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Teachers' Perceptions on School Administrators' Spiteful Behaviours

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ABSTRACT

Purpose: Spitefulness is a strong instinctive behavior which is potentially serious and often has psychological, interpersonal and social negative consequences. Revealing the reasons, levels and prevention methods in institutional life will be beneficial in terms of productivity, performance and relationships. The aim of this study was to develop a valid and reliable scale to evaluate spitefulness behavior of managers, and to determine the perceptions of teachers related to administrational spitefulness.

Research Methods: This study which aimed to develop and implement Administrational Spitefulness Scale and to measure teachers' perceptions on school administrators' spiteful behaviours was held in descriptive survey model among quantitative research methods.

Findings: As a result of exploratory factor analysis, the total variance of the scale consisting of 26 items and one dimension was found to be 67.71. Confirmatory factor analysis results revealed that scale items formed a meaningful structure under single factor, and standard factor load values were .55 and above. The results revealed that the level of administrational spitefulness teachers perceive was low. As teacher perceptions related to administrational spitefulness did not differ according to gender, seniority and branch (major) variables, there were significant differences in terms of marital status and school types variables. Single teachers and secondary school teachers had higher administrational spitefulness perception.

Implications for Research and Practice: The scale in this study intended for the work life and focused on managers' spitefulness behaviors. Naturally, it is limited in terms of revealing spitefulness behaviors among workers. Although the scale could be used at a very large area, it could only be applied to workers, and it could reveal the administrational spitefulness they perceive. Moreover, various studies could be held by relating the scale with other behaviors, attitudes and tendencies which are predominantly in the field of interest of organizational behavior and which are in the field of organization and management.

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Introduction

The existence of organizations depends on the acquisition of their founding purposes. Acquisition of the aims and purposes for the organizations are mostly affected by the quality of the human labor they have. The cognitive, kinesthetic, ethical and affective qualities of managers and workers who form the human labor source of the organization are basic determining components. Current understanding of management considers the worker as a whole. It is not enough to tackle and evaluate workers only in their cognitive and kinesthetic sides. As Fineman (2003) claimed, workers are at the same time emotional creatures and this forms the emotional side of the organization. In this respect, understanding emotional structure of the work and emotional states of the workers are vitally important for the organization. Seeing people as emotional creatures in organizations is neither denying the mind, nor underestimating the importance of rationalization in human relations (Yiannis, 2005). When the literature related to management is investigated, it is seen that a limited number of studies focus on emotions in the relations between managers and workers (Hill, 2003; Watson & Harris, 1999). Furthermore, recently there has been a growing academic interest in the role, function and importance of emotions (Sieben & Wettergren, 2010). Although the studies related to emotions, emotional intelligence and emotion management in management held in recent years have been sufficient in closing the gap, it is difficult to claim that topics which are more complicated in the relations between managers and the managed like hate, aggression, revenge and spitefulness have been sufficiently discussed. Such phenomena have been in the interest of psychology, psychiatry and psychotherapy literature. This study focused on spitefulness, which is frequently encountered in organizational life, affects superior-subordinate relations negatively, and has not been sufficiently dealt with.

Spitefulness reflects a state of emotion. Behavioral and emotional reactions of human as a social and a psychological being are organized in a wide range from the most positive to the most negative ones. Spitefulness is one of these emotions and behaviors. In general, spitefulness is a very strong motivational behavior which is serious and frequently has negative psychological, interpersonal and social results (Marcus, Zeigler-Hill, Mercer & Norris, 2014). Spitefulness defines harming others' benefits other than indifference to the benefits of others (Pruitt & Rubin, 1986). According to Gurtman (1992), spitefulness contains distrust and suspicion to others, and disregarding others' needs and happiness. Spitefulness could also be defined as the intentional effort to prevent others to reach their aims so that they fail (Ewing, Zeigler-Hill & Vonk, 2016; Marcus & Ziegler-Hill, 2015; Vrabel, Zeigler-Hill & Shango, 2017; Zeigler-Hill, Noser, Roof, Vonk & Marcus, 2015; Zeigler-Hill & Noser, 2018). Spite, in the Turkish Language Association Dictionary (2018) is defined as secret hostility aiming revenge and grudge whereas spitefulness is defined in terms of a person who wants revenge, who is spiteful and vindictive. According to Baumeister, Exline and Sommer (1998), an individual might choose two different ways when encountered a negative situation. One of them includes negative feelings like anger, irritation and grudge. Other way, on the other hand, is showing a

forgiveness behavior by turning negative feelings into positive feelings, thoughts and behaviors. Similarly, Smith (2018) expresses that spitefulness defines a two-fold process as an immediate desire to correct a mistake (thought to be done against himself) and calculate the suitable punishment or reaction rationally.

Spitefulness is related with other concepts in daily use as well. One them is the hostility behavior. In general, hostility is considered as an attitude. According to Buss (1961), hostility is an attitude of not liking others and evaluating them negatively. Similarly, Berkowitz (1993) defines hostility as a reaction containing a definitely negative judgement and an attitude against an individual. Spielberger (1988) defines hostility as a complicated feeling and attitude set fostering aggression and generally motivating spiteful behaviors. Why revenge is held and embraced together with aggression is not because this feeling has violence in its base, but because the person who wants revenge prefers to use violence as a method (Adugit, 2008). Obviously, aggression and spitefulness are sometimes defined as a tangled attitude set. The basic difference between these two concepts is that aggression generally depends on explicitly apparent attitudes and behaviors. Secrecy and closeness are in the front in the essence of spitefulness. In the spiteful attitude and behavior against others, "waiting for and looking out the most suitable time" attitude is clearly obvious. The terms "bearing a grudge" or "holding a grudge" claims that spitefulness is planned, intentional, ongoing and in a logical frame. The term "having spite against" might reflect a behavior overlapping with hostility.

