

*Full Length Research Paper*

# The relationship between self-sabotage and organizational climate of schools

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This study aimed to determine the relationship between self-sabotage behaviours of school administrators and teachers and their perceptions of organizational climate in schools. In the present study, 'correlational screening model' which is a quantitative research method was used. A sample consisting of 1204 teachers and 166 administrators working in 74 Turkish schools was selected through stratified cluster sampling method to carry out this study. In order to measure self-sabotage levels of teachers and administrators, "The Self-Handicapping Scale" and "School Climate Scale" were conducted as data collection tools. "Pearson Product Moment Correlation" (PPMC) was used to investigate the relationship between self-sabotage and organizational climate in schools and "Multiple Linear Regression Analysis" was used to find out to what extent organizational climate predicts the self-sabotage. It was found out that self-sabotage and organizational climate in schools and all of its sub-dimensions were negatively correlated at a low level. As a result of the regression analysis, it was revealed that the collaboration sub-dimension of the school climate was an important predictor of self-sabotage. According to results of this study, it is recommended that there should be an increase in positive perception in the organizational climate of educational institutions and effective communication between employees as this will create respect, trust, sincerity, friendship and reduce self-sabotage among administrators and teachers.

**Key words:** Self-sabotage, school climate, organizational climate, leadership and participation, collaboration, educational environment.

## INTRODUCTION

Organizational behaviour experts state that the way people perceive themselves is important in explaining their attitude, motivation, decisions and behaviours in the working environment (McShane and Von Glinow, 2016). Organizational climate, which is also the perception of the employees about the objective qualities related to the organization (Tanford et al., 2015), affect the attitudes and behaviours of the employees, as well. Considering the

individual and organizational effect of human being, the most important element in the organization, is essential to examine not only the perception of himself but also his perceptions of and attitudes towards the working environment. Self-sabotage, which is a reflection of one's self-directed evaluation, causes negative organizational behaviours in physical, psychological and social aspects in the working environment. In this study, the relationship

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between organizational climate perception and self-sabotage behaviours of administrators and teachers working in educational institutions were investigated. However, it is believed that highlighting the importance of school climate perception will contribute to the field and researchers in the reduction of the self-sabotage which includes people's attitudes and behaviours at schools such as postponing or avoiding the duties, constantly complaining and presenting excuses, and hindering performance deliberately.

Organizational climate is a set of measurable characteristics that are determined based on the common perceptions of people living and working in a specific place and affect the human behaviour of the working environment (Hoy and Miskel, 2012). Balcı (2013), on the other hand, defines organizational climate in two different ways. According to the first definition, it is the common reactions and perceptions of employees in any situation in the organizational environment (job satisfaction climate, resistance climate, participation climate, etc). The latter includes the situations that have a certain impact on the behaviour of employees and affects their attitudes and behaviours (interaction and coordination among all units in the organization, social distance created by differences in roles and status, administrative processes such as participation of employees in decision making and climate which is created by all circumstances like communication). When the definitions related to organizational climate are examined, it is seen that they all meet on a common ground that organizational climate is the features that affect the behaviours of individuals and their measurable characteristics.

The organizational climate emerges from the impressions and perceptions of the employees about the organization (Altman, 2000), and it is influenced by the reflections in the employees' perceptions and also has an impact on the attitudes and behaviours of the employees. School as an organization has its own identity, personality and atmosphere that distinguishes it from others. School climate, according to Hoy (2008), is defined as "the atmosphere, character, attitude, ideology, common aspect, personality or environment of the school" (Dağlı, 2017). The organizational climate of a school is all the features of the environment in the school, which distinguishes one school from other schools and affects the attitude of each employee towards the school. School climate is the perceptions of all stakeholders that affect the attitudes and behaviours of the employees and the perceptions of the external stakeholders and the environment about the image of the school and the general attitudes and behaviours of the employees in the school.

