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PARTICIPATION IN MANAGEMENT AND EMPLOYEE ATTITUDE: A RESEARCH ON ACADEMIC STAFF

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ABSTRACT

The aim of this study is to examine the relationship between participation in management and employee attitudes of academic staff working at universities. In the Spring Semester of 2022-2023 academic year, 419 academic staff working in the Eastern Black Sea region voluntarily participated in the study. In addition to the personal information form (age, gender, title), "Participation in Management and Work Attitudes Scale" created by Bilir and Ay (2007) was used as a data collection tool. T-test, Anova and Post Hoc were used to analyze the data obtained. After the statistical procedures, a significant difference was found in the work engagement sub-dimension according to gender, while no difference was found in other dimensions. While no significant difference was found in bureaucratic climate, innovative climate and negative interaction sub-dimensions according to age variable, a significant difference was found in all other dimensions.

Keywords: Participation in management, employee attitude, academic staff.

INTRODUCTION

Management buy-in refers to the participation of employees in decision-making processes within an organization (Manicka and Sangeeta, 2022). It is a management technique that empowers employees to contribute ideas for identifying and setting organizational goals, problem solving and other decisions that may directly affect them (Суворова, 2016). Participative management can take various forms, such as informal and short-term involvement of staff in management decisions, consultative participation of employees, attracting employees to ownership, involving employees in the control and development of processes, involving staff in decisions related to company policy. Participation in the organization's income, participation in the organization's profit, and participation in the organization's management (Dubayna, 2021). Employee participation in decision-making has been found to have positive effects on both employees and employers, including increased job satisfaction, engagement and productivity (Nwosu, 2020). Empowerment programs have been introduced in many organizations to increase productivity, improve customer satisfaction and increase competitive advantage (Gabra et al., 2019). Employee attitude refers to an employee's general perspective and feelings towards their work, colleagues and organization. It can be positive or negative and can have a significant impact on job performance, productivity and job satisfaction. Positive employee attitudes are associated with higher levels of job satisfaction, motivation and commitment to the organization, while negative attitudes can lead to absenteeism, turnover and reduced productivity (Saks, 2006). There are several factors that can influence employees' attitudes, including job satisfaction, organizational culture, leadership style and communication. For example, employees who feel valued and supported by their organization are more likely to have positive attitudes towards their work and the organization as a whole. On the other hand, employees who feel undervalued or unsupported may have negative attitudes and be more likely to leave the organization. To ensure a positive work environment and employee retention, it is important for organizations to monitor and address employee attitudes. This can be done through regular employee feedback surveys, open communication channels and addressing concerns or issues that arise. By promoting a positive work culture and addressing negative attitudes, organizations can increase employee satisfaction, productivity and overall success (Robbins and Judge, 2017). In this context, our study was shaped in order to examine the possible relationship between participation in management and employee attitudes of academic staff working in universities, which are human factories, in line with certain variables, to determine the participation of academic staff in management and to emphasize the positive aspects of more effective participation. This study is of great importance since the existence of obstacles encountered from time to time in the studies in the literature on the subject can be tolerated by ensuring the participation of academic staff in management.

METHOD

In this study, the general survey method was used. This model is known as one of the descriptive research methods. This model is based on describing a past or present situation as it exists (Karasar, 1994).

Study Group

In the study designed to examine the participation in management and employee attitudes of academic staff working in universities, 419 academic staff in the Eastern Black Sea region participated voluntarily in the Spring Semester of the 2022-2023 Academic Year

Table 1. Distribution of participants according to demographic variables

Variable		n	%
Gender	Female	273	65,2
	Male	146	34,8
Age	24 and below	129	30,8
	25-34	134	32,0
	35-44	54	12,9
	45-54	102	24,3
	RA	63	15,0
Title	Lecturer	87	20,8
	Ass.Prof.	145	34,6
	Prof.	124	29,6
Total		419	

According to Table 1, 65.2% of the participants are female and 35% are male academicians. When the age distribution of the participants is analyzed, 32% of the participants are between the ages of 25-34, 30.8% are between the ages of 24 and under, 24.3% are between the ages of 45-54 and 12.9% are between the ages of 35-44. When the title distribution of academicians is examined; 34.6% are associate professors, 29.6% are professors, 20.8% are Assistant Professors and 15% are research assistants.

