



The relationship between teachers' perceptions of gender equality, organizational ostracism, and organizational obstruction

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Abstract

The main aim of this study is to define the relationship between teachers' perceptions of gender equality, organizational ostracism, and organizational barriers. The study population of the research consisted of teachers working in public schools in Bolu province and its districts in the 2020-2021 academic year. Data were collected online and 493 participants were included in the research. In the study in which the screening model was used, frequency, percentage, Mann Whitney U test, Kruskal Wallis test, and in the analysis of the data we use simple linear regression analysis tests. When we examine the research findings, it was found out that the gender equality perceptions of the teachers participating in the study are "strongly agree" in the sub-dimensions of family life, school life, social life, work-life, and "strongly agree" in the family effect sub-dimension; "I totally disagree" with the sub-dimensions of isolating and nihilating organizational exclusion scale; In the organizational barriers scale, it was found out that the level of "I do not agree". In addition, it was found that teacher perceptions differed statistically significantly according to some demographic characteristics. At the last stage, it was concluded that gender equality significantly predicted organizational ostracism and organizational barriers, albeit at a low level.

Keywords: Organizational obstruction; organizational ostracism; gender equality; teacher

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1. Introduction

Although there are many factors affecting success in education, teachers stand out as the most important factor. Most of the roles that teachers undertake in increasing

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success are performed in schools. In this context, the atmosphere on people, and their attitudes towards gender affect the performance of teachers, culture, values, and beliefs of the schools have a significant impact on the teachers who permeate this atmosphere. Factors such as the general atmosphere of the schools, their perspective on people, and their attitudes towards gender affect the performance of teachers.

While the concept of sex explains being male or female biologically (Bee & Boyd, 2009) the concept of gender is a phenomenon that imposes social roles on women and men and expects them to fulfill these roles. Societies expect men and women to fulfill and maintain their assigned roles within their own cultures. This situation brings the concept of gender to the agenda. In other words, the definition of an individual according to his/her gender according to the society he/she lives in can be explained as gender (Altınova & Duyan, 2013; Woolfolk-Hoy, 2015). Gender equality is defined as the process by which women or men obtain equal opportunities in every aspect of society and the expectations are evaluated fairly (Reeves & Baden, 2000). The concept of gender equality is based on the fact that there is not the same proportion of women or men in initiatives and activities, but equal use of the opportunities available and, as a result, raising the welfare level of women and men in the society (Momsen, 2009). Gender inequality can be broadly defined as differences between the sexes in obtaining or retaining opportunities. Although gender equality or inequality differs according to the structure of the society, in patriarchal societies, the party who suffers gender inequality is generally women, and women are left behind in accessing opportunities (Demirgöz Bal, 2014). It is seen that education is one of the most important tools in eliminating this negative situation. Because the importance of education in creating gender equality by eliminating stereotypes based on gender inequality is an undeniable fact. The thoughts and behaviors of teachers, who are important role models for students, are considered extremely important in this context. So much so that teachers' thoughts and behaviors can have a positive effect on ensuring gender equality; It can turn into ostracism, which increases gender inequality.

The concept of ostracism, which can occur at every stage of life, is the state of being ignored or not being taken seriously, according to Williams (2001). It is the fact that the individual is not wanted or not included in the group by other group members for various reasons (Keklik, Saygın & Oral Kara, 2013). On the other hand, organizational ostracism is the situation in which the self-esteem, belonging and attitudes of the person are negatively affected in the working life, and it is the situation of not benefiting from the organization and employees at the desired level and being ignored in organizational processes (Foster, 2012). Ferris, Brown, Berry, and Liam (2008), on the other hand, explain the concept of organizational ostracism as a person's being ignored and not taken seriously by the rest of the organization. Ostracism, which causes negative effects on social interaction, emerges as a situation that causes employees to leave their jobs

(Robinson and the others, 2013) or to have a negative impact on the organization (Erdemli & Kurum, 2019). As an example of these negative situations, ostracism negatively affects the social relations of the employees, reducing their efficiency and performance (Dönmez & Mete, 2019; Öz, 2019; Williams, 2007; Yarmacı & Ayyıldız, 2021; Zhang & Jean, 2015) and accordingly, negatively affecting the organization.

Ostracism is also a common situation in educational organizations where social interaction is common. Teachers lead a stressful life due to their duties. As the reason for this; some students' undisciplined behavior, the intensity of administrative work, parental indifference, frequently changing educational programs, mistreatment of teachers by colleagues or school administration, and the like can be shown. It is a fact that teachers get rid of these stresses and increase their motivation only as a result of an effective organizational atmosphere and culture. When considered from this point, it is vital to develop a culture in which teachers are protected and supported at school (Dönmez, 2018). However, this situation is not always provided, and ostracism emerges as a problem of schools, which are an organization. It is seen that teachers who experience ostracism are isolated and by other employees and there is no communication and cooperation with them. We can say that this situation will affect teachers in a negative way and reduce their productivity, and it will have a negative impact on many segments of society, especially students and schools (Abashı, 2018). In addition to the personal and organizational causes of organizational ostracism, one of these results is an organizational barrier, as are discrimination, alienation, decrease in job performance, insecurity, social pressure, and many similar results (Öz, 2019).

According to the Turkish Language Institution (2020), an obstacle is defined as "*the reason that prevents something from happening, obstacle, trammel, difficulty, roughness, impediment, handicap*"; the most common organizational obstacle we encounter today is the negative evaluations of the employees regarding the atmosphere prevailing in the organization (Çekmecioğlu & Pelenk, 2015) or the disruption of the individual's achievement of his/her goals for various reasons by the organization (Gibney, Zagenczyk & Masters, 2009). It is an apparent fact that individuals want to stay in organizations that will help them achieve the goals they have set themselves. If the individual cannot reach the goals he has set within the organization, it can be said that he is faced with an organizational obstacle. In this situation, the coordination of the individual with the organization will decrease and the individual will start to look for ways to leave the organization (Gibney and the others, 2009; Koçak, 2019). It can be said that the existence of organizational obstacles in educational organizations where the education needs of the society are met will make it difficult for teachers to reach their goals, decrease their motivation and search for ways to leave school. For this reason, it is certain that many people, especially managers, have important duties in eliminating organizational obstacles. In educational organizations, especially for female teachers to become

administrators, there are both gender-based, organizational/institutional, family, and personal barriers.

