



# RESEARCH ON MOBBING PERCEPTION AND EXPERIENCES OF TEACHERS

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## PREFACE

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Humanity, far from the virtue of living peacefully with itself and with a whole living-being, seems to have normalized the unrelated functioning of life to love and the essence of creation. Today, violence has turned into a reality as the whole world lives in different tones, from domestic negative relations to political, social tensions and wars on a global scale. A life, not being within the axis of humanity and faith, has given away relationships to people based on violence. Erich Fromm, in his work entitled 'The Source of Love and Violence', explains that insecure, hopeless, and loveless people inclined to violence as an increasing pathology with a mental disorder.

Today, all mankind is in the grip of this disease that produces lovelessness and violence in one way or another. Intense and close-relationship-order in working life enable people to psychological problems with easier opportunities and possibilities to turn towards the most common form of violence, which is referred to as 'mobbing.' It is not that easy to resist against violence and reduce it to a minimum level, since the problem, which has become the nuisance at a global level and for all humanity, is inured for experiencing. Especially in such societies, where mobbing has been applied as social and political violence, the situation gets more difficult. The fact that the ideological state structure in this country has turned the mobbing into an official program through limiting the freedom of belief and thought until recently caused the problem to be experienced in social and political dimensions. The coefficient barrier, closure of university doors to those wearing headscarves, pressures imposed in persuasion rooms, harassments and mobbing to public officials due to their beliefs, and religious cults have been among some of the exposed mobbing examples in our recent history. Preventive attitudes against living life as it has been believed without pressure and use of self-expression in the same comfort caused serious trauma and created getting the bigger difference between our people and the State. With a very simple and plain logic; the answer to the question that will be asked as 'would a person who feels free and comfortable, or a person who could not feel free and comfortable would be productive?' finds its equivalent in clarity within the midst of the darkness of our recent history.

It is an undisputed reality that the problem is directly related to human and humanity philosophy. Mobbing is a matter not only in our country but also in the world about the quality of personality and selflessness. It is the necessity of a person, who lives the existence truth in himself, to respect the other's laws and boundaries as to be the main and precondition of his existence and to know himself. Knowing yourself is an essential virtue inherited from ancient civilizations, ancient philosophers and universal truths. Boredom begins with the loss or weakening of this essential virtue, in other words, the loss of fundamental ground of human existence.

Using the hierarchical superiority to exploit the counterpart and facing down the other to a choiceless position to head towards the satisfaction of the psychological problems of a person over the other may deliver pleasure; however, it turns the other into unbearable distress. This person takes advantage of not only the people he

suffered but also his own existence and status. It is a fact that the mobbing imposed for various purposes from personal weaknesses to ideological pressures is systematically and persistently directed towards certain purposes. Often, these inexplicable negative relationships, which are hidden by the victim with various reservations, can gradually acquire a social dimension in the society, particularly in the family where it gradually spreads. The effect of mobbing is not less in the cause of many troubles, starting from reducing the working efficiency to even moral collapse.

Although the human being is somewhat more open to resist against interfering with its existence and environmental presence, it is important to psychologically analyze his hesitation to complain even in a situation of harassment towards his subjective beingness, which is even pushing his own confidentiality limits. The tendency of a person not to reveal values he considers as his untouchable and private belonging makes it difficult to understand and reveal the problem through its all dimensions. In other words; contrary to the open violence, it is not unusual for a subject to be clandestine, based on 'perception and interpretation', to use his position with the shrewdness of concealing attempts to neglect and dismiss his task.

As Egitim-Bir-Sen; besides being the greatest non-governmental organization of our country, we could not remain disregarded to this issue with the sensitivity of our values and our responsibility to the society we live in. Impartialness and good gestures are the most fundamental moral values of our civilization. Naturally, these problems will be minimized as much as possible in the society consisting of those who sincerely shape their life, from the call of Islam, which commands goodness and avoids evil, to the transcendent reality that is free in everyone's belief.

