The Relationship between School Climate and the Workaholism Tendencies of Teachers

Kursad Yilmaz[1], Yahya Altinkurt[2] and Eren Kesim[3]

[1]*Dumlupinar University, Faculty of Education, Department of Educational Sciences,*
Kutahya, Turkey
E-mail: kursadyilmaz@gmail.com
[2]*Mugla Sitki Kocman University, Faculty of Education, Department of Educational Sciences,*
Mugla, Turkey
E-mail: yaltinkurt@gmail.com
[3]*Anadolu University, Faculty of Education, Department of Educational Sciences,*
Eskisehir, Turkey
E-mail: ekesim@anadolu.edu.tr

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ABSTRACT The purpose of this paper is to examine the relationship between school climate and the workaholism tendencies of teachers. The sample of the survey model study consists of 385 teachers.The data were collected via "Scale of Organizational Climate in Schools" and "Workaholism Scale" and analyzed through descriptive statistics, clustering analysis, t-test, ANOVA and correlation analysis methods. According to the results, almost half of the teachers showed signs of workaholism. School climate affects the attitude of teachers prone to workaholism towards their job relatively less than the other teachers. While supportive principal treatment strengthens the work involvement of enthusiastic addict teachers, peremptory treatments reduces their intrinsic motivation. Likewise, restrictive principal treatment and negligent teacher behavior reduces the level of work enjoyment of work addict teachers. However, collaborative teacher behavior increases the level intrinsic motivation of work addict teachers.

INTRODUCTION

In order for any organization to achieve its goals, it is of much importance to analyze and comprehend the morale of employees towards their organization. The morale of employees towards their organization affects not only the performance of the organization but also the overall climate within because organizational climate consists of the morale and relationship of the employees and affects the overall atmosphere and emotions in any organization (Bayrak et al. 2014). This environment affects many variables within organization and is affected by many variables. Therefore, both structural and psychological aspects of organizations should be looked into by principals. In this sense, it is of much importance that both positive and negative organizational behavior patterns should be analyzed in order to comprehend and manage organizational operations and behaviors.

People assuming leadership is supposed to strive for not only the realization of organizational goals but also the happiness of employees by also pursuing organizational justice. It is necessary for these resolution procedures to be realized in a substantially sound manner in order to increase the contributions of employees who contribute at low levels to the objectives of the organization, while on the other hand being able to prevent any damage stakeholders who are endeavoring to make a contribution to the organization at extreme levels, such as workaholism (Vardi and Weitz 2004). For instance, workaholism, which is a pattern of negative organizationalbehavior, may look like it is increasing performance in the organization in the short-term, but actually in the long-term, it is a problem which can result in damage to the social life and spiritual health of the employee, moving away from organizational objectives and reducing performance. Similarly, employees who make little contribution to the organization can also directly, or indirectly, cause the organizational climate to be damaged. This situation points to a reality which

Address for correspondence:
Dr. Yahya Altinkurt
Mugla Sitki Kocman University,
Education FacultyMugla, Turkey
Telephone:+90 (505) 504 9357
Fax: +90 (252) 211 1762
E-mail: yaltinkurt@gmail.com

needs to be analyzed strategically during the process of making the administrative processes of all organizations more dynamic (Bayraktaroglu and Mustafayeva 2008). Within this context, it is important that the different types of employees present in organizations and the attitudes of these employees to work be determined. This may contribute both to the balancing of the levels of contribution made by employees to the organization, and to the creation of an overt and sound organizational climate.

One of the initial studies in respect of the determination of employee types and in particular the workaholic tendencies of these employees, within the framework of the attitudes of employees to work, is the study of Spence and Robbins (1992). Spence and Robbins (1992) have determined six different types of employees based on their work involvement, driveness and work enjoyment. Buelens and Poelmans (2004) have added a further two employee types to the typology of Spence and Robbins (1992). The first three types of employees (enthusiastic addicts, work addicts and work enthusiasts) within this typology can be evaluated as being employees with workaholic tendencies.

Work involvement is the most important variable in determining the employee type, and in particular the type of employees who have workaholic tendencies, is work involvement. Work involvement, and when exaggerated, work addiction, can result in employees displaying workaholic tendencies. Those who are extremely involved in their work and have a high feeling of being driven; or those who are extremely involved in their work and have a high degree of enjoyment in their work, or employees for whom all of these variables are high, are evaluated as being work addicts (Spence and Robbins 1992). However, an employee having workaholic tendencies is not necessarily a workaholic, but if care is not shown, and these behaviors are encouraged, these employees can turn into workaholic employees, with an exaggerated sense of belonging. That is because a workaholic employee feels great satisfaction from working, while at the same time taking his / her high enthusiasm to extremes and working long hours, and possibly disregarding his / her social life and family. This workload is more than just self-sacrifice by the work addict – it is an attitude and a way of life. Therefore, it can reach levels which make it quite difficult to change, and turn into a relatively permanent individual characteristic (Tucker et al. 2002).

