Eurasian Journal of Educational Research 85 (2020) 1-22

Eurasian Journal of Educational Research
www.ejer.com.tr

Is The Perception of Organizational Deviation Affected by The Organizational Climate? Research in Schools*

Abbas ERTURK[1], Lukman ZIBLIM[2]

ARTICLE INFO

Article History:
Received: 16 Aug. 2019
Received in revised form: 23 Nov. 2019
Accepted: 11 Jan. 2020
DOI: 10.14689/ejer.2020.85.1

Keywords
Organizational deviance, the cooperation of teachers, school climate.

ABSTRACT

Purpose: The purpose of the current study was to determine whether organizational deviance perception was affected by organizational climate according to teachers' perceptions.

Research Method: The research was designed in a survey model. In determining the sample of the research, the random sampling technique was used. The sampling of the study was made up of 384 teachers serving in primary and secondary schools in Mugla province in the 2017-2018 school year. To collect the data for the study, Organizational Deviance Scale for Schools and Organizational Climate Scale were used.

Findings: According to the findings of the research, general organizational deviance was at a low level. When general organizational deviance and its dimensions were examined according to the gender of the teachers, a significant difference was observed in favor of the male teachers. Additionally, regression analysis showed that dimensions of organizational climate were separately moderate predictors of the teachers' dimensions of organizational deviance perceptions. At the same time, dimensions of organizational climate were strong predictors of the teachers' organizational deviance perceptions. When the regression coefficient β value was considered, the most important variable for organizational deviance perception and its dimensions separately was the Cooperative Teacher dimension.

Implications for Research and Practice: The increase in the support and cooperation activities among the teachers leads to the improvement of organizational climate and decrease of organizational deviation behaviors in the school. Education administrators are recommended to take necessary measures to increase the support and cooperation among teachers. This study examined negative organizational deviations. It is also suggested that researchers investigate positive organizational deviation.

*This study was partly presented at the 3rd International Symposium on Philosophy, Education, Art and History of Science held at Giresun-Turkey on Oct. 10-13, 2018

[1] Mugla Sitki Kocman University, e-mail: abbasertu@gmail.com, TURKEY ORCID: 0000-0002-3324-6731
[2] Mugla Sitki Kocman University, e-mail: lukmanziblim@gmail.com TURKEY, ORCID: 0000-0002-8467-3397

Introduction

Every organization has its existential goals. In order to realize these existential needs, they mobilize all their resources. The organization doesn't want its resources to be used for any other purpose because every organization's first aim is to exist. Organizations turn to other aims after they have ensured their existence. For this, all organizational resources at hand are used to destroy anything which is a threat to its existence. However, research done in the field of administration is revealing new phenomena that pose threats to the organization's existence each passing day. These threats are normally present, however, discovering them is difficult. Organizational deviance behavior is one of these phenomena. No matter how old the roots of this problem might seem, it is just a newly uncovered behavior. Deviance can be seen as the development of an existent or expected phenomenon in a different manner.

Deviance means demonstrating behaviors contrary to what is targeted by the goals specified by societal norms and values and to the institutional means to be followed to achieve them. In other words, it is an explanation of how society organizes people's lives. According to Dolu (2012), deviance is any behavior that goes against societal norms. Yucel (2004), however, saw deviance as related to the behaviors that are against the norms and values of a particular society at a particular period of time. In other words, it can be said that deviance is related to the evaluation of societal norms. These norms are the general value judgments of what is right and wrong in society. These value judgments ensure societal control and are accepted by many as the general control mechanism. As will be understood from Yucel's definition, norms have no universal validation however they are general judgments valid for a specific society at a particular period of time.

Deviation behaviors were also investigated in the organizational environment. Robinson and Bennet (1995) conducted research on what deviation behavior means for organizations, how it occurs, how it emerges, and what the level of deviation is. The organizational deviation is defined as behaviors that are consciously performed by the workers of an organization in such a way as to violate positive organizational rules and threaten human resources possessed by the organization and the well-being of the other resources of the organization (Robinson & Bennet, 2000).

The first study to examine the behavior of organizational deviance in detail was made by Hollinger and Clark (1982, 98). In this study, they asserted that organizational deviance can emerge in two different ways as property and production deviance. The first dimension termed *property deviance* includes behaviors that are dangerous and unproductive to the employer's goods and properties. The second dimension termed *production deviance* comprises behaviors that distract the normal work process. Kose (2013), examples of the first dimension (*property deviance*) behaviors are stealing and engaging in behaviors posing danger to the organization's equipment or their unnecessary use. Deviant behaviors addressed in this dimension are seen as dangerous actions against goods and properties. Examples of the second dimension (*production deviance*) are absenteeism, lack of punctuality, giving long breaks and using substances that adversely affect work performance and deliberately working slowly.

That is, in this model, out-of-norm behaviors directed to the goods and production processes of an organization are listed (Turkkas Anasız, 2016).

Another study in the process of understanding deviant behaviors was made by Vardi and Wiener (1996). The essence of the analysis made in this study was to reveal the causes of deviant behaviors. According to this study behind every deviant behavior lays one or more of three aims. These aims are behaviors exhibited for personal interests, behaviors exhibited to achieve organizational goals and lastly behaviors exhibited with the sole aim of creating negative effects. It is right at this point that deviance surfaces in the scene (Kose, 2013).

The existing research shows that there are deviant behaviors exhibited in schools (Aksu, 2016 ; Argon and Ekinci, 2016; Kose, 2013). Unal (2012), in his study conducted by examining the reports of investigations made by Konya Directorate of National Education, found that out of a total of 131 events, 24 included deviant behaviors. It was also confirmed that the deviant behaviors that happened in schools occurred in two dimensions. These dimensions are behaviors directed at school and behaviors directed at individuals. The same research also confirmed that, of the deviant behaviors exhibited in schools, 25% are directed to students. In a research made by Argon and Ekinci (2016), it was identified that the low level organizational deviant behaviors negatively affect teachers` level of adaptation to the school.

The occurrence of deviant behaviors in a school organization can be tied to so many factors. Among these are organizational factors as well as individual factors. According to Kilicaslan (2007), unjust behaviors can pave the way for deviant behaviors. For example, a teacher who feels victimized due to an unjust behavior from the school principal might be compelled to resort to deviant actions. However, no matter the cause, by paving the way to negativities; deviant behaviors affect teachers who play significant roles in an educational system and also affect the productivity of the school in a negative way.

The organizational climate is an indicator of the social atmosphere that exists in a school. Bursalioglu (1999) expressed that the school climate is just one of the organizational processes. According to Dogan (2017), the school climate is made up of shared reactions or perceptions exhibited by the individuals in the face of an incidence. Organizational climate represents an identity of the organization. In this context, the organizational climate of an organization distinguishes it from other organizations and bestows it with a specific identity, is perceived by the organization's members and affects their lives (Arslan, 2004 & Cekmeceliogu & Keles 2008; Celik, 1997). Uysal (2015) expressed the fact that school climate is affected by so many factors; teachers' perceptions about the general work environment, formal and informal organizational relations, the personality of organizational members and the effects of leadership on them. In this regard, it can be stated that the school climate is formed by the impressions gained by workers through their experiences of various situations in the school environment. Hoy and Miskel (2012) state that school climate is about the quality of the perceptions of teachers serving in the school and their perceptions of the quality of the general atmosphere.

