

The Relationship Between Performance Management Practices and Organizational Deviations in Schools

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Abstract

The purpose of this research is to describe how and in which way teachers' behaviors are affected in the organisational context with performance management practices. The sample of the research consists of 350 administrators and teachers working in the schools located in the city of Siirt in 2017-2018 academic year. The study is an example of the descriptive relational screening model. The data of the research were obtained by using "Teacher / Manager Performance Management Rating Scale and "Organizational Deviation Scale" in Public and Private Primary Education Schools". The obtained data were converted into data sets with statistical program and appropriate analysis procedures were applied and interpreted after being tabulated. According to the results obtained from the research, it was found that there is a significant difference in the overall dimension and organizational dimension of the performance management practices, and in the overall dimension of the performance management practices according to the independent variable of school type. It can also be stated that there is a negative and moderately significant relationship between the performance management practices and the organizational deviation in the schools and that as the performances of the administrators and teachers in the schools increase, the level of organizational deviation behavior may decrease.

Keywords: organization, performance, management, deviation

1. Introduction

All organizations want to survive, grow, and be strong like a living organism. In order to ensure this, they frequently check and revise their organizational goals and use their resources effectively. The most important of these sources in the hands of organizations is the qualified human labor. In order for this resource to be used effectively, the performance and motivation of the transactors must be high. Because the higher the performance and motivation of the transactors, the easier it is for the organization to reach its goals. For this reason, organizations often monitor and manage the performances of the transactors. In order for the performance management to be done effectively, it is necessary for transactors to avoid the behavior of organizational deviation. For this reason, concepts of performance management and organizational deviation are also very important in terms of education. Performance management is an intermediary in providing quality communication environment among transactors in educational organizations (Helvacı, 2002). Transactors contribute to the culture of their organisation with their knowledge and skills. This resulting culture can lead to the behavior of deviation in the organisation, and can lead to the interruption in achieving the organizational goals. For this reason, for the organisation to achieve its goals, the transactors should have the necessary competences. Performance management in educational organizations is a process that is constantly changing and affected by the behavior of the transactors (Bae, 2006). This process consists of three stages as planning, evaluation and development of the teachers' performance (Torrington and Hall, 1995, citation: Boyacı, 2006). As a process, performance management can improve as long as it is at the center of the education system. For this reason, performance management practices should be actively included at all stages of the education and built on sustainable policies in order for the organisation to achieve its goals (Anvari, Soltani and Rafiee, 2016).

Performance-based evaluations that have come to the forefront in the 21. century can affect the overall structure and functioning of the organization from different perspectives. The concept of performance can be explained as the product or service obtained in the direction of the ability and motivation of the members of the organization. Implementation of performance management in educational organizations aims to provide feedback and support to teachers, to identify and

improve the potential of the performance of teachers, and to develop and manage performance in line with the overall objectives of the organisations (Lidl, 2010, citation: Çorbacı, 2010) If we look from this perspective, in order to increase the performance of educational organizations, school directors should determine their expectations from teachers clearly and precisely, plan the educational process together with teachers, to provide feedback to teachers in a timely manner, and to ensure that intra-organizational relationships are healthy and effective (Helvacı, 2002). When the relevant literature is examined, it is seen that one of the most effective ways to improve teacher performance is to give feedback to teachers in time (Bae, 2006, Demir and Tütüncü, 2014).

