



## The Relationship Between Counterproductive Work Behaviours And Psychological Contracts In Public High Schools

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### Abstract

Several recent studies have shown that some organization members may display purposeful destructive behaviors towards the organization or other members of it. Defined as counterproductive work behaviors (CPWB), these deviant behaviors are thought to be triggered by psychological contract (PC) breaches among others. However, there is a gap in the literature about the reflections of the relationships between these two variables in educational organizations. Therefore, this study examined the relationship between PC and CPWB according to the views of teachers working at Turkish public high schools. Participants were 452 teachers from 34 public high schools in the districts of Ankara. They were asked to respond to the 'Psychological Contract Scale' and 'Counterproductive Work Behaviors Scale'. The data were analyzed through descriptive statistics as well as multivariate statistics such as Pearson correlation and canonical coefficient analyses. The results showed that Turkish public school teachers' PC perceptions were at a moderate level and CPWB sometimes occurred. Correlation analysis revealed low but significant relationships between the sub-dimensions of PC and CPWB. At the same time, the 'relational' and 'operational' sub dimensions of PC was observed to account for merely 2% of the variation in CPWB.

## Devlet Liselerinde Üretim Karşıtı İş Davranışları Ve Psikolojik Sözleşme İlişkisi

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### Öz

Son yıllarda bazı örgüt üyelerinin örgüte ya da diğer örgüt üyelerine yönelik kasıtlı ve zarar verme amacı taşıyan davranışlar sergiledikleri, yapılan bazı araştırmalarda ortaya çıkmıştır. Üretim karşıtı iş davranışları (ÜKİD) olarak tanımlanan bu tür sapma davranışlarını tetikleyen etmenlerden birinin de psikolojik sözleşme (PS) ihlalleri olduğu öne sürülmektedir. Ancak eğitim örgütlerinde iki değişken arasındaki ilişkinin görünümüleri konusunda literatürde bir boşluk bulunmaktadır. Bu nedenle, bu araştırmada Türk kamu liselerinde görev yapan öğretmen görüşlerine göre PS ile ÜKİD arasındaki ilişki incelenmiştir. Araştırmaya Ankara ili merkez ilçelerindeki 34 kamu genel lisesinde çalışan 452 öğretmen katılmıştır. Katılımcılara 'Psikolojik Sözleşme Ölçeği' ve 'Üretim Karşıtı İş Davranışları Ölçeği' uygulanmıştır. Araştırmada toplanan veriler betimsel istatistik, Pearson korelasyon katsayısı ve kanonik korelasyon gibi çok değişkenli istatistik tekniklerle incelenmiştir. Araştırmada Türk kamu liselerinde öğretmenlerin PS algılarının orta düzeyde olduğu belirlenirken, ÜKİD'in ara sıra gerçekleştiği saptanmıştır. Korelasyon analizi sonuçları genel olarak PS ve ÜKİD'in alt boyutları arasında düşük ancak anlamlı ilişkiler olduğunu ortaya çıkartmıştır. Bunun yanı sıra, PS'nin 'ilişkisel' ve 'işlemsel' alt boyutlarının ÜKİD'deki değişkenliğin ancak % 2'sini açıkladığı gözlenmiştir.

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## Introduction

In recent years. Studies have shown that deviant behaviors such as corruption, psychological oppression, sexual harassment, bullying, theft, sabotage and gossip exist in schools, albeit not overly prevalent (Batsche & Knoff, 1994; Delfabbro, Winefield, Trainor, Dollard, Anderson, Metzger & Hammarstrom, 2006; Hallett, Harger & Eder, 2009; Heyneman, 2004; Gülşen & Kılıç, 2013; Telem, 2006; Timmerman, 2003). Such behaviors at schools bring debates on the effectiveness of educational organizations with them. These types of behaviors may also be considered as an indicator that educational organizations are somewhat digressing from their purposes. However, organizational studies have long examined the type of behaviors that lead to organizational success and effectiveness. They include psychological contract (Guest, 2004; Rousseau, 1989), organizational commitment (Mowday, Steers and Porter, 1979), organizational citizenship (Organ, 1988), organizational identification (Riketta, 2005) and organizational loyalty (Hirshman, 1970). On the other hand, recent studies have also started to focus on deviant behaviors displayed by some organizational members that do not comply with organizational purposes. These unwanted organizational behaviors have been conceptualized as 'deviant employee behaviors', 'organizational retaliatory behaviors' and 'organizational counter-citizenship behaviors' (Öcel, 2010). However, all these concepts have recently been gathered under the umbrella term 'counterproductive work behaviors' (CPWB) (counterproductive work behaviors-CWBs) (Chang & Smithikrai, 2010; Gruys & Sackett, 2003).

Even though many public and private organizations have been studied for CPWB (Dalal, 2005), such a study has not been conducted with teachers at an educational organizations. However, as mentioned above, many behaviors listed under the heading of CPWB are displayed at schools to some degree. Therefore, studying this in relation to teachers may fill the gap regarding the topic of frequency of CPWB at schools. Meanwhile, it is also important to study teacher CPWBs with their possible causes. One factor that may be related to CPWB at schools may be psychological contract (PC). Previous studies have shown a relationship between PC and organizational commitment, job satisfaction and organizational citizenship (Karcioğlu & Turker, 2010; McDonald & Makin, 2000; Turnley, Bolino, Lester & Bloodgood, 2003). At the same time, PC breaches have been reported to cause employee turnover, voicing of organizational problems, and disappearing organizational cooperation (Turnley & Feldman, 1999). The literature includes a limited number of studies showing a relationship between PC and CPWB (Chao, Cheung & Wu, 2011; Jensen, Opland & Ryan, 2010). However, to the best of our knowledge, no study exists in the literature considering the relationship between PC and CPWB in educational organizations. Although similar studies are prevalent in western countries (e.g. Dalal, 2005; Spector & Fox, 2002), in Turkish context we see small number of them (e.g. Öcel, 2010). The main reason of this situation is that, in Turkey it is generally forbidden officially to conduct some of the research topics including mobbing, corruption, dissent and CPWBs. Based on the literature, it can also be argued that, the relations between PC and CPWB can operate similarly in Turkish context (Aydın-Tükeltürk, Şahin-Perçin & Güzel, 2012).

Therefore, this study specifically questioned the reflections of the relationship between CPWB and PS in Turkish public high schools. A major reason why public high schools have been selected as the analysis unit was that various earlier studies conducted on teachers at Turkish public schools showed them not to have a sufficiently positive perception of school life. For instance, Taşdan and Tiryaki (2008) found that teachers working at Turkish public schools had lower work satisfaction levels than those working at private schools. Another study concluded that teachers at Turkish public schools experience a relatively high level of professional burnout (Cemaloğlu & Şahin, 2007). Yılmaz (2010) found that Turkish teachers' perceptions of fairness were not high and that the increasing number of teachers at schools exacerbated them. In another study, it was concluded that organizational trust perception at Turkish schools was moderate (Özer, Demirtaş, Üstüner & Cömert, 2006). It is therefore hoped that the present study would offer empirical support to the debates on Turkish public school teachers' perceptions on organizational life.