Workaholism, which is perceived as being a behavior which is supported in modern society, is a quite negative phenomenon in terms of its outcomes (Dosaliyeva 2009). As notionally, and in terms of the origins of the word, there is an emphasis placed on a type of addiction, it is frequently stressed that workaholism and alcoholism are located in the same parallel (Vardi and Weitz 2004; Andreassen et al. 2010). The difference between workaholism and alcoholism is that alcoholism is defined as being negative, while – despite the fact that workaholism exhibits the same characteristics of addiction – it is generally accepted as being a virtue or a positive characteristic in working life. Therefore, while organizations battle against alcoholism from among these two forms of addiction, they have the tendency of praising, encouraging, and even rewarding workaholism, which requires an extreme workload. As one of the preliminary conditions of being able to explain organizational behavior is to understand patterns of unwanted organizational behavior, the study of workaholism, which is among these patterns, carries great importance within the context of detecting the climate and behavioral structure within the organization (Vardi and Weitz 2004).

The climate within the organization is the work atmosphere created – either directly or indirectly - by the employees working in an organization. The concept of climate in respect of the organization is used as a metaphor, and describes the psychological atmosphere oriented at the relationships within the organization(Acun-Kapikiran and Kapikiran 2011; Bayrak et al. 2014). When considered in relation to a school, what separates one school from another, and influences the behavior of each of its members, is defined as being the characteristics connected to the environment within the school (Schein 1992; Hoy and Miskel 2010).

When the literature is examined, it can be seen that there are different classifications directed at the dimensions of organizational climate (Halpin and Croft 1963; James and Jones 1974; Hoy and Forsyth 1986; Hoy et al. 1991; Koys and DeCotiis 1991; Hoy and Tarter 1997; Lawrence et al. 2008).The dimensions developed by Hoy and Tarter (1997) have been used in this study. In this scale, the organizational climate is defined in six dimensions. Three of these are portrayed

in terms of the criteria of openness – closeness, in respect of the behavior of the principal (supportive, directive and restrictive principal behavior), and three in respect of the interaction between the teachers (intimate, collegial and disengaged teacher behavior).

In the literature, studies which link workaholism to individual characteristics (Andreassenet al. 2012), to the relationship between workaholism and the activities of daily life (Bakker et al. 2013), or which emphasize that workaholism can show different characteristics in different sectors (Taris et al. 2013). While it is seen that these studies generally do not include educational organizations, their empirical impact on certain factors which have a direct influence on the organizational climate has been manifested. For instance there are studies which determine the relationship between workaholism and aggressive behavior towards colleagues (Balducci et al. 2012) or between workaholism and work related motivation (Nijhuis et al. 2012; Stoeber et al. 2013).

In the studies carried out on workaholism in Turkey, it has been revealed that there is a positive relationship between workaholism and the passion for work (Ozsoy et al. 2013), organizational commitment (Dosaliyeva 2009; Metin 2010), work engagement (Gorgievski et al. 2014), organizational well-being (Erkmen 2013), and exhaustion (Naktiyok and Karabey 2005; Akyuz 2012). There has been revealed in different studies that the workaholism variable differs according to age, degree and seniority (Nakdiyok and Karabey 2005; Akin and Oguz 2010; Bardakcý and Baloglu 2012), but these studies have presented a shared diagnosis that gender has no influence on workaholism.

Apart from the studies referred to above, only one other study has been found on organizational climate and employee types, or directed at determining workaholism tendencies, within the literature. In the study carried out by Johnstone and Johnston (2005) on company employees, they researched the relationship between organizational climate and the types of employees who are workaholics.

Purpose of the Study

The purpose of this paper is to determine the relationship between the climate in a school and the workaholism tendencies of teachers. With this purpose, answers to the following research questions were sought:

1. What are the views of teachers concerning the climate at the school?
2. What is the level of openness in the school climate?
3. Do the views of teachers on the climate at the school vary according to variables such as gender, the type of school, and seniority?
4. How are the workaholism tendencies of teachers?
5. What is the distribution of different types of teachers according to variables such as gender, marital status and seniority?
6. Is there a relationship between the climate at the school and the workaholism tendencies of teachers?

METHOD

Model

The survey method was used for this study. That is because it endeavors to determine the relationship between the attitudes of different types of teachers towards work and their views on the climate within the school.

