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# Deviant Teacher Behaviors and Their Influence on School Rules and Interpersonal Relationships at School

**Ali Ünal***

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## Abstract

*The Problem:* Employees sometimes behave contrary to the expectations and norms of the organization. These behaviors are termed "workplace deviance behaviors." In workplace deviance, employees consciously violate the rules of the organization, which, in turn, has the potential to negatively affect the organization itself, its members, or both. Workplace deviance, depending on the type of the behavior, is categorized into two dimensions: organizational deviance and deviance between individuals. Professionals working in successful schools carry out instructional activities; student, colleague, and parental relationships depend on certain norms. Teachers' deviant behaviors, by breaking school rules or interpersonal relationships, may harm the school and the students. Therefore, it is important to indentify and prevent such deviant behaviors.

*Purpose:* The aim of this research is to determine teachers' deviant behaviors according to the investigations carried out by education inspectors, and the level of effect these behaviors have on breaking down school rules and on interpersonal relationships from the perspectives of school principals.

*Methods:* The mixed research method has been used in this research and the data have been collected in two stages, using first quantitative and then qualitative research methods. In the first stage, document examination, a qualitative research method, was used. The examined documents are the reports of investigations on teachers' deviant behaviors carried out by education inspectors during the 2008-2009 academic year. In the second stage, identified deviant behaviors among teachers were

* Assist.Prof. Dr., Necmettin Erbakan University, Ahmet Keleşoğlu Education Faculty. aliunal@konya.edu.tr

listed and a question form was developed. Using that form, 46 school principals were asked to evaluate how significant an effect the teachers' deviant behaviors have in breaking down school rules and in interpersonal relationships.

*Findings:* After the document examination, it was determined that teachers repeated 24 types of deviant behaviors for a total of 131 incidents. Nearly all the deviant behaviors of teachers have a significant impact in flaunting rules or affecting interpersonal relationships within the school. Teachers' deviant behaviors have been divided into two categories: behaviors directed toward the organization and behaviors directed toward individuals.

*Conclusions and Recommendations:* Results of this study, which aimed to identify teachers' deviant behaviors and the frequency of such behaviors, may not have recorded all deviant teacher behaviors. However, this is a pioneering study that identifies deviant behaviors in educational institutions. Qualitative research should be done to identify all deviant behaviors on the parts of teachers and the frequency of such behaviors. In addition, in order to be able to prevent teachers' deviant behaviors, studies, aimed at determining factors leading teachers to deviant behaviors should be carried out.

*Keywords:* Deviant behaviors, workplace deviance, teacher misbehavior, school

The workplace is an arena in which a variety of behaviors play out, each with a different consequence for the individuals within the organization and the organization as a whole. These behaviors are usually appropriate for the norms of the organization. Organizational norms are a group of "expected behaviors, languages, principles and postulations that allow the workplace to perform at a suitable pace" (Coccia, 1998). Although it is commonly accepted that organizations expect employees to handle a number of tasks and duties at work, these expectations are not always met. Workers sometimes do things that are inconsistent with the organization's expectations and norms (Giacalone & Greenberg, 1997), things that constitute unconventional practices (Analoui & Kakabadse, 1992) or, more broadly, things that they are not supposed to do while at work (Sprouse, 1992). When work behavior deviances are outside the norms of the organization, its consequences are far-reaching and affect all levels of the organization, including its decision-making processes, productivity and financial costs (Coccia, 1998), reputation, and employee morale (Galperin & Burke, 2006).

Researchers have given these negative behaviors many different names, including "workplace deviance" (Robinson & Bennett, 1995), "workplace aggression" (Baron & Neuman, 1996), "organization-motivated aggression" (O'Leary-Kelly, Griffin, & Clew, 1996), "organizational misbehavior" (Vardi & Wiener, 1996), "antisocial behavior" (Giacalone & Greenberg, 1997), "employee vice" (Moberg,

1997), "organizational retaliation behavior" (Skarlicki & Folger, 1997), "dysfunctional behavior" (Griffin, O'Leary-Kelly, & Collins, 1998), "occupational deviance" (Friedrichs, 2002), "workplace incivility" (Andersson & Pearson, 1999), and "counterproductive behavior" (Kelloway et al., 2010). It has been argued that these different forms of misbehavior have some underlying characteristics that can be used to distinguish one from another and to group similar forms of misbehavior (Robinson & Bennett, 1997). However, each form of misbehavior is similar; likewise, each violates significant organizational or societal norms and has harmful effects on the organization and on its members. Such deviant workplace behavior is called "istenmeyen davranış" in Turkish. I will use the phrase "workplace deviance" in most cases because it is the most commonly used terminology.

Workplace deviance is defined as "voluntary behavior that violates significant organizational norms and in so doing threatens the well-being of an organization, its members, or both" (Bennett & Robinson, 2000; Robinson & Bennett, 1995, 1997). Vardi and Wiener (1996) define organizational misbehavior as "any intentional action by members of organizations that violates core organizational and/or societal norms," while Giacalone and Greenberg (1997) define antisocial behavior as "any behavior that damages, or intends to bring harm to the organization, its employees, or its stakeholders." Marcus and Schuler (2004) state that a behavior should have the following three characteristics to be defined as workplace deviance:

1. Regardless of the tangible outcomes, the behavior must be a volitional act (not by chance or as a result of bad luck).
2. The behavior must be potentially and predictably harmful, although its end result is not necessarily an undesirable outcome.
3. The behavior must run counter to the legitimate interests of others and to the organization.

