INVESTIGATION OF TEACHERS' LEVELS OF SELF-SABOTAGE

Research article

Melike Cömert 0000-0001-5406-6943

İnönü University, Turkey

melike.comert@inonu.edu.tr

Tuğçe Tekin 0000-0002-2864-8736
Ministry of Education, Turkey

tgceetekin@gmail.com

Biodatas:

Melike Cömert is an Associate Professor of Educational Sciences at İnönü University in Malatya, Turkey.

Tuğçe Tekin is an English teacher at the Ministry of Education, Turkey.

AN INVESTIGATION OF TEACHERS' SELF-SABOTAGE LEVELS

Melike Cömert

melike.comert@inonu.edu.tr

Tuğçe Tekin

tgceetekin@gmail.com

Abstract

This study aims to determine the level of self-sabotage of teachers working in educational institutions and whether this level is affected by demographic variables. For this purpose, the Survey Model, one of the quantitative research methods, was used. The population of the study consists of teachers working in Battalgazi and Yeşilyurt districts of Malatya province in the 2020-2021 academic year. The research was conducted with 151 teachers selected from the population by Stratified Sampling method. The Self-Sabotage Scale developed by Jones and Rhodewalt (1982) and adapted into Turkish by Akın, Abacı, and Akın (2011) and the Personal Information Form prepared by the researcher were used to determine the self-sabotage levels of teachers. Since the data were normally distributed, parametric tests (Independent Groups T-Test and One Way ANOVA) were preferred. In cases where the number of people in the sub-sample groups fell below 30, non-parametric tests (Mann-Whitney U Test and Kruskal-Wallis H Test) were used. As a result of the study, it was determined that teachers showed a partially low level of self-sabotage tendency. A significant difference was found between self-sabotage and demographic variables such as gender, district of employment, school type, professional seniority, and length of service at school. On the basis of these findings, it is concluded that from childhood onwards, experiencing failure is not a threat, but a normal outcome and a way to improve oneself. Based on these findings, it is thought that perceiving failure as a normal outcome and an opportunity for self-improvement rather than a threat, and developing a positive and accepting perspective towards the self from childhood can reduce the need to resort to self-sabotage tendencies.

Keywords: self-sabotage, self-concept, self-esteem, failure

1.Introdoction

Human beings basically want to be successful in their personal, social and organizational life and to be perceived as competent and capable by other people. While creating this perception, they use their ability to adapt to the conditions and situations they are in, to react correctly, and to form judgments and opinions about themselves. The individual's desire to appear successful in all circumstances leads him/her to manipulate other people's thoughts. This is because when a person encounters a situation in which he/she thinks that he/she cannot succeed, instead of striving to succeed, he/she can focus on the fact that other people think that he/she is successful and wants to benefit from the advantages that success will offer him/her. Generally, in competitive environments, people may face the possibility of failure. When a person thinks that the outcome of the job is more likely to result in failure or will result in direct failure, when he/she experiences uncertainty about his/her own performance and when he/she thinks that he/she will be subjected to an evaluation as a result of his/her performance, he/she may resort to some cognitive methods to eliminate these negativities. In the literature, these methods are referred to as self-sabotage, self-handicapping, self-handicapping, self-sabotage

and self-inhibition (Akın, Abacı, & Akın, 2011; Sarıçalı, 2016; Üzbe, 2013).

It is a general judgment in the field of psychology that human beings desire to reach realistic, concrete and meaningful information about their performance. However, some researchers, especially McClelland (1961), have challenged this general judgment by arguing that people do not always want to access real information about themselves and their performance. Berglas and Jones (1978), who introduced the concept of self-sabotage to the literature, also supported this idea (Akın, 2013).

Berglas and Jones introduced this concept in 1978 and brought it to the field of psychology and enabled the study of this concept. Self-sabotage was defined by Berglas and Jones as internalizing success by attributing it to one's own personal abilities and skills, and externalizing failure by attributing it to factors outside oneself. According to Berglas and Jones, the person consciously prefers this behavior. There are many definitions about the concept of self-sabotage in the literature. The definition of self-sabotage defined by Arkin and Baumgardner (1985) as "creating an obstacle that reduces one's performance in order to protect one's self-esteem level and eliminate threats to the self, or actively seeking such an obstacle and thus providing a convincing explanation to justify one's potential failure" overlaps with Berglas and Jones' idea that the individual chooses this way to protect his/her self-perception (as cited in Akın, 2013).

