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## VIEWS OF THE TEACHERS AND ADMINISTRATORS OF THE HIGH SCHOOL OF FINE ARTS AND SPORTS ON DIVERSITY MANAGEMENT

### ABSTRACT

This study was conducted for the purpose of determining the views on management of diversity of the administrators and the teachers who work in Fine Arts and Sports High Schools. The sample group of the study consisted of 12 administrators and 70 teachers working in the fine Arts and Sports High Schools in province of Elazığ, Usak, Trabzon, Corum and Eskisehir. In order to determine the views of the sample group, a scale developed by Balay and Saglam (2004) was used and the data obtained was analyzed in the SPSS package program. In this study it was determined that managers didn't discriminate according to sexes, that there was a decrease in views of the managers and teachers that personal attitudes and behaviors and the administrative practices and principles were managed positively with their growing ages and that there was no difference in views of the study group regarding the diversity management in their schools according to their education status, vocational superiority, total service periods in management, service status and vocational field variants. In conclusion, it can be concluded that the differences between the administrators and the teachers in these educational institutions have a positive impact on the direction of improving the quality of education and that the employees' beliefs, origins, cultural, etc. differences provide an advantage for these institutions and finally there were no discrimination in their administrative concepts.

**Key Words:** Management, Diversity, Diversity Management, Sports High Schools

### GÜZEL SANATLAR VE SPOR LİSESİ YÖNETİCİ VE ÖĞRETMENLERİNİN FARKLILIKLARININ YÖNETİM KONUSUNDAKİ GÖRÜMLERİ

### ÖZET

Bu araştırma, Güzel Sanatlar ve Spor Liselerinde görev yapan yöneticilerin ve öğretmenlerin farklılıkların yönetimi konusundaki görüşlerini tespit etmek amacıyla yapılmıştır. Araştırmanın örneklem grubunu Elazığ, Uşak, Trabzon, Çorum ve Eskişehir illerinde Güzel Sanatlar ve Spor Lisesinde görev yapan 12 yönetici ve 70 öğretmen olmaktadır. Örneklem grubunun görüşlerini belirlemek amacıyla Balay ve Sağlam (2004) tarafından geliştirilen ölçek kullanılmış ve elde edilen veriler SPSS paket programında analiz edilmiştir. Çalışmada, yöneticilerin cinsiyete göre ayrımcılık yapmadıkları, yönetici ve öğretmenlerin yaşları arttıkça bireysel tutum ve davranışları ile yönetsel uygulamalar ve politikaların olumlu yönetildiğine dair düşüncelerinde azalma olduğu, araştırma grubunun eğitim durumu, mesleki kıdem, yöneticilikte toplam hizmet süreleri, görev durumu ve mesleki alan değişikliklerine göre buldukları okulda farklılıkların yönetimi anlayışındaki görüşlerinde fark olmadığını saptanmıştır. Sonuç olarak, Bu eğitim kurumlarında yöneticiler ve öğretmenler arasındaki farklılıkların bu kurumların eğitim kalitesinin artırılması yönünde olumlu bir etki sağladığı, çalışanların inancı, kökeni, kültürel vb farklılıkların bu eğitim kurumları için bir avantaj sağladığı ve kurumların yönetsel anlayışında bir ayrımcılık yapılmadığı söylenebilir.

**Anahtar Kelimeler:** Yönetim, Farklılık, Farklılıkların Yönetimi, Spor Liseleri

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## INTRODUCTION

Human differences are evaluated as a fact that must be managed in all areas of life and become even more important in an organizational life. Because the harmony and the work rhythm that the human societies who have come together for specific purposes play an important role in organizational outcomes. People coming together to accomplish organizational goals such as performance, efficiency and effectiveness also attempt to adapt to their colleagues and organizations at the same time but on the other hand want to freely experience the differences (gender, age, disability, etc.) they have and expect for others to respect these differences. In this direction, we have approached a management paradigm known as managing the differences in the field of business and management (21). The differences are evaluated as the opportunities that helped in bringing out the personal skills and assisted in people establishing healthy relationships with others. And because it is not possible to ignore the differences in terms of businesses, one thing that must be done is: to focus on how to manage these differences (6). People being different from each other in terms of gender, age, color, culture and origin is in nature of human and life. Therefore, if these differences and harmonies are reached at the institutions and the organizations, they can then be successful.