The dimensions related to organizational school climate are classified in different ways and are generally created for administrators and teachers. Leadership and participation, educational environment, and collaboration are some of these dimensions. In the leadership and

participation dimension, it is ensured that employees participate in the decision-making process in taking decisions regarding the organization (Deniz, 2005); in educational environment dimension, the most important elements of the educational environment in schools where the training takes place are referred to as manpower, tools and materials and resources like buildings, facilities, classrooms, etc. (Unal et al., 2000); while collaboration dimension is regarded as the employees' sharing with each other in the organizational environment and as the internalization and perception of sense of "all togetherness" by the employees (Erol, 2014).

The literature review demonstrates that teachers' self-sabotage behaviour was not studied with organizational climate in recent years. For instance one of the latest studies which have been held in Turkey about organizational climate has been associated with the managers' communication skills, innovative schools, ethical behaviours and organizational health. Namely, Ergenekon (2019) investigates the efficacy of the managers' communication skills on the organizational climate. Bodur (2019) searches the relation between innovative school and organizational climate. Durmaz (2019) as well examines the relation between organizational climate and ethical behaviors, Belviranlı (2019) investigates the relation among organizational health and organizational climate.

Human beings, both in the organizational environment and in private life, aim to be a successful individual and make an effort to achieve this goal. In some cases, they are not content with being successful and making efforts, they desire to appear as a successful individual, manage the impressions and perceptions towards themselves and manipulate the perceptions of others about themselves. Individuals who encounter situations where the probability of failure is higher than being successful, even if they are qualified enough, can often resort to various cognitive methods and defence mechanisms in order to get rid of the negative patterns that may emerge when they experience uncertainty about the outcomes of their performance and the possibility of their performance's being evaluated (Üzar-Özçetin and Hiçdurmaz, 2016). These cognitive methods are named as self-sabotage and self-handicapping in the literature (Akin et al., 2011; Üzbe, 2013; Sarıçalı, 2014). The individual who sabotages himself attributes his failure to environmental factors other than himself, and his success to his internal traits such as intelligence and abilities (Üzar-Özçetin and Hiçdurmaz, 2016).

The purpose of self-sabotage is to protect and increase the self-esteem level of an individual and to eliminate threats to self (Akin, 2012; Büyükgöze and Gün, 2015). Self-sabotage is a tendency that the individual chooses of his own accord, without any external force and by fully mobilizing his own internal dynamics. The ultimate goal of the individual is to get concrete rewards that can increase

the level of self-esteem and efficacy and to get rid of the negativities that may threaten the self by receiving positive feedback from others (Abacı and Akin, 2011).

Among the reasons of self-sabotage are ambiguity about success, past experiences and negative self-perception, fear of making mistake, locus of control, anxiety, personality, maladaptive perfectionism, perception of new and difficult tasks, task's being important for the individual, self-esteem, self-efficacy, individual mood, defensive pessimism, and individual-physical characteristics. It is seen that individuals who resort to self-sabotage mechanisms are generally individuals with defensive expectations, who are mostly task-oriented and show reflective behaviours (Martin et al., 2003; Üzar-Özçetin and Hiçdurmaz, 2016).

There are different classifications of self-sabotage like verbal and behavioural in the literature (Akin et al., 2011). Individuals who use verbal self-sabotage mechanisms generally stated that before performing any performance, they consciously experienced exam anxiety, social anxiety, traumatic events and pain, and did not feel well, were embarrassed, depressed, and experienced psychological and physical symptoms; and the conditions they were in were negative, their team mates were insufficient (Akin, 2012). Individuals who use behavioural self-sabotage mechanisms, before performing any performance, generally choose actions such as consciously using drugs-alcohol or medication, not practicing enough, not making enough effort for the task, and choosing performance environments that reduce their ability, setting hard-to-reach goals, not getting enough sleep before the task, postponing task-related activities, dealing with activities other than the task, linking the result to chance or fate, trying to carry out more duties concurrently than s/he can (Akin, 2012, 2013). Verbal self-sabotage often involves hidden and more inactive expressions that cannot be observed directly. Behavioural self-sabotage, on the other hand, includes actions that directly affect the performance of the individual, are intentional, can be directly observed by others, are more active, open and purposeful (Hendrix and Hirt, 2009; Üzar-Özçetin and Hiçdurmaz, 2016).