Leary and Shepperd (1986) defined the concept as a person's setting obstacles for himself/herself by attributing negative situations to external causes against the possibility of failure when he/she is uncertain about the results of his/her performance. Rhodewalt, Saltzman and Wittmer (1984) and Harris and Snyder (1986) provided similar definitions of the concept. They considered self-sabotage as an individual's inadequate or no preparation for his/her performance when he/she will be subjected to an evaluation of his/her performance or task. Tice (1991) defined self-sabotage as a behavior that a person consciously prefers to maintain or increase his/her self-esteem in order to protect this perception when faced with a situation that endangers his/her self-perception.

When a person is put in charge of a new task or job, he or she compares in his or her mind his or her own skills with what the job requires, even if he or she is actually capable of fulfilling it. If, as a result of this comparison, he/she experiences a situation of uncertainty about the successful outcome of the job, he/she finds excuses that he/she can explain to other people and rationalize the situation. He uses cognitive defense mechanisms and sabotages himself by creating obstacles for himself in his mind. In cases where he/she achieves success despite all these, he/she attributes it to his/her own skills, abilities, effort, intelligence and competencies (Üzar Özçetin & Hiçdurmaz, 2016).

Forbes, Kearns, and Gardiner (2008) likened self-sabotaging behavior to an iceberg. While self-sabotaging behaviors that are noticed by other people and perceived as a justifiable reason for failure are the visible part of the iceberg on the top of the water, the subconscious thoughts of the person while choosing this behavior constitute the underwater part of the iceberg. From this point of view, Marshall, et.al. (2008) argue that it would be insufficient to eliminate the tendency to self-sabotage by examining the behaviors that remain on the surface of the water, and that it is basically the thoughts that push the person to these behaviors and that are noticed from the outside.

Some researchers have argued that the unconscious thoughts should be examined (Abacı & Akın, 2011; Akın, 2013). Therefore, when looking for a valid reason for why a person self-

sabotages, it may be more useful to focus on what thoughts he/she has while performing this behavior rather than what behaviors he/she shows or what kind of excuses he/she finds.

There are two basic elements in the concept of self-sabotage. First, the person performs this behavior completely on his/her own will. The second is that as a result of the performance, it offers the person the opportunity to internalize success and externalize failure (Anlı, 2011, cited in Sertel, 2019). In addition, when the literature is examined, it is seen that individuals who tend to self-sabotage generally resort to two different self-sabotage strategies. These are verbal self-sabotage and behavioral self-sabotage strategies.

Verbal (self-reported) self-sabotage is when the individual verbally expresses that the current conditions are not adequate or bad before encountering an evaluation of the outcome of the performance by other people (Akın, 2012; Snyder, Smith, Augelli, & Ingram, 1985). Examples of verbal self-sabotage include consciously expressing that one feels bad, is depressed, is sleep deprived and tired, has anxiety disorder, is embarrassed, the current situation is inadequate or bad, coworkers are not adequate, or has experienced trauma before the performance (Akın, 2012). Verbal self-sabotage, which is mostly caused by the excuse of psychological symptoms, expresses invisible reasons (Hendrix & Hirt 2009; Üzar Özçetin & Hiçdurmaz, 2016).

Behavioral self-sabotage, on the other hand, is when a person creates obstacles to his/her performance when he/she thinks that he/she will be evaluated by others before performing (Akın, 2012; Snyder, et al., 1985). Behavioral self-sabotage is behaviors that can be consciously noticed by others, are clear and have a direct effect on performance (Hendrix & Hirt 2009; Üzar Özçetin & Hiçdurmaz, 2016). Examples of behavioral self-sabotage include not making the necessary effort for one's performance or not making any effort at all, not doing the practices that will improve one's performance, setting high standards for oneself, taking on more workload than one is capable of, using drugs or alcohol, not choosing an environment suitable for performance, ignoring the opportunities that come his/her way, postponing performance-related work and dealing with non-performance-related work, not getting enough sleep, leaving the outcome of performance to chance, trying to carry out more than one job at the same time, and consciously choosing all these (A. Akın, 2012; Ü. Akın, 2013).

