

Examination of the Relationship Between Teachers' Perception of Organizational Exclusion and Levels of Happiness at Work

Selçuk Demir (Asst. Prof. Dr.)

Şırnak University/ Physical Education, Sports College, Turkey

Necati Çobanoğlu (Asst. Prof. Dr.)

Inonu University, Faculty of Education, Turkey

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Abstract

It is obvious that teachers may exhibit negative attitudes if they think they are alone and worthless in their own school environment. This paper focuses on determining the role of organisational exclusion attitudes of teachers and their feelings of happiness at work. For this purpose, correlational design was utilized in the research. The sample of this study consists of 171 teachers from 21 secondary schools in Şırnak province. The data of the research were gathered by utilizing organisational exclusion scale and happiness at work scales. Based on the data results, it was concluded that the variables examined in the study are significantly related by correlation. The regression analysis results revealed that organisational exclusion and nihilation dimension can negatively and significantly predict happiness at work attitude. Isolation dimension does not statistically have a significant role on the feeling of happiness at work. Through the results obtained from the research, suggestions have been provided to researchers and practitioners.

Keywords: Organisational exclusion, Happiness at work, School manager, Teacher, School

Introduction

It is clear that determining a person as an undesirable member of an organization without any group event or treating a person as if he does not exist in the organizational environment will result to negative effects on business life. Kılıç (2019) has emphasized that an organization's most valuable and inimitable resource is its human resources. The spread of negative attitudes such as exclusion in organisations can naturally be a source of unhappiness both in social and business life. Based on the fact that a greater percentage of time is spent at work, organisational climate can be affected with those situations. In other words, there are tendencies for social issues to arise. On the other hand, a happy business life can positively affect the members of an organisation. As a result of this situation, motivation and performance should be increased in organisations (Robbins & Judge, 2011). Otherwise, an organisation may first lose its qualified employees psychologically and then physically (Demir & Saylik, 2021). This is because the lack of social support and quality interactions in business life can create feelings of loneliness and exclusion in individuals. Individuals with such attitudes do not think that they are members of the organisation and this can

lead to inefficiency. Thus, the productivity of an employee can increase when he is satisfied with the relationships in the business (Sabuncuoğlu & Tüz, 2005).

Organisational Exclusion

The organisational exclusion concept has been explained, and it is clear that some employees working in an organisation do not regard it or pay much attention to it (Tutar, Ozturk Baspinar & Guler, 2021). In addition, exclusion is the feeling of alienation from the environment and the expression of cold feelings towards a member of an organisation due to his presence in the environment (Koçel, 2018). In this way, the member has been marginalized from the group and organizational procedures on purpose. The relationships of a member with others is seen as one of the most important factor that influences business life. If the member does not internalize the rules of the organisation and does not behave in accordance with the discipline, he encounters hostility and indifference in the group. This situation causes discontent and vacillation for a member (Şimsek, Çelik & Akgemci, 2014). Also, when members are excluded from an organisation, it may give rise to the following negative effects: lack of motivation, terrific decrease in performance, and cease of employment (Koçel, 2018; Yılmaz, 2017).

The release of a qualified employee is not a desired situation in organizations that are focused on success and also attach importance to continuity. In addition, this situation has costs for the institution in many ways regarding separation and placement (such as socialization and education) (Kreitner & Kinichi, 2009). Particularly in educational organisations, isolation and exclusion of a teacher by others may result in more critic outcomes. The attitudes of a teacher who has the feeling of exclusion in business will also be negative. It is clear that this situation will damage collaboration and team work at school. Subsequently, the school atmosphere will be unhealthy and the success of students will decrease. Tosun (1990) has underlined that individuals want a life style and business life that will enable them to achieve social and psychological satisfaction. In this context, Şimsek et al. (2014) highlighted that it is crucial to improve an organisation and enhance the quality of business life. They also explained that it is important to develop an environment of confidence, create an explicit communication pattern, increase collaboration, innovation, and harmony capacity within an organisation. Certainly, this will naturally affect all school members in a positive way.

Therefore, it is evident that social integration is very important in order for teachers in schools not to feel excluded or to keep away from social problems. As a result of this, teachers should cooperate within working groups, give support to each other, esteem the uniqueness of each other, and exchange their ideas and feelings. Thus, the quality of business life will inevitably increase also (Erginer, 2014). Furthermore, the ability of employees to agree with others in the organization and work in harmony within the scope of their social needs contributes to their satisfaction in their business life (Saruhan & Yıldız, 2014). It is also known that work satisfaction can enhance happiness in business life (Işık, Çetinkaya & Işık, 2017). More so, a person who has positive attitudes towards his job exhibits more planned, careful, and methodical behaviors in the work environment. This situation contributes to an employee's productivity (Eren, 2015).

