are not encouraged to be involved in the decision making process. The answers also indicated that union members are not very aware about whether financial sources were used effectively or not or whether the union had sophisticated equipments. More than half of the union members (53.9%) perceived their unions as open to change and a substantial majority of union members indicated that they knew the mission and vision of their union.

One of the previous studies on teacher unions in Turkey by Öcal (1999) indicated that for non-member teachers it was the lack of laws why teachers do not become members of teacher unions and for union members it was the fact that unions do not meet the needs and expectations of their members and that they do not function efficiently enough why teachers do not become union members. The findings of the study in 1999 by Öcal seem to be still valid for today since 80.8% of Eğitim-Sen and 69.7% of Türk Eğitim-Sen members stated that they were not

happy with being a member of their union and a majority of union members indicated that there was a need for a new union. The statistics released by Ministry of Labor and Social Security are also in line with the opinions of the union members. According to the ministry's statistics, the number of Eğitim-Sen members has decreased over last ten years and there is not a remarkable increase in the number of Türk Eğitim-Sen members. The unionization rate in the field of education which was 58.25% in 2003 has also shrunk to 51.9% in 2009. This can be attributed to the fact that teacher unions could not keep up with the change happening in all aspects of education. Anyone having a basic familiarity with the education system in Turkey would appreciate that such elements of education as schools, teachers, curriculum, parents of today are different from those of the past. In a study by Şimşek and Seashore (2008) carried out as a part of a broader initiative to examine the role of "new unionism" in a state in the USA, participants come up with some significant aspects of change and reform in teacher unions some of which can be listed as follows: focusing on teacher quality, setting professional standards for the profession, taking the lead for professional development of teachers, and creating a new organizational configuration; a flat organizational design close to the classroom levels rather than hierarchical.

One of the purposes of the study was to find out if there were significant differences between the perceptions of union members. The results yielded significant differences between Eğitim-Sen and Türk Eğitim-Sen members' perceptions on 16 TQM proposals among 54 items in the questionnaire. The

proposals displaying significant differences are indicated in Table 4.22. Cross tabulations illustrating the differences as percentages for 8 of the above mentioned proposals indicated that Eğitim-Sen members perceive their union as more concerned about its members, as more encouraging about getting their members suggestions and complaints, and as more collaborative with the related institutions abroad. On the proposal about the cooperation with the Ministry of Education, however, Türk Eğitim-Sen members perceived their unions as more cooperative. Although the perception of Eğitim-Sen members on their union's representing their and students interests was more positive than Türk Eğitim-Sen members, the percentage of Türk Eğitim-Sen members (47.6%) who thought that there was a need for a new union was remarkably less than the percentage of Eğitim-Sen members (70.6%). Kerchner and Koppich (as cited in Sullivan, 2009, p. 4) summarize the differences between two types of unionism, representing the unions of the past and present, which are industrial unionism and professional unionism. It is pointed out that while old industrial unionism emphasize protection of teacher, adversarial relationship, and separateness of labor and relationship with strong hiarchacial divisions; emerging professional unionism focuseses on protection of teaching, collective aspect of work at schools and interdependency of workers and managers with flattened hiarchies. Sullivan (2009) also explains that traditional teacher unionism is based on a self-serving mindset promoting the "us versus them" mentality of union/management relations while the emerging professional unionsism emphasizes union/management collaboration (Sullivan, 2009, p 5). Concerning this new paradigm of unionism, Eğitim-Sen and Türk

Eđitim-Sen may change their policies so as to catch up with the changes and trends in the world and in the country focusing on collaboration with other stakeholders of education, shared decision making and budgeting, and increased teacher professionalism.

5.2. Implications for Practice

The results of the study may carry several possible implications for practice for teacher unions and union members. The results of the study yielded no significant differences between union members' perceptions concerning the application of 38 TQM proposals in Eđitim-Sen, which is strongly against TQM, and in Trk Eđitim-Sen, which applies it in union headquarters. A potential implication of this for Trk Eđitim-Sen can be to spread the quality applications to local branch offices so that union members can realize the applications more easily.

The results of individual proposals may also have potential implications for practice for both unions. They may conduct research to find out why a majority of Eđitim-Sen and Trk Eđitim-Sen members were not happy with being a member and why they thought there was a need for a new union. They may revise their services and policies to meet the needs of their members accordingly. Moreover, the unions may develop policies and services addressing the newer members that will lead them to become more committed to and satisfied with their unions.