Gender equality perceptions of teachers, who are the main actors of education in schools, are important for the development of society's perception of gender equality. Because teachers can be considered as change initiators and leaders of the society in terms of influencing their environment. However, in the development of gender equality perceptions; It is seen that there are various obstacles both within the organization and in the society, such as the fact that the professions are separated by gender in the society, the teaching profession is seen as a female profession, there is a wrong idea that women should allocate more time to housework, and women are kept in the background in career development. These include organizational ostracism, which includes the isolation of teachers by their colleagues, and organizational barriers that prevent them from achieving their goals (Alptekin, 2019; Koçak, 2019; Şişman, 2007; Williams, 2001). As a result, it can be said that as teachers' perceptions of gender equality increase, their perceptions of organizational ostracism and organizational barriers will decrease. Because gender equality, as well as equality between the sexes; will increase perceptions such as cooperation and solidarity, and will be effective in eliminating negativities, especially gender-based ostracism, and organizational barriers. In addition, organizational barrier, which is one of the causes and consequences of organizational ostracism and making it difficult or stopping the individual from achieving his goals, is a common situation. Because it is a fact that the individual who is blocked by the individual or groups faces organizational ostracism. Therefore, it is clear that ostracism and organizational barriers support each other and run parallel to each other. In this situation of ostracism and inhibition, gender inequality emerges as an important situation. It is clear that reducing the existing gender inequality and ensuring gender equality will reduce organizational ostracism and obstacles in organizations and contribute to the development of the organization.

1.1. Purpose of the research

The purpose of this study is to define the predictive level of teachers' perceptions of gender equality, organizational ostracism and organizational barriers. To achieve this goal, answers to the following questions will be sought. Secondary school teachers working in Bolu province and its districts will be asked these questions:

(1) What are the perception levels of gender equality, organizational ostracism, and organizational barriers?

(2) Do gender equality, organizational ostracism, and organizational barrier perception levels differ significantly in terms of various variables (gender, seniority, and place of born-raised)?

(3) Do gender equality perceptions significantly predict organizational ostracism and organizational barrier perception levels?

2. Method

2.1. Research Design

The relational screening method, which is one of the quantitative methods, was used in the research. According to Gürbüz and Şahin (2017), the relational screening method is one of the quantitative methods applied in studies that aim to find results that contain certainty and can be generalized with quantitative data. In general, in research in relational screening model; the stages of determining the problem, defining the variables to be included in the research, choosing the participant, collecting the data, analyzing and interpreting the obtained data are followed.

2.2. Research Population

The current research population consists of secondary school teachers working in public schools affiliated to the Ministry of National Education throughout the province of Bolu in the 2020-2021 academic year. It was aimed to reach the entire population and no sampling was done. 635 teachers out of 1078 teachers in the population were reached online; however, in order for the gender equality scale to work fully and effectively, the data of the participants who did not have siblings of the opposite sex were excluded from the existing research data and the research continued with 493 data. It was seen that the rate of data included in the study corresponds to 45.73% of the population and it was concluded that the data obtained was sufficient for the research (Krejcie & Morgan, 1970). When the demographic characteristics of the participating teachers are considered, it has been observed that; 310 of them (%62,9) are female, 183 of them (%37,1) are male; 76 of them (%15,6) have 1-5 years, 135 of them (%27,4) 6-10 years, 126 of them (%25,6) 11-15 years, 96 of them (%19,5) 16-20 years, 60 of them (%12,2) 21 years and above seniority; 249 of them (%50,5) were born and raised in provinces, 137 of them (%27,8) in districts and 107 of them (%21,7) in villages and towns.

2.3. Data Collection Tools

Personal information form including teachers' personal information, gender equality scale, organizational ostracism scale, and organizational barriers scales were used as data collection tools.

2.3.1. Gender Equality Scale

The gender equality scale was developed by the researcher and consists of 5 dimensions and 25 items. Before the data analysis, the reliability of the gender equality

scale developed in the current study was determined by looking at the Cronbach's Alpha value and family life sub-dimension .92, school life dimension .91, social life dimension .86, work-life dimension .93, family impact dimension .89, and overall scale .95 reliability level was reached. According to the results obtained, it was concluded that the scale has a high level of reliability in all sub-dimensions and throughout the scale (Büyüköztürk, 2017; Kalaycı, 2016; Lorcu, 2015; Şencan, 2005). The scale was created as a 5-point Likert scale ranging from 'strongly disagree' to 'strongly agree'.

2.3.2. Organizational Ostracism Scale

The organizational exclusion scale developed by Abaşlı and Özdemir (2019) consists of 14 items and 2 sub-dimensions and a 5-point Likert scale ranging from 'strongly disagree' to 'strongly agree' was used. Cronbach Alpha reliability values were examined by the researchers to determine the reliability of the scale and .88 in the isolating dimension, .96 in the nihilation dimension, and .97 in the overall scale were reached. In the current study, Cronbach's Alpha reliability values were found to be .93 in the isolating dimension, .96 in the nihilation dimension, and .97 in the overall scale and it was understood that the scale had a high level of reliability (Büyüköztürk, 2017; Kalaycı, 2016; Şencan, 2005).

2.3.3. Organizational Barriers Scale

The scale, which was created by Töremen (1999) and whose validity and reliability studies were repeated by Yıldız (2011), consists of 12 items and one dimension. The Cronbach's Alpha reliability value of the scale was found to be .80 by Yıldız (2011), in the current study, Cronbach's Alpha reliability value was calculated as .79. Cronbach's Alpha reliability coefficient between .60 and .80 indicates that the scale is reliable (Büyüköztürk, 2017; Kalaycı, 2016; Lorcu, 2015; Şencan, 2005). In line with this information, it was understood that the reliability coefficient of the organizational disability scale was sufficient in the current study. The scale was created as a 5-point Likert scale ranging from 'strongly disagree' to 'strongly agree'.