Another term related to spitefulness is revenge. Revenge is a universal concept defined as charging someone of something, putting them in a risky situation and hurting them (Elster, 1990). According to Stuckless and Goranson (1992), revenge is an attempt of applying a hurting punishment in case of a perceived injustice. Revenge, in general, is the reaction of individuals in case of an injustice they experience. Spitefulness, on the other hand, could be defined as a desire that directs someone to take revenge after being attacked and suffering from pain. The reason of revenge is not a harm that is initially and directly expected to be seen by others, instead it is the information or belief that they have injustice against the person, relatives or innocent people. Revenge is not a blind "drive", but a feeling born from the clearest conscious related to justice (Adugit, 2008). In Smith's (2018) terms, while revenge might be bloody and messy, spitefulness is a concept which is intended and cold served (hurting others in a plan).

One side of spitefulness is related to punishment. A spiteful person watches for the perfect time to put the others in a bad situation. Especially such actions are taken by individuals in the top management using their power and authority against people who they consider a threat, they do not like because of attitudes and behavior shown to them, and they consider negative. Darley and Pittman (2003) describe the aim of such punishment as punishing offenders for their past behaviors other than intending to change such future behaviors. This concept, as Smith (2018) puts it, is a personal revenge rule which also has the function of preventing quittance behavior of individuals, and which is a version of "lex talionis" or "an eye for an eye". This approach necessitates balancing the punishment with the crime.

Spitefulness should not only be considered as a phenomenon which forms the dark side of the personality, or a feature that only some specific people have. Marcus et al. (2014) claimed that spitefulness, which they define as the behavior to hurt or prevent people's benefits and gains even though they know that it will not do them any good and could cause negative results, is frequently encountered in daily life. It is a type of behavior and reaction seen between workers or managers and workers. According to Yiannis (2005), it is possible to encounter organizations which are successful even though they cause great unhappiness, and at the same time there are unsuccessful but relatively happy organizations. However, it should be noted that the attitudes and behaviors of managers in organizations which care about happiness, satisfaction and needs of its members could increase their workers' loyalty, commitment and profitability. Especially, it is highly important for managers whose behaviors and attitudes affect the organizational environment to show respect to their workers in terms of organizational effectiveness. As Solomon (1998) indicated, valuing someone does not only mean supporting and forming emotional bonds with him, but also functions to decrease such features and behaviors as being dominant, being spiteful and hurting. Undoubtedly, managers are people who have senses and feelings, and are comprised of flesh and bones. In management, there might be features, attitudes, manners and behaviors of prejudices, spitefulness, aggression, sensitivity, etc. having stability and continuity. Still, it should be noted that the attitudes and behaviors of managers function as a compass and lighthouse for workers.

Managers are people who take the organization to its aims and targets, and they do this together with the members of the organization. Experience and especially ability of the managers could be the determining factors. Most managers who are newly appointed, employed or elected to the administrational position are not prepared yet in understanding the emotions of workers. Most of the time, such managers start to apprehend in time that understanding and dealing with the emotions of the workers is a very important and vital part of being a manager (Hill, 2003; Watson & Harris, 1999). However, in this process managers might experience many problems, or they may cause problems to their workers. By developing grudge, a manager could cause problems related to communication, achievement, career, work and duty processes, promoting and punishing applications.

When the relevant literature is investigated, it is seen that there are limited number of studies related to spitefulness. Contrary to other "dark" personality features, spitefulness got very few experimental interest. As Marcus, Zeigler-Hill, Mercer and Norris (2014) claimed, the main reason for this lack of interest is the lack of data collection tools measuring spitefulness. However, a lot of data collection tools have been developed to measure other dark personality features. For example, Christie and Geis' (1970) Machiavellism (Mach-IV), Raskin and Hall's (1981) Narcissism (NPI), Hare's (1985) Psychopathy (SRP III) and Stuckless and Granson's (1992) revenge scales could be counted among these. Marcus et al. (2014) who measured features related to spitefulness developed a tool. Researchers stated that the spitefulness scale which is consisted of 17 items measuring a one-dimension

structure has validity and reliability to separate individuals with low and high levels of spitefulness. Aforementioned scale, however, measures general qualities and aims to determine self-reported individual spitefulness tendency. In this respect, developing a spitefulness scale related to work life has become a necessity.

One of the basic determinants of attitudes and behaviors of workers against work and the organization is attitudes and behaviors of the managers of the institution. There has been a lot of studies on topics which are important in organizational behavior like justice, work satisfaction, organizational environment, organizational culture and trust as well as topics like management styles, leadership styles, influence behaviors and intimidation behaviors of managers. Such studies revealed that managers should be evaluated by their subordinates. Most of the results of studies concerning aforementioned topics were descriptive studies which only described a phenomenon as it was. Managers' attitudes and behaviors could be more determining especially in educational organizations where human relations are in the front, informal organization structure is strong and effect other than authority is prioritized. Assessment tools are needed which could reveal that problems or negativities experienced related to management at schools are caused by the attitudes and behaviors of managers. In this respect, a scale that could make valid and reliable evaluations in investigating the spitefulness behavior scientifically is imperative.

Main aim of this study was to develop a valid and reliable scale to evaluate spitefulness behavior of managers, and to determine the perceptions of teachers related to administrational spitefulness. Following questions were asked in terms of this main aim:

1. What is the validity and reliability level of administrational spitefulness Scale?
2. What is the level of teachers' perceptions related to administrational spitefulness?
3. Do teachers' perceptions related to administrational spitefulness differ according to gender, marital status, seniority, branch and school types?

Method

Research Design

This study which aimed to develop and implement "Administrational Spitefulness Scale" was held in descriptive survey model, one of the quantitative research models. Descriptive survey studies aim to collect data related to people's perceptions, thoughts, attitudes and beliefs in relation to a specific subject in education, and to describe their behaviors (Lodico, Spaulding & Voegtle, 2006).