Population and Sample

The population of the study consists of 3448 teachers employed at the primary, secondary and high schools within the center of the province of Aydin, during the 2013-2014 educational years. The disproportional cluster sampling technique has been used for determining the sample. The size of the sample for a reliability level of 95% has been calculated as 346, but taking into account that some of the samples may not respond, it has been decided to seek the opinions of 450 teachers. 407 teachers responded, but those who did not follow the instructions correctly were left outside of the evaluation. Thus 385 of the data obtained from the collection tools, which were deemed to be in a usable state, have been used in the analyses. 51.7% of the participants were female (n=199), and 48.3% were male (n=186). 29.1% of the participants were primary school teachers (n=112), while 40% were secondary school (n=154) and 30.9% were high school teachers (n=119). The seniority of the teachers who took part in the study varies between 1 to 40 years. 35.8% (n=138) of participants have worked for less than 10 years, 36.6% (n=141) for

between 10-19 years, and 27.5% (n=106) for 20 years or more.

Data Collection Tools

In the study, there has been used an Organizational Climate Scale (OCS) for determining the views of teaches related to the school environment, and a Workaholism Scale (WS) for determining their attitudes towards work and what type of employee they are. The Organizational Climate Scale has been developed by Hoy and Tarter (1997), and adapted into Turkish by Altinkurt and Yilmaz (2013). The scale consists of six sub-dimensions: "Supportive Principal Behavior", "Directive Principal Behavior", "Restrictive Principal Behavior", "Intimate Teacher Behavior", "Collegial Teacher Behavior" and "Disengaged Teacher Behavior". It is consists of quadruple Likert type 39 items, and all items are responded to with answers in the range of "1 – rarely" to "4 – very frequently". There are two items within the scale which are given a negative score. There is no total score taken from the scale, but the degree of openness of the school can be calculated in respect of the organizational climate within the school, based on all of the factors. The weighted factor values of the items within the sub-dimensions of the scale vary between .46 and .82, and the total correlation of the items varies between .35 and .77. The variance ratio that the six factors describe together is 51%. The Cronbach Alpha internal consistency coefficients of the factors vary between .70-.89. The internal consistency coefficients of the scale have been re-calculated in this study. These coefficients were determined as .93 for Supportive Principal Behavior, .86 for Directive Principal Behavior, .68 for Restrictive Principal Behavior, .84 for Intimate Teacher Behavior, .76 for Collegial Teacher Behavior, and .72 for Disengaged Teacher Behavior.

The Workaholism Scale (WS) was developed by Spence and Robbins (1992), and adapted into Turkish by the researchers. The original scale developed by Spence and Robbins (1992) consists of 25 items. For the adaptation, the scales were first translated from their original English form into Turkish, by the researchers, one by one. The researchers then came together and reached a mutual agreement on the differences in the translations, and the suitability of them in terms of "language, meaning and culture". The scale which was translated into Turkish was also submitted to two language experts for comparison with the original scale. The scale, which was amended in accordance with the recommendations of the experts, was applied to a group of 15 teachers so that it could be assessed in terms of characteristics such as ease of understanding and ease of response. The required changes in line with the responses received from this group were made and the scale was then applied to the sample group. An Exploratory Factor Analysis (EFA) was carried out to determine the structural validity of the scale. The suitability of the data for factor analysis was tested using the Kaiser Meyer Olkin (KMO) coefficient and Bartlett Sphericity test. The KMO value was calculated as 0.86, and the result of the Bartlett test was significant (χ^2=3615.76; p=.000). Both the KMO and the Bartlett test results show that the data is valid for the EFA. The Varimax vertical rotation method was used in the analysis. It was seen, as a result of the factor analysis, that the scale was gathered together under three factors, in line with the original form of the scale. However, one of the items in the scale (item 9) was removed from the scale because it gave high weighting to more than one factor, while another (item 18) was removed because it gave high weighting to a factor other than the factor in the original form. The factor analysis was repeated with the remaining items. The three factors which were obtained were named "Enjoyment", "Driven", and "Work Involvement", in line with the original scale. The factor weighting values of the items (9 items) in the enjoyment of work dimension of the scale varied between .43 and .79, and the total correlation of the items varied between .38 and .68. The factor weighting values of the items (6 items) in the driveness dimension of the scale varied between .55 and .70, and the total correlation of the items varied between .40 and .59. The factor weighting values of the items (7 items) in the work involvement dimension of the scale varied between .49 and .75, and the total correlation of the items varied between .34 and .59. The variance ratio that the three factors describe together was 46%. The Cronbach's Alpha internal consistency coefficients of the factors were calculated as .85 for enjoyment, .76 for drive, and .77 for work involvement. The Workaholism Scale which was adapted to Turkishconsists of 23 items. The items within the scale are scored between "1-Totally Disagree" and "5-Totally

Agree". Four of the items within the scale are scored negatively. An increase in the scores obtained from the sub-dimensions means an increase in the enjoyment from work, drive, and work involvement.

