

The Evaluation of Mobbing Cases Which Teachers Experience In High Schools (Sample of Mersin Province)

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Abstract: This research aims to determine mobbing cases the high school teachers experience. Mobbing Cases of School Teachers Scale is used to collect data. In the research arranged according to descriptive research pattern, general survey model is used. The sample of 624 teachers is chosen from population including 5987 teachers working in high schools at central counties of Mersin province in 2014-2015 educational years. Random Sampling Technique is used. The independent variables are gender and seniority. The dependent variable is teachers' opinions about mobbing cases they experience. According to the results of the research, the female teachers are exposed to mobbing more than male teachers. Teachers having seniorities of 0-5 years are exposed to mobbing more than teachers having seniorities over 5 years. It can be said that the teachers are exposed to mobbing at schools at various levels.

Keywords: Mobbing, teachers, high schools.

INTRODUCTION

In the 21st century, which has the qualities of high competitiveness, the survival of the organizations depends on their increasing efficiency, their adaptation to highly changing and developing conditions of the world. The most important factor determining the efficiency of an organization is the "human factor". The skills, capabilities, personalities, working habits, states of motivation, physical and psychological conditions which the people working in the organizations possess determine the efficiency and productivity of the organizations. Consequently, the organizations should attach importance to their organizations and create an environment that enables the efficiency of workers to rise to the highest level. In the organizations in which centre around the workers and arrange their work life by considering physical and psychological health, their organizational citizenship and job satisfaction will increase.

The most important component determining the efficiency of organizations are people working in the organizations. One of the most important topics which should be considered in the organizations giving importance to their workers are the human relationships and social relations. The social relationships between colleagues and superiors have a great effect on overall job satisfaction. The positive relationships established in the workplace reduces the stress in the workplace and the number of the workers who intend to quit the job decreases. Thus, the organization in which human

relationships develop positively makes the work environment attractive, enables the qualified workers to be employed and keep them in the organization.

The fact that the human relationships are positive in organizations provide very important benefits and plus value to all organizations including the schools, which are educational organizations. The teachers who are the most important workers of the schools spend most of their time in the schools. The school environment which has harmonious and friendly relationships enables very important job satisfaction. The teacher who is happy in the class can realize his potential better and wants to be more productive for the organization. Thus, the teacher whose morale is high has high degree of job satisfaction. One of the teachers' rights to work is keeping their morale at a high level. The fact that the teachers' morale and job satisfaction are high influences the quality of education positively; therefore, they are very important. Moreover, working in a school in which human relations and social relations are positive is a human right.

Today, mobbing is experienced at varying degree in all organizations. Mobbing is a kind of violence, which is non-physical, which influences the individual's health and psychology negatively, which saddens him, which causes him to feel pressure and threat. While the physical violence is accepted as a crime, there aren't enough legal arrangements related to mobbing, which is difficult to be detected and proved

and which can wear the individual down emotionally. It is a relatively new topic in comparison with other topics in the academic field of educational administration and there aren't enough researches related to this topic. The main reason for deficiencies and problems in the field of law and academic field is that there are difficulties in the detection and verification of the phenomenon of mobbing. On the other hand, the concept of mobbing is understood better and better results and findings related to the ways of coping with it can be found out as the research related to the topic increases. Recently, the number of scientific researches related to mobbing has increased. Moreover, up-to-dateness of the topic continues and the topic attracts more attention in the media and academic research. Furthermore, the mobbing cases that the teachers experience vary according to conditions and the teachers' qualities. Consequently, what the mobbing cases experienced in the high schools are and whether these cases differ according to various variables such as gender, seniority and work position will be determined in the research and the results of the research will contribute to the education quality, educational climate of the school and performance of the teachers. The mobbing cases that the teachers experience are analyzed in terms of the dimensions of social contacts, quality of life and occupational situation, personal reputation, communication.