According to Zuckerman and Tsai (2005), self-sabotage weakens the physical performance of individuals; it negatively affects motivation and job satisfaction such as psychological well-being, harmony, prosperity and happiness; causes social isolation by decreasing the social life of the individual (Üzbe, 2013; Üzar-Özçetin and Hiçdurmaz, 2016). Self-sabotage, which is associated with concepts such as emotional dissatisfaction, high level of anxiety, depression, low academic achievement and depersonalization (self-alienation), can cause the individual to suffer from burnout (Akin, 2012). Even if s/he performs poorly, self-sabotage protects the individual from being perceived as unsuccessful and provides extra gain to the individual if s/he succeeds despite his/her low level of insufficiency

(Alter and Forgas, 2007; Üzar-Özçetin and Hiçdurmaz, 2016). The benefit of self-sabotage to the individual causes this behaviour to become continuous. When self-sabotage turns into a mechanism which is constantly resorted to in every situation, it becomes self-deception over time and turns into a personality trait in the individual. While maintaining self-esteem of the individual in the short term, long-term and chronic use of self-sabotage leads to negative consequences such as the person's mental health deterioration, anxiety and depression, personality disorder, decrease in self-esteem, alcohol-drug use, low life satisfaction, decrease in internal motivation and performance loss (Akin et al., 2011; Üzar-Özçetin and Hiçdurmaz, 2016; Üzbe, 2013).

The main feature that distinguishes educational organizations from other organizations is that its raw material is the people who come from and go to society (Bursalioğlu, 2015). Human resources in organizations are those who work for the achievement of organizational goals and contribute to the organization with their knowledge, skills and abilities. Administrators and teachers are among the most important human resources of educational organizations (Özdemir, 2014). In the 43th article of "the Basic Law of National Education numbered 1739", (MoNE, 1973), it is stated that teaching is "specialization profession" (Ministry of National Education, MoNE, Legislation). Within the scope of "General Competencies of Teaching Profession" (2017), teachers should have three competency areas: "professional knowledge", "professional skills", "attitudes and values" (MoNE, 2017). Teachers working in educational institutions are expected to be role model individuals who have these competencies, have high self-confidence and self-esteem, have self-control, know their responsibilities, and demonstrate their performances in the best way (Özdemir, 2014). Sternberg (2013) mentions his observations about 15 ways of self-sabotage for academicians in his essay "Self-sabotage in the academic career". A few of those 15 ways of self-sabotage for Sternberg (2013) are: employees who does not seek out multiple mentors, external evaluations; the one who is either perfectionist or perfunctory in putting his/her work into print; the employees who pay too much attention to personal relationships or too little; who fails to understand the cultural norms of one's institution; the one who lacks resilience in the face of failure and the academician who has not figured out who he/she is. While administrators and teachers' exhibition of self-sabotage behaviour, which is regarded as a performance-hindering attitude and behaviour, affects the climate of educational organizations negatively; organizational climate which is perceived as negative can also support teachers' self-sabotage. Therefore, the use of self-sabotage strategies by administrators and teachers can affect educational institutions negatively on the basis of individual and organization.

The literature review carried out to the greatest extent

demonstrates that teachers' self-sabotage behaviour was not studied (Çelik, 2019; Söyleyen, 2018; Balıca, 2017) on its own in the field of educational administration and educational organizations in Turkey. Namely Çelik (2019) investigates the relationship between narcissistic personality and the level of self-sabotage among university students. Also in another research, Söyleyen (2018) searches the relation between self-sabotage and academic procrastination among university students. Balıca (2017) takes older than 18 years old citizens in his study which determines the relation between self-sabotage and belief in a just world.

It is thought that this study will encourage the theoretical and experimental studies on self-sabotage and contribute to the field of educational administration. The literature on self-sabotage has been examined and it has been observed that although it has been studied with different variables in the fields of psychology, sociology and educational psychology, it has not been studied with the perceived organizational climate variable. It is seen that there are few studies about self-sabotage in Turkish literature, and most of these studies are conducted in the field of educational psychology and with undergraduate students. Considering the lack of studies on self-sabotage as an organizational behaviour in the field of educational administration, it is thought that examining the self-sabotage behaviour in educational institutions will contribute to the literature.