Happiness at Work

Happiness is an emotion that plays a substantial role and makes people feel better in their institutions, which helps them to be more productive at work (Wright & Cropanzano, 2004). Seligman (2002) has touched on three factors of happiness, namely: a peaceful life with positive feelings, satisfaction, and assimilation; a good life that includes flow and active participation; and

a meaningful life in which a person is strong, serves a great purpose, and evaluates the features he thinks are strong in this direction. In literature, it is recognized that there has been a keen focus on well-being concept based on studies about happiness concept (Haybron, 2008). Well-being at schools can show alterations according to the level of healthy relationships and harmony among teachers, students, and parents of students. Well-being can also give support to teachers that struggle with the negative situations they experience in business life (Benevene, De Stasio & Fiorilli, 2020). Furthermore, having the belief of working in a job that is psychologically worth doing and also performing a valuable mission for society positively impresses happiness and well-being in an individual (Eren, 2015).

The Relationship Between Organisational Exclusion and Happiness at Work

Sabuncuoğlu and Tüz (2005) has alleged that the most valid way of gaining people is to ensure integration with organisational goals. Thus, the purpose is to shape the emotions, thoughts, and behaviours of individuals (Adler, 2021). From this point of view, it is important for teachers not to feel excluded in their school environment so as to integrate them with the goals of their organizations. This is because if teachers feel that they are excluded from the environment, they will not have positive feelings about their schools. The well-being and productivity of teachers will also be damaged due to this situation. Within this scope, Schein (1980) has accentuated that organisational relationships should be reviewed if employees have shaky morale and productivity in their institutions. Also, the success of students can be affected by this situation. It is clear that all emotional experiences of teachers reflect on their daily relationships and performances. It is also known that daily routines of individuals are influenced by their sentimental incidents.

Research Objective

Organisational exclusion is a situation which has a high potential to occur and causes negative effects in institutions. It is an essential subject that should be given attention in researches (Xu, 2012). In this study, focusing on organisational exclusion attitudes that may cause counterproductive behaviors, especially at educational institutions, is very important. This is because a need may arise for further studies. In addition, the explanations about happiness concept which affects the tendency of teachers developing positive attitudes is the other significant aspect of this study. Examining the relationship between these two concepts is necessary in order to better understand the causes of psycho-social behaviors in organizations and to establish a theoretical substructure for the literature.

The aim of this study is to specify the relationship between organisational exclusion, its subdimensions, and happiness at work. Adhering to the main purpose of this research, the following hypotheses have been brought forward.

H1: Organisational exclusion perception negatively predicts teachers' happiness at work.

H2: Isolation dimension negatively predicts happiness at work.

H3: Nihilation dimension predicts happiness at work in a negative way.

Method

Research Model

The intent of this research is to define the relationship between teachers' organisational exclusion perception and their happiness at work. Therefore, this study was established using correlational design. This model perused the relationships among variables, degrees, and the directions of those relationships (Büyükoztürk et al., 2012).

Population and Sample

The sample of this research comprises of teachers working in secondary schools in Şırnak province. 21 secondary schools were randomly selected and scales were given to all teachers at those schools. Hence, disproportionate cluster sampling method was applied in this study. 193 teachers from these schools accepted to participate in this study. However, Since 22 of the collected data were filled imprecisely, 171 of them were analyzed.

47.4% of participants are male teachers (n = 81), while 52.6% of the participants are female teachers (n = 90). 57.3% of supportive teachers for the research are married (n = 81), while 42.7% of them are single (n = 73).

Data Collection Tools and Procedure

The data were obtained by means of "Organisational Exclusion Scale" and "Happiness at Work Scale" in this research. The scale range was set between 1 "I never agree" to 5 "I definitely agree". This means that it is in accordance with the 5 point likert scale. Some information about the scales are used in this study below.