2.4. Data Collection

For the current research, necessary permissions were obtained from BAIBU The Human Research Ethics Committee with the protocol number 2020/177 from the Bolu governorship. The research data were collected online from secondary school teachers working in public schools throughout the province of Bolu between October and November 2020. In order to collect more data, the help of school principals was obtained and the necessary data for the research was reached.

2.5. Analysis of Data

SPSS 20 program was used to analyze the data obtained in the research. During the analysis of personal information, percentage (%) and frequency (f) values were examined. During the determination of the participants' perceptions of gender equality, organizational ostracism, and organizational barriers, standard deviation (SD) and arithmetic mean (\bar{X}) values were calculated. In addition, the Kolmogorov Smirnov test was applied to the available data in order to determine the normality values of the data before the analysis and to determine which tests would be used, and the results were interpreted by looking at the Skewness and Kurtosis values. In the case of $p < 0.05$ in the Kolmogorov-Smirnov test, it was accepted that the data did not show a normal distribution (Kilmen, 2015). In the context of the results obtained, it was determined that the data did not show a normal distribution and it was decided to use non-parametric analyzes in the analyzes and to take the significance level as 0.05. While comparing paired groups in the study, the Mann Whitney U test was used because the data were non-parametric, on the other hand, the Kruskal Wallis H test was used in the analysis of variables with three or more subgroups (Büyüköztürk, 2011; Kilmen, 2015).

The situation of explaining the relationship between two or more variables assumed to be related in line with mathematical equality is explained as regression analysis. For regression analysis, the data should show normal distribution (Büyüköztürk, 2014). In this study, regression analysis was conducted to reveal the perception of teachers' gender equality perception levels to predict organizational ostracism and organizational barrier perception levels. However, the 'Bootstrap' method was used because the data did not show normal distribution. The bootstrap method is known as an easy and reliable method used in non-normal distributions. The method involves performing the act of drawing a sample from the existing data successively, provided that it is replaced. By this method, the data is randomly distributed and re-sampling is ensured, data sets of different amounts and sizes are created and a lot of information can be obtained from the data at hand. Thus, correct answers can be obtained even from small data (Coşgun & Karaağaoğlu, 2011).

3. Findings, Comment and Discussion

Within the scope of this section, the findings of teachers' gender equality (family life, school life, social life, work-life, and family impact), organizational ostracism (isolation and nihilation), and organizational barriers scales were presented in accordance with their sub-problems and discussed with reference to the relevant literature.

3.1. Findings of the first sub-problem

The first sub-problem in the study has been determined as 'What is the perception of secondary school teachers working in Bolu province towards gender equality, organizational ostracism, and organizational disabilities?'

Table1. Teachers' perception levels of gender equality scale and its sub-dimensions

Scale	Dimension	\bar{X}	SS
	Family Life	3,57	,89
	School Life	3,73	,92
Gender Equality	Social Life	3,50	,78
Scale	Work-Life	3,47	,98
	Family impact	4,25	,80
	Scale Total	3,66	,71

When table 1 is examined, the perception levels of teachers in the gender scale and its sub-dimensions are 'highly agree' in all sub-dimensions and the scale, excluding the family impact dimension; in the family impact dimension, it was concluded that it was at the level of 'totally agree'. Kuluroğlu Sevinç (2019), in her study on Turkish pre-service teachers, concluded that the gender equality perception levels of pre-service teachers were at the level of 'I agree', and this result supported the research results. According to the guideline (2019), unless there is a positive increase in teachers' perceptions of gender equality, students may be negatively affected by this situation. For this reason, the fact that teachers who shape the future of our country have a high perception of gender equality can be interpreted as the students they train will be conscious of this issue.

Despite the efforts made towards gender equality, inequalities especially against women continue in Turkey and in the world. For example, in Osad's (2012) study on teachers in Slovakia, it was concluded that the problems regarding gender equality are still up-to-date and that teachers continue to engage in sexist stereotypes and behaviors. Forde, Kane, Condi, McPhee, and Head (2006) concluded in their study in Scotland that

the traditional structure continues in schools and that teachers maintain their gender stereotypes. Yıldırım and the others (2018), in their studies on academics at universities in Turkey, revealed the awareness of academics about gender inequality. This research shows us that the awareness of academicians about gender inequality is low, and the awareness of women is higher than that of male participants. The reason why these results differ from the research results can be shown as the different countries and samples in which the research was conducted.

Table 2. Teachers' perception levels of organizational ostracism scale and its sub-dimensions

Scale	Dimension	\bar{X}	SS
Organizational Ostracism Scale	Isolation	1,44	,60
	Nihilation	1,49	,57
	Scale Total	1,46	,58

In Table 2, the sub-dimensions of the organizational ostracism scale and the perception levels of teachers, in general, are given and it is concluded that the perceptions of the sub-dimensions and the scale are at the level of 'strongly disagree'. We can explain the result that there are similar findings in the sub-dimensions (isolation and nihilation) throughout the scale and that teachers experience low levels of ostracism in the schools where they work. Dönmez (2018) found that teachers' organizational ostracism levels were low ($\bar{X}=1,43$) in his study on teachers. Moreover, in the study of Halis and Demirel (2016) found the level on teachers ($\bar{X}=1,38$); Keklik, Saygın, and Kara (2013) in his studies on research assistants at universities ($\bar{X}=1,51$) and Koşar (2014), in their study on university employees ($\bar{X}=1,45$), concluded that the participants had a low level of ostracism perception and supported the results of the research.