Data Collection Tool

In this study, besides the personal information form, the "Scale of Participation in Management and Work Attitudes" created by Bilir and Ay (2007) was used. The reason for using this scale is that the factors in the scale are well defined and contain the most appropriate elements for our study. Bilir and Ay used factor analysis in their study, aggregated the results obtained from the application of the scale under 11 factors (here the 98 items of the first version of the scale were finally reduced to 48) and analyzed these factors. supportive climate, bureaucratic climate, innovative climate" (organizational climate)", "communication, teamwork, hierarchy (employee involvement), "commitment to the organization, job satisfaction, stress (employee attitude)" and negative interactions with people and society. In our study, this scale prepared by Bilir and Ay was used and applied on a 5-point Likert scale. The Cronbach Alpha value, which is the reliability value of the whole scale, was found to be .85 and the Cronbach Alpha values of the subscales were found to be at an acceptable level.

Statistical Analysis of the Data

SPSS version 22 software program was used for the analysis of the data set. Before the analysis of the data obtained in line with our study, normality test was performed and the tests to be used during the analysis were

determined. According to the results of skewness - kurtosis values, T test, Anova, Post hoc and regression analyzes were applied in the analysis of the data given that the data showed normal distribution.

FINDINGS (RESULTS)

Table 1. Distribution of participants according to demographic variables

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Table 2. T-Test Results on participation in management and employee attitudes according to gender variable

Scale	Sub Dimensions	Gender	n	X	sd	t	p
Participation in Management and Employee Attitude	Work_Commitment	Female	273	17,19	4,10	6,21	0,00*
		Male	146	14,51	4,40		
	Job_Satisfaction	Female	273	6,70	1,92	-0,46	0,65
		Male	146	6,79	2,01		
	Stress	Female	272	13,90	2,75	-0,67	0,50
		Male	146	14,09	2,69		
	Supportive_Climate	Female	273	11,57	2,87	0,74	0,46
		Male	146	11,36	2,75		
	Bureaucratic_Climate	Female	273	10,37	4,30	-0,97	0,33
		Male	146	10,79	3,82		
	Innovative_Climate	Female	273	10,71	3,46	-0,58	0,56
		Male	146	10,91	3,32		
	Contact	Female	273	7,07	1,40	-0,16	0,88
		Male	146	7,10	1,44		
	Team_Study	Female	273	19,27	4,09	1,65	0,10
		Male	146	18,63	3,22		
	Hierarchy	Female	273	10,99	4,30	0,47	0,64
		Male	146	10,79	3,98		
	Human_And_Social_Relationships	Female	273	11,90	3,40	-0,50	0,61
		Male	146	12,08	3,49		
Negative_Interaction	Female	273	7,98	2,05	1,51	0,13	
	Male	146	7,67	1,91			

*p<0.05

When Table 2. is examined, it is determined that there is no significant difference in the sub-dimensions of participation in management according to gender variable, while there is a significant difference in the

dimension of commitment to work among the sub-dimensions of employee attitude according to gender variable.

