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ORGANIZATIONAL GOSSIP SCALE: VALIDITY AND RELIABILITY STUDY

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ABSTRACT

The aim of this research is to develop an "Organizational Gossip Scale" for educational organizations based on teachers' views related to organizational gossips in schools. During the research, the scale development phases were followed, first, the literature was reviewed and theoretical information related to effects of gossip in organizations was itemized, and then the items were revised based on the opinions of experts in the field of educational sciences and the teachers. The final 24-item scale form was applied to a study group consisting of 307 teachers working in 25 primary schools in Diyarbakır, Turkey. For validity and reliability analyzes; anti-image correlation matrix, item total correlation, explanatory factor analysis, reliability analysis of internal consistency, correlation between dimensions and confirmatory factor analysis were performed. The values in the findings of the scale are within the acceptable limits and competent according to the accepted criteria in the literature. Taking into account the validity and reliability analysis of the scale, it has been decided that this data collection tool is a valid and reliable scale in assessing the gossips among teachers. As a result, the scale consists of three dimensions (*having information, developing relations and organizational harm*) and a total of 24 items.

STRUCTURED ABSTRACT

Communication, which is one of the main management processes, has a very important place in order to carry out the management processes in the organization efficiently. In organizations there are formal and informal forms of organizational communication. Formal

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communication is within the hierarchical structure of the organization and determined in accordance with certain rules but informal communication channels emerge from informal and interpersonal relationships such as gossip and rumor. In organizational context gossip can be defined as “the evaluative social talk about individuals, usually not present, which arises in the context of social network formation, change, and maintenance, that is, in the context of building group solidarity (Difonzo and Bordia, 2007: 19)”. Gossips among the employees can be thought of as an important factor in organizational life. In this context, it is very important for behavioral scientists and management researchers to examine the organizational effects of the gossips in social organizations, where human relations have an important role.

According to the literature on gossip, the organizational functions of the gossips can be classified as follows; getting information about what is happening in the organization, developing and strengthening relationships among organizational staff, establishing and maintaining social norms within the organization, entertainment among employees in an organization and having harmful effects on organizational functioning. It is very important that the gossips that have such significant effects on the functioning of the organization should be more subject to scientific researches and that the position of the gossips should be established in the effective organization management. The effects of gossips among teachers working in educational organizations and their reflection on the management of the organization are the focus of this research. In order to make the school administration more effective, the gossips circulating frequently among the teachers should be systematically determined and bounded. For this reason, there is a need for a measurement tool that reveals the organizational effects of gossips based on teacher views. In the literature there was not found a measurement tool measuring organizational gossip among teachers. This research aims to develop a measurement tool for educational organizations based on teachers' views related to organizational gossips in schools.

During the research, the scale development phases were followed, first, the literature was reviewed and theoretical information related to effects of gossip in organizations was itemized, and then the items were revised based on the opinions of experts in the field of educational sciences and the teachers. The final 24-item scale form was applied to a study group consisting of 307 teachers working in 25 primary schools in Diyarbakır, Turkey. After the application form was applied to teachers, the data were analyzed for validity and reliability.

For the validity and reliability analysis of the scale; anti-image correlation matrix, exploratory factor analysis, item total correlation, internal consistency reliability analysis, inter-dimensional correlation analysis and confirmatory factor analysis were performed. The Kaiser-Meyer-Olkin (KMO) results of the scale and the Bartlett's test of sphericity were examined. The KMO value is .910 and Bartlett test is significance ($p < .01$), that means the data set is suitable for factor analysis. In the anti-image correlation matrix the values for all of the items were over 0.5, which indicates that all the items are acceptable.

As the result of the exploratory factor analysis, it was determined that the scale consists of 3 dimensions. After the rotated factor, the first factor of the scale consists of 7 items (1, 2, 3, 4, 5, 6, 7), the second factor has 7 items (8, 9, 10, 11, 12, 13, 14) and the third dimension has 10 items (15, 16, 17, 18, 19, 20, 21, 22, 23, 24). By examining the contents of the items in the dimensions, the first dimension is called *having information*, the second dimension is called *developing relations* and the third dimension is called *organizational harm*. According to this, first dimension (*having information*) explains 27,7% of the total variance, second dimension (*developing relations*) 22,0%, and third dimension (*organizational harm*) 20,3%. The total variance explained in 3 dimensions was found to be 70,1%. Since the factor loadings of all the items in the scale are higher than .30, it is not necessary to remove any items from the scale.

In the correlation test to determine the relationship between the dimensions of the scale it was found moderate, positive and significant correlation between the dimensions of *having information* and *developing relations*; low, negative and significant correlation between the dimensions of *having information* and *organizational harm*; moderate, negative and significant relationship between the dimensions of *developing relations* and *organizational harm*.

The Confirmatory Factor Analysis (CFA) was performed to determine whether the factor structure found in the exploratory factor analysis was confirmed. For CFA the following fit indexes which are frequently taken as criteria in the literature were examined; Chi-Square Goodness of Fit χ^2/df , Goodness of Fit Index, GFI, Adjusted Goodness of Fit Index, AGFI, Comparative Fit Index, CFI, Normed Fit Index, NFI, Incremental Fit Index, IFI and Root Mean Square Error of Approximation, RMSEA. Since the values of the scale were found to be in the acceptable limits, it is concluded that the model is confirmed.

The reliability of the scale was tested by calculating the Cronbach's Alpha internal consistency coefficient and item total correlations. Since the coefficients of the scale are over 0.70 it can be concluded that the measurements performed with the "Organizational Gossip Scale" are reliable.

As a result of the research, a valid and reliable scale consisting of a total of 24 items and 5-Likert type rating which can be used to determine organizational gossip in schools was developed. When the findings for the validity and reliability of the "Organizational Gossip Scale" are evaluated together it can be claimed that the scale is a valid and reliable data collection tool that can be used to measure the organizational gossips among the teachers who work at schools. It can be said that the measurement tool developed in this study fill a significant deficiency in the related field and carries the feature of being a valid and reliable measurement tool which can be used in future studies.