The problem should be solved immediately in order to have a peaceful and productive daily and working life, and more importantly, to have a healthy society. We have taken a concrete step with this research not only to appreciate but also to contribute to efforts aiming to establish a healthy environment and relationship in society. This report, where you will find all the data, analysis and results of our field research, provides very significant information to everyone related to education, especially to our teachers. Along with its scanning method and one-to-one interview approach, the research, which aims to reveal the dimensions of mobbing perception, experiences and results among the teachers, who serve at primary and secondary schools throughout Turkey, is also important since it has been the first study prepared nationwide. We believe that our report, which can be put into practice at all levels of the State and as well as in the society, and also includes concise and apprehensible solutions, will be a guide to the studies of relevant institutions.

We make our report available to your benefit, hoping that it will contribute to the orderly and properly operating of a clean and healthy society that has added moral and civilization values to the vitality of life.

**Ali YALÇIN**

President of Eđitim-Bir-Sen and Memur-Sen

## FOREWORD

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Nowadays, one of the universal problems is undoubtedly violence that encompasses all areas of life. In fact, the most common types of news in all communication channels, including social media, are the violent ones. The social reactions to violent events causing many casualties are momentary reflexes; however, there is almost no reaction to individual violence cases. Also, the prevalence of violence to this extent causes the phenomenon of violence to become ordinary; and as the phenomenon of violence becomes ordinary, the violence cases increase. In short, today's world is just in a violent spiral.

One type of violence that leads to individual rights losses in the short term, and causing individually and socially destructive consequences in the medium and long term is mobbing. The mobbing at work is different from the types of violence that occur instantaneously and directly towards body integrity. Thus, it is difficult both to acknowledge mobbing as a psychological type of violence, and in relation to this, to develop and implement mechanisms to prevent and end this violence. Considering its long-term contributions to end the violence culture; therefore, encouraging efforts to raise social awareness that mobbing is indeed a form of violence and to develop mechanisms to combat against mobbing are very important.

In this context, this research, which has been carried out throughout Turkey to determine the mobbing related perception and experiences of the education community and our teachers, who generally constitute one of the life-blood of our society, is called the first of its kind. Therefore, we are very pleased with that, since we believe that we have fulfilled one of our responsibilities towards the entire society, especially towards our teachers, and pioneered the realization of such research.

We are aware that a sustainable systematic struggle is necessary to end violent acts, which is one of the most destructive consequences of conflict culture, and to flourish and resettle a culture of reconciliation by basic individual rights and freedoms. With this consciousness, I thank everyone who contributed to this study, and I would like to inform that we will cooperate with relevant institutions and organizations constantly and express that we will support such future studies to prevent mobbing in the field of education, permanently.

**Atilla OLÇUM**

Vice President of  
Eğitim-Bir-Sen

(Education and Social Affairs)



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# INTRODUCTION

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In his book entitled 'About Violence', since violence has been accepted as a result of the perception of 'facts of life', Arendt explains why there not much thought on violence:

*"Anyone who acquires a profession for himself thinking about history and politics cannot prevent himself from recognizing violence, which always plays an enormous role in human affairs. And yet, it has been surprising at first glance that we have hardly witnessed addressing of violence, in particular (there is not even a title devoted to violence in the last edition of the International Encyclopedia of Social Sciences). This indicates to what extent violence and arbitrariness are taken as the 'facts of life' and; therefore, they are neglected. Nobody questions and examines something that everyone sees clearly" (Arendt, 2006).*

The determination of Arendt remains valid even today considering the fact that there is getting lesser reaction to the terrorist events causing mass deaths. In particular, the various behaviors that individuals experience in their daily lives are defined as violence in theory, but they are now perceived as ordinary events of daily life. For example, as a result of the consumer society; although they are considered individual rights and freedoms forcing persons to consume especially with personal communication tools, and as well as other events such as domestic violence, violence against women, violence in sports, street violence and traffic terrorism almost every day, have become an ordinary form of relationship.

Another type of violence, which is accepted as one of the ordinary relationships of working life and perhaps, due to this reason, it has not been defined as violence until recently is mobbing. Especially in today's world, high and intense competition in working life, and its creation of conflicts and tension-based relationships among employees are deemed as understandable to a certain extent. It is even stated that conflicts and disagreements in workplaces have an aspect of increasing the work efficiency (Gökçe, 2008). However, in terms of its causes, imposing and results, mobbing has different features than conflicts and disputes that positively affect work efficiency among employees. At this point; therefore, it is considered that the mobbing definition is important to better understand its differences from other conflicts and disagreements in the workplace.

