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Examination of Primary School Teachers' Political Skills and School Climate

Fatih ŞEKER[1], Kadir ŞEKER[2], Faruk KALKAN[3]
[1]İzmir Bakırçay University, İzmir
[2,3]Minister of Education

Abstract

The study investigated what was the levels of political skills and school climate of primary school teachers and whether political skills and school climate differ by gender, age, branch, educational attainment, professional seniority and whether the political skills predict school climate. The correlational survey model was used. The research was conducted with the 223 teachers from primary schools in Istanbul. The political skills scale and school climate scale were used in this study. The data were analyzed using the t-test, ANOVA, regression and descriptive analysis. As a result of the research, it was found that political skills and school climate scores of teachers are moderate. While a significant difference was found between the score of political skills of teachers and the gender variable, no significant difference was found between political skills and age, branch, educational attainment, and professional seniority. There was no significant difference between school climate and gender, age, branch, educational status and professional seniority. It was determined that political skills significantly predicted school climate.

Keywords: Political Skill, School Climate, Primary education.

1 İzmir Bakırçay University, Dr. sekerrfatih@gmail.com.
2. Minister of Education, kadirseker69@gmail.com
3. Minister of Education, frklkn@gmail.com
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Introduction

Political skill is an interpersonal phenomenon combines social skill and the skill of establishing couple (dual) relationship, apparent sincerity, being good at giving confidence, and displaying appropriate behavior for directing people (Kati, 2016). Political skill is a kind of interpersonal interaction that arises from the combination of social awareness and effective communication (Ferris et al, 2000). Therefore, it might be said that, based on this definition, individuals with political skill, are those who act according to different and varied situations in the organization, attempt to understand the reactions of other people in the organization and manage their reaction, and influence them (Ferris at al., 2005). Politically skilled people are not only those who can analyze and assess themselves, but also those who can analyze and evaluate other people (Cingöz, 2013). Politically skilled people observe other people in the organization intelligently and meaningfully, and they provide appropriate cautions to individuals about potential problems. These individuals also act creatively and cleverly (Nair, 2018). Politically skilled people have a subtle and persuasive personal ability that creates a strong impression on those within organization and those around them. However, in order to reach a certain goal, one might behave in line with the behavior of other people and adapt to the new situation. One also influences other employees and get used to the new situation. This dimension is can also be called the flexibility dimension (Bing, Davison, Minor, Novicevic, & Frink, 2011). Politically high skilled people are those who can so easily build new friendship, relationship and communication with others. These people both develop their friendships and attempt to exert dominance over their relationships through building relationship network and forming coalitions with valuable, influential and wealthy people for future situations that may positively affect their own goals and the goals of organization. Politically skilled people display high levels of truthfulness, honesty, genuineness, sincerity, farsightedness, trustworthiness, and cordialness. These skills of the person are highly significant in this dimension for the perceptions and assessments of the people in front of them. When these people are perceived accurately by others in the absence of any external factors, they create a sense of trust and generate an inspirational effect (Bozkurt, 2009).

To achieve the desired success of person and organization, individuals working in the organization should have political skills. Thus, the organization's policies can be effective as well (Ferris et al., 2000; Kolodinsky, Hochwarter, & Ferris, 2004). In this regard, it is understood that primary school teachers' political skills contribute substantially to their profession (Kilic, 2013). It can be said that, politically high skilled primary school teachers are more successful in their duties in their institution, and they adapt to innovations and changes within the institution more quickly. It is said that as three most crucial agents of the school, students, curator and teacher communicate more effectively with politically skilled primary school teachers and they achieve success more quickly (Hoy, Tarter & Hoy, 2006). It is known that politically high skilled primary school teachers address the problems more quickly and manage their level of stress and anxiety in more controlled way. Politically high skilled primary school teachers outperform in the workplace. It is known that politically high skilled primary school teachers are more likely to be self-assured, work-well with their colleagues, and provide the essential circumstances for achieving the educational goals (Ferris, Davidson, Perrewe & Atay, 2010).

It is known that politically high skilled primary school teachers help to creating a positive school climate in the functioning of schools (Aslan, Calik & Er, 2019). School climate may also be viewed as the personality of the school. The climate of the school influences the climate of the classroom as well. The student inhales the climate of the school where he/she is studying (Çelik, 2002). School climate is a set of attributes that influence the behavior of principles, teachers, and students, and distinguish a school from another. School climate is highly associated with student's attitudes and behavior (Şentürk & Sağnak, 2012). Learning and academic development are prioritized in schools with a positive school climate. Positive school climate also positively impacts the student's academic achievement (Daily, Mann, Kristjansson, Smith, Zullig & 2019). Schools with a positive school climate place an emphasis on learning and academic development. Student's academic achievement is also positively influenced by a high level of school climate (Daily, Mann, Kristjansson, Smith, Zullig & 2019). The positive relationships established between student and teacher are manifested by the mutual respect of all members of the school community, the adoption of a fair and consistent discipline policy at school, and the caring about family support and attendance. Students' school engagement, therefore, is associated with school climate and school satisfaction (Özdemir et al., 2010). School climate is considered into four sub-dimensions including supportiveness, restrictiveness, directiveness and intimacy (Kavgacı, 2010).