The person, like everyone else, compares the competencies they have (perceived self) with the competencies they would like to have (ideal self). Although not everyone is at the same level, the common desire of everyone is to have a positive self-perception. Self-perception is a perception that affects a person's psychological health and behavior, which in turn has an impact on his/her performance. Therefore, one's preferences also change according to one's self-perception. A person who is aware of his/her competencies acts knowing that he/she is in control of his/her life and has the power to adapt himself/herself to a new situation in case of a new job or task assigned to him/her. A person who is not aware of these competencies and does not know whether his/her performance is successful or unsuccessful

Those who are hesitant about the outcome and who are uncertain in the evaluation process can only manage their lives by using defense mechanisms. One of these defense mechanisms is self-sabotage (Berglas & Jones, 1978; McCrea & Hirt 2001; Üzar Özçetin & Hiçdurmaz, 2016; Zuckerman, et al., 1998). It has been observed that people who need to defend themselves and therefore have defensive expectations and attach importance to the task and its outcome rather than the process prefer cognitive defense mechanisms more (Martin, Marsh, Debus, & Williamson, 2003; Üzar Özçetin & Hiçdurmaz, 2016).

People resort to self-sabotage strategies more frequently when the evaluation criteria are unclear and the evaluation process is not clear, objective and balanced. Because when a person

feels a danger in the environment against the dimension of his/her self that is open to other people, he/she sabotages himself/herself by finding obstacles that will negatively affect his/her performance. However, the behavior expected from the person is to adapt himself/herself to this situation and make an effort to fight against the obstacles or dangers (Akın, et al., 2011; Berglas & Jones 1978; McCrea & Hirt 2001; Zuckerman, et al., 1998).

Throughout one's life, a person creates a perception of himself/herself and his/her performance. Parents' overprotective attitude towards their children, trying to make their children look better than they are, turn into the child's efforts to prove to his/her family and then to his/her environment that he/she is smart, successful and talented. The person constantly needs to receive attention from the environment, to show himself/herself successful, and when he/she thinks that he/she cannot achieve this, he/she sabotages himself/herself by consciously putting obstacles to protect his/her self-perception and self-esteem (Conlon, Zimmer-Gembeck, Creed, & Tucker, 2006; Jones & Berglas 1978; Marshall, et al., 2008; Üzar Özçetin & Hiçdurmaz, 2016).

People with positive self-perception and high self-esteem are less likely to resort to self-sabotage strategies. This is because when a person with high self-esteem encounters a situation of failure, he/she sees it as an advantage rather than a threat to himself/herself. He/she struggles with failure. Since they do not worry about other people's opinions about them, they are less affected by their surroundings (McShane & Von Glinow, 2016).

A person who makes a habit of resorting to self-sabotage strategies harms not only himself/herself but also the people who communicate and interact with him/her. Therefore, the organizational structure and climate in which the person works is also affected by this damage. A person's view of himself/herself and his/her self is effective on his/her adaptation, motives, attitudes and behaviors, decisions and preferences in working life. The way a person perceives and accepts himself/herself affects not only his/her personal life but also his/her social and professional life as he/she interacts with other people (McShane & Von Glinow, 2016).

Educational organizations are one of the organizational structures in which the person himself/herself and his/her relationships with other people have a direct impact on the organization in which he/she works. Since its most basic resource is human beings and it takes this resource as an input from the society and gives it back to the society as an output

Educational organizations are differentiated from other organizations because of their human resources. Teachers are among the most important human resources of educational organizations (Bursalıoğlu, 2015; Sertel, 2019). Teachers, who constitute the most basic human resources of educational organizations, are expected to have high self-confidence and self-esteem, positive self-perception, responsibility, adaptability to new jobs or tasks, display their performance in the best way, be a model for their environment, self-regulate, overcome their failures, and have high communication skills (Özdemir, 2014). Due to human nature, teachers can also reveal personal differences in their competencies and their ability to reflect their competencies to their performance. In educational organizations, the people who are most affected by teacher performance and competence are students. Students' being affected by these differences can negatively affect academic achievement, quality and efficiency of education and training services. Therefore, when teachers resort to self-sabotage strategies, it may have an impact not only on their own performance but also on their colleagues and students.