The workaholism scale also facilitates the determination of employees' attitudes to work and the determination of the types of employees within this context. Spence and Robbins (1992) determined six types of employees, on the grounds of the levels of participation in the dimensions of this scale. Buelens and Poelmans (2004) added a further two types of employees to the typology of Spence and Robbins (1992). This study used the typology of Buelens and Poelmans (2004). In the study, the participation of teachers in each dimension divided into two, as high or low, by using the clustering analysis technique. This was followed by the determination of $2^3=8$ employee types for 3 dimensions and two levels. Three of these types are evaluated as "with workaholic tendencies", and the rest as "non-workaholic". For instance, an employee who has a high enjoyment of and a high involvement in work, and has a high drive, is assessed as being an "enthusiastic addict"; an employee with a high enjoyment and a high drive, but a low work involvement is assessed as being a "work addict"; and an employee who has a high enjoyment of and a high involvement in work, but a low drive is assessed as being a "work enthusiast".

The Analysis of the Data

In the study descriptive statistics were used in order to determine the school climate and the employee types, a t-test in comparisons between two factors, and a one way variance analysis (ANOVA) in comparisons which have three or more dimensions. Correlation was used in order to determine the organizational climate and the relationships between employee types. The responses given by each employee type to the workaholism scale were separated within this analysis, and the relationships with the dimensions of the organizational climate were considered. When normal distribution conditions for the variables were achieved in the correlation analysis of the workaholism scale of employee types, the Pearson Moments multiplication correlation was used, and when this condition could not be achieved, the Spearman Brown Rank

Correlation was used. The relationship was interpreted as high when the absolute of the correlation coefficient was between .70-1.00; medium when it was between .69-.30; and low when it was between .29-.00 (Buyukozturk 2002). The following criteria were used in interpreting the calculated levels of openness of school principals and teachers: very high if >600; high if between 551-600; above average if between 525-550; slightly above average if between 511-524; average if between 490-510; slightly below average if between 476-489; below average if between 450-475; low if between 400-449; and very low if <400 (Altinkurt and Yilmaz 2013).

FINDINGS

According to the findings obtained in the study, the supportive behavior of school principals (AO=2.79, S=0.73) in respect of the organizational climate, is higher than their directive and restrictive behaviors. However, both the restrictive (AO=2.51, S=0.58), and the directive (AO=2.42, S=0.69) behaviors are close to the "in general" level. Teachers, on the other hand, exhibit intimate (AO=2.62, S=0.65) and collegial (AO=2.73, S=0.54) behavior "in general". Disengaged (AO= 2.20, S=0.74) teacher behavior is only displayed "sometimes". The degree of openness (OD) of the school climate is low for principals (OD=400) and very high for teachers (OD=685).

The views of teachers on the dimensions of the organizational climate vary according to the gender, the type of school, and seniority variables. In terms of the behavior of the principal, teachers at vocational high schools are of the opinion that their school principals display less supportive behavior than the teachers at other schools consider of their own principals [$F_{(3-381)}$=21.57; p<.05]. In general, high school teachers are of the opinion that their principals display more directive behavior than the teachers at secondary schools consider of their own principals [$F_{(3-381)}$=3.06; p<.05]. Teachers, who have been working for 5 years or less at the school that they are employed at are of the opinion that their principals display more restrictive behavior than the teachers with 11 or more years' seniority consider of their own principals [$F_{(2-382)}$=4.03; p<.05].

In terms of teacher behavior, when asked about the intimate behavior of teachers within the school, the positive response (that they do

behave intimately) was higher among female teachers than male teachers [$t_{(383)}$=3.49; p<.05], also higher among primary school, secondary school, and general high school teachers when compared with vocational high school teachers [$F_{(3-381)}$=7.31; p<.05], and again higher among those with a seniority of less than 10 years than those with a seniority of more than 10 years [$F_{(2-382)}$=6.65; p<.05]. Secondary school teachers believe that more collegial behavior is displayed when compared with high school teachers [$F_{(3-381)}$=9.04; p<.05], while general high school teachers are of the opinion that more disengaged behavior is displayed when compared with primary and secondary school teachers [$F_{(3-381)}$=5.40; p<.05].

In terms of the attitude of the teachers to work who took part in the study, 46.7 of them show workaholic tendencies. 23.1% (n=89) of the teachers who displayed this characteristic are enthusiastic addicts, 7.8% (n=30) are work addicts, and 15.8% (n=61) are work enthusiasts. Of the teachers who did not display workaholic tendencies, 10.9% (n=42) are reluctant hard-workers, 8.1% (n=31) are alienated professionals, 4.9% (n=19) are disenchanted workers, 9.9% (n=38) are relaxed workers, and 19.5% (n=75) are disengaged workers. The study also researched the distribution of employee types according to differences in gender, marital status and seniority. Table 1 contains cross-tables in this respect.