Just as every event in schools affects teachers, and the act of ostracism has different effects on teachers, too. Since teachers' interests and needs, genders, opinions, etc. differ, problems may arise between them and ostracism may occur (Erkutlu & Chafra, 2016). It is a fact that the ostracism of teachers by their teacher friends as well as their daily problems makes them even more difficult (Dönmez & Mete, 2019). This situation negatively affects teachers' psychology, behavior, communication, and above all their performance, and reduces the quality of cooperation and school service (Erdemli & Kurum, 2019; Erkutlu & Chafra, 2016), and reduces the level of organizational compliance (Yılmaz, 2018). Therefore, it is essential for school administrators to create an organizational culture based on cooperation and solidarity to protect teachers from the negative effects of ostracism. It is a fact that when this situation is achieved, administrators will have the opportunity to deal with education rather than school problems (Dönmez & Mete, 2019; Eickholt & Goodboy, 2017). Looking at the research

results the fact that teachers' perception levels of organizational ostracism are low can be interpreted as that school administrators have developed a positive organizational culture.

Table3. Teachers' perception levels of organizational disabilities

Scale	\bar{X}	SS
Organizational Barriers Scale Total	2,58	,57

In Table 3, it was concluded that the arithmetic mean of teachers' perceptions of organizational barriers was at the 'Disagree' level. When the relevant literature was examined, Şentürk (2016) ($\bar{X}=3,01$) found that the perceived levels of the participants towards organizational disabilities were at the level of 'Uncertain' ($\bar{X}=3,01$) in his study on administrators and teachers. Conversely, Çantus, (2012) in his study in primary schools, concluded that teachers' perceptions of organizational disabilities were at the level of $\bar{X}=3,49$ in the personal dimension, and $\bar{X}=3,52$ in the bureaucratic dimension, and this contradicted the results of the research. The reason for this can be shown as the fact that the universe in which the research was conducted, the participants, and the time were different. In addition, Yıldız (2011) in his study in private and public primary schools, has reached the conclusion that the perceived level of teachers working in public schools towards organizational disabilities is at the level of 'Uncertain' ($\bar{X}=2,91$); however, he supported the research results by finding that the perception levels of private school teachers towards organizational disabilities were at the level of 'I do not agree' ($\bar{X}=2,26$). Moreover, in the studies of Turhan et al. (2014), Güçlü and Türkoğlu (2003), it was understood that teachers attribute the causes of their problems related to learning disabilities to the students, to the parents, to the administrators. This result is important in that it supports teachers' low level ($\bar{X}=2,65$) of participation in the statement, 'Our problems are not caused by others but by our own practices' in the scale.

3.2. Findings of the second sub-problem

As the second sub-problems of the research, the results of the comparison of the results of the secondary school teachers working in Bolu province in the gender equality, organizational ostracism, and organizational barriers scales and sub-dimensions in the context of demographic characteristics (gender, seniority, and place of birth) are given; there are comments on the results and the results are discussed by making comparisons in the context of the related field article.

Table 4. Mann-Whitney U results on examining teachers' gender equality scores in terms of gender variable

Scale/Dimension	Gender	n	Mean rank	Rank sum	U	p
			\bar{X}			
Family Life	Female	310	219,94	68181,00	19976,000	,000*
	Male	183	292,84	53590,00		
School Life	Female	310	238,80	74029,50	25824,500	,093
	Male	183	260,88	47741,50		
Social Life	Female	310	241,73	74935,00	26730,000	,284
	Male	183	255,93	46836,00		
Work-Life	Female	310	230,89	71575,00	23370,000	,001*
	Male	183	274,30	50196,00		
Family Impact	Female	310	246,74	76490,50	28285,500	,957
	Male	183	247,43	45280,50		
Overall Scale	Female	310	229,89	71267,00	23062,000	,001*
	Male	183	275,98	50504,00		

*p<.05

Table 4 shows the results of the Mann-Whitney U test conducted to reveal the statistically significant difference between the perceptions of the participants on the gender equality scale and its sub-dimensions according to the gender variable. According to the table, there is a significant difference between the family life (U=19976,000; p<.05), work-life (U=23370,000; p<.05) dimensions and the scale in general (U=23062,000; p<.05), according to the gender variable of teachers' opinions; school life (U=25824,500; p>.05), social life (U=26730,000; p>.05) and family impact (U=28285,500; p>.05), dimensions did not show a significant difference. On the other hand, we understand that the mean rank of male teachers in the scale and in all sub-dimensions is higher than that of female teachers, and this height differs significantly across the scale with the dimensions of family life and work-life. These results show that male teachers have higher perceptions of gender equality in all sub-dimensions and throughout the scale than female teachers. Akbulut Uzun (2020) researched the gender equality perception levels of university students and concluded that there was a significant difference in participant views according to the gender variable. It was found that male students' perceptions of gender equality were higher than females', and this result was similar to the results of the research.

In the current study, teachers' opinions showed a significant difference in family life and work dimensions as well as the overall scale. In these differences, it was found that male teachers' perception levels were higher than female teachers. From this, it can be interpreted that female teachers have more gender equality problems, that these problems have not been solved until recently, and that female teachers are uncomfortable with this issue. This result has been supported by various studies. For example, according to the report published by Kadir Has University in 2020, it was stated that men do not help enough with housework such as cleaning and dishes, a significant part of the men do not spare enough time to play with their children, do not show enough interest in childcare, and do not read books. In addition, the duty of cooking and taking care of siblings is included in the report as a behavior more appropriate for girls than for boys, the opinion that it is inconvenient for girls to go out on the streets late at night was also included in the report (Kadir Has University Gender and Women's Studies Research Center, 2020). In the studies carried out within the scope of the project to prevent violence against women, equality between women and men in the dimension of family life has been clearly demonstrated and a situation has emerged against women. For example, when we look at the distribution of household chores to households, it is seen that chores such as ironing, cooking, laundry, and dishwashing, preparing and removing the table, and childcare are burdened by mothers and daughters, while men and boys remain in the background. These results show that some of the freedoms of women are restricted from birth, they cannot spare time for themselves as much as men, and gender roles are started to be given at a young age (Social Gender Equality, 2021). These findings are important in that the results of the study support the conclusion that the perception levels of men and women differ in the dimension of family life. Also, there was a significant difference between the opinions of the participants in the work-life dimension of the study, with respect to the gender variable, and it was found that the opinions of the female participants were at a lower level. In the studies carried out within the scope of the project to prevent violence against women it has been emphasized that women's salaries in other professions other than management are lower than men, the ratio of women in senior management is low, they face problems such as being recruited, mobbing, harassment in the workplace, and the scarcity of female managers in union activities (Social Gender Equality, 2021).

