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Teachers' Withdrawal Behaviors and their Relationship with Work Ethic*

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Abstract

Problem Situation: People experience ups and downs in their job satisfaction and motivation levels at different points of their work lives for various reasons. One of the outputs of low job satisfaction and motivation is defined as "withdrawal behaviors" in the literature. Withdrawal behaviors are any employee behavior of withdrawal from duties and responsibilities as a result of a distance that grows between the employee and the organization. It is an important necessity to investigate such behaviors at educational institutions. Determining teachers' withdrawal behaviors will be useful in enabling more effective and successful performance of their job. Also, considering that their withdrawal behaviors adversely affect the students' success, investigation of such behaviors is an important necessity in respect to the quality of education.

Purpose: This study aims to identify teachers' withdrawal behaviors and the relationship between such behaviors and work ethics based on the views of teachers and school administrators serving in public elementary schools.

Method: Designed in single and relational screening models, the study was conducted using a mixed research method. The study sample in quantitative dimension is comprised of 381 elementary school teachers and 198 elementary school administrators. Under the quantitative dimension of the study, 15 elementary school teachers and 15 school administrators were interviewed. Teachers' withdrawal behaviors were studied using the "Withdrawal Behaviors Scale" and their views on work ethics were studied using the "Work Ethics Scale." The quantitative data was collected using a semi-structured form.

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Findings: According the results attained, teachers believe that they seldom exhibit physical and psychological withdrawal behaviors at school. School administrators, similarly, also believe that teachers seldom exhibit physical and psychological withdrawal behaviors. Of the physical withdrawal behaviors exhibited by the public elementary schools in Ankara, prolonging intermissions between the class sessions is the most common. This behavior is followed by not participating in in-service trainings, seminars, and symposia. As a psychological withdrawal behavior, the most common, according to the teachers, is expressing the intent to leave the school or profession at every opportunity, and the most common, according to the school administrators, is chatting with colleagues during work hours. There is a significant negative relationship between the physical and psychological withdrawal behaviors and the work-oriented sub-dimensions, which are dedication to work and commitment to duty. While there is a low level of significant positive relationship between the physical withdrawal behaviors and the delight-oriented dimension of attributing success to external factors, there is a low level of significant positive relationship between psychological withdrawal behaviors and the delight-oriented sub-dimensions of attributing success to external factors and utilitarianism.

Results and Recommendations: A decrease in teachers' ethical values such as dedication to work and commitment to duty leads to an increase in physical and psychological withdrawal behaviors. Therefore, to decrease the teachers' physical and psychological withdrawal behaviors, it must be ensured that they adopt puritan ethical values, including dedication to work and commitment to duty. With this in mind, in order for teachers to care more for their profession and fulfill their duties with care, school administrators must ensure that teachers feel trusted and valued, and must pay attention to allow them to take more initiative in school activities.

Keywords. Physical withdrawal, psychological withdrawal, work ethics, job satisfaction, motivation, teachers.

Introduction

Employees' attitudes and behaviors toward work, having a vital place in organizational life, are becoming increasingly important. Although employees are expected to exhibit positive attitudes and behaviors, unfavored behaviors such as tardiness, absence, cyberloafing, and arguments with colleagues are also observed. Some of the unfavored behaviors at organizations are withdrawal behaviors. In this context, one of the issues that should be strongly focused on is employees' withdrawal behaviors.

Withdrawal behavior is defined by Spendolini (1985) as some form of volitional response to the perceived deterrent conditions designed to increase psychological and physical distance between the employee and the organization. Oh (1995) similarly considers such behaviors as a reaction by an employee dissatisfied with their work situation. According to a different definition, withdrawal behaviors are

actions intended to place physical or psychological remoteness between the employee and the organization (Rosse& Hulin, 1985: as cited by Carmeli, 2004). Based on the above definitions, withdrawal behaviors can be defined as any employee behaviors of withdrawal from duties and responsibilities as a result of a distance that grows between the employee and the organization.

Employees' withdrawal behaviors can be said to have many interrelated determining factors. Spendolini (1985) groups such variety of determining factors into three main titles. Accordingly, individual factors such as gender, age, and seniority, organizational factors such as the size of the organization, job satisfaction, and commitment to the organization, and economic factors such as overall economic condition, wages, skill level, employment condition, and leadership style play a role in employees' withdrawal behaviors.

Withdrawal behaviors resulting from many factors manifest themselves in many different forms in organizations. In the literature research is available on the grouping behaviors of withdrawal from work as job withdrawal and work withdrawal (Hanish& Hulin, 1991: as cited by Ratnasingam, 2012). However, the researchers (e.g., Lehman & Simpson, 1992; Mirsepasi, Memorzodeli, Alipour&Felzi, 2012; Redmond, 2014) group withdrawal behaviors in an organization into two categories, as physical and psychological withdrawal behaviors.

Actions that allow the employee to physically escape from the work environment for a short or long term are referred to as physical withdrawal behaviors (Mirsepasi, Memorzodeli, Alipour&Felzi, 2012). These behaviors are those that refer to physical absence of employees from the work environment, thus limiting their fulfillment of job responsibilities (Lehman & Simpson, 1992). Although an employee withdrawing from their duties physically withdraws from their work, they can psychologically withdraw from their work, as well. Actions that allow an employee to mentally withdraw from the work environment are psychological withdrawal behaviors (Fisher, 2004). Psychological withdrawal actually means that employees have essentially been lost even though they are occupying a chair in the work environment (Hulin, 1991: as cited by Mirsepasi, Memorzodeli, Alipour&Felzi, 2012).