As can be seen from Table 1, the employee type characteristics of female and male teachers display similarities. In terms of workaholism, 45.2% of females (enthusiastic addicts, work addicts and work enthusiasts), and 48.3% of males show workaholic tendencies. In terms of marital status, 46.4% of married teachers, and 48.1% of

single teachers show workaholic tendencies. Married teachers are more enthusiastic addicts (24.4%), while single teachers are more work enthusiasts (24.7%). Additionally, the difference in the percentages of single teachers among alienated professionals (13.0%) and married teachers among disenchanted workers (6.2%) stand out. In terms of the seniority variable, the group showing the highest workaholic tendencies is the 10-19 year group (51.8%) of teachers. The ratio of teachers with workaholic tendencies from among those with 20 years or more seniority is 45.2%, and among those with less than 10 years seniority is 42.7%. Teachers with 10-19 years seniority are more enthusiastic addicts, while those with less than 20 years seniority are more work enthusiasts. Additionally, the difference in the percentages of teachers with 20 or more years seniority among reluctant hard-workers (15.1%), those with 10-19 years seniority among those who are disenchanted workers (7.8%) and those with less than 10 years seniority among those who are disengaged workers (25.4%) stand out.

Correlation coefficients were calculated in the study in order to determine the relationship of attitudes of different types of teachers to work and the school climate. As the distribution during the determination of the relationship between disenchanted workers and the school climate was not normal, the spearman Brown Rank Correlation was used in the correlation analysis here, while the Pearson Moments multiplication correlation was used for the other relationships. The results for this analysis are shown in Table 2. The "+" signs in the "Attitude to work" column of Table 2 is used to display that levels are high, while the "-" signs exhibit that they are low. For instance, "+work involvement" shows that the

Table 1: The distribution of employee types according to differences in gender, marital status and seniority

Variable	Gender				Marital status				Seniority					
	Female		Male		Married		Single		9 years or less		10-19 years		20 years +	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Employee Type														
Enthusiastic addicts	40	20.1	49	26.3	75	24.4	14	18.2	24	17.4	41	29.1	24	22.6
Work addicts	16	8.0	14	7.5	26	8.4	4	5.2	9	6.5	13	9.2	8	7.5
Work enthusiasts	34	17.1	27	14.5	42	13.6	19	24.7	26	18.8	19	13.5	16	15.1
Reluctant hard-workers	20	10.1	22	11.8	34	11.0	8	10.4	13	9.4	13	9.2	16	15.1
Alienated professionals	18	9.0	13	7.0	21	6.8	10	13.0	14	10.1	8	5.7	9	8.5
Disenchanted workers	10	5.0	9	4.8	19	6.2	0	0.0	3	2.2	11	7.8	5	4.7
Relaxed workers	21	10.6	17	9.1	31	10.1	7	9.1	14	10.1	14	9.9	10	9.4
Disengaged workers	40	20.1	35	18.8	60	19.5	15	19.5	35	25.4	22	15.6	18	17.0

Table 2:The relationship between the attitudes of different types of teachers to work and the school climate

Employee type	Organizational climate attitude to work		The behavior of principals			The behavior of teachers		
			Suppo-rtive+	Direc-tive-	Restric-tive-	Intim-ate+	Colle-gial+	Disenga-ged-
1. Enthus-	+	Work involvement	0.23*	0.06	0.07	0.14	-0.09	0.16
iastic	+	Drive	0.03	-0.21*	-0.04	0.11	0.11	0.11
addict	+	Work enjoyment	-0.02	-0.02	-0.08	0.11	0.14	-0.05
2. Work	+	Work involvement	-0.04	0.11	0.02	0.03	-0.12	-0.03
addict	+	Drive	0.13	0.00	0.10	-0.05	0.35*	0.20
	-	Work enjoyment	0.06	-0.11	-0.05	0.02	-0.14	-0.09
3. Work	+	Work involvement	0.03	0.16	0.05	-0.10	-0.13	0.01
enthusiast	-	Drive	0.05	-0.20	0.06	-0.11	-0.06	-0.07
	+	Work enjoyment	0.21	0.18	-0.29*	-0.14	0.09	-0.33**
4. Reluctant	+	Work involvement	0.10	-0.31*	-0.01	0.01	-0.30	-0.10
hard-worker	-	Drive	-0.07	-0.15	-0.06	-0.06	-0.08	-0.19
	-	Work enjoyment	0.17	-0.03	0.11	0.08	0.12	-0.31*
5. Alienated	-	Work involvement	-0.23	0.08	-0.17	-0.22	-0.29	0.00
professional	+	Drive	0.61**	-0.27	0.11	0.44*	0.50**	-0.43*
	+	Work enjoyment	0.54**	-0.28	-0.17	0.33	0.35	-0.30
6. Disench-	-	Work involvement	0.30	0.29	0.08	0.04	-0.04	0.43
anted worker	+	Drive	-0.23	-0.09	0.26	0.21	0.12	0.40
	-	Work enjoyment	0.26	0.19	-0.51*	0.28	-0.38	-0.41
7. Relaxed	-	Work involvement	0.00	0.23	0.05	0.08	-0.12	-0.31
worker	-	Drive	0.05	0.03	0.16	0.16	0.38*	0.03
	+	Work enjoyment	0.00	-0.05	-0.13	0.05	0.24	0.05
Disengaged	-	Work involvement	-0.07	0.21	0.01	0.01	-0.02	-0.30*
worker	-	Drive	0.06	-0.06	-0.06	0.24*	0.27*	-0.06
	-	Work enjoyment	0.17	-0.01	-0.03	-0.07	0.02	0.02