It can be said that the adaptation of our educational organizations to changing and developing world is based on the performance management. A well-planned performance management process will play an integrative role at the point of reviewing the performance of teachers, providing feedback and setting goals (Armstrong, 1996). When all these are examined, it is seen that the performance management is a process in which school administrators and teachers come together to plan and evaluate the academic year and in addition, the communication forms a large part of the performance management (Cansever, 2000). Communication between teachers is characterized by undesirable behaviors such as expected positive behaviors or deviation behaviors. In this case, it is necessary that the deviation behaviors observed in intra-organizational communication should be managed by keeping them in a controllable level. Organizational deviation behavior is defined as negative behaviors that decrease the performance of the members of the organization. According to Robinson and Bennett (1995), organizational deviation behavior is any kind of intentional act that threatens the productivity and continuation of the organisation that violates the organisational norms and members of the organization. Deviation behaviors develop based on the attitudes and behaviors of the transactors in the face of events (Chib, 2018). The conflicts between the individuals living in all the organizations and the negative events oriented towards the organisation can also be encountered in the educational organizations. Such unfavorable situations can disrupt the integrity of the organization and reduce the quality of education. In this context, it is thought that it is important to study the deviation behavior intentionally carried out in educational organizations and considered to affect organizational performance (Türkkaş and Duman, 2016). We can say that the individuals who get a qualified education at school has a great influence in shaping the society. The training of individuals who change society and move the society one step further may be associated with an increase in the quality of education. When it comes to the quality of education, it is more important to control deviation behavior in educational organizations where individuals from different cultures coexist (Fagbohunbe, Akinbode and Ayodeji, 2012).

It can be said that the deviation behaviors, which are more noticeable within the organization today than the past, lead to conversions on the general structure and working conditions of the organisation. Examples of organizational deviation behaviors include the following: employees fail to comply with the rules to harm the organisation and act towards decelerating the work being done. (Hollinger and Clark, 1982). Griffen and Lopez (2005) expressed organizational deviation behaviors as anti-social behavior, moral corruption of workers, bad behavior, aggressiveness at work (Griffin and Lopez, 2005). According to Marcus and Schuler (2004), organizational deviation behaviors can be internal or external. However, organizational deviation behaviors, whether internal or external, should be considered as a whole. It is usually necessary to determine what organizational deviation behaviors are, which are usually expressed by negative concepts. Organizations should then identify the factors that cause these behaviors and take the necessary precautions to avoid these behaviors. All of these are vital to the organization's existence. Organizational deviation behaviors in schools have an impact on school order and are directed towards teachers themselves or colleagues. These negative experiences are negatively affecting the attitudes of the teachers which necessitate coexistence of teamwork. For this reason, the factors affecting organizational deviation behaviors need to be evaluated under two separate headings as individual and organizational (Marcus and Schuler, 2004). According to Demir and Tütüncü (2014), who emphasized that deviation behaviors are mostly seen between administrators and transactors or among transactors themselves, organizational factors are more effective than individual factors in the emergence of deviation behaviors. Organizational deviation and performance management can be considered as practices that directly or indirectly affect the insurance of a specific working order within the school.

The view that the performance management practices have a great influence in educational organizations and that they can affect the organizational deviation behaviors in positive and negative dimensions constitutes the research question of this study. The purpose of this study is to determine the relationship between performance management practices and organizational deviations in the schools. It is observed that researches on behavior of organizational deviation are mostly seen in enterprises such as hospitals, public institutions, hotels and restaurants. When the relevant literature is examined, it is seen that researches on organizational deviation in educational organizations are not at sufficient level. At the same time, it is thought that filling the gap in the literature about this research will contribute to raising the awareness and attract attention to the organizational deviation behaviors experienced in our schools that give direction to the society.

The following questions were answered in the research. According to the opinions of the directors and the teachers;

1. What are the performance management practices and level of organizational deviation in schools?
2. Do the performance management practices and organizational deviation perceptions differ significantly according to the independent variables of gender, branch, seniority, task, age, union and school type?
3. What kind of a relationship exists between performance management practices and organizational deviation in schools?

2. Method

Research Method

In this research, descriptive relational scanning model is used as a quantitative research method. Researches in the screening models is a research approach that depicts a situation in past or at present time as it is (Karasar, 2007).

Universe and Sampling

The population of the research consists a total of 2045 teachers working in public schools in Siirt city center. The sample of the research constitutes the views of 341 teachers'. According to Can (2017), even if there is no homogeneous distribution in an environment of 2,500 people, it has been emphasized that a view by 333 people has the necessary power of reflection.

In the study, 470 rating scales were distributed and 360 rating scales were returned. As 19 of them were not filled in accordance with the instructions, they were excluded from the research and only 341 opinions were included in the research. Data regarding the sample group included in the application is presented in Table 1.