It can be suggested that employees, taking a dislike to their jobs, express their dissatisfaction by exhibiting physical and psychological withdrawal behaviors in many different forms. Employees' withdrawal behaviors at the organization can be summarized in general as in Figure 1.

As seen in Figure 1, employees' withdrawal behaviors consist of two dimensions: physical and psychological. Each dimension has many forms of behaviors.

Withdrawal behaviors, being the focal point of the present study, are observed to appear in many different forms at organizations. Although various factors are argued to cause such behaviors, it may be suggested that employees' perspectives on working and their work ethics have a significant role in this matter. Employees' work ethics will affect their perspective on the organization and the concept of working, which will be reflected in their attitudes and behaviors. In fact, the concept of work ethics is an important determinant of their behaviors with respect to their work (Miller, Woehr& Hudspeth, 2001). For instance, employees adopting puritan

work ethics avoid absenteeism at work, as they believe in the intrinsic value of hard work (Judge & Martocchio, 1996).

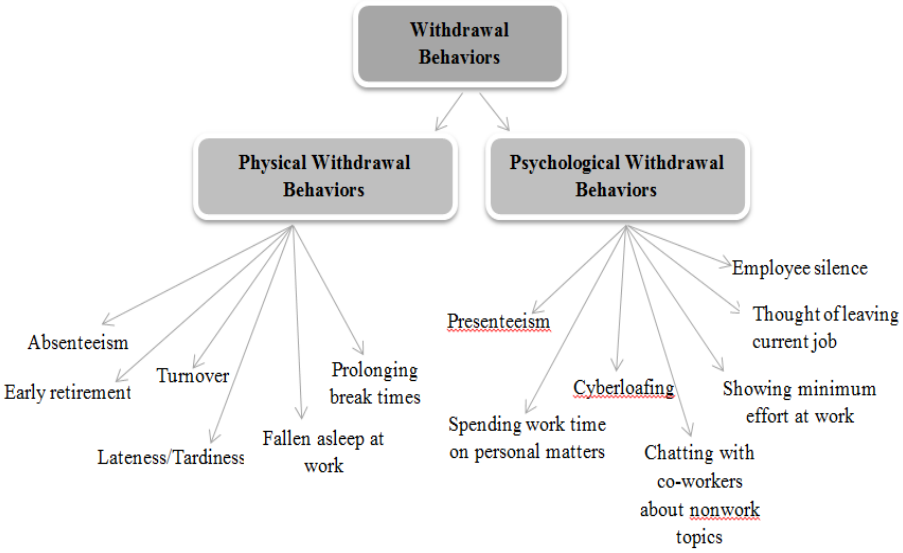

Figure 1. Withdrawal Behaviors

According to Bozkurt (2000), working was regarded as an "inferior" activity in ancient times, and gained a central importance in the social life with the industrialization process in the modern age. "*Positive attitudes and behaviors of individuals living in a society toward working and their jobs*" are also defined as work ethics (Ozdemir, 2009, 305). Baruchle and Azam (2003) suggest that work ethics are about the desirable attitudes, values, and habits expected from employees.

Brown (1996; as cited by Hudspeth, 2003) argues that individuals with values of hard work feel compelled to use their skills in the best manner and carry on their activities with maximum effort. Also, work ethics encourage a high level of employee involvement in work (Randall & Cote, 1991; as cited by Yousef, 2001). Therefore, individuals' perspectives of working and work ethics may reflect on their attitudes and behaviors. Therefore, work ethic as a withdrawal behavior is one of the issues on which organizations must strongly focus. This study aims to determine teachers' forms of withdrawal behavior and test the relationship between such forms of behavior and work ethics, based on the views of teachers and school administrators serving in public elementary schools in Ankara.

Method

Research Design

This study is designed using single and relational screening methods. The single screening model was used to describe teachers' and school administrators' perceptions of teachers' forms of withdrawal behaviors. The relational screening model was used to investigate teachers' forms of withdrawal behaviors and their views on the dimensions of work ethics.

The research was conducted using a mixed research method of both quantitative and qualitative research methods. In the quantitative dimension, the scales were used to determine teachers' and school administrators' views on teachers' withdrawal behaviors and work ethics. In the qualitative dimension, teachers and school administrators were interviewed to describe teachers' withdrawal behaviors in detail.

Sample

The study was conducted with the participation of elementary school teachers and administrators working at public schools in nine sub-provinces of Ankara (Altındağ, Çankaya, Etimesgut, Gölbaşı, Keçiören, Mamak, Pursaklar, Sincan and Yenimahalle). The study consists of two sub-populations. 381 teachers were assumed to represent the first sub-population of 14071 elementary school teachers at $\alpha = .05$ significance and 5% tolerance level. 277 school administrators were assumed to represent the second sub-population of 909 school administrators at $\alpha = .05$ significance and 5% tolerance level (Anderson, 1990; as cited by Balci, 2010). The sample selection was conducted using a stratified sampling method. According to this method, each of the nine sub-provinces in Ankara was treated as a stratum.

All of the 381 elementary school teachers comprising the research sample were reached, while the surveys were conducted with 198 school administrators, corresponding to 71.5% participation. The reasons for this are that the assignments of school administrators ended by the end of the 2013-2014 academic year within the frame of the Regulation for Appointment of Administrators of Education Institutions under the Ministry of National Education (MoNE, 2014a), that appointments to some of the administrator positions at the education institutions could not be made until December, and that participation in the study was voluntary.