Keywords: Scale development, gossip, informal communication

ÖRGÜTSEL DEDİKODU ÖLÇEĞİ: GEÇERLİK VE GÜVENİRLİK ÇALIŞMASI

ÖZET

Bu araştırmanın amacı, kamu ilkokullarında görevli ilkokul öğretmenlerin görüşlerine dayalı olarak eğitim örgütleri için bir “Örgütsel Dedikodu Ölçeği” geliştirmektir. Örgütsel dedikodu, örgüt çalışanları arasında dolaşan ve genellikle ortamda hazır olmayan bir kişi hakkındaki informal değerlendirici konuşmalar olarak tanımlanabilir. Örgütsel dedikoduların belirlenip örgütsel amaçlar doğrultusunda kullanılması örgüt yönetimi açısından oldukça önemli görülmektedir. Araştırma kapsamında ölçek geliştirme süreçleri takip edilerek öncelikle alanyazın taraması yapılarak kuramsal bilgilere dayalı olarak dedikoduların örgütsel etkilerini ortaya koyan ifadelerden oluşan bir madde havuzu oluşturulmuştur. Daha sonra eğitim bilimleri alanındaki uzmanların ve uygulama içerisindeki öğretmenlerin görüşlerine dayalı olarak maddeler gözden geçirilmiştir. Ön uygulama için 24 maddeden oluşan ölçek formu Diyarbakır il merkezindeki 25 ilkokulda çalışan toplam 307 öğretmene uygulanmıştır. Elde edilen verilerle ölçeğin geçerlik ve güvenirlik analizleri için anti-imağ korelasyon matrisi, madde toplam korelasyonu, açıklayıcı faktör analizi, iç tutarlılığa dair güvenirlik analizi, boyutlar arası korelasyon ve doğrulayıcı faktör analizi yapılmıştır. Geçerlik ve güvenirlik analizi sonuçlarında ölçeğe ilişkin değerlerin alanyazında kabul edilebilir aralıklar içerisinde ve yeterli düzeyde olduğu görülmüştür. Ölçeğin geçerlik ve güvenirliğini test etmek için yapılan analizler dikkate alındığında veri toplama aracının geçerli ve güvenilir ölçme yaptığına karar verilmiştir. Böylece “Örgütsel Dedikodu Ölçeği” son haliyle üç boyut (*haberdar olma, ilişkileri geliştirme ve örgütsel zarar*) ve toplam 24 maddeden oluşmaktadır.

Anahtar Kelimeler: Ölçek geliştirme, dedikodu, informal iletişim

1. Introduction

In general, an organization can be defines as a formation that individuals coordinate their forces around an objective or come together to accomplish a common purpose (Şahin, 2013: 65). As individuals come together in a formal organization, natural organizations arise from these informal relations in organizations (Aydın, 2014: 2). In this sense, it can be argued that natural organizations are fundamentally required to meet human needs (Schein, 1978: 102).

Organizations that have been set up to achieve a number of goals must have an effective management in order to achieve these goals. In this sense, the management of the organization is a whole and consists of a series of processes. These management processes in terms of educational organizations can be categorized as decision making, planning, organizing, communication, coordination, impact and evaluation (Memişoğlu, 2013: 128, Başaran, 1996: 43, Aydın, 2014: 105). Effective use of these processes is necessary for successful management of the organization. Communication, which is one of these management processes, has a very important place in order to carry out the management processes in the organization efficiently.

Communication can be defined as the process of sharing certain feelings, thoughts, information between two or more people, and making the meanings common (Memişoğlu, 2013: 140).

It is possible to talk about formal and informal forms of organizational communication. Formal communication channels are structured and determined in accordance with certain rules but informal communication channels emerge from informal and interpersonal relationships (Eşkin-Bacaksız and Yıldırım, 2013: 36). Formal communication is provided with the highest hierarchy within the organization and with other members or people outside the institution (internal notes, reports, meetings, written proposal reports, oral presentations, interviews, speeches, press bulletins, conferences, etc.). Informal communication is not within the hierarchical structure of the organization, but gossip and rumor, etc. (Solmaz, 2004: 14). The rumor and gossip, called the oldest media in the world, constitute the informal part of the communication process (Kniffin and Wilson, 2005). Since a large part of interpersonal communication is about other people and their personal features, which are called as gossip, it becomes very important to research this organizational gossips among employees in the organizations.

In dictionaries, gossip is defined as a form of social supervision by speaking in an attempt to attract and condemn others, by spying on an individual or a social group, not in front of them but behind (TDK, 2017). In organizational context gossip can be defined as the evaluative social talk about individuals, usually not present, which arises in the context of social network formation, change, and maintenance, that is, in the context of building group solidarity (Difonzo and Bordia, 2007: 19). In other words, gossip is a positive or negative evaluative personal information about absent people generally occurs in the sincere environments (Foster, 2004: 83), and informal evaluative talks generally in a small group about a group member who is generally not present (Kurland and Peled, 2000: 429).

It has been pointed out that organizational gossip studies may be an important factor in explaining some aspects of the social organization and therefore should be systematically investigated (Noon and Delbridge, 1993: 22). The gossip underlying the social relations of employees (Dunbar, 2004: 100), is a social phenomenon and an important aspect of organizational communication (Waddington, 2005: 221). In this regard gossip is a natural part of every social environment and has a profound effect on organizational behavior (Thomas and Rozell, 2007: 111). In other words, employees experience gossips quite often as a process of conversation and exchange of information (Mills, 2010: 21). In this sense, gossip can be thought of as an indication of organizational culture, and it can provide important information about climate and working environment of an organization (Georganta, Panagopoulou and Montgomery, 2014: 76). In this context, it is very important for behavioral scientists and management researchers to examine the organizational effects of the gossips in social organizations, where human relations have an important role.

Gossip has an important influence on both societies and organizations (Thomas and Rozell, 2007: 111). Using informal message channels such as gossip will play a role in increasing the effectiveness of the communication process (Koçel, 2015: 636). In addition to the commonly assumed negative effects of gossips within the organization, there are also significant positive results for both managers and employees (Noon and Delbridge, 1993: 24). In this regard, researchers emphasize both positive and negative functions of gossip activity for organizations (Stewart and Strathern, 2004: 30).