## Research question

The research question is determined as "Is there a significant relationship between self-sabotage levels of administrators and teachers working in educational institutions and their organizational climate perceptions in schools?" In order to answer the research question, the two following sub-problems were raised:

- (1) Is there a significant relationship between the perceptions of administrators and teachers working at educational institutions about self-sabotage and their perceptions of organizational climate in schools?
- (2) Is the perception of organizational climate in schools a significant predictor of self-sabotage levels of administrators and teachers working at educational institutions?

## METHODOLOGY

The study adopted correlational screening model as a research design, "The correlational screening model is a research model aiming to determine the existence and/or degree of covariance between two or more variables" (Karasar, 2017: 114). The sample of the study was determined using "Stratified Cluster Sampling"

method which is one of the probability based sampling techniques. The stratified sampling is a method which is more suitable to use in social sciences especially in research populations that do not show homogeneous distribution (Büyüköztürk et al., 2008) and in which the representation of subgroups in the population is higher (Balıca, 2018). The population of the present study contains 3496 teachers and 277 administrators in 92 public schools with different educational levels (primary, secondary and high school) in Merkezefendi district of Denizli province in 2018-2019 academic year. In order to determine the sample size of the study, as it was also pointed out by Balıca (2018), the minimum number of schools, administrators and teachers included in the sample was calculated based on the formula proposed by Cochran (1962) and Balıca (2018). The sample for the study consists of 1204 teachers and 166 administrators working in 74 schools selected through stratified cluster sampling method.

In this study, "The Self-Handicapping Scale" was used to measure the self-sabotage perceptions of administrators and teachers and "School Climate Scale" was benefited to measure organizational climate perceptions in schools. The Self-Handicapping Scale that was developed by Jones and Rhodewalt (1982) and adapted to Turkish by Akin et al., 2010. This was used in the present study in order to find out the self-sabotage levels of the administrators and teachers. The scale consists of 25 items and one dimension. High scores obtained from the self-sabotage scale indicate that the participants' verbal and behavioral self-sabotage tendencies are high (Akin et al., 2010).

In the literature, it is suggested that the reliability coefficient should be between 0 and 1 and the reliability coefficient should be at least 70% for a research study to be considered reliable in education research (Akbulut, 2010; Bayram, 2009; Bursal, 2017; Büyüköztürk, 2016; Morgan et al., 2004; Pallant, 2015; Seçer, 2017; Sipahi et al., 2008; Tavşancıl, 2014). In this research, Cronbach Alpha internal consistency reliability coefficient of the Self-Handicapping Scale was calculated as 0.74%. Therefore, since the internal consistency reliability coefficient is over, 0.70% in this study, it is seen that the data obtained from the data set is reliable.

"School Climate Scale" that was developed by Çağlayan (2011) was used in the present study. The "School Climate Scale" consists of three sub-dimensions with a total of 47 items including "Leadership and Participation" with 17 items, "Educational Environment" with 18 items and "Collaboration" with 12 items. The high values obtained from the School Climate Scale indicate the high level of organizational climate perception. The reliability coefficients of the scale for the present study were calculated as 0.955 for "Educational Environment", 0.895 for "Collaboration" and 0.969 for "School Climate Scale" in general.

The responses to the data collection tools by the administrators and teachers working in public primary, secondary and high schools in Merkezefendi district of Denizli province in 2018-2019 Academic Year were analyzed. The relationship between self-sabotage and organizational climate was analyzed using "Pearson Product-Moment Correlation (PPMC)" and the self-sabotage predictive power of organizational climate was analyzed through "Multiple Linear Regression Analysis".

Whether the data in this study was normally distributed or not was determined by checking the Skewness and Kurtosis values. In this study, since the mean and median values were close to each other, and since the Skewness value was within the limits of  $\pm 1$ , it can be said that the scores obtained from the Self-Handicapping scale and the "Leadership and Participation" sub-dimension, "Educational Environment" dimension, the "Collaboration" dimension and the "Organizational Climate Scale" did not go too far from normal. Since the sample size of the present study (1370) was sufficiently large, histogram graphs were also examined, and it was confirmed that this study ensured the assumption of normality regarding the data of the study. It is seen that the scores obtained from this research data fulfil the normal distribution conditions.