The results of the study also indicated that both Eğitim-Sen and Türk Eğitim-Sen members were quite unaware of the application of many proposals in their unions, which can be interpreted as a result of lack of communication. A possible implication of this for unions can be finding ways to establish effective lines of communication with their members so as to inform their members more about the unions' practices. Union members can become more active members and be more interested in the practices and policies of their unions. So as to make union members to become more interested in the practices of their unions, union administrations may also consider a revision in the centralized structures of the unions, which can be seen as an obstacle that prevents the policies and messages of the unions from being known and shared by lower level administrators and union members. Union leaders may also give greater autonomy to local branches and involve them in decision making processes. They may support the local branch offices more by providing them with more financial and physical resources.

Though it is not verified by research, taking the fact that union members are not very committed to their unions, it can be argued that teacher unions should focus more on what they can do for teaching and teachers rather than what they can get the government to do for their members. Not having the right to collective bargaining is a major drawback for teacher unions in Turkey in their efforts to defend the rights of their members. However, this should not discourage teacher unions to carry out useful activities for their members since even in the countries where collective bargaining rights of unions are recognized, collective bargaining is only one of the focuses of unions along with many other issues. In their struggle

to get the right to collective bargaining, teacher unions can enjoy greater support from their members as long as they concentrate on meeting and satisfying their needs and expectations. Even if teacher unions were not denied the right to collective bargaining, the problems in the country regarding education will not come to an end. Therefore, unions may need to achieve their transformation to professionalism to catch up with the change and even be the leaders of change as in the past. In this process, a widespread atmosphere of cooperation with the government and other teacher unions to realize common goals can be created rather than preserving the old practices of competition, which is essential in a well-functioning democracy in a country with powerful teacher unions.

5.3. Implications for Research

Regarding the implications for further research, the study can be broadened to include the union administrators in the main offices and in branch offices since it is based on only the perceptions of union members, one of the stakeholders. The sample size of the study may also be increased and grouped as school administrators, teachers, union administrators. In addition to the survey method used in this research, interviews can be carried out with union administrators and union members and analyzed. Furthermore, studies related to the organization culture and functioning of the unions can be conducted, which will help union members and nonmember teachers to have a better understanding of teacher unions.

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APPENDICES

APPENDIX A

TOPLAM KALİTE YÖNETİMİ ANKETİ

Değerli meslektaşım,

Toplam kalite yönetimi, kurumlarda verimliliği ve bütün paydaşların memnuniyetini amaçlayan bir yönetim felsefesidir. Uygulandığı kurumlarda uygulama başarısı oranında kayda değer gelişme ve iyileşmeler sağlayan bu yönetim felsefesi son yıllarda ülkemizde de ilgi görmüş, farklı kurumlar hakkında toplam kalite yönetimi çerçevesinde akademik çalışmalar yapılmıştır. Bir Yüksek Lisans Tez çalışması kapsamında yürütülen bu araştırma üyelerin görüşleri alınarak toplam kalite uygulamalarının Türkiye öğretmen sendikalarına ne derece yansıdığını ortaya çıkarmak amacıyla yapılmaktadır. Katkılarınızla gerçekleştirilecek bu araştırma ile ulaşılan bilgilerin öğretmen sendikalarına, siz değerli üyelerine, ve eğitimcilere sendikalardaki toplam kalite uygulamaları konusunda fikir vermesi beklenmektedir.

Anket sorularında geçen **"sendika"** sözcüğü üyesi olduğunuz sendika olarak düşünülmelidir. Ankette toplanan bilgiler grup olarak değerlendirileceği için ad-soyad yazmanız gerekmemektedir. Vereceğiniz bilgiler gizli tutulacak, araştırma dışında başka bir amaçla kesinlikle kullanılmayacaktır. Ankette yer alan soruları dikkatle okuyarak, içtenlikle cevaplamanız bilgilerin gerçeği yansıtması ve bulguların geçerliği açısından son derece önemlidir.

Katılımınız için teşekkür ederim.

Araştırma Sorumlusu:

Abdullah Bağcı

Çankaya Ü. Hazırlık Okulu. İng. Okt.

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BÖLÜM I**KİŞİSEL BİLGİLER**

Lütfen size uygun seçeneğin yanındaki parantezin içine [X] işareti koyunuz.