Of the teachers participating in the study, 80% are females, 20% are males, and of the administrators participating in the study, 22% are females and 78% are males. The seniority levels of the teachers participating in the study are 1-5 years for 6%, 6-20 years for 74%, and 21 years or more for 20%. The seniority levels of the administrators participating in the study are 1-5 years for 35%, 6-15 years for 36%, and 16 years or more for 29%. Of the teachers, 12% have an associate degree, 82% have an undergraduate degree, and 6% have a graduate degree. Finally, of the administrators, 13% have an associate degree, 66% have an undergraduate degree, and 21% have a graduate degree.

The qualitative dimension of the study was carried out by interviewing a working group comprised of 15 teachers and 15 school administrators working at public elementary schools in nine sub-provinces of Ankara.

Data Collection and Analysis

The "Withdrawal Behaviors Scale" developed by the researcher was used to determine the elementary school teachers' withdrawal behaviors. The scale consists of two separate sub-scales named "physical withdrawal behaviors scale" (8 items) and "psychological withdrawal behaviors scale" (12 items). In the preliminary trial, the draft scales were applied on a total of 278 participants including 200 teachers and 78 school administrators. Teacher views on work ethics were investigated using the "Work Ethics Scale" developed by Aydın, Demirkasımoğlu, Güner Demir, and Erdemli. The Work Ethics Scale consists of two sub-scales, work-oriented and delight-oriented. The preliminary application of this scale was realized on a total of 253 participants, including 93 administrators and 160 teachers. A semi-structured interview form was developed by the researcher for the qualitative dimension of the study.

An unrelated t test was used to determine whether there was a significant variance between the views based on the gender variable. A Kruskal Wallis H test and a one-way analysis of variance were used to test whether there was a significant variance based on the seniority and education degree variables. The Spearman-Brown Rank Orders correlation coefficient was evaluated to explain the level or magnitude and direction of the relationship between the teachers' withdrawal behaviors and their views on the work ethics. The .05 significance level was taken as a criterion in the data analysis. Interview records derived under the qualitative dimension of the study were analyzed using the NVivo 10 package program. The data were analyzed using the content analysis method.

Validity and Reliability Analyses

Validity and reliability of the Physical Withdrawal Behaviors Scale (PHWS). The draft PHWS form had 11 items before the preliminary application. Kaiser-Meyer-Olkin (KMO) value of .89 and the result of the Barlett test as significant ($p<0.01$) showed that the sample was concordant for the factor analysis. The exploratory factor analysis showed that PHWS primarily consisted of two factors. Overlapping items in these factor groups were eliminated from the evaluation, and analyses were repeated. The scale was found to have a single-factor structure after the elimination of the overlapping items. The total variance explained by this factor is 49.60%. The Cronbach Alpha reliability coefficient of the scale was calculated as .85. When the findings derived from the confirmatory factor analysis (CFA) for the PHWS were evaluated, $\chi 2/sd$ ratio and RMSEA were calculated respectively as 2.50 and 0.075. These values suggest that the model is concordant. An evaluation of the other fit indices (NFI= 0.96, NNFI= 0.97, CFI = 0.98, GFI = 0.96, AGFI = 0.92) suggest that the model is perfectly concordant (Schermelleh-Engel, Moosbrugger& Müller, 2003).

Validity and reliability of the Psychological Withdrawal Behaviors Scale (PSWS).The draft PSWS form had 19 items before the preliminary application. The KMO value of .95 and the result of the Barlett test as significant ($p<0.01$) showed that

the sample was concordant for the factor analysis. The exploratory factor analysis showed that "Psychological Withdrawal Behaviors Scale" consisted of two factors. Overlapping items in these factor groups were respectively eliminated from the evaluation, and analyses were repeated. The scale was found to have a single-factor structure after the factor rotation. The total variance explained by this factor is 57.72%. The Cronbach Alpha reliability coefficient of the scale was calculated as .93. $\chi 2/sd$ ratio and RMSEA calculated with CFA for the PSWS were calculated respectively as 2.66 and 0.079, which suggested that the scale had an acceptable concordance. In this study, NFI was calculated as 0.97, NFFI as 0.98, and CFI as 0.98. These values are within the perfect concordance limits of the goodness of fit index. When the GFI and AGFI values were examined, GFI was calculated as 0.92, and AGFI as 0.88, and these values are within the limits of good or acceptable concordance (Schermelleh-Engel, Moosbrugger& Müller, 2003).

Validity and reliability of the Work Oriented Scale.The "Work Oriented Scale" exhibits a four-factor structure. The first dimension has five items, the second dimension has four items, the third dimension has three items, and the fourth dimension has three items, adding up to 15 items in total. The dimensions are, respectively, "Dedication to Work," "Work Discipline," "Commitment to Duty," and "Integration with Work." The total variance explained collectively by the four factors is 60.22%. The Cronbach-Alpha internal consistency coefficient of the scale is .84.

Validity and reliability of the Delight Oriented Scale.The second sub-scale of the Work Ethics Scale, the "*Delight Oriented*Scale," exhibits a three-factor structure. The fist factor (attributing success to external factors) consists of five items, the second factor (living the moment) consists of three items, and the third factor (utilitarianism) consists of three items. The total variance explained collectively by the factors, "attributing success to external factors," "living the moment," and "utilitarianism," is 55.94%. The internal consistency coefficient of the scale was calculated as .79.

Semi-structured interview form. The interview form was prepared in parallel to the "Withdrawal from Work Scale." The draft interview forms prepared were submitted for expert opinion regarding their content validity, and necessary amendments were made based on the evaluation of the experts. In order to test the reliability of the analyses, the compromise percentage formula suggested by Miles and Huberman (1994) was used: A researcher from the educational management field was requested to code the interview records derived under this scope. As a result of the coding, the reliability of the study was calculated as P = 323 / (323 + 25) X 100 = ~%92.8. Accordingly, it was concluded that analyses were conducted in a reliable way.

