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Tokenism Perception Scale: Validity and Reliability Study

Tuncay Yavuz OZDEMIR*
Faculty of Education, Firat University, Elazig, Türkiye
ORCID: 0000-0001-6474-5915

Oguz GURBUZ
Ministry of National Education, Malatya, Türkiye
ORCID: 0009-0007-0052-9093

Abdulvahap DOGAN
Distance Education Application and Research Center, Malatya Turgut Ozal University, Malatya, Türkiye
ORCID: 0000-0003-4490-4047

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Tokenism can be defined as the activity of opening the way for numerical minority individuals to become visible, in order to demonstrate the existence of a perception of diversity and inclusion in organizations and to help that organization appear tolerant or inclusive. The concept of tokenism; previously, emerged only from the disadvantages of being a woman, but with ongoing research, it has been determined that many different variables cause this perception within the organization. In this research, it was aimed to develop a valid and reliable measurement tool that can determine the level of teachers' perception of tokenism. In this research, an exploratory sequential design was used, combining both qualitative and quantitative research designs. The study group of the research consists of 304 teachers working in Malatya during the Exploratory Factor Analysis (EFA) phase and 306 teachers working in Elazig province during the Confirmatory Factor Analysis (CFA) phase. While creating the item pool, a literature review was conducted and the scale items were created based on this literature. These items were submitted to expert opinion to ensure content validity. As a result of EFA conducted to determine construct validity, a 3-factor structure consisting of 14 items was obtained. This structure was tested in a different sample group. As a result of CFA, it was determined that the fit values were at an acceptable level. In light of these data, it has been determined that the Tokenism Perception Scale is a valid and reliable measurement tool.

Introduction

Tokenism can be defined as the activity of opening the way for numerical minority individuals to become visible, in order to demonstrate the existence of a perception of diversity and inclusion in organizations and to help that organization appear tolerant or inclusive. Lee (2020) explains tokenism as a sophisticated way of making institutions appear

*Correspondency:tyozdemir@firat.edu.tr

progressive. It was first defined by Laws (1975) as the situation where members of an organization who are considered a minority are both disproportionately few in numbers and their presence in that organization is merely symbolic. Tokenism, which was made famous by Kanter in the field of organizational behavior (Yilmaz, 2019), is also defined as the situation in which an individual who is a minority in any organization is seen as a representative of the structure he is in and therefore evaluated with stereotypes (Kanter, 1977a). Kanter (1977a) defined groups that are numerically less than 15% of an organization as tokens, and groups that are 85% or more as dominant or tokenist. In this study, the concept of "tokenist" as used in Turkish literature, was preferred over the term "dominant group". Individuals who are in a minority due to differences in gender, ethnicity, religion, etc. are described as tokens. Kanter (1977a,b) examined organizations in four groups according to their numerical representation.

- Uniform Groups (100:0): These groups are homogeneous in all respects. Uniform groups include members whose social category, gender, status or ethnic origin are 100% the same.
- Skewed Groups (85:15): In skewed groups, tokenists are generally 85 percent and tokens are 15 percent. However, it is also seen that the minority group has fewer representatives, and in some cases only one person. In organizations where the token ratio is so low, it is impossible for tokens to have a say against the dominant group.
- Tendency Groups (65:35): In tendentious groups, tokenists generally constitute 65 percent and tokens constitute 35 percent. In such organizations, the token group has the power to influence the authority and decisions of the dominant group. Therefore, the minority group can influence the structure and culture of the organization by cooperating with the dominant group.
- Balanced Groups (60:40/50:50): In balanced groups, the ratio of tokenists is generally 60 percent, tokens 40 percent or 50 percent 50 percent. This balanced situation can also be effective in cultural interaction and interpersonal communication. In balanced groups, there are also subgroups that contribute to the group to the extent of their abilities.