Hoy, Tarter and Kottkamp (1991) have examined the concept of organizational climate in schools and identified four different types of climate. The first of these types is an *open climate*. In this type of school climate, workers' school commitment level is very high. There are cooperation and transparency among workers. The school administrator always supports the workers. According to Can (1997), there are characteristics such as trust, openness in communication, understanding and supportive leadership, employee autonomy and high productivity in this climate type. The second type of climate is the *engaged climate*. In this type of school climate, the principal sees himself/herself above the teachers, he commands and exhibits restrictive behaviors towards teachers. The principal doesn't give prominence to teachers' needs. However, there is strong interaction and cooperation among teachers. The third type is *disengaged climate*. In this type of climate, there is no cooperation and help among teachers. Teachers are not volunteering at taking responsibilities. The school principal, however, exhibits a caring, supportive and constructive attitude. The fourth type of climate is a *closed climate*. In this type of school climate, teachers' commitment level is low. There is low-level support and cooperation among workers. The school principal is a hard supervisor, and always checks on teachers. The workers do not trust each other. According to Can (1997), this climate is a threatening climate. This climate is dominated by the authoritarian leader's overt tendency to obey the chains of command and close supervision.

Hoy, Tarter and Kottkamp (1991) have evaluated school climate on six dimensions; three are concerned with teachers and the other three are related to the school administrator. These dimensions are *Supportive Principal, Directive Principal, Restrictive Principal, Collegial Teacher, Cooperative Teacher and Disengaged Teacher*. In this research, the school climate has been examined within this framework.

School climate and organizational deviant behaviors have generally been addressed as different research topics, or they have been examined in relation to different variables. However, there has not been any research, within the limits of our literature review, that has treated these two variables together. Therefore, the current study is believed to make original contributions to the existing literature. Normally deviant behaviors arise from the problems in a school or they make up the source of existing problems. In this context, this research is designed to determine whether the organizational deviation is affected by the school climate.

Thus, the aim of the current research was to explore the relationship of organizational deviance perceptions and organizational climate at schools. To this end, answers were sought to the following questions:

1. What is the level of organizational deviance perceptions among teachers in schools?
2. What is the level of organizational climate perceptions among teachers in schools?
3. Does the level of organizational deviance perceptions show variations according to gender and place of service of teachers?
4. Does the level of organizational climate perceptions show variations according to gender and place of service of teachers?

5. Are organizational climate dimensions predictive of organizational deviance perceptions?

Method

Research Model

This research was designed in a relational survey model. The relationship between teachers' perception of organizational deviation and the organizational climate was examined. In this context, the research was conducted in the relational survey model. Correlation comparisons are made between variables in relational studies (Gall, Borg & Gall, 2007).

Research Sample

The universe of the research consists of 10400 primary, and secondary school teachers working in the province of Mugla, Turkey. In determining the sample of the research, the random sampling technique was used. At the 95% confidence interval, the size of the sample that could represent the universe was calculated to be 378 participants (Sahin, 2014, p.127). By considering the loss of data and the return rate of questionnaires, 425 teachers were reached. Only 390 of the questionnaires were returned. Among the collected questionnaires only 384 were deemed fit for analyses. Of the teachers who participated in the research, 58,8% were female (n= 224), 41,2'% male (n=157). 79% are serving in district centers (n= 293), and 21% in villages (n=78).

Research Instrument and Procedure

The data collection tool used in the current research is made up of three parts. The first part asked questions concerning participants' demographic information. The second part is the "Organizational Deviance Scale for Schools" developed by Kose and Aksu (2013, p.387). This scale consists of three dimensions (*Individual, Organizational* and *Ethical*) with 20 items. Kose and Aksu (2013, p.387) calculated the Cronbach alpha general reliability of the scale as .93 (RMSEA 0.06, GFI 0.90, AGFI 0.88, RMR 0.05, S-RMR 0.05, and CFI 0.93). In the current research, the general reliability of the scale was calculated to be .89 (Individual .81, Organizational .93 and Ethical .75). The scale 'Organizational Deviance scale for schools' is a 5 Likert type scale with response options; "1-strongly disagree", "2-disagree", "3-undecided", "4-agree" and "5-strongly agree". The scores obtained from the scale are evaluated as (1.00-1.80) "never" (1.81-2.60), "low", (2.61 - 3.40) "moderate" (3.41-4.20) "high" (4.21-5.00) "very high". On this scale, score loading taken from each dimension shows an increasing influence stemming from this dimension on organizational deviance.

In the third part, the "Organizational Climate Scale" developed by Hoy and Tarter (1997) and adapted to Turkish by Yilmaz and Altinkurt (2013) was used. This scale is made up of six dimensions (*Supportive principal, Directive principal, Restrictive principal, Collegial teacher, Cooperative teacher* and *Disengaged teacher*) with 39 items. Yilmaz and Altinkurt (2013, p.7) calculated the Cronbach alpha reliability of the factors and found

that they range from 0.70 to 0.89. In the current research, the reliability of the factors was found to be ranging from 0.75 to 0.92. The scale is a 4-point Likert type scale with response options: "1- rarely occurs", "2- sometimes occurs", "3- often occurs", and "4- very frequently occurs". Score loading from each factor of the scale shows an increasing influence coming from the behaviors in the related factor.

Data Analysis

SPSS 15.0 (statistical package for Social Sciences) statistical package program was used in the analysis of the collected data. The normality test was run on the collected data to determine whether the data exhibit a normal distribution. This test has been performed for both scales and the skewness and kurtosis values found showed that the data were normally distributed for both of the scales. While the Skewness value for the Organizational Deviance scale was found to be ranging from .331 to -.965, Kurtosis was found to be ranging from .509 to .819. Similarly, for the dimensions of the organizational climate scale, while skewness was found to be ranging from -.586 to 658, Kurtosis was found to be ranging from -.689 to .651. According to Tabachnick and Fidell (2013), when these values are between-1.5 and +1.5, they indicate the existence of a normal distribution. In the comparison of descriptions and means, frequencies, medians, t-test were used. Regression analysis was used to determine whether there is any relationship between two variables. In this analysis, Pearson's correlation coefficients obtained were examined. In the interpretation of the correlation coefficient, when it is in the range 1.00 – 0.70, it is considered to be high, in the range 0.69 - .0.30 medium and in the range 0.29 – 0.00 low (Buyukozturk, 2004, p.32).

Results

The purpose of the current study is to determine whether organizational deviance perception is affected by organizational climate according to teachers' perceptions. The relationship between organizational deviance perceptions and school climate was examined. The findings obtained from the data collected to determine this relationship are presented below.