Results

Findings Regarding Teachers' Physical Withdrawal Behaviors

Arithmetic mean and standard deviation values of the teacher and administrator views on teachers' physical withdrawal behaviors were calculated as presented in Table 1.

Table 1.

Arithmetic Mean and Standard Deviation Values of the Teacher and Administrator views on the Dimension of Teachers' Physical Withdrawal Behaviors

No.	Scale Item	Teachers		Administrators	
		M	*SD*	*M*	*SD*
1.	Taking leave and sick leave even when not sick	1.84	0.84	2.22	0.81
2.	Being late for school	1.99	0.82	2.31	0.78
3.	Leaving the class before the bell rings	1.44	0.70	1.63	0.75
4.	Not participating in planned school meetings (group meetings, parents meetings, etc.) and ceremonies	1.43	0.65	1.65	0.75
5.	Not returning to school when assigned to an activity outside the school even if the work is finished very early	1.80	1.03	2.47	1.14
6.	Prolonging the intermissions (break times)	2.19	1.00	2.77	1.09
7.	Disappearing upon arriving at school	1.39	0.66	1.75	0.82
8.	Not participating in in-service trainings, seminars and symposia	1.85	0.96	2.43	1.10
Mean of Scale		1.74		2.15	

As seen in Table 1, statements with the highest level of agreement of teachers and school administrators in the dimension of physical withdrawal behaviors largely overlap with each other. The statement "prolonging the intermissions (break times)" has comparably the highest level of agreement of both groups. Also, the statement "not participating in in-service trainings, seminars and symposia" are among the three statements with the highest-level of agreement of both teachers and administrators.

A Comparison of the Teacher and Administrator Views on Teachers' Physical Withdrawal Behaviors Based on Independent Variables

Findings regarding the gender variable. There is no significant variance between the teacher views [$t_{(377)}$=.58; p>.05] and the administrator views [$t_{(196)}$=.41; p>.05] on teachers' physical withdrawal behaviors based on the gender variable.

Findings regarding the seniority variable. There is no significant variance among the administrator views (F(2, 195)= .70, p>.05) on teachers' physical withdrawal behaviors based on the seniority variable. However, there is a significant variance found among the teacher views [x^2 (2) = 6.88, p<.05] on teachers' physical withdrawal behaviors based on the seniority variable. The Mann Whitney U test was conducted between the groups to identify which groups had variance between them.

Accordingly, a significant variance was identified between the views of the teachers with 6-20 years of service and the teachers with 21 years or more of service (U=13165,500, p<.05). According to the results of the analysis, the teachers with 6-20 years of service withdraw from work significantly more than the teachers with 21 years or more of service do.

Findings regarding the education degree variable. The teacher views [x^2 (2) = 3.69, p>.05] and the administrator views [x^2(2)=1.52, p>.05] on teachers' physical withdrawal behaviors do not significantly vary based on the education degree variable.

Findings Regarding Teachers' Psychological Withdrawal Behaviors

Arithmetic mean and standard deviation values of the teacher and administrator views on teachers' psychological withdrawal behaviors are presented in Table 2.

Table 2.

Arithmetic Mean and Standard Deviation Values of the Teacher and Administrator Views on the Dimension of Teachers' Psychological Withdrawal Behaviors

No.	Scale Item	Teachers		Administrators	
		M	*SD*	*M*	*SD*
1.	Being occupied with irrelevant things at school and during a class session	1.61	.82	1.96	.80
2.	Surfing the web	1.49	.85	1.95	.94
3.	Showing effort to look busy even when not	1.55	.80	1.92	.88
4.	Chatting with colleagues during work hours	1.75	.90	2.32	.97
5.	Constantly checking the time	1.52	.78	1.92	.98
6.	Doing personal business during class	1.50	.84	1.85	.85
7.	Making long personal calls at school	1.65	.87	2.15	.90
8.	Showing less effort than normal at school or during class	1.70	.90	2.17	.93
9.	Coming to class unprepared	1.84	.89	2.23	.94
10.	Leaving students idle during class	1.69	.86	2.00	.82
11.	Having others do their own work	1.74	.94	2.13	.93
12.	Expressing intent to leave school or teaching profession at every opportunity	1.87	1.03	1.96	1.01
Mean of Scale		1.66		2.05	

According to Table 2, while the statement with the highest level of agreement of the teachers with respect to their psychological withdrawal behaviors is "expressing intent to leave school and teaching profession at every opportunity," the statement with the highest level of agreement of the school administrators in this dimension is "showing less effort than normal at school and during class." Also, the statements with comparatively the highest level of mutual agreement among the teachers and the school administrators in this dimension are "coming to class unprepared" and "chatting with colleagues during work hours."

A Comparison of Teacher and Administrator Views on Teachers' Psychological Withdrawal Behaviors Based on Independent Variables

Findings regarding the gender variable. There is no significant variance observed between the teacher views [$t_{(369)}$=.69; p>.05] and the school administrator views [$t_{(196)}$=.41; p>.05] on teachers' psychological withdrawal behaviors based on the gender variable.

Findings regarding the seniority variable. The teacher views [x^2 (2) = 4.15, p>.05] and administrator views (F(2,195)= .78, p>.05) on teachers' physical withdrawal behaviors do not significantly vary based on the seniority variable.

Findings regarding the education degree variable. There is no significant variance between the teacher views [x^2 (2)] = 3.29, p>.05] and the school administrator views [x^2 (2)] = 4.65, p>.05] on teachers' psychological withdrawal behaviors based on the educational degree variable.