Although it has been stated that the status of being a token is due to the numerical minority; Laws (1975) considered an individual who is under pressure from the dominant group for any reason as a token. Thus, Williams (1992) and Yoder and Sinnet (1985) support Laws at this point and state that the factor determining the status of being a token may be low social status rather than being a numerical minority. However, Kanter (1977a, b) takes a more quantitative approach at this point. Although the concept of tokenism was initially seen as an activity of creating a positive image perception of organizations in terms of inclusiveness and diversity; later research focused mostly on the problems experienced by tokens.

Kanter (1977a, b) appears to divide tokenism into three dimensions: performance pressure, boundary heightening and role encapsulation. Yoder (1991, 2002) and Yoder et al., (1996) mention that there are three dimensions: gender status, professional incompatibility and intrusiveness. Yoder (1991, 2002) and Yoder et al., (1996) mention that there are three dimensions: gender status, professional incompatibility and intrusiveness. Dimensions related to the concept of tokenism in the literature are given in Table 1.

Table 1. Tokenizm Dimensions and Sub-Dimension

Researchers	**Sub-Dimensions**
Performance Pressure (Kanter, 1977a,b)	a-Society Performance (Expectation)
	b-Anxiety of Revenge
	c-Scope of Results
Boundary Heightening (Kanter, 1977a)	a-Exaggeration of the Culture of the Dominant Group
	b-Sections Reminding Difference
	c-Informal Isolation: Explicitly Blocked
	d-Loyalty Tests
Role Encapsulation (Kanter, 1977a)	a-Status Leveling
	b-Stereotypical Role Assignment
Gender Status (1991, 1996, 2002)	a-Manipulating the Status of Tokens
	b-Status Intersection
Professional Discord (1991, 1996, 2002)	
Interventionism (1991, 1996, 2002)	

(Cited byKurtYilmaz,.andSurgevilDalkilic,2020).

Performance pressure occurs as a behavior of ignoring or trivializing the success of tokens in their work (Kanter, 1977). Inthiscase, tokens may tend to hide their work out of concern that their success will not be welcomed bythe dominant group. Kanter (1977a) describes this situation as revenge anxiety. In addition, they may avoid work and exhibit low commitment in order not to attract attention (Jayasekara, 2022). Another dimension of tokenism, elevated boundaries, means that members of the dominant group exaggerate the cultural structure they have created, resulting in polarization behavior (Ataman, 2021). Dominant group members may sometimes exhibit ostentatious cooperative behaviors to demonstrate their superiority over tokens (Dogan et al., 2023). Kanter (1977b) describes this situation as the dominant group exaggerating its own culture. In order for tokens to prove themselves to the dominant group, they must pass loyalty tests set by the dominant group (Kanter, 1977b). Kanter (1977b) states that another effect created to suppress individuals in minority situations is role enclosure. Tokens may be forced to fit into the cultural structure previously established by the dominant group or to conform to roles determined for them (Kanter, 1977b). Tokens are forced to act in accordance with the roles determined for them in order not to take risks (Yılmaz, 2019).

Yoder (1991, 1996, 2002) says that the gender of the token affects the status of the token. It means that a male token does not face the same problems that a female token faces. Yoder (1996) states that tokens are negatively affected when basic statuses such as gender, ethnicity, and religion intersect with other statuses. Yoder (1991, 1996, 2002) called this situation gender status. Whether the gender is suitable for the job or not is called occupational incompatibility; behaviors that aim to obstruct job recruitment or promotion are called interventionism.

When the literature is examined, the majority of the studies on the perception of tokenism have focused on variables such as gender (Benan and Olca, 2020; Demirel, 2019; Kanter, 1977; Stichman, Hassell, and Archbold, 2010; Yılmaz and Sürvegil, 2020), disability (Ababio and Mahlangu, 2010; Ataman and Ograk, 2022), ethnicity (Niemann, 1999; Stroshine and Brandl, 2011), political differences and union differences (Doğan et al., 2023). In these studies, it has been concluded that gender, disability, ethnicity, political views and union differences cause the perception of tokenism in individuals.