This study aims to determine the self-sabotage levels of teachers working in educational institutions and whether this level differs according to demographic variables such as gender, district, school type, branch, seniority, and length of service in the school.

2. Method

In this study conducted to determine the self-sabotage levels of teachers working in educational organizations, the Survey Model was applied. The survey model is a research model that examines a situation that has existed in the past or still exists today in its current form without any additions, subtractions or changes (Karasar, 2020).

The population of the study consists of teachers working in kindergarten, primary school, secondary school and high school levels in the central districts of Battalgazi and Yeşilyurt in Malatya province in the 2020-2021 academic year. The research population consists of 4291 teachers working in Battalgazi district and 6024 teachers working in Yeşilyurt district.

In order for the selected sample to represent the universe, every entity in the universe must have an equal chance of being included in the sample. In this study, Stratified Sampling method, which is generally preferred in the field of social sciences and in cases where the universe does not show homogeneous distribution, was chosen. While determining the number of samples according to the selected sampling method, the sample sizes determined for the margins of error that can be accepted in cases where the universe is known and does not show a homogeneous distribution were utilized and the study was conducted with 151 teachers (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2021).

2.1. Self-Sabotage Scale

The Self-Sabotage Scale developed by Jones and Rhodewalt (1982) and adapted into Turkish by Akın, Abacı, and Akın (2011) was used to determine teachers' self-sabotage levels. There are 25 items in the scale and the scale consists of one dimension. The scale determines the rate of resorting to strategies such as getting sick, procrastination, using alcohol or drugs, not making enough effort, and insomnia among self-sabotage behaviors. According to the 6-point Likert scale, the scores to be obtained from the scale vary between 25 and 150. The high scores of the participant from the scale indicate that the rate of resorting to verbal or behavioral self-sabotage strategies is high (Akın, 2012).

2.1.1. Reliability analysis of self-sabotage scale

The reliability coefficient of the Self-Sabotage Scale was calculated for this study and found to be in the range of highly reliable (.60-.90) according to Özdamar (1999). Rhodewalt (1990), who developed the scale, found the reliability coefficient as .79, and Akın et al. (2011), who adapted the scale into Turkish, found this coefficient as .94. The reliability coefficient of the scale for this study was found to be .72. The sample group, the differences in the demographic characteristics of the participants, the application of the scale at different times and the sincerity of the participants' answers to the scale items may be effective in the reliability coefficient taking different values. According to the reliability coefficient criterion accepted in the literature, it was seen that the data obtained from this study provided the required reliability.

2.2. Data Analysis

While analyzing the data, "Independent Samples T-Test" was applied for two-factor variables with normal distribution and "One Way Analysis of Variance (One Way ANOVA)" was applied for three-factor variables. "Mann-Whitney U Test" was used for variables with two factors that did no

2.2.1. Normality distribution analysis

In order to determine which statistical tests will be used in the analysis of the data obtained for the research, it was first determined whether the mean scores obtained from the data showed a normal distribution. As a result of the analysis, it was seen that the mode, median and

668

arithmetic mean values of the self-sabotage scale were close to each other, and the skewness and kurtosis values were between -1 and +1 values accepted in the literature.

3.Findings

As a result of the analyzes conducted to determine the effect of self-sabotage, which is a very new concept for our country, on teachers working in educational institutions and whether the tendency of teachers to use self-sabotage strategies differs according to demographic variables, findings were obtained.

First of all, it was seen that teachers working in educational institutions had a tendency to self-sabotage at a "partially low" level with a mean of x̄=3.18. When the literature was examined, Büyükgöze and Gün's (2015) self-sabotage study conducted with research assistants also found a low level of self-sabotage tendency, which supports the results of this study. The scale items with the highest mean scores were "*6. I try to make sure that I make the necessary preparations before enrolling in a lesson or an important event." and "*3. I prepare well in advance when I take an exam." Considering these findings, it can be said that most of the teachers show the necessary effort when faced with a job or a new task, concentrate on the work, utilize their competencies to achieve success, and have self-regulation mechanisms. It can be said that this situation is generally due to the fact that teachers have professional competencies, are aware of the responsibilities required by education and training services, and are sensitive to their work and therefore to students.

