



Organizational Results of Secondary School Teachers' Formal and Informal Group Relationships in Schools

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ABSTRACT

This study aims to determine the organizational results of teachers' formal and informal group relations at schools. Following the holistic multiple case pattern, the research study group has been selected based on volunteerism and maximum diversity sampling out of purpose sampling methods. The group consists of 12 teachers from 3 middle schools, Muratpaşa, Kepez, and Aksu towns of Antalya province, respectively. Descriptive analysis has been used to analyze the qualitative data, and consistency testing has been utilized. The Cohen's Kappa reliability coefficient has been calculated as meaningful with the level of .818. According to the research results, group relations increase organizational commitment and job satisfaction while reducing stress. In addition, good friendship relationships increase school loyalty and reduce the intention of relocation. However, negative results such as conflicts between different groups harm the organizational climate and the resistance of the group members to the administration's decisions by taking power from each other. Emotional commitment levels of teachers were higher than continuation commitment and normative commitment. Relationships with other employees and perceived social support were affected mainly by job satisfaction. The most stressful resource among the participating teachers is school administrators, and it is seen that the participants have been observed emotion-focused coping strategy in the first place.

Keywords: Formal Groups, Informal Groups, Organizational Commitment, Job Satisfaction, Stress

Ortaokul Öğretmenlerinin Okullardaki Biçimsel ve Doğal Grup İlişkilerinin Örgütsel Sonuçları

ÖZ

Bu araştırmanın amacı, öğretmenlerin okullardaki biçimsel ve doğal grup ilişkilerinin örgütsel sonuçlarını belirlemektir. Nitel araştırma desenlerinden durum çalışması ve bütüncül çoklu durum deseni kullanılmıştır. Maksimum çeşitlilik örnekleme yöntemine ve gönüllülük esasına göre seçilen Antalya ili Muratpaşa, Kepez ve Aksu ilçelerinde bulunan üç ortaokuldaki 12 öğretmenle bireysel ve odak grup görüşmeleri gerçekleştirilmiştir. Nitel verilerin analizinde betimsel analiz kullanılmıştır. Nitel araştırmanın iç güvenilirliğini artırmak için tutarlılık incelemesi yönteminden yararlanılmış, Kohen Kappa tutarlılık katsayısı .818 düzeyinde anlamlı olarak hesaplanmıştır. Araştırmadan elde edilen sonuçlara göre; grup ilişkileri öğretmenlerde örgütsel bağlılığı ve iş doyumunu artırırken, stresi azaltmaktadır. Ayrıca iyi arkadaşlık ilişkileri okula bağlılığı artırırken, yer değiştirme niyetini azaltmaktadır. Ancak farklı gruplar arası yaşanan çatışmaların kişileri ve örgüt iklimini olumsuz etkilemesi, grup üyelerinin iş yavaşlatan kişilere uyması sonucu işlerin aksaması, grup ya da grupların birbirinden güç alarak yönetimin kararlarına direnç göstermesi gibi olumsuz sonuçlar da ortaya çıkmıştır. Öğretmenlerin duygusal bağlılık düzeyleri, devam bağlılığı ve normatif bağlılıklarına göre daha sık rastlanmıştır. İş doyumunu en çok diğer çalışanlarla ilişkiler ve algılanan sosyal desteğin etkilediği görülmüştür. Çalışmaya katılan öğretmenlerin çoğu stres kaynağı olarak okul yöneticilerini işaret ederken, stresle başa çıkma stratejisi olarak duygu odaklı başa çıkma stratejisini kullandıkları görülmektedir.

.Anahtar kelimeler: Biçimsel Gruplar, Doğal Gruplar, Örgütsel Bağlılık, İş Doyumu, Stres

1 | INTRODUCTION

Human is a social being and needs to be with others. The inability of human beings to achieve their individual goals alone is a factor in this tendency. He cooperates with others to fulfil these objectives that cannot be achieved individually. People who convey to accomplish shared objectives structure organizations. Aydın (2000) expressed that people join the organization not just with the mental, physiological and character qualities vital for the organization, yet additionally with attitude and behaviour that can be viewed as negative for the organization.

Management considerations and approach to individuals in organizations has changed over the years. With the scientific management theory, the understanding of approaching the organization and the employee with scientific methods has started. The individual has been neglected within the scientific management approach, where productivity growth is aimed, human is perceived as a machine liable for production, and the performance-wage linear relationship is accepted. Although the scientific management approach may be a beginning within the sense of scientific treatment of the concept of organization and management, it's been criticized for ignoring the individual's relations with its environment and therefore the factors that motivate the individual, aside from wages. (Baransel, 1993; Başaran, 2004). These criticisms led to the questioning of the assumptions of classical management paradigms towards humans. Mayo and Roethlisberger's trials, which began within the Hawthorne offices of Western Electric organization in 1924, uncovered the view that "the organization is a social framework and therefore the individual is that the main factor of this framework" (Davis, 1984, p.5).

Hawthorne research has shown that employees do not fit the rational-economic human model. It has been revealed that the employee wants to be accepted and appreciated by other employees, is motivated by moral incentives as much as material incentives (sometimes even more), they do not want to compete with the group members they belong to, and that they care about group pressures (Baransel, 1993). Hawthorne studies mentioned the concepts of social relations, group behaviour and social norms, and led to the emergence of the "social human" model, which considers man as a being with friend relations and social needs rather than physical conditions and material incentives in contrast to the "rational-economic human" model (Schein, 1978).

Beginning with Hawthorne's research and developing with studies, the human relations approach revealed that organizations aren't only a structure consisting of formal organized relationships, but also a social organization shaped by informal relationships created by interactions between employees. Additionally, it has made important contributions in terms of showing the organizational results of human relations in organizations. One among its most vital contributions is that it shows that informal relationship networks (groups) have emerged over time in addition to the formal network of relationships within the formal organization. While individuals join a corporation by accepting the formal rules of the organization, they preserve their own ideas, beliefs and values and maintain their individual expectations. This individual feature, interests and expectations cause individuals to develop informal relationships. This is often an inevitable process. No formal structure has the chance to regulate and manage human relations and communication within the organization only in formal ways (Scott, 1992).

Individuals form small groups within the organization as a results of their personality traits, talents, and specific goals. According to Schein (1978), the group consists of people who understand one another psychologically and perceive themselves as a group. These groups are called formal groups if they're consciously created by the organization for certain purposes. Groups formed by individuals' own choices as a result of their communication and interaction with other individuals, not by the organization, are informal groups (Sabuncuoğlu & Tüz, 2008). Although the authority, power, responsibility, communication channels and hierarchical relations of the formal groups are clearly determined; the boundaries, communication channels and structure of informal groups framed by the individual and social relations system are not clear. The norm, boundary and effectiveness of the informal group of every organization are also different (Atay, 2007). While describing the group, Gönüllü (2001) stated that individuals within the same group perceive one another differently from individuals in other groups and in order for individuals' togetherness to be considered a group, there must be interaction between them. But this interaction isn't always the same, it is rather variable. Even as individuals attempt to survive within the face of latest situations by adapting themselves to the new situation or resisting, they struggle to survive and not disappear in groups.

Groups add to the improvement of socially valid behaviours and attitudes in people by telling the best way to act in specific circumstances. Since people can learn quicker in the group, they take out the challenges they experience all the more adequately when they interface with one another. Groups can be bridges in the acknowledgment of different objectives of their individuals and secure them against others. They can meet the acknowledgment and eminence needs of their individuals (Bulut, 1983).