The dimension having the highest mean among organizational deviance dimensions was the *ethical* dimension (x=2.27, Sd=.54). The dimension having the lowest mean was the *individual* dimension (x=2.00, Sd=.85). When general organizational deviance perception levels were examined, the mean was seen to be low (x=2.10, Sd=.61). According to these findings, it can be argued that the organizational deviance perception level is low in schools, with the highest mean in the *ethical* dimension.

The dimension having the highest mean was the Cooperative Teacher dimension (x=2.87, Sd=.59) while the dimension having the lowest mean was the Directive Principal dimension (x=2.23, Sd=.60). According to these findings, the Cooperative Teacher dimension contributes most to the level of organizational climate in schools. The lowest contribution comes from the Directive Principal dimension. T-test findings

for organizational deviance perceptions in schools according to the gender variable are presented in Table 1

Table 1.

T-Test Results for Organizational Deviance Perception Levels According to the Gender Variable

Dimensions	Groups	n	$\bar{x}$	S	sd	t	p*
Individual	Female	224	1.90	.83	379	-2.60	.011
	Male	157	2.12	.839			
Organizational	Female	224	1.91	.809	379	-3.12	.002
	Male	157	2.16	.739			
Ethical	Female	224	2.22	.549	379	-2.13	.034
	Male	157	2.34	.53			
Total	Female	224	2.00	.613	379	-3.17	.002
	Male	157	2.20	.583			

As can be seen in Table 1, the teachers' organizational deviance perceptions in relation to the gender variable were as follows: In the *Individual* dimension, for female (x= 1.90) and for male (x= 2.12); in the *Organizational* dimension, for female (x= 1.91) and for male (x= 2.16); in the *Ethical* dimension, for female (x= 2.22) and for male (x= 2.34), the total organizational deviance for female (x= 2.00) and for male was (x= 2.20).

The teachers' organizational deviance perceptions in relation to the gender variable were as follows: In the *Individual* dimension [$t_{(379)}$= -2.60, $p<0.05$], in the *Organizational* dimension [$t_{(379)}$= -3.12, $p<0.05$], in the *Ethical* dimension [$t_{(379)}$= -2.13, $p<0.05$] and in the total organizational deviance [$t_{(379)}$=-3.17, $p<0.05$]. The organizational deviance and its dimension were found to be varying significantly depending on the gender variable. The significant differences observed were in favor of the male teachers. According to these findings, it can be said that teachers' gender is an effective variable on organizational deviance perceptions in schools.

Organizational deviance perception levels were examined according to the location of the teachers' school. The results of the t-test revealed no significant difference in any of the dimensions. According to these findings, it can be stated that the location of the teachers' schools is not a variable influential on their organizational deviance perception levels. The results of the t-test conducted to determine whether the teachers' organizational climate perception levels vary significantly depending on the gender variable are given in Table 2.

Table 2.

The Results ff t-Test Conducted to Test the Effect of Gender on The Teachers' Organizational Climate Perception Levels

Dimensions	Groups	n	$\bar{x}$	S	sd	t	p*
Supportive principal	Female	224	2.78	.79	379	.78	.437
	Male	157	2.72	.71			
Directive principal	Female	224	2.22	.60	379	-.06	.951
	Male	157	2.23	.60			
Restrictive principal	Female	224	2.41	.60	379	-2.16	.031
	Male	157	2.54	.60			
Collegial teacher	Female	224	2.65	.70	366	2.70	.007
	Male	157	2.48	.58			
Cooperative teacher	Female	224	2.93	.62	369	2.69	.007
	Male	157	2.78	.51			
Disengaged teacher	Female	224	1.86	.68	379	-1.67	.095
	Male	157	1.97	.60			

As can be seen in Table 2, the teachers' organizational climate perceptions depending on gender were as follows; in the *Supportive Principal* dimension, for female (x= 2.78) and for male (x= 2.72); in the *Directive Principal* dimension, for female (x=2.22) and for male (x=2.23); in the *Restrictive Principal* dimension, for female (x= 2.41) and for male (x= 2.54), in the *Collegial Teacher* dimension, for female (x=2.65) and for male (x=2.48); in the *Cooperative Teacher* dimension, for female (x=2.93) and for male (x=2.78), in the *Disengaged Teacher* dimension, for female (x=1.86) and for male (x= 1.97).

The teachers' organizational climate perceptions depending on gender were as follows: in the Supportive *Principal* dimension [$t_{(379)}$= .78, p >0.05]; in the *Directive Principal* dimension [$t_{(379)}$= -.06, p >0.05]; in the *Restrictive Principal* dimension [$t_{(379)}$= -2.16, p<0.05]; in the *Collegial Teacher* dimension [$t_{(366)}$= 2.70, p<0.05]; in the *Cooperative Teacher* dimension [$t_{(369)}$= 2.69, p<0.05]; in the *Disengaged Teacher* dimension [$t_{(379)}$= -1.67, p >0.05]. As can be seen, the teachers' organizational climate perceptions vary significantly depending on gender in the dimensions of *Restrictive Principal*, *Collegial Teacher* and *Cooperative Teacher*. No significant differences were observed in other dimensions. The significant differences observed in the *Collegial Teacher* and *Cooperative Teacher* dimensions were in favor of the female teachers while in the *Restrictive Principal* dimension, it was in favor of the male teachers. According to these findings, it can be stated that the gender of teachers in schools is an effective variable on the level of organizational climate perceptions.

Moreover, the teachers' organizational climate perception levels were analyzed in relation to the location of their schools. The results of t-test conducted revealed significant differences only in three dimensions. These dimensions are; *Supportive Principal* dimension (Center x= 2.68, Village area x= 3.04) [$t_{(369)}$= -3.87, p <0.05], *Collegial*

Teacher dimension (Center x= 2.51, Village area x= 2.82) [$t_{(369)}$= -3.70, p<0.05], *Cooperative Teacher* dimension (Center x= 2.80, Village area x= 3.10) [$t_{(369)}$= -4.10, p<0.05]. In the other dimensions, no significant difference was found. According to these findings, it can be argued that the location of the teachers' schools is a factor influential on the level of organizational climate perceptions.

Regression analysis was conducted to determine whether the teachers' organizational deviance perception levels are predicted by their organizational climate perception levels. The results of the regression analysis run to determine the extent to which the Individual dimension is predicted by the dimensions of organizational climate are given in Table 3.

Table 3.

Results of The Regression Analysis Concerning the Prediction of the Individual Dimension by the Dimensions ff Organizational Climate.