Table 5. Mann-Whitney U results for examining teachers' organizational ostracism scores in terms of gender variable

Scale/Dimension	Gender	n	Mean rank	Rank sum	U	p
			\bar{X}			
Isolation	Female	310	240,73	74625,50	26420,500	,174
	Male	183	257,63	47145,50		

Nihilation	Female	310	243,11	75363,50	27158,500	,406
	Male	183	253,59	46407,50		
Overall Scale	Female	310	240,35	74507,50	26302,500	,163
	Male	183	258,27	47263,50		

* $p < .05$

Table 5 shows the results of the Mann-Whitney U test to reveal the statistically significant difference between teachers' perceptions of the organizational ostracism scale and its sub-dimensions according to the gender variable. According to the table, it was found that the teachers' views did not show a significant difference in terms of the dimensions of isolation ($U=26420,500$; $p > ,05$), nihilation ($U=27158,500$; $p > ,05$), and the overall scale ($U=26302,500$; $p > ,05$) according to the gender variable. In Abashlı's (2018) study, teachers' views did not show a significant difference in terms of gender variable in the dimensions of nihilation and isolation. In the study, it was found that the average of male teachers was slightly higher than female teachers. Öz (2019), moreover, reached the conclusion that there was no significant difference between the views of the participants on organizational ostracism, according to the gender variable, in his study in educational organizations and supported the results of the research. When we examine the literature, it is seen that there are many studies (Dönmez, 2018; Gürsel, 2018; Gültaş, 2019; Kumral, 2017; Yarmacı, 2018; Zimmerman, Carter-Sowell and Cut, 2016) supporting the research results. However, Kelik et al. (2013), in their study on research assistants at universities, found a significant difference between participant opinions in terms of gender variable towards organizational ostracism and found that women's perception levels of ostracism were higher. Çelik and Koşar (2015) yet, found a significant difference in favor of men in their study on the relationship between organizational culture and ostracism in the workplace and conflicted with research results. The reason for this can be shown as the different times of the research, the sample, and the regions where the research was conducted.

Table 6. Mann-Whitney U results for examining teachers' scores on organizational barriers in terms of gender variable

Scale/Dimension	Gender	n	Mean rank	Rank sum	U	p
			\bar{X}			
Overall Scale	Female	310	245,72	76174,50	27969,500	,796
	Male	183	249,16	45596,50		

* $p < .05$

Table 6 shows the results of the Mann-Whitney U test, which was conducted to reveal the statistically significant difference between teachers' perceptions of the scale of organizational disability according to the gender variable. From the table, we understood that teachers' views did not show a significant difference in general in the organizational barriers scale according to the gender variable ($U=27969,500$; $p>,05$). The fact that there is no significant difference between teachers' perceptions of organizational disabilities in terms of gender variable can be interpreted as that teachers are not hindered due to their gender, and that the views of both male and female teachers are similar. When we examine the literature, it is seen that there are studies supporting the research results. For example, Şentürk (2016) in his study on administrators and teachers, and Çantus (2012) in his study at primary schools did not find a significant difference in participant views in terms of gender variable. Also, Yeniçeri and Demirel (2007) did not find a significant difference between the views of the participants in terms of gender variable in their study, which revealed the situations that prevent information sharing within the organization and supported the research results.

Career barriers for women are at the forefront of organizational barriers in schools, which is an important organization in Turkey. It is seen that these obstacles are gathered under the headings such as gender stereotypes, women's perceptions of management, the perspective of families, and working hours (İnandı et al., 2009). The fact that there is no significant difference between the views of male and female teachers in the current study can be interpreted as there is no barrier to gender in schools and equal opportunities are given to female and male teachers.

Table 7. Kruskal Wallis test results for examining teachers' gender equality scores in terms of seniority

Scale/Dimension	Seniority	n	Mean rank \bar{X}	sd	X^2	p	Significant Difference
Family Life	1	76	281,67				
	2	135	259,81				(1-3)
	2	126	226,99	4	9,924	,042*	(1-4)
	4	96	227,42				
	5	60	247,62				
School Life	1	76	257,14				
	2	135	243,79				
	2	126	236,42	4	1,898	,754	-
	4	96	247,72				
	5	60	262,43				

	1	76	269,81				
	2	135	249,11				
Social Life	2	126	231,12	4	4,044	,400	-
	4	96	240,63				
	5	60	256,91				
	1	76	289,08				
	2	135	224,58				(1-2)
Work-Life	2	126	238,94	4	11,714	,020*	(1-3)
	4	96	243,31				(2-5)
	5	60	266,96				
	1	76	269,23				(1-3)
	2	135	274,54				(1-5)
Family Impact	2	126	222,77	4	13,717	,008	(2-3)
	4	96	238,38				(2-5)
	5	60	221,54				
	1	76	282,93				
	2	135	251,81				
Overall Scale	2	126	225,60	4	8,488	,075	-
	4	96	236,23				
	5	60	252,85				

* $p < .05$ (Note: 1= 1-5 years; 2= 6-10 years; 3= 11-15 years; 4= 16-20 years; 5= 21 years or over)

Table 7 shows the Kruskal Wallis test findings regarding gender equality perception levels according to the seniority variable of the participants. While teachers' perceptions of gender equality did not show a statistically significant difference in the overall scale (X^2 [sd=4, n=493] =8.488, $p > .05$) and in the sub-dimensions of school life (X^2 [sd=4, n=493] =1.898, $p > .05$) and social life (X^2 [sd=4, n=493] =4.044, $p > .05$); showed a statistically significant difference in the sub-dimensions of family life (X^2 [sd=4, n=493] =4.044, $p > .05$), work-life (X^2 [sd=2, n=493] =11.714, $p < .05$) and family impact (X^2 [sd=4, n=493] = 13.717, $p < .05$). According to the results of the Mann-Whitney U test, which was conducted to determine between in which seniority there is a significant difference, in the sub-dimensions of family life, work-life and family effect: it was found that there was a significant difference between teachers with 1-5/6-10 years, 1-5/11-15 years and 6-10/21 years or more seniority in work-life dimension; 1-5/11-15 years, 1-5/21 and over years 6-10/11-15 years and 6-10/21 years or more seniority in the family impact dimension.

