



## Organizational Dissent in High Schools: Issues, Reasons and Consequences<sup>1</sup>

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### Abstract

In the current study, on which issues dissent arises in schools, the reasons why it arises and the consequences of dissent for teachers, administrators and the school were examined. The study using the phenomenological design was conducted on 25 participants. In the study, data were collected with a semi-structured interview form. The collected data were analysed using content analysis. In the study, it was determined that dissent is exhibited on many issues related to instructional planning, extracurricular duties and other duties assigned. The exhibition of dissenting behaviours in these areas was attributed to various organizational, managerial and personal factors. While dissent contributes to increasing the value of the dissident teacher, it causes him/her to face many negative sanctions ranging from mobbing, threats, exclusion and change of place of duty. Dissent can lead to positive outcomes for the school administrators, such as development/empowerment and raising awareness. However, it can also result in negative consequences, including seeking support, isolation, loss of authority and removal from the position. It has positive consequences for the school such as development and creating a more democratic climate, and negative consequences such as an uneasy environment, low productivity, grouping and communication problems.

**Keywords:** Dissent issues in high schools, reasons of organizational dissent, consequences of organizational dissent.

### Recommended

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### Introduction

As in all organizations, it is possible to experience dissent from time to time among education workers in schools. Dissent can be defined as the state of being against an attitude, an opinion, or a behaviour (TDK, 2021). Based on the meaning of the concept of dissent, organizational dissent can be defined in its simplest form as feeling dissatisfied with existing organizational practices and falling into disagreements about them (Özdemir, 2010). Dissent, which is a natural part of organizational processes, can be thought of as a way of communication in which employees' disagreements and dissatisfaction within organizational processes are expressed (Burn & Wagner, 2013).

Dissent which is a natural part of organizational processes is a process that includes disagreements and expression of these disagreements. This process begins with an event that triggers disagreement, creates a difference of opinion and is worthy of intervention. At times, personal interests (Graham, 1986), as well as mistreatment of employees, unethical and unlawful behaviours, organizational changes, ineffective leadership, the acquisition and utilization of resources, organizational decision-making and the manner in which decisions are made and performance evaluation style can trigger dissent within organizations (Kassing & Armstrong, 2002).

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After the triggering event, the dissident employees consider individual, relational and organizational factors before deciding whether to express their dissident views and, if so, how and to whom they will communicate them; in other words, they determine their dissent strategy. The dissident member of the organization may convey their dissident views to the intended recipient openly at times, while at other times, they may communicate this disclosure to individuals who are not the target of the dissent. They may share their dissident views with individuals who have no influence in the workplace, or they may exhibit a tendency to spread news or engage in a form of displaced dissent by expressing their dissatisfaction to their spouse, friends or higher-ranking superiors who hold sway. However, when faced with a high-impact trigger, the dissident employee is more likely to express his/her dissent to authorities outside the work (Kassing, 1997).