Dimensions	B	Standard error	β	t	p	Zero order r	partial r
Constant	2.84	.323		8.812	.000		
Supportive principal	-.30	.056	-.267	-5.331	.000	-.47	-.27
Directive principal	.03	.059	.019	.453	.651	.07	.02
Restrictive principal	.03	.065	.021	.453	.651	.32	.02
Collegial teacher	.10	.077	.073	1.236	.217	-.32	.06
Cooperative teacher	-.40	.100	-.275	-3.996	.000	-.52	-.20
Disengaged teacher	.39	.063	.296	6.128	.000	.49	.30

R= .63 R^2 = .40 $F_{(6\text{-}377)}$ = 41.400 p=.000

As can be seen in Table 3; there is a negative medium correlation between the *Individual* dimension and the *Supportive Principal* dimension (r=-.47), there is a positive low correlation between the *Individual* dimension and the *Directive Principal* dimension (r=.07), there is a positive medium correlation between the *Individual* dimension and the *Restrictive Principal* dimension (r=.32), there is a negative medium correlation between the *Individual* dimension and the *Collegial Teacher* dimension (r= -.32), there is a negative medium correlation between the *Individual* dimension and the *Cooperative Teacher* dimension (r=-.52) and there is a positive medium correlation between the *Individual* dimension and the *Disengaged Teacher* dimension (r= .49).

However, when the other dimensions are controlled, the partial correlations between these variables, are as follows respectively; *Supportive Principal* (r=-.27), *Directive Principal* (r=.02), *Restrictive Principal* (r=.02), *Collegial Teacher*. (r=.06), *Cooperative Teacher*. (r=-.20) and *Disengaged Teacher* (r=.30).

All the dimensions of the teachers' organizational climate perceptions together yielded a medium and significant correlation with the organizational deviance perception (*individual* dimension) scores (R=.63, R^2 =.40, F= 41.400, p=.000). All the dimensions of the organizational climate perceptions together explained 40% of the total variance of the *individual* dimension.

According to the standardized regression coefficient (β value), the predictor variables' relative order of importance in terms of explaining the teachers' perceptions of the *Individual* dimension was as follows; the *Disengaged Teacher*, the *Cooperative Teacher*, the *Supportive Principal*, the *Collegial Teacher*, the *Restrictive Principal* and the *Directive Principal*.

When the results of the t-test related to the significance of the regression coefficients were examined, it was seen that the organizational climate's dimensions of the *Supportive Principal*, the *Cooperative Teacher* and the *Disengaged Teacher* were significant predictors of the individual dimension of the organizational deviance. No significant difference was found for the other dimensions. According to these findings, the regression equation regarding the predictability of the *individual* dimension is given below:

Individual dimension= 2.84 - (*Supportive Principal* x.30) + (*Directive Principal* x.03) + (*Restrictive Principal* x .03) + (*Collegial Teacher* x.10) - (*Cooperative Teacher* x .40) + (*Disengaged Teacher* x .39).

The results of the regression analysis run to determine the extent to which the organizational deviance (*Organizational* dimension) is predicted by the dimensions of organizational climate are given in Table 4.

Table 4.

Results of the Regression Analysis Concerning the Prediction of the Organizational Dimension by the Dimensions of Organizational Climate.

Dimensions	B	Standard error	β	t	p	Zero order r	Partial r
constant	3.26	.282		11.537	.000		
Supportive principal	-.12	.049	-.114	-2.408	.017	-.40	-.12
Directive principal	-.02	.051	-.018	-.456	.649	.01	-.02
Restrictive principal	-.07	.057	-.057	-1.290	.198	.26	-.07
Collegial teacher	-.01	.068	-.007	-.132	.895	-.41	-.01
Cooperative teacher	-.52	.087	-.386	-5.905	.000	-.60	-.29
Disengaged teacher	.43	.055	.354	7.729	.000	.54	.37

R= .68 R^2 = .46 $F_{(6\text{-}377)}$ = 52.98 p=.000

As can be seen in Table 4; there is a negative medium correlation between the *Organizational* dimension and the *Supportive Principal* dimension (r=-.40), there is a positive low correlation between the *Organizational* dimension and the *Directive Principal* dimension (r=.01), there is a positive low correlation between the *Organizational* dimension and the *Restrictive Principal* dimension (r=.26), there is a negative medium correlation between the *Organizational* dimension and the *Collegial Teacher* dimension (r= -.41), there is a negative medium correlation between the *Organizational* dimension and the *Cooperative Teacher* dimension (r=-.60) and there is a positive medium correlation between the *Organizational* dimension and the *Disengaged Teacher* dimension (r= .54).

However, when the other dimensions are controlled, the partial correlations between these variables are as follows respectively; *Supportive Principal* (r=-.12), *Directive Principal* (r=-.02), *Restrictive Principal* (r=-.07), *Collegial Teacher*. (r=-.01), *Cooperative Teacher* (r=-.29) and *Disengaged Teacher* (r=.37).

All the dimensions of the teachers' organizational climate perceptions together yielded a medium and significant correlation with the organizational deviance perception (*organizational* dimension) scores (R=.68, R^2 =.46, F= 52.98, p=.000). All the dimensions of the organizational climate perceptions together explained nearly 46% of the total variance of the *organizational* dimension.

According to the standardized regression coefficient (β value), the predictor variables' relative order of importance in terms of explaining the teachers' perceptions of the *Organizational* dimension was as follows; the *Cooperative Teacher*, the *Disengaged Teacher*, the *Supportive Principal*, the *Restrictive Principal*, the *Directive Principal* and the *Collegial Teacher*.

When the results of the t-test related to the significance of the regression coefficients were examined, it was seen that the organizational climate's dimensions of the *Supportive Principle*, the *Cooperative Teacher* and the *Disengaged Teacher* dimensions are significant predictors of the *Organizational* dimension of the organizational deviance. No significant difference was found for the other dimensions. According to these findings, the regression equation regarding the predictability of the *Organizational* dimension is given below:

Organizational dimension= 3.26 - (*Supportive Principal* x .12) - (*Directive Principal* x .02) - (*Restrictive Principal* x .07) - (*Collegial Teacher* x. 01) - (*Cooperative Teacher*. x .52) + (*Disengaged Teacher* x .43)

The results of the regression analysis run to determine the extent to which the organizational deviance (*Ethical* dimension) was predicted by the dimensions of organizational climate are given in Table 5.

Table 5.

*Results of the Regression Analysis Concerning the Prediction of the **Ethical** Dimension by The Organizational Climate Dimensions.*

Dimensions	B	Standard error	β	t	p	Zero ordrr r	partial r
Constant	2.48	.231		10.712	.000		
Supportive principal	-.04	.040	-.057	-1.021	.308	-.25	-.05
Directive principal	.04	.042	.047	.998	.319	.08	.05
Restrictive principal	-.04	.046	-.042	-.812	.417	.19	-.04
Collegial teacher	-.04	.055	-.051	-.773	.440	-.28	-.04
Cooperative teacher	-.18	.072	-.191	-2.466	.014	-.40	-.13
Disengaged teacher	.28	.045	.328	6.046	.000	.43	.30

R= .49 R^2 = .24 $F_{(6\text{-}377)}$ = 20.029 p=.000

As can be seen in Table 5, there is a negative low correlation between the *Ethical* dimension and the *Supportive Principal* dimension (r=-.25); there is a positive low correlation between the *Ethical* dimension and the *Directive Principal* dimension (r=.08); there is a positive low correlation between the *Ethical* dimension and the *Restrictive Principal* dimension (r=.19); there is a negative low correlation between the *Ethical* dimension and the *Collegial Teacher* dimension (r= -.28); there is a negative medium correlation between the *Ethical* dimension and the *Cooperative Teacher* dimension (r=-.40) and there is a positive medium correlation between the *Ethical* dimension and the *Disengaged Teacher* dimension.