According to the findings, we can say that the views of teachers in the seniority variable are similar in school life, social life and scale, but do not differ greatly. On the other hand, there is a statistical difference in the dimensions of family life, work-life, and family impact and it is seen that this significant difference is in favor of teachers with 1 - 5 years of seniority in the sub-dimensions of family life and work-life; In the family impact sub-dimension, it is seen that it is in favor of teachers with 6-10 years of seniority. It is seen that the gender equality perception levels of the newly recruited teachers with low seniority are higher. As the reason for this situation, it can be interpreted that teachers with low seniority are more affected by both universities and social studies on gender equality. This situation is considered important. Because, considering that teachers with low seniority will have more say in the Ministry of National Education in the coming years, it can be interpreted that this situation will contribute positively to gender equality in schools. When the related literature is examined, we see that studies on gender equality have been carried out in universities, albeit within the scope of research, especially recently (Acar Erdol & Gözütok, 2018; Allana, Asad & Sherali, 2010; Erden, 2009; Esen, 2013; Şener Özel, 2019). In these studies, gender equality programs were applied to teacher candidates, and it was understood that teachers' perceptions of gender equality increased after the program. From this, it can be interpreted that teachers with 1-5 years of experience participating in the current research are affected by participating in these training, and their perceptions of gender equality increase. Also, in the study conducted by Kadir Has University in 2019, it was concluded that the perception of gender equality in society increased and the younger people gave more importance to gender equality than the elderly (www.khas.edu.tr). Lewis (2006) conducted research between two groups, young and old, and as a result of the research, it was concluded that the elderly had a more sexist perspective than the young. Considering that teachers with low seniority are generally young teachers, we can say that these results support the research data.

Table 8. Kruskal Wallis test results for examining teachers' organizational ostracism scores in terms of seniority

Scale/Dimension	Seniority	n	Mean rank \bar{X}	sd	X ²	p	Significant Difference
	1	76	213,96				
	2	135	240,58				(1-4)
Isolation	3	126	246,35	4	10,545	,032*	(1-5)
	4	96	259,83				(2-5)
	5	60	284,15				

	1	76	210,03				
	2	135	237,86				(1-3)
Nihilation	3	126	248,96	4	11,915	,018*	(1-4)
	4	96	265,07				(1-5)
	5	60	281,36				(2-5)
	1	76	211,86				
	2	135	239,02				(1-4)
Overall Scale	3	126	247,53	4	10,404	,034*	(1-5)
	4	96	264,94				
	5	60	279,66				

* $p < .05$ (Note: 1= 1-5 years; 2= 6-10 years; 3= 11-15 years; 4= 16-20 years; 5= 21 years or over)

Table 8 shows the Kruskal Wallis test findings regarding the organizational ostracism perception levels of the participants according to the seniority variable. Teachers' organizational ostracism perception levels showed a statistically significant difference in the overall scale (X^2 [sd=4, n=493]=10,404, $p < .05$) and in the sub-dimensions of isolating (X^2 [sd=4, n=493] =10.545, $p < .05$) and nihilation (X^2 [sd=4, n=493] =11,915, $p < .05$). According to the results of the Man Whitney U test, which was conducted to determine between in which seniority there is a significant difference in the overall scale, isolating and nihilation sub-dimensions, a significant difference was found among teachers with seniority of 1-5/16-20 years and 1-5/21 years and above, across the scale; among teachers with seniority of 1-5/16-20 years and 1-5/21 years and above and 6-10/21 years and above in the isolation sub-dimension; in the sub-dimension of nihilation, 1-5/11-15 years and 1-5/16-20 years; among teachers with 1-5/21 and above years and 6-10/21 and above seniority. When the mean rank is evaluated, it can be interpreted that the ostracism perception of the teachers increases as the seniority increases. It was found that the perception of ostracism of teachers with a seniority of 21 years and above was higher than those of other seniority teachers. The reason for this can be interpreted as the fact that the number of teachers with a seniority of 21 years and above is low in schools and therefore these teachers feel alone and ostracized in schools. Erdemli and Kurum (2019), in their qualitative study investigating the causes of ostracism in schools, concluded that teachers and administrators experience ostracism due to seniority and supported the results of the research. In Abaslı's (2018) study, teachers' organizational ostracism perception levels did not show a significant difference in the sub-dimensions of isolating and nihilation in the seniority variable; however, Öz (2019), could not find a significant difference between the views of teachers in the variable of working time (seniority) in his

study in educational institutions and they differed with the results of the current research. The reason for this difference can be shown as the different research times and the population. Considering that seniority is an important factor in teaching, it is thought-provoking that senior teachers have a high perception of exclusion. Because the effect of seniority on teacher success has been proven by research. For example, the 'Monitoring and Evaluation of Academic Skills' (MEAS) project of the Ministry of National Education revealed the positive impact of senior teachers on student achievement (www.memurlar.net). Leigh (2010) also found in his study that the seniority of teachers has an effect on student achievement. Considering the negative effect of ostracism on performance and success (Erdemli & Kurum, 2019; Wu et al., 2012). It can be said that the exclusion of senior teachers will have a negative effect on success at school. For this reason, we can say that everyone, especially school administrators, should contribute to the development of an effective school culture that will reduce ostracism at school.

