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Relationships between Political Behaviors of School Principals and Perceived Coworkers' Social Loafing among Teachers*

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ABSTRACT

Purpose: This study was carried out to examine the relationships between teachers' opinions on the political behaviors used by school principals and their perceptions of their coworkers' social loafing practices. **Research Methods:** A correlational survey model was used in the study. The population of the study consists of 1948 primary school teachers. The sample of the study consists of 652 primary school teachers. **Findings:** Teachers' opinions on school principles' use of idealized effect, praise and legitimization behaviors is reported to be at the level of "I agree", but for exchange and pressure behaviors their opinions were at the level of "I neither agree nor disagree". It is found that teachers' perceptions coworker social loafing are low. Legitimization and pressure behaviors respectively are statistically significant predictors of teachers' perceptions of their coworkers' social loafing. **Implications for Research and Practice**: Political behaviors used by school principals can be examined through qualitative or mixed methods to obtain detailed information. In order to reduce the social loafing in a given educational organization to minimum, studies can be conducted to determine which precautions should be taken and how motivation levels of teachers can be increased in collaborative work In order to decrease negative results arising from social loafing in educational organizations, it can be suggested that school principals should use legitimization behavior more and pressure behavior less.

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Introduction

The main qualification that differentiates an organization from any community is the gathering of individuals to achieve a common purpose (Parsons, 1956, p. 64). Members of the organization coordinate their activity towards achieving the common, organizational goal (Bittner, 1965, p.175). Increasing the goal achievement level of an organization is the main priority to improve operational effectiveness. However, ignoring individual goals is an important factor that decreases the level of organizational goals achievement (Argrys, 1964; Ouchi, 1980). In this regard, aligning individual goals with organizational goals is a crucial issue for organizational effectiveness. However, this harmony is not always easily achieved (Hall, Schneider & Nygren, 1970). Individual goals may be prioritized ahead of organizational goals in 21st-century organizations in which individual tendencies towards competitive, global and postmodern perspectives become more prevalent. This situation often transforms organizations into political arenas in which members display behaviors serving their individual goals. Another factor transforming organizations into political arenas is the power concept in organizations. Power is defined as the ability to direct and affect other individuals' behaviors by controlling the resources others need (Beycioglu & Sincar, 2013, p. 247). In this sense, it can be said that people with more power want to direct and affect others' behaviors. Thus, it can be concluded that individual goals and the factors related to power in organizations increase the politicization levels of organizations by increasing the use of political behaviors.

Political behaviors are defined as behaviors that serve to achieve individual goals rather than organizational goals and operate outside of the formal task and role definition of members (Farrel & Peterson, 1982, p.405; Islamoglu & Boru, 2007, p. 136). Based on these definitions, an important aspect of political behavior is that the motives behind the behavior are shaped around individual drives and needs rather than organizational ones. However, if the individual goals coincide with the organizational goals, political behaviors can serve to achieve organizational goals. There are three main factors triggering political behaviors in organizations: ambiguity, lack of trust and resource shortage (Poon, 2003, p. 138). Ambiguity prevents individuals from internalizing organizational goals and roles. It also causes information pollution, which directs people to protect their own interests. Lack of trust in organizations make members think that others behave on behalf of their own interests, which results in showing a tendency to display political behaviors. Resource shortages cause competitions and struggles among individuals and groups for the same resources at the same time. This can lead people to behave outside their formal task definitions in order to get these resources.

Since the various reasons causing political behaviors and the awareness of organizational goals among individuals vary nature, political behaviors vary, too. In this study, the political behaviors used by managers are examined by considering the classification of political behaviors according to horizontal and vertical behaviors. The examples of political behaviors used by managers in organizations can be rational persuasion, consultation, inspiration, legitimization, coalition, pressure and gaining the support of superiors. Political behaviors are generally seen as organizational

behaviors that produce negative behaviors (Yukl, Falbe, & Youn, 1993, p. 6). However, the consequences of political behaviors differ as positive and negative according to both how they are perceived (Parker, Dipboye, & Jackson, 1995, p. 892) and whether or not they serve organizational goals (Landells & Albrecht, 2013, p. 363). Although there are perspectives that see political behaviors as positive or negative according to their consequences, it is generally accepted that political behaviors are an indispensable part of all organizations (Curtis, 2003, p.293). On the other hand, examining the consequences of political behaviors can be essential for taking precautions against negative ones.

There are theoretical and applied studies in the literature that demonstrate which organizational and personal behaviors and variables are affected by organizational politics. These studies show that organizational politics generally have negative results such as increasing stress, burnout, and tension (Ferris & Kacmar, 1992); turn-over intensions and psychological withdrawal (Cropanzano, Howes, Grandey, & Toth, 1997; Randall, Cropanzano, Bormann, & Birjulin, 1999) and decreasing commitment, trust, and job satisfaction (Kumar & Ghaidally, 1989) of members. Thus, based on the related literature, it is possible to say that political behaviors, which decrease trust, cause the necessary projects and tasks to go wrong by affecting members' commitment and job satisfaction negatively and making them reluctant to do their jobs by affecting their motivation negatively. In this regard, it is possible for political behaviors to make organizational members avoid contributing to group tasks.