Organisational Exclusion Scale

Organisational Exclusion Scale was developed by Abaslı and Özdemir (2019) and was used in order to detect the exclusion level of teachers in their schools. The scale consists of isolation and nihilitation, which is measured by 5 items and 9 items, respectively. As a result of reliability analysis by data set of this research, Cronbach's Alpha Coefficient is .91 for isolation dimension, .96 for nihilation dimension, and .94 for whole organisational exclusion scale. The results of confirmatory factor analysis which was implemented to the data of this study proves that the data and the scale are compatible with each other at good levels ($X^2 = 36.90$, $df = .19$, $X^2/ df = 1.94$, $GFI = .94$, $NFI = .97$, $TLI = .97$, $CFI = .98$) and acceptable ($RMSEA = .07$).

Happiness at Work Scale

This scale was developed by Singh and Aggarwal (2018) and adapted by Özdemir, Sever and Acar (2020). It consists of 4 dimensions which are measured with 3 items, namely: internal motivation, souring emotions on work, and supportive organisational experiences and unsupportive organisational experiences. Cronbach's Alpha Coefficient in this study has been measured as .79 for internal motivation subdimension, .81 for souring emotions on work subdimension, .84 for supportive organisational experiences subdimension, .74 for unsupportive organisational experiences subdimension, and .88 for whole happiness at work scale. The results of confirmatory factor analysis was implemented to the data of this study, which reveals that the data and the scale produce adaptive values at good levels ($X^2 = 28.43$, $df = .14$, $X^2/ df = 2.03$, $GFI = .96$, $NFI = .95$, $TLI = .97$, $CFI = .97$) and acceptable ($RMSEA = .07$).

Ethical approval was taken for the research from the ethics committee of Şırnak University on March 17, 2022. Before the data collection tools were carried out, the teachers were enlightened about the aim and importance of the study. Volunteer participation of teachers was provided for in this research.

Analysis

Data were collected and entered into the SPSS programme. Through this means, deficient data has been determined. 6 reversing items in Happiness at Work Scale were inverted, and the outliers of the data were cleared as well. It is worthy to note that the kurtosis and skewness coefficients of data are between ± 1.5 . Thus, normality assumption was provided. Also, the

Tolerance value is 1.00 which is less than 2. The VIF value is 1.00 which is less than 10, and the CI value is 5.33 which is below 30. These results prove that there is no multicollinearity problem between the variables in the study. Furthermore, confirmatory factor analysis were implemented to the scales. Thus, the concordance of obtained data with scales was examined within the context of this study. After detecting significant relationships between organisational exclusion, including its subdimensions and happiness at work, the simple and multiple regression analysis was utilized. In multiple regression analysis, isolation and nihilation dimensions of organisational exclusion were analyzed as independent variables. According to the aim of the research, happiness at work emotion was identified as a dependent variable.

Findings

Descriptive Analysis

The arithmetic mean, standard deviation, and standard error values are presented in Table 1.

Table 1. Descriptive analysis results

<i>Variables</i>	\bar{X}	<i>Std. D.</i>	<i>Std. Er.</i>
1. Exclusion	1.66	.64	.04
2. Isolation	1.60	.62	.04
3. Nihilation	1.69	.68	.05
4. Happiness	3.66	.69	.05
5. Internal Motivation	4.14	.72	.05
6. SWE	3.54	1.00	.07
7. SOE	3.59	.88	.06
8. UOE	3.38	.94	.07

Notes: Exclusion: Organisational Exclusion, Happiness: Happiness at work, IMot: Internal Motivation, SWE: Souring Work Emotions, SOE: Supportive Organisational Experiences, UOE: Unsupportive Organisational Experiences.

As seen in Table 1, the descriptive analysis results reveal that teachers' perceptions on organisational exclusion, isolation, and nihilation dimensions are at level 2 "I do not agree". Teachers' perceptions on happiness at work, internal motivation, souring work emotions and supportive organisational experiences are at level 4 "I agree". Conversely, their perceptions on unsupportive organisational experiences subdimension are at level 3 "I partially agree". In other words, the perceptions of teachers on organisational exclusion and its subdimensions are below medium level. The views of teachers on unsupportive organisational experiences subdimension are at medium level, while their views on happiness at work and its subdimensions are at upper medium level.

Correlation

The variables examined in this study and the correlation coefficients for their subdimensions are presented in Table 2.

Table 2. The results on correlation

Variables	1	2	3	4	5	6	7	8
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1. Exclusion	1								
2. Isolation	.95**	1							
3. Nihilation	.98**	.90**	1						
4. Happiness	-.54**	-.51**	-.53**	1					
5. IM	-.62**	-.60**	-.61**	.66**	1				
6. SWE	-.42**	-.41**	-.41**	.84**	.38**	1			
7. SOE	-.41**	-.39**	-.41**	.77**	.51**	.47**	1		
8. UOE	-.30**	-.26**	-.30**	.81**	.31**	.69**	.46**	1	

*p < .05, **p < .01

Notes: Exclusion: Organisational Exclusion, Happiness: Happiness at work, IMot: Internal Motivation, SWE: Souring Work Emotions, SOE: Supportive Organisational Experiences, UOE: Unsupportive Organisational Experiences.