Studies have shown that women exposed to tokenism have low levels of job satisfaction, high levels of work-relateddepression, and low levels of self-esteem (Krimmel and Gormley, 2003). It has also been observed that employees who are in a token position in their organization have low perceptions of organizational justice (King et al., 2010). In the research conducted by Yılmaz (2019), it was concluded that female tokens have higher anxiety levels than male tokens. In the research conducted by Boggs (2018), it was concluded that the perception of tokenism causes identity assimilation in teachers. Based on the results of the studies conducted on teachers, which show a positive and significant relationship between job satisfaction and performance (Yakupoglu, 2020) and organizational commitment (Karatas and Gules, 2010), it can be said that teachers exposed to tokenism are negatively affected by this situation. Similarly, based on the research results showing that there is a positive and significant relationship between self-esteem and emotional commitment to the organization (Yuner, 2018) and perception of organizational justice (Polat, 2022); it can be said that tokenism will negatively affect the level of organizational commitment and organizational justice.

In summary, it is possible to say that the high perception of tokenism in educational organizations negatively affects the concepts of organizational commitment, organizational justice, job satisfaction, and self-esteem, and this situation also negatively affects teacher performance and motivation. It is known that high performance and motivation in teachers are effective in achieving the goals of schools (Ada et al., 2014). Based on this situation, it is thought that it is important to develop a scale to determine teachers' perception of tokenism.Theconcept of tokenism; previously emerged only from the disadvantages of being a woman, but with ongoing research, it has been determined that many different variables cause this perception within the organization.Although Kanter (1977a,b) based his theory of tokenism on the problems experienced by women in career development in male-dominated organizations, Budig (2002) stated that individuals will be exposed to tokenist practices due to characteristics such as language, religion, race, political views and age. Since educational organizations are open systems and include individuals with different characteristics, it is possible that tokenist behaviors may occur there. Thus, in her research, Yılmaz (2019) concluded that male preschool teachers are exposed to tokenism because "society attributes preschool teaching to women."The research was generally conducted with the data obtained by revealing the problems experienced by the tokens in their own words. When the literature was examined, it was determined that a scale (Demirel, 2019) was developed on tokenism only in terms of the gender variable. However, as previously mentioned due to the reasons for exposure to tokenism, acting solely on the gender variable has been considered insufficient in terms of the comprehensiveness of the theory. For this reason, it has been deemed important to develop a comprehensive scale in order to both contribute to the field and use it in quantitative research in the field of tokenism. It is also important to measure the tokenism perception of teachers working in educational organizations that have the capacity to directly or indirectly affect the entire society. For this reason, the aim of the study was to develop a scale to determine the perception levels of tokenism based on the experiences of teachers..

Methods

Research Design/Model

In this research, an exploratory sequential design was used, combining both qualitative and quantitative research designs. In this design, data is collected and analyzed using qualitative methods. Based on the data obtained as a result of this analysis, quantitative research data is collected and analyzed, and the findings are interpreted. Within the scope of qualitative research, theoretical research previously conducted by different researchers and research conducted in the phenomenological pattern were examined and analyzed in the document analysis pattern. This design is preferred to understand a complex issue better and test or develop a theory (Creswell, 2014). Based on the data obtained, an item pool containing 25 items (8 of them are for the Role Encapsulation factor, 7 of them are for the Performance Pressure factor and 10 of them are Boundary Heightening factor) was created on a 5-point Likert scale (1: Never, 2: Rarely, 3: Sometimes, 4: Often, 5: Always). While creating the item pool, it was seen that the concept of tokenism emphasized the performance pressure, role encapsulation and boundary heightening dimensions, so it was prepared according to these dimensions. As a result of these arrangements, 3 items were removed from the item pool according to expert opinions and the research continued with 22 items.