One of the concepts that describe how working in a group can decrease the productivity of individual is social loafing. Social loafing implies that individuals put forth less effort than expected in group projects (Ilgin, 2013, p.239). Karau and Williams (1995, p. 135) define social loafing as a decrease in the motivations and efforts of individuals when they work together with others as compared to working alone. The first person who mentioned this decrease of individual efforts in collective environments is Ringelmann. This decrease in individuals' efforts when they are in a group was initially called the "Ringelmann Effect," but then Latane, Williams and Harkins (1979, p. 823) labelled that situation "social loafing" and defined it as a decrease in individual effort due to the social pressure of others. Because people generally work as hard as the rate of the pressure they feel, as the group grows larger, the efforts and contributions of individuals decrease.

Social loafing may be the result of various sources. Some reasons for social loafing are mentioned in the literature as a lack of motivation, a lack of control, ambiguity about individuals' contributions to the group and ambiguity of purpose (Roy, Gauvin & Limayem, 1996). However, the reasons behind social loafing can be grouped into two categories: individual-based and group-based reasons. Individual-based reasons include the interrelatedness of tasks, task visibility, distributive justice and procedural justice perceptions, and group-based reasons include group size, group commitment and the perceived social loafing of coworkers (Liden, Wayne, Jaworski, & Bennett, 2004, pp.287-291). Perceived social loafing of coworkers indicates the perception levels of group members about one or more coworkers displaying social loafing (Comer, 1995, pp.647-677). Whatever the actual behavior, the emphasis is on perception since

group members can witness what their coworkers do and do not do better and closer than managers (Liden et al., 2004, p.291). Thus, it is believed that defining the perceptions of employees related to their coworkers' social loafing can be an effective way of evaluating social loafing behaviors at the organizational level.

Social loafing is evaluated as a negative situation especially in effectiveness- and productivity-based organizations. Thus, organizations need to be aware of the precautions against social loafing in addition to the reasons behind social loafing (Dogan, Bozkurt, & Demir, 2012, p. 56). Reasons for social loafing in organizations can be summarized as organizational and administrative implementations causing negative attitudes and behaviors among members. In particular behaviors that decrease trust in coworkers' and administrators' justice perception and motivation can cause social loafing. In this sense, it is possible to assume that political behaviors causing negative attitudes and behaviors of members is one of the reasons behind social loafing.

The number of studies in the literature examining the relationships between political tactics used by principals in educational organizations and the perceived social loafing of coworkers among teachers is limited. By the means of this study it is believed that needed information related to both the effects of school principals' political behaviors on the faculty and the possible results of these behaviors will be provided. Also, examining the possible causes of social behavior among teachers will contribute to increasing the cooperation level in educational organizations. Thus, this study can contribute to filling the aforementioned gap in the literature. In this regard, it will be possible to make suggestions for the necessary precautions to prevent or minimize social loafing behavior by identifying the kinds of political behaviors that increase or decrease social loafing among teachers via this study. This study was carried out to examine the relationships between teachers' opinions on organizational political behaviors used by school principals and their perceptions of their coworkers' social loafing. To this end, following research questions were posed for the study:

1. What is the degree of school principals' using political influence behaviors?
2. What is the level of perceived coworker social loafing among primary school teachers?
3. Are the political influence behaviors used by school principals statistically significant predictors of perceived coworker social loafing among teachers?

Method

Research Design

A correlational survey model was used in this study. Correlational models are often used to determine whether two or more concepts vary consistently and the consequent degree of relationship between these concepts (Cresswell, 2012, p. 338). It was aimed to define the current relationships between the examined concepts in this study as well.

Research Sample

The population of the study consisted of 1948 teachers who work at primary schools affiliated with the Directorates of National Education in Tepebasi and Odunpazari during the 2015–2016 academic year. There are forty-three public primary schools affiliated with the Odunpazari Directorates of National Education, and there are forty-four public primary schools affiliated with the Tepebasi Directorates of National Education. The cluster sampling method was used to determine the sample group. The cluster sampling method employs random selection to constitute the sample instead of selecting individuals one by one. It was important for this sampling method that all groups should have individuals with similar features (Ozen & Gul, 2007, p. 406–407). Since the population is very large, and all the members' features are similar, cluster sampling was preferred in this study. In this study, the Tepebasi and Odunpazari districts were accepted as clusters, so, first data collection tools were sent to twenty-five of forty-four primary schools affiliated with the Directorate of National Education of Tepebasi and to twenty of forty-three primary school affiliated with the Directorate of National Education of Odunpazari. Data could be collected from thirty-eight of fifty primary schools. After answered data collection tools were examined, it was detected that seventeen primary school teachers had answered the questions inadequately, and these tools were excluded. Finally, the sample group constituted of 652 primary school teachers which is 33.47% percent of these two districts. The necessary sample size for the population consisting of 1948 teachers was calculated as 321 teachers with a 95% confidence level. In this regard, the sample size of the study consisting of 652 primary school teachers was evaluated as adequate.