Although the majority of deviant acts are considered negative, there are positive ones as well. According to Galperin (2002), deviance may have both positive and negative effects. Those with positive effects on the organization are called "constructive deviance," while those with negative effects are called "destructive deviance." Galperin defined constructive deviance as voluntary behavior that violates significant organizational norms, but as opposed to acts of destructive deviance, contributes to the well-being of an organization, its members, or both. Despite the fact that these behaviors are considered impermissible at the managerial level, they assist the organization in achieving its objectives. These behaviors can be divided into two main categories: interpersonal constructive deviance and organizational constructive deviance. Despite the growing impact of constructive deviance in the organization, the majority of research to date focuses on destructive deviant behaviors.

*Typology*

Typologies of workplace deviance are determined based on factors such as expression, involvement, severity, target, and consequences of the behaviors (Baron

& Neuman, 1996; Hollinger & Clark, 1982; O'Leary-Kelly et al., 1996; Robinson & Bennett, 1995; Vardi & Wiener, 1996). Hollinger and Clark (1982) proposed two types of employee misbehavior drawn from the industrial sociological framework. They referred to these categories as "property deviance" and "production deviance." Property deviance focuses on those instances when employees acquire or damage the tangible property or assets of the organization without authorization (e.g., the theft of tools, equipment, or money from the workplace). Production deviance concerns not the physical property of the organization but rather behaviors that violate the formally prescribed norms delineating the quality and quantity of work to be accomplished (e.g., tardiness, sloppy or slow workmanship, or the use of alcohol and drugs while at work).

Robinson and Bennett's (1995) typology of workplace deviance is developed in part from the earlier work of Hollinger and Clark (1982). According to Robinson and Bennett, workplace deviance varies along two dimensions: minor versus serious infractions and interpersonal versus organizational ones. Based on these dimensions, four clusters or groups of misbehavior emerged, which they identified as the 4Ps of workplace deviance: production deviance (minor-organizational), property deviance (serious-organizational), political deviance (minor-interpersonal), and personal aggression (serious-interpersonal).

According to Baron and Neuman (1996), workplace aggression is also any form of behavior by individuals that is intended to harm current or previous co-workers or their organization. Baron and Neuman classify aggressive workplace behaviors according to three dimensions: verbal versus physical, direct versus indirect, and active versus passive.

O'Leary-Kelly et al. (1996) define organization-motivated aggression as injurious or destructive behavior initiated by either an organizational insider or outsider that is instigated by some factor in the organizational context. Homicide, physical attacks (physical assaults with or without use of a weapon), threats (an expression of intent to cause physical harm), harassment (unwelcome words, actions, or physical contact not resulting in physical harm) are the examples O'Leary-Kelly et al. use to describe organization-motivated aggression.

Vardi and Wiener (1996) define organizational misbehavior (OMB) as "any intentional action by members of organizations that violates core organizational and/or societal norms." A crucial element in their definition is the intention underlying the misbehavior. Intention therefore serves as the basis for the distinction among three types of organizational misbehavior: OMB Type S, OMB Type O and OMB Type D. Type S misbehaviors are mostly internal to the organization and usually victimize the employing organization or its members. Thus, such behaviors may have types of internal targets: the work itself (e.g., distorting data), the organization's property, resources, symbols, or regulations (e.g., stealing and selling manufacturing secrets), and other members (e.g., harassing peers). Type O misbehaviors, in contrast, primarily intend to benefit the perpetrator's employing organization. Those misbehaviors (e.g., falsifying records in order to improve chances of obtaining a contract for the organization), are mostly external in nature,

usually directed toward outside "victims" such as other organizations, social institutions, public agencies, or customers. Finally, Type D misbehaviors primarily intend to inflict damage and to be destructive. Targets of these behaviors could be those internal and external targets listed above. The intention behind Type D behaviors is to hurt others or the organization. Such intentional misbehaviors (e.g., sabotaging company-owned equipment) may be perpetrated by members either on their own initiative (e.g., as a revenge or a response to perceived or actual mistreatment) or on behalf of "significant others" (e.g., interfering with organizational operations to comply with union expectations).

*Teachers' Deviant Behavior*

Successful organizational settings feature employees who do more than their job duties and avoid workplace deviance behavior (Kartal, 2009; Robbins, 1998). In successful schools, punctuality, teaching classes regularly, and behaving appropriately with students and colleagues are the basic and expected norms. On the other hand, all forms of deviant behaviors, whether overt or covert, are harmful for the school and students (Sarwar, Awan, Alam, & Anwar, 2010). Therefore, detection of deviant behaviors in schools is critical to prevent such behaviors and to take necessary counter-measures. A literature survey indicates that research done on workplace deviance in schools is insufficient. The only accessible research on workplace deviance in schools was done by Sarwar et al. (2010) in Pakistan. According to the data obtained in this research, primary school teachers are more prone to organizational deviation than interpersonal deviation. Research on the studies done in schools in Turkey reveals the breakdown of penalized teachers' behaviors. For instance, Çağlar (2006) states that 50% of the penalties on teachers were imposed due to trade union activities, followed by 14% for the failure to abide by the rules. Furthermore, Demirel (2002) found that teachers were penalized most due to absenteeism (42%), while Beşirli (1997) found that teachers were penalized most due to "teaching without lesson plan." It can be observed that the studies done in Turkey merely tried to list the penalized behaviors of teachers and principals without any analysis. There are no statistics in Turkey regarding the extent of deviant behaviors in schools.