### Diversity Management

The word, diversity, in the dictionary, means difference, variety, distinctive, separation and variation. In literature, the concept of "diversity" points to the differences in humanistic features between individuals (5). The differences are defined as existing differences in terms of race, culture, gender, sexual orientation, age and physical qualifications among people. Some of the definitions of the differences also include variety of traits such as ethnicity, national origin, class, religion, learning and

communication style, birth place and occupation (20). The intentions when evaluating the differences is to take account the valuable assets of the people in different groups and the desire to take advantage of these assets, and depending on any differential factors, it is to not restrict the contribution of the employees and not to expose them to any exclusions (15). The fundamentals of the differential resources are composed of individual, organizational and managerial differences. People show their differences physically and with intellectual abilities, individual characteristics and in cultural demographics and the organizations show them structurally and functionally. As for the managerial differences, they emerge as leader features with ways of political differences and the way the manager uses his/her powers and authority. Thanks to the structural, functional, managerial, organizational cultures, improving strategies and creating differences in information management generate synergy in organizations (4).

Managing diversity is to best manage the employees without having them being subjected to primarily age, gender, race, ethnicity, sexual orientation, mental-physical disability and marital status (27). It is the process that values the differences and similarities of the employees, therefore creating a work environment that all the workers are able to use all their potentials in order to contribute to the strategic purpose and goals of the company and it is to continue this work environment (26). The organizations that are successful at managing diversity point that the differences are an important dimension that improve the organizational performance enrich their service and products and enhance their social contributions. These organizations try to better understand and get to know their employees who experience the ever increasing differences and bring these characteristics to the organization and they value these employees (25). In addition, it should be understood that the differences

between the people should be used in a way that the process and the strategy serve the purpose that transforms them into an asset rather than being a condition that creates costs for the organization (21).

People and societies always had a variety of differences in many aspects and it was discovered that the origin of most of the information stated above and in today's literature that are related to differences and the management of these differences date back to the 1960s in America where the political and philosophical debates started and they were the cause of anti-discrimination movements (2). The diversity management has been seen in the world as a legal issue about the minorities, women employees and former employees since the 1960s. However, over time, organizations realized that this concept was important in creating more powerful and more competitive organizations so they now aim to increase their organizational activities using diversity management on their human resources applications instead of seeing these differences as a concept that they have battled legally (14). This concept was developed in the early 1990s as a result of demographic changes in the work place; and together with the companies understanding the positive impacts on the success of the other companies operating on a global scale especially; it has become an important research topic in the field of organizational behavior and management. In addition to this, the subject of managing diversity is quiet attractive and have gained popularity not just for the social scientists or managers but even for the ordinary people that meet, in their daily lives, with other individuals who have differences (23). It is seen that the development of managing diversity in Turkey on one hand provides equal opportunities for everyone and on the other hand aims to respect the differences that the everyone has, sees the workforce differences as a contribution to the workforce and emerge as a management practice that tries to take advantage in order to add value to the business (22).

The diversity management within the organizations must put an emphasis on

evaluating the differences so they are accepted and evaluated by everyone during any coordination (19). According (26) to Thomas (1990), managing diversity does not mean it includes differences or controls the differences but means giving opportunity to everyone who joins the workforce to display their potentials. When it comes to diversity management, the researchers tend to emphasize three main points. First, the effective diversity management and the differences between the people can add value to the organization; second, the differences consisting of all kinds of differences such as gender and ethnicity are not the only clearly visible differences; and lastly, it is the area of interest of the diversity management on the organizational culture and the company's working environment. If the modern view regarding diversity management has a heavy image, then it is a mosaic-like organization. Just as all the pieces of the mosaic comes together to generate an image, the differences come together as well to form the entire organization (9). In addition, it is possible to list the benefits of diversity management to the organization (1): cost, resource use, competitive advantage, teamwork, employee selection and placement, creativity, team cohesion and the morale of the dominant group.

### **Educational Institutions and Diversity Management**

Today, it is observed that the number of studies conducted with critical and reactional approaches regarding the differences in education is very small (13). It is also observed in educational management that, in order to achieve the organizational objectives mostly, this concept is being addressed with a conflict resolution approach, by inflicting synonyms, that intends to resolve conflicts arising from differences between the employees related to gender or ethnicity and that there are difference of opinions between the educational leaders regarding the meanings inflicted on the concept of the difference. Just as there are people who perceive the concept of difference in organizations as individual characteristics,

personal differences and demographic and cultural differences, there are also people who view it as a difference in management styles directed at simplifying the education of the students and the people who work in accordance with the changes experienced within the social structures of the societies. However, the school administrators perceive the concept of difference mostly as demographical (race, ethnicity, gender, age) and cultural (16).