In the data obtained from the answers of the teachers participating in the study, it was seen that the items with the lowest mean were "*5. I always try to do my best no matter what." and "*20. I would not prefer to take any tranquilizers or medication that would prevent me from thinking logically and doing the right things." These findings indicate that teachers. It shows that their perceptions of self-sabotage tendencies are at a very low level and that they think that they do not resort to self-sabotage strategies. It can be said that the vast majority of teachers tend to make the necessary effort even when they are given a difficult or impossible task, and that they focus on giving the necessary struggle for the job instead of worrying about facing failure at the end of the job. All these indicate that teachers tend to use sabotage strategies such as not putting the necessary effort into their performance, postponing work, finding other pursuits, and using alcohol, drugs or medication at low rates.

4. Discussion and Conclusion

The fact that teachers use self-sabotage strategies at a "relatively low" level can be considered as a positive development in terms of educational activities. Teachers' efforts to demonstrate their performance at the highest level instead of suppressing themselves in educational organizations will both increase student achievement in academic terms and positively affect the climate of the educational organization. The presence of psychologically healthy people with positive self-perception, high self-esteem and self-control skills in the education system may have a positive impact on students, who are considered as the most basic output of education, and this effect may spread to the society in the long run thanks to the students who are given back to the environment.

The findings of the study show that female teachers have a higher tendency to use self-sabotage strategies than male teachers according to gender variable. It can be said that these findings stem from the role conflict between work and personal life, the sexist attitudes they are exposed to, the glass ceiling syndrome they experience in their careers, the struggle to get

themselves accepted in business life, and having a heavy workload in work and private life. These pressures that women are exposed to may cause them to move away from the idea that failure is a normal result and to struggle to accept, prove and adopt themselves to other people. Therefore, the need to show themselves as a successful individual may underlie the fact that female teachers resort to self-sabotage strategies more. On the other hand, Berglas and Jones (1978), who introduced the concept of self-sabotage to the literature, stated in their study that men tend to use behavioral self-sabotage strategies more than women. According to Akın, et.al. (2011), women prefer sabotage strategies for their performance in the social field, while men prefer sabotage strategies for their performance in the academic field. According to them, the reason for this difference stems from the meanings that women and men attribute to success. While women externalize success by attributing it more to the luck factor, men internalize it by attributing it to their own abilities and intelligence.

It can be said that the studies investigating whether self-sabotage is affected by the gender variable are influenced by factors such as the time of the studies, the applied social culture, the organizational structure and climate, the differences in occupation and educational status. As a result of the examination of whether the self-sabotage levels of teachers differ according to the district in which they work, it was found that teachers working in Battalgazi district had a higher tendency to resort to self-sabotage strategies than teachers working in Yeşilyurt district. It can be said that this finding is due to the perspective of the district on educational institutions and education, the socio-economic level of the region, the facilities of the schools, and the profile of parents and students. Teachers, like every individual, have the opportunities and resources they have in their working environment, and education, which receives its input from the environment in which it is located and therefore interacts closely with the environment. Sabotage is sometimes referred to as bullying or manipulation. In the related research, similarities in the level of self-sabotage draw attention. It can be thought that they are influenced by the student-parent profile in their institutions, their perspectives on education and their contributions to education.

It was concluded that there was no significant difference between the self-sabotage levels of the participant teachers according to the branch variable, that the branches of the teachers were not determinative on the self-sabotage levels, and that teachers from all branches tended to resort to self-sabotage strategies at a similar level. Therefore, it can be said that teachers are not affected by factors such as their mastery of field knowledge, different curriculum programs, having a theoretical or applied branch from their professional competencies, regardless of the branch, they show the necessary dedication and effort for the effective continuation of education and training services, and they try to keep their performance in their fields at a high level without being perceived as difficult, easy, important for central exams, unimportant.