However, when other dimensions are controlled, the partial correlations between these variables are as follows respectively; *Supportive Principal* (r=-.05), *Directive Principal* (r=.05), *Restrictive Principal* (r=-.04), *Collegial Teacher* (r=-.04), *Cooperative Teacher* (r=-.13)) and *Disengaged Teacher* (r=.30).

All the dimensions of the teachers' organizational climate perceptions together yielded a medium and significant correlation with the organizational deviance perception (*Ethical* dimension) scores (R=.49, R^2 =.24, F= 20.029, p=.000). All the dimensions of the organizational climate perceptions together explained nearly 24% of the total variance of the *Ethical* dimension.

According to the standardized regression coefficient (β value), the predictor variables' relative order of importance in terms of explaining the teachers' perceptions of the *Ethical* dimension is as follows; the *Disengaged Teacher*, the *Cooperative Teacher*, the *Supportive Principal*, The *Collegial Teacher*, the *Directive Principal* and the *Restrictive Principal*.

When the results of the t-test related to the significance of the regression coefficients were examined, it was seen that the organizational climate's dimensions of the *Cooperative Teacher* and *Disengaged Teacher* dimensions are significant predictors of the *Ethical* dimension of the organizational deviance. No significant difference was found for the other dimensions. According to these findings, the regression equation regarding the predictability of the *Ethical* dimension is given below:

Ethical dimension = 2.48 - (*Supportive Principal* x .04) + (*Directive Principal* x .04) - (*Restrictive principal* x .04) - (*Collegial Teacher* x .04) - (*Cooperative Teacher*. x .18) + (*Disengaged Teacher* x .28)

The results of the regression analysis run to determine the extent to which the teachers' organizational deviance perceptions are predicted by the dimensions of the organizational climate are given in Table 6.

Table 6.

Results of the Regression Analysis Concerning the Prediction of the Organizational Deviance by the Organizational Climate Dimensions.

Dimensions	B	Standard error	Beta	t	p	Zero order r	partial r
Constant	2.86	.207		13.792	.000		
Supportive principal	-.15	.036	-.190	-4.237	.000	-.47	-.21
Directive principal	.02	.038	.015	.400	.690	.06	.02
Restrictive principal	-.03	.042	-.027	-.653	.514	.32	-.03
Collegial teacher	.02	.050	.015	.293	.769	-.40	.02
Cooperative teacher	-.36	.064	-.350	-5.669	.000	-.62	-.28
Disengaged teacher	.36	.041	.387	8.935	.000	.59	.42

R= .72 R^2 = .52 $F_{(6\text{-}377)}$ = 67.143 p=.000

As can be seen in Table 6; there is a negative medium correlation between the organizational deviance and the *Supportive Principal* dimension (r=-.47), there is a positive low correlation between the organizational deviance and the *Directive Principal* dimension (r=.06), there is a positive medium correlation between the organizational deviance and the *Restrictive Principal* dimension (r=.32), there is a negative medium correlation between the organizational deviance and the *Collegial Teacher* dimension (r= -.40), there is a negative medium correlation between the organizational deviance and the *Cooperative Teacher* dimension (r=-.62) and there is a positive medium correlation between the organizational deviance and the *Disengaged Teacher* dimension (r= .59).

However, when other dimensions were controlled, the partial correlations between these variables were as follows respectively; *Supportive Principal* (r=-.21), *Directive Principal* (r=.02), *Restrictive Principal* (r=-.03), *Collegial Teacher* (r=.02), *Cooperative Teacher* (r=-.28)) and *Disengaged Teacher* (r=.42).

All the dimensions of the teachers' organizational climate perceptions together yielded a high and significant correlation with the organizational deviance perception scores (R=.72, R^2 =.52, F= 67.143, p=.000). All the dimensions of the organizational climate perceptions together explained nearly 52% of the total variance of the organizational deviance.

According to the standardized regression coefficient (β value), the predictor variables' relative order of importance in terms of explaining the teachers' perceptions of the organizational deviance is as follows; Disengaged Teacher, *Cooperative Teacher*, *Supportive Principal*, *Restrictive Principal*, *Directive Principal* and *Collegial Teacher*.

When the results of the t-test related to the significance of the regression coefficients were examined, it is seen that the organizational climate's dimensions of the *Supportive Principle*, *Cooperative Teacher* and *Disengaged Teacher* dimensions are significant predictors of the organizational deviance. No significant difference was found for the other dimensions. According to these findings, the regression equation regarding the predictability of the Organizational deviance is given below:

Organizational Deviance = 2.86 - (*Supportive Principal* x .15) + (*Directive Principal* x .02) - (*Restrictive Principal* x .03) + (*Collegial Teacher* x .02) - (*Cooperative Teacher* x .36) + (*Disengaged Teacher* x .36)

Discussion, Conclusion and Recommendations

This research was conducted on teachers working at primary and secondary schools in the province of Mugla. The research aims to examine the relationship between organizational climate and organizational deviance perceptions of teachers at schools. In this context first, the teachers' levels of organizational deviance and organizational climate perceptions were determined. According to the teachers' perceptions, the organizational deviance seems to be low. In studies by Kose (2013) and Aksu (2016), organizational deviance was found to be low as well.

In these three studies, the findings regarding organizational deviance perception levels are similar and it can be stated that the results of these studies support one another. In this context, it is possible to state that the organizational deviance perception of teachers is at a low level.

Organizational deviance perceptions' is found to be low shows that teachers exhibit a few deviant behaviors at school. However, it also proves the existence of deviant behaviors. What is desired in fact is the demonstration of no deviant behavior as the existence of deviant behaviors no matter how few they are means that there are some behaviors harmful to organizational goals. It is a fact that obedience to school

values and norms strengthens communication among teachers and thus influences students' success which is one of the main goals in schools.

According to Robinson and Bennett (1995, p. 556) deviant behaviors pose a threat to the existence of an organization and its members and they arise from deliberate indifference and disobedience to important organizational norms. For this reason, no matter how few, deviant behaviors need to be carefully monitored and managed. According to Demir (2010) individual and group sentiments that give rise to organizational deviance need to be effectively managed. In a research made by Argon and Ekinci (2016) a negative relationship was observed for the organizational deviance levels in schools and teachers' commitment levels. When examined in this context it can be stated that reducing or eradicating deviant behaviors in schools will increase teachers' commitment levels.

In these studies, teachers' organizational deviance was examined according to their gender and in all the dimensions a significant difference was observed. According to this in all the dimensions male teachers' organizational deviance perceptions are at a higher level as compared to those of female teachers. In other words, there are more deviant behaviors exhibited by male teachers when compared to female teachers. However, in research done by Kose (2013), no significant difference was observed.