The deviant behaviors for civil servants in Turkey and an explanation of performance standards are stipulated in the Civil Servants Law. This law lists all punishable civil servant behaviors and the accompanying penalties. Depending on the type of civil servant deviant behavior, penalties could include a warning, reprimand, salary deduction, promotion freeze, and dismissal from the civil service. Severe penalties do not have to be preceded by lighter penalties. Transgressions of teachers working in private schools are also dealt with according to the Civil Servants Law.

According to Articles 127 and 128 of the Civil Servants Law, if a deviant behavior is denounced or identified, an investigation of the civil servant should be initiated. The aim of the investigation is first to identify whether the civil servant's behavior is deviant, and, if so, to identify the proper penalty. Deviant behaviors at schools are

investigated by school principals, deputy principals, directors of the provincial/district national education branch, and education inspectors. The investigation duties are allocated to education inspectors, for whom they are a main responsibility, and to other officials by virtue of their seniority. Most of the investigations on teachers are carried out by education inspectors (Akbaşlı, 2010; Ünal, 2012).

At the beginning of the 2011–2012 academic year in Turkey, 880,371 teachers and school principals were employed in 60,165 public and private schools under the supervision of the Ministry of National Education (Republic of Turkey Ministry of National Education [MoNE], n.d). In an organization with so many employees, it is only natural to find teachers whose inappropriate behaviors disrupt order in the organization and who also have performance problems. Workplace deviance is prevalent and has serious consequences for individuals and organizations. Identifying teachers' deviant behaviors, therefore, may be beneficial for not only training teachers in pre-service and in-service but also school principals' practices and arrangements to the legal documents.

The aim of this research is to determine teachers' deviant behaviors according to the investigations carried out by education inspectors, and the level of effect these behaviors have on the breakdown of school rules and interpersonal relationships according to the school principals' view.

## Methods

The mixed research design, in which quantitative and qualitative research methods, has been used in this research. The data were collected in two stages. During the first stage, deviant behaviors of teachers were listed. For this purpose, one of the qualitative research techniques, document research method, was used. The reason for using document research is that deviant behaviors are regarded as a "sensitive subject" among employees, who are, therefore, reluctant to report their own deviant behaviors (Tziner, Goldberg, & Or, 2006). Furthermore, managers avoid cooperating in research that focuses on such behaviors because such deviant behaviors indicate organizational weakness and lack of control (Analoui & Kakabadse, 1992). The reports written by education inspectors working in Konya province on the investigations of deviant behaviors of teachers in the 2008-2009 academic years were reviewed. The researcher got the necessary permissions required to examine these reports from the Konya provincial directorate of national education. All of the investigation files prepared by inspectors were reviewed during the document research. The researcher recorded the data on the Investigation Information Collection Form that he developed. There were 111 teachers investigated; 82 of these teachers work at a primary school, 18 work at high schools, seven work at special education and rehabilitation centers, and four work at private teaching centers. The total number of teachers working in Konya during this period was 20,862 (MoNE, n.d).

During the second stage, the identified deviant behaviors of teachers were listed and a questionnaire was developed. The question form includes items such as "sexually harass the parent" and "threaten his/her colleagues." In this form, 46 school principals in Konya were asked to assess the importance of the identified deviant behaviors of teachers in breaking the rules or harming interpersonal relations at schools. Principals assessed each situation on a five-point scale from 1 (not important at all) to 5 (very important). Mathematical averages of the school principals' assessments for each behavior were calculated. Since attitude scales have a direction from negative to positive (Anderson, 1991), the neutral point for school principals' views has been calculated as 3. Behaviors with an average of less than 3 are considered to have "minor" influence on tainting the rules and interpersonal relations at schools, and those with an average higher than 3 are considered to have a "serious" impact.

Deviant behaviors on the parts of teachers were categorized according to the classification system of Arbak, Şanlı, and Çakar (2004), which was developed on the basis of the typology of Robinson and Bennett (1995) and Hollinger and Clark (1982). There are two main deviant behaviors in Arbak, Şanlı, and Çakar's classification system: organizational deviance and interpersonal deviance. Organizational deviance is divided into behavior directed toward the work and behavior directed toward the organization's assets/relations; interpersonal deviance is divided into behavior directed toward co-workers/colleagues and behavior directed toward students. In this study, organizational deviance is taken as one broad category, while interpersonal deviance is divided into three categories: behavior toward students, toward parents, and toward colleagues.

At this stage, criteria developed by Miles and Huberman (1994) pertaining to internal and external validity were used in order to ensure the validity of results. To ensure internal validity, the following steps were taken: 1) All deviant behaviors of teachers were included. The relevance and integrity of the findings were tested throughout by the researcher. 2) In order to ensure the validity of the findings, the researcher assessed the conceptual and thematic consistency of the groupings and tested them to see whether they are meaningful as a whole. 3) The researcher compared the findings with previous research to ensure compliance. 4) Themes were explained and interpreted with deductive or inductive methods, depending on the conditions. 5) Findings were reviewed by two education inspectors and were found to be valid. 6) The results were found to be consistent with predictions.