The supportiveness sub-dimension includes school principals' behavior such as respecting and protecting the rights of teachers in the school, acting to increase sense of commitment among teachers, appreciating the methods put forward to increase the school success, and treating all stakeholder's in the school equally. The restrictiveness sub-dimension includes the behavior of the school principals, which comprises restricting behavior of teacher such as using punishment expressions and actions to force them work and directing the organizational communication according to their personal wishes and desires by using threatening expressions. Directiveness sub-dimension comprises deliberate and careful behaviors of school principal which includes directing teacher, overtly supervising the staff rather than secretly observing them, exhibiting encouraging attitudes and behaviors, using actual success situations for teachers. Intimacy sub-dimension includes the respect, friendliness, and trust that the teachers at the school have for one another. It refers to the social interaction and interconnectedness.

When the literature related to political skill and school climate is reviewed, the following studies were found that investigating the effects of school climate on urban school performance (Esposito, 1999), examining the organizational climate of primary schools in terms of some variables (Baykal, 2007), examining primary school teachers' perceptions for organizational climate (Sezgin & Kilinc, 2011), examining the leadership behaviors of primary school principals and the school climate (Varlı, 2015), examining the relationship between school climate and teachers' autonomy behaviors (Çolak & Altınkurt, 2017), examining the political skills of female principals by age factor (İşler, Bir, & Koç, 2018), investigating the relationship between teachers' political competence and schools' academic optimism levels (Kurt & Bostancı, 2018), examining primary school teachers' perceptions of teacher leadership and political skills (Aslan, Çalık & Er, 2019), investigating the relationship between school culture and political skills (Alev, 2019), investigating middle and high school students' school climate area and academic achievement (Daily et al, 2019), investigating the relationship between principals' management skills and school climate according to parents (Demirdağ & Yücel 2020), investigating whether teachers' political skills predict school happiness (Özgenel & Bozkurt, 2020a), investigating the relationship between teachers' political skills and their commitment to work (Bostancı, 2020), the relationship between teachers' political skills and problem-solving skills (Özgenel & Bozkurt, 2020b), investigating the relationship between school principals' political skills and leadership styles, and whether political skills predict leadership styles (Özgenel & Nair, 2020) and investigating the relationship between school principals' epistemological beliefs and political skills (Biçer & Özgenel, 2020).

However, it has been found that no study has been conducted in which the political skills of primary school teachers and the school climate are studied in terms of several variables, and whether political skills predict the school climate, and it is concluded that this study needs to be conducted. Thus, the study investigates what is the levels of political skills and school climate of primary school teachers and whether political skills and their levels of school climate differ by gender, age, branch, educational attainment, professional seniority and whether the political skills predict school climate. The study searches for answers to the following questions in the context of the general purpose of the research.

1. What are the levels of political skills and of school climate of primary school teachers?
2. Is there a significant difference between the levels of political skills and school climate of primary school teachers and the gender variable?
3. Is there a significant difference between the levels of political skills and school climate of primary school teachers and the age variable?
4. Is there a significant difference between the levels of political skills and school climate of primary school teachers by the teacher's branches?
5. Is there a significant difference between the levels of political skills and school climate of primary school teachers and the educational attainment variable?
6. Is there a significant difference between the levels of political skills and school climate of primary school teachers and the professional seniority variable?
7. Is there a significant difference between the levels of political skills and school climate of primary school teachers?
8. Do the political skills of primary school teachers predict the school climate?

Methods

Research Model

In line with the objective of the research, correlational survey model was used in this research. The correlational survey model is a research model that is typically employed to determine the relationship between two or more variables. Correlational survey model is used to predict whether there is a relationship between two or more variables, and if so, to estimate the potential outcomes of the relationship (Karasar, 1986).

Study Group

The target population of the study consists of 223 teachers working at various educational levels in 12 public schools in Istanbul's Sancaktepe district. Target population was determined using a random sampling method. All the questionnaires presented to teachers in the sample were completely filled out. Table 1 presents the demographic characteristics of the teachers participating in the research.

Table 1. The features of the teachers participating in the research by demographic variables

Variables		N	%
Gender	Female	130	58.3
	Male	93	41.7
Age	20-25	9	4.0
	26-30	27	12.1
	31-35	74	33.2
	36 and over	113	50.7
Branch	Classroom teacher	133	59.6
	Pre-school teacher	12	5.4
	Branch teacher	78	35.0
Educational Attainment	Associate degree	5	2.2
	Undergraduate	182	81.6
	Post graduate	36	16.1
Professional Seniority	0-5 years	24	10.8
	6-10 years	59	26.5
	11-20 years	103	46.2
	21 years and over	37	16.6