Formal and informal groups affect each other as well as the organization. While formal groups permit the development of informal groups, regular groups assume a part in the accomplishment, congruity and productivity of formal groups. It tends to be imagined that the points of the formal and informal groups don't struggle with one another and if there is consonance between them, organizationally certain outcomes will happen.

While the formal organizational structure depends on reporting or authority relationship, the informal structure depends on numerous social relations like communication, trust, data sharing and companionship. Likewise, while the announcing relationship relates just to superiors and their subordinates, casual connections can exist between any two individuals from an organization (Hunter, 2016). At the beginning, some of the informal relationship structures that arise in the formal organization in an unusual path might be functional for the organization also as they can have a de-focusing on impact (Scott, 1992).

Groups have important effects on individuals. According to the social identity theory, which presents the impacts of the group on the individual, people's confidence is influenced by the groups they are in. The achievement or failure of the group is significant for the individual in light of the fact that the individual needs to boast for having a place with that group (Bulut & Polat, 2012). As the accomplishment of the group is significant for the individual, the work execution of the individual will increase and add to the productivity of the organization. Efficient and well managed formal groups add to the advancement of the critical thinking abilities of the employees, their transformation to developments, and their collaboration and sub-superior relations, while likewise expanding the quality (Uluğ, 2002).

The studies of Markiewickz, Devine and Kausilas (2000), Morrison (2004), Riordan and Griffeth (1995) have revealed that close friendship relations in the workplace are associated with achieving a good career and job satisfaction, friendship opportunities in the organization has a direct and negative relationship with the intention to quit. Nielsen, Jex, and Adams (2000), in their study to measure the two aspects of workplace friendships, friendship opportunity and the frequency of friendship, also investigated how friendship relationships in the workplace are associated with job satisfaction, job adoption, corporate commitment, and intention to quit. The results of their studies supported the significant positive relationship between friendship relations and effective organizational commitment in the studies of Riordan and Griffeth (1995), and the negative relationship between friendship relations and quit intentions.

Formal and informal groups, as seen above, are the subject of research persistently in various organizations, including educational organizations (Uygaralp Gizdem, 2015; Iliyas, 2016; Ömüriş, 2014; Saylık, 2012 etc.). However, a paradigm change was made during this research. In schools, which are decent example of a social open system, it is thought that it might be more appropriate to adopt the interpretative paradigm that gives the opportunity to explain and interpret the situation in depth, and to understand the views of the participants, rather than researches that provide statistical information and lead to generalizations.

At the top of this study, the determinants within the formation of formal and informal groups in schools, the role of formal group relations on informal group relations, the positive or negative contributions of being a member of a group, the organizational consequences of formal and informal groups (in the context of job stress, organizational commitment and job satisfaction) will be tried to be determined. When the literature is examined, it is seen that there are many studies on informal groups, job satisfaction, organizational commitment and stress in various organizations. However, this research is that the first study to examine formal and informal groups in educational organizations in terms of job satisfaction, organizational commitment and stress with a qualitative research design. So as to realize this aim, answers to the sub-problems given below were sought.

1. What are the teachers' views on formal and informal group relationships?
2. What are the opinions of teachers about the effect of group relations on organizational commitment?
3. What are the teachers' views on the effect of group relationships on job satisfaction?

4. What are the teachers' views on the effect of group relationships on stress?

2 | METHOD

Qualitative research methodology was followed in the study. In qualitative research, the point is to comprehend, clarify, inspect, investigate and explain the circumstances, emotions, discernments, mentalities, qualities, convictions and encounters of a group of people in their own current circumstance, in face-to-face interaction (Creswell, 2016). In the study, it was meant to decide the opinions of educators working in formal secondary schools about what the hierarchical outcomes of formal and informal group relations in terms of job satisfaction, organizational commitment and job stress. For this purpose, the case study design was used as one of the qualitative research design. Case study methods involve the gathering enough information systematically about a particular person, social setting, activity or group by the researcher. Thus the researcher can perceive effectively how the situation works or functions (Berg, 2000; Özçelik & Yıldırım, 2002).

Since the research was applied with teachers working in three different secondary schools, the "Holistic Multi-Case Pattern" was chosen, which makes it possible to evaluate the situations different from the case study designs both individually and comparatively. In holistic multi-case designs, there are quite one situation which can be perceived as holistic on its own. Each situation is taken as a whole in itself then compared with each other. In such patterns, it is important that the researcher, starting from one problem situation, goes to the field or schools with a standard tool (for example, standard interview and observation forms) and collects comparable data altogether three cases. Otherwise, it will not be possible to make a comparison between situations (Yıldırım & Şimşek, 2008).

RESEARCH GROUP

In accordance with the holistic multi-case pattern, the research group which consists of 12 teachers from 3 secondary schools in Muratpaşa, Kepez and Aksu that are situated in central districts of Antalya. One of the school is a central school, the other has a low socio-economic status, and the last one is a village school. Sampling is a statistical process that allows the study group to estimate whether it represents the situation and therefore the reliability of the findings obtained from them (Silverman, 2006). In the qualitative research tradition, researchers use purposive sampling, despite some limitations (general lack of extension), to include people that show certain qualities, which they think will best represent some situations and provides the richest data (Glassner et al. 1983, cited in Berg, 2000). The study group of the research was selected from purposeful sampling methods suitable for qualitative research, based on maximum diversity sampling method and on a voluntary basis. The aim of the maximum diversity sampling method is to create a relatively small sample and to reflect the diversity of individuals who can be a party to the problem studied in this sample (Yıldırım & Şimşek, 2008). Information about the study group is given in Table 1.

Table 1. Demographic Characteristics of the Research Group

School Type	Teachers	Age	Marital Status	Education	Branch	Seniority	Working time at the current school
1st School (Muratpaşa/ at the center)	T1	48	Married	BA	PE	27 ys	5 ys
	T2	33	Married	BA	Turkish	13 ys	4 ys
	T3	42	Married	BA	Science	18 ys	4 ys
	T4	52	Married	BA	Art	30 ys	6 ys
2nd School (Kepez /Low socio-economic level)	T5	32	Married	MA	Primary Sc	6 ys	4 ys
	T6	27	Married	BA	Guidance Cons.	5 ys	5 ys
	T7	35	Married	BA	Social Studies	9 ys	7 ys
	T8	43	Married	BA	Social S.	21 ys	6 ys
3rd School (Aksu/ located at the village)	T9	33	Married	MA	English	11 ys	6 ys
	T10	30	Married	BA	Guidance Cons.	7 ys	4 ys

T11	35	Married	BA	Science	12 ys	6 ys
T12	30	Married	BA	Maths	8 ys	6 ys

First, one-on-one interviews were held with four people from each school, and then focus group meetings were held with these four people. The aim here is to look at the parallelism of the opinions expressed by the individuals in the individual interviews and the opinions expressed in the focus group, and to see whether the group meetings affect the opinions of the individuals. In order for the participants to answer the questions sincerely, their names are not specified, but coded and kept confidential by the researcher. While quoting the opinions of the participants, teachers were coded as T1, T2, T3...