Qualitative Findings Regarding Teachers' Behaviors of Withdrawal from Work

When the views on physical and psychological withdrawal behaviors during the teacher interviews are examined together, the behaviors of withdrawal from work exhibited by teachers can be summarized as in Figure 2.

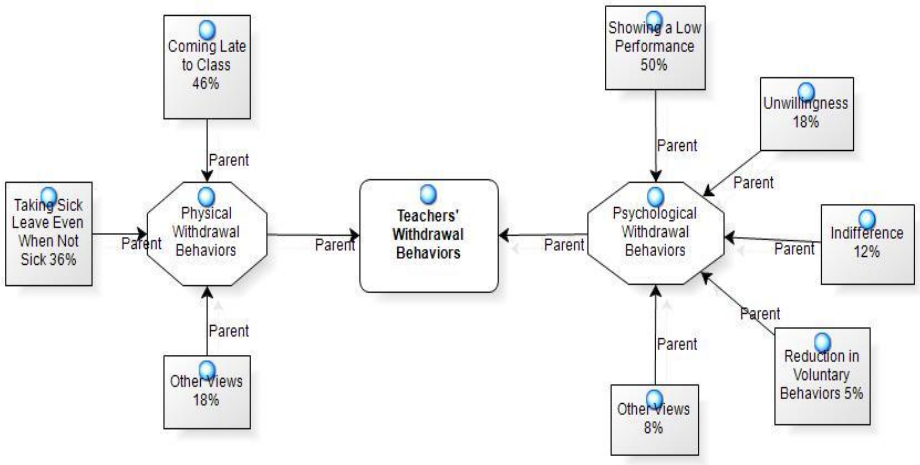

Figure 2. Behaviors of Withdrawal from Work According to the Teacher Views

As understood from Figure 2, while the physical withdrawal behavior relatively most commonly exhibited by the teachers, according to the teacher views, is coming late to class (%46), the psychological withdrawal behavior relatively most commonly exhibited by the teachers is showing a low performance (%50). Similarly, also in the quantitative findings, the physical withdrawal behavior with the highest level of agreement from the teachers and the school administrators is "prolonging the intermissions (break times)," which is parallel to coming late to class. Of the psychological withdrawal behaviors, "showing less effort than normal at school and during class" and "coming late to class," which are related to showing a low performance, are agreed on.

During the interviews with the school administrators, of the views on teachers' behaviors of withdrawal from work, those on physical withdrawal behaviors are grouped under the titles of taking leave and sick leave (f= 7), absenteeism (f= 5), coming late to class (f= 5) and turnover (f= 2), respectively. The school administrator views on teachers' psychological withdrawal behaviors are, similar to the teacher views, grouped under the titles of showing a low performance (f= 7), reluctance to participate in activities (f= 7), apathy (f= 3) and other views (f= 3).

Findings Regarding the Relationship between Teachers' Behaviors of Withdrawal from Work and Work Ethics

This title includes analyses of the relationship between teachers' behaviors of withdrawal from work and work ethics.

The Relationship Between Teachers' Physical Withdrawal Behaviors and Work Ethics

For the purpose of identifying the relationship between teachers' physical withdrawal behaviors and work ethics, the Spearman-Brown Rank Orders correlation coefficient was first calculated to determine the relationship of the physical withdrawal behaviors and the work-oriented sub-dimensions. The results of the analysis are presented in Table 3.

As seen from Table 3, while there is no significant relationship between the physical withdrawal behaviors and the work-oriented sub-dimensions of work discipline ($r=-.10$, $p>.05$) and integration with work ($r=.03$, $p>.05$), there is a low level of significant negative relationship between dedication to work ($r=-.21$, $p<.05$) and commitment to duty ($r=-.11$, $p<.05$).

For the purpose of identifying the relationship between the physical withdrawal behaviors and the other delight-oriented dimension of work ethics, the results of the Spearman-Brown Rank Orders correlation coefficient with respect to identifying the relationship between the physical withdrawal behaviors and the delight-oriented sub-dimensions are presented in Table 4.

Table 3.

Spearman-Brown Rank Orders Correlation Coefficient Results for the Physical Withdrawal Behaviors and the Work-Oriented Dimensions

Variables	Physical Withdrawal Behaviors	Commitment to Work	Work Discipline	Commitment to Duty	Integration with Work
Physical Withdrawal Behaviors	1.00				
Dedication to Work	-.21*	1.00			
Work Discipline	-.10	.26**	1.00		
Commitment to Duty	-.11*	.09	.46**	1.00	
Integration with Work	-.03	.32**	.14**	.19**	1.00

Table 4.

Spearman-Brown Rank Orders Correlation Coefficient Results for the Physical Withdrawal Behaviors and the Delight-Oriented Dimensions

Variables	Physical Withdrawal Behaviors	Attributing Success to External Factors	Living the Moment	Utilitarianism
Physical Withdrawal Behaviors	1.00			
Attributing Success to External Factors	.13*	1.00		
Living the Moment	.00	.35**	1.00	
Utilitarianism	.07	.47**	.42**	1.00

As seen in Table 4, there is no significant relationship between the physical withdrawal behaviors and the delight-oriented sub-dimensions of living the moment ($r=.00$, $p>.05$) and utilitarianism ($r=.07$, $p>.05$). However, a low level of significant positive relationship was found between the physical withdrawal behaviors and the dimension of attributing success to external factors ($r=.13$, $p<.05$).

The Relationship between Teachers' Psychological Withdrawal Behaviors and Work Ethics

For the purpose of identifying the relationship between teachers' psychological withdrawal behaviors and work ethics, the Spearman-Brown Rank Orders correlation coefficient was first calculated to determine the relationship of the psychological withdrawal behaviors and the sub-dimensions of work-oriented behaviors. The results of the analysis are presented in Table 5.