The Concept of Mobbing

The cases of emotional violence that the workers are exposed to in the business life and workplace are defined as the concept of mobbing. Leyman [1] defines the concept of the mobbing as the fact that a person (rarely a few people) is systematically exposed to emotionally harmful behaviours everyday during a few months by a person or a few people (rarely more than four people). As Leymann defines the mobbing as a systematic offence, the offence is understood as the fact that the mobbing behaviours are regularly applied to the same person for a long period of time by the person who attacks. Davenport, Schwarts and Elliot [2], who indicates that mobbing is an emotional offence, state that the mobbing process starts with the fact that the person becomes a target of disrespectful and harmful behaviours. According to them, the mobbing is the fact that a person gathers other people around himself against another person with or without their own consent and forces him to quit the job by a continuous malicious intent and ill-intended behaviours, implications, sarcasm and by causing them to lose their dignity and creating offensive environment. According to Hirigoyen [3], mobbing is a malicious and ill-intended behaviour which includes all kinds of utterances, actions and writing, which harms a person's personality, honour or physical and psychological state, which endangers a person's work or spoils a person's

work environment. Mobbing is a process in which a person feels exhausted and exploited, loses his self-confidence, feels hopeless and eventually resigns from his job. This process is related to state of belligerence which occurs by means of harassment, disturbing a person and bad behaviour which targets a person apart from a particular reason such as a person's age, race, gender, belief, nationality and social origin [4]. It is an ill-intended attempt by causing a person to lose his dignity and grace by accusing a person who is innocent, implication, allusion, gossiping, humiliation and harassment. When the definition of mobbing is analyzed, mobbing actions, which occur between workers, are consciously performed. Moreover, mobbing can be defined as the behaviours which the workers perform among themselves vertically and horizontally in terms of status and which cause psychological disturbance [12].

In the literature abroad, the concepts of emotional problems that the workers experience in the workplace are stated as the terms such as harassment, scape-goating, mobbing and psychological terror, petty tranny, bullying, health endangering leadership, workplace trauma [6]. In the literature in Turkey, the concepts for these emotional problems are emotional harassment, mobbing in the workplace, psychological violence, emotional violence at workplace, bullying and psychological harassment [7]. There aren't common terms related to mobbing in abroad and domestic literature, which are accepted unanimously. It can say that the different terms used by the researchers define the same types of behaviours [7].

In Turkish and foreign literature, mobbing is regarded as human right violation. Moreover, in the literature, it is stated that mobbing influences teachers' life conditions and the quality of education negatively. As the education is based on human relations, understanding the quantity and quality of teachers' experiencing mobbing cases becomes very important. In this context, in the research, the high school teachers' mobbing cases are tried to be determined in terms of gender and seniority.

The Aim of the Research

The general aim of the research is to determine mobbing cases the high school teachers experience. To carry out this aim, the questions below are tried to be answered.

- 1-Is there a significant difference among the high school teachers' perceptions about the mobbing cases they experience in terms of gender?
- 2- Is there a significant difference among the high school teachers' perceptions about the mobbing cases they experience in terms of seniority?

METHOD

It is aimed to determine whether there is a significant difference among the teachers' perceptions. As the research aims to determine the existing situation as it is, it is a descriptive research. Hence, a general scanning model is used in the research. The different groups are compared in terms of the variables indicated above. Thus, this research is also a relational research [8].

Population and Sample

The target population of the study includes the teachers working in the high schools in the central districts of Mersin Province in 2014-2015 academic years. There are 5213 teachers in the target population. As it isn't possible to reach all of the teachers, a sample is chosen from the population. Accordingly, simple random technique is used and 624 teachers are determined as the sample.

The Research Instruments

One scale has been used for collecting data. To collect the data related to the perceptions of high school teachers about the mobbing cases they are exposed to, the scale which was developed by [13] was used in the study. The name of the scale is Mobbing Cases of School Teachers Scale. The scale is a Likert-type scale and its items are rated on 5 point scale which ranges from Definitely Disagree (1) to Definitely Agree (5). Based on the results of reliability analysis, it is seen that that Cronbach Alpha for the scale is 0, 90.