Creating an Item Pool

Document and content analysis was performed during the process of creating the item pool. Document analysis is the activity of reading, evaluating, interpreting and taking notes after finding existing sources on a certain subject (Karasar, 2005). In this context, research conducted by Ababio and Mahlangu (2010), Ataman and Ograk (2022), Benan and Olca (2020), Demirel (2019), Dogan, Gurbuz and Can (2023), Kanter (1977), Niemann (1999), Stichman, Hassell and Archbold (2010), Stroshine and Brandl (2011), Yilmaz and Survegil (2020) were subjected to document and content analysis.

In order to ensure the content validity of this prepared item pool, the opinions of four field experts and a language expert were taken to determine its understandability and to eliminate language errors. Necessary corrections were made according to the feedback received after the review by the relevant experts. For the purpose of pilot application, the item pool was conducted through one-on-one interviews with 30 teachers working in schools providing different types of education. An attempt was made to obtain information about what was intended to be conveyed through the items, and the items were rearranged according to the feedback.

Study Group

The study group of this research consists of the first group on which EFA (Exploratory Factor Analysis) and reliability analysis were performed, and the second group on which CFA (Confirmatory Factor Analysis) was performed. Simple random sampling method was preferred in sample selection. In this sampling method, the elements that make up the sample have an equal chance of representing the universe. Therefore, the most acceptable method for selecting a representative sample is the random sampling method (Büyüköztürk et al., 2015). In the selection of the sample, two different cities located in the east of Turkey were chosen. The reason for choosing these two cities is that the researchers live there.

Table 2: Demographic features for the research sample

	Study group	Variable	Sub-variable	(f)	%
Simple Random Sampling	First Group	Gender	Male	126	41,44
			Female	177	58,22
	Second group		Male	160	47,71
			Female	146	52,28

First group: EFA consists of 304 teachers working in various public schools in Malatya. 177 (58.22%) of these teachers are women and 126 (41.44%) are men.

Second group: For CFA, it consists of 306 teachers working in various public schools in Elazig province. 160 (52.28%) of these teachers are women and 146 (47.71%) are men.

Analysis of Data

Before starting the quantitative analysis, it was first checked whether the sample size was appropriate to determine whether the data obtained was suitable for analysis. While Pallant (2020) stated that it would be sufficient if the number of samples was 10 times the number of items, Tabachnick and Fidell (2015) stated that it would be sufficient to reach a sample size of 300 for factor analysis. Since the sample number of 316 was reached for EFA, the sample size, which is one of the prerequisites for factor analysis, was met. It was checked whether there were any missing values in the data set and it was found that there were no missing values. The data were analyzed using the SPSS statistical program.

One of the most important prerequisites for factor analysis is the normal distribution of the data (Erdogan and Donmez, 2019). For this purpose, skewness and kurtosis values and whether there were extreme values were examined. As a result of the normality test, it was seen that the skewness and kurtosis values exhibited a normal distribution as they were within ±2 (George and Mallery, 2010). Before starting factor analysis, extreme values must be corrected or deleted (Tabachnick and Fidell, 2015). Extreme values were detected in the data set and they were removed from the data set and the analysis continued on 304 data.

After the item pool was created, EFA and CFA were performed to ensure construct validity. EFA is a statistical analysis method that aims to find fewer dimensions by bringing together many interrelated variables (Buyukozturk, 2002). To examine the factor structure of the scale, analysis was performed using the direct oblimin oblique rotation method. Tabachnick and Fidell (2015) stated that it would be a better choice to apply the oblique rotation technique in cases where an interdimensional relationship is assumed. It is less likely that there will be no interdimensional relationship. For this reason, oblique rotation was performed with the most preferred direct oblimin (Pallant, 2016) method. When determining the number of factors, factors with eigenvalues greater than 1 were considered important according to the Kaiser criterion (Buyukozturk, 2002). However, in selecting the items to be included in the factor, care was taken to ensure that the item factor loadings were greater than .32. (Tabachnick&Fidell, 2015) and that the item was related to the relevant factor. Items that did not meet these conditions were removed and the analysis was repeated.

