



THE PREDICTIVE EFFECT OF TOXICITY ON SATISFACTION WITH LIFE AT SCHOOL

İzzet Kaplan

National Ministry of Education, Türkiye
E-mail: gizzetkaplan@gmail.com

Celal Teyyar Uğurlu

Hatay Mustafa Kemal University, Türkiye
E-mail: celalteyyar@gmail.com

Abstract

The effect of toxicity on satisfaction with life at school affects many variables. As parts of school culture, satisfaction and toxicity are related concepts. This study aims to determine the predictive effect of toxicity on satisfaction with life at school. In Turkey, no study has been found to be conducted about the relationship between organizational toxicity and satisfaction with life. Method of the research: This was a descriptive study based on the correlational survey model. In this study, it was supposed to determine the effects of teachers' demographic characteristics (gender, alma mater, professional seniority, and number of teachers in the school) and toxicity perceptions on satisfaction with life. The study group consisted of 1600 teachers working at 54 secondary schools in Sivas city center. Based on the calculation made, a sample of 223 teachers representing the population was created. The dependent variable of the study was teachers' satisfaction with life. Stepwise regression was used as a multiple regression analysis technique. In this regression analysis, a linear structure of the relationship between one dependent and more than one independent variable was tested. The results showed that the toxicity avoidance behaviors of teachers positively affected their perceptions of satisfaction with life. It was teachers' displaying conflict behaviors ($\beta = -.226$) regarding toxicity. There was a decrease in the satisfaction with life of teachers who ventured conflict. Likewise, there was a negative effect ($\beta = -.184$) between the level of narcissistic behavior in the organizational environment and the level of satisfaction with life. The satisfaction with life levels of teachers who thought that narcissistic behaviors were exhibited in the organizational environment decreased. A positive relationship was found between the fourth ranked variable resistance ($\beta = .149$) and satisfaction with life. Teachers' resistance to painful toxic situations increased their level of satisfaction with life.

Keywords: school teachers, organizational toxicity, toxic organization, satisfaction with life

Introduction

Schools are educational institutions created to achieve predetermined special goals and achieve these goals through stakeholders. The stakeholders of schools are school administrators, teachers, and other employees. For achieving the goals of the organization, it is expected to be a balance between the goals of the organization and the goals of the employees. The balance between the request and needs of its stakeholders and the needs of the organization may sometimes be disrupted. School administrators and senior administrators have to take into account, manage and evaluate the requests and needs of other employees of the organization. Intoxication or toxicity can be defined as a state of extreme disruption of the balance between the demands of stakeholders and the goals of the organization. Toxicity can be seen as the deterioration of harmony among the employees of the organization, the decrease in the morale and motivation of the employees, and the loss of mutual understanding. This situation may

cause a decrease in morale and motivation of employees in organizations and in productivity, and affect their satisfaction of life levels.

Educational excellence is significantly linked to the unique cultures of schools (Deal & Peterson, 1999). Culture is the underground stream of norms. Informal expectations and values, such as habits, beliefs, customs, and rituals that form over time as people work together, solve problems, and face challenges shape how people think, feel, and act in schools. This highly lasting web of influence connects the school and makes it special. It is up to school leaders (principals, teachers, and often parents) to help identify, shape, and sustain strong, positive, and student-centered cultures. Without these supportive cultures, reforms will disappear, and student learning will weaken (Peterson & Deal, 2011). It is also possible for schools to become unproductive and toxic over time. Lack or loss of goals in schools can increase hopelessness.

The concepts of toxic and toxicity are mostly used in science and health sciences. According to the Turkish Language Association (TDK, 2013) toxic means “poisonous, noxious substance”. Furthermore, in Turkish Language Association (2015), it is defined as “misery, suffering due to any external factor” and figuratively as “offending, dismal, hurtful, touching, bad”. On the other hand, Gangel (2008, p.2) states that “It is caused by a toxin or a poison having the capacity to cause injury or death”. Toxicity can be explained as “contamination of the environment with snake venom, alcohol, or the release of heavy metals into the environment” (Gangel, 2008, p. 2).

Organizational toxicity was defined as “situations that cause employees to suffer and to experience problems in their work environments. They negatively affect their morale and motivation, and reduce their interest in work” by Griffin and Glew (1996); as “destructive pains on the self-confidence and dignity of employees in institutions” by Pelletier (2009); as “prevalent, profound, and negative emotions that separate individuals from their jobs, colleagues, and institutions and deenergize them” by Frost and Maitlis (2003, p.13-14); as “situations that cause harm or injury to institutions, are harmful to employees, cause distress and disadvantages” by Kasalak and Aksu (2016, p. 677).