According to the literature on gossip, the organizational functions of the gossips basically can be classified as follows; *employees get information about what is happening in the organization* (Houmanfar and Johnson, 2004: 118; Grosser, Lopez-Kidwell and Labianca, 2010: 186; Berkos, 2003: 1; Thomas and Rozell, 2007: 112; Noon and Delbridge, 1993: 25; Foster, 2004: 84; Michelson and Mouly, 2004: 195; Gabriels and Backer, 2016: 684; Baumeister, Zhang and Vohs, 2004: 112; Difonzo and Bordia, 2007: 20; Solove, 2007: 64; Çağlar, Uğurlu and Güneş, 2013: 3; Erol and Akyüz, 2015: 156; Solmaz, 2006: 567; Stewart and Strathern, 2004: 38; Bektaş and Erdem, 2015: 131; Leblebici, Yıldız and Karasoy, 2009: 570), *developing and strengthening relationships among organizational staff* (Brondino, Fusar-Poli and Politi, 2016: 1; Difonzo and Bordia, 2007: 19; Gluckman, 1963: 308; Kurland and Pelled, 2000: 432; Thomas and Rozell, 2007: 112; Kniffin and Wilson 2005: 280; Noon

and Delbridge, 1993: 26; Ditmarsch, et al., 2017: 1; Mills, 2010: 1; Adkins, 2017: 15; Çalikuşu, et al., 2013: 442; Foster, 2004: 85; Guerin and Miyazaki, 2006: 23; Gabriels and Backer, 2016: 684; Uğurlu, 2014: 88; Berkos, 2003: 24; Dunbar, 2004: 102), *establishing and maintaining social norms within the organization* (Gluckman, 1963: 308; Noon and Delbridge, 1993: 33; Difonzo and Bordia, 2007: 230; Baumeister, Zhang and Vohs, 2004: 113; Gabriels and Backer, 2016: 684; Foster, 2004: 84; Çalikuşu, et al., 2013: 442; Dunbar, 2004: 109; Kniffin and Wilson 2005: 288; Solove, 2007: 63; Houmanfar and Johnson, 2004: 120; Ellwardt, Labianca and Wittek, 2012: 194), *entertainment among employees in an organization* (Houmanfar and Johnson, 2004: 122; Berkos, 2003: 25; Gabriels and Backer, 2016: 685; Guerin and Miyazaki, 2006: 23; Noon and Delbridge, 1993: 26; Foster, 2004: 85; Solmaz, 2006: 567; Michelson and Mouly, 2004: 195) and *having harmful effects on organizational functioning* (Foster, 2004: 78; Kieffer, 2013: 91; Solove, 2007: 65; Thomas and Rozell, 2007: 113; Michelson and Mouly, 2004: 196; Kurland and Pelled, 2000: 432; Grosser, Lopez-Kidwell and Labianca, 2010: 178; Arabacı, Sünkür and Şimşek, 2012: 187; Bektaş and Erdem, 2015: 131; Çalikuşu, et al., 2013: 443; Stewart and Strathern, 2004: 33; Bahar, 2016: 124). It is very important that the gossips that have such significant effects on the functioning of the organization should be more subject to scientific researches and that the position of the gossips should be established in the effective organization management.

The effects of gossips among teachers working in educational organizations and their reflection on the management of the organization are the focus of this research. In order to make the school administration more effective, the gossips circulating frequently among the teachers should be systematically determined and bounded. For this reason, there is a need for a measurement tool that reveals the organizational effects of gossips based on teacher views. In the literature there was not found a measurement tool measuring organizational gossip among teachers. This research aims to fill this gap in the literature.

2. Method

This section of the research includes the research method, study group, development of the scale, collection and analysis of the data.

2.1. Research Method

This research is a scale development study and includes the developmental process of the 'Organizational Gossip Scale' developed by researchers.

2.2. Study Group

The study group of this research constitutes of randomly selected 307 teachers working in public primary schools in city center of Diyarbakır province during the academic year of 2016-2017. From the participant teachers 16.9% of were single and 83.1% were married. In terms of gender, 53.7% is female and 46.3% is male. In terms of education, 4.9% of the teachers has college degree, 91,5% bachelor and 3,6% postgraduate. In terms of seniority, 8.8% are 1-5 years, 13.0% are 6-10 years, 58.0% are between 11-20 years and 20.0% are 21 years and over.

2.3. Development of the Scale

Through literature review, information about the conceptualization of the gossip and information about the effects of the gossip on the organizational process were itemized and an item pool consisting of 60 items was formed. After the establishment of the item pool, it was consulted with the 13 academicians in the field of educational sciences to review the content and scope of the items. Some items were corrected and some of them were deleted from the scale. Before the application of the measurement tool, a total of 15 teachers working in public schools assessed the intelligibility of the items, and according to their feedback some expressions in the scale items were corrected. Based on the opinions of the academicians in the educational sciences and the teachers in the application, it was

concluded that the scale items were sufficient in terms of language, expression, narration and scope. Thus, the "Organizational Gossip Scale" consisting of 24 items was prepared for the first application.

The scale is a 5-likert type measurement tool. According to this; it is defined as 5: "Totally agree", 4: "Agree", 3: "Partly agree", 2: "Disagree" and 1: "Totally disagree". The participating criteria are as follows; "1.00-1.79= Totally disagree", "1.80-2.59= Disagree", "2.60-3.39= Partly agree", "3.40-4.19 = Agree", "4.20-5.00= Totally agree".

2.4. Data Collection and Analysis

The scale was applied on classroom teachers in the 25 public primary schools located in the city center of Diyarbakır, Turkey. There are various criteria for the number of participants required for statistical analysis to be meaningful and for factor loads to be significant. Most accepted of them are as follows; the ratio of number of items to the number of observations, number of absolute observations and the ratio of number of expected factors to the number of observations (Yurdugül, 2005a, 2005b). In factor formations 300 participants are accepted as enough for absolute observation (Comfrey and Lee, 1992). In terms of the ratio of number of factors to the number of observations should be 11 times (Osborne and Costello, 2004). Based on these criteria, the 24-item scale was applied on 307. This number is accepted as enough according to the criteria in the literature. For the validity and reliability analyzes for the scale; anti-image correlation matrix, item total correlation, explanatory factor analysis, reliability analysis of internal consistency, correlation between dimensions and confirmatory factor analysis were performed.

3. Findings

In this section, findings related to the validity and reliability analysis of the scale are included.