DATA COLLECTION TOOLS

Interview method was used as a qualitative data collection method in the study. In order to create the semi-structured interview form to be used in the interview, firstly, a conceptual framework was created by literature review, questions were prepared within this framework, and then interviews were conducted in a school that was not included in the main study to structure the interview form. Then, semi-structured interview forms based on open-ended questions were created by obtaining expert opinion. Individual interviews were carried out with 12 teachers using these forms. Personal thoughts are mostly reached in individual conversations. Information that cannot be obtained in individual interviews can also be accessed in group interviews. In group meetings, the group will answer the questions with the interaction around a common problem. In the meantime, while the interviewer is taking notes, he is in charge of ensuring that the people in the group progress without deviating from the purpose of the interview, (Tiryaki, 2006). Focus group interviews were conducted with the assumption that the answers to be given by the individual would be different from the individual answers given in the individual interviews and the interaction within the group. Four teachers that have been interviewed face to face previously from the same school were enrolled in focus groups. Interviews were conducted using a semi-structured focus group interview form.

DATA ANALYSIS

Descriptive analysis method was used to analyse the data. Descriptive analysis is a type of analysis in which the sub-goals of the research are predetermined and the themes are attempted to be drawn according to these sub-goals (Hatch, 2002). Descriptive analysis consists of four stages: (1) creating a framework for descriptive analysis, (2) processing the data according to the thematic framework, (3) defining the findings and (4) interpreting the findings / writing the results (Yıldırım & Şimşek, 2008).

In the first stage of the analysis, a framework for data analysis was created based on the conceptual framework of the research. Since it is difficult to form sense of the case studies and stories obtained as a result of individual interviews as a whole, coding is required (Glesne, 2013). The data obtained from the interviews were read and therefore the concepts compatible with the conceptual framework of the research and capable of answering the research questions were coded. Later, within the code list, codes that are close to one another are gathered under one category. Within the research, attention has been paid to giving similar codes to expressions representing identical content and to coding with appropriate definitions. NVIVO 11.00 package program was used in the analysis of qualitative data.

The reliability analysis of the qualitative data was carried out in the second step. The consistency analysis method was used to examine the internal reliability of qualitative research. In order to ensure reliability and consistency in the analysis of the data, the study is carried out in coordination with an assistant researcher who is an expert in the subject area of the research and qualitative analysis. In cases where more than one researcher work together in data analysis, it is necessary to do a study on coding reliability. In this case, researchers encode the same data sets and reach a coding percentage by comparing the results of coding similarities and differences numerically. In such studies, it is necessary to reach a reliability percentage of at least 70% (Yıldırım & Şimşek, 2008).

For this reason, two independent researchers (two educational sciences experts) were asked to code the interview transcripts of two teachers, which correspond to 12.5 percent of the 12 teachers who constituted the study group of the qualitative research, and who were selected by lot, adhering to the coding list. In order to assess

the reliability of the comparative agreement between the codings of the two scholars, the Cohen Kappa accuracy coefficient was measured in the SPSS 13.00 kit software. It is given Table 2.

Table 2. Cohen Kappa Values of the Consistency Coefficient

	Value	Asymp. Std. Error (a)	Approx. T(b)	p
Measure of Agreement Kappa	.818	.117	9.400	0.000
N of Valid Cases	12			

p<0.001

The Cohen Kappa consistency coefficient at level .818 is considered when the Table 2 is examined. The Kappa coefficient is interpreted as the perfect fit between .81 and 1.00. (Landis & Koch, 1977).

By coding the similarities found as a result of the analysis of the data obtained from the interviews and by making a general categorization from the common expressions of these codes, a theme was created without separating the data completely from its context (Creswell, 2005; Miles & Huberman, 1994). In a study with a well-developed theoretical framework, it is important to estimate at least some of the themes in advance using this theoretical framework. The study categories were determined in this context using literature review on "Formal and Informal Group Relationships," "Organizational Commitment," "Work Satisfaction," and "Job Stress."

RESEARCH ETHICS

Ethical principles and rules were followed during the planning, data collection, analysis, and reporting of the research.

3 | FINDINGS

The findings from the qualitative analysis conducted in accordance with the study's objectives were classified into themes based on the dimensions found in the literature on Formal and Informal Groups, Organizational Behaviour, Job Satisfaction, and Stress.

FINDINGS FROM TEACHERS' VIEWS ON FORMAL AND INFORMAL GROUP RELATIONSHIPS

Findings about the formal and informal group relations obtained in the study grouped in eight categories: "Views on the main determinants of informal group friendships", "Views about the time and place where informal groups come together", "Conversation topics of informal groups", "Views on the formation of formal groups", "Views on the effect of informal group relationships on group members", "Views on the approach of school management to informal groups", "Views on the approach of informal groups to informal groups", "Views on informal group norms".

In Table 3 the main determinants that teachers take into account when establishing friendships and groups with others are given.

Table 3. Views on the Main Determinants of Informal Group Friendships

Codes	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	f
A common point of view- a life perspective	√	√	√	√	√		√	√	√	√	√	√	11
Common tastes and hobbies	√		√	√		√	√	√	√	√		√	10
Harmony among children		√			√		√		√	√	√		6
Age					√	√	√		√	√		√	6
Gender					√		√	√	√		√		5
Branches	√	√			√		√	√					5

Working period of time-common history	√	√	√	√										4
Special / important day events	√					√		√				√		4
Neighborhood, close house locations						√						√		2
Work at the same level		√				√								2
Being a resident of the same city						√	√							2

As it is identified in Table 3 there were seven essential determinants of teacher informal groups. The most important factor that effects being a informal group mate is to have a common point of view- a life perspective (f = 11), secondly common tastes and hobbies (f = 10), then the harmony of their children (f = 6), being in close age (f = 6), branch and gender (f = 5), activities on special days (f = 4), working together for long years (f = 4), attending classes at the same grade level (f = 2) and neighbourhood (f = 2) or being a resident of the same city (f = 2) The following are some of the teachers' views on the subject:

"People who look at school and work the same way I do, I believe, are the people I make friends with. The most important characteristics of the people I choose: people who enjoy their jobs, who don't come to work only to work, who care for school and students, who have relationships with them, who don't dramatize small things... I'm around people like this who don't detract my motivation." (T3)

".. Our children are peers and they get along well. Outside of school, we usually meet for the birthday of our children..... Generally for the children. As long as our children get on well with each other, we have a better time." (T5)

"For us, there is a distinct age range. There are teachers who are very young as well as others who are much older. When there is a gap, older teachers group together and so does the younger teachers. (T10)

"First of all, we became closer as a group. Because there would be an exchange of information with each other. In the group we realized that we have common interests and we got along really well. We became close friends because we were also less in number." (T2)

In Table 4 views about the time and place where informal groups come together are given.

Table 4. Views Regarding the Time and Place Where Informal Groups Come Together

	Codes	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	f
Place	Teachers' room				√	√		√	√	√	√	√	√	8
	Whatsapp groups	√		√	√	√		√				√		6
	Consultancy room						√				√			2
Time	Breaks,seminers	√	√		√	√	√	√	√		√	√	√	10
	Extracurricular Activities	√	√		√	√	√	√	√	√	√	√		10

As shown in Table 4 teachers reported having the opportunity to spend time together outside of school (f = 10) and during working hours / seminars (f = 10). It was found that they spent the majority of their time at school in the teachers' room (f = 8). Half of the participants (f = 6) were observed chatting and sharing via WhatsApp, a virtual environment, and some of their views are provided below:

"We usually get together after school and in between courses because we can't get together too much after classes due to the children. If we come, we spend very little time together over the weekend." (T2)

"During the day, we meet in the teachers' room, and sometimes we make plans there to do something after school. We also communicate through a WhatsApp group. We also inform our friends that we will be unable to meet in person." (T11)

"We have a group that meets outside of school and goes out to dinner, picnics, weekend breaks, shopping, and so on. We meet frequently in our daily lives." (T9)

In Table 5 the topics teachers talked about when they got together with their informal group are given.