**Table 1.** Pearson product moment correlation table for the relationship between the teachers' and administrators' self-sabotage levels and perceptions of school climate and its sub-dimensions.

Predictive variable	Leadership participation	Educational environment	Collaboration	School climate	Self-sabotage
Leadership and Participation	1				
Educational Environment	0.700**	1			
Collaboration	0.746**	0.782**	1		
School Climate	0.919**	0.907**	0.898**	1	
Self-Sabotage	-0.148**	-0.171**	-0.201**	-0.185**	1

\*\* $p < 0.001$ .

## RESULTS

In this study, the correlation between self-sabotage levels of administrators and teachers and organizational climate perception in schools together with the predictive power of the sub-dimensions of organizational climate regarding self-sabotage were analysed and discussed.

### The relationship between self-sabotage and organizational climate and its sub-dimensions

The power and direction of the linear relationship between teachers and administrators self-sabotage levels and their perceptions of organizational climate and its sub-dimensions in schools was tested with the "Pearson Product-Moment Correlation" (PPMC) and the correlation table regarding the results of the analysis shown in Table 1.

Table 1 shows that there is a significant low level negative correlation between the teachers' and administrators' self-sabotage levels and the "Leadership and Participation" dimension of the school climate ( $r = -0.148$ ;  $n = 1370$ ;  $p = 0.000$ ) at the significance level of 0.001; there is a significant low level negative relationship at the significance level of 0.001 with the "Educational Environment" dimension ( $r = -0.171$ ;  $n = 1370$ ;  $p = 0.000$ ); there was a significant low level negative relationship at the significance level of 0.001 with the "Collaboration" dimension ( $r = -0.201$ ;  $n = 1370$ ;  $p = 0.000$ ) and there was a significant low level negative relationship at the significance level of 0.001 with the School Climate Scale in general ( $r = -0.185$ ;  $n = 1370$ ;  $p = 0.000$ ). As a result of the correlation analysis, it was found out that there was a low level negative correlation between self-sabotage and school climate and all of its sub-dimensions. Accordingly, it can be said that as the level of perception about school climate and its sub-dimensions increases, the level of self-sabotage will decrease.

Considering the power of the relationship between self-sabotage and organizational climate, it is possible to reveal the order as "collaboration", "school climate scale" in general, "educational environment" and "leadership

and participation" respectively. In this study, it can be observed that collaboration is the most important variable in reducing self-sabotage. It is suggested that this situation stems from the fact that administrators and teachers give importance to communication and interaction with their colleagues, they want respect and acceptance, and they want to work in a peaceful environment. Additionally, the effect of the educational environment on the performance and efforts of the teachers and the ability of the administrators to use relevant managerial processes related to their leadership style, communication styles and decision-making are effective in this case.

### Multiple linear regression analysis on the sub-dimensions of organizational climate as predictors of self-sabotage

Multiple linear regression analysis was conducted to determine whether the perceptions of the administrators and teachers about school climate and its sub-dimensions predicted self-sabotage, and the results of the analysis are shown in Table 2.

When the findings of multiple linear regression analysis in Table 2 were examined, it was revealed that the sub-dimensions of school climate namely "leadership and participation", "educational environment" and "collaboration" predicted self-sabotage significantly at a low level ( $R = 0.023$ ;  $R^2 = 0.041$ ;  $F_{(3-1369)} = 19.508$ ;  $p < 0.05$ ). Accordingly, the school climate sub-dimensions of "Leadership and Participation", "Educational Environment" and "Collaboration" explain 4% of total variance related to self-sabotage. On the other hand, when the standardized ( $\beta$ ) regression coefficient and  $t$  values related to significance were examined, the dimension of "collaboration" was a significant predictor of self-sabotage ( $\beta = -0.192$ ;  $t = -3.134$ ;  $p < 0.05$ ); while the sub-dimensions "Leadership and Participation" and "Educational Environment" did not have a significant effect ( $\beta = -0.039$ ;  $t = -0.875$ ;  $p > 0.05$ ). According to the standardized regression coefficients ( $\beta$ ), the order of importance of predictive variables concerning self-

**Table 2.** The results of multiple linear regression analysis on the sub-dimensions of school climate as the predictor of self-sabotage.