Research Sample

The universe of this study composed of teachers who worked in pre-schools, primary schools and secondary schools in Samsun province in 2018-2019 academic-

year. Three separate study groups were determined for the study. In order to evaluate structure validity of the study, first teachers working in İlkadım, Atakum, Canik and Tekkekoy distrcits of Samsun province were determined as the study group for exploratory factor analysis. 300 teachers among the study universe were chosen by unbiased sampling method. Item numbers and participant numbers are an important criterion in scale development studies (Tinsley & Tinsley, 1987). This study met the requirement which suggests that the rate of participant numbers-scale items should be between 5:1 and 10:1 (Nunnally, 1978).

In order to apply confirmatory factor analysis after exploratory factor analysis, pre-school, primary school and secondary school teachers working in Çarşamba, Bafra and Vezirkopru districts of Samsun province formed the second study group. 550 teachers formed the second study group determined by unbiased sampling method from all three districts.

Sampling group for the implementation of the study was composed of 345 teachers determined by simple random sampling method. 56.2% of this study group was consisted of females and 43.8% were males. The rate of the teachers whose seniority was between 1-10 years was 35.9%; 11-20 years was 40.6%; and 21 years and above was 23.5%. While 78.35 of the teacher group was married, 21.7% was single. According to school type variable, 37.4% of the study group worked at primary schools, 26.1% at secondary schools, 22.3% at high schools, and 14.2% at pre-school education institutions.

Research Instruments and Procedures

In this study which aimed to develop and implement "Administrational Spitefulness Scale", demographic knowledge information form (gender, marital status, seniority, school type, branch) and "Administrational Spitefulness Scale" were used as data collection tools.

Before the development of "Administrational Spitefulness Scale", relevant literature was scanned and items to determine spitefulness behaviors of managers were written. Opinions of teachers from different branches were also taken during writing the items. Teachers were asked to express behaviors of administrators that can be related with spitefulness. In order to evaluate the clarity, meaningfulness and structural relatedness, educational and management, Turkish and Assessment and evaluation experts were consulted. According to the opinions, the scale which firstly had 32 items was reduced to 26 items and finalized. The scale was a 5-point Likert Type with "Never (1)", "Rarely (2), "Sometimes (3)", "Mostly (4)" and "Always (5)" points. Because this scale was prepared in accordance with 5-point likert type, according to 4/5=0.8 result, the distribution of points was as follows; Never 1.00-1.79, Rarely 1.80-2.59, Sometimes 2.60-3.39, Mostly 3.40-4.19 and Always 4.20-5.00. Since the statements reflected administrational spitefulness, there were no items that were reverse coded. Higher points obtained from the scale reveals that spitefulness behavior of the manager is high.

Data Analysis

Data applied to the study groups were uploaded to a computer. After the completion of data upload, first a frequency analysis was applied, and mistaken cells were determined. After confirming that all the data were correctly entered, frequencies and percentages of the answers given to statements in the scale were calculated. Then, in the next phase, Exploratory Factor analysis was held through Varimax Rotation method. During this process, eigenvalue was taken as minimum "1". In determining whether the scale presented factorial structure, percentage of total variance explained, and Scree Plot graphics were based, and factor loads and item-total correlation coefficients were calculated. After exploratory factor analysis revealed positive results, Confirmatory Factor Analysis was held. At the second phase of the study, reliability analysis of the scale was held. All the results were evaluated in two-ways, and significance level was taken as .05. Moreover, results in .01 and .001 level were also evaluated. Because data collected through the implementation of the scale had normal distribution, parametric tests were applied. Skewness (.78, .13) and Curtosis (.46, .26) coefficients were checked for normal distribution, and because "z" values gained in Kolmogorov Smirnoff test revealed statistically non-significant results ($z=1.31$, $p=.06$, $p>.05$), distribution of the points were considered normal. In the analysis of the data, arithmetic means, standard deviation, t-test and ANOVA techniques were used. In the case of statistical differences in ANOVA, Scheffe multiple comparison test was applied to determine which pairing groups did the cumulative difference occurred. SPSS and LISREL statistical programs were used in the analysis of the data.

Results

In this study, first Exploratory Factor Analysis and then Confirmatory Factor Analysis were held. Before Exploratory factor analysis, Keiser-Meyer-Olkin (KMO) and Barlett Test were applied in order to test the sufficiency and suitability of sampling. KMO value presents a value between 0 (zero) and 1. In scientific studies it is only possible to apply factor analysis if KMO value is higher than .60 (Ntoumanis, 2001). If the KMO value is over .90 then sampling size could be interpreted as at a "perfect" level. The KMO value gained in this study was way over .60, so it was decided that sampling size was sufficient. The analysis revealed that Barlett's Test of Sphericity results ($X^2 = 8944.35$; $p< .001$) were significant. Having significant Chi-square results might be interpreted as data matrix is suitable, and points are normal (Buyukozturk, 2012). Barlett's test aims to determine whether the data comes from multivariate normal distribution. In this respect, data were accepted to come from a multivariate normal distribution. These results revealed that data could be extracted.

The Results of Exploratory Factor Analysis

Varimax method was applied as the extraction method in the analysis. For exploratory factor analysis, each item in the scale should have a minimum of .50 factor variances. In order to discover the factor design of the scale, principal components factor analysis was chosen as extraction method, and Varimax rotation from vertical rotation methods was chosen as rotation technique. After the maximum

variability analysis was applied for 26 items, it was concluded that the scale was formed by one dimension with an eigenvalue of over 1. The eigenvalue of the factor which was determined having single dimension was 17.60, and met 67.71 of total variance. In the determination of the factors belonging to 26 items in the scale, Scree Plot graphics were evaluated and presented below (Figure 1).

