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Ortaöğretim Öğretmenlerinin Psikolojik Şiddet (Mobbing) Algilari Ve Duygusal Tükenmişlikleri Arasindaki Ilişki

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Özet

Bu araştırmanın temel amacı ortaöğretim öğretmenlerinin mobbing algısı ve duygusal tükenmişlik düzeyleri arasındaki ilişkiyi incelemektir. Bu maksatla, Elazığ il merkezinde bulunan ortaöğretim kurumlarında görev yapan 256 öğretmenden İşyeri Zorbalığı Ölçeği (NAQ) ve Maslach Tükenmişlik Envanteri vasıtasıyla veri toplanmıştır. Araştırmadan elde edilen bulgulara göre; öğretmenlerin duygusal tükenmişlik ve mobbing'e maruz kalma düzeyleri cinsiyete göre farklılaşmamaktadır. Ancak, yaş değişkeni açısından, genç öğretmenler orta ve üst yaş grubundaki öğretmenlere göre psikolojik şiddete daha az maruz kalmakta ve daha düşük düzeyde duygusal tükenmişlik yaşamaktadır. Korelasyon ve regresyon analizlerinden elde edilen bulgulara göre; öğretmenlerin psikolojik şiddete maruz kalma düzeyi ve yaşadıkları duygusal tükenmişlik arasında güçlü bir ilişkinin olduğu sonucuna ulaşılmıştır.

Anahtar Kelimeler: Duygusal tükenmişlik, psikolojik şiddet, ortaöğretim öğretmenleri

THE RELATIONSHIP BETWEEN MOBBING PERCEPTION AND EMOTIONAL EXHAUSTION OF SECONDARY TEACHERS

Abstract

Main aim of this study is to examine the relationship between mobbing perception of the secondary school teachers and their emotional exhaustion. For this purpose, data were obtained from 256 teachers working at secondary schools located in the city center of Elazığ by Negative Acts Questionnaire (NAQ) and Maslach Burnout Inventory (MBI). According to data derived from the research, teachers' mobbing perception and emotional exhaustions were not significantly different in

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respect of gender variable. On the other hand, young teachers are less exposed to mobbing compared to middle aged and elderly teachers and go through emotional exhaustion to a lesser degree. As a result of correlation and regression analysis, a high level of relationship has been identified between teachers' perception of mobbing and their emotional exhaustion.

Keywords: Emotional exhaustion, mobbing, secondary teachers.

Introduction

One of the most fundamental elements that will help organizations to achieve their objectives is harmony between organizational objectives and individual objectives. Organization is going to become successful to the extent it may satisfy needs of its employees. In this way, motivation of employees towards work will increase and they will be willing to produce added value for the organization. Part of such needs is monetary needs. However, a larger part is composed of psychological and social needs. Feeling of trust by the employee towards the organization, being protected from pressure, and establishment of balanced social relations may be cited among the psychological and social needs. Herzberg (1974) has shaped his theory of motivation based on these needs and named all of these factors as hygiene factors. Therefore, hygiene factors are prerequisites for assuring motivation and labor satisfaction. Negative and disrupting attitudes and behaviors have to be defined and prevented in order to assure a cozy and peaceful work environment. Mobbing is a concept in this framework.

Mobbing stems from the root "Mob". The word "mob" means "irregular crowd executing illegal violence" (Davenport, Schwartz and Elliott, 1999). Different concepts have been used for the behaviors falling in this scope in different sources. While some sources define these behaviors as bullying (Einarsen and Skogstad, 1996; Vartia, 2003), some define them as

victimization (Einarsen and Raknes, 1997) and some others define them as mobbing (Leymann, 1996; Zapf et al. 1996).