Table 1. Information Regarding the Sample Group of the Study

		N	%
<i>Gender</i>	Female	142	41.6
	Male	199	58.4
<i>Branch</i>	Classroom teacher	77	22.6
	Branch teacher	264	77.4
<i>Seniority</i>	0-5 year	178	52.2
	6-10 year	67	19.6
	11-15 year	48	14.1
	16 year and over	48	14.1
<i>Task</i>	Manager	41	12
	Teacher	300	88
<i>Age</i>	25 and beyond	69	20.2
	26-35	196	57.5
	36-45	64	18.8
	46 and over	12	3.5
<i>Union</i>	Yeah	163	47.8
	No	178	52.2
<i>School type</i>	Primary school	89	26.1
	Middle school	162	47.5
	High school	90	26.4
	Total	341	100.0

Data Collection Tool

Two scales were used as data collection tools in the study. The 47-item, one-dimensional "Teacher / Manager Performance Management Rating Scale for Public and Private Schools (PMS)" developed by Bostancı (2004) to determine the performance management level, and 20-item, three-dimensional "Organizational Deviation Scale(ODS)" developed by Robinson and Bennett (2000) in order to determine the level of organisational deviation and adapted to Turkish by Aksu and Girgin (2013) was used. The reliability analysis results of the rating scales are presented in Table 2.

Table 2. The calculated reliability analysis values for rating scales

	Number of Articles	Cronbach Alpha Value(α)
<i>Organizational deviation general</i>	20	.853
<i>Individual dimension</i>	3	.787
<i>Organizational dimension</i>	9	.751
<i>Ethical dimension</i>	8	.834
<i>Performance management in general</i>	47	.971

Data Collection and Analysis

Percentage (%), arithmetic mean (\bar{X}), frequency (f) and standard deviation values of the data obtained in the study were examined. Significance was sought according to the value $P < 0.05$. The confidence interval is the tolerance interval against the possibility of rejecting the hypothesis and is counterproductive to the probability of making a type I error in the study. This value is determined by the value of alpha (α) ($1 - \alpha =$ Confidence Interval). The confidence interval $P < 0,05$ in the study represents the range of values, in which the average value is to be found with 95% probability within the population (Altunışık, Coşkun, Yıldırım and Bayraktaroğlu, 2002). The homogeneity of variance test values were examined in determining the distributions of gender, professional seniority, occupation, branch, age, union and school type independent variables. T-test and ANNOVA were used for homogeneous distributions and Mann-Whitney U and Kruskal Wallis analysis procedure were applied for non-homogeneous distributions. Correlation (r) analysis was performed for relationship between performance management and organizational deviation and sub-dimensions.

3. Findings

Findings obtained as a result of the research are and titled and tabulated according to the purposes of the research and explained in this section.

1. According to the opinions of the administrators and the teachers, the performance management practices and the level of organizational deviation in the schools

Findings related to performance management practices and level of organizational deviation according to the findings obtained in the research are presented in Table 3.

Table 3. Overall performance management and overall organizational deviation and arithmetic means of the sub dimensions and standard deviation values

	\bar{X}	S
<i>Organizational deviation general</i>	1.845	.766
<i>Individual dimension</i>	2.081	.949
<i>Organizational dimension</i>	2.118	.923
<i>Ethical dimension</i>	1.450	.752
<i>Performance management general</i>	3.876	.694

According to the findings in Table 3, we can say that the perception levels of the teachers of the performance management practices applied in the schools is high and the perception levels of organizational deviation is low. We can say that the teachers' level of perception of organizational deviation ($\bar{x} = 1,845$) corresponds to the perception of 'I do not agree' and therefore it is evaluated as low. According to the descriptive statistical results made to determine the organizational deviation behavior levels of the teachers; we can say that organizational deviation behavior levels are not sufficient in all sub-dimensions and in total.

2. Examination of performance management practices and organizational deviation perceptions according to independent variables of gender, branch, seniority, duty, age, union and school type according to manager and teacher opinions

Findings related to manager and teacher opinions according to independent variables of gender, branch, seniority, duty, age, trade union and school type discussed in the survey are presented in Table 4.