Table 3. ANOVA Test Results on participation in management and employee attitudes according to age variable

Scale	Sub Dimensions	Age	n	X	sd	F	p	Fark
Participation in Management and Employee Attitude	Work Commitment	24 and below ^a	129	17,35	4,58	6,33	0,00*	a-c
		25-34 ^b	134	16,42	4,43			
		35-44 ^c	54	14,63	3,80			
		45-54 ^d	102	15,54	4,04			
	Job Satisfaction	24 and below ^a	129	7,09	1,95	2,71	0,04*	a-d
		25-34 ^b	134	6,73	2,18			
		35-44 ^c	54	6,46	1,59			
		45-54 ^d	102	6,41	1,74			
	Stress	24 and below ^a	129	14,78	2,31	13,18	0,00*	a-b a-c a-d
		25-34 ^b	133	14,38	2,78			
		35-44 ^c	54	12,96	2,79			
		45-54 ^d	102	12,93	2,69			
	Supportive Climate	24 and below ^a	129	12,58	2,61	12,40	0,00*	a-b a-d b-c
		25-34 ^b	134	11,40	2,82			
		35-44 ^c	54	10,22	2,13			
		45-54 ^d	102	10,92	2,97			
	Bureaucratic Climate	24 and below ^a	129	10,19	4,68	0,51	0,67	
		25-34 ^b	134	10,52	4,13			
		35-44 ^c	54	10,89	3,83			
		45-54 ^d	102	10,74	3,59			
Innovative Climate	24 and below ^a	129	10,19	3,85	1,99	0,11		
	25-34 ^b	134	10,99	3,16				
	35-44 ^c	54	10,89	3,51				
	45-54 ^d	102	11,19	2,99				
Contact	24 and below ^a	129	6,74	1,47	8,97	0,00*	d-a d-b	
	25-34 ^b	134	6,93	1,40				
	35-44 ^c	54	7,26	1,23				
	45-54 ^d	102	7,63	1,29				
Teamwork	24 and below ^a	129	19,65	3,69	2,79	0,04*	a-c	
	25-34 ^b	134	19,22	3,69				
	35-44 ^c	54	18,17	3,73				
	45-54 ^d	102	18,53	4,07				
Hierarchy	24 and below ^a	129	11,49	4,38	4,82	0,00*	a-b b-d	
	25-34 ^b	134	11,44	3,68				
	35-44 ^c	54	10,67	4,19				
	45-54 ^d	102	9,65	4,34				
Human and Social Relations	24 and below ^a	129	12,37	3,20	2,80	0,04*	a-d	
	25-34 ^b	134	12,27	3,17				
	35-44 ^c	54	11,70	3,84				
	45-54 ^d	102	11,20	3,72				
Negative Interaction	24 and below ^a	129	7,89	2,05	0,64	0,59		
	25-34 ^b	134	8,03	2,15				
	35-44 ^c	54	7,83	2,00				
	45-54 ^d	102	7,67	1,75				

*P<0.05

According to Table 3, it is seen that there is a significant relationship between age variable and participation in management and employee attitude (p<0.05). When examined in terms of employee attitude and participation in management sub-dimensions; it was determined that there was a significant relationship with age in all sub-dimensions of employee participation and in all sub-dimensions of participation in management except

bureaucratic climate, innovative climate and negative interaction sub-dimensions ($p > 0.05$). Post Hoc Tests were used to examine the source of the relationship in the sub-dimensions with significant relationship. It was found that this difference was caused by age in work commitment dimension (a-c), job satisfaction dimension (a-d), stress dimension (a-b, a-c, a-d), supportive climate dimension (a-b, a-d, b-c), communication dimension (d-a, d-b), teamwork dimension (a-c), hierarchy dimension (a-b, b-d) and human and social relations dimension (a-d).

Table 5. ANOVA Test Results on participation in management and employee attitudes according to title variable