Toxic Organization was explained as “an organization where employees move away from cooperation, act in line with their own interests, are not able to reach satisfaction and play a significant role in the process of organizational decisions, and an organization having a stressful atmosphere which acts outside of its own goals.” (Kırbaç, 2013, p.10). Toxic organizations are in a state of confusion and may have destructive features. It can be said that the level of harmony and trust among the employees of a toxic organization is to decrease. Toxic organization is defined as “an organization that is poisonous, unincorporated, destructive, exploitative, dysfunctional, and which includes bad behaviors that can spread easily” (Kırbaç, 2013, p.34).

In the literature, organizational toxicity has been examined in four dimensions on the basis of behaviors of organizational members. “Studies focusing on behavior-based approaches in the formation of organizational toxicity described toxic organization members as narcissistic (Lubit, 2003; Riley et al., 2011; Schmidt, 2008), aggressive (Carlock, 2013; Leet, 2011; Pelletier, 2009), strict (Gangel, 2007; Lubit, 2003; Schmidt, 2008) and unethical (Lubit, 2003)” (as cited by Kasalak & Aksu, 2016, p. 677). While narcissistic behaviors are such as self-admiration and contempt for others, aggressive behaviors are attacking members’ personalities, forcing employees to take sides, slandering, etc. Narcissists look at things from their own perspective and tend to look down on others. Strict behavior can be explained as treating the members of an organization in an unkind manner. Employees who act strictly or harshly are individuals that ignore rules of courtesy and act rudely without considering the feelings of others. Unethical behaviors are carrying out duties outside the legal legislation, providing personal benefits, neglecting work or shirking. It can be said that employees who display unethical behavior tend to place their personal interests before the interests of the organization. The level of toxicity in

an organization can negatively affect satisfaction with life and health of the employees of an organization. It may cause the organization to experience entropy. This situation may prevent the organization from achieving its goals which helps its existence. The institution manager has to understand, evaluate, intervene, correct and improve this situation of poisoning or toxicity. In terms of organizational health and life, it can be ensured that employees' behaviors of satisfaction with life, not their toxic behaviors, can be increased.

Satisfaction with life of those working at schools is the second concept of this study and is directly opposite of toxicity. The more negative the toxicity contains, the more satisfaction with life expresses its opposite. The concept of life satisfaction constitutes one of the three dimensions of subjective well-being, together with positive and negative effects (Andrews & Withey, 1974). While positive and negative effects constitute the emotional/affective component of subjective well-being, life satisfaction constitutes the cognitive/judgmental component of subjective well-being. (Diener, et al. 1985, p. 71).

Satisfaction with life is "a situation or a result obtained by comparing a person's expectations with what he/she has" according to Haybron (2004, p.3), "a positive evaluation of one's whole life based on the criteria set by oneself, and an important element of comprehensive happiness" according to Diener, et al. (1985), "the sum of a person's beliefs and evaluations about life, or a person's general attitude towards life" according to Rice, et al. (1992, p. 156). Keser (2005) explains the factors affecting satisfaction with life as creating a positive identity, meaningful life, happiness, perception of success, satisfaction in relationships, physical well-being, and economic competence. According to Appleton and Song (2008), the components of life satisfaction are; (1) the income level of the individual, (2) his/her professional and social status, (3) the opportunities, and social mobility he/she has, (4) his/her prosperity status, (5) the current government policy, and (6) the environment, family, and social relations.

The main theme of our study is the relationship between toxicity and satisfaction with life at school. These concepts seem to be completely opposite. In recent years, considerable studies have been conducted on toxicity, toxic organization (Arar, et al. 2019, Bayrakçı, 2017; Bektaş & Erkal, 2015; Demirdağ, 2018; Frost, 2003; Kasalak & Aksu, 2016; Uysal, 2018), and toxic leadership (Bahadır & Kahveci, 2020; Bozkurt, et al. 2020; Çetinkaya & Ordu, 2018; Demirel, 2015; Kahveci, et al. 2019; Kasalak & Aksu, 2016; Kırbaç, 2013; Küçük & Demirtaş 2021; Pelletier, 2012; Tepe & Yılmaz 2020; Yalçınsoy & Işık, 2018; Yavaş, 2016). In addition, scale development studies (Bektaş & Erkal, 2015; Çelebi, et al. 2015; Kasalak, 2015) have been carried out in the field of toxic leadership. However, it was understood that only a few of them were on the relationship between toxicity and satisfaction with life in Türkiye. This research was carried out to fill the gap in this field and to support practitioners. Thus, the general purpose of this study was to determine the predictivity of toxicity on satisfaction with life at school.

Research Methodology

General Background

This was a descriptive study based on the relational screening model. In the study, it was supposed to determine the effects of teachers' demographic characteristics (gender, alma mater, professional seniority, and number of teachers at school) and toxicity perceptions on satisfaction with life.

Population and Sample

The study group included 1600 teachers working at 54 secondary schools in the city center of Sivas. The research was carried out between January and June 2021. Since there were

1600 teachers in total in the study population, it was determined that the number to be included in the sample representing the population was 213 as a result of the calculation made with the formula $n = N \cdot t^2 \cdot pq / d^2$ (N_1) + $t^2 \cdot pq$ in accordance with the population-sample relationship.