With CFA, it is tried to determine the compatibility of a previously determined structure with a different data set (Orcan, 2018). While EFA is used to transform many interrelated variables into fewer and more meaningful factors (Kucuk et al., 2014); CFA is used to determine whether the expressions in these factors are sufficiently related to the relevant factor (Buyukozturk, 2002). For this purpose, CFA analysis was conducted with the data obtained from the sample group of 306 people in the second group at a different time.

The model data fit of the study was examined with Chi-square ($\chi 2$)/sd, GFI, CFI, RMSEA and TLI (NNFI) fit indices. SPSS AMOS 24 statistical program was used for these analyses.

Findings

Exploratory Factor Analysis (EFA) Results

Before starting factor analysis, Kaiser-MeyerOlkin (KMO) test and Bartlett Sphericity test were performed to determine whether the data was suitable for factor analysis. As a result of the test, the KMO coefficient was calculated as .873. Bartlett's sphericity test $\chi 2$ value was determined to be significant at 1754.97 (p<.05). In order to determine the construct validity of the scale, EFA was performed using the principal axis factor extraction and oblique axis rotation technique without factor limitation.

As a result of EFA, eight items that did not meet the previously explained criteria were removed from the scale. As a result of the reanalysis, it was seen that the items were collected under three factors with eigenvalues greater than 1. The items were examined and it was seen that these items were conceptually grouped under the correct factor. However, the slope graph was examined and it was seen that the slope decreased significantly after three factors. In other words, the factors after the third factor contribute less to the variance.

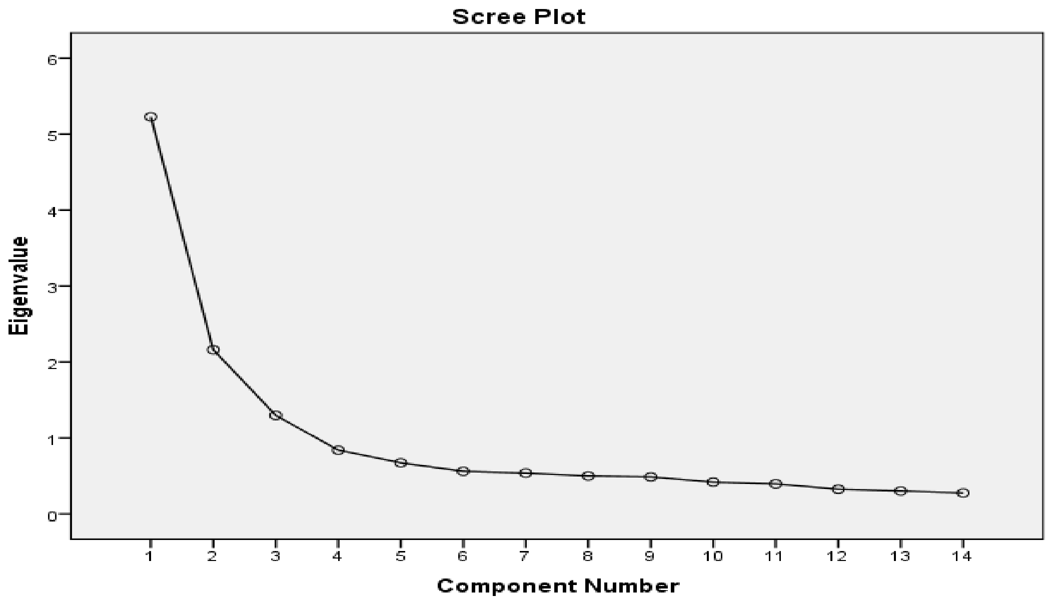

Figure 1: Line chart

It was observed that the contribution of the first factor to the variance was 37.334%, the second factor was 15.424% and the third factor was 9.274%. This 3-factor structure explains 62.032% of the variance. When the factor loadings of the items were examined, it was determined that there were no load values of .32 or below. It was observed that the factor loadings of the items collected under the first factor were between .822 and .669, the factor loadings of the items under the second factor were between .792 and .681, and the factor loadings of the items under the third factor were between .833 and .770. When the items related to these factors are examined, the first factor is named Boundary Heightening, the second factor is Performance Pressure and the third factor is Role Encapsulation. The findings of Table 1 are given below.