Scale	Sub Dimensions	Title	n	X	sd	F	p	Fark
Participation in Management and Employee Attitude	Work Commitment	RA ^a	63	16,76	4,95	18,56	0,00*	a-c b-c d-c
		Lecturer ^b	87	18,17	3,59			
		Ass.Prof. ^c	145	14,30	3,69			
		Prof. ^d	124	16,96	4,53			
	Job Satisfaction	RA ^a	63	6,94	2,19	6,76	0,00*	b-c
		Lecturer ^b	87	7,38	2,09			
		Ass.Prof. ^c	145	6,24	1,62			
		Prof. ^d	124	6,73	1,94			
	Stress	RA ^a	63	14,65	2,92	6,59	0,00*	a-c b-c
		Lecturer ^b	86	14,66	2,18			
		Ass.Prof. ^c	145	13,27	2,84			
		Prof. ^d	124	13,95	2,67			
	Supportive Climate	RA ^a	63	11,89	2,75	5,15	0,00*	a-c b-c d-c
		Lecturer ^b	87	12,32	2,56			
		Ass.Prof. ^c	145	10,91	2,86			
		Prof. ^d	124	11,40	2,86			
	Bureaucratic Climate	RA ^a	63	10,19	4,49	5,98	0,00*	d-b
		Lecturer ^b	87	9,24	4,37			
		Ass.Prof. ^c	145	11,52	3,58			
		Prof. ^d	124	10,40	4,16			
Innovative Climate	RA ^a	63	10,52	3,69	3,56	0,01*	c-b	
	Lecturer ^b	87	10,00	3,71				
	Ass.Prof. ^c	145	11,44	2,92				
	Prof. ^d	124	10,68	3,47				
Contact	RA ^a	63	6,65	1,27	16,99	0,00*	c-a c-b d-b	
	Lecturer ^b	87	6,38	1,47				
	Ass.Prof. ^c	145	7,57	1,26				
	Prof. ^d	124	7,23	1,35				
Teamwork	RA ^a	63	18,32	3,69	8,52	0,00*	a-c d-c	
	Lecturer ^b	87	19,47	3,29				
	Ass.Prof. ^c	145	18,10	3,80				
	Prof. ^d	124	20,23	3,91				
Hierarchy	RA ^a	63	11,38	3,66	0,54	0,66	-	
	Lecturer ^b	87	11,10	3,91				
	Ass.Prof. ^c	145	10,63	4,34				
	Prof. ^d	124	10,89	4,45				
Human and Social Relations	RA ^a	63	12,70	2,72	1,46	0,23	-	
	Lecturer ^b	87	12,15	2,95				
	Ass.Prof. ^c	145	11,77	3,84				
	Prof. ^d	124	11,69	3,54				
Negative Interaction	RA ^a	63	7,95	2,05	0,25	0,86	-	
	Lecturer ^b	87	7,97	2,27				
	Ass.Prof. ^c	145	7,89	2,05				
	Prof. ^d	124	7,75	1,74				

* $P < 0.05$

When Table 5 is evaluated, it is determined that there is a significant relationship between participation in management and employee attitude according to title ($p < 0.05$). When analyzed in terms of sub-dimensions, it was observed that there was no significant relationship between the sub-dimensions of hierarchy, human and social relations and negative interaction and the title variable ($p > 0.05$), but there was a significant relationship with the sub-dimensions of supportive climate, bureaucratic climate, innovative climate, communication and teamwork ($p < 0.05$). According to the post hoc test conducted to determine the source of the relationship specific to the sub-dimensions with significant relationship, the difference was found to be in the dimension of job commitment (a-c, b-c, d-c), job satisfaction (b-c), stress (a-c, b-c), (a-c, b-c, d-c), bureaucratic climate dimension (d-b), innovative climate dimension (c-b), communication dimension (c-a, c-b, d-b) and teamwork dimension (a-c, d-c).

CONCLUSION and DISCUSSION

This study was conducted to evaluate the effects of Participation in Management and Employee Attitude on academic staff in terms of certain variables.

In this study, academics showed differences in some dimensions according to gender, age and job title and found that the average number of women was higher than men only in the dimension of commitment to work according to gender variables and gender. no significant difference was found between the variables. Gender affects all other dimensions. Numerous studies have shown that women are more engaged and happier at work (Kular et al., 2008; Mauno et al., 2007; Suan and Nasurdin, 2016). However, Schaufeli and Bakker (2003) and Ugwu (2013) show that men are more focused on work. In addition to studies similar to our findings in the literature, Schaufeli (2012), Köse(2016) and Ateşoğlu and Erkal (2018) did not find a significant difference in work levels according to gender participation. In order to better understand gender differences, it is thought that more research should be conducted on work engagement by gender, which yields very different results.