In order to examine the validity of the scale firstly, exploratory factor analysis was performed, then confirmatory factor analysis to test the suitability of the model determined in the exploratory factor analysis. The Kaiser-Meyer-Olkin (KMO) results of the scale and the Bartlett's test of sphericity were examined. If the Bartlett test is significant and the KMO coefficient is higher than .60 the data can be accepted as appropriate for factor analysis (Büyüköztürk, 2002: 120). Therefore, the KMO value is .910 and Bartlett test is significance ($p < .01$), that means this data set is suitable for factor analysis.

The anti-image correlation matrix is used to see if the scale items remain in factor analysis. The anti-image correlation matrix provides a criterion for determining whether each item should remain within factor analysis. The diagonal of the matrix (points intersected by the same numbered item in the row and column) indicates the corresponding items and it is desired that the values at this intersection point be greater than 0.5. It is desirable to remove the items falling below this value from the analysis (Can, 2014: 304). In Figure 1 below, the Anti-Image Correlation Matrix related to the scale items is given.

Figure 1. The Anti-Image Correlation Matrix

	(m1)	(m2)	(m3)	(m4)	(m5)	(m6)	(m7)	(m8)	(m9)	(m10)	(m11)	(m12)	(m13)	(m14)	(m15)	(m16)	(m17)	(m18)	(m19)	(m20)	(m21)	(m22)	(m23)	(m24)
(m1)	.845 ^a	-.513	-.275	.123	-.117	.122	-.158	.092	.004	.039	-.134	-.170	.055	.054	-.131	.011	.087	.014	-.032	-.043	.056	.103	-.188	.121
(m2)	-.513	.827 ^a	-.138	-.231	.141	-.255	-.095	-.087	-.067	-.004	.086	.117	-.019	-.043	.077	.103	-.111	-.100	-.041	.147	-.042	-.159	.212	-.183
(m3)	-.275	-.138	.915 ^a	-.312	-.133	-.148	.020	-.023	.041	-.020	-.023	.089	.050	-.054	.118	.011	-.025	-.046	.117	-.075	-.106	.019	.002	.096
(m4)	.123	-.231	-.312	.907 ^a	-.301	.005	.041	-.009	-.119	.053	-.012	-.031	.018	.002	-.017	.012	.031	.041	-.068	.030	.166	.028	-.145	.045
(m5)	-.117	.141	-.133	-.301	.890 ^a	-.447	-.102	-.046	.054	-.012	-.146	-.049	.108	.010	.015	.022	-.135	.055	-.006	.007	-.017	-.038	.070	.017
(m6)	.122	-.255	-.148	.005	-.447	.871 ^a	-.331	.014	-.044	.025	.068	.084	-.142	.027	-.034	-.096	.155	-.021	.017	-.078	.055	.041	-.064	-.014
(m7)	-.158	-.095	.020	.041	-.102	-.331	.930 ^a	-.039	-.029	.040	.044	-.090	.027	-.033	-.029	-.066	.051	.017	-.020	.044	-.035	.077	.034	-.100
(m8)	.092	-.087	-.023	-.009	-.046	.014	-.039	.947 ^a	-.127	-.044	-.076	.145	-.122	-.154	-.226	.178	.055	-.016	.034	.032	-.043	-.022	-.009	.123

(m9)	.004	-.067	.041	-.119	.054	-.044	-.029	-.127	.935 ^a	-.107	-.431	-.176	.035	-.059	-.007	-.026	-.032	.087	.015	.074	-.132	.113	-.039	-.024
(m10)	.039	-.004	-.020	.053	-.012	-.025	.040	-.044	-.107	.947 ^a	-.200	-.146	.264	.285	.026	-.093	.009	-.029	.084	.014	-.042	.036	.006	.028
(m11)	-.134	.086	-.023	-.012	-.146	.068	.044	-.076	-.431	-.200	.929 ^a	.003	-.182	-.045	.060	-.022	.111	-.063	.001	.044	-.003	-.069	.061	-.114
(m12)	-.170	.117	.089	-.031	-.049	.084	-.090	-.145	-.176	-.146	.003	.914 ^a	-.394	-.088	-.016	.046	-.108	.014	.000	.007	.110	-.199	.030	.156
(m13)	.055	-.019	.050	.018	.108	-.142	.027	-.122	.035	-.264	-.182	-.394	.919 ^a	-.171	-.034	.027	.123	-.002	-.045	.001	-.095	.047	.056	-.037
(m14)	.054	-.043	-.054	.002	.010	.027	-.033	.154	-.059	.285	-.045	-.088	-.171	.939 ^a	.125	-.052	-.141	.043	.018	-.099	.173	.053	-.145	.002
(m15)	-.131	.077	.118	-.017	.015	-.034	-.029	.226	.007	.026	.060	-.016	-.034	.125	.896 ^a	-.472	-.269	-.063	.053	-.063	-.209	-.058	.137	-.114
(m16)	.011	.103	.011	.012	.022	-.096	-.066	.178	-.026	-.093	-.022	.046	.027	-.052	-.472	.906 ^a	-.031	-.181	-.026	-.020	.073	-.100	-.187	.078
(m17)	.087	-.111	-.025	.031	-.135	.155	.051	.055	-.032	.009	.111	-.108	.123	-.141	-.269	-.031	.922 ^a	-.148	-.077	-.195	-.033	.062	.123	-.258
(m18)	.014	-.100	-.046	.041	.055	-.021	.017	-.016	.087	-.029	-.063	.014	-.002	.043	-.063	-.181	-.148	.927 ^a	.324	.108	.211	-.017	-.215	-.016
(m19)	-.032	-.041	.117	-.068	-.006	.017	-.020	-.034	.015	.084	.001	.000	-.045	.018	.053	-.026	-.077	-.324	.929 ^a	-.352	-.199	.130	-.047	-.073
(m20)	-.043	.147	-.075	-.030	.007	-.078	.044	.032	.074	.014	.044	.007	.001	-.099	-.063	-.020	-.195	-.108	-.352	.926 ^a	-.343	-.208	.100	.022
(m21)	.056	-.042	-.106	.166	-.017	.055	-.035	-.043	-.132	-.042	-.003	.110	-.095	.173	-.209	.073	-.033	.211	-.199	-.343	.908 ^a	-.210	-.159	-.102
(m22)	.103	-.159	.019	.028	-.038	.041	.077	-.022	.113	.036	-.069	.199	.047	.053	-.058	-.100	.062	.017	.130	-.208	-.210	.889 ^a	-.497	-.160
(m23)	-.188	.212	.002	-.145	.070	-.064	.034	-.009	-.039	.006	.061	.030	.056	-.145	.137	-.187	.123	-.215	-.047	.100	-.159	-.497	.844 ^a	-.117
(m24)	.121	-.183	.096	.045	.017	-.014	-.100	.123	-.024	.028	-.114	.156	-.037	.002	-.114	.078	-.258	-.016	-.073	.022	-.102	-.160	-.117	.937 ^a

Figure 1 shows that the values for all of the items in the anti-image correlation matrix are over 0.5. These values indicate that the items of the scale are acceptable.