Leymann (1984, 1990, 1994) defines concept of mobbing as psychological violence or psycho-terror demonstrated by one or more than one person towards the others as systematic hostile and unethical practices. In his first quantitative research, he has shown that a very large portion of the working population has encountered these sorts of practices and behaviors and a person is highly likely to encounter such practices and behaviors somewhere in their career. The concept of "systematic" as used in the definition by Leymann shows that not every negative behavior may not be mobbing . Leymann has developed a criterion in this regard and suggested that any behavior should last at least six months and continue at least once a week in order for such behavior to be considered as mobbing. However, there are also some researchers such as Mikkelsen and Einarsen (2002) who define mobbing as any kind of treatment, implication, accusation, figure of speech and gossip without mentioning a certain period.

Christman (2007) has dealt with mobbing in terms of communication process and defined it as some behaviors in communication. A person is able to demonstrate behaviors that can be considered mobbing even by a louder tone or by means of the words used. Keasley (1997) has broadened scope of intimidation behaviors and suggested that there may be verbal or non-verbal behaviors.

Various researches have identified those industries where concept of mobbing is encountered the most. According to the findings derived from researches, mobbing is phenomenon encountered in every industry and organization. Another important finding is that the employees in education industry are faced with mobbing more frequently than employees of the

other industries (Vartia, 2003; Hubert and Veldhoven, 2001). After definition of mobbing concept by Leymann, several studies have been conducted in management field with regards to this issue. These studies have researched correlation between mobbing at work and the other organizational phenomena.

Another issue which has been largely studies in recent years is exhaustion. Exhaustion is seen as an important social issue and it is more frequently observed in professions requiring more frequent contact with the others such as education (Gül et al. 2011; Weber and Jaekel-Reinhard, 2000; Brouwers and Tomic 2000; Farber 2000; Watts and Robertson, 2012). Maslach and Jackson (1981) sees concept of exhaustion as "a syndrome at emotional, physical and mental dimension involving physical fatigue, long lasting exhaustion, desperation and lack of hope, living with negative ego concept and negative attitudes towards the others." Exhaustion is characterized in three dimensions. These include "*emotional exhaustion"* meaning consumption of emotional reserves, "*depersonalization*" meaning becoming insensitive and negative towards the others and "*diminished personal accomplishment*" explaining an increased professional dissatisfaction.

Exhaustion is a lot more frequently observed in some profession groups. Teaching profession is one of such professions. According to Näring, Vlerick and Van de Ven (2012), reason for this is the fact that teaching requires a lot more emotional workmanship. Teachers must get attention of the students, motivate them and assure order in the classroom in order to become successful. Most of such works require teachers to embody some of their feelings and suppress some others. As noted by Hochshild

(1983), this profession is an emotional one. Therefore, members of this profession are at disadvantage in terms of emotional exhaustion in particular.

Mobbing and emotional exhaustion are likely to be experienced in the educational institutions. That's why many researchers paid attention to mobbing and emotional exhaustion and many researches have been conducted in this regard. On the other hand, there are limited numbers of researches investigating the relationship between level of mobbing aimed at the teachers and teachers' emotional exhaustion in education institutions, particularly at secondary school level. This study aims to determine relationship between perceptions of teachers towards mobbing at the secondary schools and their level of emotional exhaustion.

Purpose of the Study

Overall aim of this study is to research mobbing perception and level of emotional exhaustion of the teachers working at the secondary schools. Within framework of this overall objective, the following research questions have been established.

(1) Do teachers' perceptions towards mobbing vary depending on the gender?
(2) Do teachers' perceptions towards mobbing vary depending on the age?
(3) Does teachers' emotional exhaustion vary depending on the gender?
(4) Does teachers' emotional exhaustion vary depending on the age?
(5) Is there a significant relationship between mobbing perception of teachers and their emotional exhaustion?

Hypotheses:

The following hypotheses have been tested in this research:

H1: There is a significant difference between teachers' perception towards mobbing depending on gender.

H2: There is a significant difference between teachers' perception towards mobbing depending on age.

H3: There is a significant difference between teachers' emotional exhaustion levels depending on gender.

H4: There is a significant difference between teachers' emotional exhaustion levels depending on age.