The scales were administered to the teachers in the study group under the supervision of the researchers. After eliminating the extreme and missing values from the scales administered, 223 scales suitable for processing were assessed. Numerical data about the sampling was given in Table 1.

Table 1
Numerical Data on the Study Group

Demographic Features	Classification	Frequency	Percentage (%)
Gender	Female	120	53.8
	Male	103	46.2
Alma mater	Faculty of Education	174	78.0
	Other	49	22.0
Number of teachers at school	12 and below	70	31.4
	13-25 teachers	94	42.2
	26 and above	59	26.5
Total		223	100

Instruments and Procedures

The data of the study were collected via the scales of “Organizational Toxicity” and “Satisfaction with Life”. The Personal Information Form consisted of variables such as gender, alma mater, professional seniority, and the number of teachers at school.

Organizational toxicity scale: The scale which was developed by Kasalak (2015) and included Measurement Tool for Perceived Organizational Toxicity with 16 items in the first part, Measurement Tool for the Perceived Effect of Toxicity with 12 items in the second part, and Measurement Tool for Coping with Toxicity with 12 items in the third section.

The components emerged as a result of the EFA performed in the development of the measurement tool of Perceived Organizational Toxicity (POT) were entitled as Toxicity Stemming from Narcissistic Behaviors (explained variance: 47.836% eigenvalue: 7.654), Toxicity Stemming from Aggressive Behaviors (explained variance: 8.566% eigenvalue: 1.371), Toxicity Stemming from Unethical Behaviors (explained variance: 7.444% eigenvalue: 1.191), and Toxicity Stemming from Strict Behaviors (variance explained: 6.634% eigenvalue: 1.057). The overall internal consistency coefficient (Cronbach’s Alfa) of the POT measurement tool was found to be .938. The internal consistency coefficients regarding the components (Cronbach’s Alpha) were .880, .845, .834, and .854 respectively. These values ensured that the reliability level of the POT was sufficient.

The components emerged as a result of the EFA performed in the development of the measurement tool of Perceived Effect of Toxicity (PET) were entitled as Revelation (variance explained: 55.773 eigenvalue: 6.693) Repetition of Negative Emotions (variance explained: 11.890% eigenvalue: 1.427) and Disengagement (variance explained: 9.103% eigenvalue: 1.092). The overall internal consistency coefficient (Cronbach’s Alpha) of the PET was calculated as .927. The internal consistency coefficients regarding the components (Cronbach’s Alpha) were .890, .915, and .892 respectively. These values ensured that the reliability level of the POT was sufficient.

The components emerged as a result of the EFA performed in the development of the measurement tool of Coping with Toxicity (CWT) were entitled as Resistance (explained variance: 27.571% eigenvalue: 3.309), Avoidance (explained variance: 15.016% eigenvalue: 1.802), Conflict (explained variance: 13.08% eigenvalue: 1.621), and Social Support (explained variance: 9.215% eigenvalue: 1.106). The overall internal consistency coefficient (Cronbach's Alpha) of the CWT was found to be .749. The internal consistency coefficients regarding the components (Cronbach's Alpha) were .738, .691, .650, and .664 respectively. These values ensured that the reliability level of the CWT was sufficient.

The Satisfaction with Life Scale (SWLC): The original satisfaction with life scale was developed by Diener (1985) and adapted into Turkish by Koker (1991). The five-item scale is scored from 1 to 7. The reliability of each item was found to be correlated with the total score as follows: item 1: .73, item 2: .71, item 3: .76, item 4: .75, and item 5: .80.

Data Analysis

SPSS 21 program was employed in the analysis of the research data. While the dependent variable of the research was teachers' satisfaction with life, the independent variables were the components of the organizational toxicity scale, which were Perceived Organizational Toxicity (sub-components: narcissistic, aggressive, unethical, and strict behaviors) Perceived Effect of Toxicity (sub-components: revelation, repetition, disengagement) and Coping With Toxicity (sub-components: resistance, avoidance, conflict, and social support).

In the study, stepwise regression was performed as a multiple regression analysis technique. In this regression analysis, a linear structure of the relationship between one dependent and more than one independent variable was tested.

$$Y = a + b_1x_1 + b_2x_2$$

Y= The dependent variable X= Independent variable

a: Value of Y when X=0 (constant)

b: Average amount of change in Y caused by 1 unit change in X (regression coefficient)

In the stepwise regression, the highest predictive variables are added to, and the lowest ones are removed from the model. Additionally, the predictive variables that have a significant contribution to the prediction are included in the model, and the regression equality is achieved. For enabling this, the "forward" method should be chosen as the analysis technique. In the forward method, the dependent variable and the predictor variable with the highest level of relationship with it are first included in the model, and then the others are included based on the level of relationship (Kalayci, 2010; Karasar, 2020; Secer, 2013).