Research Instruments and Procedures

Data of the study were collected via "Political Influence Tactics Scale," "Perceived Coworker Social Loafing Scale," and "Personal Information Form," the last of which including questions to determine participants' demographic features such as gender, age and educational degree. To determine the political behaviors of school principals the "Political Behaviors Scale," which was developed by Yukl and Falbe (1990) and then revised by Berson and Sosik (2007), was used. The original form of this scale consists of forty-four items to evaluate eleven influence tactics. However, the revised form, including eight dimensions and thirty-two items, was employed in this study since this form excludes influence tactics used upwardly. This five-point Likert scale was translated into Turkish by Mehtap (2011), who also perform the reliability and validity analysis of the scale. However, the reliability and validity of the scale were re-examined for this study. In to determine the validity of the scale, a factor analysis was performed with data collected from the 652 primary school teachers constituting the sample of the study. Before exploratory factor analysis, KMO and Barttlett sphericity tests were performed (KMO = 948, Barttlett sphericity = 18101.644, df = 465, p = 0.000). Then the exploratory factor analysis was performed using the Principal Components-Varimax Rotated Solution technique. The exploratory factor analysis was performed twice. After the first rotation, items fifteen and sixteen were excluded because the differences of their factor loads for different factors was under 0.10. After the second

rotation, a scale with five dimensions (idealized effect, exchange, praise, legitimization and pressure) and thirty items was created. The total variance of all five dimensions in the scale was calculated to be 72.75 %. The first sub-dimension of the scale includes fourteen items, and each of the other four sub-dimensions include four items. The factor loads of the items vary between 0.666 and 0.900. The Cronbach-Alpha reliability co-efficient values were calculated as 0.960, 0.948, 0.930, 0.859 and 0.832 respectively.

The "Perceived Coworker Social Loafing Scale" was developed by Liden et al. (2004) who took the 10-item social loafing scale developed by George (1992) into consideration. Ulke (2006) transformed the scale developed by Liden et al. (2004) into a five-point Likert scale with thirteen items. The reliability and validity of the scale were re-examined for this study. In order to determine the suitability of the scale for exploratory factor analysis, KMO and Barttlett sphericity tests were performed (KMO = 0.915, Barttlett sphericity = 4217.790, df = 78, p = 0.000). Then exploratory factor analysis was performed using the Principal Components-Varimax Rotated Solution technique. Exploratory factor analysis was performed twice. After the first rotation, items two and thirteen were excluded since they didn't work as reverse items. Item five also was excluded from the scale since its factor load was under 0.50. After the second rotation and the exclusion of these three items, a scale with one dimension and ten items was formed. The total variance of the scale was calculated to be 56.87%. The factor loads of the items vary between 0.850 and 0.562. The Cronbach-Alpha reliability co-efficient value of the scale was calculated to be 0.912.

Data Analysis

Before analyzing the data, it was necessary to determine whether or not the data distribution was normal. In order to see the distribution of data, the skewness and kurtosis coefficients and stem-leaf and histogram graphics were examined. Since it was determined that the data distribution was normal, parametric tests were used. In order to evaluate the opinions of participants on political behaviors used by school principals and the perceived levels of coworkers' social loafing, the arithmetic mean, standard deviation, and minimum and maximum values were calculated. A stepwise regression analysis was used to determine whether political behaviors used by school principals are statistically significant predictors of perceptions of social loafing among teachers. Before applying regression analysis, its assumptions were tested. First, in order to perform this analysis appropriately, extreme values were controlled. In this regard, Mahalanobis distance values were considered. The data of five participants were identified as extreme values higher than the recommended Mahalanobis distance value (13.82 in Pallant, 2011, p. 159), and they were removed before the regression analysis. Another assumption of multiple regression analysis is singularity. The relationships between the variables of this study were examined, and it was found that there was not an instance of singularity since correlation values between the variables were under 0.70. Also, in order to examine collinearity between predictor variables according to the last model of stepwise regression analysis, VIF and tolerance values were examined (VIF = 1.04 and tolerance value = 0.960). Last, the assumption indicating no OTO correlation between independent variables was tested by calculating the Durbin-Watson value. According to results, the Durbin-Watson value

is 1.890, which is between the recommended values of one and three (Field, 2009, p. 224).