Table 3: Exploratory Factor Analysis Results Fort He Tokenism Perception Scale

Items	**Factor 1**	**Factor 2**	**Factor 3**	**Eigen value**
14 Ödül dağıtımında geri planda kalırım.	.822			5,227
12. Fikirlerim sorulsa bile ciddiye alınmaz.	.788			
11. İşyerinde düzenlenen programlarda bana aktif görev verilmez.	.760			
9. Yükselebileceğim görevlerin sınırlı olduğunu düşünüyorum.	.741			
13. İş dışı etkinliklere genelde davet edilmem.	.741			
10.Genellikle yukarıdan aşağıya doğru bir iletişime maruz kaldığımı düşünüyorum.	.736			
8. Terfi etme şansımın çok düşük olduğu kanaatindeyim.	.669			
6. Sürekli olarak kişisel ve mesleki olarak kendimi geliştirmek zorundayım.		.791		2,159
4. Genelde daha fazla performans gösteririm.		.780		
5. İş yüküm diğer çalışanlardan daha fazladır.		.723		
7. Herkesten daha fazla iş ahlakına riayet etmek zorundayım.		.683		
3. Olmadığım biri gibi davranmak zorunda kalmışımdır.			.833	1,298
2.Ait olduğum yapıyı iş arkadaşlarımdan gizlemek zorunda kalmışımdır.			.824	
1. Kendimi diğer iş arkadaşlarımdan izole etmek zorunda kalmışımdır.			.770	
Variance explained (%62,032)	37,334	15,424	9,274	
Cronbach α	.87	.73	.80	

Note: Principal axis factor extraction method and direct oblimin rotation technique has been applied.

Confirmatory Factor Analysis (CFA) Results

With EFA, a 3-factor structure with 14 items was obtained from the tokenism scale. CFA was performed to contribute to this emerging structure and to determine model data compatibility. To determine the model beneficence of fit, $\chi 2/df$, GFI, CFI, RMSEA, TLI (NNFI) values were examined. The following values were taken into consideration when evaluating the beneficence of model fit:

- $\chi 2/df<3$ indicates perfect fit, $\chi 2/df<5$ indicates acceptable fit (Meydan and Sesen, 2011),
- Values of .90 and above for (GFI) and (CFI) indicate acceptable fit (Bryne, 2001;Sumer, 2000),
- (RMSEA) values <.10 indicate acceptable fit (Steiger, 1990),
- For TLI (NNFI), .90 and above indicates acceptable fit (Meydan and Sesen, 2011).

Two suggested modifications were made to the Tokenism Perception Scale measurement model. The values obtained as a result of this process are presented in table 2 and figure 2.

Table 4: Fit Values of the Tokenism Perception Scale

Fit Indices	$\chi 2$ /df	GFI	CFI	RMSEA	TLI(NNFI)
Model Values	2,418	.93	.93	.068	.91

Considering the above data;

- Since the $\chi 2$/df value is below 3, there is a perfect fit,
- There is an acceptable fit since GFI and CFI values are above .90,
- There is an acceptable fit since the RMSEA value is less than .10,
- Since the TLI (NNFI) value is greater than .90, it can be said that there is an acceptable fit.