Data Preparation

While starting the multiple regression analysis, the outliers were removed because the analysis was sensitive to them. The values between -3 and +3 were removed, and the data were made ready for processing. According to Kalaycı (2010), skewness values are expected to be between -3 and +3 and kurtosis values are expected to be between -2 and +2.

In order to test the suitability of the data for processing, the normality assumptions of the data must be checked first. For this reason, the skewness and kurtosis coefficients were found, and it was seen that normality was provided except for the three sub-components (aggressive, unethical, and strict behaviors). Therefore, these three sub-components were not included in the analysis as predictive variables. The skewness and kurtosis values regarding the components of organizational toxicity were as follows. The sub-components of Perceived Organizational Toxicity: narcissistic behavior skewness value was 1.55, and kurtosis value was 2.03; aggressive

behavior skewness value was 1.84, and kurtosis value was 3.78; unethical behavior skewness value was 2.18, and kurtosis value was 6.07; and strict behaviors skewness value was 2.30, and kurtosis value was 6.46. The sub-components of Perceived Effect of Toxicity: revelation skewness value was ,742, and kurtosis value was -,430; repetition skewness value was 722, and kurtosis value was -,188; disengagement skewness value was 1.11, and kurtosis value was ,574. The sub-components of Coping with Toxicity: resistance skewness value was -1.46, and kurtosis value was 2.01; avoidance skewness value was -,51, and kurtosis value was -,73; conflict skewness value was ,14, and kurtosis value was -,50; social support skewness value was -,81, and kurtosis value was ,64. Skewness and kurtosis values for Satisfaction with Life were -,90 and ,97, respectively. Based on these findings, eight different variables were included in the analysis as predictive variables.

There are some other basic assumptions in multiple regression analysis, one of which is to reach a sufficient number of samples. Accordingly, Stevents (1996) stated that there should be 15 subjects per predictive variable. In a stepwise regression analysis, the fact that the number of predictive variables to be included in the analysis is 8 indicates a sample size of at least 120. Thus, the number of subjects was compatible with this assumption. In addition, it was revealed that the predictor intervariable correlation was between .092 and .786 at the highest, and no correlation was above 90. According to the results of the bilateral correlation analysis, no high correlation was found among the predictive variables.

In order to test the relationship between teachers' perceptions of organizational toxicity and their satisfaction with life, "no autocorrelation", which is one of the assumptions of the multiple linear regression model, was also tested (to be able to perform multiple regressions). Durbin-Watson coefficient was examined for autocorrelation test. As a result of the test, it was seen that the Durbin-Watson coefficient (DW=2.089) was between 1.5 and 2.5, and this value indicated that there was no autocorrelation.

To ensure that there was no multicollinearity, another assumption, Tolerance, VIF and CI values were calculated. Tolerance and VIF values of the regression model were as follows; Tolerance value=.718 to .984, VIF values=1.05 to 1.39. Results did not indicate multicollinearity (Tolerance value should not be less than .10 in all and VIF values should not be less than 10). In the "Collinearity Diagnostics" table, no multicollinearity was observed since there was no CI value greater than 30 (Condition Index Values = 5.82 and 13.30). (Kalaycı, 2010).

Research Results

Findings of the predictor of toxicity on life satisfaction in schools according to some variables. Under this heading, the results of stepwise regression analysis testing the effects of narcissistic behaviors, sub-component of organizational toxicity; of revelation, repetition, and disengagement, sub-components of perceived effect of toxicity; of resistance, avoidance, conflict, and social support, sub-components of coping with toxicity on life satisfaction were examined. It is essential that the correlations between independent variables are low in multiple regression models. According to Kalaycı (2010), correlations between independent variables are expected to be below .80. If the correlation value is above .80, it is an indication of the multicollinearity problem.

Table 2
Model Summary

	R	R ²	Adjusted R ²	Estimated Standard Error.	Change Statistics			Durbin-Watson
					R ²	F	p	
1	.206 ^a	.042	.038	.98085	.042	9.749	.002	
2	.302 ^b	.091	.083	.95763	.049	11.849	.001	
3	.350 ^c	.122	.110	.94326	.031	7.756	.006	2,089
4	.377 ^d	.142	.126	.93487	.019	4.948	.027	

a. predictor variable : (Constant), avoidance

b. predictor variable : (Constant), avoidance, conflict

c. predictor variable : (Constant), avoidance, conflict, narcissistic behaviors

d. predictor variable : (Constant), avoidance, conflict, narcissistic behaviors, resistance

e. dependent variable : satisfaction with life

Four models emerged as a result of stepwise regression. In the first model, the predictive variable was only avoidance, while in the second model, conflict was the predictive variable as well as avoidance. In the third model, along with these variables, the variable of narcissistic behaviors was included in the model. In the last model, all the predictive variables, the subject of the research, were included in the model.