The participants indicate their perceptions by marking one of the categories, which are "definitely disagree", "disagree", "partially agree", "agree" and

"definitely agree" placed in the scale. Considering the intervals in the scale are equal (4/5), the bounds of the categories are organized in a way as it is shown below.

Categories	Code	Bounds
Definitely disagree	(1)	1.00-1.80
Disagree	(2)	1.81-2.60
Partially agree	(3)	2.61-3.40
Agree	(4)	3.41-4.20
Definitely agree	(5)	4.21-5.00

Data Analysis

Statistical Package for the Social Sciences (SPSS) version 17.0 is used to analyze the data. Before starting to analyze the data, data were analysed in terms of marginal values, missing value, normality and multi-co linearity. In other words, the assumptions of the analyses are tested. Mean values and standard deviation were computed to determine teachers' perceptions. T-test was applied to determine whether there was a significant difference among the teachers' perceptions in terms of the variable of gender. One-way variance analysis was used to determine whether there was a significant difference among teachers' perceptions in terms of the variables of seniority. When the significant difference was determined, Tukey HSD Test was done to determine which groups differed and clarify which groups among the sample in specific had significant differences.

RESULTS

The results of the t-test, which is performed to determine whether there is a significant difference among the high school teachers' perceptions about the mobbing cases they experience in terms of the variable of gender, are shown in Table 1.

Table-1: t-test, which is performed to determine whether there is a significant difference among the high school teachers' perceptions about the mobbing cases they experience in terms of the variable of gender

Dimensions	Gender	N	\bar{x}	Ss	sd	t	p
Communication	Woman	300	4.19	1.10	622	8.895	.000
	Men	324	3.36	1.21			
Social Contact	Women	300	2.62	.931	622	6.213	.000
	Men	324	2.23	.648			
Personal Reputation	Women	300	2.54	.927	622	5.267	.000
	Men	324	2.20	.649			
Quality of Life and Occupational Situation	Women	300	3.84	1.34	622	5.774	.000
	Men	324	3.24	1.26			

As it is seen in Table 1, there is a significant difference between the means of the points of the teachers' perceptions related to the Dimension of Communication [$t_{(622)} = 8.89$ $p < .001$], the Dimension of

Social Contact [$t_{(622)} = 6.21$ $p < .001$], the Dimension of Personal Reputation [$t_{(622)} = 5.26$ $p < .001$], the Dimension of Quality of Life and Occupational Situation [$t_{(622)} = 5.77$ $p < .001$] in terms of the variable of

gender. There is a significant difference between the perceptions of male and female teachers about the mobbing cases they experience in the dimensions of communication, social contact, personal reputation and quality of life and occupational situation. According to these findings, the female teachers are exposed to mobbing more than male teachers in all of the dimensions.

The results of the one way variance analysis, which is performed to determine whether there is a significant difference among the high school teachers' perceptions about the mobbing cases they experience in terms of the variable of seniority, are shown in Table 2.

Table-2: one way variance analysis, which is performed to determine whether there is a significant difference among the high school teachers' perceptions about the mobbing cases they experience in terms of the variable of seniority

Dimensions	Source of Variation	Sum of Squares	sd	Mean Squares	F	P
Communication	Between Groups	12.032	5	2.655	29.92	.000
	Within Groups	111.458	618	.314		
	Total	123.490	623			
Social Contact	Between Groups	5.772	5	1.137	21.14	.233
	Within Groups	90.212	618	.241		
	Total	95.984	623			
Personal Reputation	Between Groups	2.320	5	.464	18.31	.324
	Within Groups	67.798	618	.181		
	Total	70.118	623			
Quality of Life and Occupational Situation	Between Groups	1.864	5	.305	20.33	.436
	Within Groups	94.443	618	.241		
	Total	96.307	623			