*p<0.05   **p<0.01

work involvement of the teacher is high, while "- work involvement" shows that the work involvement level of the teacher is low. As also stated in the method section, this classification was carried out in line with the results of the cluster analysis.

The first 3 types of employees (enthusiastic addicts, work addicts and work enthusiasts) according to Table 2 are deemed to have workaholic tendencies. The degree of work involvement of a teacher who is an "enthusiastic addict" is correlated positively, but at low levels (r=.23) with supportive principal behavior. The degree of drive of this type of teacher is correlated negatively, and at low levels (r= -.21) with directive principal behavior. The drive of a "work addict" teacher is correlated positively, and at medium levels (r=.35) with collegial teacher behavior. The degree of work enjoyment of a teacher who is a "work enthusiast" is correlated negatively, and at low levels (r=-.29) with restrictive principal behavior, and again negatively and at medium levels (r=-.33) with disengaged teacher behavior.

The degree of work involvement of a teacher who is a "reluctant hard-worker", and does not display workaholic tendencies, is correlated negatively and at medium levels (r=-.31) with directive principal behavior. The enjoyment of work of this type of teacher is correlated negatively and at medium levels (r=-.31) with disengaged teacher behavior. In other words, the levels of enjoyment teachers whose levels of enjoyment of the work are low (- work enjoyment) become even lower when faced with disengaged teacher behavior.

The degree of work enjoyment of a teacher who is an "alienated professional", and does not display workaholic tendencies, is correlated positively and at medium levels (r=.54) with supportive principal behavior. The degree of drive of this type of teacher is also positively correlated at medium levels with supportive principal behavior (r=.61), intimate teacher behavior (r=.54), and collegial teacher behavior (r=.54), while it is correlated negatively and at medium levels (r=-.43) with disengaged teacher behavior.

The degree of work enjoyment of a teacher who is a "disenchanted worker" is correlated negatively and at medium levels (r=-.51) with restrictive principal behavior. In other words, the

levels of enjoyment of teachers whose levels of enjoyment of the work are low (- work enjoyment) become even lower when faced with restrictive principal behavior.

The degree of drive of a teacher who is a "relaxed worker", and does not display workaholic tendencies, is correlated positively and at medium levels (r=.38) with collegial teacher behavior. In other words, the levels of drive of teachers whose levels of drive are low (- drive) become higher when faced with collegial teacher behavior.

The degree of drive of a teacher who is a "disengaged worker", and does not display workaholic tendencies, is correlated positively and at low levels with intimate teacher behavior (r=.24) and collegial teacher behavior (r=.27). The degree of work involvement of this type of teacher is correlated negatively and at medium levels (r=-.30) with disengaged teacher behavior. In other words, the levels of work involvement of teachers whose levels of work involvement are low become even lower when faced with disengaged teacher behavior.

DISCUSSION

The purpose of this study was to determine the relationship between the attitudes to work of different types of teachers and the school climate. Additionally, within the scope of this agreement, the degree of openness of the school climate was determined and research was carried out into whether the views of teachers on the school climate exhibit a difference according to variables such as gender, type of school and seniority. Further, an attempt was made to determine what employee type characteristics that teachers display.

The first purpose of the study was to determine the views of teachers on the school climate. According to teachers, the behavior exhibited most by school principals is supportive behavior. This is followed, respectively, by restrictive and directive behavior. Teachers, on the other hand, exhibit intimate and collegial behavior the most, and disengaged behavior the least. While the supportive behavior of school principals is higher when compared with the other dimensions, the degree of display of this behavior is not very high. In fact, when a comparison is made, the degree of display of restrictive and directive behavior is close to the display of supportive

behavior. This finding is in line with the results of previous studies (Yilmaz 2004; Cankaya and Akuzum 2010; Yilmaz and Altinkurt 2012; Bayrak et al. 2014). It is conspicuous especially that supportive behavior, which can be assessed positively in terms of management behavior, and directive and restrictive behavior, which can be assessed as negative, are close to each other.