Although the recipient may vary, the dissident employee expresses his/her dissatisfaction and strives to change an existing situation (Kassing, 1997). Therefore, organizational dissent is not a destructive behaviour, nor does it entail dissident and resisting every event or situation (Riaza et al., 2020). On the contrary, it signifies the organizational sensitivity of the members. It primarily involves presenting a new perspective on the organizational life (Aslan, 2003). Principled dissent is viewed as an active and constructive voice of an employee (Gorden, 1988). Organizational dissent provides managers with information about various organizational phenomena and practices, such as organizational justice, corruption, cynicism and dissatisfaction, stemming from the issues employees encounter, and guides them in seeking solutions. As such, organizational dissent can be considered an important variable in diagnosing organizational problems (Kassing, 2002; Shahinpoor & Matt, 2007); a corrective feedback mechanism and a phenomenon that enhances the quality of decision-making. Organizational dissent, which is regarded as the key to high job satisfaction (Redding, 1985) and low job stress (Kassing & Armstrong, 2002), is also depicted as an antidote to burnout (Riaza et al., 2020). Organizational dissent is considered highly essential for organizational communication, improving internal democracy, addressing and resolving organizational problems (Kassing, 2002; Özdemir, 2010), ensuring organizational happiness and promoting renewal and development to achieve the organization's goals (Özdemir, 2010; Ötken & Cenkci, 2013). Hence, it is highly likely that dissent contributes to the organization's overall health and contributes to organizational success (Redding, 1985). However, when dissent is excessive and poorly managed, it can lead to the emergence of negative situations such as unrest, conflict and violence in organizations (Shahinpoor & Matt, 2007), deterioration of relationships among employees (Riaza et al. 2020) and an increase in employee turnover. Furthermore, being indifferent to or suppressing organizational dissent can hinder the organization's renewal and development (Shahinpoor & Matt, 2007). In this regard, revealing the issues on which organizational dissent mostly arises in schools, as in other organizations, the reasons for the emergence of dissent on these issues and the consequences of organizational dissent for those who are and are not involved in it and for the school, may contribute to increasing the positive reflections of the dissent. When the literature is reviewed, it can be seen that research on organizational dissent in the education sector, as in other sectors, has increased in recent years, but it is stated that very few school administrations or administrators are aware of the positive and negative contributions of dissent to the organization (Redding, 1985). In this regard, there is a need for studies that examine organizational dissent in educational organizations, and it is expected that research focusing on this phenomenon can increase awareness among school administrators and teachers, deepen their understanding of dissent and help in taking measures to address potential issues. Furthermore, research conducted for this purpose is considered important in terms of clarifying the concept of organizational dissent, understanding why dissent arises in schools on specific issues, elucidating the costs of dissent to both involved and uninvolved employees and taking necessary measures. In addition, research on this subject can also contribute to the adoption of democratic values in schools. In this connection, the current study aims to examine the areas where dissent arises in schools and the reasons for its emergence as well as to explore the consequences of organizational dissent for teachers, administrators and the school itself. To this end, answers to the following questions were sought.

- 1) Is organizational dissent encountered in schools? If so, on what issues do teachers generally exhibit organizational dissent?
- 2) Why do teachers exhibit organizational dissent on these issues?



3) What are the consequences of teachers' organizational dissent for themselves, school administrators and the school?

## **Method**

### **Research Design**

The current study employed the phenomenological design, one of the qualitative research designs. In the phenomenological design, there is an effort to make sense of oneself and the world as a result of one's experiences, and the main purpose is to reveal people's thoughts, feelings and opinions about a phenomenon based on personal experiences (Yıldırım & Şimşek, 2018).

### **Research Sample**

In the study conducted in the central district of a province in the Central Western Mediterranean Region, 12 school administrators and 13 teachers who work in different types of schools at the secondary education level and agreed to participate in the study on a voluntary basis constituted the study group. Of the participants, 19 are male and 6 are female. The participants were found to have professional experience ranging from 7 years to 35 years and their professional experience in their current schools was found to vary between 1 and 20 years. When the distribution of the teachers across branches is examined, it is seen that 1 participant from each of the branches of German, English, philosophy, painting and music, 2 participants from each of the branches of information technologies and vocational courses and 4 participants are from each of the branches of mathematics and Turkish language and literature.

### **Research Instrument and Procedures**

A semi-structured interview form developed by the researchers was used as the data collection tool in the study. While developing the interview form, separate draft interview forms were created for school administrators and teachers by making use of the relevant literature. The draft forms were presented to the review of three field experts and one Turkish Language and Literature teacher. After the corrections were made in light of the expert reviews, the forms were piloted on a school administrator and a teacher who were not included in the study group. In the first part of the two-part interview forms, there are 5 questions to measure demographic characteristics, and in the second part, there are three open-ended questions to measure the issues on which organizational dissent arises, the reasons for the emergence of dissent on these issues and the consequences of the dissent for teachers, school administrators and the school itself.

In order to collect the data of the study, first the school administrators were contacted, information was given about the study, and the day, place and time of the meeting were decided with a school administrator and teacher from each school who agreed to participate on a volunteer basis. Before the interview, the participants were informed that the interviews would be confidential, that what was discussed would not be shared with third parties, that their names would not be included in the research report and that they could end the interview at any time they wanted. It was stated that, in accordance with their permission, voice recording might be made to prevent loss of data and time. The interviews lasted approximately 35-40 minutes.