As it is seen in Table 2, there is a significant difference among the means of the points of the teachers' perceptions related to the Dimension of Communication [$F_{(5-618)}= 29.9$ $p<.01$] in terms of the variable of education level. The results of Tukey HSD test establish that the means of the teachers whose seniority is 0-5 year ($\bar{X}=3.09$) significantly differ from the teachers whose seniority is 6-10 year ($\bar{X}=2.70$), the teachers whose seniority is 11-15 year ($\bar{X}=2.64$), the teachers whose seniority is 16-20 year ($\bar{X}=2.53$), the teachers whose seniority is 21-25 year ($\bar{X}=2.67$) and the teachers whose seniority is more than 25 year ($\bar{X}=2.85$). The teachers whose seniority is 0-5 year cause the source of variance. In other words, the teachers whose seniorities are 0-5 year are more exposed to mobbing cases than the teachers whose seniorities are more than 5 years. There isn't a significant difference among the means of the points of the teachers' perceptions related to the dimensions of social contacts [$F_{(5-618)}= 21.1$, $p>.05$], quality of life and occupational situation [$F_{(5-618)}= 20.3$, $p>.05$], personal reputation [$F_{(5-618)}= 18.3$, $p>.05$].

CONCLUSION AND DISCUSSION

According to the results of the research, it is found out that the teachers are exposed to mobbing at varying degrees. According to the variable of gender, the degrees of mobbing the teachers are exposed to significantly differ in terms of the dimensions of social

contacts, quality of life and occupational situation, personal reputation, communication. Female teachers are exposed to mobbing more than male teachers in all of the dimensions. According to the results of study done by Leymann in Sweden (1996), 45 % of the male workers and 55% of female workers experience mobbing. The research report prepared in Social Research Institute in Germany states that women are exposed to psychological violence more than men and women's exposure to mobbing is 75 percent more than men's exposure to mobbing [9]. According to the results of the research on the relationship between psychological violence and organizational climate done by Yılmaz, Ergun and Mercan [10], it is found out that women are exposed to psychological violence more than men. These results show that gender is a significant variable in terms of mobbing. The fact that women are more emotional than men, they experience the emotions more intensively than men and they form their confidence based on other people's opinion may cause them to be exposed to mobbing more than men [11].

According to the variable of seniority, the degrees of mobbing the teachers are exposed to significantly differ in terms of the dimensions of communication. The teachers whose seniorities are 0-5 year are more exposed to mobbing cases than the teachers whose seniorities are more than 5 years. According to the research done by Yıldız [12], it is

found out that most of the workers who are exposed to mobbing are composed of the workers whose seniorities between 1-5 years and the percentage of these workers whose seniorities between 1-5 years is 45 %. The research done by Yıldırım [4] determines that the degrees of being exposed to mobbing in the organization differ significantly according to the teachers' seniority. The same research finds out that the teachers whose seniorities are between 1-5 year are exposed to mobbing more than other teachers. The fact that the teachers whose seniorities are between 1-5 year are exposed to mobbing more than other teachers can be explained by the fact that these teachers have less experience in teaching and they don't have job security during their internship. On the other hand, it is found that there isn't a significant difference among the perceptions of teachers in the dimensions of social contacts, quality of life and occupational situation, personal reputation in our research.

As a result, it can be said that the teachers are exposed to mobbing at varying degrees. The mobbing cases should be eliminated in order to increase the quality of education and its effectiveness. In this context, the school principals and vice-principals should be informed and educated about this phenomenon, namely mobbing, which is regarded as the life's new illness. The school principals shouldn't be the source of mobbing or shouldn't become a party to the mobbing and should try to solve the problems. In educational environment, aggressive behaviours should be analyzed well and these behaviours shouldn't be supported by the school principals. The conditions which can cause mobbing should be changed. The school principals should avoid from behaviours which can be perceived as mobbing. An environment which the workers feel valuable and important should be created. The teachers who are exposed to mobbing should claim their rights on the legal basis.

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