Results

First, an analysis was performed to determine the political behaviors used by school principals according to the opinions of primary school teachers and to determine the teachers; perceptions of their coworkers' social loafing. Based on these analyses, descriptive statistics values related to the "Political Influence Tactics Scale" and the "Perceived Coworker Social Loafing Scale" of primary school teachers are displayed in Table 1.

Table 1

Descriptive Statistical Values of Political Influence Behaviors Used by School Principals and Primary School Teachers' Perceptions of their Coworkers' Social Loafing Levels

Variables	n	No of Items	Min.	Max.	$\bar{X}$	sd	$\bar{X}$ /number of items	sd/number of items
Idealized effect	652	14	28.00	70.00	56.17	7.74	4.01	0.55
Exchange	652	4	4.00	20.00	12.27	4.42	3.07	1.11
Praise	652	4	4.00	20.00	14.74	3.23	3.69	0.81
Legitimization	652	4	4.00	20.00	15.06	2.73	3.77	0.68
Pressure	652	4	4.00	20.00	10.84	3.76	2.71	0.94
Perceived Coworker Social Loafing	652	10	10.00	50.00	24.86	7.50	2.49	0.75

As seen in Table 1, the values of the items in the sub-dimensions of "Political Influence Tactics Scale" vary. In order to make a comparison between the sub-dimensions of the scale, first the means of each sub-dimension were divided into item numbers and transformed means varying between one and five. According to the findings, the opinions of teachers for the idealized effect, legitimization, and praise sub-dimensions are at the level of "Agree" ($\bar{X}$ = 4.01, $\bar{X}$ = 3.77, $\bar{X}$ = 3.69 respectively), and the exchange and pressure sub-dimensions are at the level of "Neither Agree Nor Disagree" ($\bar{X}$ = 3.07 and 2.71 respectively). When the findings related to perceived coworkers' social loafing levels were examined, it was seen that teachers' opinions are at the level of "Disagree" ($\bar{X}$ = 2.49). Based on this finding, it can be said that primary school teachers' perceptions of coworker social loafing is low. To test whether political behaviors used by school principals are significant predictors of teachers' perceived social loafing levels, a stepwise regression analysis was used. Before the stepwise regression analysis was performed, the Pearson Product-Moment Correlation technique was applied to examine the relationships between variables.

Correlation coefficients indicating the relationships between variables and descriptive statistics are displayed at Table 2.

Table 2

Results of Pearson Product-Moment Correlation Analysis Applied to Examine Relationships between Political Influence Behaviors and Social Loafing Levels

Variables	1	2	3	4	5	6
1- Idealized effect	-					
2- Exchange	0.172**	-				
3- Praise	0.611**	0.483*	-			
4- Legitimization	0.450**	0.377**	0.475**	-		
5- Pressure	-0.134**	0.386**	0.030	0.211**	-	
6- Social Loafing	-0.189**	0.029	-0.114**	-0.189**	0.144**	-

*p<.05, **p<.01

As seen Table 2, there are positive and statistically significant relationships between the perceived social loafing levels of teachers and political behavior (r = 0.144, p < 0.01) behavior. There are negative and statistically significant relationships between the perceived social loafing levels of teachers and the idealized effect (r = -0.189, p < 0.01), praise (r = -0.114, p < 0.01) and legitimization (r = -0.189, p < 0.01) behaviors. On the other hand, there are not any statistically significant relationships between the perceived social loafing levels of teachers and exchange behavior. Therefore, it is concluded that including exchange behavior in regression analysis as a predictor variable is not necessary. The results of a stepwise regression analysis, which were calculated for the remaining four predictor variables, indicate that two (legitimization and pressure) of these four variables are significant predictors of the perceived social loafing levels of teachers.

Table 3

Results of Stepwise Regression Analysis Related to Political Influence Behaviors of School Principals as Predictors of Perceived Social Loafing Levels

Model	Variables	*B*	SH_B	β	t	p	R^2	ΔR^2	F	p
1	Legitimization	-.0534	0.109	-0.189	-4.894	0.000	0.036	0.036	23.96	0.000
2	Legitimization	-0.638	0.110	-0.226	-5.826	0.000	0.068	0.033	23.65	0.000
	Pressure	0.369	0.078	0.184	4.748	0.000				

According to the results of the stepwise regression analysis, which are displayed in Table 3, the first model involves legitimization behavior. According to first model, the legitimization behavior of school principals explains 3.6% of the perceived social loafing levels of teachers (R^2 = 0.036). In the model, it is seen that legitimization

behavior predicts perceived social loafing levels of teachers negatively. In this regard, when the usage of legitimization behavior increases, the perceived social loafing levels of teachers decrease, or when the use of legitimization behavior decreases, the social loafing level of teachers increases. In the second step, pressure behavior takes part as a predictor in the model. According to second model, pressure behavior explains 3.3 % of the social loafing behaviors of teachers ($\Delta R^2 = 0.033$). It is also seen that pressure behavior predicts perceived social loafing behavior positively. According to the last model of stepwise regression analysis, legitimization and pressure behaviors together explain 6.8% of the perceived social loafing levels of teachers ($R^2 = 0.068$). According to the last model, legitimization ($\beta = 0.23$, $p < 0.05$) and pressure ($\beta = 0.18$, $p < 0.05$) behaviors are statistically significant predictors of perceived social loafing. While legitimization, one of the variables in the last model, has a more powerful prediction level, pressure is still a positive predictor of social loafing. When school principals use increased pressure behavior to make teachers obey their requests, the perceived social loafing levels of teachers also increases, and when principals' use of pressure behavior decreases, perceived social loafing levels of teacher decrease as well.