Another result of the analysis is that there is a significant difference between age and the sub-dimensions of work engagement and job satisfaction among the sub-dimensions of employee attitude and the sub-dimensions of supportive climate, communication, stress and hierarchy among the sub-dimensions of participation in management. This difference is due to the fact that academicians aged 24 years and younger have higher average levels of job commitment and job satisfaction than higher age groups. In a study conducted by Kartal (2017) with 493 health care workers, it was found that the average of work engagement showed a significant difference between employees aged 35 and under and employees aged 36 and over. This may be thought to be due to the fact that the younger ones have less integration with the job due to the fact that they have the opportunity to change jobs and their working time is less. Al-Muallem and Al-Surimi (2019) also stated that there is a significant difference between the 31-35 age group and other groups in terms of job commitment and job satisfaction.

In addition, Dung et al. (2019) found statistically significant differences in job engagement and age in their

study. Deligero and Laguardor (2014), Demeruti et al. (2015) and Sharma et al. (2017) obtained similar results to ours in their academic study. In addition, literature studies have not found a significant difference between work engagement and age. In the studies of Çetin et al. (2010) and Thomas (2011), no statistically significant relationship was found between work passion and age. However, Turgut (2011) and Köse (2016) did not find a significant difference in the level of work passion according to age variable. It can be thought that the fact that the groups aged 24 years and younger adopt more supportive climate, stress and hierarchy attitudes than the other upper age groups in the sub-dimensions of participation in management may be due to the fact that they are still in the new experience stage. As a matter of fact, the fact that older age groups have a higher average in the communication sub-dimension of the sub-dimensions of participation in management than the groups aged 24 and below suggests that seniority and experience in the profession are effective. In the study, in which we wanted to evaluate participation in management and employee attitude according to the title variable, differences were found in the sub-dimensions of supportive climate, innovative climate, teamwork, bureaucratic climate and communication sub-dimensions of participation in management, and in the sub-dimensions of job commitment, job satisfaction and stress sub-dimensions of employee attitude. Since it is known that the titles held by academicians and the function of promotion between titles are integrated with experience, it can be considered reasonable that the average of research assistants and assistant professors have higher averages than associate professors in the sub-dimensions of participation in management, supportive climate and teamwork, and employee attitude, job satisfaction and stress. As it is known, there is no permanent staff in universities until the title of associate professor. For this reason, doctoral faculty members, especially research assistants, exhibit an attitude with the instinct to constantly improve themselves. As it was determined in our findings, the fact that academics with the title of doctorate have a higher mean of the bureaucratic climate sub-dimension of participation in management than doctoral faculty members supports our related assumption. When the literature is examined, although there are no studies on participation in management and employee attitude on academics, it is possible to find similar studies in the public and private sectors.

In today's world where employee attitudes provide important awareness and contributions regardless of the sector, encouraging academic staff to participate in management in universities, which are considered as human factories, will directly affect both the development of a sense of belonging to the institution and the creation of social benefits by creating positive effects on other employees. In our study, it has been determined that the performance attitude of academics in their universities is a direct reinforcer for participation in management. In this context, in addition to the issues we have examined in new studies, our study can gain a more original form with motivation and leadership perceptions studies involving academic staff and can be included in the literature.

ETHICAL TEXT

"In this article, journal writing rules, publication rules, research and publication ethics and journal ethics rules were followed. It is protected by copyright from the rays that may arise related to the article. Ethics committee approval: Application permission was obtained with the decision of Artvin Coruh University Ethics Committee dated 03.04.2023 and numbered E-18457941-050.99-87296.

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