As a result of the exploratory factor analysis, it was determined that the scale consists of 3 dimensions. After the rotated factor, the first factor of the scale consists of 7 items (1, 2, 3, 4, 5, 6, 7), the second factor has 7 items (8, 9, 10, 11, 12, 13, 14) and the third dimension has 10 items (15, 16, 17, 18, 19, 20, 21, 22, 23, 24). By examining the contents of the items in the dimensions, the first dimension is called *having information*, the second dimension is called *developing relations* and the third dimension is called *organizational harm*. According to this, first dimension (*having information*) explains 27,7% of the total variance, second dimension (*developing relations*) 22,0%, and third dimension (*organizational harm*) 20,3%. The total variance explained in 3 dimensions was found to be 70,1%. The results of the analysis for validity and reliability of the scale are given in Table 1.

Table 1. Results of Analysis for Validity and Reliability of the Scale

		Items	Item total correlation	Factor Loadings
Having Information Cronbach-Alpha = ,921	1	Okulumdaki meslektaşlarım hakkındaki birçok bilgiden dedikodular yoluyla haberdar olurum. <i>I learn many things about my colleagues at my school through gossips.</i>	,738	,793
	2	Okulumdaki meslektaşlarımın birtakım düşüncelerini dedikodu ortamlarında öğrenirim. <i>I learn some thoughts of colleagues in my school in gossip environments.</i>	,780	,848
	3	Okulumda yeni gelen meslektaşlarım ile ilgili birçok bilgiyi dedikodu yoluyla edinirim. <i>Through gossips, I learn a lot of information about newcomer colleagues at my school.</i>	,791	,849
	4	Okulumdaki dedikodu ortamlarında meslektaşlarımın deneyimleri hakkında bilgi edinirim. <i>I learn about the experiences of my colleagues in gossip environments at my school.</i>	,722	,772
	5	Okulumdaki meslektaşlarım hakkındaki bilgileri resmi iletişim kanallarından önce dedikodu yoluyla duyarım. <i>I hear the information about my colleagues at my school through gossips before formal communication channels.</i>	,778	,812
	6	Okulumdaki meslektaşlarımın kendilerinden öğrenemeyeceğim birçok şeyi dedikodular	,798	,835

		yoluyla öğrenirim. <i>I learn many things about my colleagues through gossip, which I cannot learn from their own.</i>		
	7	Okulumda örtbas edilmeye çalışılan bazı olayları dedikodular yoluyla duyurum. <i>I hear gossips about some incidents that are tried to be covered up in my school.</i>	,682	,738
Developing Relations Cronbach-Alpha= ,945	8	Okulumdaki meslektaşlarımla dedikodu yapmak samimiyetimizi artırır. <i>Gossiping with my colleagues at my school increases our sincerity.</i>	,753	,781
	9	Okulumdaki dedikodu ortamlarında görüşlerimi rahatça paylaşıyorum. <i>I share my opinions freely in gossip environments in my school</i>	,812	,794
	10	Okulumdaki meslektaşlarımla dedikodu yaparak stres atmaya çalışırım. <i>I try to relax by gossiping with my colleagues at my school.</i>	,860	,878
	11	Okulumdaki dedikodu ortamlarında düşüncelerimi rahatça ifade ederim. <i>I express my thoughts comfortably in the gossip environments of my school.</i>	,831	,818
	12	Okulumdaki dedikodu ortamlarında yeni arkadaşlar edinirim. <i>I make new friends in gossip environments in my school.</i>	,833	,869
	13	Okulumdaki dedikodu ortamları arkadaşlık bağlarımı güçlendirir. <i>Gossip environments in my school strengthen my friendship.</i>	,853	,888
	14	Okulumdaki meslektaşlarımla dedikodu yaparak eğlenirim. <i>I am having fun by gossiping with my colleagues at my school.</i>	,787	,811
	Organizational Harm Cronbach-Alpha=,943	15	Okulumda meslektaşlarım arasında yapılan dedikodular moralimi bozar. <i>The gossips among my colleagues at my school demoralize me.</i>	,796
16		Okulumdaki dedikodular meslektaşlarımla aramızda anlaşmazlıklara neden olur. <i>The gossips in my school cause disagreements among us.</i>	,744	,793
17		Okulumda dedikodu ortamında bulunmayı zaman kaybı olarak görürüm. <i>I see it as a waste of time to be in the gossip environments at my school.</i>	,744	,762
18		Okulumda yapılan dedikodular meslektaşlarımla aramızda gruplaşmalara neden olur. <i>The gossips at my school cause groupings among my colleagues.</i>	,744	,782
19		Okulumda dedikodu yapan meslektaşlarıma karşı güvenim sarsılır. <i>I lose my confidence in my colleagues who gossips at my school.</i>	,789	,812
20		Okulumda meslektaşlarım arasında yapılan dedikodular motivasyonumu düşürür. <i>The gossips among my colleagues at my school reduce my motivation.</i>	,851	,864
21		Okulumda dedikoduların yaygın olduğu zamanlarda okula isteksiz giderim. <i>I am reluctant to go to school at times when gossips are common in my school.</i>	,807	,843
22		Okulumdaki meslektaşlarım hakkındaki dedikodular onları yanlış anlamama neden olur. <i>The gossips about my colleagues in my school cause me to misunderstand them.</i>	,785	,834
23		Okulumdaki meslektaşlarım hakkındaki dedikodular bende onlara karşı önyargı oluşturur. <i>The gossips about my colleagues at my school create prejudice against them.</i>	,672	,746
24		Okulumda benim hakkımda dedikodu yapan meslektaşlarımla arama mesafe koyarım. <i>I keep distance with my colleagues who gossip about me in my school.</i>	,728	,753
	Total Explained Variance = %70,191 Total Cronbach-Alpha = ,829		KMO = ,910 Bartlett's Test = p<.01	

Table 1 shows that the factors loadings of the items in the first dimension ranged between .738 and .849, the factors loadings in the second dimension ranged between .794 and .888, and the factors loadings in the third dimension ranged between .746 and .864. The item total correlations of the items in the first dimension ranged between .682 and .798, items in the second dimension ranged between .753 and .860, and items in the third dimension ranged between .672 and .851. Since the factor loadings of all the items in the scale are higher than .30, it is not necessary to delete any items from the scale.