1. Unvanınız:

1. Kadrolu öğretmen [] 2. Sözleşmeli öğretmen []

2. En son mezun olduğunuz okul:

1. Lise [] 2. İki yıllık yüksek okul [] 3. Üniversite lisans [] 4. Yüksek lisans []

3. Ne kadar süredir öğretmenlik yapmaktasınız?

1. 0-2 yıl arası [] 2. 3-8 yıl arası [] 3. 9-15 yıl arası [] 4. 16 yıl ve daha fazla []

4. Üyesi olduğunuz sendika:

1. Eğitim Bir-Sen [] 2. Eğitim Sen [] 3. Eğitim İş [] 4. Türk Eğitim-Sen []

5. Ne kadar süredir sendika üyesisiniz?

1. 0-1 yıl arası [] 2. 2-5 yıl arası [] 3. 6-10 yıl arası [] 4. 11 yıl ve daha fazla []

BÖLÜM II**TKY ANKETİ**

Acıklama: <u>Bu bölümde sizden TKY uygulamalarına ilişkin ifadelere ne derece katıldığınızı, karşısındaki ölçekte uygun seceneği işaretleyerek belirtmeniz istenmektedir.</u>	Katılma Ölçeği				
	Hic katılmıyorum (1)	Cok az katılmıyorum (2)	Kararsızım (3)	Büyük ölçüde katılmıyorum (4)	Tam katılmıyorum (5)
1. Sendika yönetiminden genel olarak memnunum.					
2. Sendika yöneticileri iletişime her zaman açıktır.					
3. Sendika içerisinde her yönetim kademesiyle rahatlıkla iletişim kurabiliyorum.					
4. Sendika yöneticilerine ihtiyaç duyduğumda ulaşamıyorum.					
5. Sendika yöneticileri üyelerin sorularını cevaplayabilecek bilgiye sahiptirler.					
6. Sendika yönetimi sadece kendini düşünmektedir.					
7. Dile getirdiğim öneri ve şikayetlerimin dikkate alınmadığını düşünüyorum.					
8. Sendika, üyelerin eleştiri ve öneri haklarını kullanmalarını özendirir.					
9. Sendika, üyelerin sendikal karar alma süreçlerine katılımını desteklemez.					
10. Sendika yöneticileri üyelerine hizmet vermeye her zaman istekli ve gönüllüdürler.					
11. Sendika yönetimi beklenen liderlik davranışlarını sergiler.					
12. Sendikal etkinlikler konusunda farklı düşünen üyeler takdirle karşılanır ve bu tür farklılıklara destek verilir.					
13. Sendika, uluslararası benzer kuruluşlarla işbirliği içindedir.					
14. Sendika, gerektiğinde diğer sivil toplum kuruluşlarıyla yeterince ortak çalışma yapmaz.					
15. Sendika, Milli Eğitim Bakanlığıyla işbirliği içindedir.					

Acıklama: <u>Bu bölümde sizden TKY uygulamalarına ilişkin ifadelere ne derece katıldığınızı. karşısındaki ölcekte uygun seçeneği işaretleyerek belirtmeniz istenmektedir.</u>	Katılma Ölçeği				
	(1) Hic katılmıyorum	(2) Çok az katılmıyorum	(3) Kararsızım	(4) Büyük ölçüde katılmıyorum	(5) Tam katılmıyorum
16. Sendika, üyelerin çıkarları ile yakından ilgilenir.					
17. Sendika için üyelerin memnuniyetini sağlamak önemlidir.					
18. Sendikanın finansal kaynakları yeterlidir.					
19. Finansal kaynaklar verimli kullanılmaktadır.					
20. Sendikanın fiziksel imkanları yeterli <u>değildir.</u>					
21. Sendika modern ekipmanlara sahiptir.					
22. Sendikanın kullandığı materyallerin (broşür. afiş. kitapçık) görünümü sunulan hizmet tipi ile uyumlu ve görsel açıdan çekicidir.					
23. Sendikanın misyonunu biliyorum.					
24. Sendikanın misyonunu paylaşıyorum.					
25. Sendikanın vizyonunu biliyorum.					
26. Sendikanın vizyonunu paylaşıyorum.					
27. Sendikanın bir stratejik planı <u>yoktur.</u>					
28. Sendika kendini sürekli olarak yeniler ve iyileştirir.					
29. Sendika, devlet, siyasal parti, ve diğer siyasal örgüt ve kuruluşlardan bağımsızdır.					
30. Sendika üyeleri sendikanın kurumsal gelişiminin farkında <u>değildir.</u>					
31. Sendikanın uygulamaları görüşlerimi yansıtmaktadır.					
32. Sendika tüzüğünün içeriğini genel itibariyle destekliyorum.					
33. Sendikanın kararları ve eylemleri genel itibariyle fikirlerimle paraleldir.					
34. Yeterli aralıklarla sendikal etkinlikler düzenlenmektedir.					
35. Yeterli aralıklarla sosyal etkinlikler (piknik. sinema. tiyatro) düzenlenmektedir.					
36. Sendikanın bir üyesi olmaktan gurur duyuyorum.					
37. Öğretmen arkadaşlarıma sendikaya üye olmalarını tavsiye ederim.					
38. Bu sendikaya üye olmaktan mutlu <u>değilim.</u>					
39. İlerde başka bir sendikaya üye olabilirim.					