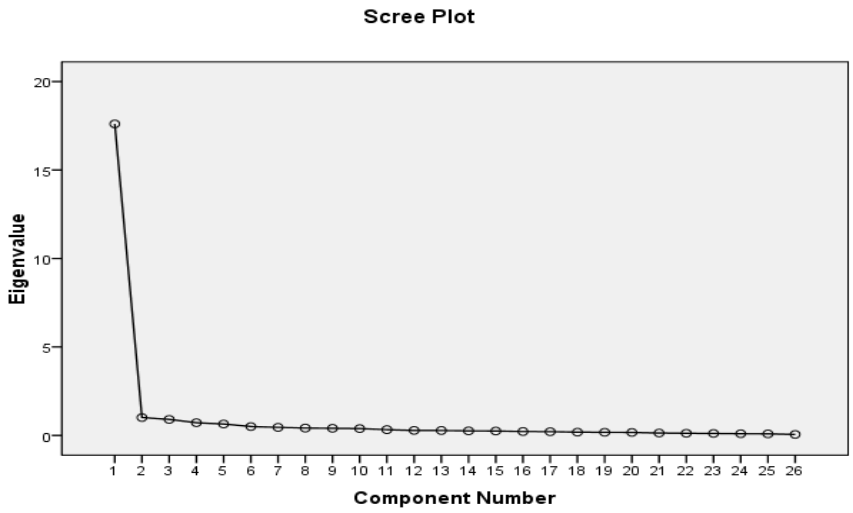

Figure 1: *Administrational Spitefulness Scale scree plot graphic*

When the Scree Plot in Figure 1 is examined, it is clearly seen that the scale was formed by single dimension. Factor loads for each item in the scale and the total contribution of factors to variance are presented in Table 1.

Table 1

Exploratory Factor Analysis Results of Administrational Spitefulness Scale

Item No	Factor Load Values	Item-Total Correlations
Distributes the most difficult duties to workers	.72	.72
Tries to find mistakes of workers who he thinks did wrong	.83	.82
Never forgets criticism against himself	.74	.73
Applies organizational procedures differently whether the person is close to him or not	.79	.78
Tends to exaggerate even the slightest criticisms	.82	.81
Looks for the opportunity to overawe the people who criticize him	.87	.86
He loads more duties to people he does not like	.79	.77
Does not promote workers he does not like even if they deserve	.84	.82

Table 1 Continue

Item No	Factor Load Values	Item-Total Correlations
Never forgives negative behaviors against him	.82	.81
When he has the opportunity, tries to put people he has problems with in a difficult situation	.82	.80
Excludes workers he does not like	.85	.84
He puts a distance to the people who criticize him even when positive	.84	.82
His anger against people he thinks did wrong goes on for a long time	.81	.79
Makes the duties harder for workers he has problems with	.86	.84
Tries to embarrass workers he does not like in public	.84	.82
Talks about the person he has problems to other workers	.78	.76
Puts the complaints about people he has problems with in process immediately	.81	.79
Puts pressure on workers he has problems with	.86	.85
Tends to punish workers he has problems with	.84	.82
Avoids expectations of workers he does not like even when they are rightful	.81	.79
Prevents workers he does not want to benefit from opportunities of the organization	.82	.80
Tries to suppress the worker he does not like by comparing to other workers	.88	.87
Keeps his distance with the worker he does not like	.79	.77
Brings the mistakes of people he does not like into agenda in every situation	.87	.85
His revenge feeling is strong against the workers who do not approve of his thoughts	.85	.83
Avoids personal rights of workers he does not like	.79	.77
Total variance explained: 67.71		

Having a factor load value 0.40 or above is considered as a good criterion. According to Buyukozturk (2012) if there is a set formed by items giving high level of relation with a factor, this finding suggest that those items together assess a concept-structure. As Table 1 presents factor loads of items under a factor were mostly over .50. in the first factor, factor loads changed between .87 and .72.

As for the reliability analysis of "Administrational Spitefulness Scale", internal consistency coefficient values of the scale total were examined. In the calculation of internal consistency coefficients, first Cronbach Alpha, calculated based on the variance of each item, and then Guttman and Spearman Brown method based on

splitting the scale into two halves were used. The mentioned values are presented in Table 2.

Table 2

Internal Consistency Coefficients Related to Reliability of Total and Subdimensions of Administrational Spitefulness Scale

Scales	Cronbach's Alpha	Guttman Split Half	Spearman Brown
Scale Total	,98	,95	,95

The results related to reliability of "Administrational Spitefulness Scale" ranged between .98 maximum and .95 minimum. As the results were over .70, it could be said that the scale had a high reliability. In order for the scale to be completely reliable and valid, it is not sufficient to check only scale totals. At the same time, each item in the scale should be valid and reliable. With this purpose, each item value should be in statistically significant relations with test total points. These values are accepted as validity and reliability coefficients for the items. The mentioned analyses were held as part of this study and the results were presented in Exploratory Factor Analysis Table. Items 6 and 22 presented the highest correlations in the test total (.86 p<.001; .87, p<,001). The correlation calculated between item 1 and the test total was the lowest with .70 however, this value was significant in .001 level. The obtained results revealed that perceived "Administrational Spitefulness Scale" had both item and total validity and reliability.

The Results of Confirmatory Factor Analysis

As a result of confirmatory factor analysis path diagram and goodness of fit criteria were gained, and these findings were interpreted. Findings related to confirmatory factor analysis (CFA) concerning the tested model for model fit of "Administrational Spitefulness Scale" are presented in Figure 2.