### **Data Analysis and Process**

The collected data were analysed using content analysis. In this context, first, the voice recordings were converted into text files. The text files were sent via e-mail to the school administrators and teachers whose opinions were consulted for participant confirmation. Only two participants made minor additions and deletions in the text files due to differences in spoken and written language that did not disrupt the content of the interview, while the others did not make any changes. The text files for which participant confirmation was received were read, taking into account the purpose and sub-objectives of the study and meaningful sections were identified. The meaningful sections were coded with concepts that would describe them. Approximately twenty days later, a second reading was conducted to determine whether there were any uncoded data relevant to the study and whether the meaningful sections were consistent with the assigned codes. In this review, the parts that were deemed appropriate were kept, and the parts that were deemed inappropriate were removed. Text files corresponding to one quarter of the total document were randomly selected and shared with the



other researcher. The other researcher coded these text files independently. Then, the researchers came together and compared the codes, and in case of differences, raw data was consulted and agreement was reached on the coding.

**Validity and Reliability**

In the study, in order to reveal how the research subject is viewed from different perspectives and to ensure internal validity/credibility, the opinions of participants from different schools and different titles were consulted, in other words, data diversification was performed. Care was taken to ensure that the questions in the interview form are easy to understand and that they are not multi-dimensional and directive and the opinions of three experts were taken regarding the interview form. A piloting of the form was conducted on a school administrator and a teacher. Care was taken to create an environment of trust in the interviews in order to ensure that the participants would respond sincerely. The participants were informed that their data would be kept confidential and that they could leave at any stage of the study. Care was taken to ask the interview questions with a similar approach and to keep the records in the same way. The interviews were spread over as wide a time frame as possible, and during the interviews, reflective listening techniques were employed to encourage the interviewee to speak. In order to prevent data loss, minimize misunderstandings and enable participants to realize whether there was anything else that needed to be addressed, a summary was made for each interview question after the participant had expressed his/her opinions on the question. In addition, with the participants’ consent, audio recordings were made during the interviews. Participant confirmation was obtained before proceeding with the analyses. The research process was described in detail in the study. The data of the study were independently coded by two researchers, and the inter-coder agreement was found to be 85%. Direct quotations from participant statements were given where necessary.

**Findings**

**Issues on Which Organization Dissent is Exhibited**

In the study, all the participants stated that they from time to time encounter organizational dissent in schools. According to the participants, teacher dissent is encountered on many issues listed in Table 1, which are grouped under the categories of instructional planning, extracurricular duties and other categories in schools.

**Table 1**  
*Issues on Which Organizational Dissent is Exhibited in Schools*

| Theme                            | Category               | Code   | f  |
|----------------------------------|------------------------|--|----|
| Issues of Organizational Dissent | Instructional planning | Curriculum   | 14 |
|                                  |                        | Course distribution  | 13 |
|                                  |                        | Exam schedule  | 2  |
|                                  |                        | Elective courses   | 1  |
|                                  | Extracurricular duties | Keeping watch on students  | 12 |
|                                  |                        | Assignments for certain days and weeks/social and sporting events/other work | 6  |
|                                  |                        | Projects   | 5  |
|                                  |                        | Student personality development services                                     | 1  |
|                                  |                        | Menial tasks   | 1  |
|                                  | Other                  | Supervision/Control  | 3  |
|                                  |                        | Overtime   | 1  |
| Dress code                       |                        | 1  |    |

As seen in Table 1, dissent arises in schools about the curriculum and course distribution, exam schedule and elective courses in the context of instructional planning. One of the participants (AD2) expressed his/her dissident opinion on the issues of curriculum and course distribution as follows; *"Curriculum and which teacher will teach which class, that is, the distribution of classes, are issues on*

which dissident views arise in schools." Another participant (AD6) expressed his/her opinion on these issues as follows; "Dissents may arise in course selection. Everyone wants to teach the simple lessons, they want someone else to take the difficult lessons." Another participant (T5) expressed his/her dissent on the issue of exam schedule as follows; "There may be dissent regarding exam dates and exam format. Which course will be tested next to which course, if there are two exams a day, which one will be held in the morning or in the afternoon, and the exam format are issues where dissident views arise." T8 pointed out that the courses to be taught as elective courses are also one of the issues on which dissent arises.