Acıklama: <u>Bu bölümde sizden TKY uygulamalarına ilişkin ifadelere ne derece katıldığınızı. karşısındaki ölçekte uygun seceneği işaretleyerek belirtmeniz istenmektedir.</u>	Katılma Ölçeği				
	(1) Hic katılmıyorum	(2) Çok az katılmıyorum	(3) Kararsızım	(4) Büyük ölçüde katılmıyorum	(5) Tam katılmıyorum
40. Sendikanın bir üyesi olarak kendimi önemli ve değerli hissediyorum.					
41. Ülkede yeni bir öğretmen sendikasına ihtiyaç olduğunu düşünmüyorum.					
42. Sendika, değişime açıktır.					
43. Sendika, üyelerinin ihtiyaçlarını öğrenmek için çalışmalar yapar.					
44. Sendikanın ülkede olumlu bir imajı vardır.					
45. Sendikanın bir üyesi olmak bir ayrıcalıktır.					
46. Sendika. beklentilerimi karşılamamaktadır.					
47. Sendikanın. üyelerinin günün koşullarına uygun ücret almaları konusunda üzerine düşeni yaptığını düşünüyorum.					
48. Sendikanın, üyelerin mesleki bilgi ve deneyimlerini geliştirmelerine yeterli katkıyı yaptığını düşünmüyorum.					
49. Sendikanın, üyelerinin özlük haklarının iyileştirilmesi konusunda üzerine düşeni yaptığını düşünmüyorum.					
50. Sendikanın, üyelerinin daha iyi çalışma koşullarına kavuşturulmaları için üzerine düşeni yaptığını düşünmüyorum.					
51. Sendika, eğitim öğretim faaliyetinin bütün unsurlarının(öğrenci. aile. öğretmen) karar süreçlerine katılımının destekçisidir.					
52. Sendika, öğrencilerin haklarının savunucusudur.					
53. Kendimi sendika üyesi olarak diğer sendikaların üyelerinden daha şanslı hissetmiyorum.					
54. Sendika, üyelerinin mesleklerinde başarılı ve verimli olabilmelerini sağlamak amacıyla hizmet içi eğitim kursları, seminer, panel, sempozyum gibi etkinlikler düzenler.					

APPENDIX B

TOTAL QUALITY MANAGEMENT QUESTIONNAIRE

Dear colleague.

Total Quality Management can briefly be defined as a management philosophy aiming at efficiency and customer satisfaction in institutions. This management philosophy has proved to have contributed considerably to the betterment and improvement of the institutions adapting it to the extent of commitment to its implementation and this aroused interest among Turkish organizations and academic circles leading to researches on the TQM applications in institutions. As a component of a master's thesis, this research aims to find out the impact of TQM on teacher unions in Turkey by asking the opinions of union members regarding TQM and its application in the unions. The findings of the research to be carried out with the help of you are expected to provide valuable feedback to teacher unions, their members, and education officials concerning TQM applications in teacher unions in Turkey.

The term of "union" in questions of the questionnaire is to be considered as the union that you are a member of. As the data gathered from the questionnaire will be assessed for the group, you are not expected to write your name or surname. The data will be kept highly confidential and will certainly not be used for any purposes but research. For the validity and reliability of the findings, your responses to the questions are extremely important; therefore, you are kindly requested to read the questions carefully and answer them sincerely. Thank you very much for your contribution.

With regards,

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PART I**PERSONAL INFORMATION**

Please put [X] next to your answer.