The concept of mobbing is used in the meaning of psychological violence, siege, ill-treatment, extortion in a workplace, harassment, disturbance or distress. Accordingly, mobbing at work is generally defined as behaviors involving hostile and unethical relationships that are imposed on a person by one or more people systematically (at least once a week and for at least six months) so that the mobbed person is rendered desperate and vulnerable (Leymann, 1996).

The most prominent feature of mobbing is that it is unilateral rather than mutual. To put it more clearly, the person who has been subjected to deliberate behaviors, which are defined as mobbing, cannot respond or does not respond to the person who imposes that mobbing by the same method for various reasons. Among these reasons, for instance; the mobber is in the position of supervisor; there are people who support the mobber at workplace; mobber has a dominant character; and/or the person who is exposed to mobbing cannot defend himself/herself due to some concerns such as losing the job, or has a passive personality, etc.

However, especially in Western countries, the systematic and deliberate ill-treatment of a person at work is defined as violence in terms of individual rights and freedoms, and the inability of that person to respond to these ill-treatments for various reasons, and/or unable to end such treatments he/she was exposed is not considered as the reasons of mobbing behavior. For example, in research conducted on mobbing,



it is stated through the following sentences that the personal characteristics of an individual who exposed to mobbing cannot be considered as a reason for mobbing:

*'The issue of how far people can deal with conflicts, which seem to be insoluble, by personal attacks, and their victimization is determined by their personalities, characters, life experiences, and above all by their beliefs... As a result, what we want to say is that even some personal characteristics of a victim create a situation that can contribute to mobbing syndrome, it can possibly be regarded as an apology for the syndrome to occur' (Davenport et al., 2003).*

In summary, mobbing differs from conflicts and disagreements among employees, which somehow contributes to the efficiency, productivity, and quality of the work, so that it is defined as violence; in that, there is a one-sided, deliberate and systematic repetitive misbehavior aiming to make the targeted employee miserable for any reason in a workplace. Also, the negative situations caused by mobbing will not only be limited to working life but also cause various psychological and psychosomatic disorders and social problems so that it will further affect the psychological state, family and social life of the victim, negatively (Leymann, 1996). Therefore, mobbing either happens as a result of the psychological behavior disorder of mobber or it happens based on social, cultural and/or political reasons such as a sense of competition or ideological priorities, it is a multidimensional type of violence that restricts and/or violates basic individual rights and freedoms and may lead to a series of psychological, social and physiological problems.

With the acceptance of deliberate and hostile behavior towards the targeted person in the workplace as a form of violence, studies have been initiated for the problem and solution of that problem, especially by academic circles and non-governmental organizations. In Turkey, several studies covering different business lines have recently been made for mobbing in order for increasing awareness against that type of violence experienced at work and to eliminate the victimization of employees exposed to mobbing by legal regulations.

When related studies are examined, it has been observed that there have been several studies conducted in the field of education on the subjects of mobbing and its cause and effect relations at local and regional levels in Turkey. These studies provide significant contributions to create and increase awareness on the subject that mobbing is a form of violence, to prevent the occurrence of other victimizations, and to eliminate the victimization.

In this context; considering the contribution of the performed study to improve the quality of education, a study to cover whole of Turkey and reveal how mobbing perceived and experienced by teachers were needed. With this feature, the study has adopted the goal of setting itself as a nationwide example. This research aims to reveal dimensions of mobbing perception, mobbing experiences and mobbing results of the teachers working in primary and secondary education institutions throughout Turkey. It is aimed at contributing to the development of policies that will enable our teachers to work in better conditions and to isolate mobbing behaviors at schools. In addition, it is believed that the dimensions of the psychological, social and physiological effects of the mobbing will be better understood by this research so that significant contributions will be provided as the permanent solutions to the issue.