Education in Turkey is largely a public service offered by the state. This service is run centrally via the Ministry of Education (MoE). Thus, the Turkish public high schools in this study were 4-year secondary education organizations affiliated to the MoE. According to the regulations in effect in the country, the aim of Turkish high schools is to prepare students for life and higher education. Teachers working at these schools are civil servants working under the MoE. In order to work at a high school, teachers in Turkey need to have an education faculty degree or pedagogical formation certificate. Teacher candidates are assigned to their work places based on the scores they obtain from a centralized examination called Public Employee Selection Examination (PESE). PESE is organized centrally by another public institution, the Student Selection and Placement Center (SSPC). Teachers assigned to work at high schools work as an intern teacher in their first year and are assigned as full teachers at the end of this year. Teachers are required by law to work for at least 3 years in schools of their first assignment. By the end of these 3 years, teachers can ask for a transfer to another school of their choice based on seniority scores they receive. As can be seen, teachers working for the MoE are employed within a centralized and highly bureaucratic system (Özdemir, 2008). In sum, it would be right to state that the administrative and organizational setting of this study, Turkish public high schools, have been designed with a bureaucratic approach.

## **Theoretical Framework**

### ***Counterproductive Work Behaviors (CPWB)***

CPWBs are defined as ‘intentional behaviors aiming to damage the organization and its members’ (Spector & Fox, 2002: 269). Among these ‘damaging’ behaviors are gossiping about fellow members of the organization, stealing organization property, organizational conflict, delaying work, and wasting time and resources (Kesler, 2007). In order for an organizational behavior to be classified as CPWB, it needs to be intentional, have the aim of doing harm and be against the law (Marcus & Schuler, 2004). Research has shown that CPWBs threatening the organization and the general health of its members are prevalent. For instance, it has been stated that 58% of female workers potentially face mobbing behaviors and 24% face sexual harassment. In addition, it was found that 25% of employees in the USA lose their jobs because of misuse of internet. Further, thefts exist in almost all work places. At the same time, CPWB is also said to cause major economic loss (Mount, Ilies & Johnson, 2006).

In addition to studies that treat CPWBs separately as aggression, theft or absence, there are also others that gather and study such behaviors under certain dimensions (Spector, Fox, Penny, Bruursema, Goh & Kesler, 2006). For instance, Raver (2004) examines CPWBs in two sub dimensions: ‘interpersonal’ and ‘organizational’. The former is defined as bad-intentioned and hurting behaviors from employees towards other employees, while the latter includes negative behaviors against the entire organization. The most common CPWBs in organizational life include misuse of information, resources and time, absence, racism, isolation, low quality work, substance abuse, verbal and physical attacks, mistrustfulness, social pressure, bullying and mobbing (Foldes, 2006; Seçer & Seçer, 2007).

CPWB is triggered by certain factors. Among these, organizational fairness perception has a prime role. It has been reported that distributive, operational and relational fairness perception of employees is a meaningful predictor of CPWB (Flaherty & Moss, 2007). Work satisfaction is also said to be related to CPWB (Mount et al. 2006). The same study concluded that ‘adaptability’ which is one of the sub dimensions of the ‘big five’ personality theory is related to relational CPWB, while ‘responsibility’ is related to organizational CPWB. In other words, those who have low adaptability in their personality tend to display aggressive behaviors in their interpersonal relationships, while those with a low sense of responsibility tend to sabotage the organization and display withdrawal behaviors. Penney and Spector (2002) found that employees with a narcissistic personality display more CPWBs. Spector and Fox (2010), on the other hand, showed the presence of an inverse relationship between CPWB and organizational citizenship behaviors.

CPWB studies have started to also appear in Turkey in recent years. To illustrate, Altıntaş (2009) studied university students and found after his factor analysis that there are three different organizational sabotage types: 'information sabotage', 'duty sabotage' and 'violence sabotage'. At the same time, Bayram, Gürsakal and Bilgel (2009) studied 766 people working in various Turkish companies, and found that the participants displayed a limited amount of CPWB and that CPWBs were mostly displayed by employees who face restrictions at work. The researcher found a reverse relationship between CPWB and work satisfaction. Öcel (2009) proposed a model regarding the relationship between the organizational citizenship of employees and CPWB. Öcel (2010) conducted the Turkish adaptation of Spector et al.'s (2006) Counterproductive Work Behavior Checklist (CWB-C). Öcel and Aydın (2010) studied public and private sector employees and the effects of 'belief in a just world' and 'gender' CPWB. They found that employees with a lower belief in a just world and males are relatively more likely to display CPWB.

### ***Psychological Contract (PC)***

The recent process of change in work life has changed the relationship between employer groups and employees. In the new process, scientists are trying to understand and explain the nature of the link between employees and organization (Guest, 2004). One such psychological link is the 'psychological contract-PC'. PC's conceptual development owes much to March and Simon. These two authors wrote about unwritten contracts between employers and employees (Roehling, 1997). That is, there is no written contract between them. Later, Argyris (1960) named these unwritten contracts 'psychological work contract' and thus coined the term PC. As a result of studies conducted in two factories, Argyris (1960) observed that employees are more productive when they feel autonomous, are well-paid and have job security. The conceptual development of PC was also contributed to by Levinson, Price, Munden, Mandl and Soley (1962), who defined it as a set of mutual expectations that manage relationships between two parties but are not openly expressed. Schein (1965, p. 15) argued that PC develops as a result of mutual expectations between the organization and employees. Kotter (1973) states that PC is a covert contract between employers and employees regarding what is to be taken and given by each party (cited in Guest, 1995, p. 650). Rousseau (1989), defined it as a belief held by employees about work conditions and mutual responsibilities between themselves and their employers. According to Rousseau, the two parties, employer and employees, do not need to sign a contract about these matters. Thus is the difference of this approach to the previous ones that viewed psychological contract as a mutual agreement on a relational plane. This approach sees psychological contract as a *subjective belief* of the employee (Rousseau & Tijoriwala, 1998).