5-Suggestions

In the literature review, Sertel (2019) concluded that teachers' branches create a significant difference on the level of self-sabotage. According to the study, it was stated that teachers in the Basic Education branch showed lower levels of self-sabotage tendencies than teachers in Verbal, Numerical, Vocational and Technical branches. Sertel attributes the source of this situation to the fact that educational institutions follow a study program more oriented towards central exams, characterize academic success as the grades obtained in these exams, and thus create a competitive environment among teachers of these branches. It can be said that the reason for reaching two different results in the two studies is that the definition of academic achievement is changing day by day and the importance given to the multidimensional

development of students regardless of the branch, the organizational culture in which the teachers participating in the study work and the different perceptions of the teachers about their own field

As a result of the analysis conducted to determine whether the self-sabotage levels of the participant teachers vary according to the level of education they work in, it was found that the self-sabotage levels of teachers working at the high school level were higher than those working at the primary school level. These findings are thought to be due to the fact that each level of education has a different organizational climate and management style, high schools play the role of the last step for students in their career and career choices, they are the preparation step for university and therefore create a lot of workload and pressure on teachers, and high school students are composed of a population going through a difficult period such as adolescence.

In his study, Şahin (2005) found that there was a direct proportion between the professional attitudes of primary school teachers and their perspectives on organizational climate. It can be said that the reason why primary school teachers tend to use self-sabotage strategies at a lower level is that primary schools are a level in close cooperation with parents, students do not experience exam anxiety and consist of young age groups, and primary school teachers are together with students who are newly introduced to education-education life and do not have past negative experiences about education.

The relationship between the self-sabotage levels of the teachers participating in the study and their professional seniority was examined and it was found that teachers with 1-13 years of professional seniority tended to use self-sabotage strategies at a higher level than teachers with 14-26 years of professional seniority, and teachers with 1-13 years of professional seniority tended to use self-sabotage strategies at a higher level than teachers with 27-39 years of professional seniority. In his study, Bakioğlu (1996) defines teaching seniority periods as "career entry phase" (1-5 years) and "settling phase" (6-10 years). He characterizes the career entry phase as the period when new teachers flounder between what they expect from the profession and the realities of the profession, try to transform their field knowledge into professional expertise, resist taking orders or directions from others, and have the most negative experiences about the profession. In the expertise phase (16-20 years), he states that he combines all the characteristics of his profession with his personality traits and makes them a whole (Cited in Sertel, 2019).

Therefore, the findings of Bakioğlu's study and this study show similar characteristics. It can be said that this situation is due to the fact that new teachers are worried about being perceived as unsuccessful by their colleagues and other people, they have low self-confidence due to their newness to the profession, they are inexperienced in using their field knowledge, attitudes and skills effectively, and they have not yet reached professional satisfaction. As a result of the analysis conducted to examine whether the length of service of the participant teachers in their current school has an effect on the level of self-sabotage, it was found that teachers who have been working in their current school between 1 and 10 years have a higher tendency to show self-sabotage behavior compared to teachers who have been working between 11-20 years. This finding is thought to be due to the fact that teachers who are new to the work environment are concerned about being adopted by their colleagues, students, parents and other people; they are worried about not being able to provide effective and sincere communication in their new workplace; they may be weak in exhibiting their competencies, skills and abilities; and they may not be accepted by their new environment.

Self-sabotage tendency usually emerges when a person is faced with a new job or task in direct proportion to the importance he/she attaches to the outcome of this task. Even if the

person has the competence to fulfill the task successfully, they show this tendency to protect their ego in situations where they are concerned about the outcome of their performance. This tendency has serious effects on people's psychological health and negatively affects their emotions, thoughts, behaviors and perception of life. Although self-sabotage strategies seem to offer an opportunity to protect self-perception and self-esteem in the short term, self-sabotage strategies that become chronic reduce the person's sense of satisfaction, intrinsic motivation, and adaptation, and increase negative habits such as alcohol or drug use, insomnia, procrastination, and lack of effort. The most effective way to eliminate the tendency to resort to self-sabotage strategies is to strengthen one's sense of self (Üzar Özçetin & Hiçdurmaz, 2016).