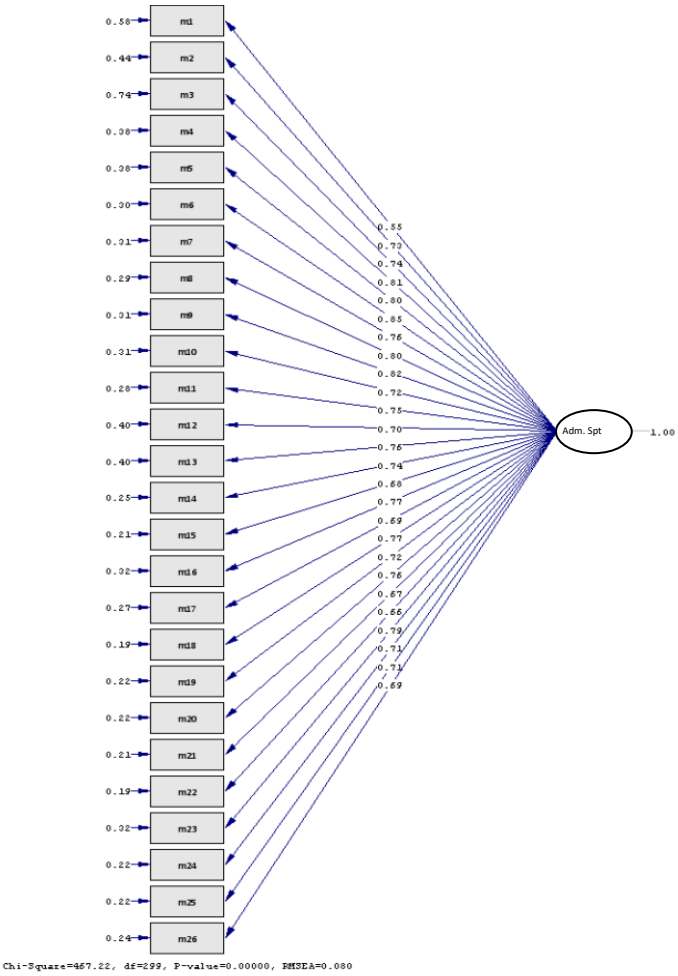

Figure 2. *Path diagram related to Administrational Spitefulness Scale*

For the models to be confirmed as a result of the data analysis χ2/df, RMSEA and CFI, GFI, AGFI, SRMR and NNFI were used as statistical fit criteria, and are presented in Table 2.

Table 3

Good Fit Values Gained as a Result of Confirmatory Factor Analysis

Scale	*ϰ2*	*df*	*ϰ2/df*	*p*	*AGFI*	*GFI*	*CFI*	*NNFI*	*SRMR*	*RMSEA*
	519.71	*299*	*1.78*	*.000*	*.89*	*.90*	*.98*	*.99*	*.04*	*.08*

As a result of confirmatory factor analysis, the rate of Chi-square value to degree of freedom was (ϰ2/df). The acceptable value for this rate should be ϰ2/df ≤ 5 (Kline,

2005). When the analyses are considered, this value was found to be below the determined breakpoint. When RMSEA, one of the fit criteria, 0.08 value was obtained. If RMSAE is below 0.05 it points to perfect fit and below 0.08 points to good fit (Jöreskob & Sörbom, 1993), and below 0.10 points to weak fit. In this case, the obtained fit index indicated an acceptable fit between data and the model. When other fit indexes (AGFI, GFI, NFI ve SRMR) were examined, obtained values found to be at acceptable level. Fit indexes presented in Figure 2 and Table 2 reveal that the observed data showed a good fit with dimensioned model.

The Results of Implementation Study

Administrational Spitefulness Scale was implemented to a sample group consisting of 345 teachers, and collected data were analyzed in terms of gender, marital status, seniority, school type and branch variables. Points the participants obtained from the scale total related to their perceptions of managers' spitefulness are presented in Table 4.

Table 4

Administrational Spitefulness Scale Total Results Related to Teachers' Opinions

Administrational Spitefulness Scale	N	Minimum	Maximum	$\bar{X}$	SD
Total	345	1.00	5.00	2.44	0.77

According to Table 4, the scale value of manager spitefulness levels ($\bar{X} = 2.44$) that participant teachers perceive was at "rarely" level. This result pinpoints that the spitefulness levels of managers are low according to teacher perceptions.

In order to examine the administrational spitefulness perceptions of teachers according to gender and marital status, independent samples t-test was applied, and results are presented in Table 5.

Table 5

T-Test Results Related to Administrational Spitefulness Perceptions of Teachers according to Gender and Marital Status

Variable	Group	N	$\bar{X}$	SD	df	t	p
Gender	Female	194	2.48	.80	34	1.08	.28
	Male	151	2.39	.74			
Marital Status	Married	270	2.39	.74	34	2.28	.02*
	Single	75	2.63	.88			

* p<,05

No significant difference was found for participant teachers' administrational spitefulness perceptions between genders [$t_{(343)}$=1.082, p> .05]. In the study where spitefulness behaviors of managers were examined, it was determined that male and female teachers had similar opinions and they presented spiteful behaviors of their managers rarely. When marital status variable was considered, a significant

difference was detected among administrational spitefulness perceptions of teachers [$t_{(343)}$=2.283, p< .05]. In the study, it was found that single teachers perceived managers showed spiteful behaviors more when compared to married teachers.

ANOVA results related to whether the administrational spitefulness perceptions of participant teachers differed significantly in terms of seniority variable are presented in Table 6.

Table 6

ANOVA results related to Administrational Spitefulness Perceptions of Teachers According to Seniority Variable

Variable	Grup	N	$\bar{X}$	SD	Sum of Squares	df	Mean Square	F	p
Seniority	1-10	124	2.46	.78	692,58	2	346,29	.84	.42
	11-20	140	2.49	.74	139599,36	342	408,18		
	21-+	81	2.35	.81	140291,95	344			
	Total	345	2.44	.77					
School Type	Pre-school (1)	49	2.43	.79	3364,06	3	1121,35	2.79	.04*
	Primary (2)	129	2.41	.80	136927,88	341	401,54		
	Secondary (3)	90	2.31	.67	140291,95	344			3-4
	Highschool(4)	77	2.65	.80					
	Total	345	2.44	.77					
Branch	Preschool	43	2.49	.87	566,10	2	283,05	.69	.50
	Class teacher	159	2.39	.76	139725,85	342	408,55		
	Branch Teacher.	143	2.49	.77	140291,95	344			
	Total	345	2.44	.77					

*p<.05

No significant difference was detected among teachers' administrational spitefulness perceptions according to seniority [$F_{(3-342)}$=.42, p> .05] and branch [$F_{(3-342)}$=.50, p> .05] variables (p> .05). In the study, where the spitefulness levels of managers were examined, teachers who were from various seniorities and branches carried similar opinions and had the perception that managers presented spiteful behaviors, rarely.