PC which developed throughout the process of organizational socialization has two broad types: 'transactional' and 'relational' (Rousseau & McLean-Parks, 1993; Vos, Buyens & Schalk, 2003). *Transactional psychological contract* is based on economic responsibilities. Here, the employee is willing to work extra time; he works excessively to be paid more and lets the employer know when he is leaving work. However, an employee who adopts this type of contract does not feel much loyalty to the organization. On the other hand, *relational psychological contract* enables work security for the employees and strong loyalty for the employer. While transactional psychological contract lasts shorter, relational psychological contract has longer-term expectations and responsibilities (McDonald & Makin, 2000).

Studies on PC have shown it to be associated with organizational loyalty, work satisfaction and organizational citizenship (Karcioğlu & Türker, 2010; McDonald & Makin, 2000; Turnley, Bolino, Lester & Bloodgood, 2003). Some studies have also revealed that employees face psychological contract breach. One study concluded that 54% of employees experience PC breaches shortly after being employed (Robinson & Rousseau, 1994). Similarly, it was found that the majority of employees face PC breaches sometime during their work life (Shapiro & Kessler, 2000). Turnley and Feldman (1999) showed that PC breaches lead to outcomes such as leaving the organization, voicing organizational problems and feeling decreased commitment. Shapiro (2002) proposed that PC breaches hurt employees' sense of trust in the

organization and decrease their work satisfaction. Also, PS breach has been linked to loss of confidence and pessimism (Turnley et al. 2003). Further, PC breaches have also been blamed for decreasing work performance (Lester, Turnley, Bloodgood & Bolino, 2002). A meta-analysis study showed that PC breaches have a major effect on work satisfaction, organizational loyalty and wanting to quit work (Zhao, Wayne, Glibkowski & Bravo, 2007). The number of studies on PC in educational organizations in Turkey is limited. In one of these rare studies, Demirkasımoğlu (2012a) writes that PC may be an analytical tool in the understanding of work relations at educational organizations. In a different study, Demirkasımoğlu (2012b) studied the PC perceptions and adaptation levels of Turkish teachers at public and private elementary schools.

### **Purpose**

The problem of the study is that there are no previous studies in the national or international literature about the structure of the relationship between teachers' PC perceptions and CPWB. A study focusing on the relationship between these two variables can illuminate how the level of PC affects the CPWB of teachers. Therefore, the purpose of the study is to identify the frequency of CPWB cases in Turkish public high schools according to teacher reports, and to reveal teachers' PC perceptions. At the same time, discovering the structure of the relationship between the two variables is a secondary purpose of the study. The research questions are as following: According to teachers who work in public high schools in Ankara province,

1. What is the frequency of CPWB cases among teachers?
2. How is teachers' PC perception?
3. Is there a significant relationship between PC and CPWB?

### **Method**

Focusing on CPWB and PC in Turkish public high schools, this study was designed as a survey. In a survey, researchers attempt to describe the social phenomenon at hand within its own existing conditions (Karasar, 1991). The study is of the quantitative nature and data have been analyzed with quantitative techniques.

### **Population and Sample**

The study was conducted in Ankara, Turkey. Ankara has eight central districts. According to data obtained from Ankara Provincial Education Directorate (2013), there are 156 public high schools in these central districts, in which a total of 16,078 teachers are employed. As it would not be possible to include the entire universe in the study, sample selection was necessary. Sample size was identified by using the theoretical sample size chart. According to the chart, a universe of 16,078 could be represented by 381 teachers with an error margin of 5% (Anderson, 1990, cited in Balcı, 2009). The sample was selected by using the 'stratified sampling' technique. To do this, the sample of 381 teachers was distributed proportionally by taking the total number of teachers in each district as a criterion. This was done to ensure that all teachers in the central districts of Ankara would have an equal chance of getting in the sample. Considering potential data losses, sample size was upgraded to 500. As a result, the data collection instrument was implemented on a total of 500 teachers from 34 high schools in 8 districts. A total of 452 instruments were returned complete for data analysis. The sample size of the present study is relatively small as compared to the all teachers in Turkey. Of these teachers, 207 were female and 245 were male. Their average age was 41.32, and their ages ranged between 22 and 63. Mean years spent in the profession was 17.30. Teachers' years in the teaching profession ranged between 1 and 40 years.

## **Data Collection Instruments**

Data were collected with the Counterproductive Work Behavior-Checklist (CWB-C) and Psychological Contract Scale (PCS). The psychometric qualities of these are explained below.

### ***Counterproductive Work Behavior-Checklist (CWB-C)***

CWB-C was originally developed by Spector et al. (2006) as a 33-item 5-point Likert type scale. The reliability and validity studies of CWB-C were conducted on a sample of 736 persons. CWB-C includes five sub dimensions: 'abuse', 'production deviance', 'sabotage', 'theft' and 'withdrawal'. Sample item is as follows: "I damage my workplace deliberately". The Cronbach alpha coefficient of the checklist was .87 and its adaptation to Turkish culture was conducted by Öcel (2010a). The adaptation study showed that, different from its original version, the Turkish version had a four-dimensional structure. The Cronbach alpha coefficients of the Turkish version of CWB-C were calculated to ensure reliability and the following was found: .78 for 'sabotage', .75 for 'withdrawal', .86 for 'theft', .91 for 'abuse', and .94 for the total checklist. Whether CWC-C was valid and reliable in the current study was re-tested on the 452 checklists obtained in the study. For validity, both exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were used. EFA results showed that CWB-C had a three-factor structure: 'abuse', 'withdrawal' and 'theft'. The three-factor CWB-C accounts for 56.74% of the variance. The three-factor structure was tested by CFA and its goodness of fit index results were calculated as follows: [ $\chi^2 = 2965.08$ ;  $df = 458$ ;  $\chi^2/df = 6.47$ ;  $GFI = .71$ ;  $AGFI = .66$ ;  $RMSEA = .11$ ;  $CFI = .90$ ;  $NFI = .88$ ]. The reliability of CWB-C was tested by Cronbach alpha coefficient. The Cronbach alpha values obtained were: .94 for 'abuse'; .91 for 'theft'; .85 for 'withdrawal' and .88 for the total scale. Therefore, the three-dimensional CWB-C that was examined for validity and reliability emerged as a valid and reliable tool to be used with Turkish teachers.

### ***Psychological Contract Scale-PCS***

PCS was originally developed by Millward and Hopkins (1998) and has 17 items. It has 10 items in the 'transactional' dimension and 7 items in the 'relational' one. It is a five-point Likert scale ranging from 'strongly disagree' to 'strongly agree'. In the original study, the reliability coefficient of the scale was .62 for the 'transactional' dimension, and .65 for the 'relational' one (Millward and Hopkins, 1998). The Turkish version of PCS was used by Mimaroglu (2008) and its Cronbach alpha value was .68. The validity and reliability of PCS was tested again for the current study. Validity studies were undertaken with CFA, and the two-factor model was found to produce reasonable goodness of fit values [ $\chi^2 = 766.84$ ;  $df = 115$ ;  $\chi^2/Sd = 6.66$ ;  $AGFI = .78$ ;  $GFI = .83$ ;  $NFI = .80$ ;  $CFI = .82$ ;  $IFI = .83$ ;  $RMSEA = .11$ ]. The analyses showed that PCS is a reliable scale (Cronbach alpha value = .80). The Cronbach alpha coefficients of the scale's transactional and relational sub dimensions are .71 and .71. Considering these, PCS was decided to be a valid and reliable measurement tool to be used in the study.