In the research, 'mobbing perception' among primary and secondary school teachers and their mobbing experiences they were exposed to were listed in five basic frameworks (Leymann, 1990):

1. Attitudes towards damaging the victim's reputation/honor (abuse, slander, criticism, gossiping, hold up the ridicule physical appearance or disability or private life, attack on political or religious values, etc.);
2. Communication style against the victim (not being allowed to express himself, not talking to himself/herself, criticism with a loud voice, throwing allusive glances);
3. Social and economic conditions (such as the exclusion of the victim from the community in the workplace or the community to isolate it to different degrees in the community, changing the place of duty, forced to resign or dismiss the work);
4. Conditions or possibilities of the victim to fulfill his tasks (imposing excessive control against the victim, not being assigned to a duty or undertaking with excessive workload, assigning to degrading works, assigning with jobs outside or above his/her capacity, changing the task itself or content without notice, implementing disciplinary legislation against victims to a degree to prevent them from performing their duties);
5. Physical violence and threats of violence (such as shouting, slapping, punching, physical contact (on clothes), pushing, bumping, damaging personal belongings etc.).

The five main query areas presented above aim specifically at addressing the attitudes and behaviors of the disciplinary supervisors and the legal system to reveal the effect of the administration's handling of mobbing on the continuation/ending of the mobbing and its consequences. In this framework, details of the mobbing experience (in terms of mobbing mechanism, effects, and results) were tried to be obtained in terms of creating or preventing a supportive environment that would enable the victim to express himself/herself from the perspective of administrative and legal terms to put an end to mobbing.



## CHAPTER ONE

---

# PROBLEM, AIM, OBJECTIVES AND IMPORTANCE OF THE RESEARCH

---



## 1.1. The Problem of the Research

Systematic and deliberate ill-treatment at the workplace is an issue of human rights violations in terms of basic individual rights and freedoms. Also, Furthermore, mobbing has a legal dimension that requires criminal sanctions. In this research, which was carried out with a perspective of focusing on human rights, mobbing was further questioned in terms of psychological, social, economic, physiological, etc. problems that teachers experienced as a result of prevention and/or violation of their rights and freedoms; and as well as in terms of the devastating consequences it might have in the educational community, which has been one of the most basic institutions of the society, and therefore in the whole society.

## 1.2. Aims and Objectives of the Research

The research aims at revealing how mobbing was perceived by the teachers who serve in primary and secondary education institutions, which builds up the life-blood of the education sector throughout Turkey, and what their mobbing experiences were.

Considering its contribution to prevent violence and to improve the quality of education, the conducted study has adopted the goal of setting itself as a nationwide example.

With the understanding of presenting the dimensions of results, experiences, and perception of mobbing among the teachers, who served in primary and secondary education institutions throughout Turkey, the research adopted the following objectives:

1. To determine the positive and negative aspects of the attitudes and behaviors (in terms of continuation and ending of mobbing) of the 'disciplinary supervisors' and the 'legal system' in the fight against mobbing.
2. To contribute to the development of preventive measures and awareness in the fight against mobbing, which is a human right issue and forms a special type of violence (psychological terror),
3. To support our teachers who are among the most important actors of the educational community, and allow them to work in better conditions,
4. To encourage the pioneering roles of the young generation in developing democratic citizenship awareness, through being more active citizens as educators in the prevention of violations of rights while performing their duties.

### 1.3. Importance of the Research

The research is of prime importance in terms of being the first national research conducted to measure teachers' mobbing perceptions and experiences. Mobbing is considered as a type of violence at work in the literature. However, it is under consideration that the level of awareness among employees, including teachers, is not so high. Thus, this research is also important in terms of its contribution to the awareness and/or increase of awareness among teachers. The problem of this research is determined on the axis that mobbing is a human right violation. Therefore, this research is of great importance to the extent that it may support the attempts to make the necessary legal arrangements for the mobbing to be considered as a crime in terms of human rights violations and criminal sanctions.

## CHAPTER TWO

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### RESEARCH METHOD

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In this section, the research model, universe, sample, data collection tools, the way to collect the data and statistical techniques, which are used in the analysis of the data, and the limitations and enumeration of the research were explained.

## 2.1. Research Model

A descriptive research method was used to obtain the required data to achieve the targeted objectives of this study. In this framework, the research was carried out in the 'survey' model. This is a model that is used in researches trying to describe and explain what the events, objects, living things, institutions, attitudes, and various fields are (Kaptan, 1973; Balci, 2005). According to Ural and Kılıç, (2005); however, the researches in the form of survey model are those which are excluded from the field researches, in which the subject to be investigated is examined in-depth and the subject is expanded. It is also common that the survey model is classified from various angles. When these classifications are taken into consideration, this research is classified within the group of 'General Survey Model.' The general survey models are defined as the survey arrangements made in a whole population, which is consisted of several elements, or a group of samples or samples to be taken from it in order to make a general judgment about the population (Karasar, 2004).