In the correlation test to determine the relationship between the dimensions of the scale it was found moderate positive significant correlation was found between the dimensions of *having*

information and *developing relations*; there is a low negative significant correlation between the dimensions of *having information* and *organizational harm* and a moderate negative significant relationship between the dimensions of *developing relations* and *organizational harm*. Table 2 shows the correlation values:

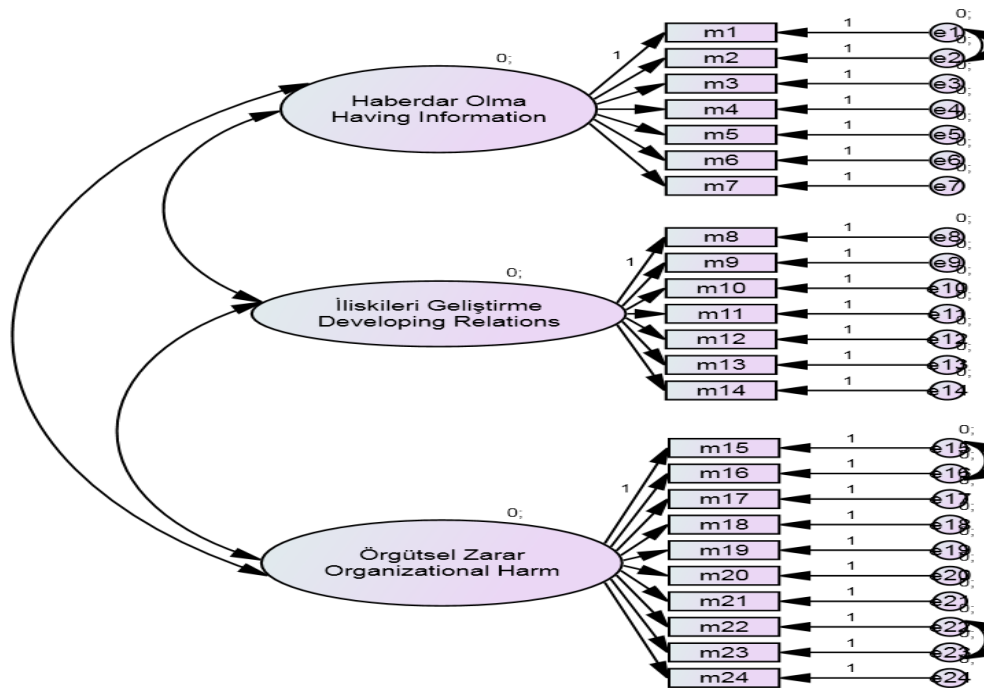
Table 2. Correlation values between the dimensions of the scale

		Having Information	Developing Relations	Organizational Harm
Having Information	Pearson Correlation	1	,416**	-,149**
	Sig. (2-tailed)		,000	,009
	N	307	307	307
Developing Relations	Pearson Correlation	,416**	1	-,336**
	Sig. (2-tailed)	,000		,000
	N	307	307	307
Organizational Harm	Pearson Correlation	-,149**	-,336**	1
	Sig. (2-tailed)	,009	,000	
	N	307	307	307

**. Correlation is significant at the 0.01 level (2-tailed).

Another method for construct validation of a measurement tool is Confirmatory Factor Analysis (CFA). The CFA process was performed to determine whether the factor structure found in the exploratory factor analysis was confirmed. The first CFA result on the model in the original form showed that the fit indexes were not within the acceptable limits. Therefore the Modification Indexes were used to correct the fit indexes. The aim of the modification is to decrease in the chi-square value by establishing the proposed relations. By this way the model is tried to fit better. During the modification process the theoretical explanation of the modification proposals (the items to be interconnected) is very important. Therefore, it should be taken into account that the proposed modification should be in the same dimension and that the items to be modified should be theoretically related. In addition, the modifications should be made in order starting from the proposal of the modification that will make the most improvement in the chi-square value, and the model should be retested after each modification (Meydan and Şeşen, 2011: 38-40, Çelik and Yılmaz, 2013: 120-122). Therefore, according to the modification proposal, with 1 modification in the first dimension and 2 modifications in the third dimension the adaptation indexes were found to be acceptable. Figure 2 shows the CFA model and its modifications.

Figure 2. CFA model and its modifications



For the CFA of the scale the following fit indexes which are frequently taken as criteria in the literature are examined; Chi-Square Goodness of Fit, χ^2/df , Goodness of Fit Index, GFI, Adjusted Goodness of Fit Index, AGFI, Comparative Fit Index, CFI, Normed Fit Index, NFI, Incremental Fit Index, IFI and Root Mean Square Error of Approximation, RMSEA. In Table 3, the criteria for the fit indexes determined by the researchers (Bentler, 1980; Bentler and Bonett, 1980; Hooper, Coughlan and Mullen, 2008) and the values obtained from the CFA for the scale are given.