1. **Title hold:**
 1. Teacher under 657 []
 2. Teacher with one-year-contract []
2. **The school that you last graduated from:**
 1. High school []
 2. Two-year-collage []
 3. University (BA.BS) []
 4. University(MA.MS) []
3. **How long have you been teaching?**
 1. 0-2 years []
 2. 3-8 years []
 3. 9-15 years []
 4. 16 years and more []
4. **Union:**
 1. Eğitim Bir-Sen []
 2. Eğitim Sen []
 3. Eğitim İş []
 4. Türk Eğitim-Sen []
5. **How long have you been a member of the union?**
 1. 0-1 years []
 2. 2-5 years []
 3. 6-10 years []
 4. 11 years and more []

PART II**TOM QUESTIONAIRE**

Directions: Mark the box that is appropriate for you.	Scale				
	Totally disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Totally agree (5)
1. I am satisfied with the union management.					
2. Union administrators are open to communication.					
3. I can communicate easily with any level of management in the union.					
4. Union administrators cannot be reached when needed.					
5. Union administrators are knowledgeable enough to be able to answer the questions of the members.					
6. Union management only cares about itself.					
7. My suggestions and complaints are not taken into account.					
8. Union encourages its members to make suggestions and complaints for the improvement of the union.					
9. Union doesn't encourage its members to be involved in decision making process.					
10. Union administrators are always willing and enthusiastic to help the members.					
11. Union administrators have the necessary leadership skills.					
12. Different ideas regarding union practices are welcomed and supported.					
13. Union collaborates with related institutions abroad.					
14. Union doesn't collaborate with other non-governmental organizations when necessary.					
15. Union collaborates with Ministry of National Education.					
16. Union represents the interests of its members.					
17. Satisfaction of the members is important for the union.					
18. Union has enough financial sources.					
19. Financial sources are used effectively.					
20. Physical conditions and facilities aren't satisfactory.					
21. Union has sophisticated equipment.					
22. The visuals (leaflets, booklets, posters) used by the union fit the type of service and are appealing.					
23. I know the mission of the union.					
24. I share the mission.					

Directions: Mark the box that is appropriate for you.	Scale				
	Totally disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Totally agree (5)
25. I know the vision of the union.					
26. I share the vision.					
27. Union doesn't have a strategic plan.					
28. Union makes changes and improvements continuously.					
29. Union is independent of government and any political party or organization.					
30. Members of the union are not aware of the organizational development of the union.					
31. Policies of the union reflect my ideas.					
32. I approve of the regulations of the union.					
33. Decisions made by the union management are generally in line with my ideas.					
34. Union organizes enough conferences, seminars, workshops.					
35. Union organizes enough social activities. (picnics, going to cinemas, theaters)					
36. I am proud of being a member of the union.					
37. I recommend my colleagues to become members of the union.					
38. I am not happy with being a member of the union.					
39. I can be a member of another union in the future.					
40. I feel important as a member of the union.					
41. There is no need for a new union.					
42. Union is open to change.					
43. Union works to determine the needs of its members.					
44. Union has a positive image in the country.					
45. It is a privilege to be a member of the union.					
46. Union does not satisfy my expectations.					
47. Union does what needs to be done on its part to increase teacher salaries.					
48. Union does not contribute the professional development of its members.					
49. Union does not do what needs to be done to improve the legal rights of its members.					
50. Union does not do what needs to be done to improve the working conditions of its members.					
51. Union supports the involvement of all stakeholders (students, teachers, parents, ministry, industry) in the decision making process.					
52. Union represents the interests of students.					
53. As a member of the union I do not feel luckier than the members of the other unions.					
54. Union organizes in-service training activities (courses, seminars, symposiums) to help its members be more successful professionals.					