## 2.2. Population and Sample

The population of the research consisted of teachers working in public institutions in Turkey. Representing the population, 12 provinces were selected from the Level 1 region of the Turkish Statistical Institute (TUIK) Statistical Region Units Classification (IBBS). The sampling size was determined as 2000, and;

$n$  = Sampling Size

$p$  = Frequency of the Event (Probability)

$Z_a$  = Confidence level (for  $\alpha = 0,05$ ,  $Z_a$  value = 1,96)

$d$  = Sampling Error (sensitivity)

$N$  = The Number of Teachers Working in Public is 829.000 (According to 2015 data of Ministry of National Education)

$$p = 0,5$$

$\alpha = 0,05$  significance level

In the formula provided below;

$$n = \frac{p(1-p)Z^2 \alpha}{d^2}$$

the sampling error; however, was calculated as  $d = \pm 0,02$ . This sampling size was shared with the 'Proportional Sampling' method covering the Public-school teachers identified within 12 regions. As determining a province from each region, 12 provinces were selected from the 12 regions, and the sample size of the regions was taken as the sample size of these provinces.

### 2.3. Data Collection and Analysis

Face to face survey technique was used as the data collection tool. The questionnaire form consisted of three sections and 75 questions. The first section included 9 questions to determine the demographic features of teachers, whether they were exposed to mobbing in their working lives, and whether there were practices for preventing mobbing in their schools. The second section included further 51 questions to measure perception levels related to mobbing, and the third section; however, included 15 questions to determine the level, source, and results of the mobbing to which teachers were exposed. The data obtained as a result of the applied questionnaire was uploaded to the SPSS 19 statistical analysis package program and subjected to various statistical analyzes for research purposes. In the analysis of the data, statistical techniques such as reliability analysis were used as a percentage (%), and Chi-Square ( $\chi^2$ ) analysis was used with crosstab. The significance level (confidence level) was used as  $\alpha = 0.05$  for interpretation in the statistical analyzes. In the cases of quite small values, the P-value, which was calculated as a result of statistical analysis and shown in Tables, was taken as 0.001. The variables for determining the demographic characteristics of teachers and measuring their perception levels and experiences related to mobbing were included within the data collection tool.

## 2.4. Restrictions and Assumptions

The urban-rural cost-quotas were imposed since the research was performed throughout Turkey. Accordingly, the research was carried out by selecting 12 cities (Istanbul, Ankara, Izmir, Istanbul, Ankara, Adana, Kayseri, Samsun, Trabzon, Erzurum, Malatya, Sanliurfa) representing the Level 12 regions of the Turkstat Statistics Region Units (SRE) and conducted by face to face questionnaire technique between 05 and 28 February 2015 dates among teachers working in primary and secondary education within the city (central) regions. It was presumed in this study that the samples represented the population, and the teachers sincerely answered the questions in the data collection tool. However, when the answers to the questions given by the teachers, who participated in the research, about measuring the perception of mobbing were later examined one by one, it was found that there were some problematic issues in terms of analysis. It was speculated that these issues arose from the way these questions were asked to some teachers, and/or teachers also perceived the Table, which included their attitudes and behaviors to determine the perception of mobbing, as a mobbing experience and then answered the questions accordingly, and/or some of the teachers' mobbing perception seemed to be different equivalent than the mobbing phenomenon, which was studied in this research. Thus, the problem was accepted as a part of the research, and the evaluations and suggestions were made by considering all the possibilities thought to be the source of the problem in order not to create a reliability weakness towards the overall research.



## CHAPTER THREE

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# DATA ANALYSIS AND FINDINGS

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In this chapter of the study, which examines mobbing perception and experiences of teachers, the data obtained from the application of face-to-face survey technique on 2039 teachers who worked in public schools within 12 provinces, were presented and interpreted in the Tables and Charts. Regarding the purpose of the research, a data collection tool (questionnaire form) containing articles, which aimed to determine the perceptions and experiences of teachers about mobbing, were generated; and as a result of the reliability analysis, which was made for the data collection tool, no article to decrease reliability was encountered, and the alpha coefficient of the survey data was identified as 0,995. This Cronbach Alpha coefficient indicated that the data collection tool was highly reliable.