The degree of openness of the school climate was also determined in the study. The openness of the school climate is "low" in terms of principal behavior, and "very high" in terms of teacher behavior. In other words, the directive and restrictive behavior of school administrators has a negative impact on the school climate. Eshraghiet al. (2011) also determined that supportive leadership behaviorhad a positive impact on the organizational climate, while authoritarian leadership behavior had a negative impact. Due to their structure, educational organizations are organizations, where the levels of education of the employees are high, and which have a loose structure. Therefore, the fundamental duty of the principals at the head of these organizations is more to support them within the framework of the organizational objectives, than to give them specific directives (Aydýn 2000). The leadership behavior which is appropriate for employees who have a high level of education is also supportive leadership. It is not possible for the approach of restrictive and directive leadership to have an impact in these organizations (Celik 2003).

The view of the participants on the organizational climate varies at significant levels at certain dimensions, according to the variables of gender, type of school and seniority. In terms of the behavior of principals;teachers at vocational high schools are of the opinion that their school principals display less supportive behavior than the teachers at other schools consider of their own principals. In general, high school teachers are of the opinion that their principals display more directive behavior than the teachers at secondary schools consider of their own principals. Teachers, who have been working for 5 years or less at the school they are employed at, are of the opinion that their principals display more restrictive behavior than the teachers with 11 or more years seniority consider of their own principals. In terms of teacher behavior, when asked about the intimate behavior of teachers within the school, the positive response (that they do behave intimately) was higher among female

teachers than male teachers, also higher among primary school, secondary school, and general high school teachers when compared with vocational high school teachers, and again higher among those with a seniority of less than 10 years than those with a seniority of more than 10 years. Secondary school teachers believe that more collegial behavior is displayed when compared with high school teachers, while general high school teachers are of the opinion that more disengaged behavior is displayed when compared with primary and secondary school teachers. In the study carried out by Bayrak et al. (2014), where the same measurement tools were used, the perceptions of the organizational climate also differed at certain dimensions in line with the variables of gender, branch and seniority. Further, in the study carried out by Karatas (2008), there were significant differences in the perceptions of the organizational climate in respect of gender, branch and seniority; in the study carried out by Dogan (2011) these significant differences were according to gender, age and seniority; and in the study carried out by Baykal (2013), they were in terms of gender and branch. In the research carried out by Tahaoglu (2007), significant differences were found when comparing gender and changes of job, but no differences when comparing in terms of the seniority variable. According to the results of the study carried out by Sezgin and Kýlýnc (2011), the perceptions of teachers concerning the school climate did not differ significantly according to the variables of gender, branch and seniority. One of the reasons for these differences between the studies might be the measurement tools which were used. However, it is also a reality that there are only a limited number of these types of studies in Turkey.

In the study, it was determined that almost half the teachers displayed workaholic tendencies in terms of their attitudes towards work. This was also the case in the study of Burke (2000), where the ratio of teachers displaying workaholic tendencies was also close to half. Almost 21.2% of teachers who displayed these characteristics were "enthusiastic addicts", 7.8% were "work addicts", and 15.8% were "work enthusiasts". Of the teachers who did not display workaholic tendencies, 10.9% were reluctant hard-workers, 8.1% were alienated professionals, 4.9% were disenchanted workers, 9.9% were relaxed workers, and 19.5% were disengaged workers. According to these findings, while the work involvement, drive and work enjoyment of almost a fifth of teachers was at high levels, the work involvement, drive and work enjoyment of almost a fifth of teachers was at low levels. In the study on workaholism in Turkey, using the scale of Spence and Robins (1992), the three dimensional form of the scale was used as two dimensional, with only "work enjoyment and drive". Here, the workaholism tendencies of employees arerealized from the total score obtained from the scale. However, in the original scale of Spence and Robins (1992), the degree of participation in each dimension were divided into two (high and low) using a cluster analysis, and six employee types were determined in connection with this. And only three of these types were determined to possess workaholic tendencies.

As a result of the study, it was determined that female and male teachers exhibit similar employee type characteristics. The workaholic tendencies of the male teachers who took part in the study are slightly higher (3%) than those of female teachers. The workaholism tendencies of the different genders also show no real difference in the other studies contained in the literature (Burke 1999, 2000; Harpaz and Snir 2004; Johnstone and Johnston 2005; Burke et al. 2006; Akin and Oguz 2010; Bardakcý and Baloglu 2012). While some of these studies found the workaholic tendencies of men to be higher, and others found those of women to be higher, the differences are not significant.