APPENDIX C

Table C1

Descriptive statistics for items

QUESTIONS	Totally disagree		Disagree		Neutral		Agree		Totally agree		Total	
	Me an	Std. Dev	Me an	Std. Dev	Me an	Std. Dev	Me an	Std. Dev	Me an	Std. Dev	Me an	Std. Dev
Union doesn't have a strategic plan.			3.11	1.17	3.23	1.18	4.26	1.05	5.00	0.00	3.67	1.24
Union represents the interests of its members.	1.00	0.00	2.22	1.20	3.22	0.95	4.30	0.66	5.00	0.00	3.62	1.09
Satisfaction of the members is important for the union.	4.00	0.00	2.27	0.90	3.05	0.98	4.31	0.60	5.00	0.00	3.55	1.09
Union is open to change.			2.18	0.75	2.92	1.24	4.47	0.67	5.00	0.00	3.54	1.31
Union administrators are always willing and enthusiastic to help the members.	3.67	0.58	2.55	0.82	3.03	0.85	4.20	0.78	5.00	0.00	3.51	1.03
Union supports the involvement of all stakeholders (students, teachers, parents, ministry, industry) in the decision making process.	3.00	----	2.18	1.17	3.08	0.95	4.11	0.90	5.00	0.00	3.49	1.12
Union administrators are knowledgeable enough to be able to answer the questions of the members.	3.67	0.58	3.00	0.58	2.96	0.94	4.18	0.60	4.67	0.52	3.47	1.00
Union collaborates with related institutions abroad.	4.00	0.00	2.27	1.10	3.18	0.99	3.97	1.07	4.33	1.03	3.47	1.13
The visuals (leaflets, booklets, posters) used by the union fit the type of service and are appealing.			2.67	0.50	2.99	1.00	4.11	0.77	4.67	0.52	3.46	1.06
Union has a positive image in the country.	1.00	----	2.31	0.95	3.12	0.94	4.00	0.84	5.00	0.00	3.45	1.07
Union makes changes and improvements continuously.			1.67	0.50	3.05	0.95	4.09	0.72	5.00	0.00	3.44	1.08
Union encourages its members to make suggestions and complaints for the improvement of the union.	4.00	0.00	2.46	0.97	3.00	1.01	4.12	0.96	4.33	0.52	3.44	1.14
Union administrators have the necessary leadership skills.	3.67	0.58	2.56	1.59	2.92	0.85	4.05	0.66	5.00	0.00	3.41	1.02
Union works to determine the needs of its members.	5.00	----	1.92	1.04	2.83	1.10	4.18	0.83	5.00	0.00	3.36	1.26
Policies of the union reflect my ideas.			2.09	0.70	2.86	0.97	3.97	0.89	5.00	0.00	3.30	1.13
Union has enough financial sources.	4.00	0.00	2.82	1.83	3.15	1.12	3.47	1.17	3.67	0.52	3.27	1.18
Union is independent of government and any political party or organization.			1.89	0.78	2.74	1.39	3.83	1.23	5.00	0.00	3.19	1.45
Union represents the interests of students.	1.00	----	2.36	1.03	2.69	1.14	3.68	1.30	4.33	1.03	3.09	1.31
Different ideas regarding union practices are welcomed and supported.	4.00	0.00	2.64	0.67	2.52	1.06	3.74	0.97	4.33	0.52	3.06	1.17
Union organizes in-service training activities (courses, seminars, symposiums) to help its members be more successful professionals.	3.00	----	1.82	1.17	2.72	1.04	3.61	1.04	4.00	0.89	3.06	1.17
Financial sources are used effectively.	4.00	0.00	1.36	0.50	2.60	0.86	3.65	0.82	4.67	0.52	3.00	1.07
Union has sophisticated equipment.	4.00	0.00	2.22	0.44	2.75	0.96	3.33	1.14	3.67	0.52	2.98	1.05
Union organizes enough social activities. (picnics, going to cinemas, theaters)			1.91	0.94	2.66	0.99	3.28	1.10	4.67	0.52	2.92	1.13
<i>I can be a member of another union in the future.</i>			2.91	1.64	4.37	1.11	4.84	0.55	5.00	0.00	4.48	1.05
<i>I am not happy with being a member of the union.</i>			2.43	1.27	3.97	0.95	4.78	0.75	5.00	0.00	4.26	1.02

Table C1 (continued)