When the model was examined as a whole, R² in the table showed that the dependent variable, namely satisfaction with life, was explained by the independent variables. Accordingly, while the independent variable of avoidance, the sub-component of *coping with toxicity*, explains alone 4% of teacher satisfaction with life, the sub-components of avoidance and conflict together account for 9%; avoidance, conflict and narcissistic behaviors account for 12%; avoidance, conflict, narcissistic behaviors, and resistance explain 14% of satisfaction with life. When the ANOVA results of the model were examined, it was seen that the F values varied between 9.749 and 11.038, and there was a significant difference at all levels. Variables that were significant in this model had a predictive effect on satisfaction with life. It was the fourth model with the highest percentage of explanation.

Table 3

Results of the Forward Regression Analysis on Predictivity of Teachers' Levels in the Toxicity-Related Sub-Components of Avoidance, Conflict, Narcissistic Behaviors, and Resistance on Their Satisfaction with Life

B		Non-standardized coefficients		Standardized coefficients		t	p
		SE	Beta	Beta	Beta		
1	Constant	-.579	.197			-2.943	.004
	Avoidance	.169	.054	.206		3.122	.002
2	Constant	-.146	.230			-.633	.527
	Avoidance	.231	.056	.281		4.137	.0001
	Conflict	-.235	.068	-.234		-3.442	.001
3	Constant	.147	.250			.589	.557
	Avoidance	.241	.055	.292		4.364	.0001
	Conflict	-.198	.068	-.197		-2.899	.004
	Narcissistic Behaviors	-.296	.106	-.181		-2.785	.006
4	Constant	-.286	.315			-.909	.364
	Avoidance	.212	.056	.258		3.783	.0001
	Conflict	-.227	.069	-.226		-3.283	.001
	Narcissistic Behaviors	-.301	.105	-.184		-2.858	.005
	Resistance	.153	.069	.149		2.224	.027

According to the generated model given in Table 3, in the second step model, from the highest Beta value to the lowest were avoidance ($\beta = .281$) and then conflict ($\beta = -.234$). In the third step of the model, avoidance ($\beta = .292$), conflict ($\beta = -.197$), and narcissistic behaviors ($\beta = -.181$) were sorted according to the Beta rank. In the fourth model, it was listed as avoidance ($\beta = .258$), conflict ($\beta = -.226$), narcissistic behaviors ($\beta = -.184$), and resistance ($\beta = .149$). As it can be seen, regression equation regarding the fourth model with the highest percentage of explanation was formed as follows:

Satisfaction with Life Level = $-.286 + .212$ Avoidance $-.227$ Conflict $-.301$ Narcissistic Behaviors $+ .153$ Resistance

According to this model equation, teachers' avoidance behaviors caused an increase of 0.212 in their perceptions of satisfaction with life. A one-unit increase in their conflict behaviors was associated with a $-.227$ -unit decrease in their satisfaction with life. A one-unit increase in narcissistic behaviors caused a $-.301$ decrease, while a one-unit increase in resistance behaviors caused a $.153$ increase. The variable with the most important effect on teachers' satisfaction with life was avoidance.

Discussion

In this study, it was aimed to examine the effects of the components of perception of toxicity experienced at school, of perceived effect of toxicity, and of coping with toxicity on teachers' perceptions of life satisfaction. Organizational toxicity and its sub-components are as

follows: Perceived Organizational Toxicity (sub-components: narcissistic, aggressive, unethical, and strict behaviors), Perceived Effect of Toxicity (sub-components: revelation, repetition, and disengagement), and Coping with Toxicity (sub-components: resistance, avoidance, conflict, and social support). Accordingly, in the study, the levels of 8 sub-components to predict teachers' satisfaction with life were investigated. *Unethical and strict behaviors*, which did not show normal distribution, were not included in the analysis. In the four models, where the eight sub-components were significant for predicting teachers' satisfaction with life, it was seen that the p values were between 0.002 and 0.027, and the p was less than .05. In the research, it was seen that the fourth model with the highest explanation value ($R^2 = .126$) explained the teachers' perceptions of life satisfaction at a level of 13%. When all the independent variables were considered together, it was understood that the highest effect value was between avoidance and perception of satisfaction with life ($\beta = .258$). In other words, teachers' behaviors of avoidance from toxicity positively affected their perception of satisfaction with life. The second highest effect value was that the teachers showed conflict behaviors ($\beta = -.226$) related to toxicity. Accordingly, teachers' conflict behaviors affected their perceptions of satisfaction with life negatively. That is to say, there was a decrease in satisfaction with life of the teachers who ventured a conflict. Similarly, there was a negative correlation between the level of exhibiting narcissistic behaviors in the organizational environment and the level of satisfaction with life ($\beta = -.184$). In other words, satisfaction with life levels of teachers who thought that there were narcissistic behaviors in the organizational environment decreased. A positive correlation was found between resistance ($\beta = .149$), one of the fourth model variables, and satisfaction with life. Teachers' resistance to painful toxic situations increased their levels of satisfaction with life.