There was a significant difference among the participant teachers' perceptions of administrational spitefulness according to school type variable [$F_{(3-341)}$=2.79, p<.05]. In order to identify the difference between paired groups, Scheffe test was used among post-hoc techniques due to homogeneity of the variances. Analyses put forward that there was a significant difference between secondary school and high school teachers' perceptions of administrational spitefulness. High school teachers had higher levels of administrational spitefulness perceptions.

Discussion, Conclusion and Recommendations

In this study, "Administrational Spitefulness Scale" which measures perceived administrational spitefulness by workers was developed, and validity and reliability calculations of the scale were made. Moreover, the scale was implemented on teachers working in various educational settings.

When the relevant literature was investigated no relevant scales measuring spiteful behaviors of managers were found. With this aim, perceived "Administrational Spitefulness Scale" consisting of 26 items was prepared. The scale was implemented on 300 participants for Exploratory Factor Analysis (EFA) in the first phase, then in the second phase the scale was implemented on 543 participants for Confirmatory Factor Analysis (CFA), and analyses were held on the collected data. As for the validity of the scale, construct validity was examined first. In terms of exploratory factor analysis, after maximum variability analysis made over 26 items of the scale, it was observed that the scale had one dimension with an eigenvalue over 1. Total variance rate that the scale explained was 67.71. When the literature is examined, it is seen that there are various opinions on the value of the total variance explained by a scale. While Buyukozturk (2012) thinks the total variance explained in multi factor designs over 30% is sufficient, Stevens (1996) indicates that the total variance rate explained in a scale should be over 75%. In application and especially in social sciences, it is very difficult to reach at 75%. However, it is a generally accepted view that explained total variance rate should be 0ver 50% (Çokluk, Sekercioglu & Buyukozturk, 2012; Hooper, 2012). In this respect, the contribution that the scale which is formed by one dimension to the total variance (67.71%) is sufficient.

According to confirmatory factor analysis, the items of the scale formed a meaningful structure under single factor, and standard factor loads were .55 and over. As a result of confirmatory factor analysis, path diagram and good fit measures were gathered, and these findings were interpreted. For the model to be confirmed as a result of data analysis $\chi 2/df$, RMSEA ve CFI, GFI, AGFI, SRMR ve NNFI were used as statistical fit measures. The analysis revealed that $\chi 2/df$ value was below determined breakpoint. According to this result, the scale was determined to have a good fit. In the analyses, one of the fit indices RMSEA value was obtained as 0.08 which is good fit. This result also pinpointed that there is an acceptable fit between fit indices and the model. Other fit indices (AGFI, GFI, NFI ve SRMR) also had an acceptable fit. The internal consistency for total and subdimensions of the scale were determined by Cronbach's Alpha which depends on each item's variances, and Guttman and Spearman Brown analysis which depends on splitting the scale items into two. As a result, Cronbach's Alpha value for total points of the scale was .98, Guttman value was .95, and Spearman Brown value was .95. Since all these results were over .70, the scale had high reliability. Obtained results revealed that "Administrational Spitefulness Scale" is a valid and reliable measurement tool.

The result of implementation study revealed that teachers' perceived spitefulness level was low. Although teacher perceptions related to administrational spitefulness did not differ according to gender, seniority and branch, they differed according to marital status and school type variables. Because there was no research directly related to administrational spitefulness, there was not an opportunity to compare the results of the relevant study. Among the reasons why single teachers had higher administrational spitefulness perceptions, managers' desire to load more responsibilities to single teachers because they have less responsibilities related to home, family and child/children, their demand related to jobs and duties, and getting no reaction to these demands could be counted. It is thought that these rejection and disapproval behaviors cause managers to be spiteful against single teachers.

A significant difference was also detected among teachers' perceptions related to administrational spitefulness according to school type. According to scale total points, pre-school education, primary school and secondary school teachers' perception of administrational spitefulness was at 'rarely' level whereas high school teachers' perception was at 'sometimes' level. The reason why the spitefulness perception was high for teachers working at these schools might be because there are more branch varieties, and teachers are obliged to be at school every day. Moreover, because the number of teachers is high at these schools when compared to other school types, the relations might be at a very official level. It is thought that an open and healthy relation has a very important function in the existence of spitefulness behaviors.

Even though there are not many studies in the literature related to spitefulness that could be observed in interpersonal relations, some related studies could be found (Goksu, 2018; Marcus et. al. 2014; Yilmaz, 2019). Most of these studies were at self-evaluation level, namely they tended to determine people's spitefulness levels. In this respect, although they had no direct relation to the relevant study, some study results are presented. Whisman and Freidman (1998), in their study related to nonfunctional attitudes in problem behaviors in interpersonal relations, determined that males have higher means in "spitefulness" and "coldness" subdimensions when compared to females. Some other researchers, on the other hand, found that females are more spiteful than males (Rapoport & Chammah, 1965: cited in Baron & Hoffman, 1996). Kanter (1977, 1979) claimed that lower level female managers present rude and insulting behaviors against their subordinates, and have possibilities to have grumpy, threatening and

spiteful behaviors when they are not successful in bargaining. In a study by Marcus et al. (2014), on the other hand, it was specified that males have more tendency to spiteful behaviors when compared to females, and young people are less spiteful when compared to older people. Doucet, Jehn, Weldon, Chen and Wang (2009) determined in their study that American and Chinese managers have important differences in their conflict behavior. Authors identified that Chinese managers adopt making their colleagues embarrassed and give them moral lessons as a method in conflict management whereas American managers either show emotional, cool and cooperative behaviors or hostile and spiteful behaviors depending on the extent of the workers reactions. Marcus et al. (2014) claimed in their study that features as disrespect, Machiavellism, low self-esteem, hostility and not feeling ashamed of guilt are higher in people who have a tendency to spiteful behaviors. Yılmaz (2019) held a study to determine cases according to some demographic variables by adapting spitefulness scale developed by Marcus et al. (2014). It was specified in the study that high school graduates are more spiteful than higher education graduates, single participants than married ones and young people than old people (Yılmaz 2019). Moreover, Goksu (2018) specified in their study that the points male students got from spitefulness mood scale were higher when compared to female students.