Tools for Data Collection

Data for the research were collected by using Political Skills Scale (PSS) developed by Ferris et al. (2005) and adapted into Turkish by Ozdemir and Gonen (2015), and the School Climate Scale (SCS) developed by Halpin and Croft (1991) and adapted into Turkish by Kavgaci (2010). The school climate scale, which is comprised of four point likert types, is rated as never, sometimes, often, and always. The scale consists of four sub-dimensions including supportiveness, restrictiveness, directiveness and intimacy. The Cronbach's Alpha reliability coefficient value for scale was determined as 0.88. The seven-Point Likert-type scales for political skills are rated as strongly disagree, disagree, partially agree, agree, strongly agree, and completely agree. The scale consists of Skill of Building Relationship Networking, interpersonal and social intelligence dimensions. Cronbach's Alpha reliability coefficient values for the sub-dimensions and for the whole scale were determined as 0.87 and 0.94. Cronbach's Alpha reliability coefficient value for both scales is higher than .70, hence, the scales are considered as reliable (Büyüköztürk, 2011).

Procedure

In the research, he scales were administered to 223 primary school teachers working in Istanbul's Sancaktepe district, which is supposed to represent the target population and make up the sample. Particular attention was paid to the fact that all the participants were volunteers. In the study, it is presumed that the participants' answers to the questions are truthful. It was not specified that the questionnaires should be completed at any moment throughout their administration. The pivotal factor for the results of the research is that the teachers answer the scale items truthfully, thus, no time restriction has been imposed to resolve all kinds of ambiguities.

Data Analysis

The collected data were analyzed using SPSS version 22.0 software. In the research, the skewness (Kurtosis) and kurtosis (Skewness) coefficients were examined in the study to determine whether the data, which is the assumed by parametric tests, are normally distributed. The coefficients were found to be normally distributed and ranging between -1.5 and +1.5 (Tabachnick & Fidell, 2013).

Descriptive analysis was used to determine primary school teachers' political skill levels and school climate. A t-test was used to ascertain whether primary school teacher's political skills and their school climate mean score differed by gender variable, and One-Way analysis of Variance (ANOVA) was performed to ascertain whether they differed by age, branch, educational attainment, and professional seniority. Tukey analysis, which is one of the Post-Hoc techniques, was performed to determine which groups are different in the Anova result. Pearson Correlation test was used to determine the relationship between political skill of primary school teachers and school climate, and Simple Regression analysis was used to determine whether their political skills predicted school climate.

Results

This section presents the findings obtained from research in order of the research's problem status and their interpretation.

Table 2 and Table 3 present the mean scores and standard deviations for the levels of political skills and school climate according to the teachers who participated in the research.

Table 2. The mean and standard deviation of the scores obtained by the teachers from the political skills scale and its sub-dimension

Dimension	N	Min.	Max.	$\bar{X}$	ss
Social astuteness	223	1,17	7,00	4,53	1,41
Apparent sincerity	223	1,00	7,00	4,67	1,45
Networking ability	223	1,20	7,00	4,13	1,38
Interpersonal influence	223	0,83	4,50	2,84	0,88
Political skill (general)	223	1,78	6,94	4,38	1,29

Looking at Table 2, it is seen that the mean score of the political skill scale of primary school teachers is 4.38. This finding indicates that primary school teachers have moderate level of political skill. Moreover, when the sub-dimensions of the political skill scale were examined, it was revealed that the dimension of interpersonal influence ($\bar{X}$=2,84) was below the medium level and the dimension of apparent sincerity ($\bar{X}$=4,67) was high.

Table 3. The mean and standard deviation of the scores obtained by the teachers from the school climate scale and its sub-dimension

Dimension	N	Min.	Max.	$\bar{X}$	ss
Supportiveness	223	1,00	4,00	2,78	0,70
Restrictiveness	223	1,00	4,00	2,68	0,76
Directiveness	223	1,00	4,00	2,75	0,64
Intimacy	223	1,38	4,00	2,70	0,53
School climate (general)	223	1,60	3,88	2,74	0,44

Looking at Table 3, it is seen that the mean score of the school climate scale of primary school teachers is 2.74. This finding indicates that primary school teachers have moderate level of school climate. Moreover, when the sub-dimensions of the school climate scale were examined, it was detected that the lowest value of sub-dimension was restrictiveness ($\bar{X}$=2,68), and the highest value of dimension was supportiveness ($\bar{X}$=2.78)

It was analyzed whether the scores of political skills and school climate for primary school teachers who participated in the research differed significantly by the gender variable.

Tables 4 and 5 show the results of t-test applied to independent groups to determine if there is a significant difference between the mean scores that female and male teachers received from the political skill scale and school climate scale their sub-dimensions.

Table 4. Results of political skills of primary school teachers by gender variable

Dimension	Gender	N	$\bar{X}$	Ss	sd	t	p
Social astuteness	Female	130	4,39	1,30	221	-1,75	.081
	Male	93	4,72	1,54			
Apparent sincerity	Female	130	4,50	1,40	221	-2,07	.040*
	Male	93	4,91	1,50			
Networking ability	Female	130	3,96	1,31	221	-2,17	.031*
	Male	93	4,37	1,44			
Interpersonal influence	Female	130	2,74	0,86	221	-1,91	.057
	Male	93	2,97	0,88			
Political skill (general)	Female	130	4,23	1,23	221	-2,10	.037*
	Male	93	4,59	1,36			

When examining Table 4, it was revealed there is significant difference between the political skills of primary school teachers and the gender variable t(221)=-2,10, p<.05, the apparent sincerity sub-dimension and the gender variable t(221)=-2,07, p<.05. and the networking ability sub-dimension and the gender variable t(221)=-2,17, p<.05.