Table 5. Chat Topics of Informal Groups

Codes	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	f
Students and school	√	√	√	√	√	√	√		√	√	√	√	11
Food	√	√			√		√				√		5
Daily agenda			√		√	√					√	√	5
Children	√	√	√							√	√		5
Politics, country agenda, sport					√		√	√				√	4
Shopping					√		√					√	3
Fashion		√				√	√						3
Family issues					√	√							2
Common memoris	√												1
Culture,art										√			1

As can be seen in Table 5 teachers are talking about school and students (f = 11), then their own children (f = 5), cooking (f = 5) and daily agenda (f = 5), politics and the country agenda (f = 4).), shopping, fashion, clothing and beauty (f = 3), family matters (f = 2), common memories and culture and arts (f = 1), and some of their views are given below:

"Things we usually talk about in our spare time are the students. What happens in class, the students' situations... we don't really get into our own personal lives. We usually try to support each other out. If there is a problem we are experiencing, we share it so that the other person does not experience it. If the students are forwarded to the disciplinary committee that will be the topic of the day." (T3)

"We pay special attention to offensive conversations in the group about that person or student." If our child or a friend has a problem, we look for solutions. If we can solve it, we solve it together, and we support the solution. If there are situations that are beyond our abilities, we do not interfere too much. In order to get student's attention back to the lesson, we try to say positive things to the colleague who attends the lesson.

In Table 6 teachers' views about the factors that influence the formation of formal groups in schools are given.

Table 6. Views on the Formation of Formal Groups

Codes	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	f
The effect of informal groups	√	√	√	√	√		√		√	√	√		9
Merit	√		√				√		√	√	√		6
Individual decisions made by admin.	√			√	√					√			4
Agreed decision							√			√	√		3
Volunteering							√			√	√		3
Balanced distribution of tasks	√									√	√		3

As seen in Table 6, the formation of formal groups is mostly due to the effect of informal groups (f = 9), secondly (f = 6) according to teachers' merit, third (f = 4) according to administrators' individual preferences, and finally volunteering (f = 3).), balanced distribution of tasks (f = 3) and agreed decision (f = 3), and some opinions are given below:

"For example, the administration gives a lot of work to people who are close to them. There is also a performance of some of our fellow teachers. The administrators also load workload in line with the performance." (T1)

"Hmm ... let me give an example from myself. At one time, the administration gave me a task, but it was going to be done with a team. It was also clear who the team would be. It just hadn't been notified to them yet. I suggested new names for them. Because I thought we would work better together, and even as we could come together outside of school, we would not have time limits and we would do it easily. When I explained these, our manager agreed to me and the group was composed of people I wanted. "

Table 7 shows teachers' views on the effect of their relationships with the informal groups they are members of.

Table 7. Views Regarding the Effect of Informal Group Relationships on Group Members

	Codes	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	f
Positive Impact	Interms of Organization	√		√	√	√	√	√	√	√	√	√		10
	Professional	√	√	√		√	√	√	√	√	√	√	√	11
	Personal	√	√	√	√	√	√	√	√	√	√		√	11
Negative Impact	Organization	√					√	√				√		4
	Professional									√				1
	Personal				√		√			√		√		4

Table 7 shows how participants are influenced by informal group relationships, both positive and negative, and how this effect differs according to personal, organizational, and professional factors. As a result, though they were professionally positively affected (f = 11), one individual also reported that he was negatively affected at the same time. Participants claimed that the influence of informal group relationships on themselves had a positive effect on the organization (f = 10) and that these relationships had an indirect impact on the organization (f = 4). The personal effect of informal group relationships is positive (f = 11), and the following are some thoughts:

"We learn a lot about the students' personal lives, family circumstances, and financial situations from other teachers. Of course, our perspective on the student shifts often. For example, our student may grow into a broken family child who requires special care and compassion. Or there is a financial issue and they are unable to obtain a test; in this situation, we strive to help them and provide it. Alternatively, we can be frustrated by a student's negative conduct who is otherwise very positive. In this situation, we wonder whether the child made a mistake, if we were unable to provide adequate care for the child, or whether his family was unable to provide adequate care." (T2)

"Similar negative effects are happening. If a few people in the group oppose and think negatively about the same person, they share it, and they can inevitably adopt a common attitude. I, too, experience discomfort from time to time. My friends in my group believe that a task assigned by the director is unnecessary, so they say "let's not do it," "let's object," but I don't always agree. I'm feeling uneasy at the moment. I want to do it without objection, but I also don't want to be separated from the group."(T11)

Table 8 demonstrates the results of the teachers' views on the school administration's approach to informal groups.

Table 8. Views on School Management's Approach to Informal Groups

Codes	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	f
Positive approach	√			√					√	√	√		5
Negative approach					√	√	√		√			√	5
Indifferent	√										√		2

Table 8 shows that the positive and negative attitudes of the school administration toward informal groups are equal (f = 5). Two participants believed the administration was unconcerned about the groups, while three others (T2, T3, T8) had no opinion on the topic. The following are some of the participants' views:

"They are not bothered by the presence of groups. Because such groups can occur in almost any sector, anywhere." (T1) "

"I've been at this school for eight years and have seen five different principals. When we evaluate the principal as an administration, we find that our first principal did not allow too much grouping. However, in our later principals, teachers who are politically or syndically close are assigned to distant classrooms or paired with teachers who are not very close in a task. I've seen attempts to cut them into small pieces and make them easier to bite. To be honest, he separated the teachers he regarded as negative." (T12)

Table 9 includes teachers' views on the relationships of informal groups with other informal groups.

Table 9. Views on the Approach of Informal Groups to Informal Groups

Codes	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	f
Closed Groups	√	√	√				√		√	√	√		7
Open Groups	√				√			√		√	√	√	6
Conflict between groups	√		√						√				3

As seen in Table 9 seven of the teachers are of the opinion that informal groups are closed to other informal groups, six of the groups are open to each other and to the outside, and three of them think that there are conflicts between groups, and some opinions are given below:

"I see newcomers and former teachers as two distinct categories. There are also three groups of teachers in the school, each from a different school... There are times when they are disconnected, and times when they act in collaboration. They grew closer as they learned more about each other. The two parties began to integrate. They were cooler last year, but this year they got closer." (T1)

"For a time, union organizations dominated the school; they refused to speak to someone who was not a member of their unions," says one participant. "However, after the primary and middle schools were separated, unionism lost its importance in our school." (T9)

Table 10 displays teachers' views on the norms of the informal groups to which they belong.

Table 10. Views on Informal Group Norms

Codes	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	f
Loyalty		√			√	√	√		√	√	√		7
Support for each other		√			√		√	√	√			√	6
Compatibility	√			√	√	√		√			√		6
Common sense in problem solving	√	√	√		√						√	√	6
Constructive approach	√	√	√					√		√			5
Patience and serenity approach	√		√									√	3

In Table 10 among the informal group norms, the most significant case is "loyalty" (f = 7) Second place is "common sense in problem solving" (f = 6), "support for each other" (f = 6) and "compatibility" (f = 6), then "constructive approach to issues" (f = 5), and in last row it is seen that "approach with patience and serenity" (f = 3) has come and some opinions are given below.