### 3.1. Data Analysis and Findings Related to Demographic Variables

The Demographic variables provided important information about the general profile of teachers in the sampling. Thus, the data in question was displayed separately on the following pages in the form of Tables and Charts.

#### 3.1.1. Province

**Table 1.** *Distribution of Teachers by Provinces*

<b>Provinces</b>	<b>n</b>	<b>%</b>
Adana	234	11,5
Ankara	311	15,3
Erzurum	54	2,6
İstanbul	437	21,4
İzmir	285	14,0
Kayseri	130	6,4
Malatya	116	5,7
Sakarya	132	6,5
Samsun	80	3,9
Tekirdağ	120	5,9
Trabzon	50	2,5
Şanlıurfa	90	4,4
<b>Total</b>	<b>2039</b>	<b>100,0</b>

While creating the sample distribution, the distribution presented in Table 1 reflecting the overall Turkey figures since the number of teachers in 12 regions, which was determined in Turkstat Statistical Classification of Regional Units Level 1, was distributed to 12 provinces through the proportional sampling method. Accordingly, the highest number of participants in the study was from the city of Istanbul (21.4%), and the least was from Trabzon (2.5%).



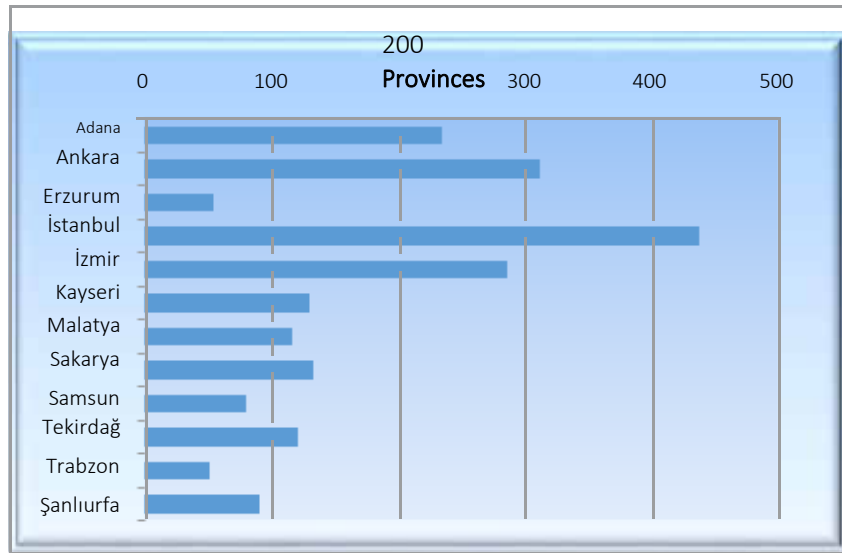


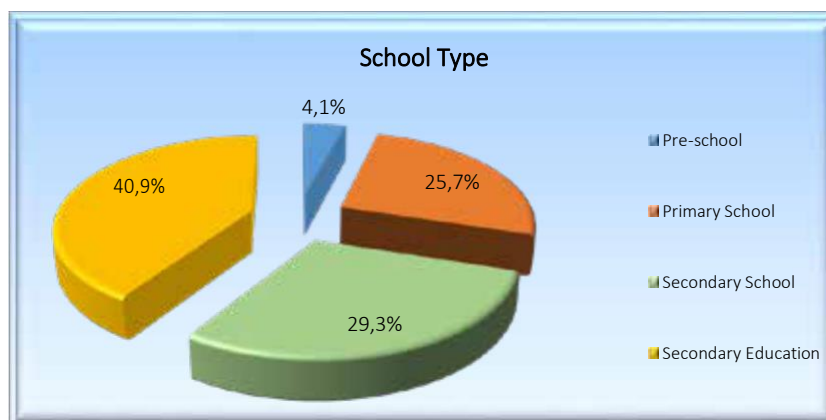
Chart 1. Distribution of Teachers by Provinces

### 3.1.2. School Type

Table 2. School Types Teachers Worked

School Types	n	%
Pre-school	84	4.1
Primary School	525	25.7
Secondary School	597	29.3
Secondary Education	833	40.9
<b>Total</b>	<b>2039</b>	<b>100.0</b>

About 4.1% of the teachers participating in the study worked in pre-school, 25.7% was in primary schools, 29% was in secondary schools; however, about 40.9% of the teachers worked in secondary education. These rates were similar to the rates of teachers working in the Ministry of National Education (MEB) public schools.