## **Procedures and Data Analysis**

The study was conducted in the central districts of Ankara. Permit for the study was obtained from Ankara Provincial Education Directorate. Following this, the researchers visited all 34 high schools in the districts of Ankara. These visits took place between December 2012 and April 2013. First, school principals were visited to ask for their cooperation. With their help, the instruments were distributed to the teachers present at the school on that day during lunch break. They were implemented with the teachers who agreed to take part in the study.

Participants' CPWB frequency and views on PC were analyzed by using descriptive statistics such as arithmetic means and standard deviation. The ranges of possible answers on the scale and their weighting were as follows (Balci, 2002, p. 20): [(Always = 5; range 4.20 - 5.00) - (Mostly = 4; range 3.40 -

4.19) - (Sometimes = 3; range 2.60 - 3.39) - (Rarely = 2; range 1.80 - 2.59) – (Never = 1; range 1.00 - 1.79)]. The multi way relationship structure between the two variables was examined by canonical correlation. It was used because of the multiple variables in the data set. In the analyses, the ‘relational’ and ‘transactional’ dimensions of the PC were considered to be the independent variables, while the ‘abuse’, ‘theft’ and ‘withdrawal’ dimensions of the CPWB were taken as the dependent ones (2x3). In order to find the suitability of the data set for canonical correlation normality, linearity and homoscedasticity, lost data, extreme value and multicollinearity assumptions were analyzed. Analyses to this end showed no lost values in the data. The normality of the data set was examined by using ‘skewness’ and ‘kurtosis’ values. This revealed skewness values ranging between (-.36) and (.91) and kurtosis values between (-1.52) and (.47). Skewness coefficients within the acceptable interval ( $\pm 1$ ) show that the data were not skewed. Similarly, kurtosis coefficients were also within the ( $\pm 1$ ) interval, thus implying normal distribution for the data set. For multivariate normality and linearity assumption, scatterplot matrices for each variable’s data set were examined. These analyses showed that the plots were elliptical. It may thus be said that multivariate normality and linearity assumptions were met. This finding was corroborated by the Q-Q graphs. The Levene’s test which was used to test homoscedasticity showed that the Box M test was not significant ( $p > .05$ ) and that the variances met homoscedasticity requirements ( $p > .05$ ). The one way extreme value analysis conducted revealed that the values for each variable remained between  $\pm 3$  of standard z scores and extreme values were not encountered. Correlation analysis was used to see whether multicollinearity problem existed among the variables. As can be seen from Table 1, where correlations among variables are also shown, the coefficients between the sub dimensions of the scales are not above .80. This finding was accepted as an indicator that multicollinearity problem did not exist among the variables. Therefore, the data set was taken to be suitable for canonical correlation analysis. Data analyses were conducted at the significance level of .05 via the SPSS 20.0, LISREL 8.7 and SAS 9.00 packages.

### Findings

Participants’ arithmetic means and standard deviation scores from CPWBC and PCS and the correlation coefficients between variables are given in Table 1.

**Table 1.**

Means, Standard Deviations, and Correlations of Teachers’ Scores for the Study Variables ( $n = 452$ )

| Variables       | M    | SD   | 1     | 2     | 3    | 4     | 5     | 6     | 7 |
|-----------------|------|------|-------|-------|------|-------|-------|-------|---|
| 1 CWBs          | 2.74 | .65  | 1     |       |      |       |       |       |   |
| 2 Abuse         | 3.05 | 1.01 | .86** | 1     |      |       |       |       |   |
| 3 Theft         | 2.42 | 1.19 | .46** | .11*  | 1    |       |       |       |   |
| 4 Withdrawal    | 2.00 | .81  | .27** | -.10* | .06  | 1     |       |       |   |
| 5 PC            | 2.85 | .61  | .01   | -.08  | .09* | .14** | 1     |       |   |
| 6 Transactional | 2.91 | .68  | .00   | -.07  | .07  | .13** | .90** | 1     |   |
| 7 Relational    | 2.77 | .75  | .01   | -.06  | .09* | .10*  | .83** | .50** | 1 |

Note: \* $p < .05$ ; \*\* $p < .001$

Table 1 shows that participants' mean CPWB score was 2.74. This means that they *sometimes* displayed CPWB. The mean score for CPWB sub dimension of 'abuse' was 3.05, revealing that the participants *sometimes* resorted to this behavior. On the other hand, 'theft' mean score was 2.42, revealing that this behavior was only *rarely* displayed. Another sub dimension of CPWB, 'withdrawal', received the mean score of 2.00, once again revealing that the participants displayed this behavior *rarely*. As shown in Table 1, the PC mean score of participants was 2.85, suggesting that their PC perceptions are at a *moderate* level. Their transactional dimension mean score was 2.91. This means that participants' transactional PC with the work place was at a *moderate* level. Finally, the relational sub dimension mean score was 2.77, once again indicating a *moderate* level.

Table 1 shows that a meaningful correlation does not exist between CPWB and PC ( $r = .01; p > .05$ ). Similarly, no meaningful relationship exists between CPWB and either sub dimension of PC [( $r_{\text{transactional PS-CPWB}} = .00; p > .05$ ); ( $r_{\text{transactional PS-CPWB}} = .01; p > .05$ )]. Among the sub dimensions of CPWB, a negative, low but meaningful relationship was found between 'withdrawal' and 'abuse' ( $r = -.10; p < .05$ ). Similarly, 'abuse' and 'theft' were related with a positive, low but meaningful relationship ( $r = .10; p < .05$ ). On the other hand, theft and psychological contract had a low but meaningful relationship ( $r = .09; p < .05$ ). 'Theft' was also correlated with 'transactional' PC with a low but meaningful relationship ( $r = .09; p < .05$ ). On the other hand, low but meaningful correlation coefficients were found between 'withdrawal' and PC and its both sub dimensions [( $r_{\text{PC-Withdrawal}} = .14; p < .001$ ); ( $r_{\text{transactional PC-Withdrawal}} = .13; p < .001$ ); ( $r_{\text{relational PC-Withdrawal}} = .10; p < .05$ )]. No meaningful relationship was observed between 'abuse' and the two sub dimensions of PC ( $p > .05$ ).