The following steps were taken to ensure external validity: 1) The research method was explained in a detailed manner. 2) Findings were compared with the literature to assess the practical significance of the findings in the real world. 3) To enable the testing of this research through future research, necessary and detailed explanations were provided as much as possible.

To ensure the reliability of the results, a special technique, a percentage of agreement among coders, was used. For our purposes, the "reliability = number of agreements / total number of agreements + disagreements" formula was used (Miles

& Huberman, 1994). To be able to calculate agreements among coders, workplace deviance behaviors of teachers were classified into themes, first by the researcher and then by an expert from the field. The coding comparison between the researcher and the expert indicated a 93% agreement rate. This result is sufficient to ensure reliability.

## Results

Distribution of teachers' deviant workplace behavior types (according to themes and sub-themes) and the total number of incidences are given in Table 1.

Table 1.

*Distribution of Teachers' Deviant Workplace Behavior Types, According to Themes*

| *Dimension* | *Sub-Dimension* | *Degree of Importance* | *Number of Behaviors* | *Number of Repetitions* | *Total* | |
|---|---|---|---|---|---|---|
| | | | | | *Number of Behaviors* | *Number of Repetitions* |
| Organizational | Toward work | Serious | 3 | 19 | 10 | 66 (50%) |
| | | Minor | 1 | 2 | | |
| | Toward assets of the organization | Serious | 5 | 40 | | |
| | | Minor | 1 | 5 | | |
| Interpersonal | Toward colleagues | Serious | 5 | 25 | 14 | 65 (50%) |
| | | Minor | - | - | | |
| | Toward students | Serious | 6 | 32 | | |
| | | Minor | - | - | | |
| | Toward parents | Serious | 3 | 9 | | |
| | | Minor | - | - | | |
| | | | | Total | 24 | 131 (100%) |

*Organizational deviant behaviors:* Deviant behaviors of this type have the potential to directly influence the quality and quantity of an organization's work, relations, and image; they can also harm the organization's assets, resources, and operations, or prevent it from effectively using its resources. Organizational deviant behaviors are categorized into deviant behaviors toward work and deviant behaviors toward the assets of an organization. The number of deviant behaviors of this type is 11, and they were repeated 66 times.

Workplace deviant behaviors have the potential to harm the functioning of the organization and hinder the quality and quantity of work done. The number of deviant behaviors in this subscale is 4. School principals view three of these behaviors as serious and one as minor. Deviant behaviors against organizational existence are behaviors that harm the organization's existence by negatively affecting the organization's relationships, public opinion about the organization and/or the effective use of such relationships and public perceptions. The number of deviant behaviors in this subscale is 6. School principals view five of these behaviors as

serious and one as minor. Figure 1 shows teachers' deviant behaviors toward the organization. (Numbers given in brackets next to misbehaviors show the behavior's frequency). Behaviors such as not obeying workplace rules, not obeying general ethical rules, and not complying with general laws that are not shown in Figure 1 have been integrated in the themes mentioned above and are below.

Not obeying workplace rules

(a) Behaving inappropriately as a teacher (7)

(b) Acting irregularly in selecting support materials (2)

(c) Collecting money from students for books, tours, cleaning, etc. (5)

(d) Making a complaint without adhering to the organization's managerial hierarchy (5)

(e) Making a mistake in bureaucratic procedures (4)

(f) Not obeying the rules during the exams (ÖSS-Student Selection Exam) they invigilate (5)

(g) Not evaluating students' work objectively (5)

Not obeying general ethical rules

(a) Having an affair with a married person (2)

(b) Two teachers in a relationship (1)

Not complying with general laws

(a) Assaulting people outside of school (2)

(b) Trespassing on someone's property (1)

(c) Not paying a debt (1)

(d) Being involved in commercial activities (1)