Discussion, Conclusion and Recommendations

The findings indicate that, according to teachers' opinions, school principals use idealized effect and legitimization behaviors from political behaviors most. The findings of many researches in the literature also supported the idea that school principals prefer moderate political behaviors, which refer to idealized effect behavior like rational persuasion and consultation (Barbuto, Fritz, & Marx, 2002; Berson & Sosik, 2007; Ozgul-Katlav, 2016; Knippenberg & Steensma, 2003). Although the findings of these studies vary, it was seen that they generally supported findings such as: the most often used political behaviors are rational persuasion and consultation behaviors and moderate political behaviors are preferred over rigid ones. One of the political behaviors, called "idealized effect" in this study, includes such political behaviors as rational persuasion, inspiring, consultation and collaboration mentioned in the literature. Idealized effect behavior comprises behaviors like persuading others by explaining the reason for the one's request and offering reasonable statements and factual information, generating eagerness by appealing to others' desires and values, supporting them in their tasks and providing adequate resources (Kipnis & Schmidt, 1980, p. 447; Yukl et al., 1993, p. 7). According to teachers' opinions in this study, it can be inferred that school principals usually prefer the idealized effect behavior of political behavior. Thus, it can be said that there are not rigid hierarchical relationships between teachers and school principals. Additionally, maintaining informal relationships in schools instead of using rigid enforcements can be evaluated as the necessity of a loose structure within educational systems because of teachers' classroom autonomy.

The results of this study indicated that the secondarily preferred political behavior used by school principals is legitimization. Legitimization behavior is related to basing

the school principals' requests on their authority and emphasizing how their requests are reinforced by the schools' rules and procedures (Yukl et al., 1993, p. 7). Legitimization behavior can be described as compatibility with rules. Even though some studies (Dagli, 2015; Ozgul-Katlav, 2016) support that legitimatization behavior is one of the frequently preferred political behaviors, some other studies show that it is one of the underutilized political behaviors (Barbuto & Moss, 2006; Falbe & Yukl; 1992; Yukl et al., 1993). This situation indicates that the results related to legitimization behavior vary from study to study. However, these differences between the results of these studies can be derived from the differences between the institutions where the research was conducted. The reasons explaining why the school principals frequently prefer legitimization behavior can usually be traced to basing the school principals' authority on rules and procedures and the general perceptions of schools as bureaucratic institutions.

The results of the study show that the least preferred political behavior used by school principals is pressure, according to the opinions of primary school teachers. Pressure behavior is associated with behaviors including threats, insistent demands and enforcement (Barbuto & Moss, 2006, p. 32). Similar to this study, several studies found that pressure behavior is one of the least preferred political behaviors (Barbuto et al., 2002; Dagli, 2015; Falbe & Yukl, 1992; Ozgul-Katlav, 2016). However, there are some studies that asserted that pressure is one of the most preferred political behaviors or moderately preferred political behaviors (Berson & Sosik, 2007; Duyar, Aydin, & Pehlivan, 2009; Kuru-Cetin, 2013; Yukl & Falbe, 1993). The reasons for the differences between the findings of these studies can be attributed to the institutions where the research was conducted, the data collection tools used in the studies and the population and sample from whom the data of the studies was collected. However, the school principals' not using pressure behavior frequently in the schools, which are organizations having warm and intimate relationships between individuals and being human-oriented organizations, can be evaluated as a desirable situation because it is known that using pressure-based power and enforcements like punishment may alienate members of the organizations (Hoy & Miskel, 2010, p. 212). As a result, it can be said that according to the teachers' opinions in this study, school principals prefer moderate political behaviors instead of punishment and enforcement.

It teachers' perceptions about the level of coworker social loafing were also investigated in this study. Findings indicated that teachers' perceptions about the level of coworker social loafing is low. Similarly, it was found that participant's perceptions about social loafing is also low in Dogan, Bozkurt and Demir's (2012) study conducted on workers in the service and manufacturing sectors. However, it was determined that participant's perceptions about social loafing is on a moderate level in many studies in the local literature (Ilgin, 2010; Kesen, 2015; Tolukan, Bayrak, & Karacan-Dogan, 2017). In the foreign literature, there are some findings showing that perceptions of people about the level of social loafing are low (Chang, 2008; Murphy et al., 2003; Mulvey & Klein, 1998). However, even low-level perception of social loafing should be seen as a problem that needs to be addressed (Piezon & Ferree, 2008). When teachers' perceptions about the level of coworker social loafing were analyzed, it can

be inferred that social loafing should be seen as a problem for educational organizations and precautions should be taken to change the teachers' perceptions about social loafing.