This study was implemented on teachers who worked at different education levels. The results could only be generalized for Samsun province. This scale was developed for work life and focused on managers' spitefulness behaviors. Naturally, it is limited to revealing spitefulness behaviors among workers. Although the fields where the scale could be used are extensive, it could only be implemented on workers and determine their perceptions of managers' spitefulness. In this respect, the scale could be used in other private or state institutions as well. Moreover, various studies could be held by relating it with other behaviors, attitudes and tendencies which are in organization and management field and field of interest of organizational behavior.

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Öğretmenlerin Okul Yöneticilerinin Kindarlık Davranışlarına İlişkin Algıları

Atıf:

Elma, C. (2019). Öğretmenlerin okul yöneticilerinin kindarlık davranışlarına ilişkin algıları. *Eurasian Journal of Educational Research*, 83, 57-80, DOI: 10.14689/ejer.2019.83.3

Özet

Problem Durumu: Örgütlerin varlığını sürdürmesi, kuruluş amaçlarına ulaşma derecesine bağlıdır. Örgütün amaç ve hedeflerine ulaşması da sahip olduğu insangücü kaynağının niteliğinden büyük ölçüde etkilenir. Örgütün insangücü kaynağını oluşturan yönetici ve çalışanların bilişsel, devinişsel, törel ve duyuşsal nitelikleri temel belirleyici bileşendir. Günümüz yönetim anlayışı insanı, özelde de çalışanı bir bütün olarak görmeyi gerektirir. Çalışanı sadece bilişsel ve devinişsel yönleriyle ele almak, değerlendirmek yeterli değildir. Fineman'nın (2003) da belirttiği gibi çalışanlar aynı zamanda duygusal varlıklardır ve bu da bir örgütün duygusal yönünü oluşturur. Bu bağlamda işin duygusal yapısını ve çalışanların duygusal durumlarını anlamak da herhangi bir örgüt için hayati önemdedir. Örgütlerde insanları duygusal bir varlık olarak görmek, insan ilişkilerinde ne aklı yadsımak ne de rasyonalitenin önemini küçümsemektir (Yiannis, 2005). Yönetimle ilgili alanyazın incelendiğinde, yapılan çalışmaların çok azının yöneticiler ve çalışanlar arasındaki etkileşimde duyguların önemine dikkat çekmektedir

(Hill, 2003; Watson & Harris, 1999). Bununla birlikte 1990'lı yıllardan itibaren, duyguların rolü, işlevi ve önemi ile ilgili olarak akademik ilgide önemli bir artış olmuştur (Sieben & Wettergren, 2010). Her ne kadar yöneticilikte duyguların, duygusal zekânın, duygu yönetiminin önemine ilişkin son yıllarda yapılan çalışmalar bu açığı kapatacak ölçüde olsa da halen yöneten ve yönetilen arasındaki ilişkide daha karmaşık nitelik olan düşmanlık, saldırganlık, intikam, kindarlık gibi konuların yeterince tartışıldığını söylemek güçtür. Bu tür olgulara ağırlıklı olarak psikoloji, psikiyatri ve psikoterapi alanyazınında daha fazla yer verilmiştir. Bu çalışmada örgütsel yaşam açısından etkileri sıklıkla görülen, ast-üst ilişkilerini olumsuz biçimde etkileyen ancak yeterli kadar üzerinde durulmayan kindarlıkla ilgili bir ölçeğin geliştirilmesi ve uygulamasına yer verilmiştir.

Araştırmanın Amacı: Bu çalışmanın genel amacı, yöneticilerin kindarlık davranışlarını ölçebilecek geçerli ve güvenilir bir ölçme aracı geliştirmek ve öğretmenlerin yönetsel kindarlığa ilişkin algılarını belirlemektir. Bu genel amaç doğrultusunda aşağıdaki sorulara yanıt aranmıştır:

1. Yönetsel kindarlık ölçeğinin geçerlik ve güvenilirliği ne düzeydedir?
2. Öğretmenlerin yönetsel kindarlık ile ilgili algıları ne düzeydedir?
3. Öğretmenlerin yönetsel kindarlık ile ilgili algıları cinsiyet, medeni durum, kıdem, branş ve okul türü değişkenlerine göre farklılaşmakta mıdır?

Araştırmanın Yöntemi: Yönetsel Kindarlık Ölçeği'nin geliştirilmesini ve uygulanmasını amaçlayan bu çalışma; tarama türü araştırma modeliyle gerçekleştirilmiştir. Bu araştırmanın evrenini 2018-2019 öğretim yılı Samsun ilinde bulunan okulöncesi eğitim, ilköğretim ve ortaöğretim kurumlarında görev yapan öğretmenler oluşturmaktadır. Araştırma için üç ayrı çalışma grubu belirlenmiştir. Araştırmanın yapı geçerliğinin sınanması amacıyla yapılan Açımlayıcı Faktör Analizi için ilkin Samsun merkez ilçeleri olan İlkadım, Atakum, Canik ve Tekkeköy ilçelerinde görev yapan 300 öğretmen, Doğrulayıcı Faktör Analizi için Çarşamba, Bafra ve Vezirköprü ilçelerinde görev yapan 543 öğretmen dâhil edilmiştir. Ölçeğin uygulama çalışması için de 345 öğretmenden oluşan çalışma grubuna ulaşılmıştır.