I am proud of being a member of the union.			2.45	0.52	3.42	1.18	4.59	0.79	5.00	0.00	3.86	1.20
I approve of the regulations of the union.			2.45	0.52	3.35	0.85	4.36	0.63	5.00	0.00	3.74	0.96
I feel important as a member of the union.			1.78	0.44	3.02	1.11	4.39	0.76	5.00	0.00	3.55	1.24
It is a privilege to be a member of the union.	1.00	----	2.46	1.27	2.95	1.02	4.41	0.92	5.00	0.00	3.53	1.26
Decisions made by the union management are generally in line with my ideas.			2.11	0.78	2.96	0.94	4.24	0.64	5.00	0.00	3.47	1.09
I can communicate easily with any level of management in the union.	3.67	0.58	2.31	0.95	2.73	1.11	4.07	0.88	4.67	0.52	3.27	1.22
Union organizes enough conferences, seminars, workshops.			2.00	0.63	2.73	0.86	3.85	1.06	5.00	0.00	3.18	1.14
I am satisfied with the union management.	4.00	0.00	2.00	1.15	2.65	0.87	3.92	0.75	4.67	0.52	3.16	1.10
Union does what needs to be done on its part to increase teacher salaries.	1.00	----	2.18	1.25	2.60	0.99	3.85	0.90	4.67	0.52	3.12	1.19
Union collaborates with Ministry of National Education.	5.00	0.00	2.22	1.09	2.47	0.93	3.62	4.93	4.00	0.89	2.96	3.17
There is no need for a new union.			3.67	1.58	2.86	1.54	1.81	1.46	1.00	0.00	2.44	1.60
Union doesn't collaborate with other non-governmental organizations when necessary.	1.00	0.00	3.00	1.26	3.82	0.98	4.49	0.76	5.00	0.00	4.03	1.04
Union doesn't encourage its members to be involved in decision making process.	4.00	1.73	2.92	1.32	3.56	0.99	4.34	1.13	5.00	0.00	3.86	1.15
Union does not do what needs to be done to improve the working conditions of its members.	4.00	----	3.08	1.55	3.12	1.10	4.49	0.73	5.00	0.00	3.70	1.21
My suggestions and complaints are not taken into account.	3.00	0.00	2.77	1.09	3.41	0.85	4.07	1.21	5.00	0.00	3.65	1.09
As a member of the union I do not feel luckier than the members of the other unions.	2.00	----	3.27	1.42	3.16	1.18	4.24	1.29	5.00	0.00	3.64	1.34
Union administrators cannot be reached when needed.	4.33	1.15	2.85	0.69	3.40	1.07	3.85	1.32	5.00	0.00	3.59	1.19
Union does not satisfy my expectations.	1.00	----	2.69	1.03	3.20	1.02	4.19	1.06	5.00	0.00	3.58	1.18
Union does not do what needs to be done to improve the legal rights of its members.	4.00	----	2.46	1.45	3.03	1.00	4.41	0.94	5.00	0.00	3.57	1.25
Union does not contribute the professional development of its members.	5.00	----	2.62	1.26	3.19	1.01	3.87	1.05	5.00	0.00	3.47	1.13
Members of the union are not aware of the organizational development of the union.			3.33	0.71	3.06	1.06	3.61	1.29	4.00	1.55	3.31	1.18
Physical conditions and facilities aren't satisfactory.	2.00	0.00	3.22	0.83	3.15	1.19	3.32	1.22	4.33	0.52	3.24	1.19
Union management only cares about itself.	2.00	1.73	2.46	1.20	2.42	1.09	1.65	1.03	1.00	0.00	2.09	1.14
I recommend my colleagues to become members of the union.			2.55	1.57	3.66	1.21	4.86	0.34	5.00	0.00	4.10	1.20
I know the mission of the union.			2.09	0.94	3.57	1.13	4.41	0.86	4.67	0.52	3.84	1.17
I share the mission.			2.45	1.04	3.37	1.12	4.51	0.65	4.67	0.52	3.79	1.14
Union administrators are open to communication.	4.00	0.00	2.15	0.69	3.33	2.91	4.19	0.91	5.00	0.00	3.63	2.26
I know the vision of the union.			1.91	0.83	3.35	1.07	4.36	0.85	4.67	0.52	3.69	1.17
I share the vision.			2.27	1.19	3.14	1.00	4.34	0.85	4.67	0.52	3.59	1.16

APPENDIX D

Table D1

Inferential statistics for items

	I am satisfied with the union management.	Union administrators are open to communication.	I can communicate easily with any level of management in the union.
Mann-Whitney U	4659	4662	4532
Wilcoxon	10654	10548	8718
Z	-0.495	-0.642	-1.080
Asymp. Sig.	0.620	0.521	0.280
Variable: The Union			
	Union administrators cannot be reached when needed.	Union administrators are knowledgeable enough to be able to answer the questions of the members.	Union management only cares about itself.
Mann-Whitney U	4416.5	4795	4191.5
Wilcoxon	10194.5	8981	10186.5
Z	-0.900	-0.425	-1.985
Asymp. Sig.	0.368	0.671	0.047
	My suggestions and complaints are not taken into account.	Union encourages its members to make suggestions and complaints for the improvement of the union.	Union doesn't encourage its members to be involved in decision making process.
Mann-Whitney U	4264	3906.5	4190.5
Wilcoxon	10042	8092.5	8195.5
Z	-1.560	-2.572	-1.723
Asymp. Sig.	0.119	0.010	0.085
	Union administrators are always willing and enthusiastic to help the members.	Union administrators have the necessary leadership skills.	Different ideas regarding union practices are welcomed and supported.
Mann-Whitney U	4540.5	4422.5	4501.5
Wilcoxon	8545.5	10417.5	10496.5
Z	-0.582	-0.842	-0.897
Asymp. Sig.	0.560	0.400	0.370
	Union collaborates with related institutions abroad.	Union doesn't collaborate with other non-governmental organizations when necessary.	Union collaborates with Ministry of National Education.
Mann-Whitney U	2595	3546	3289
Wilcoxon	6511	7462	9284
Z	-5.426	-3.340	-3.682
Asymp. Sig.	0.000	0.001	0.000
	Union represents the interests of its members.	Satisfaction of the members is important for the union.	Union has enough financial sources.
Mann-Whitney U	3554	4198	3895