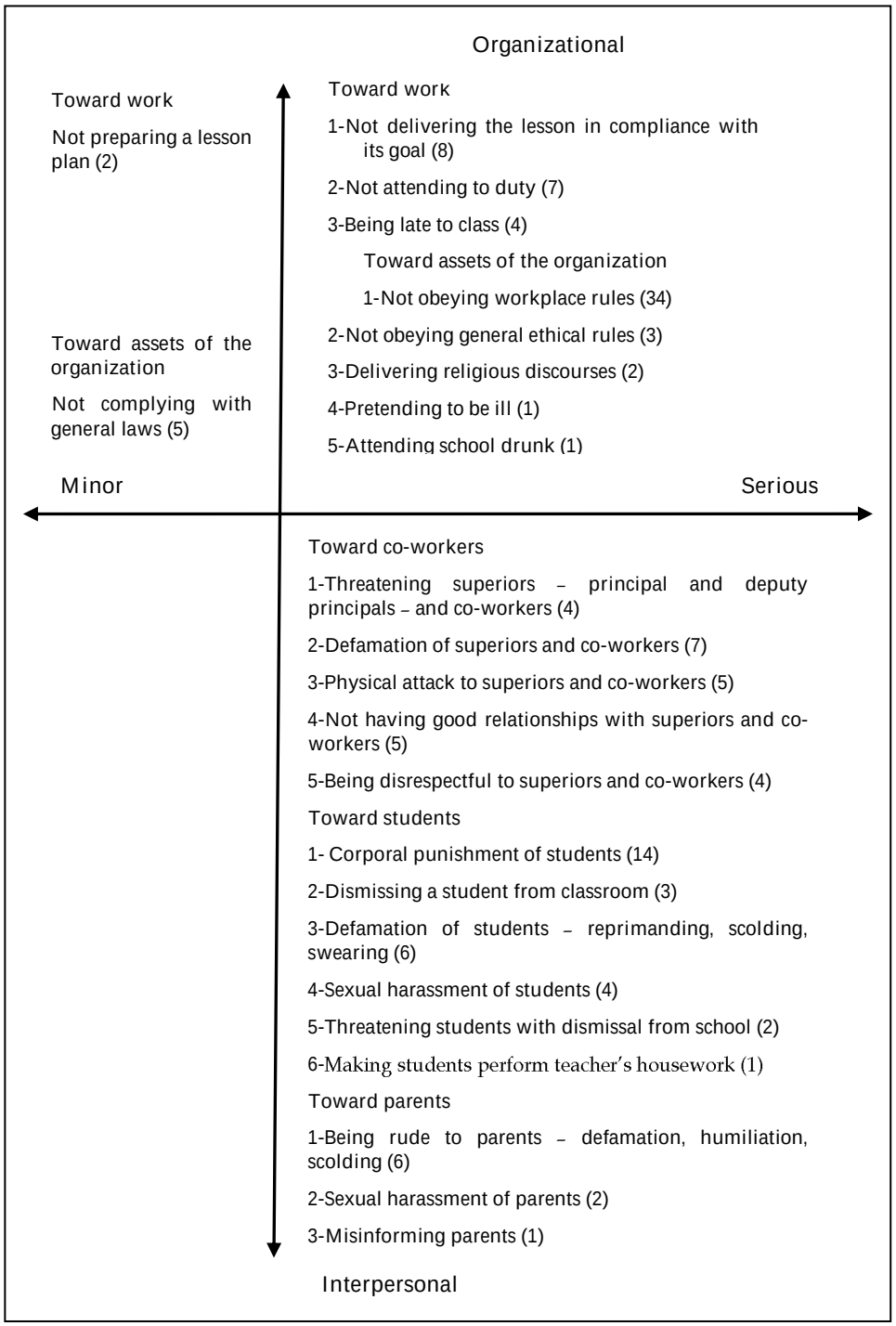


Figure 1. Teachers' deviant workplace behavior types

*Interpersonal deviant behaviors:* Deviant behaviors of this type have the potential to directly affect a teacher's relationship with colleagues, students, and parents. These behaviors may influence all co-workers at a school, not just the teacher who acts in a deviant manner and the person to whom the deviant behavior is addressed. These are divided into three categories: deviant behaviors toward co-workers, toward parents, and toward students. The number of deviant behaviors of this type is 15, and they were repeated 65 times.

The target of deviant behaviors toward co-workers is a teacher's colleagues. They are very likely to affect everyone in school. The number of deviant behaviors in this subscale is 5. The targets of student-oriented deviant behaviors are students. The likelihood of such behaviors negatively influencing the relationship between the teacher and the student, and as a result between teacher and parents, is very high. These behaviors have a limited impact on the relationships in school in general. Comparing people-oriented deviant behavior to student-oriented behavior, the likelihood of the latter negatively influencing relationships in the school is lower. The target of parent-oriented deviant behaviors is everyone outside of the school, but primarily parents of students. These acts are less likely to negatively influence general relationships in school compared to people- and student-oriented deviant behaviors. The negative influence of these behaviors is limited to relations between the teacher and the person to whom the behavior is addressed. The number of behaviors in this sub-group is 3. School principals view all the deviant behaviors toward individuals as serious. Teachers' deviant behaviors toward the organization are shown in Figure 1.

## Discussion and Conclusion

This study, carried out to identify and determine the frequency and impact of teachers' deviant behaviors based on principals' views, is the first of its kind in that it presents deviant behaviors specific to teachers. As a result of the study, 24 deviant behaviors were identified, defined, and investigated. Deviant teacher behaviors were classified into two types, organizational and interpersonal, based on the target of the behavior. School-oriented deviant behaviors are divided into two types: work-oriented deviant behaviors that have the potential to affect the quality and quantity of the work, and asset-oriented deviant behaviors that have the potential to harm school assets and relationships. Finally, interpersonal deviant behaviors are divided into three types: deviant behaviors toward co-workers, students, and parents.

Only two of the 24 deviant teacher behaviors were assessed by principals as insignificant in terms of breaking rules or harming interpersonal relationships in a school. In other words, school principals considered almost all of the deviant behaviors as being harmful to the positive environment of the school. Both of the acts considered to be insignificant were organizational deviant behaviors. One of them is in the work-oriented category, while the other is in the asset-oriented category. From these two instances of insignificant behaviors, it appears that principals consider planning for lessons, which is related to a teacher's performance, and involvement in

commercial activities, which is a non-school matter, as of minor importance for the school. Robinson and Bennett (1995) also consider production deviance in organizational dimension in their typology. This shows that our findings are in accordance with the expectations.