As seen in Table 2, the correlation results among variables shows a medium, negative, and significant relationship between organisational exclusion – organisational happiness (r = -.54, p < .01), internal motivation (r = -.62, p < .01), souring work emotions (r = -.42, p < .01), supportive organisational expectations (r = -.41, p < .01), and supportive organisational expectations (r = -.30, p < .01). There is a low level, negative relationship between isolation subdimension of organisational exclusion and unsupportive organisational expectations. Subsequently, other subdimensions of happiness at work are moderately and negatively interrelated to happiness at work. There is a medium and negative relationship between nihilation subdimension of organisational exclusion and happiness at work and its subdimensions.

The Prediction of Organisational Exclusion on Happiness at Work

The results of the analysis concerning the teachers’ perception of organizational exclusion to predict their sense of happiness at work is outlined in Table 3 below.

Table 3. Regression analysis results regarding the prediction of organisational exclusion sense on happiness at work

Independent Variables	B	Std. Error	Beta	T	P
Stable	4.63	.01		37.40	.00
Exclusion	-.58	.06	-.54	-8.41	.00

Dependent variable: Happiness at work
 R2 change = .295 *p < .05, **p < .01

According to the analysis results in Table 3, organizational exclusion senses of teachers pointedly predict their happiness at work ($\beta = -.54^{**}$, p < .01). The per 1 unit increase in the feeling of exclusion causes decrease in happiness at work to .54 units. Also, 29.5 % of happiness at work sense can be clarified by organisational exclusion sense ($\Delta R2 = .295$; p < .01).

The Prediction of Isolation and Nihilation Subdimension of Organisational Exclusion on Happiness at Work

The multiple regression analysis (by stepwise) was applied in order to state teachers’ perceptions on isolation and nihilation subdimensions of organizational exclusion. The results

reveal that isolation subdimension does not predict happiness at work emotion ($\beta = -.17$, $t = -.1.14$, $p = .25$). Therefore, isolation dimension has been eliminated from multiple regression analysis.

Table 4. The prediction of nihilation subdimension of organisational exclusion on happiness at work

Predictive variables	B	Std. Er.	Beta	T	P
(stable)	4.59	.12		38.01	.00
Nihilation	-.55	.06	-.53	-8.30	.00

Dependent variable: Happiness at work

R2 change = .29 * $p < .05$, ** $p < .01$

As seen in Table 4, the regression analysis results show that nihilation subdimension of organizational exclusion meaningfully predicts happiness at work sense ($\beta = -.55$, $p < .01$). Teachers' perception that they are nihilated by 1 unit causes a decrease in happiness of .53 units. 29% of happiness at work sense has also been expounded by nihilation sense ($\Delta R^2 = .29$; $p < .01$).

Discussion

Teachers' isolation sense experiences in their schools reduce their happiness emotions. More so, teachers who feel alienated in their institution may be perceived as unimportant and thus exhibit sloppy behavior. Robertson and Cooper (2011) have alleged that the fact that individuals find their work invaluable prevents them from maintaining their well-being. It is further known that well-being is closely related to happiness. Accordingly, Robertson and Cooper (2011) have emphasized that well-being increases the quality of productivity, performance, and customer relationships. It is clear that the high level of well-being of teachers in their institutions will contribute to their individual and organizational positive outcomes.

When teachers feel isolated by others in their school, the atmosphere in the environment is negatively affected. When they also feel that other colleagues are avoiding them within the environment, it creates a feeling of loneliness in them. This is because there is no cooperation and solidarity among isolated teachers. Şenturan (2015) has specified that people who are integrated into their organisations tend to live in unity and togetherness. This in turn makes their organisational loyalty to rise as well. However, the organizational loyalty of teachers who feel isolated will not rise and they will not have similar aims in line with the organisational aims. Thus, previous researchers (Başaran, 1982; Tutar et al., 2021) have claimed that an unfavorable environment is one of the factors which causes decrease in the motivation and effectiveness of individuals. It is possible for teachers to feel unhappy in such a school atmosphere. This shows that individuals' happiness is positively correlated to having meaningful experiences in their lives (Hefferon & Boniwell, 2011).