Yönetsel Kindarlık Ölçeğinin geliştirilmesi, geçerlik ve güvenirliğinin saptanmasını ve uygulanmasını amaçlayan bu çalışmada, demografik bilgileri içeren (cinsiyet, medeni durum, kıdem, okul türü, branş) bilgi formu ile "Yönetsel Kindarlık Ölçeği" veri toplama araçları olarak kullanılmıştır. Araştırma verilerinin analizinde ilkin Varimax Rotated

yöntemi ile Açımlayıcı Faktör Analizi işlemi gerçekleştirilmiştir. Ölçeğin faktörlü bir yapı sergileyip sergilemediğinin belirlenmesinde, açıklanan toplam varyans yüzdesi ve Scree Plot grafiği temel alınmış ve ölçek maddelerin faktör yükleri, madde-toplam korelasyon katsayıları hesaplanmıştır. Ayrıca test toplamındaki her bir maddenin madde-toplam korelasyonları da hesaplanmıştır. Açımlayıcı faktör analizinin sağlıklı sonuçlar vermesi üzerine Doğrulayıcı faktör analizi işlemi yapılmıştır. Araştırmanın ikinci aşamasında ölçeğin güvenirlik analizleri gerçekleştirilmiştir. Uygulama verilerinin analizin de ise aritmetik ortalama, standart sapma, t-testi ve tek yönlü varyans teknikleri kullanılmıştır. Araştırmanın analizinde SPSS ve LİSREL programları kullanılmıştır.

Araştırmanın Bulguları: Açımlayıcı faktör analizi kapsamında, ölçeğin 26 madde üzerinden yapılan maksimum değişkenlik analizinden sonra ölçeğin özdeğeri 1'in üstünde olan tek boyuttan oluştuğu anlaşılmıştır. Tek boyuttan oluşan ölçeğin açıkladığı toplam varyans oranı ise 67,716 olmuştur. Doğrulayıcı faktör analizi sonuçlarına göre ölçek maddelerin tek faktör altında anlamlı bir yapı oluşturduğu ve standart faktör yük değerlerinin .55 ve üzerinde olduğu görülmüştür. Doğrulayıcı Faktör Analizi sonucunda path diyagramı, uyum iyiliği ölçütleri elde edilmiş ve bu bulgular yorumlanmıştır. Verilerin analizi sonucunda doğrulanmaya çalışılan model için $\chi 2/df$, RMSEA ve CFI, GFI, AGFI, SRMR ve NNFI istatistiksel uyum ölçütleri olarak kullanılmıştır. Yapılan analiz sonucunda $\chi 2/df$ değerinin belirtilen kesme noktasının altında olduğu (אדf=1,78) belirlenmiştir. Bu açıdan modelin iyi uyum gösterdiği saptanmıştır. Analizde uyum indekslerinden biri olan RMSEA iyi olarak kabul edilen 0,08 değeri elde edilmiştir. Bu sonuç da elde edilen uyum indeksi verileriyle model arasında kabul edilebilir bir uyum olduğunu göstermektedir. Diğer uyum indekslerinden (AGFI, GFI, NFI ve SRMR) elde edilen değerler de kabul edilebilir düzeydedir.

Araştırmanın Sonuç ve Önerileri: Geliştirilen ölçeğin uygulanması sonucunda öğretmenlerin algıladıkları yönetici kindarlık düzeyinin düşük olduğu belirlenmiştir. Yönetsel kindarlığa ilişkin öğretmen algıları, cinsiyet, kıdem ve branş değişkenine göre farklılık göstermez iken, medeni durum ve okul türü değişkenleri açısından farklılık bulunmuştur. Yönetsel kindarlığa ilişkin doğrudan araştırmalar olmaması nedeniyle karşılaştırma yapma olanağı bulunamamıştır. Bekâr öğretmenlerin yönetici kindarlığı algısının daha yüksek oluşunun nedenleri arasında ev, aile, çocuk/çocuklarla ilgili

sorumluluklarının azlığı dolayısıyla yöneticilerin bekâr öğretmenlere daha fazla sorumluluk yüklemek istemesi, iş ve görevlerle ilgili talepte bulunması ve bu taleplerin karşılık bulmaması sayılabilir. Bu reddedilme, kabul etmeme davranışlarının yöneticilerde kindarlığa yolaçtığı düşünülmektedir.

Okul türü değişkenine göre öğretmenlerin yönetsel kindarlığa ilişkin algıları arasında da anlamlı farklılık bulunmuştur. Ölçek toplam puanlarına göre okulöncesi eğitim, ilkokul ve ortaokul öğretmenleri yönetsel kindarlığı nadiren, ortaöğretim kurumlarında öğretmenler ise bazen düzeyinde algıya sahiptir. Bu okullarda görev yapan öğretmenlerin kindarlık algısının yüksek olması; ortaöğretim kurumlarının işleyişine, branş çeşitliliğinin fazla olmasına, öğretmenlerin her gün okulda bulunma zorunluluğunun olmamasına dayandırılabilir. Ayrıca bu okullarda görev yapan ortalama öğretmen sayısının diğer okul türlerine göre daha fazla olması ilişkilerin daha resmi düzeyde kalmasına neden olabilmektedir. Açık ve sağlıklı bir iletişim, kindarlığa neden olabilecek durumların ortaya çıkmasında önemli işleve sahip olduğu düşünülmektedir.

Bu çalışma, farklı eğitim kademelerinde görev yapan öğretmenler üzerinde gerçekleştirilmiştir. Bu ölçek, iş yaşamına yönelik olarak geliştirilmiş olan ve yöneticilerin kindarlık davranışlarına odaklanan bir ölçektir. Doğal olarak çalışanlar arasındaki kindarlık davranışlarını ortaya koymada sınırlıdır. Ölçeğin kullanılabileceği alanlar geniş olmakla birlikte, sadece çalışanlara uygulanıp, onların algıladıkları yönetici kindarlığını belirlemede kullanılabilir. Bu bağlamda ölçek, diğer özel ya da kamu kurum ve kuruluşlarında da uygulanabilir. Ayrıca örgüt ve yönetim alanında yer alan ve ağırlıklı olarak da örgütsel davranışın ilgi alanı olan diğer davranış, tutum ve eğilimlerle ilişkilendirilerek farklı çalışmalar yapılabilir.

Anahtar Sözcükler: Kindarlık, yönetsel kindarlık, geçerlik, güvenirlik, öğretmen.