Table 3. Fit indexes and CFA values for the scale

Fit Indexes	Good Fit Values	Acceptable Fit Values	Fit Values of this Scale
χ^2/df	$0.00 < \chi^2/df < 2$	$2 < \chi^2/df < 3$	2.92
GFI	$0.95 < GFI < 1.00$	$0.90 < GFI < 0.95$	0.84
AGFI	$0.90 < AGFI < 1.00$	$0.85 < AGFI < 0.90$	0.81
CFI	$0.95 < CFI < 1.00$	$0.90 < CFI < 0.95$	0.92
NFI	$0.95 < NFI < 1.00$	$0.90 < NFI < 0.95$	0.88
IFI	$0.95 < IFI < 1.00$	$0.90 < IFI < 0.95$	0.92
RMSEA	$0.00 < RMSEA < 0.05$	$0.05 < RMSEA < 0.08$	0.079

Table 3 shows the "good fit values", "acceptable fit values" and "fit values of this scale" according to the various fit indexes. Although there are different ranges in terms of the criteria of fit indexes, it is seen that the values are close to each other (Çelik and Yılmaz, 2013: 39, Meydan and Şeşen, 2011: 31-37; Schermelleh-Engel, Moosbrugger and Müller, 2003). The condition that the ratio of Chi-square/ degree of freedom (df) in CFA is below 3 is sought. The ratio calculated by CFA (χ^2/df) is 2.92 and this value shows that the proposed factor model shows acceptable fit (Sümer, 2000, Şimşek, 2007). For RMSEA, 0.080 is acceptable value and 0.05 is excellent fit (Byrne and Cambell, 1999; Steiger, 2007). The χ^2/df , RMSEA, IFI and CFI values of the scale are found to be within acceptable limits. The model is always possible to be confirmed even if one or more fit indexes are outside the fit criteria (Schermelleh-Engel, Moosbrugger and Müller, 2003).

On the other hand, according to Hooper, Coughlan and Mullen (2008), between 0.90-0.95 values are acceptable and 0.95 is excellent fit in terms of GFI, AGFI, CFI and NFI indexes. The GFI value (0.84), AGFI value (0.81), and NFI value (0.88) in this study were close the acceptable values. According to Şimşek (2007) it may be due to small sample size. Moreover, Şen and Yılmaz (2013: 249) found that the fit indexes of GFI, AGFI, NFI and RMSEA are more influenced by the sampling size but CFI was less affected by the sampling size and they claim that almost all fit indexes will fit well with sample size of 1600. For this scale the GFI value is 0.84, the AGFI is 0.81, and the NFI is 0.88. According to the literature, the GFI and AGFI values between 0,80-0,89 are also as acceptable values (Segars and Grover, 1993; Doll, Xia and Torkzadeh, 1994). Accordingly, it was decided that these values of the scale were acceptable. In this case, it can be claimed that the CFA result confirms the model.

The reliability of the scale was tested by calculating the Cronbach's Alpha internal consistency coefficient and item total correlations.

Table 4. Cronbach's Alpha Internal Consistency Coefficients of the Scale

Dimensions	Cronbach's Alpha
Having Information	.921
Developing Relations	.945
Organizational Harm	.943
Total	.829

In Table 4, the alpha internal consistency coefficient for the three-dimensional scale is .921 for the first dimension, .945 for the second dimension, and .943 for the third dimension. For the total scale, this value is .829. Since these coefficients are over 0.70 (Çokluk, Şekercioğlu and Büyüköztürk, 2012; Pallant, 2005), it can be concluded that the measurements performed with the "Organizational Gossip Scale" are reliable.

Results

In this research the "Organizational Gossip Scale" was developed in order to measure the organizational gossip among the teachers based on the opinions of the classroom teachers. There are some necessary steps to develop a scale (Mengi, 2017; Özer and Kılıç, 2017). In this research, the scale process was applied. The items based on theoretical information were revised by taking the opinions of both experts and practitioners and then a pre-application form consisting of 24 items was created. After the application form was applied to teachers, the data were analyzed for validity and reliability. For the validity and reliability analysis of the scale; anti-image correlation matrix, exploratory factor analysis, item total correlation, internal consistency reliability analysis, inter-dimensional correlation analysis and confirmatory factor analysis were performed.

The Kaiser-Meyer-Olkin (KMO) results of the scale and the Bartlett's test of sphericity were examined. The KMO value is .910 and Bartlett test is significance ($p < .01$), that means the data set is suitable for factor analysis. In the anti-image correlation matrix the values for all of the items were over 0.5, which indicates that all the items are acceptable.

As a result of the exploratory factor analysis, it was determined that the scale consists of 3 dimensions. After the rotated factor, the first factor of the scale consists of 7 items (1, 2, 3, 4, 5, 6, 7), the second factor has 7 items (8, 9, 10, 11, 12, 13, 14) and the third dimension has 10 items (15, 16, 17, 18, 19, 20, 21, 22, 23, 24). By examining the contents of the items in the dimensions, the first dimension is called *having information*, the second dimension is called *developing relations* and the third dimension is called *organizational harm*. According to this, first dimension (*having information*) explains 27,7% of the total variance, second dimension (*developing relations*) 22,0%, and third dimension (*organizational harm*) 20,3%. The total variance explained in 3 dimensions was found to be

70,1%. Since the factor loadings of all the items in the scale are higher than .30, it is not necessary to remove any items from the scale.

In the correlation test to determine the relationship between the dimensions of the scale it was found moderate, positive and significant correlation between the dimensions of *having information* and *developing relations*; low, negative and significant correlation between the dimensions of *having information* and *organizational harm*; moderate, negative and significant relationship between the dimensions of *developing relations* and *organizational harm*.

The Confirmatory Factor Analysis (CFA) was performed to determine whether the factor structure found in the exploratory factor analysis was confirmed. For CFA the following fit indexes which are frequently taken as criteria in the literature were examined; Chi-Square Goodness of Fit χ^2/df , Goodness of Fit Index, GFI, Adjusted Goodness of Fit Index, AGFI, Comparative Fit Index, CFI, Normed Fit Index, NFI, Incremental Fit Index, IFI and Root Mean Square Error of Approximation, RMSEA. Since the values of the scale were found to be in the acceptable limits, it is concluded that the model is confirmed.

The reliability of the scale was tested by calculating the Cronbach's Alpha internal consistency coefficient and item total correlations. Since the coefficients of the scale are over 0.70 it can be concluded that the measurements performed with the "Organizational Gossip Scale" are reliable.

As a result of the research, a valid and reliable scale consisting of a total of 24 items and 5-Likert type rating which can be used to determine organizational gossip in schools was developed (Appendix 1A,B).