This study has shown that the happiness of teachers is reduced when they feel excluded in their schools. Neglecting and ignoring teachers in their atmosphere may reduce inputs to their business life. It is apparent that when they do not find their life significant, their level of happiness is affected. Hefferon and Boniwell (2011) further detected that a significant life can only be made possible by the individuals serving something stronger than themselves. It is out of question for an excluded teacher to unite with others around a higher purpose. Consequently, it is probable for them to find their business life meaningful.

Conclusion

This research focused on determining the relationship between organisational exclusion, its subdimensions, and happiness at work. Hence, this study was carried out using correlational design. 171 teachers of secondary schools in Şırnak province actively participated in this research. The research data was achieved by means of "organisational Exclusion Scale" and "Happiness at Work Scale". In this research context, CFA and reliability analysis showed that the scales used are valid and reliable. The descriptive analysis, correlation, simple and multiple regression analysis were also implemented to the study data. The study obtained the following results below:

- Teachers' feelings of organizational exclusion negatively predicts their happiness at work.
- Nihilation subdimension negatively predicts happiness at work attitude.
- Isolation subdimension does not significantly predict happiness at work variable in a statistical way.
- This denotes that hypothesis 1 and 2 in this study (H1 and H2) have been confirmed, while hypothesis 3 has not been confirmed (H3).

Recomendations

- It is important for school administrators to ensure that no teacher is excluded. In this way, every teacher will see himself as an important member of the school. Certainly, this will make him feel valuable.
- Organising some efficient activities are needful so as to have better quality interaction among teachers. This can also increase sharing among teachers. Teachers who are up to their institution, well adjusted to teamwork, and also efficient are very essential for their institution.
- Consequently, school administrators should create and practise a positive atmosphere for teachers.

Limitations and Implications

As indicated before, the data of this study were obtained from teachers working in secondary schools in Şırnak province. However, the data results were generalized to Turkey as well. Studying a group which has a large and diverse number is very important to acquire more generalized results. Therefore, it is necessary to carry out further researches on psychosocial variables such as organizational exclusion and happiness at work in order to clearly understand the antecedents and outputs of those variables.

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards.

This article does not contain any studies with animals performed by any of the authors.

Conflicts of interest.

The authors of this paper certify that they have NO affiliations with or involvement in any organization or entity with any financial or non-financial interest (such as honoraria; educational grants; membership, employment; affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

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Appendix

1. Örgütsel Dışlanma Ölçeği (Organizational Exclusion Scale)

Bu işyerinde iş görenler:

1. Benimle selamlaşmazlar.
2. Beni dışlarlar.
3. Ben geldiğimde ortamı terk ederler.
4. Benden uzak dururlar.
5. Zorunlu haller dışında beni grup çalışmalarına dâhil etmezler.
6. Benimle konuşma konusunda isteksizdirler.
7. Sosyal faaliyetlere beni davet etmezler.
8. Benimle göz teması kurmaktan kaçınırlar.
9. İşle ilgili bilgileri benden gizlerler.
10. Beni önemsemezler.
11. Mola zamanlarında beni aralarına almazlar.
12. Mola zamanı dışarıya çıktıklarında bir şey isteyip istemediğimi sormazlar.
13. Benimle yaptıkları konuşmayı kısa tutarlar.
14. Benimle sadece zorunlu hallerde iletişim kurarlar.

2. İş'te Mutluluk Ölçeği (Happiness at Work Scale)

1. Yaptığım işten ilham alırım ve başkalarına ilham vermeye çalışırım.
2. Kurumdayken içimden iyi şeyler yapmak gelir.
3. Kurumumda yaptığım işten keyif alırım
4. Yöneticime yaklaşırken rahat değilim.
5. İşyerinde kendimi stresli hissediyorum.
6. Sık sık işimden ayrılacak gibi hissediyorum.
7. Kurumum işin zamanında tamamlanması için gerekli tüm eğitim ve bilgiyi sağlar.
8. Kurumumda karar alma süreci adil ve hakkaniyetlidir.
9. Kurumumdaki üst düzey yöneticilerin net bir vizyonu ve odağı var
10. Kurumumda ekip çalışmasını ve toplu çaba gerektiren işleri düzenleyen kurallar yoktur.
11. Kurumumda sosyalleşmeyi destekleyen uygun bir ortam yoktur.

12. Kuruma yaptığım katkılar yeterince takdir edilmez.