Kasalak and Aksu, (2016, p. 676) identified views on organizational toxicity as narcissistic, aggressive, unethical, and strict behaviors, and views on the perceived effects of toxicity as revelation, repetition of negative emotions, and disengagement, while they asserted the strategies for coping with toxicity as avoidance, resistance, social support, and conflict. When compared with the results of this research, it can be said that resistance and avoidance have a positive effect on satisfaction with life. Kasalak & Aksu, in their study, also defined resistance and avoidance as ways of coping with toxicity. It can be claimed that satisfaction with life is positively affected when the increase in satisfaction with life is in the form of avoidance and resistance, respectively.

Uysal (2018, p. 57-58) revealed that, among the strategies for coping with toxicity, men adopt the conflict strategy more than women, while women adopt the social support strategy more than men. In this case, it can be seen that the strategies of conflict and social support are used as a shield against toxic effects. It can be expressed that this situation has a positive effect on the employees' life satisfaction.

The research findings indicated by Kasalak (2019, p. 1283) as "perceived organizational toxicity significantly predicts the variables of job satisfaction and affective commitment" and by Demirdag (2018, p.1319) as "the effect of organizational toxicity is higher than the level of coping with toxicity of academic staff in higher education and there is a positive and significant relationship between perceived organizational toxicity and the perceived effects of toxicity" are similar to the results of our study. Moreover, there are different studies with similar results (Kasalak, 2015; Kırbaç, 2013; Reyhanoğlu & Akın, 2016).

In the literature, it was found that "teachers do not agree that school principals exhibit toxic leadership behavior; although they hardly ever experience a decrease in emotional exhaustion and a decrease in the sense of personal accomplishment, they never experience depersonalization, and a low-level significant relationship was found between all sub-components of burnout and the ignorance sub-component of toxic leadership and with the overall" (Çetinkaya and Ordu, 2018, p. 15); "the most important factor causing organizational toxicity is the administrators

in the context of the main factor” (Arar, et al. 2019, p.57); “administrators’ behaviors of toxic leadership affect teachers’ organizational commitment negatively, and toxic leadership behavior is an important predictor of organizational commitment” (İlhan & Çelebi, 2021, p. 202); “negative mental state is a significant predictor of school environment” (Tepe & Yılmaz 2020, p.3373); “toxic leadership directly and negatively affects satisfaction resulting from the leader, job, wage and colleague.” (Schmidt, 2008; as cited by Kasalak, 2019, p.1287). The research findings are consistent with these data. Similarly, in the study conducted by Bahadır and Kahveci (2020, p.861), it was concluded that “teachers have high perceptions of psychological capital; on the other hand, their toxic leadership perceptions are low, and there is a low and significant negative correlation between teachers’ psychological capital and toxic leadership perceptions”. Bozkurt et al. (2020, p. 704) stated “that high-level managers working in the Ministry of National Education mostly show toxic leadership behavior, that the staff have a medium level of organizational commitment, that they have a very low level of organizational trust, that there is a negative medium-level relationship between toxic leadership and organizational trust, a low negative relationship between toxic leadership and organizational commitment, and a positive moderate relationship between organizational commitment and organizational trust”.

It was concluded by Bahadır & Kahveci (2020, p.861) that “there is a negative and low-level significant relationship between teachers’ psychological capital and toxic leadership perceptions”, and by Kucuk and Demirtas that “psychological capital has a mediating effect between toxic leadership and school effectiveness”. The research data are consistent with these data. Furthermore, it was revealed by Alibekiroglu, et. al. (2018, p. 1) that “there is a positive and significant relationship between satisfaction with life and resilience, satisfaction with life and self-understanding, and self-understanding and resilience”. It was also reported by Demir, et al. (2021, p.192) that there is a positive and moderate relationship between quality of life and satisfaction with life, a positive and moderate relationship between quality of life and psychological well-being, and a positive and moderate relationship between satisfaction with life and psychological well-being. Sierra, McCall et al. (2022) found in their study that there is a relationship between burnout and toxic behaviors. Toxicity in interpersonal relationships can reduce employees' engagement with their organization.

Conclusions and Implications

As a result, it was found that toxic perception has a negative effect on satisfaction with life, and there are different ways of coping with this effect. It can be suggested that avoidance behaviors may especially be effective on toxic effects, and that resistance development may also reduce or eliminate toxicity.

The resistance developed by the sufferers together with the avoidance behaviors may reduce the toxic effect on the employees. It was observed that when teachers avoided toxicity, their life satisfaction improved. This situation actually indicated that it also enables teachers to develop resistance through avoidance. For these reasons, it can be claimed that in different school working environments, teachers can adapt to business life by avoiding toxicity.