Table D1 (continued)

Wilcoxon	7295	8114	7636
Z	-2.734	-1.460	-1.884
Asymp. Sig.	0.006	0.144	0.060
	Financial sources are used effectively.	Physical conditions and facilities aren't satisfactory.	Union has sophisticated equipment.
Mann-Whitney U	4451	4165	4364
Wilcoxon	8192	7906	7934
Z	-0.404	-1.376	-0.356
Asymp. Sig.	0.686	0.169	0.722
	The visuals used by the union fit the type of service and are appealing.	I know the mission of the union.	I share the mission.
Mann-Whitney U	4124	3808	4264
Wilcoxon	9902	7549	8005
Z	-1.015	-2.354	-1.126
Asymp. Sig.	0.310	0.019	0.260
	I know the vision of the union.	I share the vision.	Union doesn't have a strategic plan.
Mann-Whitney U	4211	4277	4489
Wilcoxon	7952	10055	10267
Z	-1.269	-0.871	-0.014
Asymp. Sig.	0.205	0.384	0.989
	Union makes changes and improvements continuously.	Union is independent of government and any political party or organization.	Members of the union are not aware of the organizational development of the union.
Mann-Whitney U	4049	3990	3915
Wilcoxon	7619	7393	9375
Z	-1.425	-0.877	-1.258
Asymp. Sig.	0.154	0.380	0.209
	Policies of the union reflect my ideas.	I approve of the regulations of the union.	Decisions made by the union management are generally in line with my ideas.
Mann-Whitney U	4498	4360	4544
Wilcoxon	10493	8101	8114
Z	-0.500	-0.656	-0.092
Asymp. Sig.	0.617	0.512	0.927
	Union organizes enough conferences, seminars, workshops.	Union organizes enough social activities. (picnics, going to cinemas, theaters)	I am proud of being a member of the union.
Mann-Whitney U	4473	4091	3429
Wilcoxon	8214	7832	7170
Z	-0.565	-1.376	-3.008
Asymp. Sig. (2-tailed)	0.572	0.169	0.003

Table D1 (continued)

	I recommend my colleagues to become members of the union.	I am not happy with being a member of the union.	I can be a member of another union in the future.
Mann-Whitney U	3548	3574	4581
Wilcoxon	7289	6977	8322
Z	-3.029	-2.651	-0.356
Asymp. Sig.	0.002	0.008	0.722
	I feel important as a member of the union.	There is no need for a new union.	Union is open to change.
Mann-Whitney U	3606	3704	4340
Wilcoxon	7176	9699	7910
Z	-2.415	-2.409	-0.638
Asymp. Sig.	0.016	0.016	0.523
	Union works to determine the needs of its members.	Union has a positive image in the country.	It is a privilege to be a member of the union.
Mann-Whitney U	4052	4584	3740
Wilcoxon	7707	8239	7395
Z	-1.226	-0.130	-2.272
Asymp. Sig.	0.220	0.897	0.023
	Union does not satisfy my expectations.	Union does what needs to be done on its part to increase teacher salaries.	Union does not contribute the professional development of its members.
Mann-Whitney U	4248.5	3930	4172.5
Wilcoxon	7903.5	7416	7827.5
Z	-1.023	-1.401	-0.685
Asymp. Sig.	0.307	0.161	0.493
	Union does not do what needs to be done to improve the legal rights of its members.	Union does not do what needs to be done to improve the working conditions of its members.	Union supports the involvement of all stakeholders (students, teachers, parents, ministry, industry) in the decision making process.
Mann-Whitney U	4342.5	4023	3591.5
Wilcoxon	7997.5	7509	6912.5
Z	-0.329	-0.937	-2.286
Asymp. Sig.	0.742	0.349	0.022
	Union represents the interests of students.	As a member of the union I do not feel luckier than the members of the other unions.	Union organizes in-service training activities (courses, seminars, symposiums) to help its members be more successful professionals.
Mann-Whitney U	2858	4329.5	3395.5
Wilcoxon	6179	10324.5	6716.5
Z	-4.249	-0.235	-2.625
Asymp. Sig.	0.000	0.814	0.009