Table 4. Arithmetic mean and t-test scores for performance management dimension and organizational deviation sub-dimensions according to gender independent variable

	\bar{X}	S	F	sd	t	p
<i>Performancemanagement</i>						
Female	3.960	.654	5	319.18	1.906	.058
Male	3.817	.717	2	8		
<i>Individual dimension of organizational deviation</i>						
Female	1.903	.903	1	315.15	8	-2.97
Male	2.207	.964	2	9		.003**
<i>Organizational dimension of organizational deviation</i>						
Female	1.967	.885	4	313.72	3	-2.59
Male	2.225	.936	9	1		.010*
<i>Ethical dimension of organizational deviation</i>						
Female	1.384	.667	2	331.58	0	-1.41
Male	1.497	.806	6	3		.160
<i>General average of organizational deviation</i>						
Female	1.724	.724	0	317.68	2	-2.51
Male	1.931	.785	5	2		.012*

N(female)=142 N(male)=199 p<.050* p<10** p<000***

When the data in Table 4 were examined, it was found that there was a meaningful difference between the overall dimension of the organizational deviation and the organizational and individual sub-dimensions among the teachers included in the research according to the gender variable. It is seen that male teachers are more likely to deviate from their organizational sub-dimensions than female teachers. This situation can be explained with the role of the personality traits of the male and female teachers in their working environment in the school and private life. It can be said that women have less organizational deviation behaviors than males because they behave more sensitively when approaching the negative situations they encounter.

Table 5. Arithmetic mean and ANOVA test results related to the organizational deviation dimensions according to school type independent variable.

	X	S	F	sd	p	Explanation
<i>Individual dimension of organizational deviation</i>						
primary school	1.977	1.00353		2		
middle school	2.191	.98561	2.093	338	.125	
high school	1.985	.80713		340		
<i>Organizational dimension of organizational deviation</i>						
primary school	1.938	1.00112		2		
middle school	2.271	.91415	4.531	338	.011*	between primary and middle school
high school	2.018	.81824		340		
<i>Ethical dimension of organizational deviation</i>						
primary school	1.373	.68010		2.189		
middle school	1.534	.86907	1.942	190.430	.145	
high school	1.375	.56215		192.618		

N(Primary school)=89 N(Middle school)=162 N(High school)=90 p<.050* p<.010** p<.000***

When the data in Table 5 were examined, it was seen that there was a significant difference in organizational sub-dimension (p = .011, p < 0.05). Post Hoc made to determine the source of this meaningful difference. Statistically significant differences as the results of Bonferroni statistics were found between the views of primary and secondary school administrators and teachers. Since the teachers who work in the secondary schools are in the process of separated into branches, the problems experienced in sharing the course can lead to organizational deviation behaviors.

Nonparametric statistical procedure was applied because the sample distribution for performance management practices did not show homogeneity. The results are presented in Table 6.

Table 6. Arithmetic Mean and Kruskal Wallis Test Scores on Performance Management by School Type Independent Variable.

	Rank average	sd	X ²	p
<i>Performance management</i>				
primaryschool	171.14			
middle school	159.56	2	6.062	.048*
high school	191.46			

N(Primary school)=89 N(Middle school)=162 N(High school)=90 p<.050* p<.010** p<.000***

When the findings in Table 6 were examined, it was seen that there was a meaningful difference (performancegenX² = 6.062, p <.050) in the Kruskal-Wallis test according to the school typeindependent variable. The results of Mann-Whitney U Test for finding the source of the significant difference are presented in Table 7.

Table 7. Mann-Whitney U Test Scores on Performance Management by School Type Independent Variable

	Rankaverage	Rank sum	Z	U	p
<i>Performance management</i>					
middle school	118.34	19.171	-2.385	5.968	.017*
high school	141.19	12.707			

N(Primary school)=89 N(Middle school)=162 N(High school)=90p<.050* p<.010** p<.000***

According to the findings in Table 7, a significant difference in performance management was found between the elementary and high school types (p = .017, p <.050)independent variable. Since high schools are institutions that prepare the student for higher education, it can be said that the average of high schools is higher than that of primary schools as the branch teachers have different performance monitoring policies.