Sarpkaya (2001) and Özcan (2008) have found that school principals, most of the time, do not prefer penalties. According to Özcan's findings, school principals would rather warn than punish. This kind of a practice can have two motives. The first one is that school principals try to eliminate trivial workplace deviances without resorting to penalties. The second one is that school principals avoid dealing with workplace deviances. According to Özcan's findings, school principals do not look into the reasons for workplace deviance behaviors and do not guide their employees to solve the problem. This finding, rather than the first one, increases the validity of the second possibility.

There are similarities between the deviant teacher behaviors identified here and the punished behaviors identified by Çağlar (2006), Beşirli (1997), Demirel (2002), Görgülü (2007), Karataş (2000), and Özdayı (2004). The difference between the two studies is in the frequency rather than the nature of the deviant behaviors identified. In each study a different deviant behavior assumes prominence. For instance, beating students is prominent in one study, but others focus on trade-union movements (Çağlar, 2006), absenteeism (Demirel, 2002), attending class without preparing a plan (Beşirli, 1997), being unorganized, offering poor quality work (Görgülü, 2007), or dressing contrary to codes (Karataş, 2000). There can be two reasons why deviant behavior frequencies vary by years. First, teachers might act differently, for example joining trade-union movements (Ökdem, 2002), depending on the political agenda of the country. Second, principals assessing the deviant behaviors consider different deviant behaviors more or less significant according to the guidance they receive from the government. For example, Köseer's (2007) research reveals that school principals may act biased and overlook those who dress contrary to dress codes. However, this behavior was among the ones that received penalties most of the time (Karataş, 2000). Ökdem's (2002) finding, that teachers show deviant behaviors mostly because of their political views and are penalized, is another example. This situation shows that penalties are meted out for the purpose of making the school better, but mostly according to the country's economic and political agenda, sometimes to intimidate dissident teachers.

Investigation to detect deviant behavior is also used as a tool of intimidation, as seen by the fact that in more than half of the investigations workplace deviance has not occurred (Görgülü, 2007). Additionally, employees think that penalties are not effective in preventing deviant behavior and in increasing the success of the organization (Kaplan, 2008). The fact that most of the teachers getting penalties had been penalized in the past is an indicator that penalties are not effective in preventing deviant behaviors (Çağlar, 2006; Sarpkaya, 2001; Ökdem, 2002). Depending on all these, as Özdayı (2004) and Ökdem (2002) remark, it can be said that the punishment system for teachers is not deterrent and does not improve the quality of educational services in Turkey. On the other hand, according to Türker's

(1997) findings, punishment has negative effects on productivity, and officials who are punished develop negative thoughts about the ones that give the punishment.

Three of the teacher deviant behaviors are similar to the behaviors classified as organizational deviance by Bennett and Robinson (2000), and another three of them fall into the interpersonal deviance dimension. Behaviors that are similar to the organizational deviance dimension are as follows: "Said something hurtful to someone at work"; "Made an ethnic, religious, or racial remark at work"; "Acted rudely toward someone at work." Behaviors that are similar to interpersonal deviance dimension are as follows: "Coming late to work without permission"; "Neglecting to follow the instructions of the boss"; "Used an illegal drug or consumed alcohol on the job." This study and Bennett and Robinson's (2000) study do not completely overlap for two reasons. First, this study aims to define deviant behaviors specific to teachers. Deviant behaviors of teachers will naturally be different from those of other employees. Second, teachers work as civil servants in line with the Civil Servants Law. This law includes rules on how a civil servant should act inside and outside of the organization and identifies penalties for noncompliance with these rules. Therefore, unwanted behaviors in a Turkish organization may be different from those in another country.

Sarwar et al. (2010) found that organizational deviant behaviors of primary school teachers in Pakistan are more common than interpersonal deviant behaviors. However, in this study the number of teachers' organizational and interpersonal deviant behaviors has been found to be equal. The reason for this difference in behaviors of Pakistani versus Turkish teachers could be the political interference and weak monitoring system in Pakistan, a hypothesis also mentioned by Sarwar et al.

The frequency of deviant behaviors toward work and deviant behaviors toward an organization's assets are related to the rules of the organization. Approximately one-third of teachers' deviant workplace behaviors are directed toward an organization's assets. Deviant workplace behaviors of this type are more than twice as common as deviant behaviors toward work. These ratios indicate that administrators pay more attention to whether or not teachers act in accordance with the rules rather than to their performance. There were also no investigations initiated after a teacher received a low performance score. These data may be interpreted as showing that managers are more interested in whether teachers act according to legislative regulations than their performance, thus in a sense acting, as they are expected to, as guardians of the legislation. Görgülü's (2007) evaluation that most of the investigations are about teachers' being unsystematic and faulty at work confirms this interpretation. The basis for such a practice may stem from the difficulty of measuring teacher performance, especially because tools to measure teacher performance have not yet been developed.

Positive "management-student," "teacher-student" and "school-environment-student" relationships have positive influences on the quality of education and students' academic success. Thus, there should be good, sound, and continuous interpersonal relations in the school for them to fulfill their assigned duties and

responsibilities. However, this study found that 50% of teachers' deviant workplace behaviors are directed toward people involved with the school. In Cemaloğlu's (2007) research, in which he uses a negative behaviors questionnaire that has items such as "Being subject to extreme ridicule and teasing," findings on the frequency of negative behaviors for teachers support this result.