Predictive variable	Predicted variable (Self-sabotage)				
	<i>B</i>	Standard error	$\beta$	<i>t</i>	<i>p</i>
Constant	85.079	2.130	-	39.948	0.000
Leadership and Participation	0.015	0.039	0.016	0.384	0.701
Educational Environment	-0.044	0.050	-0.039	-0.875	0.382
Collaboration	-0.316	0.082	-0.183	-3.852	0.000*

$R=0.203$ ,  $R^2=0.041$ ,  $F_{(3-1366)}=19.508$ ,  $p=0.000$ . \* $p<0.05$ .

sabotage is Collaboration, Educational Environment and Leadership and Participation.

According to the results of the regression analysis, the regression equation (mathematical model) regarding the prediction of self-sabotage by the sub-dimensions of school climate is presented:

$$\text{Self-sabotage} = 85.079 - (0.316 \times \text{Collaboration}) - (0.044 \times \text{Educational Environment}) + (0.015 \times \text{Leadership and Participation})$$

In the model, it is seen that one unit increase in "Collaboration" variable caused 0.316 unit decrease on self-sabotage; one unit increase in the "Educational Environment" variable caused 0.044 unit decrease on self-sabotage; and one unit increase in the "Leadership and Participation" variable caused 0.015 unit increase. Accordingly, it can be said that self-sabotage behaviour will decrease as the perceptions of organizational climate regarding collaboration, educational environment, leadership and participation in educational institutions increase positively. This study reveals that the reason why collaboration is the most important predictor of sabotage stems from the fact that cooperation in schools has an effect on the motivation of the administrators and teachers and that they spend most of their time in educational environment. Also, organizational culture is effective in this situation.

## DISCUSSION

Within the scope of the study, the relationship between self-sabotage levels of the school administrators and teachers and their organizational climate perceptions at schools were investigated. In addition, the predictive power of organizational climate and its sub-dimensions regarding self-sabotage was determined. When the literature is examined, there is no study encountered in which organizational climate and self-sabotage is investigated together in educational institutions, but being aware of the purpose of using self-sabotage is believed to be effective in reducing it. According to the recent studies, narcissistic personality scores could be a

predictor of self-sabotage levels (Çelik, 2019). Also in another research, Söyleyen (2018) indicates that self-sabotage increases academic procrastination and Balıca (2017) adds that when hope increases, self-sabotage decreases in the organizations (Balıca, 2017).

As a result of the study, it was seen that there was a low level negative relationship between self-sabotage and Leadership and Participation, Educational Environment and Collaboration sub-dimensions of organizational climate and the organizational climate scale in general. According to this, strengthening leadership skills, increasing the level of involving employees into decision-making, enhancing educational environment, boosting collaboration between management and employees will establish more positive perceptions about organizational climate in schools; and this situation is believed to lead to a decrease in administrators' and teachers' showing tendency to self-sabotage which is a performance hindering strategy. In Ergenekon (2019) research, it was observed that the managers' communication skills affect the organizational climate. This result shows that the managers' communicational skills affect the organizational climate significantly.

Literature indicated that there are studies showing that there is a positive relationship between leadership and organizational climate (Hirase, 2000; Küçük, 2008; Onoye, 2004; Pomroy, 2005; Rivers 2003). Pomroy (2005) states that school administrators can create a more positive school climate when they establish a decision making mechanism with broader participation by sharing and developing their visions with teachers. According to Rivers (2003), the fact that administrators and teachers behave consistently is effective in creating a more positive climate in the educational environment. Hirase (2000) highlighted that if administrators enhance their vision and share it, a positive effect on the school climate is observed, a situation which contributes to teachers' performances and efforts as well as education, and therefore the academic achievement of students also increases. Onoye (2004) stated that in successful schools where an effective leadership and a positive school climate are essential for a successful organization, the administrator is also a leader, teachers are involved

in the decision-making process, the expectations of the people in the school are high and there is a strong focus for academic success. Shankar et al. (1994), on the other hand, proposed that the leadership style applied in the organizational environment has the biggest role in the formation of that organization's climate. It was found that there was a statistically significant positive correlation between the opinions of teachers about innovative school and their opinions on organizational climate (Bodur, 2019).