However, there is no significant difference between the building social astuteness and interpersonal influence and gender variable (p>.05). When looking at the mean score of all political skills and all sub-dimensions of primary school teachers, male teachers outperform female teachers. This finding indicates that male teachers have superior political skills to female teachers.

Table 5. Results of the mean scores of primary school teachers from the school climate scale by gender variable.

Dimension	Gender	N	$\bar{X}$	Ss	sd	t	p
Supportiveness	Female	130	2,78	0,66	221	-0,03	0,98
	Male	93	2,79	0,74			
Restrictiveness	Female	130	2,72	0,80	221	0,79	0,43
	Male	93	2,63	0,69			
Directiveness	Female	130	2,79	0,66	221	0,96	0,34
	Male	93	2,71	0,62			
Intimacy	Female	130	2,78	0,55	221	2,703	0,01*
	Male	93	2,59	0,48			
School climate (general)	Female	130	2,77	0,43	221	1,52	0,13
	Male	93	2,68	0,44			

According to the data presented on Table 5, while there was no significant difference between the mean scores of primary school teachers getting from the supportiveness, restrictiveness, directiveness sub-dimensions of the school climate and school climate (general) and the gender variable (p>.05), there was a statistical difference between the intimacy sub-dimension and the gender variable. t(221) = 2.703, p =.05. Generally, it was found that the mean score of female teachers was higher than the mean score of male teachers in the intimacy and other dimensions.

It was analyzed whether the scores of political skills and school climate for primary school teachers who participated in the research differed significantly by the age variable. Tables 6 and 7 show the results of the One-Way Analysis of Variance (One-Way ANOVA) administered to determine whether there is a significant difference between the mean scores of teachers from the political skill scale and school climate scale an their sub-dimensions and age variable.

Table 6. The results of the mean scores of primary school teachers from the political skill scale by the age variable

Dimension	Age	N	$\bar{X}$	Ss	F	p
Social astuteness	20-25	9	4,98	0,88	.599	.616
	26-30	27	4,73	1,23		
	31-35	74	4,45	1,58		
	36 and over	113	4,49	1,37		
Apparent sincerity	20-25	9	4,74	1,14	.740	.529
	26-30	27	5,02	1,36		
	31-35	74	4,54	1,54		
	36 and over	113	4,67	1,43		
Networking ability	20-25	9	4,16	4,16	.087	.967
	26-30	27	4,24	4,24		
	31-35	74	4,15	4,15		
	36 and over	113	4,09	4,09		
Interpersonal influence	20-25	9	2,93	0,84	.421	.738
	26-30	27	3,00	0,87		
	31-35	74	2,83	0,96		
	36 and over	113	2,80	0,83		
Political skill (general)	20-25	9	4,58	0,92	.369	.776
	26-30	27	4,59	1,23		
	31-35	74	4,34	1,45		
	36 and over	113	4,34	1,23		

When examining Table 6, it was revealed that there is no significant difference between the political skills of primary school teachers and the age variable. However, it was found out that the average score of the teachers in the 20-25 and 26-30 age groups is higher than the average score of teachers in the 31-35 and 36 and over age groups.

Table 7. The results of the mean scores of primary school teachers getting from the school climate scale by age variable.

Dimension	Age	N	$\bar{X}$	Ss	F	p	Post-Hoc
Supportiveness	20-25	9	3,04	0,54	1.233	.298	
	26-30	27	2,97	0,53			
	31-35	74	2,75	0,70			
	36 and over	113	2,74	0,73			
Restrictiveness	20-25	9	2,47	0,87	3.347	.020*	36 and over, 26-30
	26-30	27	3,06	0,52			
	31-35	74	2,73	0,76			
	36 and over	113	2,58	0,77			
Directiveness	20-25	9	3,00	0,49	1.734	.161	
	26-30	27	2,81	0,63			
	31-35	74	2,63	0,71			
	36 and over	113	2,81	0,60			
Intimacy	20-25	9	2,83	0,44	1.494	.217	
	26-30	27	2,75	0,53			
	31-35	74	2,78	0,57			
	36 and over	113	2,63	0,50			
School climate (general)	20-25	9	2,88	0,40	1.666	.175	
	26-30	27	2,88	0,36			
	31-35	74	2,73	0,47			
	36 and over	113	2,69	0,43			

When examining Table 7, while there was no significant difference between the mean scores of primary school teachers getting from the supportiveness, directiveness, intimacy, sub-dimensions of the school climate scale and school climate (general) and the age variable (p>.05). There was, however, a statistical difference between the restrictiveness sub-dimension of school climate and the age variable F(3,219)=3,347, (p<.05). Tukey analysis was chosen from among Post-Hoc techniques to identify whether age groups differed. The study revealed that the significant difference was between the 36 and over and the 26-30 age groups (p.05). Looking at the mean scores of the said age groups, it was found that the restrictive scores of the 26-30 age groups were higher than those of the 36 and over age groups. This finding demonstrates the 36 and older age groups perceive the school climate to be more restrictive than the 26-30 age groups.