### **Purpose of the Study**

Sports High Schools were established in 2004 as educational institutions by the Ministry of National Education in order to for the children to receive physical education and acquire the basic knowledge and skills in the field of sports, to receive training-education in line with their interest and abilities and to raise successful young athletes to develop and represent Turkish sports by following the developments in the world related to their area. In 2008, the name of these educational institutions was changed to Fine Arts and Sports High Schools and the views of the administrators and the teachers regarding diversity management were examined under the name of various different extents (individual attitudes and behaviors, organizational values and norms, managerial practices and policies). In this study, this concept appears as a new management perception. It is the intention of this study to evaluate the views of the administrators and teachers of the fine arts and sports high schools related to the implementations in their own institutions.

### **METHOD**

The nature of this study is made up of administrators and teachers working in Fine Arts and Sports High Schools under the Ministry of National Education. And the sample is limited to 12 administrators and 70 teachers who work in Fine Arts and Sports High Schools in the provinces of Elazığ, Usak, Trabzon, Corum and Eskisehir.

The views of the sample group were determined by using the "Diversity Management Scale (FYO)" which was developed by (3) Balay and Saglam (2004) under the study called "Diversity

Management in Education-Applicability of the Scale". Balay and Saglam (2004) prepared this scale as a 30 questions scale. However, this scale was used as 28 questions on the study (16) conducted by Memduhoglu (2007). In this study, the "Diversity Management Scale" was used as 28 questions just as it was practiced in Memduhoglu's (2007) study. In this direction, the scale consists of four parts. The 1<sup>st</sup> part consists of: personal information (province, place of employment, gender, age group, education, branch, length of service and length of service in management), the 2<sup>nd</sup> part: 4 items related to "Individual Attitudes and Behaviors (BTD)", 3<sup>rd</sup> part: 8 items related to "Organizational Values and Norms (ODN)", 4<sup>th</sup> part: 16 items related to "Managerial Practices and Policies (YUP)". After the scale was applied to the administrators and the teachers working in the Fine Arts and Sports High Schools in above-mentioned provinces, the data was downloaded to the SPSS package program. The range of the scores was rated as: 1.00-1.79 weight as "Never", 1.80-2.59 weight as "Low", 2.60-3.39 weight as "Medium", 3.40-4.19 weight as "High", 4.20-5.00 weight as "Complete" participation. Using the SPSS 15.0 program on the data obtained, the following statistical analysis was performed. Before performing the factor analysis on the data which were obtained as a result of questionnaire related to diversity management scale, it was tested with the KMO (Kaiser-Meyer-Olkin) and Bartlett (Bartlett Test of Sphericity) Tests to see that it was in accordance with the factor analysis. For the Diversity Management Scale: KMO = 0.92 and Bartlett  $\chi^2 = 2314.24$  ( $p < 0.05$ ). The data was in compliance with the factor analysis. The Cronbach-Alpha (internal coefficient of consistence) of Diversity Management Scale was found to be 0.97. The findings of the Cronbach-Alpha values for the sub-dimension of the scale were: Individual Attitudes and Behaviors (BTD) = 0.85, Organizational Values and Norms (ODN) = 0.93, Managerial Practices and Policies (YUP) = 0.96; therefore it was concluded that the data obtained from the

answers given in the questionnaires were suitable for evaluation.

Frequency and percentage calculations were performed in order to present the distribution of the sample according to the socio-demographic variables. In terms of mean scores of the scales; in order to evaluate the level of differentiation related to the independent variables and the comparisons between the two independent group averages, the t-test was used, and for

the analysis of more than two group averages, one-way analysis of variance (ANOVA) was used. In the event that the results were statistically significant, LSD test was performed in order to find the source of the difference. Pearson correlation coefficient was used in order to determine the relationship level between the sub-dimensions. The statistical significance level was accepted as Alpha ( ) and the margin of error as  $p < 0.05$ .

## FINDINGS

The frequency and percentage calculations were performed on the data obtained as a result of the research and presented in tables below:

**Table 1. Provinces that the sample group is working in**

Variables (Province)	F	%
Elazig	19	23.2
Usak	15	18.3
Trabzon	14	17.1
Corum	15	18.3
Eskisehir	19	23.2
<b>Total</b>	<b>82</b>	<b>100.0</b>

Viewing Table 1 with the provinces that the sample group is working in, it was determined that the 46.4% of the group was in the provinces of Elazig and Eskisehir, 36.6% in Usak and Corum and 17.1% in Trabzon.