"What is spoken to with our small group remains within ourselves? But we see that what we talk to with other groups is sometimes heard elsewhere. Therefore, we try to talk more carefully in large groups. Even if it is not there, we definitely hear what is spoken in the teachers' room. Or a group of teachers also smoke outside. Sometimes we hear what is spoken. Sometimes we hear it in conversations, sometimes we hear from the WhatsApp group. For example, even if it is a free day or you are on duty that day, you can hear it anyway if there is an important event. "(T7)

"If what is spoken in the group will be beneficial to other people and if it is something that can be shared, it is shared. "If somebody says "don't share it with anyone" then we don't share it, it remains there." (T10)

FINDINGS OBTAINED FROM TEACHERS' VIEWS REGARDING THE EFFECT OF GROUP RELATIONSHIPS ON ORGANIZATIONAL COMMITMENT

"How does being a part of a group effect your dedication to school?" was asked of teachers in one-on-one interviews. "Would you rate yourself in terms of adopting the goals / thoughts of the group or groups you are in?" and "Would you rate yourself in terms of adopting the goals / thoughts of the group or groups you are in?" "Teachers' views of group relationships in the context of organizational commitment classifications" and "Teachers' views of group relationships in the context of organizational commitment predictors" were two categories for the responses to the questions.

Table 11 shows the distribution of the impact of group relations on teachers' organizational commitment according to organizational commitment classifications.

Table 11. Teachers' Views of Group Relations in the Context of Organizational Commitment Classifications

Codes	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	f
Emotional attachment	√	√	√	√	√	√	√		√	√	√		10
Commitment to continue	√	√					√		√				4
Normative Commitment						√		√					2
Moral commitment	√			√					√	√			4

In Table 11, it is seen that the highest organizational commitment type of teachers (f = 10) is "emotional commitment" from Allen and Meyer's Organizational Commitment Classifications, second type (f = 4) is "commitment to continue" from Allen and Meyer's Organizational Commitment Classifications, thirdly (f = 2) is "normative commitment" and in addition to these, "Moral commitment" (f = 4) from the Organizational Commitment Classifications of Etzioni. Some comments on this are given below.

"If I were unhappy here, the school I work in wouldn't mean much to me. But if I didn't like my students, it would make me unhappy. If I didn't like my friends and there were a troubled administrative staff, I wouldn't want to come to this school too much. I would try to change my school as soon as possible. But I do not have such troubles or such conditions, we are very good with my friends, we support each other. That's why we come to school happily. But, if one of our friends has a problem at school, he is free to request appointments. This year, for example, a good, harmonious, and successful friend had an issue with our administrator. And he said he'd ask for an appointment within the first round of appointments. We're trying to persuade him contrary. (T1)

"It all depends on the circumstances. It is not my style to follow a group's ideals without question. Where I am and why I am there is more important to me. For example, if my role in school as a teacher is to serve there and my group is trying to hold me in that position, I will leave without looking back. For example, during a time when we were having a lot of issues with the school administration, the group I was in chose not to perform the duties assigned in order to put the principal in a difficult position by disrupting the school's operation, which was completely contradictory to my beliefs." (T9)

Table 12 shows the effect of job quality and group relationships on teachers' intention to relocate.

Table 12. The Effect of Group Relationships of Teachers in Terms of Relocation Intention as a Predictor of Organizational Commitment

Codes	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	f
The effect of the nature of the job on the intention to relocate	√							√		√		√	4
The effect of group relationships on the intention to relocate				√			√		√	√			4

In Table 12 it was seen that group relationships (f = 4) and the quality of the job (f = 4) had an effect on the teachers' intention to relocate, and some of the opinions on the subject are given below.

"Our region is a village. Our parents are generally engaged in farming. The sentences of our children are very innocent. I am very happy when I see a student who is embarrassed and sometimes blushed. It is not very right to distinguish between city children and village children, but I have not experienced the pleasure I have in this village yet. I don't think about relocation. If there is a rotation or something on the agenda, I think I would like a village school again. "(T12)

"The individual in that group at school is one of the most important factors in my desire to be assigned to a position. First and foremost, if there are no major health issues, health comes first. If there are no health issues, the stability, climate, and friendship relationships at your workplace come first. For example, I worked at a school called Altunova.. I drove two cars, the journey took an hour and fifteen minutes, and I worked there for five years before moving on to work in Akseki, Imam Hatip School. Although there was a way out of these areas, I did not want to do so, both politically and in terms of favoritism." (T4)

"To be honest, I don't have many points, but even if I did, I doubt I'd ask for appointments. Although the school is far from my home and that I have a small boy, I have no plans to move because I am really happy there. My working relationship with the administration and my peers is excellent. I love the students, and the environment." (T10)

FINDINGS OBTAINED FROM TEACHERS' OPINIONS ABOUT THE EFFECT OF GROUP RELATIONSHIPS ON JOB SATISFACTION

Teachers' views on the impact of group relationships on work satisfaction is divided into two groups: "Teachers' views on group relationships in the form of job satisfaction theories" and "Teachers' views on factors influencing job satisfaction."

In Table 13 the role of group relationships in achieving job satisfaction is given in terms of theories related to job satisfaction

Table 13. Teachers' Views of Group Relationships in the Context of Work Satisfaction Theories

Codes	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	f
Social needs	√	√	√	√	√	√	√	√	√	√		√	9
The need for self-realization	√							√	√	√	√		5
Need to succeed	√		√						√	√			4
perception of equality					√				√	√	√		4
Need for respect	√							√					2

In Table 13 Maslow's Hierarchy of Needs, "social needs" (f = 9), "need for self-actualization" (f = 5), "need for respect" (f = 2), McClelland's "need to succeed" (the effect of f = 4) and Adams's "perception of equality" (f = 4) on work satisfaction can be seen, and some of the views on the subject are as follows:

"The group's compatibility increases our performance; we are more determined to work, and we can do better work... It improves my success by hundred percent, and it makes me want to come to work every day. I have confidence in my community members. I work in a happy business atmosphere and we do our work without interruption by helping one another... Healthy

friendships, in particular, make us really happy. We are very pleased that we have strong relationships with our children and students." (T1)

"You feel happier and more secure when you join a group. You will not be a part of a group when you first arrive at school. Then you stay away, and you feel lost about what to do or how to behave... But, as I previously said, I have a group with whom I am more relaxed."(T5)

"I'm sure it affects my other mates as well. Often I notice that there are friends who are not part of a group. According to my personal experiences, the group members say, "Let's do a work at school without worrying about it," since it is the group to which I belong, I don't doubt, I don't think whether it is my job or not or if I will be harmed in that task. If there is a student, I and others in my group dismiss ourselves, however out-of-group friends think." (T10)

In Table 14 Factors affecting teachers' job satisfaction are given.

Table 14. Teachers' Views in the Context of the Factors Determining Job Satisfaction

Codes	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	f
Relationships with peers, perceived social support, and moral rewards	√	√	√			√	√	√	√	√	√	√	10
Hierarchical structure and administrators		√		√	√		√	√	√	√	√	√	9
Organizational variables		√		√				√		√			4

As it is indicated in Table 14, the aspect that has the greatest impact on teachers' job satisfaction is "relationships with peers, perceived social support, and moral rewards." (f = 10) Then there's "hierarchical structure and administrators" (f = 9) and "organizational variables" (f = 4), with the following points of view:

"When I discussed this with the teachers, I saw those who were really struggling with this issue and those who were experiencing the same stress." "After sharing these, I felt less alone, which made me feel a little better." Our current manager's principle is also good, in the sense that you shouldn't do anything if you don't want to do. He understands that you cannot be successful if you do not enjoy your job. Our manager does not compel those who do not wish to participate." (T10)

"I have no idea about that, but if we come to the curriculum, they ask us our wishes during the seminar time at the beginning of the year." They make every effort to comply with those requests. When they can't, they explain it. As a result, I have no issues. That means they have a solution-oriented approach, they don't back off by saying that "we can't" (T2)

"For example, I work at Altinova School, and my painting workshop is flawlessly organized. I created a one-of-a-kind workshop. Four computers arrived at the school. They converted my workshop into a computer room. They took me to a location in the basement, under the toilet. From there, I requested an immediate assignment although my surroundings were lovely. After five years I wanted to be appointed." (T4)

FINDINGS FROM TEACHERS' VIEWS ON THE IMPACT OF GROUP RELATIONSHIPS ON STRESS

Teachers' views on stress and the impact of group relationships on stress were analysed in two categories: "teachers' views on stress sources" and "teachers' views on stress management."