It is also seen that dissent arises on many issues within the scope of extracurricular duties in schools. In this context, one of the main issues that raise dissent is who will keep watch on students. In this connection, AD1 expressed his/her opinion as follows "When and where teachers will keep watch on students is one of the main issues of dissent." Assignments for certain days and weeks, social and sports events and other works, projects carried out at school and menial tasks were also cited by the participants as among the issues on which dissent arises. For instance, T6 expressed his/her opinion as follows; "...Duties for certain days and weeks, classroom counselling, discipline board membership etc., duties that need to be done on Saturdays and Sundays or outside working hours, holiday programs, attending the after-class meetings of the Directorate of National Education are among the issues where dissent is seen." On the other hand, AD2 expressed his/her opinion as follows; "One of the areas where we encounter the most dissent is projects, and the other is matters related to students. Teachers should allocate time to students outside their class hours, help them with self-improvement, assist students with their concerns and identify those who have financial problems. Unfortunately, we often face dissent when it comes to tasks like these that need to be done independently of the course load."

According to the participants, in addition to these issues, issues grouped under the "other" category, such as supervision/control, overtime and dress code, are also seen to give rise to dissent. In this regard, AD1 expressed his/her opinions as follows; "Thanks to a digital system, we can see exactly what time teachers arrive for their duty, whether they are present at their assigned duty location, what time they take attendance and the precise time they enter their class. Thus, a teacher who cannot escape from his/her duty and does not want to work is adopting an dissentient attitude." In this regard, AD3 expressed his/her opinion as follows; "The issue of dress code is one of the areas where dissent occurs. In addition to this, we can also encounter dissentient attitudes regarding overtime pay rates."

### Reasons for Organizational Dissent

The participants attributed teachers' organizational dissent in schools to organizational, individual and managerial reasons. Participant opinions on the subject are given in Table 2.

**Table 2**

*Participant Opinions about the Reasons for Organizational Dissent*

| Theme                              | Category               | Code  | f  |
|------------------------------------|------------------------|---|----|
| Reasons for Organizational Dissent | Organizational Reasons | Improving the educational and instructional process | 8  |
|                                    |                        | Increasing success                                  | 2  |
|                                    | Managerial Reasons     | Injustice   | 7  |
|                                    |                        | Decision making style                               | 7  |
|                                    |                        | Ineffective management                              | 2  |
|                                    |                        | Intervention in classes                             | 1  |
|                                    |                        | Personal interests                                  | 13 |
|                                    | Individual Reasons     | Resistance to change                                | 4  |
|                                    |                        | Laziness  | 2  |
|                                    |                        | Lack of awareness of duty/responsibility            | 2  |
| Ideological views                  |                        | 2   |    |




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|                             |   |
|-----------------------------|---|
| Communication problems      | 1 |
| Personality characteristics | 1 |

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When Table 2 is examined, it is seen that some of the organizational dissent shown by teachers in schools arises due to organizational reasons aimed at improving the educational and instructional process and increasing success. In this regard, AD5 expressed his/her opinion as follows; *"The reason for dissent is related to improving educational and instructional activities and enhancing students' success."* Another participant (T7) expressed his/her opinion as follows; *"None of the dissent in our school is for the comfort of the teachers; it is all aimed at improving the quality of the education process."* The majority of the participants, who were of the opinion that dissent arises because of administrative reasons, presented injustice and decision-making style as the main reasons for dissent. Ineffective management and intervention in classes are the other reasons in this category. AD7, who showed injustice as the reason for dissent, expressed his/her opinion as follows; *"The main reason is unfair practices. I think there is a relationship between justice and dissent. As justice decreases, dissent increases."* In the similar vein, T2 expressed his/her opinion as follows; *"The most important value in institutions is the justice mechanism. When the justice mechanism is disrupted for any reason, dissentient reactions emerge."* According to some of the participants, another reason for dissent is the decision-making approach adopted. Decisions made without communication and without seeking opinions, as expressed by T1, lead to the emergence of dissent in schools. The presence of incompetent and unqualified, passive, hands-off administrators, as well as the interference of school administrators in teachers' teaching methods, also lead to emergence of dissent. In this regard, AD4 expressed his/her opinion as follows; *"Instances of dissent occur when the administrator lacks the necessary competence, knowledge, or fails to assert themselves and articulate where individuals should stand."* T1 expressed his/her opinion as follows; *"Administrative intervention during a teacher's lesson delivery can lead to dissent."*