**Table 2. Demographic Data of the Sample Group**

Variables	F	%
<b>Age</b>		
18–30 years	13	15.9
31–40 years	51	62.1
41–50 years	13	15.9
51–60 years	5	6.1
<b>Gender</b>		
Male	60	73.2
Female	22	26.8
<b>Education</b>		
Undergraduate	70	85.4
Post Graduate	10	12.2
Other	2	2.4
<b>Total</b>	<b>82</b>	<b>100.0</b>

Viewing Table 2 with the distribution of the age variables of the group, it was determined that the 15.9% of the group is in the 18-30 age group, 63.1% in the 31-40 age group, 15.9% in the 41-50 age group and the 6.1% in the 51-60 age group. It was also seen that 73.2% of the sample group

consists of males and 26.8% of females. And when the distribution regarding the education of the sample group was viewed, it was determined that 85.4% was an undergraduate, 12.2% post graduate and 2.4% were other graduates.

**Table 3. Occupational identifiers of the study group**

Variables	f	%
<b>Occupational Seniority</b>		
5 years and less	4	4.90
6-10 years	33	40.2
11-15 years	26	31.7
16-20 years	12	14.6
21 and above	7	8.50
<b>Total Service Time in Management</b>		
Non-Management	62	75.6
5 years of less	11	13.4
6-10 years and above	9	11.0
<b>Current Duty Status</b>		
Principle	2	2.40
Assistant Principle	10	12.2
Teacher	70	85.4
<b>Occupation Field</b>		
Social Sciences	17	20.7
Mathematics and Science	20	24.4
Foreign Language	5	6.10
Physical Education	22	26.8
Other	18	22.0
<b>Total</b>	<b>82</b>	<b>100.0</b>

Viewing Table 3 with the occupational seniority variables of the sample group, it was determined that 40.2% of the group worked between 6-10 years, 31.7% between 11-15 years, 14.6% between 16-20 years, 8.5% over 21 years and 4.9% worked for 5 years or less. When the management service time of the sample group was examined during their occupational seniority years, it was observed that 75.6% of them did not work a manager, 13.4% worked as a manager for less than 5 years and 11.0% of

them served as a manager for 6-10 years and above. When the existing duty status of the sample group within the organization was examined, it was determined that 85.4% of them were teachers, 12.2% of them assistant principals and 2.4% of them were principals. When the occupational areas of the sample group were examined, it was observed that the maximum of 26.8% of them were physical education teachers and that the smallest field of study within the occupational area was foreign language at 6.1%.

**Table 4. General Views of the Participating Administrators and Teachers on the Subject of Diversity Management**

No	General Definitions	X
<b>INDIVIDUAL ATTITUTES AND BEHAVIORS</b>		
1	Efforts of the employees to develop their knowledge and skills are support	3.71
2	The employees benefit from different experiences of their colleagues when solving their individual problems	3.86
3	The different idea trends between the employees are welcomed	3.71
4	The differences in behavior between the employees are considered to be natural	3.84
<b>ÖRGANIZATIONAL VALUES AND NORMS</b>		
5	Can easily express, among the colleagues, opinions within the scope of religion and conscience freedom	3.86
6	They respect the different lifestyles among the colleagues	4.04
7	Exhibits emphatic behavior in understanding colleagues	3.63
8	When convinced of a topic, they show a tendency to change their own behavior in a positive way	3.60

9	They use scientific evidence more than their preconceptions	3.59
10	They are always open to exchange of opinions which can advance their personal perceptions	3.65
11	Can communicate with those with different personality traits from them	3.78
12	Talks carefully about the issues their colleagues are sensitive to	3.81
<b>MANAGERIAL PRACTICES AND POLICIES</b>		
13	The managers/administrators perceive the individual differences of the employees as wealth	3.69
14	The managers/administrators try to carry out the education and management activities in order to meet the different expectations of the employees	3.76
15	The managers/administrators ensure that the employees equally benefit from the school's services and opportunities	3.93
16	The managers/administrators try to create an environment for the employees so they can exhibit their knowledge and skills	3.81
17	The managers/administrators do not discriminate against employees due to their differences in status	4.00
18	The managers/administrators resolutely agree to resolve the conflicts that occur between the different cultural values	3.92
19	The managers/administrators pay great attention not to have gender discrimination among employees	4.18
20	The managers/administrators show sensitivity to equally treat the employees regardless of the economic levels of the pre-determined reward or punishment system	3.95
21	The managers/administrators does not favor anyone due to their political views or desires	4.12
22	When evaluating the employees, the managers/administrators mostly pay attention to the employees' effectiveness and success rather than their political views	4.01
23	The managers/administrators pay attention and consider the different solution suggestions of the employees on the important decisions related to the various issues of the school	3.90
24	The managers/administrators fairly treat all the employees on assignments related to training-education	4.02
25	The managers/administrators react positively to the different approaches of the employees on any matter	3.87
26	The managers/administrators effectively strive to resolve the conflicts caused by individual differences	3.90
27	The managers/administrators positively approach the employees who wish to create change on issues related to training-education	4.00
28	The managers/administrators act responsibly, with their attitudes and behavior, towards the employees who have different personal characteristics	4.00