Furthermore, the majority of deviant behaviors involve threats and physical assault. Görgülü's (2007) research also supports this finding. Based on such data, one can say that certain teachers' conflict resolution skills are limited and that such teachers have a tendency to resort to assault and force when faced with conflict (Çiçek Sağlam, 2008). According to Galperin and Burke (2006), this situation causes diminished reputations and reduced employee morale. This violence would hamper any school's success. Factors such as teachers' failure to be motivated by their jobs, negative attitudes of managers, and the socioeconomic status of educators may explain such teacher behavior.

Teachers' deviant behaviors toward students comprise approximately 25% of all teacher deviant behaviors. Among all behaviors, the one that has been most repeated is "beating students" (14 times). This finding is in line with the findings that teachers in Turkey use corporal punishment as a class management strategy (Akar-Vural & Gömleksiz, 2010; Görgülü, 2007; Sadık, 2008) and that 64.5% of teachers apply physical punishment to students (Hatunoğlu & Hatunoğlu, 2005). These findings indicate that teachers have difficulty managing student behavior (Turanlı, 2009) and that a majority of them consider violence a method to solve problems. The reason might be the failure to ensure that teachers gain sound people and class management skills.

The findings obtained in this study cover only deviant behaviors of teachers about whom an investigation had been carried out by education inspectors. The fact that deviant behaviors investigated by school principals or district directors of national education are not identified is a limitation of the research. A second limitation is that, when faced with deviant behaviors in the workplace, managers avoid dealing with the problem due to lack of training, concern over not receiving support from top managers, reluctance to punish misbehavior, and the fear of losing friendships and time (Wallace, 1985). Therefore, results of this study, which aimed to identify teachers' deviant behaviors and the frequency of such behaviors, may not have recorded all deviant teacher behaviors. However, this is a pioneering study that identifies deviant behaviors in educational institutions. Qualitative research should be done to identify all deviant behaviors of teachers and the frequency of such behaviors.

Teachers' deviant behaviors may not necessarily be spontaneous. For instance, according to Kılıçaslan's (2007) study, inequity in the workplace is one of the major factors causing deviant behaviors. Eliminating or even reducing deviant behaviors will be of great importance to schools. Therefore, causes or motives leading to deviant behaviors should be eliminated. To achieve this, studies aimed at identifying causes or motives leading to deviant behaviors in schools should be conducted.

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# Öğretmenlerin İstenmeyen Davranışları ve Bu Davranışların Okuldaki Kural ve İlişkilere Etkisi

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

**(Özet)**

*Problem Durumu:*İşyerinde istenmeyen davranış, örgüt üyelerinin olumlu örgüt kurallarını bozarak, örgütün ve/veya üyelerinin iyi durumlarını tehdit eden davranışlar olarak tanımlanmaktadır. Robinson ve Bennett'e göre örgütte istenmeyen davranışlar, örgüte yönelik ve bireylerarası istenmeyen davranış olarak ikiye ayrılmaktadır. Örgüte yönelik istenmeyen davranış kendi içinde, üretime yönelik ve ekipmana yönelik istenmeyen davranış olarak gruplanırken, bireylerarası istenmeyen davranış da politik ve kişisel çatışma olarak gruplanmıştır. İstenmeyen davranışların büyük bölümü olumsuz olarak düşünülmesine rağmen olumlu istenmeyen davranışlar da vardır. Galperin'e gore, istenmeyen davranışın örgüt üzerindeki etkisine bakarak olumlu ya da olumsuz olduğuna karar verilebilir. Örgüt üzerinde olumlu etkisi olanlar olumlu, olumsuz etkisi olanlar olumsuz istenmeyen davranışlardır. Başarılı örgütler, daha fazla görevlerini yapan ve istenmeyen davranışlardan kaçınan çalışanlara sahiptir. Bundan dolayı, başarılı okullarda çalışanlar normlara uygun davranırlar. Açık ya da gizli nasıl olursa olsun, istenmeyen davranışların bütün formları okul ve öğrenciler için zararlıdır. Bu nedenle okullardaki istenmeyen davranışların tespit edilmesi, bu davranışların önlenmesi ve gerekli tedbirlerin alınması yönüyle önemlidir. Literatür incelendiğinde okullardaki istenmeyen davranışlarla ilgili olarak yapılan araştırmaların yetersiz olduğu görülmektedir. Bu nedenle, öğretmenlerin istenmeyen davranışlarının tespit edilmesi, onların hizmet öncesi ve hizmet içinde yetiştirilmeleri ile okul müdürlerinin uygulamaları ve yasal metinlerde yapılacak düzenlemeler için yararlı olabilir.

*Çalışmanın Amacı:*Bu araştırmanın amacı, eğitim müfettişleri tarafından yapılan soruşturmalara göre öğretmenlerin istenmeyen davranışlarını ve bu davranışların okul müdürü görüşlerine göre okuldaki kuralları ya da kişiler arası ilişkileri bozmadaki etki derecesini tespit etmektir.