The reasons behind teachers' perceptions about coworker social loafing being low may be attributed to the unique characteristics of a given culture. There are lots of studies that mention that social loafing is influenced by cultural differences. For example, in Karau and Williams' (1995, p. 139) meta-analysis study, people in Eastern cultures, which are more collectivistic, give more importance and attribute a meaning to collective works. Therefore, social loafing is less common in these cultures. Earley (1989, p. 577) as compared with the effects of individualism and collectivism on social loafing. Furthermore, it is observed that American managers who have individualism-based beliefs display social loafing behavior, but Chinese managers who have collectivism-based beliefs do not display social loafing behavior. Therefore, Turkish culture, which is collectivist rather than individualistic, can be the reason for the finding that the perceptions about coworker social loafing of the teachers who participated in this study is low.

Finally, the predictive role of school principals' political behavior in teachers' perceptions about coworkers' social loafing was examined. It was determined that legitimization and pressure behaviors are statistically significant predictors of teachers' perceptions about coworkers' social loafing. According to these results, principals' legitimization behavior negatively predicted teachers' perceptions about social loafing. On the other hand, principals' pressure behavior positively predicted teachers' perceptions about social loafing. In other words, an increase in legitimization behavior leads to a decrease in social loafing behavior, and an increase in pressure behavior leads to an increase in social loafing behavior. When the fact that pressure is one of the rigid political behaviors and is associated with negative organizational outputs is considered, this result can be viewed as an expected result. However, like pressure behavior, legitimization behavior is also one of the rigid political behaviors (Berson & Sosik, 2007, p. 679). The findings of this study showed that legitimization behavior leads to the opposite consequences of pressure behavior. The important reason of this finding is that because the Turkish education system employs a bureaucratic structure, legal, authority-based power is commonly used by school principals. Additionally, legitimization behavior focuses on applying rules for everyone equally, which is identified with a fair management approach.

Studies examining the organizational and behavioral results of the political behaviors used by managers are found in the literature. However, there have not been any studies examining the relationships between political behaviors and social loafing. For this reason, the findings of this study can be evaluated within the scope of the negative and positive results of pressure and legitimization behaviors. Studies in Turkey indicated that legitimization behavior is generally related to positive organizational outcomes. For instance, a study designed by Mehtap (2011) showed that legitimization behavior is positively correlated with organizational identification, affective commitment and organizational citizenship behavior. Another similar example was the study conducted by Daglı (2015). Daglı (2015) pointed out that the

influencing behavior named as impartiality is positively correlated with organizational citizenship behavior and mindfulness. Pressure behavior has similar results to those of this study, as well. Studies on pressure behavior indicated that pressure behavior is correlated with negative results like demoralizing, damaging relationships between teachers, seeing teachers avoid making an effort and/or expending energy (Blase, 1990), decreasing awareness (Daglı, 2015), and limiting performance (Higgins, Judge, & Ferris, 2003). From these negative results, especially avoiding making contributions, can be associated with social loafing behavior. Furthermore, decreasing performance can be specified as potential result of social loafing.

Based on the results of this study, in order to make a contribution to the theory and practice related to behavior politics and social loafing, school principals could be informed about the functional results of political behavior when they employ it as compatible with organizational goals. In addition, political behaviors used by school principals can be examined through qualitative or mixed methods to obtain detailed information. In order to reduce the social loafing in educational organizations to minimum, research can be conducted to determine which precautions should be taken and how motivation levels can be increased in collective works. Finally, to decrease negative results arising from social loafing in educational organization, principals should use legitimization behavior more and pressure behavior less.

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Okul Yöneticilerinin Sergiledikleri Politik Davranışlar ile Öğretmenlerin Algıladıkları İş Arkadaşlarının Sosyal Kaytarma Düzeyleri Arasındaki İlişkiler

Atıf:

Himmetoglu, B., Aydug, D. & Terzi, C. (2018). Relationships between political behaviors of school principals and perceived coworkers' social loafing levels of teachers. *Eurasian Journal of Educational Research, 76, 1-20,* DOI: 10.14689/ejer.2018.76.1