Examining Table 4 with the average score values of the answers of the sample group within the dimension of individual attitude and behaviors, it can be observed that people indicated their views to the "employees benefit from different experiences of their colleagues when solving their individual problems" statement (item number 2) with the highest score ( $X=3.86$ ). And as in organizational values and norms, it

was seen that they showed the highest opinion ( $(X=4.04)$ ) to the "they respect the different lifestyles among the colleagues" statement (item number 6). Again in managerial practices and norms, they showed the highest opinion ( $X=4.18$ ) on the "managers/administrators pay great attention not to have gender discrimination among employees" statement (item number 19).

**Table 5. Analysis of the study group's gender variable (t-test)**

Variables	Sub-dimensions	Statistics				
		X	SD±	t	P	
Gender	BTD	Male	14.80	3.00	1.69	0.09*
		Female	16.09	3.17		
	ODN	Male	29.06	6.10	2.29	0.02*
		Female	32.59	6.29		
	YUP	Male	61.50	11.29	2.14	0.03*
		Female	67.54	11.40		

\*p<0.05

In the data obtained on the gender variable of the sample group in Table 5 and in the sub-dimension analysis of the FYO, there were no significant difference found statistically in BTD ( $X_{Male} = 3.70 / 14.80$ ), ( $X_{Female} = 4.02 / 16.09$ ). Both groups reported that their level of participation in the statements were "high". The differences between the male and female groups were found to be significant in terms of statistical

in ODN and YUP levels. It was observed that the mean scores ( $x=4.07 / 32.59$ ) that the female group had on ODN is much higher than the male group ( $x=3.63 / 29.06$ ) and it was the same with YUP: the mean scores of the female group ( $x=4.22 / 67.54$ ) was higher than the male group ( $x=3.84 / 61.50$ ). Females have "complete" participation when the differences are managed in a positive way and the males have "high" participation.

**Table 6. Analysis of the Study Group According to Age Variance (ANOVA)**

Age	Variance Source	Sum of the Squares	Sd	Average of the Squares	F	P	LSD
BTD	Among Groups	80.45	3	26.81	3.03	0.03*	1-3
	Inside Groups	689.79	78	8.84			1-4
	Total	770.24	81				
ODN	Among Groups	205.16	3	68.38	1.76	0.16	-
	Inside Groups	3025.82	78	38.79			
	Total	3230.98	81				
YUP	Among Groups	1233.64	3	411.21	3.33	0.02*	1-3
	Inside Groups	9611.14	78	123.22			2-3
	Total	10844.78	81				

According to Table 6, there were significant differences statistically in the age variances in the sub-dimensions of the BTD ( $F(3,78)=3.03;P<0.05$ ) and the YUP ( $F(3,78)=3.33;P<0.05$ ) of the sample group but there were none in the ODN ( $F(3,78)=1.76;P>0.05$ ). The LSD test performed in order to find the source of the difference showed that the difference ( $x=16.84 \pm 3.07$ ) was generating from the BTD sub-dimension of the 18-30 age group (1). It was found that the age groups thought that the differences were managed at a "complete" level in 18-90 age group

( $x=4.21$ ), at a "high" level ( $x=3.48$ ) with an average score in 41-50 (3) age group ( $x=13.92 \pm 3.06$ ), and at a "high" level ( $x=3.25$ ) with an average score in 51-60 (4) age group ( $x=13.00 \pm 2.73$ ). Depending on age, it was seen that there was a decrease in the BTD level as the age increased. The conclusion drawn from the average score of the YUP is that the 41-50 age group (3) received much lower scores ( $x=55.38 \pm 10.56$ ) compared to the other age groups and that they reported a "high" ( $x=3.46$ ) level and the 18-30 age group reported a "complete" ( $x=4.29$ ) level.