The effects of the sub-dimensions of PC on the 'abuse', 'withdrawal' and 'theft' sub dimensions of CPWB were analyzed by using canonical correlation. In this analysis, the potential number of variable pairs and canonical correlations depends on the smallest number of variables in the dependent and independent variable sets. As there were 2 variables in the first set (transactional and relational sub dimensions of PC) and 3 in CPWB ('abuse', 'theft' and 'withdrawal') the number of canonical functions and correlation coefficients were limited to two. Table 2 presents the test results concerning canonical correlation coefficients.

**Table 2.**

Test Results Concerning Canonical Correlation Coefficients

|       | Wilk's | Chi-Sq | Df   | p    | Canonical Correlation Coefficient | R <sup>2</sup> |
|-------|--------|--------|------|------|-----------------------------------|----------------|
| U1-V1 | .96    | 15.41  | 6.00 | .01* | .17                               | .02            |
| U2-V2 | .99    | 1.37   | 2.00 | .05  | .05                               | .0025          |

\* $p < .05$

NB: 'U' indicates variables in the independent data set and 'V' those in the dependent data set.

As can be seen from Table 2, the relationship predicted between the first canonical variable pair was statistically meaningful ( $p < .05$ ). The first canonical correlation value was .17. The overlapping variance for the first canonical variable pair was 2%. Even though this implies low accounting power, it shows that the relationship between X and Y may be interpreted as the predicted relationship was meaningful. The canonical and cross loadings of dependent and independent variable pairs can be seen in Table 3.

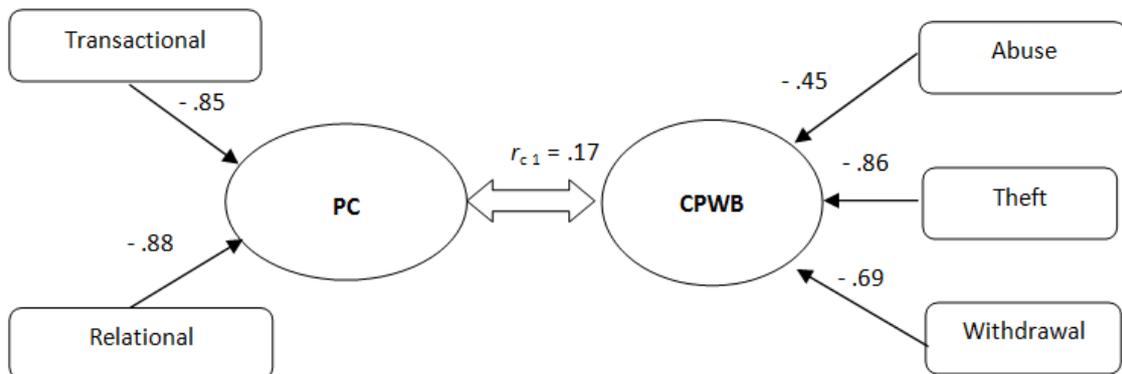
**Table 3.**

## Canonical and Cross Loads of Variables

| Variables   | Sub dimensions | 1st Canonical Function |             | 2nd Canonical Function |             |
|-------------|----------------|------------------------|-------------|------------------------|-------------|
|             |                | Canonical Loads        | Cross Loads | Canonical Loads        | Cross Loads |
| Set 1: PC   | Transactional  | -.85                   | -.15        | -.52                   | -.02        |
|             | Relational     | -.88                   | -.15        | .46                    | .02         |
| Set 2: CPWB | Abuse          | -.45                   | -.07        | .07                    | .00         |
|             | Theft          | -.86                   | -.15        | .36                    | .02         |
|             | Withdrawal     | -.69                   | -.12        | -.71                   | -.04        |

Table 3 shows that the canonical loading of the “transactional” variable in the first canonical function was  $-.85$ , while that of the ‘relational’ variable was  $-.88$ . The canonical loading of ‘abuse’ in the first canonical function was  $-.45$ , that of ‘theft’ was  $-.86$  and that of ‘withdrawal’ was  $-.69$ . Each variable in the first canonical variable pair had a high load value. Tabachnick and Fidell (2007) stated that correlations and loads above 0.30 can be interpreted. Table 3 shows that the highest contribution to canonical variables was made by the ‘transactional’ variable in the PC variable set in the first canonical function ( $-.88$ ). Among second canonical functions, the canonical load of the ‘transactional’ variable was  $-.52$  and that of ‘relational’ was  $.46$ . In the CPWB set, the canonical load values of ‘abuse’, ‘theft’ and ‘withdrawal’ were  $-.07$ ,  $.36$  and  $-.71$ , respectively. Examined as a whole, the canonical load values in Table 3 reveal that the ‘relational’ sub dimension of PC is related to all three sub dimensions of CPWB, while its ‘transactional’ sub dimension is related to ‘theft’ and ‘withdrawal’. As the canonical load value is below  $.30$ , ‘abuse’ ( $.07$ ) is not related to the ‘transactional’ sub dimension of PC.

The cross loadings given in Table 3 reveal that in the first canonical function, the ‘transactional’ and ‘relational’ sub dimensions of PC and the ‘theft’ sub dimension of CPWB had the highest value ( $-.15$ ). In the second canonical function set, the highest cross loading value belongs to ‘withdrawal’ ( $-.04$ ). Cross loadings show how much independent variables account for the canonical variable made up of dependent variables (Tabachnick & Fidell, 2007). According to this, PC and CPWB in the first canonical function and CPWB in the second canonical function make the biggest contribution to the canonical variable of CPWB. The structural coefficients regarding with the first canonical functions and canonical correlation coefficients between PC and CPWB are presented in Figure 1.



**Figure 1.** The Structural Coefficients Regarding with the First Canonical Functions and Canonical Correlation Coefficients Between PC and CPWB

In the final stage of the analysis, redundancy measures were calculated to see the mean variance explained by the canonical variable in its own set and how much one variable accounted for the variance of the other. Redundancy index is used to indicate the amount of variance within a set explained by variables from the other set (Lorcu & Bolat, 2009). The variance rate indices of canonical pairs are given in Table 4.

**Table 4.**

Variance Rate Indices of Canonical Pairs

| Variance Explained (PC) | Redundancy Measure Index (PC) | Variance Explained (CPWB) | Redundancy Measure Index (CPWB) |
|-------------------------|-------------------------------|---------------------------|---------------------------------|
| U1: .75                 | U1: .02                       | U1: .47                   | U1: .01                         |
| V1: .24                 | V1: .00                       | V1: .21                   | V1: .00                         |

Table 4 shows that the first canonical variable explains 75% of the variance in the variables of PC with the dimensions under the factor CPWB. The contribution of the variables under CPWB to the total variance is 47%. Table 4 also reveals that PC explains 2% of the variance in CPWB.