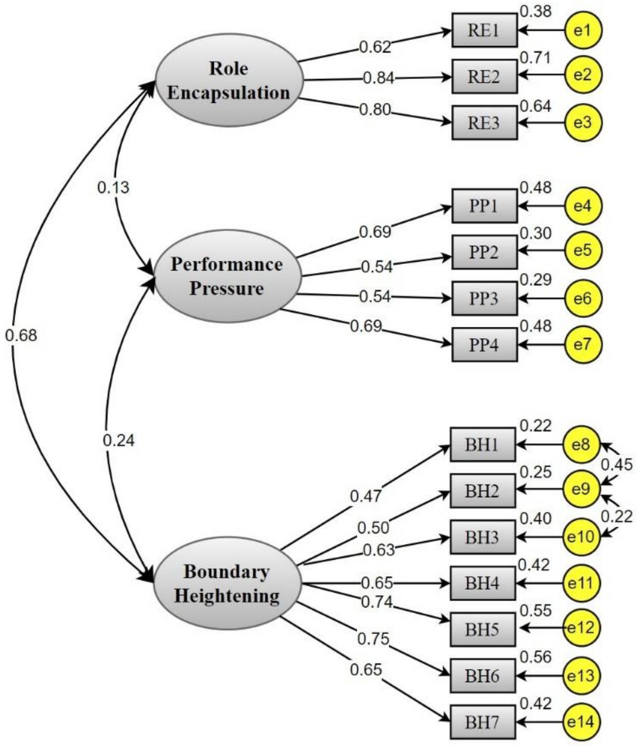

Figure 2: Tokenism Perception Scale Measurement Model

The analysis and comparisons revealed that the model has a good fit. As a result of the analysis performed to determine the reliability status, it was found to be .826 for Factor 1 (Boundary Heightening), .701 for Factor 2 (Performance Pressure) and .788 for Factor 3 (Role Encapsulation).

Discussion and Result

Education plays an important role in the development of societies. When it comes to education, the first thing that comes to mind is undoubtedly teachers. The professional and personal success of teachers can positively or negatively affect the education of the society they belong to (Gulmez et al., 2020). Therefore, in order to achieve quality in education, it is important for teachers to have a positive attitude towards their profession and workplace (Gundogar, 2014). In this context, in order to achieve quality and success in education, the educational environments provided to teachers in schools must be based on justice, equality, peace, trust, and tranquillity in every respect. Studies have shown that individuals exposed to tokenism have lower self-esteem, experience depression, and lower job satisfaction (Krimmel & Gormley, 2003). Additionally, it has been found that individuals in token situations perceive justice negatively (King et al., 2010) and experience high levels of anxiety (Yılmaz, 2019). Therefore, in order to address the perceived injustice and discrimination among teachers, it is necessary to correctly understand and analyze the problem (Demirel et al., 2011). A gap in both national and international literature regarding tokenism in the field of education is evident. Therefore, it is important to determine whether teachers perceive tokenism, eliminate these factors, and provide a more balanced and happier working life, ultimately eliminating the factors that reduce teachers' performance.

The aim of this research is to develop a scale that can test teachers' tokenism perception levels for use in the field of educational administration. For this purpose, studies on tokenism in domestic and foreign literature were examined. As a result of the examinations, it was seen that the studies on tokenism developed a scale that only took the gender variable into consideration (Demirel, 2019).in which only the gender variable was taken into account. It has been observed in the research that the focus is mostly on the Boundary Heightening, Role Encapsulation and Performance Pressure dimensions of tokenism. Content validity was determined by consulting field experts, and understandability was assessed by consulting a linguist to eliminate any language issues. The items were reviewed again based on the comments received. A pilot application was carried out to determine what was understood from the expressions in the item pool. With this method, the item pool was given its final form.

As a result of the EFA analysis conducted to ensure construct validity, 8 items were removed from the data set because their factor loading was below .32. As a result of the analysis made after this stage, it was seen that the remaining 14 items were collected under 3 factors: Boundary Heightening, Role Encapsulation and Performance Pressure. Again, the slope in the line graph also supported this result. The variance explained by these three factors together explained 62.032% of the total variance. When the data obtained was examined, it was seen that the factor structure was both statistically and conceptually significant. Considering the explained variance, it was seen that the construct validity of the scale was ensured. Within the scope of reliability studies, Cronbach's alpha values were examined and it was concluded that it was reliable since values above .70 were obtained.