It was analyzed whether the scores of political skills and school climate for primary school teachers who participated in the research differed significantly by the branch variable. Tables 8 and 9 show the results of the One-Way Analysis of Variance (One-Way ANOVA) administered to determine whether there is a significant difference between the mean scores of teachers getting from the political skill scale and school climate scale and their sub-dimensions and branch variable

Table 8. The results of the mean scores of primary school teachers getting from the political skill scale by branch variable

Dimension	Branch	N	$\bar{X}$	Ss	F	p
Social astuteness	Primary school teacher	133	4,56	1,38	0,21	0,81
	Pre-school teacher	12	4,67	1,60		
	Branch teacher	78	4,45	1,44		
Apparent sincerity	Primary school teacher	133	4,66	1,42	0,14	0,87
	Pre-school teacher	12	4,89	1,70		
	Branch teacher	78	4,65	1,48		
Networking ability	Primary school teacher	133	4,17	1,38	0,47	0,62
	Pre-school teacher	12	4,37	1,49		
	Branch teacher	78	4,02	1,36		
Interpersonal influence	Primary school teacher	133	2,88	0,88	1,26	0,29
	Pre-school teacher	12	3,07	0,77		
	Branch teacher	78	2,72	0,88		
Political skill (general)	Primary school teacher	133	4,42	1,29	0,45	0,64
	Pre-school teacher	12	4,61	1,39		
	Branch teacher	78	4,28	1,30		

When examining Table 9, it was revealed there is no significant difference between the political skill scale mean scores of primary school teachers and the branch variable (p>.05). However, when looking at the mean scores, it is found that the highest mean score is in the pre-school teachers, primary school teacher and branch teachers, respectively.

Table 9. The results of the mean scores of primary school teachers getting from the political climate scale by branch variable

Dimension	Branch	N	$\bar{X}$	Ss	F	p
Supportiveness	Primary school teacher	133	2,83	0,69	,582	,560
	Pre-school teacher	12	2,72	0,68		
	Branch teacher	78	2,72	0,70		
Restrictiveness	Primary school teacher	133	2,69	0,79	1,30	,359
	Pre-school teacher	12	2,96	0,58		
	Branch teacher	78	2,63	0,72		
Directiveness	Primary school teacher	133	2,75	0,67	0,33	,968
	Pre-school teacher	12	2,78	0,67		
	Branch teacher	78	2,76	0,60		
Intimacy	Primary school teacher	133	2,76	0,56	2,137	,120
	Pre-school teacher	12	2,52	0,54		
	Branch teacher	78	2,63	0,45		
School climate (general)	Primary school teacher	133	2,77	0,45	0,838	,434
	Pre-school teacher	12	2,71	0,49		
	Branch teacher	78	2,69	0,40		

When examining Table 10, it was revealed there is no significant difference between the school climate scale mean scores of primary school teachers and the branch variable (p>.05).

It was analyzed whether the scores of political skills and school climate for primary school teachers who participated in the research differed significantly by the educational attainment variable. Tables 10 and 11 show the results of the One-Way Analysis of Variance (One-Way ANOVA) administered to determine whether there is a significant difference between the mean scores of teachers getting from the political skill scale and school climate scale and their sub-dimensions and educational attainment variable

Table 10. The results of the mean scores of primary school teachers getting from the political skill scale by educational attainment variable

Dimension	Education	N	$\bar{X}$	Ss	F	p	Post-Hoc
Social astuteness	Associate deg.	5	6,03	0,96	3,391	,035*	Associate degree
	Undergraduate	182	4,46	1,36			- Undergraduate
	Postgraduate	36	4,69	1,61			
Apparent sincerity	Associate deg.	5	5,27	1,32	,856	,426	
	Undergraduate	182	4,62	1,45			
	Postgraduate	36	4,86	1,48			
Networking ability	Associate deg.	5	4,96	1,68	1,261	,285	
	Undergraduate	182	4,08	1,36			
	Postgraduate	36	4,28	1,43			
Interpersonal influence	Associate deg.	5	2,93	0,25	,139	,870	
	Undergraduate	182	2,82	0,90			
	Postgraduate	36	2,90	0,82			
Political skill (general)	Associate deg.	5	5,24	0,99	1,502	,225	
	Undergraduate	182	4,33	1,29			
	Postgraduate	36	4,53	1,34			

When examining Table 11, it was revealed that there is no significant difference between educational attainments between the subdimensions of political skills of primary school teachers including apparent sincerity, networking ability, interpersonal influence, and political skill (general) (p>.05). Nevertheless, it was found that there was a significant difference between mean scores of social astuteness by teachers subdimension and educational attainment F(3,219)=3,391, (p<.05).