### Discussion

A survey of the literature shows that the relationship of CPWB to PC has been studied at various public and private organizations, though not extensively (Chao, Cheung & Wu, 2011; Jensen, Opland & Ryan, 2010). However, the relationship between the two variables remains unexamined in educational settings. While a limited number of studies have been conducted about the reflections of PC at schools (Demirkasımoğlu, 2012a; Demirkasımoğlu, 2012b), no study seems to exist on the frequency of CPWB at them. The present study therefore aimed to explore the relationship between CPWB and PC specifically in Turkish public high schools as reported by teachers. In previous similar studies conducted at Turkish schools, teachers were found to have a relatively negative perception of school life (Cemaloğlu & Şahin, 2007; Özer et al. 2006; Taşdan & Tiryaki, 2008; Yılmaz, 2010). Parallel to this general tendency, our study also empirically tested whether Turkish teachers had a low PC perception. Many previous studies have concluded that, as a general tendency, employees who are not happy with organizational life display various deviant behaviors (Flaherty & Moss, 2007; Mount et al. 2006). Another purpose of the present study is therefore to find out, the extent at which Turkish teachers who cannot derive sufficient satisfaction from work life resort to deviant behaviors such as CPWB.

To begin with, teachers' PC perceptions were studied from data collected from 452 teachers who were working at public high schools in the districts of Ankara. The analyses showed that participants' PS perceptions were moderate. This finding accords with those of previous studies. For example, various other studies on organizational commitment at schools also showed that Turkish teachers' organizational commitment was moderate (Kurşunoğlu, Bakay & Tanrıöğen, 2010; Sezgin, 2010; Şener, 2013). Studies on job satisfaction also concluded that teachers were moderately satisfied in general (İnandı, Ağgün & Atik, 2010; Koç, Yazıcıoğlu & Hatipoğlu, 2009). Further, Yıldız (2013) found that Turkish teachers' organizational commitment levels were moderate. Therefore, the present study showed once again empirically that Turkish teachers do not have a very positive perception of the schools they work at. A possible reason for their relatively moderate PC levels may be their low levels of perceived organizational support and trust (Özdemir, 2010; Özcan & Özdemir, 2013). Similarly, the fact that the indicators of work life quality such as social responsibility, social integration and a democratic setting (Erdem, 2010) are not sufficient in Turkish schools may also explain moderate PC levels.

The study also examined the frequency of CPWB behaviors at public high schools in Turkey. The analyses revealed that the participants displayed moderate abuse behaviors, a finding which is supported by earlier research. To illustrate, Öcel and Aydın (2010) found that organizational members with a low fair world belief displayed relatively more abuse behaviors. In a study conducted by elementary teachers and students, Kartal and Bilgin (2009) concluded that many behaviors under the heading 'abuse' are relatively common at Turkish schools. Thomas (2005) studied support personnel working at higher education institutions and reported approximately half to have faced bullying at the work place. In yet another study, almost half of the university students who were employed part-time were stated to experience mobbing (Rayner, 1997). It is therefore clear that the abuse dimension of CPWB is common in Turkish schools and other organizations.

On the other hand, another dimension of CPWB, 'theft' was only rarely displayed by the participants. This finding accords with those of earlier studies on organizational corruption in the field of education. Certain previous studies have reported cases of corruption at Turkish schools (Balci, Özdemir, Apaydin & Özen, 2012; Özdemir, 2013). These studies have shown that, in some rare cases, some teachers use school property for their personal purposes. It was stated by Heyneman (2004) that such behaviors are corrupt ones. One underlying reason for theft at educational institutions may be a prevalent culture of corruption at these schools. Schein (1985) states that if an organizational member is using organizational facilities for their own benefit and this is being overlooked by other members, there may be a corrupt culture at this work place.

The present study showed that the other dimension of CPWB, 'withdrawal', was also displayed rarely by the participants. Similar studies have also concluded that teachers who are not satisfied with organizational policies and practices may display withdrawal behaviors. To illustrate, Özdemir (2013) reported that Turkish teachers display withdrawal as a tool of opposing school principals. Having conducted a theoretical study on withdrawal, Hirschman (1970) stated that employees with low job satisfaction develop three different reactions: exit (E), voice (V) and loyalty (L). According to the EVL theory, employees with a low sense of organizational loyalty tend to withdraw themselves from work. In our study too, a meaningful correlation was found between the 'relational' and 'transactional' sub dimensions of PC and the 'withdrawal' dimension of CPWB. This finding empirically supports Hirschman's EVL theory.

The analyses of the relations between the sub dimensions of CPWB and PC show a generally low but meaningful correlation. For instance, a meaningful relationship was found between theft and both sub dimensions of PC. Similarly, withdrawal was also correlated to the two. These corroborate the findings of Chao et al. (2011). They also found a meaningful relationship between psychological contract breaches and CPWB. However, different to our study, Jensen et al. (2010) found no meaningful relationship between 'theft' and 'transactional PC' breaches. They also found that transactional PC breaches were not associated with withdrawal. The differences between the present study and that of Jensen et al. (2010) may have stemmed from the samples and cultural differences. At the same time, we used canonical correlation to see whether the two sub dimensions of PC were meaningful predictors of CPWB. The results showed that they were. However, the two sub dimensions of PC account for 2% of the variance in CPWB. Based on this finding, we propose that other possible variables triggering CPWB should be explored through different studies. These future studies should possibly include work satisfaction, organizational burnout, organizational commitment and personal qualities of employees as their variables.

### **Conclusion**

The motive for this study was that CPWB did not seem to be previously studied in an educational setting. Taking several previous studies that offered evidence for a link between CPWB and PC as our reference point, we empirically tested the relationship between the two in educational settings. To this end, we conducted a study on Turkish teachers and found that teachers working at public high schools

located in Ankara have a moderate PC perception. We also concluded that the participants sometimes or rarely displayed the CPWB behaviors of abuse, withdrawal and theft. Multivariate analysis results revealed a low level relationship between PC and CPWB. We also found that a minimal part of the variance in CPWB could be explained with PC. Therefore, the present study has concluded that CPWB in educational institutions should be examined with other organizational and psychological variables than PC.

Based on the results of the present study we suggest scholars to examine relationship between organizational citizenship behaviors, job satisfaction and CPWB. It would be good to examine the CPWB of teachers based on qualitative studies. We also suggest other researchers to search the possible reason of th CPWB of teachers through further exploratory studies.