It is maintained that leadership styles preferred by administrators at schools are effective in teachers' attitudes and performances. There are statistically significant relationships between organizational climate and ethical behaviors (Durmaz, 2019). In the study conducted by Diş (2015), which examined the relationship between the power sources used by teachers and school administrators and organizational climate, it was found that the legitimate power dimension positively and significantly predicted commanding, restrictive administrator behaviours and unconcerned teacher behaviours while it predicted the supportive administrator behaviour and collaborative teacher behaviour negatively and significantly. Also, it was seen in the study that personality power dimension predicted supportive and commanding administrator behaviours and collaborative teacher behaviours positively and significantly while it predicted restrictive administrator behaviour and unconcerned teacher behaviour negatively and significantly. Therefore, it was observed that as the use of legitimate power of the administrators increased, the teachers showed more unconcerned behaviours and less collaborative behaviours. As the personality power increases, the teachers exhibited more collaboration but less unconcerned behaviours.

Çevik (2010) stated that there is a significant, positive and moderate relationship between organizational climate and job satisfaction and that teachers mostly exhibit professional teacher behaviours considering organizational climate; on the other hand, Doğan (2011) suggested that there is a significant positive relationship between Power and Success dimensions of the value system and "Close Supervision" dimension of the school climate. It is thought that teachers' attitudes towards their professions in terms of power and success affect the organizational climate positively and thus reduce self-sabotage. Süpçin (2000) examined the perceptions of primary school teachers about organizational climate and the effect of organizational climate on their performances, and found out that the teachers' perceptions of supportiveness, leaderships, restrictiveness, professionalism, sincerity and intimacy dimensions of organizational climate were very low. Süpçin's (2000) found out that the low level perception of organizational climate limits teachers' performance was in line with the findings of this study. It is thought that this similarity stems from the fact that teachers have internal locus of

control, are self-sacrificed, have high self-esteem, and that organizational culture is also effective.

In this study, it is seen that the sub-dimensions of the school climate explain 4% of the variance in self-sabotage and that self-sabotage is an important and statistically significant predictor, although not strong. Self-sabotage is predicted by collaboration, educational environment, leadership and participation, according to the order of importance in predictive power. Accordingly, it can be said that as the perception of collaboration between administrators and teachers, educational environment, leadership and participation positively increases, self-sabotage behaviour in schools will decrease. Based on the order of predicting power in the relationship between sabotage and organizational climate, starting from the highest to the lowest, it is possible to rank the variables as collaboration, educational environment and leadership and participation. In this study, it is seen that collaboration is the most important variable in reducing self-sabotage. It can be said that this situation stems from the fact that administrators and teachers attach importance to communication and interaction with their colleagues, they want respect and acceptance, and they want to work in a peaceful environment. In addition, the reason why educational environment is effective in the performance and efforts of teachers is because of leadership style of administrators, communication styles and their ability to manage the process of participation in decision making.

In schools where there is a positive school climate, the school administrator has a high level of respect for teachers, and the teachers involved in the school's decision-making mechanism feel empowered (Angelo, 2005); this situation will contribute positively to organizational climate and teacher performance. As a result of the regression analysis, it was concluded that the organizational health significantly affected the organizational climate (Belviranlı, 2019).

In this study, it was determined that leadership and participation dimension of school climate were not predictors of self-sabotage. However, Diş (2015) demonstrated that organizational climate is effective in power resources and leadership practices used by managers. Küçük (2008) also investigated the effect of leadership behaviours of administrators in educational institutions on organizational climate and performance of teachers and determined that success-oriented leadership and participatory leadership contribute to teachers' performances and that an open and effective organizational climate is also effective in the teachers' performance in their profession and their performance towards students. Therefore, it is thought that the establishment of a collaborative environment in educational institutions based on the collaboration of administrators will contribute to the performance of teachers and thus the emergence of a positive school climate. The perception of a collaborative school climate

is thought to contribute to the reduction of self-sabotage behaviours.