Tukey analysis was chosen from among Post-Hoc techniques to identify whether educational attainment groups differed. The analysis revealed that the associate and undergraduate education levels significantly differ. Accordingly, the mean scores of primary school teachers with associate and undergraduate degrees are 6.03 and 4.46 respectively. This finding indicates that the political skills of primary school teachers with associate degree are higher than those with undergraduate degree.

Table 11. The results of the mean scores of primary school teachers getting from the school climate scale by educational attainment variable

Dimension	Education	N	$\bar{X}$	Ss	F	p
Supportiveness	Associate deg.	5	2,90	0,31	0,41	0,66
	Undergraduate	182	2,80	0,69		
	Postgraduate	36	2,69	0,74		
Restrictiveness	Associate deg.	5	3,15	0,55	1,02	0,36
	Undergraduate	182	2,68	0,76		
	Postgraduate	36	2,64	0,75		
Directiveness	Associate deg.	5	3,12	0,50	2,35	0,10
	Undergraduate	182	2,78	0,64		
	Postgraduate	36	2,58	0,64		
Intimacy	Associate deg.	5	2,65	0,16	1,48	0,23
	Undergraduate	182	2,73	0,51		
	Postgraduate	36	2,57	0,61		
School climate (general)	Associate deg.	5	2,90	0,25	1,78	0,17
	Undergraduate	182	2,75	0,42		
	Postgraduate	36	2,62	0,50		

When examining Table 12, it was found that there is no significant difference between the mean scores of climate scores and its subdimensions and educational attainment for primary school teachers ($p>.05$). Although there is no significant difference, when the entire climate scale is examined, it is observed that the mean scores of teacher's perceptions of school climate are equal in all educational levels. This concludes that school climate perceptions of associate, undergraduate and graduate teachers are similar to each other.

It was analyzed whether the scores of political skills and school climate for primary school teachers who participated in the research differed significantly by the professional seniority variable. Tables 12 and 13 show the results of the One-Way Analysis of Variance (One-Way ANOVA) administered to determine whether there is a significant difference between the mean scores of teachers getting from the political skill scale and school climate scale and their sub-dimensions and professional seniority variable

When examining Table 13, it was found that there is no significant difference between the mean scores of primary school teachers getting from the entire political skill scale and its subdimensions and professional seniority variable ($p>.05$). It has been discovered that the political skills of the teachers in the first five years of the profession seniority of 21 and over are higher than the others. Based on this finding, it may be interpreted as the political skills of the new and veteran teachers are superior.

Table 12. The results of the mean scores of primary school teachers getting from the political skill scale by professional seniority variable

Dimension	Professional seniority	N	$\bar{X}$	Ss	F	p
Social astuteness	0-5	24	4,83	1,13	.979	.403
	6-10	59	4,36	1,49		
	11-20	103	4,48	1,42		
	21 and over	37	4,74	1,40		
Apparent sincerity	0-5	24	4,90	1,30	.562	.641
	6-10	59	4,49	1,58		
	11-20	103	4,70	1,44		
	21 and over	37	4,74	1,37		
Networking ability	0-5	24	4,16	1,24	.234	.873
	6-10	59	4,00	1,46		
	11-20	103	4,17	1,38		
	21 and over	37	4,21	1,37		
Interpersonal influence	0-5	24	2,94	0,88	.284	.837
	6-10	59	2,76	0,91		
	11-20	103	2,85	0,89		
	21 and over	37	2,86	0,80		
Political skill (general)	0-5	24	4,56	1,10	.504	.680
	6-10	59	4,23	1,39		
	11-20	103	4,38	1,30		
	21 and over	37	4,49	1,26		

Table 13. The results of the mean scores of primary school teachers getting from the school climate scale by professional seniority variable

Dimension	Professional seniority	N	$\bar{X}$	Ss	F	p	
Supportiveness	X, 0-5	24	3,05	0,58	1.507	.214	
	Y, 6-10	59	2,70	0,68			
	Z, 11-20	103	2,79	0,73			
	T, 21 and over	37	2,74	0,66			
Restrictiveness	X, 0-5	24	2,90	0,71	3.454	.017*	Y-Z
	Y, 6-10	59	2,89	0,73			
	Z, 11-20	103	2,57	0,75			
	T, 21 and over	37	2,52	0,77			
Directiveness	X, 0-5	24	2,93	0,58	3.797	.011*	Y-T
	Y, 6-10	59	2,53	0,71			
	Z, 11-20	103	2,79	0,62			
	T, 21 and over	37	2,90	0,56			
Intimacy	X, 0-5	24	2,84	0,60	.973	.406	
	Y, 6-10	59	2,68	0,56			
	Z, 11-20	103	2,71	0,51			
	T, 21 and over	37	2,61	0,45			
School climate (general)	X, 0-5	24	2,93	0,45	1,978	.118	
	Y, 6-10	59	2,69	0,45			
	Z, 11-20	103	2,73	0,42			
	T, 21 and over	37	2,70	0,41			