**Table 7. Analysis of the Study Group According to Education Variance (ANOVA)**

Education	Variance Source	Sum of the Squares	Sd	Average of the Squares	F	P	LSD
BTD	Among Groups	25.90	2	12.95	1.37	0.25	-
	Inside Groups	744.34	79	9.42			
	Total	770.24	81				
ODN	Among Groups	90.94	2	45.47	1.14	0.32	-
	Inside Groups	3140.04	79	39.74			
	Total	3230.98	81				
YUP	Among Groups	710.60	2	355.30	2.77	0.06	-
	Inside Groups	10134.17	79	128.28			
	Total	5571.52	81				

In the group comparisons done in Table 7 on the education variance of the study group, no significant difference was determined statistically in the BTD (F(2,79)=1.37; P>0.05), ODN (F(2,79)=1.14; P>0.05) and in the YUP (F(2,79)=2.77; P>0.05) levels.

**Table 8. Analysis of the Study Group According to Occupational Seniority Variance (ANOVA)**

Occupational Seniority	Variance Source	Sum of the Squares	Sd	Average of the Squares	F	P	LSD
BTD	Among Groups	49.30	4	12.32	1.31	0.27	-
	Inside Groups	720.94	77	9.36			
	Total	770.24	81				
ODN	Among Groups	148.49	4	37.12	0.92	0.45	-
	Inside Groups	3082.49	77	40.03			
	Total	3230.98	271				
YUP	Among Groups	540.17	4	135.04	1.00	0.40	-
	Inside Groups	10304.60	77	133.82			
	Total	10844.78	81				

In the group comparisons done in Table 8 on the occupational seniority variance of the study group, no significant difference was determined statistically in the BTD (F(4,77)=1.31; P>0.05), ODN (F(4,77)= 0.92; P>0.05) and in the YUP (F(4,77)=1.00; P>0.05) levels.

**Table 9. Analysis of the Study Group According to Total Service Time in Management Variance (ANOVA)**

Total Service Time in Management	Variance Source	Sum of the Squares	Sd	Average of the Squares	F	P	LSD
BTD	Among Groups	45.13	2	22.56	2.45	0.09	-
	Inside Groups	725.10	79	9.17			
	Total	770.24	81				
ODN	Among Groups	77.55	2	38.77	0.97	0.38	-
	Inside Groups	3153.43	79	39.91			
	Total	3230.98	81				
YUP	Among Groups	488.95	2	244.47	1.86	0.16	-
	Inside Groups	10355.83	79	131.08			
	Total	10844.78	81				

In the group comparisons done in Table 9 on the total service time in management variance of the study group, no significant difference was determined statistically in

the BTD ( $F(2.79)=2.45$ ;  $P>0.05$ ), ODN ( $F(2.79)=.97$ ;  $P>0.05$ ) and in the YUP ( $F(2.79)=1.86$ ;  $P>0.05$ ) levels.

**Table 10. Analysis of the Study Group According to Duty Status Variance (ANOVA)**

Duty Status	Variance Source	Sum of the Squares	Sd	Average of the Squares	F	P	LSD
BTB	Among Groups	13.15	2	6.57	0.68	0.50	-
	Inside Groups	757.08	79	9.58			
	Total	770.24	81				
ODN	Among Groups	21.68	2	10.84	0.26	0.76	-
	Inside Groups	3209.30	79	40.62			
	Total	3230.98	81				
YUP	Among Groups	104.43	2	52.21	0.38	0.68	-
	Inside Groups	10740.34	79	135.95			
	Total	10844.78	81				

In the group comparisons done in Table 10 on the duty status variance of the study group, no significant difference was determined statistically in the BTB

( $F(2.79)=.68$ ;  $P>0.05$ ), ODN ( $F(2.79)=.26$ ;  $P>0.05$ ) and in the YUP ( $F(2.79)=.38$ ;  $P>0.05$ ) levels.

**Table 11. Analysis of the Study Group According to Occupational Field Variance (ANOVA)**

Occupational Field	Variance Source	Sum of the Squares	Sd	Average of the Squares	F	P	LSD
BTB	Among Groups	21.78	4	5.44	0.56	0.69	-
	Inside Groups	748.45	77	9.72			
	Total	770.24	81				
ODN	Among Groups	21.24	4	5.31	0.12	0.97	-
	Inside Groups	3209.74	77	41.68			
	Total	3230.98	81				
YUP	Among Groups	62.67	4	15.67	0.11	0.97	-
	Inside Groups	10782.10	77	140.02			
	Total	10844.78	81				

In the group comparisons done in Table 11 on the occupational field variance of the study group, no significant difference was determined statistically in the BTB ( $F(4.77)=.56$ ;  $P>0.05$ ), ODN ( $F(4.77)=.97$ ;  $P>0.05$ ) and in the YUP ( $F(4.77)=.97$ ;  $P>0.05$ ) levels.

sub-dimensions on the  $p<0.001$  significance level that is not coincidental. And a positive linear relationship between the BTB and ODN:  $r=.79$ , between the BTB and YUP:  $r=.82$  and between the ODN and YUP:  $r=.78$ . This shows us that every time the perceived score at the sub-dimension increases, the perceived score at the other dimensions increase as well.