Özet

Problem Durumu: Bireyin, grup içinde olmasının, verimliliğini azalttığını vurgulayan kavramlardan biri sosyal kaytarmadır. Sosyal kaytarma, grup halinde yapılan çalışmalarda bireylerin beklenenin altında çaba gösterdiklerini ifade etmektedir. Sosyal kaytarmayı ortaya çıkarabilecek nedenleri, üyelerin örgüte karşı olumsuz tutum ve davranışlar geliştirmelerine neden olabilecek örgütsel ve yönetsel uygulamalar ile iş arkadaşları tarafından sergilenen olumsuz tutum ve davranışlar şeklinde özetlemek olanaklıdır. Özellikle üyelerin iş arkadaşlarına ve yöneticilerine duydukları güvenin, örgütsel adalet algılarının ve motivasyonlarının azalmasına neden olabilecek davranışların sosyal kaytarma davranışına yol açabileceği görülmektedir. Bu bağlamda örgüt üyelerini rahatsız eden ve örgüte yönelik olumsuz tutum ve davranışlar sergilemelerine neden olabilecek politik davranışların, sosyal kaytarmanın nedenlerinden biri olarak nitelendirilmesi olasıdır.

Alanyazında eğitim örgütlerinde yöneticilerin kullandıkları politik etkileme davranışları ile bu davranışların öğretmenlerin sosyal kaytarma düzeyleri ile arasındaki ilişkiyi belirlemeye yönelik çalışmaların sınırlı sayıda olduğu belirlenmiştir. Bu çalışma aracılığıyla yöneticilerin politik davranışlarının, hem okullarda üyelerin davranışlarını etkileme süreçlerine hem de bunların olası sonuçlarına ilişkin bilgi sağlanabileceği düşünülmektedir. Böylelikle alanyazındaki bu eksikliğin giderilmesi amaçlanmaktadır. Bununla birlikte okul yöneticilerinin kullandığı politik etkileme davranışlarını belirlemenin, bu davranışların örgütsel sonuçlar üzerindeki etkilerini belirlemeye temel oluşturarak, uygulamaya yönelik faydalar da sağlayabileceği düşünülmektedir. Bu bağlamda söz konusu çalışma aracılığıyla incelenen politik davranışlardan hangilerinin öğretmenlerde sosyal kaytarmayı arttırdığı hangilerinin azalttığı ortaya konularak, okul için olumsuz sonuçlar üretebilecek sosyal kaytarma davranışını yok edebilmek veya kısmen de olsa azaltabilmek için alınabilecek önlemlere yönelik öneriler geliştirilebilecektir.

Araştırmanın Amacı: Bu araştırmada, ilkokul öğretmenlerinin görüşlerine göre okul yöneticilerinin sergiledikleri politik davranışlar ile öğretmenlerin algıladıkları iş arkadaşlarının sosyal kaytarma düzeyleri arasındaki ilişkiler incelenmiştir. Ayrıca

okul yöneticilerinin politik davranışlarının öğretmenlerin iş arkadaşlarının sosyal kaytarma düzeylerinin bir yordayıcısı olup olmadığı da araştırılmıştır.

Araştırmanın Yöntemi: Okul yöneticilerinin sergiledikleri politik davranışların öğretmenlerin sosyal kaytarma düzeyini etkileyip etkilemediği, etkiliyorsa ne yönde etkilediği ilişkisel tarama modeliyle belirlenerek, var olan durum saptanmaya çalışılmıştır. Araştırmanın evrenini 2015-2016 eğitim-öğretim yılında Eskişehir Tepebaşı ve Odunpazarı İlçe Milli Eğitim Müdürlüğü'ne bağlı ilkokullarda görev yapan 1948 ilkokul öğretmeni oluşturmaktadır. Araştırmada küme örnekleme yönteminden yararlanılmıştır. Sonuç itibariyle araştırmanın çalışma grubu 652 öğretmenden oluşmuştur. Araştırmanın verileri "Politik Etkileme Davranışları Ölçeği", "İş Arkadaşlarının Algılanan Sosyal Kaytarma Düzeyleri Ölçeği" ve "Kişisel Bilgi Formu" aracılığı ile elde edilmiştir.

Okul yöneticilerinin politik davranışlarını belirlemede; Yukl ve Falbe (1990)'nin çalışmaların ardından Berson ve Sosik (2007) tarafından yeniden düzenlenen "Politik Etkileme Davranışları Ölçeği" kullanılmıştır. Özgün ölçekte 11 taktik toplam 44 madde ile ölçülmüştür. Ancak "aşağıdan yukarıya" uygulanan taktiklerin ölçek dışında bırakıldığı son halinin bu çalışma için daha uygun olduğu düşünülmüş ve 8 boyut ve 32 maddeden oluşan yeniden düzenlenmiş ölçek formunun kullanılması kararlaştırılmıştır. 5'li likert türünde olan ölçeğin Türkçeye uyarlama çalışmaları ile geçerlik ve güvenirlik analizleri Mehtap (2011) tarafından yapılmıştır. Bu çalışmada Mehtap (2011) tarafından Türkçe'ye uyarlanan 32 maddelik ölçek formunun geçerlik ve güvenirlik değerleri yeniden hesaplanmıştır. Ölçeğin geçerliğini belirlemek üzere, çalışmanın örneklemini oluşturan 652 öğretmenden elde edilen veriler üzerinde açımlayıcı faktör analizi gerçekleştirilmiştir. Sonuç olarak 5 boyut (ideal etki, karşılıklı değişim, övgü, meşrulaştırma ve baskı) ve 30 maddeden oluşan bir veri toplama aracı elde edilmiştir. Veri toplama aracını oluşturan 5 faktörün toplam varyansı açıklama oranı % 72.75'tir.