Teachers can develop resistance by avoiding toxicity. The resistance developed by teachers may appear in the form of adaptation to the environment, flexibility, and self-preservation. Experiencing toxicity causes conditions such as decreased attendance, emotional exhaustion, decreased personal achievement, and compassion fatigue. It is assumed that organizational happiness can be increased by avoiding, avoiding, or managing toxicity. It has also been seen in studies conducted in different work areas that as toxicity decreases, workplace happiness and life happiness increase. Research findings from different parts of the world in different business areas have found a relationship between reducing toxicity and increasing happiness. By reducing the toxic effects in the workplaces, the quality of life in the workplaces can be

increased, and it will be better than many variables such as work commitment, attendance, and workplace happiness.

Declaration of Interest

The authors declare no competing interest.

References

- Alibekiroğlu, P. B., Akbaş, T., Ateş, F. B., & Kırdök, O. (2018). The mediating effect of self-understanding on the relationship between life satisfaction and resilience in university students. *Çukurova University Journal of Social Sciences Institute*, 27(2), 1-17.
- Appleton, S., & Song, L. (2008). Life satisfaction in urban China: Components and determinants. *World Development*, 36(11), 2325-2340. <https://doi.org/10.1016/j.worlddev.2008.04.009>
- Arar, T., Arar, E. S., & Öneren, M. (2019). A better work life: Organizational toxicity, determination of factors with ahp. *Journal of Management Sciences*, 18(35), 57-76. 91.
- Andrews, F. M., & Withey, S.B. (1974). Developing measures of perceived life quality: Results from several national surveys. *Social Indicator Research*, 1, 1-26.
- Avşaroğlu, S., & Mistan, B. (2018). Investigation of job satisfaction and professional burnout levels of teachers working in private education institutions. *Center of Strategic Research*, 10(37), 102-112.
- Balkıs, M. (2006). *The relationship between the procrastination tendency of teacher candidates' behaviors and their thinking and decision-making styles*, [Unpublished PhD Dissertation]. Dokuz Eylül University, İzmir.
- Bahadır, E., & Kahveci, G. (2020). Examining the relationship between teachers' psychological capital levels and school principals' toxic leadership behaviors. *Inonu University Journal of the Faculty of Education*, 21(2), 858-879. <https://doi.org/10.17679/inuefd.526845>
- Bayrakçı, E. (2017). A qualitative research on toxic leadership, organizational poisoning and the possibility of disclosure in detoxification. *Route Educational and Social Science Journal*, 4(6), 34-56.
- Bektaş, M., & Erkal, P. (2015). Toxicity behaviors in organizations: Toxic emotion validity and reliability study of experiences scale. *Research Journal of Business and Management*, 31(4), 519-529. <https://doi.org/10.17261/Pressacademia.2015414060>
- Bozkurt, S., Çoban, Ö., & Çolakoğlu, M. H. (2020). The mediating effect of organizational commitment on the relationship between organizational trust and toxic leadership behaviors. *Hacettepe University Journal of the Faculty of Education*, 35(3), 704-719. <https://doi.org/10.16986/HUJE.2018045608>
- Carlock, D. H. (2013). *Beyond bullying: A holistic exploration of the organizational toxicity phenomenon*. Unpublished, [Unpublished PhD Dissertation], Pepperdine University, California, USA.
- Çelebi, N., Güner, H., & Yıldız, V. (2015). Development of the toxic leadership scale. *Bartın University Journal of the Faculty of Education*, 4(1), 249-268.
- Çetinkaya, H., & Ordu, A. (2018). *The relationship between school administrators' toxic leadership behaviors and teachers' burnout levels*, Pamukkale University Journal of Social Science Institute, 31, 15-28. <https://doi.org/10.30794/pausbed.414612>
- Çokluk, Ö., Şekercioğlu, G., & Büyüköztürk, Ş. (2010). *Multivariate statistics, SPSS and LISREL applications for social sciences*, Ankara: Anı.
- Demir, R., Tanhan, A., Çiçek, İ., Yerlikaya, İ., Çırak Kurt, S., & Ünverdi, B. (2021). Psychological well-being and life as predictors of quality of life satisfaction. *Education as You Live*, 35(1), 192-206.
- Deal, T., & Peterson, K. (1999). *Shaping School Culture: The Heart of Leadership*. Jossey-Bass Publishers.
- Demirdağ, S. (2018). Effects of organizational toxicity in higher education. *Kastamonu Education Journal*, 26(4), 1319-1334.
- Diener, E., Suh, M. E., Lucas, E. R., & Smith, H. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, 125(2), 276-302.
- Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment*, 49(1), 71-75.
- Frost, P. J. (2003). *Toxic emotions at work*. Boston. Harvard Business School Press.