When the findings for the validity and reliability of the "Organizational Gossip Scale" are evaluated together it can be claimed that the scale is a valid and reliable data collection tool that can be used to measure the organizational gossips among the teachers who work at schools. It can be said that the measurement tool developed in this study fill a significant deficiency in the related field and carries the feature of being a valid and reliable measurement tool which can be used in future studies.

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Appendix 1A: Original Form of “Organizational Gossip Scale” in Turkish Language

ÖRGÜTSEL DEDİKODU ÖLÇEĞİ

	(5) Tamamen katılıyorum	(4) Katılıyorum	(3) Kısmen	(2) Katılmıyorum	(1) Tamamen katılmıyorum
Haberdar Olma Boyutu					
1. Okulumdaki meslektaşlarım hakkındaki birçok bilgiden dedikodular yoluyla haberdar olurum.	5	4	3	2	1
2. Okulumdaki meslektaşlarımın birtakım düşüncelerini dedikodu ortamlarında öğrenirim.	5	4	3	2	1
3. Okuluma yeni gelen meslektaşlarım ile ilgili birçok bilgiyi dedikodu yoluyla edinirim.	5	4	3	2	1
4. Okulumdaki dedikodu ortamlarında meslektaşlarımın deneyimleri hakkında bilgi edinirim.	5	4	3	2	1
5. Okulumdaki meslektaşlarım hakkındaki bilgileri resmi iletişim kanallarından önce dedikodu yoluyla duyarım.	5	4	3	2	1
6. Okulumdaki meslektaşlarımın kendilerinden öğrenemeyeceğim birçok şeyi dedikodular yoluyla öğrenirim.	5	4	3	2	1
7. Okulumda örtbas edilmeye çalışılan bazı olayları dedikodular yoluyla duyarım.	5	4	3	2	1
İlişkileri Geliştirme Boyutu					
8. Okulumdaki meslektaşlarım ile dedikodu yapmak samimiyetimi artırır.	5	4	3	2	1
9. Okulumdaki dedikodu ortamlarında görüşlerimi rahatça paylaşıyorum.	5	4	3	2	1
10. Okulumdaki meslektaşlarım ile dedikodu yaparak stres atmaya çalışırım.	5	4	3	2	1
11. Okulumdaki dedikodu ortamlarında düşüncelerimi rahatça ifade ederim.	5	4	3	2	1
12. Okulumdaki dedikodu ortamlarında yeni arkadaşlar edinirim.	5	4	3	2	1
13. Okulumdaki dedikodu ortamları arkadaşlık bağlarımı güçlendirir.	5	4	3	2	1
14. Okulumdaki meslektaşlarım ile dedikodu yaparak eğlenirim.	5	4	3	2	1
Örgütsel Zarar Boyutu					
15. Okulumda meslektaşlarım arasında yapılan dedikodular moralimi bozar.	5	4	3	2	1
16. Okulumdaki dedikodular meslektaşlarım ile aramızda anlaşmazlıklara neden olur.	5	4	3	2	1
17. Okulumda dedikodu ortamında bulunmayı zaman kaybı olarak görürüm.	5	4	3	2	1
18. Okulumda yapılan dedikodular meslektaşlarım ile aramızda gruplaşmalara neden olur.	5	4	3	2	1
19. Okulumda dedikodu yapan meslektaşlarıma karşı güvenim sarsılır.					
20. Okulumda meslektaşlarım arasında yapılan dedikodular motivasyonumu düşürür.	5	4	3	2	1
21. Okulumda dedikoduların yaygın olduğu zamanlarda okula isteksiz giderim.	5	4	3	2	1
22. Okulumdaki meslektaşlarım hakkındaki dedikodular onları yanlış anlamama neden olur.	5	4	3	2	1
23. Okulumdaki meslektaşlarım hakkındaki dedikodular bende onlara karşı önyargı oluşturur.	5	4	3	2	1
24. Okulumda benim hakkımda dedikodu yapan meslektaşlarım ile arama mesafe koyarım.	5	4	3	2	1

Appendix 1B: English Translation of “Organizational Gossip Scale”
ORGANIZATIONAL GOSSIP SCALE

	(5) Totally Agree	(4) Agree	(3) Partly Agree	(2) Disagree	(1) Totally Disagree
Having Information					
1. I learn many things about my colleagues at my school through gossips.	5	4	3	2	1
2. I learn some thoughts of colleagues in my school in gossip environments	5	4	3	2	1
3. Through gossips, I learn a lot of information about newcomer colleagues at my school.	5	4	3	2	1
4. I learn about the experiences of my colleagues in gossip environments at my school.	5	4	3	2	1
5. I hear the information about my colleagues at my school through gossips before formal communication channels.	5	4	3	2	1
6. I learn many things about my colleagues through gossip, which I cannot learn from their own.	5	4	3	2	1
7. I hear gossips about some incidents that are tried to be covered up in my school.	5	4	3	2	1
Developing Relations					
8. Gossiping with my colleagues at my school increases our sincerity.					
9. I share my opinions freely in gossip environments in my school					
10. I try to relax by gossiping with my colleagues at my school.	5	4	3	2	1
11. I express my thoughts comfortably in the gossip environments of my school.	5	4	3	2	1
12. I make new friends in gossip environments in my school.	5	4	3	2	1
13. Gossip environments in my school strengthen my friendship.	5	4	3	2	1
14. I am having fun by gossiping with my colleagues at my school.	5	4	3	2	1
Organizational Harm					
15. The gossips among my colleagues at my school demoralize me.					
16. The gossips in my school cause disagreements among us.	5	4	3	2	1
17. I see it as a waste of time to be in the gossip environments at my school	5	4	3	2	1
18. The gossips at my school cause groupings among my colleagues.	5	4	3	2	1
19. I lose my confidence in my colleagues who gossips at my school.	5	4	3	2	1
20. The gossips among my colleagues at my school reduce my motivation	5	4	3	2	1
21. I am reluctant to go to school at times when gossips are common in my school.	5	4	3	2	1
22. The gossips about my colleagues in my school cause me to misunderstand them.	5	4	3	2	1
23. The gossips about my colleagues at my school create prejudice against them.	5	4	3	2	1
24. I keep distance with my colleagues who gossip about me in my school.	5	4	3	2	1