When Table 2 is examined, it becomes apparent that aside from organizational and managerial reasons, dissent also arises in schools due to individual reasons, with personal interests often cited as the main reason for such dissent. According to AD6, personal interests are the primary reason; everyone thinking about their own comfort, the approach of "let me secure my own day, and let the other side deal with whatever comes their way" leads to the emergence of dissent. Similarly, T8 stated, *"Everyone wants to teach fewer classes, to be less tired, to take higher wages for overtime, to have the best class schedule and to have the most comfortable duty day."* Resistance to change, laziness, lack of awareness of duty/responsibility and differences in life or ideological views are also among the most commonly cited individual reasons in the category of individual reasons. In addition, some participants stated that communication problems and personality characteristics could lead to such dissent in teachers. In this regard, AD2 expressed his/her opinion as follows; *"Personality characteristics, perspectives on life, political and religious views also play a significant role in the occurrence of dissent in the school environment. Additionally, the disruption of the routines of colleagues who lack a sense of responsibility can lead them to exhibit dissent."* Another participant (T12) expressed his/her opinion as follows; *"The biggest and most important reasons are laziness and lack of communication or communication problems, in my opinion."*

**Consequences of Organizational Dissent**

In this part of the study, the consequences of organizational dissent in schools were examined separately from the perspective of the dissident teacher, school administrator and the school itself, and the participant opinions on the subject are given in Table 3. Some of the participants whose opinions were sought also stated that the consequences that the parties and the school would face due to dissent might differ depending on the situation that is the subject of the dissent and the way in which the dissent is expressed.

**Table 3**  
*Participant Opinions on the Consequences of Organizational Dissent*

|                 | Consequences for the dissident teacher       |   | Consequences for the administration |   | Consequences for the school  |    |
|-----------------|--|---|-------------------------------------|---|------------------------------|----|
|                 | Code   | f | Code                                | f | Code                         | f  |
| <b>Positive</b> | Value of the teacher increases               | 8 | Improvement/strengthening           | 3 | Organizational development   | 13 |
|                 |  |   | Creating awareness                  | 2 | Democratic climate           | 5  |
|                 |  |   | Learning opportunity                | 1 | Collective wisdom            | 2  |
| <b>Negative</b> | Assignment to another school                 | 7 | Seeking support                     | 4 | Deteriorating school climate | 6  |
|                 | Increasing workload                          | 4 | Isolation                           | 4 | Efficiency loss              | 3  |
|                 | Disillusionment with the school              | 3 | Loss of authority                   | 3 | Grouping                     | 2  |
|                 | Exposure to mobbing                          | 3 | Negative image                      | 3 | Communication problems       | 2  |
|                 | Exclusion                                    | 3 | Dismissal from the position.        | 1 | Negative image               | 1  |
|                 | Being threatened                             | 3 |                                     |   |                              |    |
|                 | Being closely monitored                      | 2 |                                     |   |                              |    |
|                 | Seeking for shortcomings                     | 2 |                                     |   |                              |    |
|                 | Being blacklisted.                           | 2 |                                     |   |                              |    |
|                 | Being kept at a distance                     | 1 |                                     |   |                              |    |
|                 | Low performance rating                       | 1 |                                     |   |                              |    |
|                 | Not being considered for requests or demands | 1 |                                     |   |                              |    |
|                 | Damage to one's reputation                   | 1 |                                     |   |                              |    |