Organizational climate perceptions were examined according to the gender of teachers and a significant difference was found in the dimensions of *Collegial Teacher* and *Cooperative Teacher* in favor of female teachers and in the dimension of *Restrictive Principal* in favor of male teachers. No significant difference was observed in the other dimensions. In a research made by Colak and Altinkurt (2017) in relation to teachers' views about school climate, it was only in the *Disengaged Teacher* dimension that a significant difference was observed in favor of male teachers. In the research made in Turkey, generally, no significant difference is observed regarding organizational climate according to gender (Canli, 2016; Dilbaz Sayin, 2017 & Yildirim, 2017). The fact that different results have been obtained in different studies enforces us to think that it might be a result of the different samples and their characteristics.

The results of the regression analysis to determine how predictive organizational climate dimensions are on organizational deviance showed a moderate level relationship between two variables.

When the correlation is examined for organizational deviance perceptions, it is seen that all the dimensions of the organizational deviance perceptions have a negative medium correlation with the *Supportive Principle*, the *Collegial Teacher* and the *Cooperative Teacher* dimensions. In other words, in relation to these three dimensions of organizational climate, when there is an increase in their level of perception, there is a decrease in their level of organizational deviance perception. This is also an expected result because these three dimensions are the positive dimensions of organizational climate. These dimensions are expected to be negatively correlated with negative behaviors like deviant behaviors. Moreover, all the dimensions of the organizational deviance perceptions, both separately and as a whole, are in a positive low correlation with the *Directive Principal*, *Restrictive Principal* and *Disengaged Teacher*

dimensions. In other words, in relation to these three dimensions of organizational climate, when there is an increase in their level of perception, there is an increase in the level of organizational deviance perception. This is also an expected result because these three dimensions are the negative dimensions of organizational climate. Thus, they are expected to be positively correlated with deviant behaviors.

All the dimensions of the organizational climate together moderately predict the teachers' organizational deviance dimensions (*Individual*, *Organizational*, and *Ethical*). At the same time, it is generally highly predictive of the level of organizational deviance perceptions. This finding shows there is a high-level relationship between the two variables (organizational climate and organizational deviance) This finding shows that when school climate is negatively affected or influenced there is a corresponding increase in organizational deviance perceptions. Similarly, when the school climate is positively affected or influenced there is a corresponding decrease in organizational deviance perceptions.

Standardized regression coefficients (β value) show the relative order of importance of the predictor variables' effect on the predicted variable. When this order is examined the most important dimension that effected the organizational deviance and its dimensions is the *Cooperative Teacher* dimension. This finding shows that the most important dimension is the *Cooperative Teacher* dimension. In other words, *Cooperative Teacher* behaviors have a stronger influence on the organizational deviance when compare to the other five dimensions behaviors. This situation can also be observed from the multiplier of the *Cooperative Teacher* dimension in the regression formulas.

In the current study, it was found that the organizational climate in schools predicts the perception of organizational deviation. When the negative relationship between the two variables is considered, it can be stated that improving the organizational climate in the school will cause a decrease in organizational deviation behaviors. Especially the increase in the cooperation between teachers will lead to improving the organizational climate of the school and a decrease in the organizational deviant behaviors in the school. Therefore, there is great benefit in providing the necessary environment and motivation to enhance collaborative behaviors among teachers. When we look at the items in the factor of *Cooperative Teacher*, it can be stated that it will be useful to carry out activities that improve the attitudes and behaviors of tolerance and cooperation between teachers.

The current study was limited to the city of Mugla. In order to generalize the results to wider universes, similar studies can be conducted in other provinces in the future. On the other hand, only negative deviation behaviors were investigated in this study. Future research may examine positive deviation behaviors. By this way, it may be possible to compare the results or to look at both aspects of the deviation behavior.

References

Aksu, A. (2016). Organizational deviance and multi-factor leadership. *Educational Research and Reviews,11*(8), 589-597

Argon, T. & Ekinci, S. (2016). Teachers' Views on Organizational Deviance, Psychological Ownership and Social Innovation. *Universal Journal of Educational Research* 4(12A): 133-139. DOI: 10.13189/ujer.2016.041317

Arslan, N. T. (2004). An assay on organizational culture and climate as determinants of the organizational performance. *The Journal of Faculty of Economics and Administrative Sciences-Suleyman Demirel University, 9*(1), 203-228.

Bursalioglu, Z. (1999). *New structure and behaviour in school management*. Ankara: Pegem Publishing.

Buyukozturk, S. (2004). *Manual of data analysis for social sciences*. Ankara: Pegam Publishing

Can, H. (1997). Organizasyon ve yonetim. İstanbul: Siyasal Kitabevi

Canli, S. (2016). *The effects of principals' trust in teachers on school climate*. (Unpublished doctoral dissertation). İnonu University / Institute of Educational Sciences, Malatya.

Cekmecelioglu, H. G. & Keles, O. (2008). Evaluation of the relationships between organizational climate, empowerment and individual business performance. Muhan Soysal Business Conference, 3-6.

Celik, V. (1997). Visionary leadership in educational management. *Educational Administration: Theory and Practice, 3*(4), 465-474.

Colak, İ. & Altinkurt, Y. (2017). The Relationship between School Climate and Teacher Autonomy Behaviors. *Educational Administration: Theory and Practice, 23*(1), 33-71. doi: 10.14527/kuey.2017.002

Demir, M. (2010). The role of emotional intelligence on the control of organizational deviance: a survey in the hospitality enterprises. *Dumlupinar University Journal of Social Sciences,* (26), 1-12

Dilbaz Sayin, S.S. (2017). *The investigation of the relationship between the school climate and the teacher performance*. (Unpublished doctoral dissertation). Canakkale Onsekiz Mart University / Institute of Educational Sciences, Canakkale.

Dogan, S. (2017). School culture and school climate. In: Teyyar Ugurlu, C. (Ed.) *School management* (s.91-119), Ankara: Ani Pulishing.

Dolu, O. (2012). *Theories of Crimnology: Theory, Research and Application In Criminology.* (4th edition) Seckin Publishing.

Gall, M.D.; Borg, W.R. & Gall, J.P. (2007). *Educational research: An introduction*. (7 th edition.). Boston: Ablongman.

Hollinger, R. & Clark, j. (1982). Employee Deviance: A Response to the Perceived Quality of the Work Experience. Work and Occupations. Vol.9. s: 97-114.

Hollinger, R. & Clark, J. (1983). Deterrence in the Workplace: Perceived Certainty, Perceived Severity, and Employee Theft. *Social Forces, 62*(2), 398-418. doi:10.2307/2578314

Hoy, K. W. & Miskel, G. C. (2012). *Educational administration*. (7. Baski). (Trans. S. Turan). Ankara: Nobel Publishing.

Hoy, W. K. & Tarter, C. J. (1997). *The road to open and healthy schools: A handbook for change,* elementary edition. Thousand Oaks, CA: Corwin.

Hoy, W. K., Tarter, C. J. & Kottkamp, R. B. (1991). Open schools / healthy schools: Measuring organizational climate. http://www.waynekhoy.com/pdfs/open_ schools_healthy_schools_ book.pdf (taken on 23.07.2018).