As a result of CFA, which was conducted to support construct validity and determine the beneficence of fit of the model, it was seen that the fit values of the three-dimensional structure were at an acceptable level. In the analyzes conducted within the scope of reliability studies, Cronbach's alpha coefficients were found to be between .701 and .826. According to these results, the three-factor Tokenism Perception Scale was accepted to be valid and reliable. According to these results, the Tokenism Perception Scale consists of 3 dimensions and 14 items: Boundary Heightening, Role Encapsulation and Performance Pressure.

The items in the Role Encapsulation factor indicate that token teachers feel excluded in the workplace and are forced to hide their differences. Kanter (1977) stated that tokens are generally perceived as 'outsiders' by the dominant group and, as a result, are socially excluded. Yoder and Sinnett (1985) stated that the polarization between the token group and the dominant group leads to tokens being excluded from both formal and informal communication networks. When the items under the Performance Pressure factor are examined, they show that token individuals are under pressure to perform more, carry a heavier workload, and comply with higher moral standards. Cox (1993) stated that when tokens are exposed to this situation, they must meet the expectations of both their own group and the dominant group. This situation can lead to tokens experiencing burnout and stress. The items under the Boundary Heightening factor show the obstacles that token individuals face in their career development and the devaluation of their ideas. Williams (1992) stated that token individuals face obstacles such as "glass ceiling" and "double bind" in their careers. Tokens have to strike a balance between being successful and belonging to their own group.

The items presented support the situations predicted by the theory of tokenism. Token teachers may face various problems in the workplace, such as social isolation, performance pressure, career barriers, and devaluation. These issues may have negative consequences for both individuals and institutions suggestions.

In this study, the scope and construct validity of the scale were tested. In the next stages, research can be conducted within the scope of criterion validity studies.

It can be said that tokenistic behaviors, which are known to cause employees to exhibit work avoidance behavior and decrease their organizational commitment levels, will directly affect organizational effectiveness. For this reason, it may be recommended for researchers to examine the relationship between tokenism and variables that are directly related to organizational behavior, such as organizational effectiveness, organizational commitment, and organizational citizenship.

The "tokenism perception scale", whose validity and reliability have been proven by this research, was developed with the opinions of teachers in educational organizations. If it is used in different types of organizations, validity and reliability studies should be conducted again.

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Appendix 1: Tokenism Perception Scale

		Tokenizm Algısı Ölçeği	Hiç bir zaman	Nadiren	Bazen	Sıklıkla	Her zaman
Rol Kuşatması	1	Kendimi diğer iş arkadaşlarımdan izole etmek zorunda kalmışımdır.					
	2	Ait olduğum yapıyı iş arkadaşlarımdan gizlemek zorunda kalmışımdır.					
	3	Olmadığım biri gibi davranmak zorunda kalmışımdır.					
Performans Baskısı	4	Genelde daha fazla performans gösteririm.					
	5	İş yüküm diğer çalışanlardan daha fazladır.					
	6	Sürekli olarak kişisel ve mesleki olarak kendimi geliştirmek zorundayım.					
	7	Herkesten daha fazla iş ahlakına riayet etmek zorundayım.					
Yükseltilmiş Sınırlar	8	Terfi etme şansımın çok düşük olduğu kanaatindeyim.					
	9	Yükselebileceğim görevlerin sınırlı olduğunu düşünüyorum.					
	10	Genellikle yukarıdan aşağıya doğru bir iletişime maruz kaldığımı düşünüyorum.					
	11	İş yerinde düzenlenen programlarda bana aktif görev verilmez.					
	12	Fikirlerim sorulsa bile ciddiye alınmaz.					
	13	İş dışı etkinliklere genelde davet edilmem.					
	14	Ödül dağıtımında geri planda kalırım.					