İş arkadaşlarının algılanan sosyal kaytarma ölçeği George (1992) tarafından geliştirilen 10 maddelik sosyal kaytarma ölçeğinin maddelerinden yararlanılarak Liden vd. (2004) tarafından geliştirilmiştir. Ülke (2006) ise çalışmasında iş arkadaşlarının algılanan sosyal kaytarmalarını belirlemek amacıyla Liden ve arkadaşları tarafından geliştirilen ölçeği 13 maddelik 5'li likert türünde bir ölçeğe dönüştürmüştür. Bu çalışmada ölçeğin geçerlik ve güvenirlik özellikleri, yeniden hesaplanmıştır. Ölçeğin yapı geçerliliğini test etmek için öncelikle örneklem grubundan elde edilen verilerle açımlayıcı faktör analizi yapılmıştır. Analiz sonucunda ölçeğin tek boyuttan ve 10 maddeden oluştuğu belirlenmiştir. Elde edilen ölçeğin toplam varyansı açıklama oranı % 56.87'dir.

Araştırmanın Bulguları: Araştırmadan elde edilen sonuçlara göre, öğretmenlerin okul yöneticilerinin kullandıkları politik davranışlardan ideal etki, meşrulaştırma, övgü boyutlarına "katılıyorum", karşılıklı değişim ve baskı boyutlarına "ne katılıyorum ne katılmıyorum" şeklinde görüş bildirdikleri belirlenmiştir. Öğretmenlerin iş arkadaşlarının sosyal kaytarma düzeylerine ilişkin görüşleri incelendiğinde, öğretmenlerin "katılmıyorum" düzeyinde görüş bildirdikleri ve dolayısıyla öğretmenlerin iş arkadaşlarının sosyal kaytarma düzeylerini düşük olarak

algıladıkları saptanmıştır. Öğretmenlerin sosyal kaytarma düzeylerinin okul yöneticilerinin politik davranışlarından baskı (r= .144, p< .01) ile olumlu yönde, ideal etki (r= -.189, p< .01), övgü (r= .-114, p< .01) ve meşrulaştırma davranışları (r= -.189, p< .01) ile olumsuz yönde ilişkili olduğu saptanmıştır. Diğer taraftan öğretmenlerin sosyal kaytarma düzeyleri ile karşılıklı değişim boyutu arasında istatistiksel olarak anlamlı bir ilişkiye rastlanmamıştır. Adımsal çoklu regresyon analizinin sonuçlarına göre meşrulaştırma ve baskı davranışları birlikte, öğretmenlerin sosyal kaytarma düzeylerinin %6.8'ini açıklamaktadır (R^2=.068). Son modele göre meşrulaştırma (β= .23, p<.05), ve baskı (β= .18, p<.05), davranışlarının sosyal kaytarmayı istatistiksel olarak anlamlı bir şekilde yordadığı görülmektedir.

Sonuç ve Öneriler: Araştırma sonucunda, öğretmenlerin sosyal kaytarma algısının okul yöneticilerinin kullandıkları politik etkileme davranışlarından önemli yordayıcılarının sırasıyla meşrulaştırma ve baskı davranışları olduğu ortaya çıkmıştır. Bu ilişki çerçevesinde; okul yöneticilerinin politik etkileme davranışlarından meşrulaştırma davranışını kullanma düzeyleri arttıkça, öğretmenlerin sosyal kaytarmaya ilişkin algı düzeylerinin azaldığı anlaşılmıştır. Diğer taraftan, okul yöneticilerinin politik etkileme davranışlarından baskı davranışını kullanma düzeyleri arttıkça, öğretmenlerin sosyal kaytarmaya ilişkin algı düzeylerinin de arttığı saptanmıştır. Baskı davranışının, genellikle olumsuz davranışsal ve örgütsel çıktılarla ilişkilendirilen katı bir etkileme davranışı olarak nitelendirildiği düşünüldüğünde, elde edilen sonucun beklendik bir sonuç olduğu söylenebilir. Eğitim örgütlerinde sosyal kaytarmanın neden olduğu olumsuz sonuçları en aza indirgeyebilmek adına okul yöneticilerinin politik davranışlardan meşrulaştırmaya daha fazla, baskı davranışına ise mümkün olduğunca az başvurmaları önerilebilir.

Anahtar Kelimeler: Politik davranış, sosyal kaytarma, okul müdürü, öğretmen.