When examining Table 14, it was determined that there is no significant difference between professional seniority between the average of total scores of subdimensions of school climate of primary school teachers including supportive, intimacy (p>.05). Nevertheless, it was found that there was a significant difference between mean scores of restrictiveness subdimension and professional seniority (p>.05). Additionally, it was found that there was significant difference between professional seniority variable and the mean score of directiveness which is one of the subdimensions of school climate F(3,219)=3,797, (p<.05). Tukey analysis was chosen from among Post-Hoc techniques to identify which professional seniority groups differ. The analysis revealed that significant difference for the restrictiveness subdimension was between 6-10 and 11-20 professional seniority. Examining the means of these groups, the mean score of teachers with 6-10 years of professional seniority was found as 2.89, while the mean score of teachers with 11-20 years of professional seniority was found as 2.57. This finding demonstrates that teachers with 11-20 years of professional seniority perceive the school climate more restrictive than teachers with 6-10 years of professional seniority. Tukey analysis for directiveness subdimension revealed that the significant difference was between 6-10 and 21 and over groups. When examining the averages of these groups, it was determined that the mean score for teachers with 6-10 years of professional seniority is was 2.53, and the mean score of the teachers with 21 years and over was 2.90. This finding shows that the teacher with 21 and over of professional seniority are more active in the directive subdimension of school climate than teachers with 6-10 years of professional seniority.

Table 14 shows that the results of the regression analysis used to determine whether there is a significant relationship between the political skills of primary school teachers and the school climate and whether the political skills of the teachers predict the school climate.

Table 14. The results of regression analysis for prediction of political skills for school climate

Variable	B	Std. Error	Std. Beta	t	p
Constant	1,837	0,082		22,4	0.00
Politic Skills Total	0,205	0,018	0,609	11,422	0.00
R=0,609	R^2=,371	$F_{(1-221)}$= 130,5	P=0.000		

Predicted variable School Climate

It was discovered that there was a moderate and significant association between the scores of political skills primary school teachers and their school climate (r= .609, p<.01). In addition, the political skill of primary schools' teachers account for 37.1% of the total variance of school climate. When examining t-test results regarding the significance of the regression, it is determined that political skills were a substantial (significant) predictor for school climate. It is found that there is a positive and moderate association between political skills of the primary school teachers and the school climate. In line with these findings, it is expected that the school climate would enhance as political skills of primary school teachers improve.

Conclusions, Discussions and Recommendations

As a result of the research, primary school teachers' political skills were found to be moderate. There are also studies in parallel to this result (Aslan & Pektaş, 2017; Todd, K.J. Harris, R.B. Harris, & Wheeler, 2009). There ara, however, studies that are over the moderate level of teachers' political skills (Aslan, Çalık & Er, 2019; Biçer & Özgenel, 2020; Özdemir & Gören, 2016; Özgenel & Bozkurt, 2020; Kurt & Bostancı, 2018). The number of participants is regarded to to be the cause of this situation. Furthermore, this case demonstrates that the fact that teachers have political skills has an influence on individuals, both for personal and organizational goals. The study found that the mean score of the interpersonal influence dimension of the political skill scale was low, while the mean score of the apparent sincerity dimension was high. Likewise, the study conducted by Aslan and Pektaş (2017), found that the highest political skills of teachers were in the dimension of apparent sincerity, while the lowest political skills are in the networking ability dimension. The political skills of school principals were found to be moderate level in a study done by Kaplan and Cemaloğlu (2020), and the highest mean score was apparent sincerity, and the lowest mean score was social astuteness subdimension. Yıldız (2018) investigated the political skills of university studens and discovered that their political skills were moderate level. But the mean score of university students in the subdimension of apparent sincerity was found to be high. Braddy and Campbell (2014) ascertained that the highest level of political skill subdimension was apparent sincerity. The explanation for this may be because teachers are sincere with students, teachers, and curators, and that teachers act authentically.

When examining the scores of primary school teachers from the school climate scale, it was found that the scores were moderate. It was also revealed that the dimension with the highest mean score among the teachers was supportiveness. In the study carried out by İlğan, Çiftçi & İlmaz (2020) with secondary school teachers, it was discovered that the levels of school climate for teachers were somewhat over the moderate. Similarly, Çolak & Altınkurt's study (2017) determined that school principals had the highest supportiveness dimension, whereas teachers display the most cooperative behaviors. The study carried out by Özen (2018) revealed that teachers display restrictive and cooperative behaviors while fulfilling their responsibilities, and school principals also display supportive and restrictive behaviors.

One of the results obtained in the research shows that male teachers have higher political skills then female teachers. There are similar studies demonstrating that male teachers have higher political skills than female teachers (Bozkurt, 2019; Özgenel & Bozkurt, 2020; Çıtak, 2011; Nair, 2018). In addition, the research with undergraduate students done by Yıldız (2018) discovered that male students' political skills were statistically significantly higher than female students. This outcome might be associated with social upbringing as well as the fact that males undertake more roles that society assigned to individuals (Özgenel & Bozkurt, 2020). Çıtak's research (2011) with female principals, however, suggested that female principals had higher political skills than male principals. Instead, several studies suggested that teacher's political skills do not differ significantly by gender (Aslan, Çalık & Er, 2019; Biçer & Özgenel, 2020; Kurt & Bostancı, 2018; Yıldıztaşı, 2017).