When Table 3 is examined, it is seen that organizational dissent can create positive and negative consequences for the dissident teacher, the school administrator and the school. When the positive consequences are examined, it is seen that organizational dissent contributes to increasing the value of the dissident teacher. In this regard, AD5 expressed his/her opinion as follows; *"There will be no negative consequences, on the contrary, this will increase the value of the teacher."* When the positive consequences for the school administrator are examined, it is understood that some participants see organizational dissent as a means of development, strengthening, learning opportunities and raising awareness for the school administrator. AD4 expressed his/her opinion as follows; *"Thanks to the dissent, we can look from the outside with a different perspective and understand what our shortcomings are. Dissent is a teaching tool for the administrator. Therefore, dissent ensures the development of the administrator."* On the other hand, T11 thinks that dissent strengthens the school administrator. When the positive consequences of organizational dissent for the school are examined, it is understood that the dissent improves the school, creates a more democratic climate in the school and supports the formation of collective wisdom. In this regard, AD6 expressed his/her opinion as follows; *"I think it is also beneficial for the school and improves the school. Seeing deficiencies allows for compensation. In addition, different perspectives improve the functioning of the school and ensure the development of the school."* Another participant (T8) stated, *"I think there should be dissent even within the dissent. Dissent is always a developing element. No progress can be made otherwise. Dissent helps create a democratic climate in the school; creates collective wisdom."*

While it has positive consequences, organizational dissent can also have negative consequences for the dissident teacher, the school administrator and the school. When the negative consequences of organizational dissent are examined, it can be said that engaging in dissent can result in an assignment to another school for the dissident teacher. In addition, it is observed that the dissident



teacher may sometimes face situations such as increased workload, exposure to mobbing, exclusion, weakening of school belongingness, threats, being blacklisted and seeking for his/her shortcomings as a result of his/her dissent. For example, according to Ö13, those who oppose either get transferred to another school through the initiative of the administration or they request a transfer and leave. The participant coded AD4 also stated that these teachers were excluded, blacklisted and subjected to mobbing with the following words: *"Mobbing can be applied to the dissident teacher; this person can be excluded and blacklisted."* Some participants stated that the administrator keeps a distance from these teachers, that these teachers cannot express their opinions, or when they do, they receive negative reactions. They also expressed that their requests and demands are not considered, their reputation is tarnished, and they receive low performance ratings. In this regard, AD2 expressed his/her opinion as follows; *"On the other hand, situations indicating personal interests such as adjusting the class schedule according to one's own preferences, opting for classes that are easier in terms of duty distribution, and avoiding other tasks assigned by the administration do not result positively for the dissident teacher."* Another participant (T12) expressed his/her opinion as follows; *"You can face behaviours from lowering your score to seeking for your shortcomings and tarnishing your reputation, and you may encounter threats like 'Be careful, or you'll find yourself in trouble'."*

While not as significant as for the dissident teacher, dissent that occurs in schools can lead to negative consequences for school administrators, including dismissal from their position. According to the participants, organizational dissent can compel school administrators to seek support or form their own group; create a negative image; expose them to conflict, lead to a loss of authority, and result in isolation. In this regard, AD1 expressed his/her opinion as follows; *"For the school administrator, the consequence can also be negative; the administrator's authority will be questioned. There's a saying about it, 'the throne being shaken' meaning that the school administrator's effectiveness and influence will diminish."* Another participant (T9) expressed his/her opinion as follows; *"It can lead to isolation; the administrator may find himself/herself needing to seek support or join a group. In fact, our former administrator was removed from his/her position for this reason."*

Organizational dissent not only results in negative consequences for the parties involved but can also lead to unwanted situations for the organization as a whole. For example, according to some participants, this situation can disrupt the school's climate, create an uneasy, tense and conflict-prone environment, tarnish the school's image, lead to decreased efficiency and result in failure. It can lead to the formation of groups among teachers and the emergence of communication problems, negatively impacting organizational communication. In this regard, T6 expressed his/her opinion as follows; *"The quality of education decreases. The school can become known for fights and disturbances, leading to a negative image for the school and the perception of the school as a problematic institution from the outside. For example, some parents may not want to send their children to the school because of these reasons."* Another participant (T12) stated, *"Groupings among employees are observed; a general atmosphere of discomfort and anxiety prevails in the school; communication breakdowns or communication problems arise."*