In Table 15 there are findings regarding stressors that trigger stress in teachers.

Table 15. Teachers' Views on Stress Sources

Codes	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	f
The attitudes and behaviours of administrators	√			√	√	√	√		√	√	√	√	9
Education system	√	√	√	√			√	√				√	7
Relations with other teachers	√		√	√		√	√				√		6
Personality traits	√	√							√		√	√	5
Student and parent relations		√		√	√			√			√		5
Physical conditions	√				√			√					3

As seen in Table 15 the first factor that causes teachers to feel stress (f = 9) is "the attitudes and behaviours of administrators", the second factor (f = 7) is the "education system", the third factor (f = 6) is "relations with other teachers", and the other elements are "personality traits". "(f = 5)," student and parent relations "(f = 5) and" physical conditions "(f = 5), and some opinions on the subject are given below:

"On the other hand, if the subject is work stress, the attitude of the school administration is also important. Can the administration approach groups fairly? Does it distinguish between those who do their job and those who do not? This is very important." (T9)

"The Ministry of National Education constantly puts teachers in a status as good teachers or bad teachers according to their success in exams. In order to get the reward for your labour, you can inevitably regress when you get bad results." (T2)

"For a while, I was extremely stressed. When I saw the situation of young people, I didn't tell many of my friends about it. I had cut myself off from everything. I believe you are isolated from communication and are lonely as a result. I overcame this by seeking psychological help. While I was struggling to allow my children to grow and change, I was also attempting to demonstrate the difference not only as a math teacher, but also as a teacher or teaching as a teacher. Spiritual pleasures, rather than material pleasures, have a greater impact on me." (T12)

In Table 16 the effects of group relationships on teachers' coping with stress are given in relation to stress coping strategies in the literature.

Table 16. Teachers' Views on Stress Management

Codes	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	f
Emotional –focused coping	√	√	√	√	√	√	√		√	√	√	√	11
Problem-solving-focused coping	√	√	√		√	√				√	√	√	8
With the help of his hobbies and interests				√									1

As seen in Table 16 It was observed that teachers mostly act as "emotional –focused coping" (f = 11), then "problem-solving-focused coping" (f = 8). One participant stated that he coped with stress "with the help of his hobbies and interests" and some of his Views are as follows.

"I believe that if you have made good friends at school, all your stress will go away. It happens to me a lot. When I get bored and overwhelmed, I can talk in a coffee break. (T11)

"We pay particular attention to offensive conversations about that person or student in the group. If our child or friend has any problem, we look for ways to solve it. If we can solve it, we solve it together, we support the problem in terms of solution" (T1)

"I find ways of dealing with stress in my own way. For example, I paint simple pictures. Landscape picture. I write poetry, stories, essays and dream. I can direct my dreams. Reading books already relieves my stress. I have different interests. For example, although I had no interest in theatre in

my life, I directed four theatre plays, all of them professional. While I had never written essays in my life, I started writing almost five or six essays.” (T4)

4 | DISCUSSION & CONCLUSION

The results obtained from the research are under the titles "Results related to the formal and informal group relations", "The Results of Formal and Informal Group Relationships on Organizational Commitment", "The Results of Formal and Informal Group Relationships Regarding Job Satisfaction" and "Stress Related Results of Formal and Informal Group Relations"

RESULTS RELATED TO THE FORMAL AND INFORMAL GROUP RELATIONS

The variable that teachers take into account the most when joining a group or getting closer to their colleagues is "having the same perspective/worldview". It was concluded that together with the same worldview/common perspective and the perspective of the teaching profession, the teachers mention about the approach to the student and the job. Similar results were found in Atay's (2007) study conducted with 500 participants in which he aimed to determine the effects of informal groups on job satisfaction in enterprises and in the study of Ömüriş (2014).

The second variable that teachers consider most when joining a group or getting closer to their colleagues is "common pleasure and hobbies". Again, in Atay's (2007) study, this variable was named as "the care taken to form a informal group with people with whom they have common interests", and it had been found as a crucial factor for most of the research participants. As both studies show, when individuals come together while doing things they enjoy, like hobbies, they get closer and feel the need to maintain this intimacy.

It was found that instructors grouped, by becoming acquainted with their partners during break and class periods and built up their companionships in informal organizations like WhatsApp application or outside of school exercises. It has been observed that the Whatsapp application is widely used and has an effect on groupings in subjects such as the topics that are spoken but not completed in the workplace, the planning of the activities considered, the announcements of the school administration.. According to the results of Çetinkaya's (2017) study, in the decision of WhatsApp application; reasons like usability, restricted expense with web charges, simple openness, not needing a pre-preparing, being quick in correspondence, and having the option to communicate with one or more people easily without any problem. Educators may likewise have similar reasons to use this application for communication.

The participants were asked what they thought was taken into account in the formation of formal groups, and it was concluded that it was mostly formed by the "effect of informal groups". The dominant view is that school administrators bring together people who can work in harmony with each other while forming formal groups. In the formation of formal groups, it is important to consider informal groups in terms of creating effective and productive working groups. Individuals who have good communication with each other can perform better by focusing on the work without wasting time in conflicts. A similar result has emerged in Atay's (2007) study. According to the results of this study, informal groups increase the development of mutual understanding and dialogue and thus performance.

According to the opinions of the participants, it was concluded that the second factor considered in the formation of formal groups was merit. Some teachers think that administrators act according to the abilities, education and competencies of the people while forming formal groups and that this is the right approach. Appointments based on merit are perceived as a situation that creates a sense of equality and justice rather than assigning executives based on personal closeness, common background or being from the same union. In addition, people treat their colleagues with work competence more respectfully and do not resist competency-based decisions. They even tend to get closer to colleagues they find professionally successful. A similar result was obtained in Ömüriş's (2014) study. Having researched the main determinants of friendships in the workplace, Ömüriş found the second important dimension of close friendships as work competence. Accordingly, people tend to have friendships with people who have job competence, have gained professional skills and help their own development.

It was observed that almost all of the participants found informal group relationships organizationally useful. The extra effort of other members or intergroup rivalry who wants to support the work of one of the groupmates drives employees to perform better. Mutual assistance and solidarity create a positive synergy. People strive to be better equipped to be accepted within the group. This clearly reveals the influence of the group on people. A similar relationship was found in Triplett's 1898 study on the effects of acting with others on performance, which is regarded as the first experiment in the history of social psychology. Triplett observed the performances of cycling racers in his study; he noticed that when racers competed against time and performed alone, they scored lower than their performance when competing with each other. As a result of this study, scientists have conducted many experimental studies on both humans and animals. In these studies, it has been focused on whether people are affected by the presence of passive viewers while doing a job, and when they are affected by the presence of people doing the same job. It can be said that the results can be classified under two experimental paradigms: (1) audience effect and (2) acting together effect (Köse, Oral, & Türesin, 2012). According to the opinions of the participants, it is seen that group relations have not only positive but negative consequences for the organization. Conflicts between different groups adversely affect individuals and the organizational climate, business disruption as a result of group members obeying people who slow down the work, groups or groups with joint action by taking strength from each other and resisting the decisions of the management are some of them. McShane and GL Now (2016) defined this situation as "social idleness". According to them, social idleness occurs when people try less in a group than when they work alone. As the group grows, the level of social idleness increases as the members think their contributions will somehow go unnoticed.