No significant difference was found the school climate general score and other subdimensions of supportiveness, directiveness, and intimacy scores with age variable for primary school teachers. There are several studies support this finding (İlğan, Çiftçi & İlmaz, 2020; Sezgin & Kilinc, 2011). Nevertheless, a statistically significant difference was discovered between the school climate subdimension of intimacy and the gender variable for primary school teachers. This difference is in the femal's favor. This finding reveals that female teachers were found to have more intimacy than male teachers.

No significant difference was found primary school teachers' political skill scores and sub-dimension scores with the age variable. However, while not statistically significant, it has been determined that the average score of instructors aged 20-25 and 26-30 is greater than the average score of teachers aged 31-35 and 36 and older. The age variable was shown to be a significant factor influencing the political skills of female principals in research done by İşler, Bir, & Koç (2018) with female principals. While there was no significant difference was found the sub-dimensions of networking ability, social astituteness, and apparent sincerity with the age variable, there was a significant difference between the interpersonal influence and the age variable. This finding reveals that female principals between the ages of 36 and 55 were higher than the mean score of female principals between the ages of 26 and 35.

No statistically significant difference was found the subdimensions of school climate general score, supportiveness, directiveness, intimacy with age variable for primary school teachers. Neverthless, a statistically significant difference was discovered between the mean scores of the restrictiveness subdimension with age variable for teachers. Looking at which groups differ, it was suggested that the restrictive scores of the 26-30 age groups were greater than those of the 36 and older age groups. The findings shows that the 36 and older age groups perceive the school climate more restrictive than the 26-30 groups. Similarly, Özturk's study (1995) reaches a conclusion that those teachers aged between 20 and 30 have more negative perceptions of school climate than teachers in the high age groups.

No statistically significant difference was found between the political skills of primary school teachers and the branch variable. When looking at the mean score, however, it is observed that the highest mean score is in the pre-school, class teachers, and branch teachers respectively. Özgenel & Bozkurt (2020) revealed that there was no significant difference in teachers' political skill scores in the school level variable. No statistically significant difference was found between the primary school teacher's school climate scores and the branch variable. There are several similar results already present in the literature (Kavgacı, 2010; Sezgin & Kilinc, 2011).

Another finding is that there was no significant difference was found the mean scores of subdimensions of political skills general score, apparent sincerity, social astuteness and interpersonal influence with educational attainment. There are several studies supporting this finding (Aslan & Pektaş, 2017; Biçer & Özgenel, 2020; Özgenel & Bozkurt, 2020). This finding suggests teachers have sufficient level of political skills in professional competence, and their professional political skills do not differ according to their education level for primary school teachers. Nevertheless, there is statistically significant difference between the mean scores of the subdimension of primary school teacher's networking ability and their educational attainments. Looking at which group differs, it was detected that the different was between associate level and undergraduate level groups. Looking at the means, it was detected that associate degree teachers had higher scores than undergraduate teachers. It can be suggested that the school climate perceptions of associate, undergraduate and graduate teachers are like each other. Examining other studies as similar research, it is observed that the level of education has no influence on the political skills of teachers (İlğan, Çiftçi & İlmaz, 2020; Kurt & Bostancı, 2018; Özdemir & Gören, 2016).

No statistically significant difference was found between the mean scores of political skill averages of primary school teachers and their professional seniority. There are several studies in parallel to these results (Aslan & Pektaş, 2017; Özgenel & Bozkurt, 2020). These findings shows that the political skills of the teachers who are in their first five years of the profession and have a professional seniority of 21 or over have better political skills than the others. An interpretation from this finding is that the new and veteran teachers have more political skills. No statistically significant difference was found between mean scores of primary school teachers' school climate and professional seniority. There are several studies found parallel to studies (Acet, 2006; Kavgacı, 2010; Sezgin & Kilinc, 2011). A statistically significant difference, however, was found between the school climate restrictiveness and directiveness sub-dimension with the variable of professional seniority. Looking at which groups differ, it has been detected that the restrictiveness dimension is different among teachers having 6-10 years and 11-20 years of professional seniority. This finding suggested that teachers with 11-20 years of professional seniority are more restrictive than teachers with 6-10 years of professional seniority. In addition, it has been detected that teacher with 21 years or over of professional seniority had higher school climate directing mean scores than teachers with 6-10 years of professional seniority. In contrast to this result, it is known that there are several studies supporting those teachers with less professional seniority contribute positively to the school climate (Saygılı, 2010; Baykal, 2007; Günbayı, 2007).

It has been observed that the teachers' high political skills have a positive impact on the school climate. Hence, necessary training and education and activities should be organized to enhance teacher's political skills. It is reccomended that the teachers' political sckills and their school climates should be planned with depth-research. It suggested to conduct works and projects for increasing of primary school teacher's political skills and their climate scores.

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