Table 5.

Spearman-Brown Rank Orders Correlation Coefficient Results for the Psychological Withdrawal Behaviors and the Dimensions of Work-Oriented Behaviors

Variables	Psychological Withdrawal Behaviors	Dedication to Work	Work Discipline	Commitment to Duty	Integration with Work
Psychological Withdrawal Behaviors	1.00				
Dedication to Work	-.25**	1.00			
Work Discipline	-.06	.26**	1.00		
Commitment to Duty	-.13*	.09	.46**	1.00	
Integration with Work	-.00	.32**	.14**	.19**	1.00

As seen from Table 5, while there is no significant relationship between teachers' psychological withdrawal behaviors and the work-oriented sub-dimensions of work discipline (r=-.06, p>.05) and integration with work (r=.00, p>.05), there is a low level of significant negative relationship between dedication to work (r=-.25, p<.05) and commitment to duty (r=-.13, p<.05).

For the purpose of identifying the relationship between the psychological withdrawal behaviors and the other dimension of delight-oriented work ethics, the results of the Spearman-Brown Rank Orders correlation coefficient with respect to identifying the relationship between such withdrawal behaviors and the sub-dimensions of delight-oriented behaviors are provided in Table 6.

Table 6

Spearman-Brown Rank Orders Correlation Coefficient Results for the Psychological Withdrawal Behaviors and the Dimensions of Delight-Oriented Behaviors

Variables	Psychological Withdrawal Behaviors	Attributing Success to External Factors	Living the Moment	Utilitarianism
Psychological Withdrawal Behaviors	1.00			
Attributing Success to External Factors	.19*	1.00		
Living the Moment	.03	.35**	1.00	
Utilitarianism	.17*	.47**	.42**	1.00

As seen from Table 6, there is no significant relationship between the physical withdrawal behaviors and the work-oriented sub-dimension of leaving the moment (r=.03 p>.05). However, a low level of significant positive relationship was

found between the psychological withdrawal behaviors and the sub-dimensions of attributing success to external factors (r=.19, p<.05) and utilitarianism (r=.17, p<.05) of delight-oriented behaviors.

Discussion and Conclusion

The low level of agreement of the teachers and the administrators in the statements, including those on physical and psychological withdrawal behaviors, suggests that teachers do not completely withdraw from work. In other words, according to the research findings, it can be suggested that teachers seldom exhibit behaviors of both physical and psychological withdrawal from work, and therefore that they do not take a complete dislike to their profession. However, taking into account that this study was conducted based on teachers' perceptions, the results are probably a natural outcome of social admiration.

One of the reasons why teachers exhibit behaviors considered withdrawal from work at a low level is that a large portion of teacher behaviors are required by laws. For instance, "behavior of not participating in planned school meetings (group meetings, parent meetings, etc.), and ceremonies," which has the lowest level of agreement from the teachers and the administrators, is regulated by the "Regulation of the Ministry of National Education for Pre-School Education and Elementary Education Institutions." According to article 43 in the section "Prohibitions" of the regulation, teachers are obliged to be present in any official meeting and on local liberation days as well as national days (MoNE, 2014b). According to this, any teacher exhibiting such behavior may probably face a disciplinary action. Teachers, reluctant to face such possible outcomes, may exhibit the required behavior, though reluctantly.

Of the teacher's physical withdrawal behaviors, prolonging the intermissions between the class sessions is the most common. This behavior is followed by not participating in in-service trainings, seminars, and symposia. As a psychological withdrawal behavior, the most common, according to the teachers, is expressing the intent to leave the school or profession at every opportunity, i.e. the intent to quit the job. According to the school administrators, teachers psychologically withdraw from work by chatting with their colleagues during work hours.

There is no significant variance between the teacher views and the school administrator views in the dimension of physical withdrawal behaviors with respect to the gender and education degree variables. Also, in the study conducted by SehBaradar, Ebrahimpour, and Hasanzadeh (2013), the mean of the female employees' withdrawal behaviors (M=42.23) and that of the male employees' withdrawal behaviors (M=43.75) appear to be close. However, Shockley (2012), who investigated teachers' behavior of absence as a physical withdrawal behavior, concluded that teachers' behavior of absence significantly varied in respect of gender and that female employees exhibited the behavior of absence more compared to the male employees.

The seniority variable, not leading to a variance among the administrator views on teachers' physical withdrawal behaviors, leads to a significant variance among the

teachers' views. According to the present study, teachers with 6-20 years of service feel that they withdraw from work more than the teachers with 21 years or more of service do. SehBaradar, Ebrahimpour, and Hasanzadeh (2013) found that employees with 11-20 years of service had a higher mean of withdrawal behaviors compared to employees in other seniority groups. As seen, these findings appear to be similar to the findings of the present study. There is no significant variance between the teacher and the school administrator views in the dimension of psychological withdrawal behaviors with respect to gender and education degree variable.

There is no significant relationship between the teachers' physical withdrawal behaviors and the dimensions of work discipline and integration with work of work=oriented behaviors. However, the work-oriented sub-dimensions of dedication to work and commitment to duty have a low but significant negative relationship with the physical withdrawal behaviors. Accordingly, employees who are responsible and committed to work may exhibit a lower level of physical withdrawal behaviors.

Similarly, Bayram (2005) argues that the more the employees' feelings of commitment increase, the less unfavored behaviors, such as tardiness, absenteeism, and quitting work will be exhibited. Also, the studies suggest that any decrease in puritan work ethics, which include the dimensions of dedication to work and commitment to duty, leads to an increase in physical withdrawal behaviors, such as absenteeism and turnover (as cited by Miller, Woehr& Hudspeth, 2001). Based on these findings, it may be suggested that teachers' positive attitudes, or in other words their being focused on work, have an important role in decreasing their physical withdrawal behaviors.