Another view of the effect of group relationships on group members is the importance of the school's position in these relationships. Some of the participants think that if the school is more rural, people will need each other more because there are no other opportunities in the environment, they will seek support, the smaller the school, the more informal group relationships will have an impact on the person. Direkçi's (2007) study on "What are the perceptions of primary school administrators about informal groups?" has similar results that administrators have concluded that inadequacies in environmental conditions, necessities and psycho-social needs of individuals are effective in the formation of informal groups.

According to the views of the participants, when the approach of the school administration to informal groups is considered, it can be said that the school administration does not take informal groups into consideration at a high level. According to the results from the views of some of the participants, school administrators are aware of informal groups while forming formal groups, take into account informal group relations, and bring together people who will work in harmony. Similarly, Direkçi (2007) reported that school administrators regard informal groups positively, they think that informal groups are born out of necessity and meet the needs of the members to a large extent.

ORGANIZATIONAL COMMITMENT RESULTS OF FORMAL AND INFORMAL GROUP RELATIONSHIPS

It has been concluded that the most important factor affecting the organizational commitment of the participants in the context of the role of group relations in the organizational commitment is the relationships with their colleagues. It is no wonder that the factors such as job security, wages, retirement, social security and promotion opportunities are same and standard for all teachers, the factors that will affect their commitment to the organizations are moral rewards, social support, managers' attitudes and relations with colleagues that can vary from institution to institution.

While the participants' views on organizational commitment did not differ significantly according to gender and age variables, it was seen that the views of graduate students on organizational commitment focused on the dimension of emotional commitment. Azaklı (2011) stated that organizational commitment levels differ according to gender and educational status. It was found that the organizational commitment level of female employees is higher than that of male employees, and the organizational commitment levels of employees with undergraduate education are higher than those with high school education.

According to the frequencies obtained from the expressions of the participants, emotional attachment stands out in connection to the organization. Identification with the organization, which is the main determinant of emotional attachment, was realized for the participants. Participating teachers talked about their love for their

profession, their school, colleagues and students, they did not see teaching as a job, they always strive for the better, ignore the concept of overtime and they stated that they are willing to do things and sometimes spend more time in school although it is not in their job descriptions or in the roles expected from them. It was observed that they thought of working longer at the school they were working in, and they perceived the problems with the school or students as their own problems.

One of the predictors of organizational commitment is the intention to quit. In many studies, an inverse relationship was found between the intention to quit and organizational commitment. In the research conducted by Steers in 1977, it was concluded that organizational commitment was related to the intention to stay and the desire to stay, and then in 1984, in Stumpf and Hartman's study, it was concluded that organizational commitment was a predictor of the intention to quit. In 1997, Davy et al. examined the effect of job security on the intention to quit, and concluded that there was an inverse relationship between organizational commitment and intention to quit.

The teachers participating in this study are teachers working in public schools and they all have the rights and job security given by the civil service. For this reason, it is rare for teachers to leave their jobs. Even when teachers intend to leave their jobs, they often expect to deserve their retirees and continue to work at private schools, so leaving the profession is not a common option. For this reason, the concept of relocation was used in this study while taking teachers' opinions about the intention to quit. As in many studies in the literature, in this study, it was concluded that the participant teachers showed high organizational commitment and low intention to relocation.

In this study, the emotional commitment levels of teachers were found to be higher than their attendance commitment and normative commitment. While it is the highest emotional commitment dimension, it is the lowest normative commitment. The same result was found in Tekingündüz and Tengilimoğlu's (2013) study to determine the job satisfaction, organizational commitment and organizational trust dimension levels of employees, while emotional commitment was found to be the highest dimension and normative commitment is the lowest dimension. According to the results of Samadov's (2006) research on job satisfaction and organizational commitment in a private sector, emotional commitment was found to be the highest, while attendance commitment was found to be below the average value.

THE RESULTS OF FORMAL AND INFORMAL GROUP RELATIONSHIPS ON JOB SATISFACTION

Job satisfaction is very important for organizations that cannot be ignored since it affects the physical and mental health of the employee, his organizational behaviours such as the employee's commitment to the organization, his performance and organizational efficiency. According to Locke (1983), the dimensions used in measuring job satisfaction are as follows: The job itself, promotion opportunities, and wages, working conditions, benefits gained from the job, friend environment, values and beliefs of the person, and the employee's relationship with the managers. Although the factors such as the wages of teachers working in public schools, the benefit they obtain from the job, the job itself and the promotion opportunities differ slightly according to the variables such as seniority, they are almost the same. In addition, the study also examined whether group relations had an effect on the job satisfaction of some of the teachers working in the same school, while others did not.

When asked about the effects of formal and informal group relationships on job satisfaction, it was seen that all participants first associated their job satisfaction with the happiness they felt at school. One of the participants, T1 said, "The compatibility within the group increases our performance, stimulates our determination to work, we can do better jobs ... Especially the good relations with our friends make us very happy." Thanks to the factors that made them feel happy, it was concluded that they achieved job satisfaction as he expressed in his words. According to the conclusion from the opinions of the participants, they feel happy to the extent their needs are met, their motivation increases and they get job satisfaction. It has been revealed that the needs of the participants are social needs, the need for respect, the need for self-realization, the need to succeed in McClelland (1983) and the perception of equality in Adams (1963), which are included in Maslow's (1943) hierarchy of needs in the literature.

As a priority, the teachers stated that belonging to a place makes them feel safe and they get moral strength from the group they have feeling. They stated that good friendship relations in their groups facilitated communication between colleagues, they were able to share knowledge and experience, and they could reach both organizational and individual aims more easily by increasing their personal skills. Being a member of a group,

earning the trusts of friends, giving importance to one's opinions and sometimes consulting with friends, meet the respect needs of people. Although there is not a wide variety of career and advancement steps for teachers in the education system of our country, it has been observed that some teachers who participated in the research are motivated by the need for achievement by improving themselves, goals and the strive to do better. Spiritual awards are important for the participants rather than tangible material rewards such as titles or wage increases. It was concluded that they achieved job satisfaction in these situations: when they carried out a project that had not been done before, when they took action for an innovation in school, or when their students were successful in exams and competitions.

Another requirement that participants feel to ensure job satisfaction is equality. What they mean by equality here is not to show the same attitude and behaviour to every teacher, but to get the attention and praise they deserve and to bring them to the task they deserve. They think that teachers who behave more devotedly for the school, who perform each task at the desired time should be separated from those who see the profession as an ordinary job for which they receive a wage every month, who run away from work or slow down their work. According to Adams' (1963) equality theory, employees compare themselves with other employees. They evaluate their characteristics such as effort, experience, education and talent, and the results of these factors such as the wages, promotions, respectability with the characteristics of other colleagues and what they get in return. If they perceive equality as a result of this evaluation, they feel job satisfaction.