Table 9. Kruskal-Wallis test results for examining teachers' organizational barriers scores in terms of seniority

Scale/Dimension	Seniority	n	Mean rank \bar{X}	sd	X ²	p	Significant Difference
Overall Scale	1	76	226,61				
	2	135	261,06				
	3	126	259,49	4	5,350	,253	-
	4	96	239,87				
	5	60	226,38				

*p<.05 (Note: 1= 1-5 years; 2= 6-10 years; 3= 11-15 years; 4= 16-20 years; 5= 21 years or over)

Table 9 shows the Kruskal Wallis test findings regarding the perception levels of the participants towards organizational disabilities according to the seniority variable. Teachers' organizational barrier perception levels did not show a statistically significant difference across the scale (X² [sd=4, n=493] =5,350, p>.05). Based on these findings, it can be commented that in the current study, teachers' perceptions of organizational barriers do not change depending on their seniority, and although their seniority is different, teachers' perceptions of barriers are similar. Şentürk (2016) and Töremen (1998) concluded that teachers' and administrators' perceptions of organizational barriers do not differ in the seniority variable. Similarly, Çantus (2012) concluded that teacher perceptions did not show a significant difference in the bureaucratic sub-dimension of

organizational barriers in the context of the seniority variable and supported the research results.

Table 10. Kruskal Wallis test results for examining teachers' perceptions of gender equality in terms of where they were born-raised

Scale/Dimension	Born-Raised	n	Mean rank \bar{X}	sd	X^2	p	Significant Difference
Family Life	1	249	254,86	2	9,639	,008*	(1-3) (2-3)
	2	137	261,89				
	3	107	209,65				
School Life	1	249	257,56	2	16,105	,000*	(1-3) (2-3)
	2	137	265,26				
	3	107	199,06				
Social Life	1	249	266,53	2	24,853	,000*	(1-3) (2-3)
	2	137	258,58				
	3	107	186,73				
Work-Life	1	249	245,69	2	7,116	,028*	(2-3)
	2	137	269,69				
	3	107	221,00				
Family Impact	1	249	264,84	2	46,411	,000*	(1-3) (2-3)
	2	137	276,79				
	3	107	167,35				
Overall Scale	1	249	260,21	2	24,025	,000*	(1-3) (2-3)
	2	137	269,28				
	3	107	187,73				

* $p < .05$ (Note: 1= Province; 2= District; 3= Village or town)

Table 10 shows the findings of the Kruskal Wallis test regarding the gender equality perception levels according to the place where the participants were born-raised. When teachers' perceptions of gender equality were examined according to the overall scale (X^2

[sd=2, n=493] =24.025, p<.05) and family life (X^2 [sd=2, n=493] =9.639, p<.05), school life (X^2 [sd=2, n=493] =16.105, p<.05), social life (X^2 [sd=2, n=493] =24.853, p<.05), work-life (X^2 [sd=2, n=493] =7.116, p<.05) and family impact (X^2 [sd=2, n=493] =46.411, p<.05) sub-dimensions according to the place where they were born and grew up, it showed a statistically significant difference. With respect to the results of the Mann-Whitney U test, which was carried out to determine between which groups there is a significant difference, it has been observed that there is a significant difference between teachers who were born and raised in the province and district and those who were born and raised in a village or town, in general scale and all sub-dimensions, except for the work-life dimension; in terms of work-life, it was found that there was a significant difference between teachers born and raised in the district and those born and raised in a village or town. Since it was found that the perception levels of teachers born and raised in villages or towns are significantly lower than teachers born and raised in provinces and districts, it can be interpreted that teachers who were born and raised in villages or towns have problems with gender equality. The effect of the place of birth and growth on the perception of gender has been revealed by various studies. For example, in Alptekin's (2019) study on university students, it was found that there was a significant difference in the opinions of the participants about gender roles in the variable of residence, and the opinions of the participants who grew up in the city were more egalitarian than those who grew up in the village. In the literature, it has been seen that there are different studies showing that the gender perceptions of the participants who grew up in the city are higher (Çavdar, 2013; Güzel, 2016; Öngen and Aytaç, 2013; Zeyneloğlu, 2008) and the research results are supported.

It can be said that there are many reasons for the low gender equality of teachers who were born and raised in villages and towns. Among these, factors such as the education level of the families of these teachers, their economic status, and the different parental relations can be counted. Arıcı (2011) revealed the effect of parents' educational status on gender and concluded that the higher the education level of parents, the more egalitarian in gender roles. From this, it can be interpreted that in the present study, the education level of the families of teachers who were born and raised in a village or town is low, and therefore, their perceived level of gender equality is low.

Table 11. Kruskal Wallis test results for examining teachers' perceptions of organizational ostracism in terms of where they were born-raised.

Scale/Dimension	Born-Raised	n	Mean Rank		X^2	p	Significant Difference
			\bar{X}	sd			
Isolation	1	249	232,97	2	6,345	,042*	(1-2)
	2	137	267,92				

	3	107	252,86				
	1	249	227,81				
Nihiliation	2	137	267,61	2	10,150	,006*	(1-2)
							(1-3)
	3	107	265,26				
	1	249	228,15				
Overall Scale	2	137	268,71	2	9,522	,009*	(1-2)
							(1-3)
	3	107	263,07				

* $p < .05$ (Note: 1= Province; 2= District; 3= Village or town)

Table 11 shows the Kruskal Wallis test findings regarding the organizational ostracism perception levels of the participants according to the place where they were born-raised. When the teachers' organizational ostracism perception levels were analyzed according to the variable of the place where they were born and grew up in the overall scale (X^2 [sd=2, n=493] =9.522, $p < .05$) and in the sub-dimensions of isolating (X^2 [sd=2, n=493] =6.345, $p < .05$) and nihilation (X^2 [sd=2, n=493] =10.150, $p < .05$), it was found that there was a statistically significant difference. We used the Mann-Whitney U test to determine between which groups there was a significant difference. According to the test results, it was found that there was a significant difference between the teachers who were born and raised in the district, village, or town and the teachers who were born and raised in the province, throughout the sub-dimension and scale; in the isolating dimension, it was found that there was a significant difference between the teachers born and raised in the province and the teachers born and raised in the district. From this, it can be interpreted that the place where teachers were born and raised has an impact on their perceptions of ostracism. The organizational ostracism levels of teachers who were born and raised in the province were found to be significantly low. The reason for this may be that being born and raised in a province enabled teachers to develop in communication, self-expression, cooperation and socialization, and accordingly, these teachers' perceptions of ostracism were lower.