- Gangel, K. (2008). *Surviving toxic leaders*. ABD: Wipf and Stock Publishers.
- Griffin, R.W., & O'Leary-Kelly, A. M. (2004). *The Dark Side of Organizational Behavior*. Wiley Press.
- Güven, A. (2021). An evaluation on the quality of work life of academics in Turkey in the first year of the Covid 19 pandemic process, *Enderun*, 5(1), 1-21.
- Haybron D.M. (2004). *Happiness and the importance of life satisfaction*, University of Arizona.
- Kalaycı. Ş. (2010). *SPSS applied multivariate statistical techniques*. Asil.
- Karasar, N. (2020). *Scientific research method: concepts, principles, techniques*. Anı.
- Kasalak, G., & Aksu, M. B. (2016). How are organizations poisoned? Organizational toxicity perceptions of faculty members. *Hacettepe University Journal of the Faculty of Education*, 31(4), 676-694.
- Keser, A. (2005). The relationship between job satisfaction and life satisfaction: An application in the automotive industry. *Work and Society*, 4(7), 77-95.
- Kırbaç, M. (2013). *Toxic leadership in educational organizations*, [Unpublished PhD Dissertation]. Inonu University, Malatya. <https://tez.yok.gov.tr/UlusalTezMerkezi>
- Köker, S. (1991). *Life satisfaction levels of normal and problematic adolescents' comparison*, [Unpublished Master Dissertaion], Ankara University. <https://tez.yok.gov.tr/UlusalTezMerkezi>
- Küçük, Ö., & Demirtaş, Z. (2021). The intermediary effect of psychological capital on the relationship between toxic leadership behaviors of school administrators and school effectiveness. *The Journal of Educational Reflections*, 5(1), 1-13.
- Leet, E. (2011). *The impact toxic or Severe dysfunctional leadership has on the effectiveness of an organization*. [Unpublished PhD Dissertation]. Murdoch University, Australia.
- Lubit, R. (2004). *Coping with toxic managers subordinates... and other difficult people*. Englewood cliffs, N.J.: Financial Times / Prentice Hall.
- Maitlis, S. (2008). Organizational toxicity. In S. Clegg ve J. Bailey (Eds), *International encyclopedia of organization studies*. Sage Publications.
- İlhan, H., & Çelebi, N. (2021). The relationship between school principals' toxic leadership behaviors and teachers' organizational commitment. *Journal of Education of Humanities: Theory and Practice*, 12(23), 201-223.
- Pelletier, K. L. (2012). Perceptions of and reactions to leader toxicity: Do leader-follower relationships and identification with victim matter? *The Leadership Quarterly*, 23, 412-424.
- Peterson, K. D., & Deal, T. E. (2011). CHAPTER SIX: How Leaders Influence the Culture of Schools. *Counterpoints*, 408, 49-52. <http://www.jstor.org/stable/42981267>
- Rice R.W., Frone M.R. & McFarlin D.B. (1992). Work-nonwork conflict and the perceived quality of life, *Journal of Organizational Behavior*, 13(2), 155-168.
- Seçer, İ. (2013). *Practical data analysis, analysis and reporting with SPSS and LISREL*. Anı.
- Schmidt, A. A. (2008). *Development and validation of the toxic leadership scale*, Maryland University, Maryland, ABD.
- Şahin, S. (2018). The relationship between school buildings and school life satisfaction, *Journal of Human Sciences*, 15(4), 2113-2126. <https://doi.org/10.14687/jhs.v15i4.5578>
- Tepe, N., & Yılmaz, G. (2020). Toxic leadership behaviors of school administrators as a predictor of teachers' perceptions of school climate. *International Journal of Society Studies*, 15(25), 3360-3381.
- Türk Dil Kurumu. (2013). *Large Turkish dictionary*. TDK.
- Türk Dil Kurumu. (2015). *Large Turkish dictionary*. TDK.
- Twenge, J. M., & Campbell, W. K. (2010). *The plague of the century: the disease of narcissism*, (Translate: Ö. Korkmaz). Kaknüs.
- Sierra, T., McCall, T. C., Brown, H., & Smith, N. E. (2022). The role of interpersonal toxicity on healthcare students' well-being. *Journal of Physician Assistant Education*, 33(3), 198-204.
- Uysal, K. O. (2018). *Investigation of sources, effects and strategies of coping with organizational toxicity in secondary schools*, [Unpublished Master Dissertation]. <https://tez.yok.gov.tr/UlusalTezMerkezi>
- Yavaş, A. (2016). Sectoral differences in the perception of toxic leadership. *Procedia-Social and Behavioral Sciences*, 229, 267-276.

Cite as: Kaplan, I., & Uğurlu, C. T. (2022). The predictive effect of toxicity on satisfaction with life at school. *Problems of Education in the 21st Century*, 80(6), 823-835. <https://doi.org/10.33225/pec/22.80.823>

İzzet Kaplan

Dr, Education Supervisor, National Ministry of Education, Hatay, Türkiye.
E-mail: gizzetkaplan@gmail.com
ORCID: <https://orcid.org/0000-0001-6685-9692>

Celal Teyyar Uğurlu
(Corresponding author)

PhD, Professor, Department of Educational Sciences, Mustafa Kemal University, Hatay, Türkiye.
E-mail: celalteyyar@gmail.com
ORCID: <https://orcid.org/0000-0002-7933-9327>