Human beings desire to be in control of the success or failure situations related to their lives. Self-sabotage strategies are consciously preferred behaviors because they protect one's self-perception and self-esteem. The basic condition for preventing these behaviors is to accept oneself as one is and to increase positive perceptions about oneself. Kendisiyle ilgili olumlu A person who has a sense of self will not attach importance to the sense of success he/she achieves through self-sabotage behaviors (Siegel, Scillitoe, & Parks-Yancy, 2005). When a person accepts himself as he is, he realizes that his self-esteem or self-perception is not affected by external evaluations. A self-confident person will not perceive the possibility of failure as a danger to his/her self, and will take responsibility for failure as well as success and fight for it (Sherman & Cohen 2006). For this reason, teaching human beings from childhood that failure is a normal result as well as success, and that failure is not a negative situation but an opportunity for development will prevent the person from showing a tendency to self-sabotage in the future.

The fact that one of the organizations where self-sabotage tendency is seen intensely is educational organizations is thought to necessitate learning rather than competition on the basis of students, teachers, administrators and schools, increasing intrinsic motivators instead of extrinsic motivation sources, and taking into account interpersonal differences in

Since it is aimed to determine the self-sabotage levels of teachers working in educational institutions, it is thought that the findings of the study will contribute to the literature on this subject. It is assumed that this study will encourage theoretical and experimental studies on self-sabotage and contribute to the field of education. The literature review to the extent that it was possible to reach showed that self-sabotage behavior of teachers in educational organizations has not been sufficiently studied on its own. It was seen that there are few studies on self-sabotage in the Turkish literature, and most of these studies were conducted in the field of educational psychology and with undergraduate students. Since there are few studies in the field of education, it is thought that examining self-sabotage behavior in educational institutions will contribute to the literature.

The research is limited to the responses of teachers working in the central districts of Battalgazi and Yeşilyurt in Malatya province in the 2020-2021 academic year and their opinions on this issue. Conducting the research with larger population and sample groups can generalize the findings. Considering the effects of self-sabotage behavior on organizational culture and structure, research can be expanded for different professional groups and working environments due to its positive contributions to both personal life and business life.

References

Abacı, R. ve Akın, A. (2011). Kendini sabotaj: İnsanoğlunun sınırlı doğasının bir sonucu. (1st Ed.). Ankara: Pegem Akademi.

Akın, A., Abacı, R. ve Akın, Ü. (2011). Self-handicapping: A conceptual analysis. International Online Journal of Educational Sciences, 3(3), 1155-1168.

Akın, A. (2012). Kendini sabotaj ölçeği: Geçerlik ve güvenirlik çalışması. Eğitim ve Bilim, 37(164), 176-187.

Akın, Ü. (2013). Akılcı duygusal davranışçı terapi odaklı psiko-eğitim programının kendini sabotaj üzerindeki etkisi. (Unpublished PhD Thesis). Sakarya University Eğitim Bilimleri Enstitüsü, Sakarya.

Berglas, S. ve Jones, E. E. (1978). Drug choice as a self-handicapping strategy in response to noncontingent success. Journal of Personality and Social Psychology, 36(4), 405.

Bursalıoğlu, Z. (2015). Okul yönetiminde yeni yapı ve davranış. (20th Ed.). Ankara: Pegem Akademi.

Büyükgöze, H. ve Gün, F. (2015). Araştırma görevlilerinin kendini sabotaj eğilimlerinin incelenmesi. Hitit University Sosyal Bilimler Enstitüsü Dergisi, 8(2), 689-704.

Büyüköztürk, Ş., Çakmak, E., Akgün Ö. E., Karadeniz, Ş. ve Demirel, F. (2021). Eğitimde bilimsel araştırma yöntemleri (30th ED). Ankara: Pegem Akademi.

Can, A. (2019). SPSS ile bilimsel araştırma sürecinde nicel veri analizi (8th Ed.). Ankara: Pegem Akademi.

Conlon, E. G., Zimmer-Gembeck, M. J., Creed, P. A. ve Tucker, M. (2006). Family history, self-perceptions, attitudes and cognitive abilities are associated with early adolescent reading skills. Journal of Research in Reading, 29(1), 11-32.

Harris, R. N. ve Snyder, C. R. (1986). The role of uncertain self-esteem in self-handicapping. Journal of Personality and Social Psychology, 51(2), 451.

Hendrix, K. S. ve Hirt, E. R. (2009). Stressed out over possible failure: The role of regulatory fit on claimed self-handicapping. Journal of Experimental Social Psychology, 45(1), 51-59.