Kilicaslan, S. (2007). *Effects of justice perceptions on workplace deviance*. (Unpublished master theesis). Dokuz Eylul University / Institute of Social Sciences, İzmir.

Kose, G.S. (2013). *The perceptions of secondary school teachers on the correlations between organizational deviation and strategic leadership: Sample of İzmir*. (Unpublished master thesis). Dokuz Eylul University / Institute of Educational Sciences, İzmir

Kose, S.G. & Aksu, A. (2013) Organizational deviation measurement for schools. *NWSA - Education Sciences. 8*(3), 375-389.

Merton, R. K. (1938). Social structure and anomie. *American Sociological Review, 3*(5), 672-682. Stable URL: http://www.jstor.org/stable/2084686

Robinson, S.L. & Bennett, R.J (2000). Development of a measure of workplace deviance. *Journal of Applied Psychology,* (85), 349-360.

Robinson, S.L. & Bennett, R.J. (1995). A Typology of Deviant Workplace Behaviors: A Multidimensional Scaling Study. *Academy of Management Journal. 38*(2):555-572.

Sahin, B. (2014). Methodology. In: Abdurrahman Tanriogen (Ed.). *Scientific research methods*. Ankara: Ani Publishing.

Tabachnick, B. G. & Fidell, L. S. (2013). *Using Mutivariate Statics* (6. edition). New York: Pearson Education.

Turkkas Anasız, B. (2016). A study on determination of the organizational deviant behaviours of academic staff (A case of education faculty of Mugla Sitki Kocman University). (Unpublished master thesis). Mugla Sitki Kocman University / Institute of Educational Sciences, Mugla

Uysal, S. (2015). Evaluation of the relational research studies on organizational culture and organizational climate at schools: A meta-analysis. *The Journal of International Education Sciences, 2*(5), 70-88

Unal, A. (2012). Deviant teacher behaviors and their influence on school rules and interpersonal relationships at school. *Eurasian Journal of Educational Research*, (49), 1-20.

Vardi, Y. & Wiener, Y. (1996). Misbehaviour in organisations: a motivational farmework. Organisational Science 7(2), 151-165.

Yildirim, S. (2017). *The relationship between students' and teachers' safe school climate perceptions and students' academic achievement in high schools*. (Unpublished doctoral dissertation). Hacettepe University / Institute of Educational Sciences, Ankara.

Yilmaz, K. & Altinkurt, Y. (2013). Adaptation of organizational climate scale into Turkish: The validity and reliability study. *Trakya University Journal of Education, 3*(1), 1–11.

Yucel, M. T. (2004) *Criminology*. İstanbul: Beta

Örgütsel Sapma Algısı Örgütsel İklimden Etkilenir mi? Okullarda Yapılmış Bir Araştırma

Atıf:

Erturk, A. & Ziblim, L. (2020). Is the perception of organizational deviation affected by the organizational climate? Research in schools. *Eurasian Journal of Educational Research*, 85, 1-22, DOI: 10.14689/ejer.2020.85.1

Özet

Problem Durumu: Örgütsel sapma, örgüt çalışanlarının olumlu örgüt kurallarını bozarak, örgütün insan kaynakları ve diğer sahip olduğu kaynakları tehdit eden bilinçli bir şekilde yapılan davranışlardır. Yapılan araştırmalar okullarda da örgütsel sapma davranışlarının yaşandığını göstermektedir. Okullarda meydana gelen bu sapma davranışlarının iki boyutta meydana geldiği saptamıştır. Bu boyutlar okula yönelik davranışlar ve kişilere yönelik davranışlardır. Araştırmalar, meydana gelen sapma davranışların % 25'inin öğrencilere yönelik olduğunu ortaya koymuştur. Bu araştırmada, okullarda meydana gelen düşük düzeydeki örgütsel sapma davranışlarının öğretmenlerin okulu benimseme düzeyini olumsuz yönde etkilediği saptanmıştır.

Bu araştırmanın ikinci değişkeni olan örgüt iklim ise, örgütte var olan sosyal atmosferin bir göstergesidir. Örgütsel iklim, bireylerin bir durum karsısında gösterdikleri ortak tepki ya da algılardan meydana gelmektedir. Araştırmalar, okul

ikliminin birçok faktörden etkilendiğini; öğretmenlerin okulun genel çalışma çevresiyle ilgili algıları, formal ve informal örgüt, örgüt üyelerinin kişilikleri ve bunu etkileyen örgütsel liderlik gibi birçok faktör tarafından şekillendiğini ifade etmektedir. Bu bağlamda okul iklimi okulda görev yapmakta olan çalışanların okul ortamında yaşadıkları durumlardan dolayı edindikleri izlenim ve algı sayesinde oluştuğu açıktır. Başka bir ifadeyle okulda yaşanan sapma davranışları gibi olumsuzlukların okul iklimi ile ilişkili olduğu düşünülebilir. Bu çalışma bu hipotezden hareketle yapılmıştır.

Araştırmanın Amacı: Bu çalışma, okullardaki örgütsel sapma algısının örgütsel iklim değişkeni tarafından yordanıp yordanmadığını belirlemeyi amaçlamıştır.

Araştırmanın Yöntem: Bu araştırma tarama modelinde desenlenmiştir. Araştırmanın evreni, Muğla ilinde bulunan okullarda görev yapan 10400 öğretmen oluşturmaktadır. Örneklemin belirlenmesinde oransız küme örneklemesi tekniği kullanılmıştır. Evreni temsil edecek örneklem %95 güven düzeyi için en düşük 378 olarak belirlenmişti. Veri kaybı düşünülerek 425 öğretmen ulaşılmış ancak toplanan ölçeklerden 384 ölçek değerlendirme için uygun görülmüştür. Araştırmaya katılan öğretmenlerin %58,8'ü kadın (n= 224), %41,2'si erkektir (n=157).

Kullanılan ölçme aracı üç bölümden oluşmaktadır. Birinci bölümde katılımcıların demografik bilgileri sorulmuştur. İkinci bölümde, Köse ve Aksu (2013) tarafından geliştirilen "Okullar İçin Örgütsel Sapma Ölçeği" kullanılmıştır. Bu ölçek 3 boyut ve 20 maddeden oluşmaktadır. Üçüncü bölümde ise Hoy ve Tarter (1997) tarafından geliştirilen ve Yılmaz ve Altınkurt (2013) tarafından Türkçeye uyarlanan "Örgütsel İklim Ölçeği" kullanılmıştır. Bu ölçek 6 boyut ve 39 maddeden oluşmaktadır.