According to the Views of participating teachers, factors affecting job satisfaction are hierarchical structure and organizational factors such as administrators, relationships with other employees, perceived social support/moral rewards and distance, physical equipment, and the number of students. According to the opinions of the participants, it was seen that the most influencing factor on job satisfaction was relationships with other employees and perceived social support. Considering that teachers spend most of the day at school and see their colleagues more than their families, it can be seen that their relationships with them reflect on their relationship with the students, their parents, and sometimes even affect their family life. The closeness and support of other employees is very important in the morale of the participants. Social supports such as get well soon messages and visits, congratulations and celebrations in a success, help offer in hard times motivate them and provide job satisfaction. Wall et al. (1986) found that the presence of informal groups positively affects job satisfaction. Atay (2007) in his study aiming to determine the effects of informal groups on job satisfaction in enterprises found that in terms of relationships, the staff was pleased in low level with other employees and this reduced job satisfaction.

STRESS RELATED RESULTS OF FORMAL AND INFORMAL GROUP RELATIONSHIPS

Stress is an automatic reaction that a person gives in order to protect himself and continue life when he encounters situations that exceed or force him to cope. Many factors have an effect on the formation of stress, which is now known to everyone and is a part of daily life. Every stimulus perceived as a threat to the physical or psychological integrity of the individual can be perceived as a stressor. Because stress is related to a person's perception, the stimulus that creates stress for one individual may not be for another. For this reason, the stress sources of the teachers were determined primarily in the study, and during the interviews the teachers were asked to interpret their thoughts about stress by focusing on their work.

Stress sources of participating teachers were identified as "administrative attitudes and behaviours", "problems arising from the education system", "relationships with other teachers", "teachers' personality traits", "relationships with students and parents" and "physical conditions". Similar results were found by Günbayı and Tokel (2012). According to the stress averages, teachers' "wage and social opportunities", "management", "student qualifications", "supervision", "job responsibility and intensity", "teacher qualifications", "job stress" at "medium" level, "work and quality" on the other hand was at a "low" level in the factor.

The most stressful resources for participating teachers are school administrators and top administrators in national education. The factors that are perceived as stressor are as follows: the perception of injustice arising from the attitudes of school administrators, the fact that administrators do not include teachers in the decisions that concern them, the administrators do not act according to merit in formal task distribution, they do not protect the teacher against pressure from parents, they do not value the solutions of the teachers that they produce for problems, the discriminative attitudes to teachers, the individual's disapproval of the decisions and the regulations that is taken by the education system of higher levels of the hierarchy.

The second source of stress on teachers is that the education system itself. Teachers stated that the ever-changing education system, high school placement exams, regulation of norm staff, and lack of arrangements to seek out solutions to resource shortages in schools caused them stress. Participants stated that they experienced more stress during the periods once they attended classes to eighth graders due to the uncertainty created by the constantly changing examination system.

The third source of stress on teachers was found to be relationships with colleagues. The debates that hurt the individual because of the differences of opinion among the teachers, the rise of the workload of a number of the people within the same formal group by not fulfilling their responsibilities, the very fact that some teachers carry the group speeches to the administrators or other groups through gossip, the conflicts between the informal groups within the school cause stress.

An important source of stress for teachers is that the relationships with parents and students and therefore the physical characteristics of the school. The factors that increase the stress level of teachers are as follows: parents' intrusive behaviour towards teachers, their conflicts with the teacher so as to defend their children, their dislike of the teacher's methods, and their complaints to the school administration or higher administrators for reasons like low grades. Additionally, due to the physical impossibilities of the school the closure of the branches, the crowded classes, the necessity to do double shift schooling, the failure to repair the broken material at school, the shortage of resources or the wrong use of resource increase the level of stress.

The level of stress created by an occasion within the individual also depends on the person's ability to deal with stress. Personality and psychological resilience are important in handling stress. Some individuals tend to ignore things by using defense mechanisms like denial, suppression, and reflection to deal with stress. It had been observed that the teachers participating during this study were first conscious of the stress in their coping strategies, then they sought social or professional support for this, and that they act to regulate themselves and solve the matter. These strategies were found to be compatible with the stress coping strategies that Folkman and Lazarus (1980) collected under two headings, "problem-solving-oriented" and "emotion-oriented" and therefore the findings were organized within this framework.

The emotion-focused coping technique was used by the majority of the teachers who took part in the study. Emotion-focused coping is a passive method of coping. With social support, the person tends to minimize negative emotion. Teachers' lack of control over stressful tools (such as the educational environment, management attitudes, parent behaviour, and physical conditions) may have led them to believe they couldn't solve the problems. For this reason, they may try to cope with ways such as minimizing, underestimating, avoiding, denying, and avoiding the problem. It has been observed that their most significant support for this is the group relationships they are involved in.

In the second place, participating teachers are observed to use a problem-solving-focused coping strategy. The person who uses the problem-focused coping mechanism assumes that he or she can manage the events that trigger stress and takes action. Problem solving is, in this sense, an active stress-coping technique. There are tendencies in this type of coping such as self-control, accepting responsibility, questioning one's role, self-review, and problem solving in a systematic manner. It has been observed that participating teachers prefer to organize the source of stress rather than avoid or ignore the subjects they believe they can control. Their groupmates' relationships are also important in this strategy, but they serve a different purpose. Teachers who use a problem-solving coping strategy seek not only love, tolerance, and empathy, but also the necessary steps, experience and knowledge to solve the problem.

SUGGESTIONS

The study examined the main determinants in the formation of formal and informal groups and revealed the individual and organic results of group relations. As detailed in the research findings, the positive quality of formal and informal relationships helps in stress management while also having a positive effect on organizational commitment and job satisfaction.

The following recommendations for practitioners and researchers have been made in light of the research findings.

Suggestions of the Researchers

1. Since this study is conducted in a qualitative manner, theoretical generalization is the only option. A mixed-pattern research on the problem can be conducted using a quantitative design in order to make statistical generalizations.

2. In order to find an answer to the research problem, a limited theoretical framework was used. Different dimensions of organizational psychology and organizational behaviour can be used to find solutions to the same problems.

3. Teachers were chosen as the research group in this study. By including managers in the research group, the researchers can investigate the relationships between opinions.

4. A certain formal school group has not been chosen and studied in this study, and teachers have been asked to give opinions in all formal groups. The study can be carried out by selecting a specific formal group in schools (eg, class groups).

Suggestions for the Practitioners

The study revealed how teachers' quality of group relationships affect their group commitment, job satisfaction, and coping with job stress. School administrators play a significant role in improving group commitment and job satisfaction. School administrators should determine the most appropriate leadership style based on the profession style of the teachers they work with, the location of the school, and the organizational goals, and then act accordingly.

It would be appropriate to include teachers in the decisions made in terms of both motivation and adoption of the school. In order for teachers to identify with the school, it is important to leave decision areas where they can move freely.

Relationships with colleagues are seen to be essential in achieving teachers' organizational commitment, increasing job satisfaction, and decreasing stress levels. Teachers' equity needs will be met if administrators distribute tasks fairly, avoiding disputes among groups, and form structured groups based on merit and volunteerism. Administrators can help teachers communicate by planning extracurricular events including special day celebrations. Administrators should not view groups as a challenge, but rather collaborate with them to maximize the benefits of the groups.

STATEMENTS OF PUBLICATION ETHICS

This research was produced from the author's doctoral thesis, which was defended before the jury on April 13, 2018, and the said thesis was approved by the jury that it is ethical. As author of the research, I declare that the study has no unethical problem and I observed.

CONFLICT OF INTEREST

There is no conflict of interest for this study

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