According to the branch, seniority, duty, age and trade union variables, it is seen that there is no meaningful difference.

3. *The relationship between performance management practices and organizational deviationin schools according to manager's and teacher's views*

Findings related to the relationship between performance management practices and organizational deviation are presented in Table 8.

Table 8. Table of Correlation Analysis to Determine the Relationship Between Performance Management Applications Applied in Schools and Organizational Deviations

	1	2	3	4	5
<i>Performance management</i>	1				
2 <i>Individual dimension</i>	-.188**	1			
3 <i>Organizational dimension</i>	-.187**	.715**	1		
4 <i>Ethical dimension</i>	-.176**	.618**	.662**	1	
5 <i>General average</i>	-.205**	.817**	.936**	.867**	1

When the findings in Table 8 are examined, it is seen that there is a statistically significant relationship (r=-.205; p<.010) between the performance management practices applied in the schools and the organizational deviation at the level of p<.010. Accordingly, it can be said that as the level of performance management practices applied in schools increases, the organizational deviation behaviors seen within the organization will increase.

4. **Results, Conclusions and Recommendations**

4.1 *Discussion*

The focus of the research is to determine how and in which way the teacher behaviors are affected by performance management practices in the organizational context. In this process, teacherspresent undesirable behaviors like deviation behaviors or expected positive behaviors. Deviation behaviors that can be expressed by researchers in

different terms are often described as behaviors that harm the goal of the organization (Judge, Scott and Ilies, 2006). These behaviors are now regarded as a negative situation in many commercial sectors such as different hospitality, retail and healthcare (Bolin and Heatherly, 2001). For example, the effect of organizational justice perceptions of the employees on organizational deviation behaviors was examined in a study conducted in the textile industry by Yalap (2016). In the study, it was determined that there was an inverse and significant relationship between the perceptions of organizational justice and the level of organizational deviation behaviors. It has been found that an increase in the level of employees on the perception of organizational justice reduces the organizational deviation behavior. As a result of the findings of research done by İyigün (2011) in the pharmaceutical sector, psychological contracts and sub-dimensions were found to be positively and meaningfully related to organizational deviation for colleagues as well as organizational deviation for employees themselves. Apart from these, there are also studies showing that personal and organizational factors have an influence on deviation behaviors. For example; Demir (2011), Argon and Ekinçi (2016) and Fox, Spector and Miles (2001) reported that organizational factors affected their deviation behaviors in their work. Dunlop and Lee (2004) investigated the relationship between organizational deviant behavior, organizational citizenship behavior, and work performance in a study they conducted. They have reached the conclusion that the increase in job performance reduces the organizational deviation behavior. In this sense, the results of the research that is made with organizational deviation and with different independent variables were found to be in parallel with the results obtained in the research. According to the gender independent variable in the research, it is seen that there is a meaningful difference in organizational deviation and according to school type independent variable both in organizational deviation and performance management. In the study of İyigün (2011), organizational deviation behaviors were found to be significantly different according to sex and school type, whereas no significant difference was found in the study of Köse (2013). Hystad, Mearns and Eid (2014) tried to explain the effect of moral insignificance on the perceptions of organizational injustice and organizational deviation behavior in a Norwegian survey made with 340 crew members. The findings of the research revealed that organizational justice is positively related to organizational deviation behavior. Moreover, it was seen that one's feelings of self-worthlessness in the moral direction increased the perceptions of organizational injustice in the person, and these two variables predicted the organizational deviation behaviors. The results of our research overlap with the results of this research in terms of the finding that there is a relationship between performance management practices and organizational deviation behaviors. In another study on organizational deviation, it was researched by Yeşiltaş, Çeken and Sormaz (2012) whether ethical leadership and organizational justice have an effect on organizational deviation behavior. As a result of the analyses conducted by the researchers, it is seen that there is no positive relationship between the types of ethical leadership and types of organizational justice, while there were hypotheses supporting the negative relationship between organizational justice types and deviation behavior.