Araştırmanın Bulguları: Bu araştırma ile okullarda öğretmenlerin örgütsel sapma algısının örgütsel iklim değişkeni tarafından yordama düzeyini incelenmektedir. Bulgular okullardaki örgütsel sapma algısının genel olarak düşük düzeyde ($\bar{x}$=2.10) olduğunu ve en çok *Etik* boyutta gerçekleştiği göstermiştir. Yapılan regresyon analizi ile okullarda görev yapan öğretmenlerin örgütsel sapma algı düzelerinin örgütsel iklim düzeyi tarafından yordanıp yordanmadığı incelenmiştir. Bu analizde örgütsel sapma ile; Destekleyici Müdür boyutu arasında negatif orta düzeyde (r=-.47), Emredici Müdür boyutu ile pozitif orta düzeyde (r=.06), Kısıtlayıcı Müdür boyutu ile pozitif orta düzeyde (r=.32), Samimi Öğrt. boyutu ile negatif orta düzeyde (r= -.40), İşbirlikçi Öğrt. boyutu ile negatif orta düzeyde (r=-.62) ve Umursamaz Öğrt. boyutu ile pozitif orta düzeyde (r= .59) bir ilişkinin olduğunu görülmüştür. Ayrıca örgütsel iklimin tüm boyutları birlikte öğretmenlerin örgütsel sapma puanları ile yüksek düzeyde ve anlamlı bir ilişki vermektedir. Örgütsel iklimin tüm boyutları birlikte örgütsel sapma algısının toplam varyansının yaklaşık % 52'isini açıklamaktadır.

Regresyon katsayılarının anlamlılığına ilişkin t-testi sonuçları incelendiğinde Örgütsel iklim boyutlarından Destekleyici Md., İşbrikçi öğrt ve Umursamaz Öğrt. boyutları örgütsel sapma üzerinde anlamlı bir yordayıcı olduğu görülmektedir. Diğer boyutlarda anlamlılık saptanmamıştır. Elde edilen bulgulara göre genel olarak örgütsel sapmanın yordanmasına ilişkin regresyon eşitliği aşağıda verilmiştir:

Örgütsel Sapma = 2.86 - (Destekleyici Müdür x .15) + (Emredici Müdür x .02) - (Kısıtlayıcı Müdür x .03) + (Samimi Öğrt. x .02) - (İşbirlikçi Öğrt. x .36) + (Umursamaz Öğrt. x .36)

Araştırmanın Sonuçları ve Öneriler: Bu araştırmada örgütsel sapma düzeyinin düşük düzeyde olduğu saptanmıştır. Bu durum her nekadar okullarda görev yapan öğretmenlerin sapma davranışlarına dair algılarının düşük düzeyde olduğunu göstermiş olsa da aslında bu davranışların varlığını da göstermektedir. Bu bağlamda düşünüldüğünde, okul ortamlarında örgütsel sapma davranışlarının düşük değil hiç bulunmaması arzu edilmektedir. Çünkü sapma davranışlarının varlığı okullarda düşük düzeyde de olsa örgüt amaçlarına zarar verici davranışların bulunduğunu göstermektedir. Tüm çalışanların örgütsel değerlere ve normlara uyması okul içinde öğretmenler arasında iletişimi güçlendirdiği gibi okulun amacı olan öğrenci başarısını etkileyeceği saklanamaz bir gerçektir.

Örgütsel sapma algısının örgütsel iklim alt boyutları tarafından yordanmasına ilişkin regresyon analizi sonuçları iki değişken arasındaki ilişkinin genel olarak orta düzeyde olduğunu göstermektedir.

Buna göre, korelasyon katsayıları incelendiğinde, örgütsel sapma algısının tüm boyutları ayrı ayrı ve tümü birlikte Destekleyici Müdür, Samimi Öğrt ve İşbirlikçi Öğrt. boyutları ile orta düzeyde negatif ilişki içerisindedir. Başka bir ifadeyle örgütsel iklim değişkenine ait bu üç alt boyutta algı düzeyi yükseldikçe örgütsel sapma algı düzeyi düşmektedir. Bu da beklenen bir sonuçtur. Çünkü bu üç boyut örgütsel iklimin pozitif boyutlarıdır. Sapma davranışı gibi negatif bir davranış tipi ile negatif bir ilişki içinde olması beklenir ve olumlu bir sonuçtur. Ayrıca örgütsel sapma algısının tüm boyutları ayrı ayrı ve tümü birlikte Emredici Md., Kısıtlayıcı Müdür ve Umursamaz Öğrt. boyutları ile düşük düzeyde pozitif ilişki içerisindedir. Başka bir ifadeyle örgütsel iklim değişkenine ait bu üç alt boyutta algı düzeyi yükseldikçe örgütsel sapma algı düzeyi de yükselmektedir. Bu da beklenen bir sonuçtur. Çünkü bu üç boyut örgütsel iklimin negatif boyutlarıdır. Sapma davranışı gibi negatif bir davranış tipi ile pozitif bir ilişki içinde olması beklenir ve olumlu bir sonuçtur.

Örgütsel iklim alt boyutları tümü birlikte öğretmenlerin örgütsel sapma alt boyutlarını ayrı ayrı (Bireysel, Ögütsel ve Etik boyutlarını) orta düzeye yordamaktadır. Aynı zamanda genel olarak örgütsel sapma algı düzeyini de yüksek düzeyde yordamaktadır. Bu bulgu iki değişken arasında yüksek düzeyde bir ilişkinin olduğunu göstermektedir. Bu ilişkiye göre okulda bulunan örgütsel iklim algısı olumsuz etkilendiğinde örgütsel sapma algısının yükseldiği göstermektedir. Benzer şekilde okulda bulunan örgütsel iklim algısı olumlu etkilendiğinde örgütsel sapma algısının düştüğünü göstermektedir.

Bu araştırmada, okullarda örgütsel iklimin örgütsel sapma algısını yordadığı görülmektedir. İki değişken arasındaki negatif ilişki göz önüne alındığında, okuldaki örgütsel iklimin iyileştirilmesinin örgütsel sapma davranışlarında bir azalmaya neden olacağı söylenebilir. Özellikle öğretmenler arasındaki işbirliğinin artması, okulun örgütsel ikliminin iyileştirilmesine ve okuldaki örgütsel sapkın davranışların azalmasına yol açacaktır. Bu nedenle, öğretmenler arasında işbirlikçi davranışları

geliştirmek için gerekli ortamı ve motivasyonu sağlamada büyük fayda vardır. İşbirlikçi Öğretmen boyutunun maddelerine baktığımızda, öğretmenler arasındaki hoşgörü ve işbirliğinin tutum ve davranışlarını geliştiren faaliyetlerde bulunmanın yararlı olacağı söylenebilir.

Bu araştırma sadece Muğla ilinde yapılmıştır. sonuçların daha geniş evrenlere yaygınlaştırılabilmesi için gelecekte benzer araştırmalar diğer illerde yapılabilir. Öte yandan yapılan bu araştırmada sadece olumsuz sapma davranışları incelenmiştir. Gelecek araştırmalar olumlu sapma davranışılarını inceleyebilir. Bu sayede sonuçların karşılaştırılması ya da sapma davranışlarının her iki yönüne de bakılması mümkün olabilecektir.

Anahtar Sözcükler: Örgütsel sapma, öğretmen işbirliği, okul iklimi.