According to Arkin and Baumgardner (1985), an individual uses performance-reducing self-sabotage strategies in order to maintain the level of self-esteem and get rid of the elements that threaten the self; while according to Snyder and Smith (1982), these strategies are used to obtain concrete rewards that will help individual increase the perception of his/her self-esteem and self-efficacy (Rhodewalt, 1990). In this study, it has been determined that the administrators and teachers in educational institutions somehow use self-sabotage strategies, and self-sabotage will decrease as school climate perception increases. It is believed that maintaining a positive organizational climate that protects the self-respect and self-esteem levels of the employees will be effective in reducing this behavior.

Elliot and Church (2003) found that as the fear of mistakes/failures increased, the tendency to sabotage oneself increased. Therefore, in schools, instead of a climate of fear, which is dominated by accusatory and critical communication, creating a climate which is based on tolerance, respectful to differences, attaching importance to human relations and providing constructive and open communication will also be effective in decreasing self-sabotage tendency. When the literature is examined, it is emphasized that self-sabotage is associated with internal locus of control (Akin, 2011) and academic locus of control (Akça, 2012). Therefore, it is thought the fact that administrators and teachers should have a focus on internal control and academic success, that there is an organizational climate that supports self-control in educational institutions and appreciates the performance of employees will lead to less use of self-sabotage strategies.

## Conclusion

According to the results of this study, as the perception of positive organizational climate increases in educational institutions, self-sabotage behaviours of administrators and teachers will decrease. It was concluded that there is a low level negative correlation between organizational climate and its sub-dimensions and self-sabotage. It can be said that increasing the perception of positive organizational climate in schools will decrease self-sabotage behaviour.

It can also be suggested that as the dimension of leadership and participation increases, self-sabotage will decrease. In this context, supportive, guiding, participatory and collaborative leadership styles can be applied for administrators and teachers in schools. The fact that administrators provide a well-established system for the employees and support it with tolerance as well as more effective leadership practices can lead to the reduction of self-sabotage. Participation of relevant

stakeholders in decision making on school-related issues and participation of all school members (administrators, teachers, students, servants, parents) on issues of general interest in the school may increase the positive organizational climate and reduce the use of self-sabotage mechanisms.

## Recommendations

Motivational tools can be used to reveal the performances of administrators and teachers in the educational environment, to support their success and to provide career and development opportunities for them. Self-efficacy levels related to educational environment can be increased. Mentoring system for administrators and teachers can be supported professionally. Managers and teachers can be supported psychologically, cognitively and behaviourally; the perception levels of their self-efficacy, self-esteem and self-perceptions can be increased positively. Supporting administrators and teachers in schools can both contribute to positive organizational climate and decrease self-sabotage behaviour.

It can be said that self-sabotage will decrease as the perception of collaboration dimension increases positively. In this study, it was concluded that collaboration is an important predictor of self-sabotage. Effective communication between employees in educational institutions can create a climate of trust, respect, sincerity and friendship behaviours, while it can increase the perception of positive organizational climate and reduce self-sabotage.

When the national literature is examined, self-sabotage has been examined in the field of psychology, sociology, educational and instructional psychology in recent years and has started to take its place in the literature as a subject that has been studied with undergraduate students. When considered as an organizational behaviour, considering the negative reflections on the individual and the organization, the relationship of this behaviour with different organizational behaviours and outcomes can be examined in detail. Since organizational climate predicts a certain part of sabotage, research into the unexplained variance through different variables (leadership, motivation, self-efficacy, burnout, stress, etc.) can contribute to the field. Supporting the research with the data obtained from different population, sample or working group may increase the generalizability of the results.

The tendency of administrators and teachers to sabotage themselves in educational institutions can be examined in a more detailed way by using a mixed research method that uses both quantitative and qualitative data.



## CONFLICT OF INTERESTS

The authors have not declared any conflict of interests

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