Karasar, N. (2020). Bilimsel araştırma yöntemi: Kavramlar, ilkeler, teknikler. (36th Ed.). Ankara: Nobel.

Leary, M. R. ve Shepperd, J. A. (1986). Behavioral self-handicaps versus self-reported handicaps: A conceptual note. Journal of Personality and Social Psychology, 51(6), 1265.

Marshall, K., Forbes, A., Kearns, H. ve Gardiner, M. (2008). When a high distinction isn't good enough: A review of perfectionism and self-handicapping. Australian Educational Researcher, 35(3), 21-36.

Martin, A. J., Marsh, H. W., Williamson, A. ve Debus, R. L. (2003). Self-handicapping, defensive pessimism, and goal orientation: A qualitative study of university students. Journal of Educational Psychology, 95(3), 617.

McCrea, S. M. ve Hirt, E. R. (2001). The role of ability judgments in self-handicapping. Personality and Social Psychology Bulletin, 27(10), 1378-1389.

McShane, S. L. ve Von Glinow, M. A. (2016). Örgütsel davranış. (Çev.: A. Günsel ve S. Bozkurt). Ankara: Nobel.

Özdemir, M. (2014). Eğitim örgütlerinde insan kaynakları yönetimi, kuram uygulama teknik. (2nd Ed.). Ankara: Anı.

Rhodewalt, F. ve Fairfield, M. (1991). Claimed self-handicaps and the self-handicapper: The relation of reduction in intended effort to performance. Journal of Research in Personality, 25(4), 402-417.

Rhodewalt, F., Saltzman, A. T. ve Wittmer, J. (1984). Self-handicapping among competitive athletes: The role of practice in self-esteem protection. Basic and Applied Social Psychology, 5(3), 197-209.

Sarıçalı, M. (2016). Psikolojik danışman adaylarının kendini engelleme algılarının özgünlük düzeyleri ve aldıkları süpervizyon açısından incelenmesi. (Yayınlanmamış doktora tezi). Anadolu University, Eskişehir.

Sertel, G. (2019). Yönetici ve öğretmenlerin kendini sabotaj düzeyleri ile okullardaki örgütsel iklim algıları arasındaki ilişkinin incelenmesi. (Yayınlanmamış yüksek lisans tezi). Pamukkale University Graduate School of Educational Sciences, Denizli.

Sherman, D. K. ve Cohen, G. L. (2006). The psychology of self-defense: Self-affirmation theory. Advances in Experimental Social Psychology, 38, 183-242.

Siegel, P. A., Scillitoe, J. ve Parks-Yancy, R. (2005). Reducing the tendency to self-handicap: The effect of self-affirmation. Journal of Experimental Social Psychology, 41(6), 589-597.

Snyder, C. R., Smith, T. W., Augelli, R. W. ve Ingram, R. E. (1985). On the self-serving function of social anxiety: Shyness as a self-handicapping strategy. Journal of Personality and Social Psychology, 48(4), 970.

Şahin, K. (2005). İlköğretim okulu öğretmenlerinin mesleki tutumları ile okul iklimi arasındaki ilişki. (Yayımlanmamış yüksek lisans tezi). Dokuz Eylül University, İzmir.

Tice, D. M. (1991). Esteem protection or enhancement? Self-handicapping motives and attributions differ by trait self-esteem. Journal of Personality and Social Psychology, 60(5), 711.

Üzar Özçetin, Y. S. ve Hiçdurmaz, D. (2016). Kendini sabote etme ve ruh sağlığı üzerine etkisi. Current Approaches in Psychiatry/Psikiyatride Guncel Yaklasimlar, 8(2), 145-154.

Üzbe, N. ve Bacanlı, H. (2013). Başarı hedef yönelimi, benlik saygısı ve akademik başarının kendini engellemeyi yordamadaki rolü. Türk Eğitim Bilimleri Dergisi, 13(1), 33-50.

Zuckerman, M., Kieffer, S. C. ve Knee, C. R. (1998). Consequences of self-handicapping: Effects on coping, academic performance, and adjustment. Journal of Personality and Social Psychology, 74(6), 1619.