There is no significant relationship between the teachers' physical withdrawal behaviors and the delight-oriented dimensions of living the moment and utilitarianism. However, there is a low level of significant positive relationship between the physical withdrawal behaviors and the dimension of attributing success to external factors. Therefore, it may be suggested that employees who believe that personal connections and luck have a stronger role in success than working shall exhibit a high level of physical withdrawal behaviors.

There is no significant relationship between teachers' psychological withdrawal behaviors and the work-oriented sub-dimensions of work discipline and integration with work; however, there is a significant negative relationship between the sub-dimension of dedication to work and commitment to duty. According to the research findings, employees who are dedicated to work, place work in the center of their lives, and are committed to duty rarely exhibit psychological withdrawal behaviors. In other words, a decrease in teachers' ethical values such as dedication to work and commitment to duty leads to an increase in their physical and psychological withdrawal behaviors. In fact, Yandle (1992; as cited by Miller, Woehr & Hudspeth, 2001) suggests that a decrease in puritan work ethics will lead to an increase in the behavior of showing low performance, which is considered a psychological withdrawal behavior.

There is no significant relationship between the psychological withdrawal behaviors and the delight-oriented dimension of living the moment. On the other

hand, a significant positive relationship was found between the psychological withdrawal behaviors and the delight-oriented sub-dimensions of attributing success to external factors and utilitarianism of the dimension. Based on this, it may be suggested that the higher the level of teachers' adoption of hedonist work ethics, such as attributing success to external factors and utilitarianism, is, the higher the level of exhibiting psychological withdrawal behavior will be. In other words, employees who believe that success does not result from hard work, but external factors, take advantage of each day with a pragmatic approach, and those who believe that a high salary is more important than a career exhibit psychological withdrawal behaviors more.

To conclude, the research findings reveal a significant negative relationship between the work-oriented sub-dimensions, which are dedication to work and commitment to duty, and both physical and psychological withdrawal behaviors. Therefore, for decreasing the teachers' physical and psychological withdrawal behaviors, it must be ensured that they adopt puritan ethical values including dedication to work and commitment to duty. With this in mind, in order for teachers to care their works and profession more and fulfill their duties with care, school administrators must ensure that teachers feel trusted and valued to allow them to take more initiative in school activities.

Taking into consideration that withdrawal behaviors occur depending on many inter-related factors, research must be conducted to investigate the relationship of these behaviors with different organizational behavior topics, such as job satisfaction, organizational commitment, organizational dedication, organizational support perception, and organizational citizenship. In addition, the present study aimed to determine the physical and psychological withdrawal behaviors of elementary school teachers. Also, such behaviors should be studied on subject matter teachers or at secondary education institutions.

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Öğretmenlerin İşten Geri Çekilme Davranışları ve Çalışma Etiği ile İlişkisi

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Özet

Problem Durumu: İnsanlar çalışma hayatlarının farklı dönemlerinde değişik nedenlerden dolayı iş doyumu ve motivasyon düzeylerinde inişler ve çıkışlar yaşamaktadırlar. İş doyumu ve motivasyon düşüklüğünün çıktılarından biri de alan yazında "işten geri çekilme" olarak tanımlanmaktadır. İşletmelerde olduğu gibi eğitim örgütlerinde işten geri çekilme davranışları ile karşılaşmak mümkündür. İşten geri çekilme davranışları, çalışan ve örgüt arasında bir soğukluğun oluşması sonucu, çalışanların görev ve sorumluluklarından uzaklaştığı her türlü davranıştır. İşten geri çekilme davranışları alan yazında genellikle fiziksel ve psikolojik geri çekilme davranışları olarak iki boyuttan oluşmaktadır. Bu davranışların eğitim örgütlerinde incelenmesi önemli bir gerekliliktir. Çünkü öğretmenlerin işten geri çekilme davranışlarının tartışılması, öğretmenlerin işlerini daha etkili ve başarılı bir şekilde yapmaları bakımından faydalı olacaktır. Ayrıca öğretmenlerin işten geri çekilme davranışlarının öğrenci başarısında olumsuz etkiler yarattığı düşünüldüğünde eğitimin kalitesi bakımından da bu davranışların incelenmesi önemli bir gerekliliktir.

Araştırmanın Amacı: Bu araştırmada kamu ilkokullarında görev yapan öğretmenlerin ve okul yöneticilerinin görüşlerine göre, öğretmenlerin işten geri çekilme davranış biçimlerinin belirlenmesi ve çalışma etiği değerleri ile arasındaki ilişkinin belirlenmesi amaçlanmıştır. Çalışmada işten geri çekilme davranışları fiziksel ve psikolojik boyutlarda ele alınarak incelenmiştir.