*Yöntem:*Bu araştırmada nitel ve nicel araştırma metodlarının birlikte kullanıldığı karma araştırma metodu kullanılmıştır. Veriler, iki aşamada toplanmıştır. Birinci aşamada, öğretmenlerin istenmeyen davranışları listelenmiştir. Bunun için nitel araştırma yöntemlerinden doküman incelemesi kullanılmıştır. İncelenen dokümanlar, Konya'da görev yapan eğitim müfettişleri tarafından öğretmenler hakkında yapılan soruşturmalara ilişkin soruşturma raporlarıdır. Doküman incelemesinde müfettişler tarafından düzenlenen bir yıllık soruşturma raporlarının tamamı incelenmiştir. Veriler araştırmacı tarafından geliştirilen Soruşturma Bilgi Toplama Formuna kaydedilmiştir. Hakkında soruşturma yapılan öğretmenlerin sayısı 111'dir. Bu öğretmenlerin 82'si ilköğretim okulunda, 18'i lisede, 7'si özel rehabilitasyon merkezinde ve 4'ü dershanede görev yapmaktadır.

İkinci aşamada, öğretmenlerin tespit edilen istenmeyen davranışları listelenerek bir soru bir soru formu geliştirilmiştir. Geliştirilen soru formu ile Konya'da görev yapan

46 okul müdüründen öğretmenlerin tespit edilen istenmeyen davranışlarının bir okuldaki kuralları ya da kişiler arası ilişkileri bozmada ne derecede önemli etkisi olduğunu değerlendirmeleri istenmiştir. Müdürler, değerlendirmelerini 1=Hiç önemi yok'tan 5=Çok önemli'ye kadar seçeneklerin yer aldığı beşli Likert tipi bir ölçek üzerinde yapmışlardır. Her bir davranış için okul müdürlerinin yaptıkları değerlendirmelerin aritmetik ortalaması hesaplanmıştır. Ortalaması 3'ün altında olan davranışlar, okuldaki kuralları ya da kişiler arası ilişkileri bozmada önemli bir etkiye sahip olmadığı, ortalaması 3'ün üzerinde olan davranışlar önemli bir etkiye sahip olarak değerlendirilmiştir.

*Bulgular:*Öğretmenlerin istenmeyen davranışları, okula yönelik istenmeyen davranışlar ve kişilere yönelik istenmeyen davranışlar olarak iki boyuta ayrılmaktadır. Okula yönelik istenmeyen davranışlar, işe yönelik ve örgüt varlıklarına yönelik istenmeyen davranışlar olarak ikiye ayrılmaktadır. İşe yönelik istenmeyen davranışlar, yapılan işin miktar ve niteliğini etkileme potansiyeline; örgüt varlıklarına yönelik istenmeyen davranışlar, okul varlıkları ile ilişkilerine zarar verme potansiyeline sahip davranışlardır. Kişilere yönelik istenmeyen davranışlar da davranışın yöneldiği birey esas alınarak, çalışma arkadaşlarına, öğrencilere ve velilere yönelik istenmeyen davranışlar olmak üzere üçe ayrılmaktadır. Öğretmenlerin 24 ayrı istenmeyen davranışı tespit edilmiştir. Öğretmenler bu davranışları 131 kez tekrarlamışlardır. Okul müdürleri öğretmenlerin belirlenen istenmeyen davranışlarının neredeyse tamamını okul kurallarını ya da okulda kişiler arasi ilişkileri bozmada önemli olarak görmektedirler.

*Tartışma ve Öneriler:*Öğretmenlerin okula ve kişilere yönelik istenmeyen davranışlarının sayısı hemen hemen eşittir. Öğretmenlerin örgüt varlıklarına yönelik istenmeyen davranışları, işe yönelik olanların iki katından fazladır. Bu oranlara bakarak, öğretmenlerin performansından daha çok, kurallara uygun davranıp davranmadığının gözlendiği söylenebilir. Öğretmenlerin performansı ölçülerek, performansı düşük olduğu için başlatılan soruşturma olmaması da bu yorumu doğrulamaktadır. Öğretmenlerin öğrenciye yönelik istenmeyen davranışları, tüm istenmeyen davranışlarının yaklaşık %25'ini oluşturmaktadır. Tüm davranışlar içinde en fazla tekrarlanan davranış da "öğrenci dövmek" tir. Bu da okullarda fiziksel şiddetin bir sınıf yönetim aracı olarak bazı öğretmenler tarafından kullanıldığını göstermektedir.

Bu çalışmada elde edilen bulgular, öğretmenlerin sadece eğitim müfettişleri tarafından soruşturma yapılan istenmeyen davranışlarını kapsamaktadır. Bu nedenle, öğretmenlerin istenmeyen davranışları ve bu davranışların önemini tespit etmeye yönelik olarak yapılan bu çalışmada elde edilen sonuçlar, öğretmenlerin tüm istenmeyen davranışlarını ve bu davranışların sıklığını göstermiyor olabilir. Ancak bu çalışma, eğitim kurumlarındaki istenmeyen davranışların tespit edilmesi yönünde öncü bir çalışmadır. Öğretmenlerin istenmeyen davranışlarının tümünü ve bu davranışlarının sıklığını tespit edebilmek için nicel araştırmalar yapılmalıdır. Bunun yanında öğretmenlerin istenmeyen davranışlarını önleyebilmek için bu davranışlara neden olan faktörlerin tespit edilmesine yönelik araştırmalar da alana katkı sağlayabilir.

*Anahtar Sözcükler:* İstenmeyen davranış, işyerinde sapma, öğretmenin istenmeyen davranışı, okul