Table 12. Results of the Kruskal Wallis test to examine teachers' perceptions of organizational barriers in terms of where they were born.

Scale/Dimension	Born-Raised	n	Mean Rank \bar{X}	sd	X^2	p	Significant Difference
Overall Scale	1	249	256,98	2	2,615	,271	-
	2	137	239,80				

* $p < .05$ (Note: 1= Province; 2= District; 3= Village or town)

In table 12, the Kruskal Wallis test findings regarding the perception levels of the participants towards organizational disabilities according to the variable of where they were born-raised are given. When teachers' perceptions of organizational barriers were analyzed in the overall scale (X^2 [sd=2, n=493] =2.615, $p > .05$) according to the place where they were born-raised, it did not show a statistically significant difference. From this, it can be interpreted that the teachers who expressed their opinions in the present study, regardless of where they were born or grew up, experience similar organizational obstacles in the schools they work, and are affected by these obstacles in a similar way. On the other hand, although it is not significant, the organizational barrier perceptions of teachers who were born and raised in villages or towns were lower than other teachers in the present study. Considering the possibilities of schools in Turkey, it can be said that especially village schools are inferior to schools in provincial centers in terms of equipment and socio-cultural activities (Sidat & Bayar, 2018). For this reason, it can be said that the expectations and organizational barrier perceptions of the teachers who grew up in these conditions were lower than the other teachers.

3.3. Findings of the second sub-problem

In the context of the third sub-problem of the current study, it has been revealed that teachers' gender equality perceptions predict organizational ostracism and organizational barriers perception levels. For this purpose, firstly, the bootstrap method was applied because the data did not show normal distribution, and then simple linear regression analysis results were made.

Table 13. Simple linear regression analysis results regarding the effect of gender equality scores on the level of organizational ostracism

Variable	B	Standart Error	B	t	p	R	R ²	F	F Significance
Stable	1,993	,136	-	14,639	,000	-	-	-	-
Gender Equality	-,143	,036	-,175	-3,936	,000	,175	,031	15,489	,000**

** $p < .01$

Table 13 presents the results of simple linear regression analysis regarding the effect of teachers' gender equality scores on the level of organizational ostracism. When the table is examined, it is seen that teachers' perceptions of gender equality significantly predict their perceptions of organizational ostracism $R = ,175$; $R^2 = ,031$, $F(1,491) = 15,489$,

$p < .01$. It was found that gender equality explained approximately 3% of the variance towards organizational ostracism.

Table 14. Simple linear regression analysis results regarding the effect of gender equality scores on the level of organizational barriers

Variable	B	Standart Error	B	t	p	R	R ²	F	F Significance
Stable	3,307	,130	-	25,365	,000	-	-	-	-
Gender Equality	-,196	,035	-,246	-5,615	,000	,246	,060	31,533	,000**

** $p < .01$

Table 14 shows the results of simple linear regression analysis regarding the effect of teachers' gender equality scores on the level of organizational barriers. When the table is examined, it is seen that teachers' perceptions of gender equality significantly predict their perceptions of organizational barriers $R = ,246$; $R^2 = ,060$, $F(1,491) = 31,533$, $p < .01$. It is seen that gender equality explains about 6% of the variance for organizational disabilities.

Although it is significant, it has been concluded that the level of gender equality to predict both organizational ostracism and organizational barriers is low. It can be interpreted that organizational ostracism and obstacles are affected by individual or organizational factors and there may be inconsistent situations between the data set and the models (Limon, 2019).

4. Conclusions and Recommendations

In line with the data, it was found that teachers' views on organizational ostracism were at the level of 'substantially agree' in the sub-dimensions of isolating and nihilation, and 'strongly agree' in the sub-dimension of family impact. Teachers' perceptions of gender equality in the context of gender variable showed a statistically significant difference in family life, work-life sub-dimensions, and overall scale, but did not show a significant difference in school life, social life, and family impact sub-dimensions. The difference developed in favor of male teachers. In the context of the seniority variable, while teacher perceptions do not show a statistically significant difference in school life and social life sub-dimensions, throughout the scale; showed a statistically significant difference in the sub-dimensions of family life, work-life, and family impact. In the context of the place where he was born and raised, teacher perceptions create a statistically significant difference across sub-dimensions and throughout the scale.

In line with the data, it was found that teachers' views on organizational ostracism were at the level of 'strongly disagree' with the sub-dimensions of isolating and nihilation. Teachers' perceptions of organizational ostracism did not show a statistically significant difference across sub-dimensions and scale in the context of gender variable. In the context of the seniority variable, teacher perceptions showed a statistically significant difference in the overall scale and in the sub-dimensions of isolating and nihilation. In the context of the place where he was born and raised, a statistically significant difference was observed when the perceptions of teachers were examined according to the place where he was born and grew up in the sub-dimensions of isolating and nihilation.

In line with the data, it was found that teachers' views on organizational barriers were at the level of 'disagree' across the scale. In addition, teachers' views on organizational barriers did not show a statistically significant difference in gender, seniority, and place of birth.

It was found that gender equality statistically significantly predicted both organizational ostracism and organizational barriers.

In the context of these results; considering that female teachers' perceptions of gender equality are lower than male teachers, conducting gender equality courses in order to improve gender equality and raise awareness about gender equality in all education levels, especially in education faculties; school administrators should create a democratic environment at school in order to minimize organizational barriers, give importance to teachers' opinions, and ensure that the most effective decisions are taken for the school by creating an appropriate discussion environment; it can be suggested that school administrators organize activities inside and outside the school in order to minimize the perception of ostracism among teachers and increase solidarity at school.

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