It was observed in Table 12 that there was a significant relationship between the

**Table 12. Relationship level between the sub-dimensions of the scale**

Sub-dimensions		BTD	ODN	YUP
Individual Attitudes and Behaviors	R	1	0.79 (**)	0.82 (**)
	P		0.00	0.00
	N	82	82	82
Organizational Values and Norms	R	0.79 (**)	1	0.78(**)
	P	0.00		0.00
	N	82	82	82
Managerial Practices and Policies	R	0.82 (**)	0.78 (**)	1
	P	0.00	0.00	
	N	82	82	82

\*\* p<0.001

**Table 13. Statistical descriptions of the sub-dimensions of the FYO applied to the study group**

Sub-Dimensions	N	Minimum	Maximum	Mean	Std. Deviation
BTD	82	8.00	20.00	15.14	3.08
ODN	82	16.00	40.00	30.01	6.31
YUP	82	41.00	80.00	63.12	11.57

In some of the descriptive statistics at the sub-dimensions of the FYO of the study group in Table 13, it was found that the BDT sub-dimension score is between 8 and 20 and the average is  $15.14 \pm 3.08$ .

The sub-dimension score of the ODN is between 16 and 40 and the average is  $30.01 \pm 6.31$  and the sub-dimension score of the YUP is between 41 and 80 and its average is  $63.12 \pm 11.57$ .

## DISCUSSION AND CONCLUSION

It is only possible with qualified and coherent man power to comply with change and move fast for the enterprises in today's competition environment. With this concern efficient and productive management of various quality of man power has a strategic importance (11). Interaction of individuals from different cultures has become a natural part of today's world and this condition has started to show itself prominently in many sectors (28). Thomas and Ely (2001) define the diversity management as work place processes and applications to recognize the norms, values, target priorities and styles (10). Diversity management includes both behaving well towards people and respecting their differences and benefit from these differences. For this reason it is not an application easy to succeed. Creating processes that would assist the efficient management of differences and making the Diversity management adopted by all organization members and so enabling it to

become a culture necessitates a long period and determination (21). Seeing and accepting diversity is valuing people who have individualistic diversities and appreciating them. To express more clearly; it is the acceptance of diversities resulting from ethnicity, sex, age, religion and sexual preferences, different physical features, experiences, communications ways, learning and understanding rate of people and appreciating these diversities with understanding and respect (25). What is important in the management of diversities is to direct individuals having different structure, view and understanding to the same goal and to motivate them for the realization of organization's targets (12).

In the light of above given explanations, it is seen that there is no diversity between male and female managers and teachers in terms of their opinions about individual attitudes and behaviors regarding the diversity management depending on sex. According to these findings it can be said that the employees have similar opinions regarding the perception of different view

tendencies and behaviors as natural. There are opinion differences between sexes regarding the views of managers and teachers that organizational values and norms and the administrative practices and politics are positively managed. Female managers and teachers “entirely” agreed the free expression of opinions among their colleagues within the scope of liberty of religion and conscience while male managers and teachers answered at “much” level and from this point it can be assessed that in these schools female teachers are approached in a more considerate manner. With regard to the point that it is averted from making sexual discrimination among the employees in positive management of administrative applications and politics according to diversities, women ( $x=4.31$ ) agreed at “entirely” and men ( $x=4.13$ ) agreed at “much” level; while women ( $x=4.36$ ) at “entirely” level and men ( $x=4.03$ ) at “much” level agreed to the view that managers give no privileges to anyone due to their political views and tendencies and these results indicate that teachers and managers are more respectful towards the opinions and tendencies of women employees. Even though opinions of both sexes have given high opinions concerning the positive diversity management, this distinction is seen statistically significant. However, the high rate of findings that managers don't make discrimination according to the sexes is pleasing. These findings show similarity between the research findings of Begec (2004). Begec (2004) reached to the result in his research that providing equal opportunity between the employees in management increases the individual and organizational performance (4) and different from the results of present research Oncer (1004) reached to the result in his research that statistically no significant difference has been found according to the variant of sex in terms of administrative practices and politics (18).