H5: There is a significant correlation between mobbing perception of teachers and their emotional exhaustion.

Method

Research Design

This study is a correlational research since it examines the correlation between mobbing perception and emotional exhaustion. Survey technique, one of the research techniques, has been used in gathering data. "Correlational research examines the correlation between variables. It tries to find out to what extent some types of correlations exists. Such approach requires that researcher do not intervene or manipulate apart from application of tools required for gathering of the desired data. In broad meaning, a person conducts the research in order to identify correlations that may exist between phenomena naturally arising without trying to change such phenomena in anyway " (Fraenkel and Wallen, 1993; Büyüköztürk et al. 2010).

Population and Sample

Population of research is composed of teachers working at the secondary education schools located in the province of Elazığ. Layered sample method has been used in order to increase the level of population representation by the sample. During the conduct of the research, there were 24 secondary education schools (except for vocational education institutions) in city center of Elazığ. 15 teachers from every secondary education schools were included in the research. Accordingly, scales were sent to 360 teachers in total. However, 256 scales were returned and included in the analyses. Demographic characteristics of teachers who participated in the research are given in Table 1 below.

Table 1 Demographic Characteristics of Participants

		AGE				TOTAL
		Below 30	31-40	41-50	51 and above	
GENDER	Female	6	72	41	2	121
	Male	18	31	51	35	135
TOTAL		24	103	92	37	256

As seen on Table 1, 121 of the teachers who participated in the research were female and 135 were male. Also, 24 of the participants is below 30 years of age, 103 of them is between 31 and 40 years of age, 92 of them is between 41 and 50 years of age and 37 of them is 51 years of age and above. A total of 256 teachers participated in the study.

Data Collection

Surveys

One dimension of research is mobbing, and the other dimension is emotional exhaustion. That's why two different scales have been used in this research. Relevant information on scales is given below.

1. *Negative Acts Questionnaire (NAQ):* The scale was developed by Einarsen and Raknes (1997). Afterwards, Einarsen and Hoel (2001) revised it. Scale contains 22 items in total and is answered on a rating of 5. In the scale, frequency of being exposed to mobbing behaviors has been defined as "1=never", "2=rarely", "3=every month", "4=every week", "5=every day". Adaptation of the questionnaire to Turkish was made by Aydın and Öcel (2009). With study conducted, scale's Cronbach Alpha coefficient was found to be .88, test-repetition test reliability coefficient was found to be .80 and two half reliability coefficients calculated in two different ways were found to be .83 and .82. Aydın and Öcel (2009) have concluded that, as a result of study, Turkish version of the scale has psychometric characteristics that may be used in Turkey based researches. Based on reliability and validity analysis conducted by researcher; scale's Cronbach Alpha internal consistency coefficient was calculated as α=.96.
2. *Emotional Exhaustion Scale:* Emotional Exhaustion dimension of the Maslach Burnout Inventory was used to measure emotional exhaustion of teachers. This dimension is composed of 9 items as developed by Maslach and Jackson (1985) and adapted to Turkish by Ergin (1993) was used in order to measure

emotional exhaustion levels of teachers. At the adaptation study conducted by Ergin (1993), scale was applied to a group of 235 persons including physicians, nurses, teachers, lawyers, police officers and civil servants. Some changes were made in the scale as a result of analysis of the data gained. Answer options composed of 7 digits as seen in the original form of the scale have been arranged as answer option of 5 in Turkish adaptation. These answer options include "never, very rarely, sometimes, most of the time, always" (Yazıcı and Avcı, 2011). A version of the scale composed of 5 options was used in this study. At analyses conducted by the researcher; scale's Cronbach Alpha internal consistency coefficient was found to be 0.753.

Analysis of Data

Analysis of data was conducted by a special software. In order to convert the data into findings, several techniques such as Arithmetical Average, Independent Groups t-test, One Way ANOVA, Pearson Moment Correlation, Canonical Correlation and Regression Analyses were used. Where distribution is not homogenous in parametric tests, Kruskal Walli H Test and Mann Whitney U test were used.