Araştırmanın Yöntemi: Tekil ve ilişkisel tarama modeli ile desenlenen araştırma karma araştırma yöntemi ile gerçekleştirilmiştir. Araştırmanın nicel boyutundaki

örneklemini 381 ilkokul öğretmeni ve 198 ilkokul yöneticisi oluşturmuştur. Örneklemin seçiminde "tabakalı örnekleme yöntemi" kullanılmıştır. Araştırmanın nitel boyutu kapsamında ise 15 ilkokul öğretmeni ve 15 okul yöneticisi ile yüz yüze görüşme yapılmıştır. Araştırmanın nicel boyutunda öğretmenlerin işten geri çekilme davranışlarına ve çalışma etiğine ilişkin öğretmen ve yönetici görüşlerini belirlemek amacıyla ölçeklerden yararlanılmıştır. Öğretmenlerin işten geri çekilme davranışları araştırmacı tarafından geliştirilen ve iki alt ölçekten (fiziksel geri çekilme ve psikolojik geri çekilme) oluşan "İşten Geri Çekilme Ölçeği" ile, çalışma etiğine yönelik görüşleri ise Aydın, Demirkasımoğlu, Güner Demir ve Erdemli tarafından geliştirilen ve iki alt ölçekten (çalışma odaklılık ve haz odaklılık) oluşan "Çalışma Etiği Ölçeği" ile incelenmiştir. Araştırmaya katılan öğretmenler ve okul yöneticilerine göre öğretmenlerin işten geri çekilme davranışlarına yönelik algılarının, fiziksel ve psikolojik alt boyutlarına ilişkin görüşlerini belirlemek amacıyla aritmetik ortalama ve standart sapma değerleri hesaplanmıştır. Cinsiyet değişkenlerine bağlı olarak görüşler arasında anlamlı bir farkın olup olmadığı ilişkisiz t-testi ile test edilmiştir. Kıdem ve eğitim durumu değişkenlerine göre anlamlı bir farklılığın bulunup bulunmadığı ise Kruskal Wallis H testi ve tek yönlü varyans analizi ile test edilmiştir. Öğretmenlerin işten geri çekilme davranışları ile çalışma etiğine yönelik öğretmen görüşleri arasındaki ilişkinin düzeyini ya da miktarını ve yönünü açıklayabilmek için Spearman-Brown Sıra Farkları korelasyon katsayısı değerlendirilmiştir. Verilerin analizinde .05 anlamlılık düzeyi ölçüt alınmıştır. Nitel veriler ise araştırmacı tarafından geliştirilen yarı yapılandırılmış görüşme formu ile toplanmıştır. Görüşmeler esnasında katılımcılardan izin alınarak ses kaydı yapılmıştır. Ses kaydına izin vermeyen katılımcıların görüşleri not alınarak toplanmıştır. Daha sonra görüşme kayıtlarının çözümlemesi NVivo 10 paket programı kullanılarak yapılmıştır.

Araştırmanın Bulguları: Araştırmada ulaşılan sonuçlara göre, öğretmenler okulda fiziksel ve psikolojik geri çekilme davranışlarını az sergilediklerini düşünmektedirler. Okul yöneticileri de benzer şekilde öğretmenlerin fiziksel ve psikolojik geri çekilme davranışlarını az sergilediğini düşünmektedir. Ankara ili kamu ilkokulu öğretmenleri fiziksel geri çekilme davranışlarından en çok ders aralarında verilen sürenin uzatılması davranışını sergilemektedirler. Bu davranışı hizmet içi eğitim, seminer ve sempozyumlara katılmamak izlemektedir. Psikolojik geri çekilme davranışı olarak ise öğretmenlere göre en çok sergilenen davranış, her fırsatta okuldan veya meslekten ayrılmanın dile getirilmesi, okul yöneticilerine göre ise çalışmaları gereken zamanda iş arkadaşlarıyla sohbet edilmesidir. Fiziksel ve psikolojik geri çekilme davranışları ile çalışma odaklılığın çalışmaya adanmışlık ve göreve bağlılık alt boyutları arasında negatif yönde anlamlı bir ilişki bulunmaktadır. Fiziksel geri çekilme davranışları ile haz odaklılığın başarıyı dış faktörlere bağlama boyutu arasında düşük düzeyde anlamlı pozitif ilişki bulunurken, psikolojik geri çekilme davranışları ile haz odaklılığın başarıyı dış faktörlere bağlama ve yararcılık alt boyutları arasında düşük düzeyde anlamlı pozitif bir ilişki bulunmaktadır.

Araştırmanın Sonuçları ve Önerileri: Öğretmenlerin çalışmaya adanmışlık ve göreve bağlılık gibi etik değerlerindeki azalma, fiziksel ve psikolojik geri çekilme davranışlarında artışa sebep olmaktadır. Bu sebeple öğretmenlerin fiziksel ve

psikolojik geri çekilme davranışlarını azaltmak için öğretmenlerin çalışmaya adanmışlık ve göreve bağlılık gibi değerleri içeren püritan etik değerleri benimsemeleri sağlanmalıdır. Bu amaçla okul yöneticileri, öğretmenlerin işlerini ve mesleklerini daha fazla önemseyip özenle işlerini yerine getirmeleri için kendilerine güvenildiğini ve değer verildiğini hissetmelerini sağlamalı, okulun etkinliklerinde daha fazla inisiyatif almalarına özen göstermelidir. İleriki araştırmalar için, işten geri çekilme davranışlarının birbiriyle ilişkili birçok faktöre bağlı olarak ortaya çıktığı göz önüne alındığında, bu kavramın tam olarak anlaşılması için iş doyumu, örgütsel bağlılık, örgütsel adanmışlık, örgütsel destek algısı, örgütsel vatandaşlık gibi farklı örgütsel davranış konuları ile ilişkilerini inceleyen araştırmaların yapılması önerilebilir. Ayrıca bu araştırmada ilkokul öğretmenlerin fiziksel ve psikolojik geri çekilme davranışları belirlenmeye çalışılmıştır. Bunun yanında, bu davranışlar gelecekte branş öğretmenleri üzerinde ya da ortaöğretim kurumlarında yürütülebilir.

Anahtar Kelimeler: Fiziksel geri çekilme, psikolojik geri çekilme, çalışma etiği, iş doyumu, motivasyon, öğretmenler.