### **Discussion, Conclusion and Recommendations**

In the current study, which examined the issues on which dissent arises in schools, the reasons for this dissent and consequences of organizational dissent for teachers, administrators and the school, it was determined that organizational dissent was exhibited on the issues including curriculum, course distribution, exam schedule and elective courses within the context of instructional planning. As expressed by Polat and Günçavdı (2019), Aǧalday et al. (2014) and Özdemir (2010), teachers may want to complete their official duties as quickly as possible and plan their weekly leisure time or, especially in the case of teachers who are parents and both spouses work, adjust their class schedules according to their children's school hours. Thus, teachers' expectations regarding their class schedules generally revolve around having the maximum number of free days possible. This general expectation of teachers may have occasionally led to dissents in schools based on the class schedule. Regarding the sharing of classes, teachers may also prefer to choose classes where there is a greater interest in their subject area. Additionally, the tendency to choose subjects that one is more proficient in or relatively easier ones, as well as avoiding newly added courses in the weekly class schedule, can lead to organizational dissent in schools regarding course distribution. In addition, reasons such as some teachers wanting to take more part in support and remedial courses, finding more students for private

tutoring and wanting to teach more mature students and thus wanting to teach senior students can also cause dissent in schools. Given that the selection or non-selection of courses by students can lead to consequences such as excess staff, the arrival of new teachers or a decrease in additional teaching income, the likelihood of dissent arising in schools regarding elective courses is high.

The current study revealed that that duties such as keeping watch on students, projects, social and sports activities, student counselling services and assignments related to specific days and weeks, which can be considered as non-teaching tasks in schools, are also among the areas where organizational dissent is experienced in schools. Although they are a part of the education process, projects, social and sports activities, student counselling services and tasks carried out on certain days and weeks can be seen as extra burden and unnecessary by teachers (Ağalday et al., 2014; Köksal, 2008; Özdemir, 2010). This situation, along with the desire to perform duty on the day with the most classes and in locations with fewer responsibilities, as well as the lack of demand for weekend duty in dormitories, can lead to the emergence of dissent in schools regarding non-teaching duties and similar issues.

According to the findings of the current study, dissent can also be encountered in issues related to educational and instructional processes such as supervision and control, additional teaching hours and dress code in schools. Through technology, various aspects of teachers' work can now be analyzed in a computerized environment, such as when they enter the classroom, what subjects they cover, when they start duty shifts, what activities are carried out in clubs and counselling activities and how the assessment and evaluation processes are conducted. This situation can lead to discomfort among teachers and result in teacher dissent. This finding of the study concurs with the results reported by Tompkins and Cheney (1985) and Kassing (1997). As a result of the civil disobedience decision that unions have been implementing since 2017, teachers now prefer daily and comfortable clothing instead of formal clothes such as suits and ties. School principals and other superiors may still request teachers to come to work in formal clothes required in the current regulations in effect. The divergence of views between teachers and school administrators or the occasional imposition of dress codes that teachers do not prefer may sometimes lead to dissent in schools.

According to another result of the current study, the occurrence of organizational dissent in schools on these issues is attributed to individual, managerial and organizational reasons. However, in schools, such behaviours often arise based on personal interests. The desire of teachers for actions that align with their own interests can lead to the emergence of organizational dissent in schools. According to Polat and Günçavdı (2019), teachers may exhibit self-centred behaviour, expecting priority for themselves, and they may resort to dissent when they feel their personal interests are compromised, as expressed by Ağalday, Özgan and Arslan (2014). According to the results of the current study, in addition to personal interests, factors such as laziness, worldview, communication, ideological beliefs and personality characteristics can also lead to dissent in schools. Agocs (1997) has discussed the impact of laziness in organizational changes. Similarly, differences in life or ideological views are also expected to lead to dissent. While it is generally expected that government employees should not get involved in politics, there are still employees who want to express their political views and engage in discussions about them. Furthermore, even though unions may claim to be apolitical, it is often felt that influential unions represent certain political views, albeit unofficially. Therefore, dissent can arise among school administrators and employees with different unions or political views (Bayar, 2015). Moreover, as in the current study, Kassing and Armstrong (2002) and Özdemir (2010) stated that when managers or employees fail to fulfil their duties and responsibilities, or in other words, when there is a lack of awareness of duties and responsibilities, dissent or resistance can emerge in the organization.

The current study revealed that in addition to individual reasons, organizational reasons related to improving the educational and instructional process and increasing success can also lead to dissent in schools. This indicates that not all dissent is driven solely by personal interests.