4.2 Conclusion

According to the results obtained in the research; the perception levels of the teachers of the performance management practices was found to be high, but the level of perception of the organizational deviation behaviors was found to be low. Accordingly, it can be said that the level of perception of performance management practices of managers and teachers working in Siirt province is insufficient and their level of perception of organizational deviation behavior is insufficient. According to the opinions of administrators and teachers that are examined in the study, when the perceptions of performance management practices and organizational deviation behaviors were examined according to independent variables such as gender, branch, seniority, duty, age, union and school type, whereas a significant difference was found in gender and school type independent variables, no significant difference was found with respect to other variables. Significant difference with respect to gender independent variable was found in favor of men. The reason for this may be that women tend to be more inclined towards organizational deviation behaviors due to their reactive personality structure. According to the school type independent variable, it was found that the significant difference was found to be between elementary school and secondary school in terms of organizational deviation in favor of secondary schools. Accordingly, managers and teachers working in primary school show organizational deviation behaviors more in organizational dimension. It can be said that it is normal to see more organizational deviation behaviors in the elementary schools as it is known that elementary schools are type of schools in which especially school teachers spend most of their time. A significant difference according to performance management practices was found between secondary school and high school type and in favor of high school. It can be argued that this is due to the fact that the high schools are monitored and controlled more than others. According to the results of the research, it is seen that there is a meaningful and moderate relationship between performance management practices and organizational deviation in the negative direction. Therefore, it can be said that increasing the performance management practices in the schools will decrease the organizational deviation behavior. Educational organizations are one of the places where deviation behaviors are often seen. Our educational system, which is decisive in reaching the educational goals, consists of managers, teachers, students and parents. It can be said that the role of the administrators and teachers is slightly higher in reaching the goals that the education organizations set. The efforts that have been recently made to improve the

quality of education can be said to have led school administrators to assess and continually improve the performance of teachers. Educational managers should inform the teachers about the goals they want to reach, the work to be done, and provide teachers with opportunities to present their performance. In the next step, the school managers should observe, evaluate and give feedback to the teachers during the educational period. In this way, teachers can work more efficiently in a regular, explicit, comprehensible, motivating performance management process. Thus, other figures in the education system (students, parents ...) may experience positive changes.

An increase in the level of performance in a school can be said to depend on the school administrator being clear, understandable, noticing the ideas of the people involved in the performance system, bearing the abilities of people in mind, giving the feedback on time and right place, and knowing and applying the factors which can motivate the employees. When we look at literature, we can see that all these factors play a role in improving teacher's performance. In schools, which are the most important pillars of educational organizations, performance management practices show themselves as an ongoing process. In this process, teachers exhibit undesirable behaviors such as deviation behaviors or expected positive behaviors. It is observed that deviation behaviors in education organizations cause high amounts of material and moral damages.

The negative relationship between performance management and organizational deviation behavior in the research indicates that the quality of performance management practices will reduce the deviation behavior within the organization. According to the obtained research results, improvement of the performance management practices in the schools can lead to a certain reduction in the deviation behavior. According to the results obtained in the research, it is seen that performance management practices in an educational organization may affect the deviation behaviors seen in the organization.

5. Recommendations

According to the results of the research, a clear and understandable performance evaluation process should be carried out while teacher performance is being assessed by the school administrators in order to decrease the deviation behaviors within the organization.

Effective performance management practices make it easier for teachers to achieve their educational goals by contributing to an efficient working environment for teachers. If these information are taken into consideration, it would be useful for researchers to give more importance to studies related to this subject in elementary schools, junior high schools and high schools.

Deviation behavior is one of the obstacles to the realization of organizational goals. For this reason, it is important for the school teachers to reduce the deviation behavior. The number of studies about organizational deviation in the literature is not adequate. Researchers should be encouraged and supported to work on organizational deviation. It would be beneficial and contribute to the literature to obtain different results by examining organizational deviation behaviors on different sample groups.

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