## Geniş Özet

### Giriş

Eğitim örgütlerinde meydana gelen etik ve hukuk dışı davranışlar son yıllarda kamuoyunun dikkatini çekmeye başlamıştır. Araştırmalar, okullarda az da olsa yolsuzluk, psikolojik yıldırma, cinsel taciz, zorbalık, çalma (hırsızlık), sabotaj ve dedikodu gibi sapma davranış biçimlerinin sergilendiğini gözler önüne sermektedir (Batsche & Knoff, 1994; Delfabbro, Winefield, Trainor, Dollard, Anderson, Metzger & Hammarstrom, 2006; Hallett, Harger & Eder, 2009; Heyneman, 2004; Gülşen & Kılıç, 2013; Telem, 2006; Timmerman, 2003). Okullarda yaşanan bu ve benzeri davranışlar, eğitim örgütlerinin etkililiğine ilişkin tartışmaları da beraberinde getirmektedir. Bu davranış biçimleri arasında psikolojik sözleşme (Guest, 2004; Rousseau, 1989), örgütsel bağlılık (Mowday, Steers ve Porter, 1979), örgütsel vatandaşlık (Organ, 1988), örgütsel özdeşleşme (Rickett, 2005) ve örgütsel sadakat (Hirshman, 1970) ağırlıklı olarak öne çıkmıştır. Sıralanan tüm bu davranışların giderek ‘üretim karşıtı iş davranışları’ (ÜKİD) (counterproductive work behaviors-CWBs) genel başlığı altında incelenmeye başladığı görülmektedir (Chang & Smithkrai, 2010; Gruys & Sackett, 2003).

Kamu ve özel sektörde faaliyet gösteren pek çok örgütte ÜKİD çalışması yürütülmüş olmasına karşın (Dalal, 2005), eğitim örgütlerinde çalışan öğretmenler üzerinde bu başlık altında bir çalışmaya rastlanmamıştır. Eğitim örgütlerinde ÜKİD ile ilişkili olabilecek etmenlerden biri de ‘psikolojik sözleşme’ (PS) (psychological contract-PC) olabilir. Araştırmalar, PS ile örgütsel bağlılık, iş doyumunu ve örgütsel vatandaşlık arasında bir ilişki olduğunu göstermektedir (Karcioğlu & Turker, 2010; McDonald & Makin, 2000; Turnley, Bolino, Lester & Bloodgood, 2003). Bu çalışmada spesifik olarak, ÜKİD ile PS arasındaki ilişkinin Türkiye’deki kamu genel liselerindeki görünümü sorgulanmıştır.

ÜKİD ‘örgüte ve örgüt üyelerine yönelik kasıtlı ve zarar verme amacı taşıyan davranışlar’ olarak tanımlanmaktadır (Spector & Fox, 2002). Bu tanımda öne çıkan ‘zarar verme’ davranışları arasında örgüt üyelerini hedef alan dedikodular, örgüte ait eşyaların çalınması, örgütsel çatışma, işi yavaşlatma, zamanın ve kaynakların savurgan bir şekilde kullanılması sıralanabilir (Kesler, 2007). PS ise çalışanların örgüt ile arasında oluşan psikolojik bağlardan birisidir.

Gerek yurtdışı ve gerekse yurtiçi literatür taramalarında eğitim örgütlerinde görev yapan öğretmenlerin ÜKİD algıları ile PS arasındaki ilişki yapısını inceleyen çalışmalara rastlanmamış olması araştırmacının problemini oluşturmaktadır. Bu kapsamda araştırmacının genel amacı Türkiye’deki kamu genel liselerinde görev yapan öğretmenlerin görüşlerine göre okullarda ÜKİD’nin yaşanma sıklığını belirlemek ve öğretmenlerin PS algılarını ortaya çıkartmaktır. Bununla birlikte iki değişken arasındaki ilişki yapısının keşfedilmesi araştırmacının bir diğer alt amacını oluşturmaktadır.

### Yöntem

Bu araştırma ilişkisel tarama modeline göre desenlenmiştir.

### Evren ve Örneklem

Ankara ilinde gerçekleştirilen bu çalışmanın evrenini Ankara ili sekiz merkez ilçesinde yer alan 156 kamu genel lisesi ve bu okullarda görev yapan 16078 öğretmen oluşturmaktadır (Ankara İl Milli Eğitim Müdürlüğü, 2013). Tabakalı örnekleme yöntemine uygun olarak 16078 kişilik evreni, %5 hata payı ile 381 öğretmenin temsil edebileceği varsayılmıştır. Ancak araştırmada olası veri kayıpları göz önünde bulundurularak, örneklem büyüklüğü sayısı 500’e yükseltilmiştir. Ancak, 452 ölçek veri analizi yapmaya elverişli şekilde geri dönmüştür.

### Veri Toplama Araçları

Araştırmada Üretim Karşıtı İş Davranışları Ölçeği (ÜKİD-Ö) ile Psikolojik Sözleşme Ölçeği (PS-Ö) kullanılmıştır. ÜKİD-Ö orijinal olarak Spector et al. (2006) tarafından geliştirilmiş olan 33 maddelik bir ölçek olup beş dereceli Likert tipindedir. ÜKİD-Ö, 'kötüye kullanma', 'üretimde sapma', 'sabotaj', 'çalma' ve 'geri çekilme' olarak isimlendirilmiş olan beş alt boyuttan oluşmaktadır. Cronbach alfa güvenilirlik katsayısı .87 olarak rapor edilmiştir. ÜKİD-Ö'nün Türk kültürüne uyarlama çalışması ise Öcel (2010a) tarafından gerçekleştirilmiştir ve orijinalinden farklı olarak dört boyutlu bir yapıya sahip olduğu belirlenmiştir. Mevcut araştırma kapsamında geçerlik ve güvenilirlik çalışmaları yinelenmiş ve ölçeğin 'kötüye kullanma', 'geri çekilme' ve 'çalma' olmak üzere üç boyutlu bir yapıdan oluştuğu gözlenmiştir.

PS-Ö ise orijinali Millward ve Hopkins (1998) tarafından geliştirilmiş 17 maddelik beş dereceli Likert tipi bir ölçektir. 10 maddelik 'işlemsel' ve 7 maddelik 'ilişkisel' olmak üzere iki boyuttan meydana gelmektedir.

### Veri Analizi

Araştırmada katılımcıların ÜKİD'i gerçekleştirme sıklığı ve PS'ye ilişkin görüşleri aritmetik ortalama ve standart sapma gibi betimsel istatistikler kullanılarak analiz edilmiştir. İki değişken arasındaki çok yönlü ilişki yapısı ise kanonik korelasyon ile incelenmiştir. Analiz sürecinde PS'nin 'ilişkisel' ve 'işlemsel' iki alt boyutu bağımsız; ÜKİD'in 'kötüye kullanma', 'çalma' ve 'geri çekilme' alt boyutları ise bağımlı değişken olarak ele alınmıştır (2x3).