Findings

Hypothesis 1

H1: There is a significant difference between teachers' perception towards mobbing depending on gender.

Table 2 contains results of t-test based on comparison of the teachers' perceptions on mobbing according to gender.

Table 2. Comparison of Teachers' Mobbing Perception Depending on Gender

Gender	N	Mean	Sd	t	p	Remark
Female	121	47,59	19,75	1.579	.116	*H1 Rejected*
Male	135	43,99	16,26			

Results in Table 2 indicate that there is no significant difference among the perceptions concerning mobbing in terms of gender. Mobbing perceptions of male and female teachers have not statistically differentiated. This result shows that *H1* which is "There is a significant difference between teachers' perception towards mobbing depending on gender" has been rejected. Level of exposure to mobbing on the side of male and female teachers is quite similar to one another.

Hypothesis 2

H2: *There is a significant difference between teachers' perception towards mobbing depending on age.*

Table 3 contains comparison of teachers' mobbing perception in terms of age.

Table 3. Comparison of Teachers' Mobbing Perception Depending on Age

Age	N	Mean	Sd	F	p	Remark	Difference
Below 30 (a)	24	34,67	7,57	14.235	.00*	*H2 Accepted*	*a-c* *a-d*
31-40 (b)	103	39,98	10,35				*b-c* *b-d*
41-50 (c)	92	51,54	17,17				
51 and above (d)	37	54,19	19,97				

*p < .01

Table 3 contains results of One-way ANOVA analysis conducted in order to compare teachers' mobbing perception in terms of age. When above values are examined, it is observed that mobbing perception of teachers vary depending on age. This result explains that *H2* which is "There is a significant difference between teachers' perception towards mobbing depending on age" has been accepted. Level of exposure to mobbing of teachers between 41 and 50 years of age and those at the age of 51 and above is higher when compared to that of teachers below 30 and teachers who are between 31 and 40 years of age. That is, older teachers have suggested that they are more exposed to mobbing.

Hypothesis 3

H3: There is a significant difference between teachers' emotional exhaustion levels depending on gender.

Table 4 contains comparison of teachers' emotional exhaustion in terms of gender.

Table 4. Comparison of teachers' emotional exhaustion in terms of gender.

Gender	N	Mean	Sd	t	p	Remark
Female	121	23.23	11.08	.592	.554	*H3 Rejected*
Male	135	22.37	12.10			

* p<.01

Results shown on Table 4 indicate that there is no statistically significant difference between emotional exhaustion levels of male and female teachers. This result indicates the *H3* which is "*H3*: There is a significant difference between teachers' perception towards mobbing depending on age" has been rejected. When looking into averages, both male and female teachers' emotional exhaustion is quite similar to one another.

Hypothesis 4

H4: There is a significant difference between teachers' emotional exhaustion levels depending on age.

ANOVA results concerning comparison of teachers' emotional exhaustion depending on age are shown in Table 5.

Table 5 Comparison of Teachers' Emotional Exhaustion Depending on Age

Age	N	Mean	Sd	F	p	Remark	Difference
Below 30 (a)	24	13.91	5.06	5.87	.00*	*H4 Accepted*	*a-b* *a-c* *a-d*
31-40 (b)	103	23.01	13.89				
41-50 (c)	92	24.75	10.12				
51 and above (d)	37	23.02	8.41				

* p<.01

Table 5 contains results of ANOVA concerning comparison of teachers' emotional exhaustion levels in terms of age. When above values are examined, it is observed that emotional exhaustion perceptions vary depending on age. This result explains *H4* which is "There is a significant difference between teachers' emotional exhaustion depending on age" has been accepted. Teachers at the ages of 31-40, 41-50 and age of 51 and above experience more emotional exhaustion than those at the age of 30 year and below.

Hypothesis 5

H5: *There is a significant correlation between mobbing perception of teachers and their emotional exhaustion.*

Table 6 shows values obtained from correlation analysis conducted in order to establish correlation between mobbing perceptions of teachers and their emotional exhaustion.