The workaholic tendencies of teachers also exhibit no difference related to their marital status. While the workaholic tendencies of single teachers are slightly higher, almost a half of both married and single teachers have workaholic tendencies. The study also showed that close to a quarter of married teachers are more "enthusiastic addicts", while close to a quarter of single teachers display the characteristics of "enthusiastic workers". Additionally, the difference in the percentages of single teachers among alienated professionals (13.0%) and married teachers among disenchanted workers (6.2%) stand out. Teachers who are alienated professionals are teachers whose degree of drive and work enjoyment are high, but whose work involvement is low, while in disenchanted teachers, only the degree of drive is high. These types of teachers can be said to have a high degree of satisfaction from the profession, but a low degree of satisfaction from the work.

In terms of the seniority variable, the group showing the highest workaholic tendencies is the 10-19 year group. In their study, Bardakcý and Baloglu (2012) found the workaholic tendencies of school administrators with a seniority of between 10-15 years to be higher. Akin and Oguz (2010) also reached the conclusion that teachers experienced in the profession have higher workaholic tendencies than new teachers. 10-19 year seniority is the busiest time for employees in respect of their careers. This finding is also consistent with the rules of career development. This period is the equivalent of the period of "consolidation" in the theory of Super (1957), and the period of "activism" in the theory of Bakioglu (1996). Bakioglu (1996) defines teachers at this stage of their careers as being at the most hardworking, most ambitious, and most self-confident point in their careers. Additionally, it is conspicuous that teachers who have more than 10 years seniority are more "enthusiastic addicts", while those with less than 10 years seniority display more the characteristics of "disengaged workers". In other words, more than quarters of young teachers have low levels of work enjoyment, drive and work involvement. As stated above, the reason for this finding may be the stage of their careers in which teachers find themselves. According to the study of Bakioglu (1996), this is the group of teachers who finds the profession the least interesting. However, there may also be other reasons for this. As this covers a certain generation, the reason for these findings could in particular be to do with the difference in generation, or the teacher training policies of recent years. There is a need for an in depth research on this matter, where data collection methods such as interviews and observations are used.

The final purpose of the study was to determine the relationship between the attitudes of different types of teachers to work and the organizational climate. According to the findings obtained in the study, the climate possessed by the school has an influence on the attitudes to work of different types of teachers. Johnstone and Johnston (2005) have also determined a relationship between employee types and organizational climate in their study. According to the Meta analysis study carried out by Parker et al. (2003), there are relationships between the organizational climate and the work satisfaction of employees, their attitudes to work, their motivation and their performance. While there are no studies in the literature – apart from Johnstone and Johnston (2005) – directly on this matter, there are studies which attempt to determine the relationship between the workaholism tendencies of employees in particular, and the organizational climate, even if only indirectly. The findings obtained are consistent with the results of this study. For instance, there are studies which have determined the relationship between workaholism and motivation for work (Nijhuis et al. 2012; Stoeberet al. 2013), workaholism and work engagement (Gorgievski et al. 2014), workaholism and a passion for work (Ozsoy et al. 2013) and workaholism and organizational well-being (Erkmen 2013).

The organizational climate has a relatively low impact on the attitudes to work of teachers with workaholic tendencies than those of others. While supportive principal behavior increases the work involvement of an enthusiastic addict type of teacher, directive principal behaviors reduce drive. Similarly, restrictive principal behavior and disengaged teacher behavior reduces the level of enjoyment of a teacher who is a work enthusiast. Collegial teacher behavior, on the other hand, increases the degree of drive of a teacher who is a work addict.

CONCLUSION

The climate of the school affects alienated professionals from among employees who do not have workaholic tendencies, the most. However, it is conspicuous that there was no relationship found between the work involvement of these teachers, whose organizational involvement is at low levels, and the organizational climate. Further, a matter which needs to be focused on as much as the workaholism tendencies of employees is the teachers who are of "disengaged workers" and relaxed workers" employee type. Teachers of this type make up close to one third of the total number of employees. The organizational involvement and the degree of drive of these teachers are low. It is conspicuous that their attitudes to work are influenced more by positive teacher behavior more than management behavior. Therefore, measures need to be taken to encourage intimate and collegial behavior among employees in schools, in order to increase the contributions of teachers, who have lost their motivation for the profession or who have be-

come alienated, to the organization. Additionally, directive and restrictive behavior does not have a positive impact on the attitudes of any employee types, to work.

RECOMMENDATIONS

One of the most important limitations of this study is the fact that it collected data on workaholism through only one data collection tool. The scale reveals the workaholism tendencies of employees in connection with the height of the degree of their work involvement drive and work enjoyment. However, the fact that these characteristics are high does not necessarily mean that the employee will be a workaholic. Therefore, there is a need for in depth studies in this area where qualitative studies are designed and data collection techniques such as observations and interviews are used. Further, even if the population of the sample group of this study is deemed to be significant, as the sample has been divided into eight different employee types, the size of the sample has been inadequate for more detailed analyses. Therefore, it may be recommended that new studies directed at determining employee types using this workaholism scale, use larger samples.

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