### Bulgular

Katılımcıların ÜKİD puan ortalaması 2.74 olarak hesaplanmıştır. Buna göre katılımcıların ÜKİD'i *ara sıra* gerçekleştirdikleri saptanmıştır. Araştırmaya katılan öğretmenlerin PS puan ortalamaları ise 2.85'dir. Buna göre öğretmenlerin PS algıları *orta* düzeydedir. PS'nin 'işlemsel' alt boyut puan ortalaması ise 2.91, 'ilişkisel' alt boyutu puan ortalaması 2.77'dir. Buna göre katılımcıların ilişkisel PS'leri *orta* düzeydedir. ÜKİD ile PS arasında ve ÜKİD ile PS'nin her iki alt boyutu arasında anlamlı bir ilişki bulunmamaktadır ( $r = .01; p > .05$ ).

Araştırmada, PS'nin 'ilişkisel' ile 'işlemsel' alt boyutlarının, ÜKİD'in 'kötüye kullanma', 'geri çekilme' ve 'çalma' alt boyutları üzerindeki etkisi kanonik korelasyon ile analiz edilmiştir. Birinci kanonik değişken çifti arasında tahmin edilen ilişki, istatistiksel olarak anlamlı bulunmuştur ( $p < .05$ ). Birinci kanonik korelasyon değeri .17'dir. Birinci kanonik değişken çifti için örtüşen varyansın % 2 olduğu belirlenmiştir. Birinci kanonik fonksiyondaki PS değişken setinde yer alan 'ilişkisel' değişkeninin, kanonik değişkenlerin oluşumundaki katkısının en yüksek olduğu görülmüştür (-.88). İkinci kanonik fonksiyonlar incelendiğinde PS değişkeni setinden ise 'işlemsel' değişkeninin kanonik yükü - .52 ve 'ilişkisel' değişkeninin kanonik yükü .46'dır. ÜKİD değişkeni setinden 'kötüye kullanma', 'çalma' ve 'geri çekilme' değişkenlerinin kanonik yük değerleri sırasıyla, -.07, .36 ve -.71'dir. Kanonik yük değerleri bir bütün olarak incelendiğinde PS'nin 'ilişkisel' boyutunun ÜKİD'in 'kötüye kullanma', 'çalma' ve 'geri çekilme' alt boyutlarıyla ilişkili olduğunu görülmektedir. PS'nin 'işlemsel' alt boyutu ise ÜKİD'in 'çalma' ve 'geri çekilme' alt boyutları ile ilişkilidir. .30'un altında kanonik yük değerine sahip olması nedeni ile ikinci kanonik fonksiyonunda yer alan 'kötüye kullanma' alt boyutu (.07) PS'nin 'işlemsel' alt boyutu ile ilişkili değildir.

Gereksizlik ölçüsü değerleri incelendiğinde birinci kanonik değişken, PS faktöründe yer alan değişkenlerdeki varyansın %75'ini ÜKİD faktörü altında yer alan boyutlarla açıklamaktadır. ÜKİD faktöründe yer alan değişkenlerin, toplam varyansa olan katkısı ise % 47'dir. PS faktörü, ÜKİD faktörüne ilişkin varyansın % 2'sini açıklamaktadır.

### Tartışma ve Sonuç

Araştırmada öğretmenlerin PS algıları incelenmiştir. Analiz sonuçları katılımcıların PS algılarının orta düzeyde olduğunu göstermiştir. Bu bulgu benzer araştırma sonuçları ile uyumludur. Örneğin, okullarda örgütsel bağlılık üzerine yürütülmüş çeşitli çalışmalarda Türk öğretmenlerin örgütsel bağlılıklarının genel olarak orta düzeyde olduğu belirlenmiştir (Kurşunoğlu, Bakay & Tanrıöğen, 2010; Sezgin, 2010; Şener, 2013). Yine iş doyumları üzerine odaklanan çalışmalarda da öğretmenlerin genel olarak orta düzeyde bir iş doyumuna sahip oldukları belirlenmiştir (İnandı, Ağgün & Atik, 2010; Koç, Yazıcıoğlu & Hatipoğlu, 2009).

Araştırmada ikinci olarak Türk kamu genel liselerinde ÜKİD'in yaşanma sıklığı incelenmiştir. Bu amaçla yapılan analizlerde, katılımcıların ÜKİD'in alt boyutlarından 'kötüye kullanma' davranışını orta düzeyde sergiledikleri belirlenmiştir. Bu bulgunun, benzer araştırma bulgularını desteklediği söylenebilir. Örneğin Öcel ve Aydın'ın (2010) araştırmasında adil dünya inancı düşük örgüt üyelerinin kötüye kullanma davranışı sergileme eğilimlerinin görece yüksek olduğu saptanmıştır.

Katılımcıların ÜKİD'in diğer bir alt boyutu olan 'çalma' davranışını ise nadiren gerçekleştirdikleri saptanmıştır. Bu bulgu, eğitimde örgütsel yolsuzluk üzerine odaklanan araştırma sonuçları ile uyumludur. Örneğin bazı çalışmalarda, Türk okullarında yolsuzluk vakaların gözleendiği rapor edilmiştir (Balcı, Özdemir, Apaydın & Özen, 2012; Özdemir, 2013).

Araştırmada öğretmenlerin ÜKİD'in bir diğer boyutu olan 'geri çekilme' davranışını da nadiren sergiledikleri belirlenmiştir. Örgütsel politika ve uygulamalardan hoşnut olmayan kimi öğretmenin, geri çekilme davranışı sergilediği, benzer çalışmalarda da saptanmıştır. Örneğin Özdemir (2013) Türkiye'deki öğretmenlerin okul müdürüne karşı bir tür muhalefet etme aracı olarak geri çekilme davranışı sergilediklerini rapor etmiştir. Ayrıca, araştırmada PS'nin 'ilişkisel' ve 'işlemsel' alt boyutları ile ÜKİD'in 'geri çekilme' boyutu arasında anlamlı bir korelasyon saptanmıştır. Bu bulgu, Hirschman'ın ÇDL kuramını ampirik olarak desteklemektedir.

Çok değişkenli analiz sonuçları bir bütün olarak değerlendirildiğinde PC ile ÜKİD arasında düşük düzeyde bir ilişki olduğunu görülmüştür. ÜKİD'deki değişkenliğin de çok az bir bölümü PC ile açıklanabilmiştir. Dolayısıyla bu çalışmada, eğitim örgütlerinde gözlenen ÜKİD'in PC'nin dışındaki başka örgütsel ve psikolojik değişkenlerle birlikte incelenmesi gerektiği sonucuna ulaşılmıştır.

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