Table 6. Correlation between Mobbing Perception and Emotional Exhaustion

	Mean	**Sd**	**1**	**2**
1. Perception of Mobbing	45.69	.82	-	.766*
2. Emotional Exhaustion	22.78	11.61	.766*	-

*p<.01

When looking into Table 6, it is observed that correlation between perception of mobbing and emotional exhaustion is significant at the level of .01. Correlation value being positive and larger than .70 explains that a positive and high level of correlation exists between teachers' mobbing perception and their emotional exhaustion (r= .766).

Table 7. Canonic Correlation between Mobbing Perception and Emotional Exhaustion

	Emotional Exhaustion				
MOBBING	Canonic Correlation	Wilk's Lambda (λ)	Chi-Square:	Degree of Freedom	p (Level of Significance)
PERCEPTION	.984	.001	2601,102	242	.00*

* p<.01

Table 7 contains results of Canonical Correlation Analysis conducted in order to identify correlation between mobbing perceptions of teachers and their emotional exhaustion. When looking into results of Canonical Correlation Analysis contained in Table 7 , it is seen that there is a

high level of canonical correlation between perception of mobbing and emotional exhaustion (Canonical Correlation =.984, **λ**=.001, Chi-Square=2601.102, p<.001).

Table 8. Regression Model Showing Effect of Mobbing on Emotional Exhaustion

Model		Non-standardized Coefficients		Standardizd Coefficients	t	p	R	R^2	F	p
		B	Std. Error	β						
1	(Constant)	.660	.098		6.718	.000	.721[a]	.519	274.931	.000*
	Mobbing perception	.653	.039	.721	16.581	.000*				

* p<.01

Table 8 presents results of regression analysis showing relationship between mobbing and emotional exhaustion. According to the model shown in table 8, mobbing perception is an independent variable while emotional exhaustion is a dependent variable. When looking into the table, it is observed that mobbing perception explains 51,9% of the total variance in emotional exhaustion level (R^2= 0.519). Linear regression model has been found statistically significant (F= 274.332; p<0.01). According to these results, mobbing perception of secondary teachers has a strong effect on their emotional exhaustion. The higher level of teacher's exposure to mobbing gets, the higher their level of emotional exhaustion gets.

According to results derived from Correlation and Regression Analysis, *H5:* "*There is a significant correlation between teachers' mobbing perceptions and their emotional exhaustion."* has been accepted. The higher

teachers perceive the mobbing they go through, the higher they experience emotional exhaustion.

Discussion and Conclusion

Findings of this research indicate that there is no significant difference between mobbing perceptions of female and male teachers. Researches conducted by Vartia (1996), Tanoğlu (2006), Mikkelsen and Einarsen (2002), Toker (2006) and Hansen et al. (2006) have concluded that gender is not a significant variable in terms of experiencing mobbing just like this research. However, Bucuklar (2009), Cemaloğlu and Ertürk (2005) and Bulut (2007) have concluded that men are more exposed to mobbing than women with their researches. When all these results are evaluated together, it can be said both men and women are exposed to mobbing (Sağlam, 2008). However, it is necessary to separately evaluate exposure to mobbing and going through psychological effects of mobbing. After all, there are researches in place showing that women are more influenced by these sorts of behaviors (Ertürk, 2011; Namie, 2003).

Another finding of this research is teachers' mobbing perception varies depending on age. Çelik and Peker (2010) and Ceylan (2005), just like this research, have found out that younger teachers are less exposed to mobbing in their researches. On the other hand, research conducted by Koç and Bulut (2009), Leymann (1993), Kutlu (2006) and Niedl (1996), unlike findings of this research, has concluded that younger teachers are more exposed to mobbing. Besides, there are researches showing that exposure to mobbing does not differ depending on age (Zapf, 1999; Gökçe, 2012).