Dissent in schools can also occur based on administrative reasons. Dissent in schools can arise due to administrative reasons such as unfair treatment by the school administrator, bypassing employees in decision-making processes, disregarding their input, top-down decision-making without communication, improper management of the change process and ineffective leadership. Practices such as inconsistent task distribution among teachers, giving more work to certain groups and making

it easier for some teachers in terms of class schedules or duty assignments can undermine teachers' belief in justice and result in dissent to school administration. Similarly, Kassing and Armstrong (2002), Özdemir (2010) and Ağalday, Özgan and Arslan (2014) have also highlighted that unfair managerial approaches and practices, as well as decision-making processes, can lead to dissent. It is also mentioned that a poorly managed change process can lead to dissent to school administrators. Researchers like Kassing and Armstrong (2002), Özdemir (2010), Ağalday et al. (2014) and Polat and Günçavdı (2019) have also mentioned the dissent that arises when teachers are faced with a change in their accustomed routine. In addition, as found in the current study, the literature also indicates that ineffective leadership can lead to dissent (Kassing & Armstrong, 2002). Administrators are expected to be competent in human relations and superior-subordinate relationships, legislation, planning process management and evaluation. When an administrator falls short in his/her duties, dissenting attitudes towards the manager are likely to increase. Indeed, having theoretical knowledge in the areas mentioned above is often not sufficient for a manager. He/she also needs to be able to effectively apply this knowledge in processes such as guiding and motivating their employees, task execution and evaluation. The issues mentioned have been highlighted not only by Kassing and Armstrong (2002), who are important authorities in the field of organizational dissent but also by Özdemir (2010), who has conducted significant studies on this subject in Turkey.

According to another result of the current study, organizational dissent can yield both positive and negative outcomes for the dissident teacher, the school administration and the school itself. For the dissident teacher, such dissent can contribute to an increase in the value of the dissident teacher but can also lead to negative situations such as increased workload, dissatisfaction with the workplace, mobbing, exclusion and threats and ultimately even resulting in a change of workplace. When the research conducted on this subject is examined, it can generally be said that engaging in dissent often results in negative consequences for the dissident teacher (Dağlı & Ağalday, 2014; Gül, 2020; Özdemir, 2010). According to the results of the current study, dissent can have positive consequences for the school administrator in terms of providing opportunities for development/strengthening and increasing awareness. However, it can also lead to negative consequences such as seeking support, isolation, loss of authority and decision-making power and even removal from the position. The result of the current study, which suggests that dissent has some negative consequences for the school administrator, is in line with the findings of Özdemir (2010), Dağlı and Ağalday (2014) and Gül (2020). Furthermore, it can be said that this result of the study concurs with studies that suggest dissent leads to the school administrator making more careful decisions (Polat & Günçavdı, 2019) and provides opportunities for learning (Özdemir, 2010).

According to the results of the current study, organizational dissent can yield both positive and negative consequences for the school. The participants expressed that organizational dissent can lead to negative consequences such as an uneasy atmosphere in the school, reduced productivity, group formations and communication problems in the school. Polat and Günçavdı (2019) also discussed these negative consequences of dissent. Özdemir (2010), Dağlı and Ağalday (2014) and Gül (2020) have examined the consequences of dissent in their studies, highlighting positive aspects such as the development of self-regulation, improvement in democratic processes, increased school effectiveness and the cessation of mistreatment.

In light of the findings of the current study, some recommendations can be made. Considering the results of the current study, it can be said that a significant portion of the areas where dissenting attitudes are displayed in schools is due to teachers not being present at school full-time. Thus, it can be said that requiring teachers to be present at school during official working hours, even if they don't have classes, can reduce the emergence of dissent. Taking into account the prominent reasons for dissent, it is believed that school administrators adopting fair approaches in areas such as task and resource allocation, class schedules and additional teaching hours could be a solution. Furthermore, in assignments where expertise in a specific field is not required, the use of a lottery method or rotation can also be applied. Creating more democratic and participatory school climates that reduce top-down decision-making can also be beneficial. Given the greater prevalence of negative consequences for the parties involved and the school in the context of organizational dissent, it is believed that the recommendations regarding the issues that lead to dissent in schools will indirectly contribute to the elimination of the negative consequences that arise.



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