It is seen that there is a decrease concerning the opinion the higher the ages of managers and teachers the more positive the individual attitudes and

behaviors and administrative practices and politics are managed in the understanding of diversities according to the age variant of the research group. However, that high rate of the general view of diversities are positively managed as there is a changing diversity between “entirely” and “much” shows that the management in these schools is positively perceived by teachers and managers. However, as this decrease is a diversity which changes between “entirely” and “much”, the high rate of views pointing that diversities are managed positively indicates the management in these schools is positively perceived by teachers and managers. Along with this it is also possible to say that it is approached to incidents and politics in a more critical and sensitive manner with aging. Different from this research, Oncer (2004) reached to the conclusion that the views obtained from the research don't change according to age (18). However, Milliken and Martins (1996) reached to the conclusion in their research that even though the demographic and cultural diversities negatively influence the interaction between the organization members, it made them concentrate their works better (17). Similarly Ely (1994) and Williams and O'Reilly (1998) reached to the result in their research that the level of diversity in organizations influences the personal attitude, behavior and values (8, 24) of the organization members.

It is seen that there is no diversity in opinions regarding the diversity management in their school according to the variants of education status, vocational seniority, total service years in management, work status and vocational field of the research group. Thus, making an assessment at “much” and “entirely” level to the view that a management understanding towards the differences has been adopted and a principle in line with the targets of the organization without making any political or status discrimination in which this is seen as the diversity and richness of the employees at “much” and “entirely” level they emphasize the point that they carry similar approaches in mentioned variants. It is seen in research of

Memduhoglu (2007) that the variants of sex and age do not show coherency with the present study while there are some similarities with the findings in variants of education status, vocational seniority, total service period in administration 816). Also in researches of Cetin and Bostanci (2011) it is seen that there is no diversity in the opinions of teachers regarding the managerial status of teachers and managers (7).

Another result of the research is the point that the importance order of the assessments of diversities between the managers and teachers working in Fine Arts and Sports High Schools concerning the managerial scale for diversities and assessments of its sub-dimensions is at the point of “managerial practices and politics ( $x_{YUP} = 3.94$ )”, “personal attitudes and behaviors ( $x_{BTD} = 3.78$ )” and “organizational values and norms ( $x_{ODN} = 3.75$ )”. There is significant relationship positively between sub-dimensions of research findings. In other words, in the management of diversities opinions of managers and teachers at sub-dimensions influence the other dimensions. According to this, those who have positive opinion in personal attitude and behaviors have also positive opinion in other sub-dimensions. Those who think that diversities aren't managed positively in contrary managerial practices and principles may also think that no positive management is exhibited in personal attitudes and behaviors. Thus, it should be taken into consideration that showing respect to different personal characteristics and ideas besides the perception that the existence of those having different political or religious view, different lifestyles, different culture and status as richness would carry for the institution positive value and would carry big importance for the success of the institution.

In conclusion, the diversity management stands before us as a concept that necessitates new researches and need development in terms of concept and practice. In consideration of above given information, this research made over

managers and teaches in Fine Arts and Sports High Schools puts significant diversities in ODN and YUP sub-dimensions in terms of sex variant and in BTD and YUP sub dimensions in terms of age variant. It was reached to the conclusion that teachers and managers had similar and positive opinions in such demographic variants as the education status, vocational seniority, total service periods in administration, work status and vocational field. It is reached to the conclusion that similar and different opinions between the managers and teachers in these education institutions would have a positive impact for the increase of the quality of education and the presence of positive approach in general of this research results from the historical past, indulgence of our society and its knowledge to live together with different cultures.

### **Suggestions**

In consideration of above given information the following suggestions have been made to these education institutions;

- Managers and teachers should make cooperation within institution regarding the diversities;
- Managers and teachers of the education institution should take the changes in social and cultural arena into consideration,
- These education institutions should include their goals concerning the diversities into their strategic plans in terms of total quality,
- Managers of education institutions should take the opinions of teachers into consideration in taking decision regarding the differences,
- Managers and teachers should be introduced about the concept of management of diversities and they should be taken to the in-service education seminars,
- Managers who can take flexible, instant and right decisions should be assigned to these education institutions in globalizing world,
- Experienced managers and teachers in these education institutions should share

their experiences with young managers and teachers regarding the diversities,

- Emphatic works and seminars should be given to teachers within the institution concerning this subject,
- Managers of education institution should create team spirit among the employees and

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they should take advantage of scientific management understanding,

- Along with this research it should be made researches also on other education institutions and various comparisons should be made.

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