According to findings of research, there is no significant difference between teachers' level of emotional exhaustion in terms of gender. Male and female teachers experience emotional exhaustion at levels close to one

another. Similar results have been obtained in some researches conducted in this regard (Girgin and Baysal, 2005; Gündüz, 2004; Dolunay, 2001; Çokluk, 1999).

Teachers' emotional exhaustion varies depending on the age. A study conducted by Cropanzano et al. (2003) has concluded that age is an predictor of emotional exhaustion. Studies conducted by Kayabaşı (2008) and Alkan et al. (2011) have found that effect of the age on the emotional exhaustion is significant. On the other hand, Brewer and Shapard (2004) have conducted a meta-analysis on studies concerning effect of age and professional experience on exhaustion and, quite interestingly, have found out that there is a negative correlation between age and professional experience and emotional exhaustion.

There is a high level of positive correlation between mobbing perception of teachers and their emotional exhaustion. Likewise, Dick and Wagner (2001), Spratlan (1995) and Dikmetaş et al. (2011) have found out that mobbing increases level of exhaustion during their studies. In addition to, Karakuş (2012) has concluded that mobbing are to expose psychologically strain to teachers and increase their levels of stress, and, in this way, psychological violence causes exhaustion feeling both directly and by means of stress. Level of teacher's exposure to mobbing is an important predictor for their experience of emotional exhaustion.

As laid out in this research and the other researches conducted, phenomenon of mobbing stemming from administrators and the other teachers is encountered at the schools. Profession of teaching is among the most stressful and backbreaking professions. Also, intense conflicts take place due to organizational characteristics of the educational institutions. When intra-organizational troubles and psychological pressures are added to

them, working at schools becomes even more backbreaking for the teachers. Teachers who are exposed to mobbing go through even more exhaustion, and satisfaction they derive from career and life is negatively affected. Such case directly affects teachers who are exposed to mobbing, and indirectly affect the schools they work at. Restless teachers with diminished motivation are unable to demonstrate intellectual enthusiasm in order to increase success of the school.

Mobbing may be more dangerous than physical violence. As laid out in Karakuş (2012) and Türküm (2011); mobbing is not seen clearly as physical violence and surfaces as a constant pressure which continues covertly. Therefore, fighting becomes more difficult. In Turkey, Ministry's circular dated 19.03.2011 draws attention to concept of mobbing while this concept is not included in the laws owing to amendments to the laws. Also, non-governmental organizations have been established in this area. However, teachers must file a complaint in order to benefit from such study. Maybe, the most difficult part of the matter is teachers' defining psychological violence they are exposed to and report the same to respective authorities. Therefore, teachers, school administration as well as the other school employees should be informed about mobbing and it should be explained which behaviors fall in this scope. Also, it should be ensured that they are aware of the psychological and physical effects of mobbing.

School administrators have also a big responsibility about prevention of mobbing and emotional exhaustion at the schools. School administrator should create a positive school atmosphere and take on a facilitating role in helping sincere and friendly relations built among school employees. Also, they should be sensitive about mobbing and solve possible problems in this regard. Cemaloğlu (2007) has found out that school administrators may

eliminate reasons giving way to mobbing if they properly fulfill leadership duties.

When evaluated at macro level, national and local education authorities have to generate more effective policies in terms of prevention of mobbing and emotional exhaustion. It will be beneficial to define mobbing more clearly, deal with behaviors falling within scope of mobbing specifically in terms of school and clear sanctions have to be imposed for these behaviors. Besides, studies should be conducted for practices and activities aimed at preventing or reducing emotional exhaustion .

This research reflects the overall situation at the secondary schools. Therefore, findings of this study may not reflect situation at the institutions offering education at the level of preschool, primary school or high education. Therefore, although there are similar studies conducted at the different levels of education, studies that may be conducted at the other contexts and samples will contribute to the respective field. Also, studies about correlation between mobbing and the other variables may be conducted. Additionally, competencies of school administrators in preventing mobbing may be investigated by using qualitative and quantitative research techniques together.

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