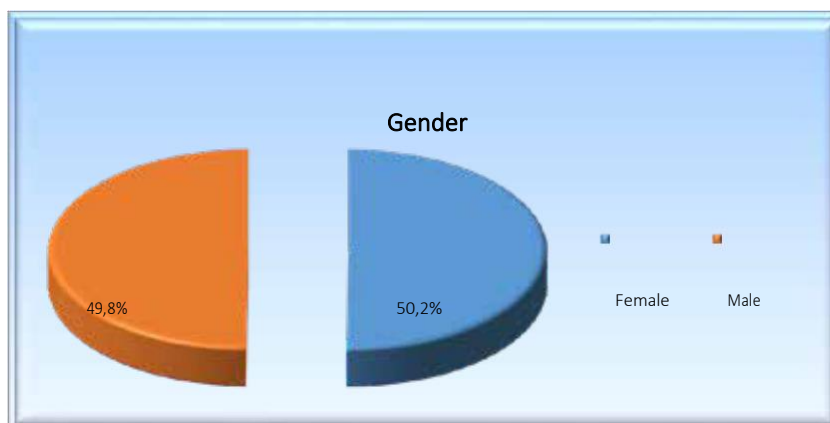
**Chart 2.** *Types of Schools Teachers Worked*

### 3.1.3. Gender

**Table 3.** *Gender of Teachers*

Gender	N	%
Female	1024	50.2
Male	1015	49.8
<b>Total</b>	<b>2039</b>	<b>100.0</b>

About 50.2% of the teachers participating in the survey were female and 49.8% were male. This distribution was almost the same as the proportion of public working teachers.



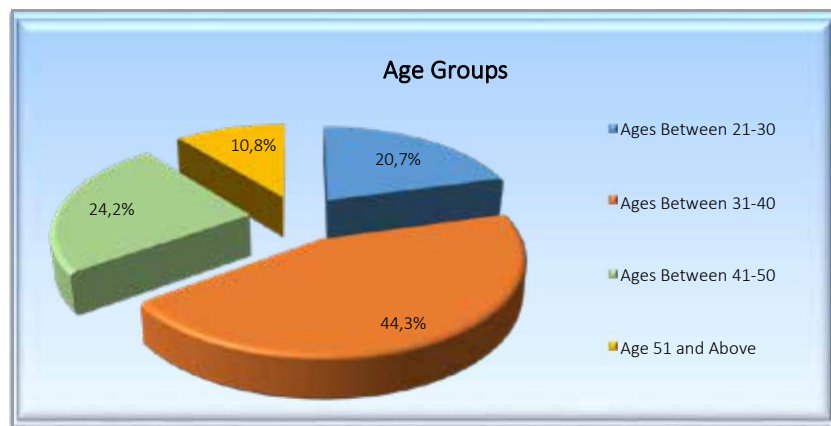
**Chart 3.** *Gender of Teachers*

### 3.1.4. Age Group

**Table 4.** *Age Groups of Teachers*

Age Groups	n	%
Ages Between 21-30	422	20,7
Ages Between 31-40	904	44,3
Ages Between 41-50	493	24,2
Age 51 and Above	220	10,8
<b>Total</b>	<b>2039</b>	<b>100,0</b>

The majority of the teachers (44.3%) participating in the study were between 31-40 years old. Accordingly, 2 (65%) out of 3 teachers were 40 years old and below.



**Chart 4.** *Age Groups of Teachers*

### 3.1.5. Working Period

**Table 5.** *Total Working Period of Teachers*

Total Working Hours	N	%
5 Years and Less	347	17.0
6-10 Years	465	22.8
11-15 Years	470	23.1
16-20 Years	364	17.9
21 Years and More	393	19.3
<b>Total</b>	<b>2039</b>	<b>100.0</b>

It is shown in Table 2 that 2 out of 5 (39.8%) teachers participating in the research had a professional seniority of 10 years or less. This result was in parallel with the data of the Ministry of National Education.

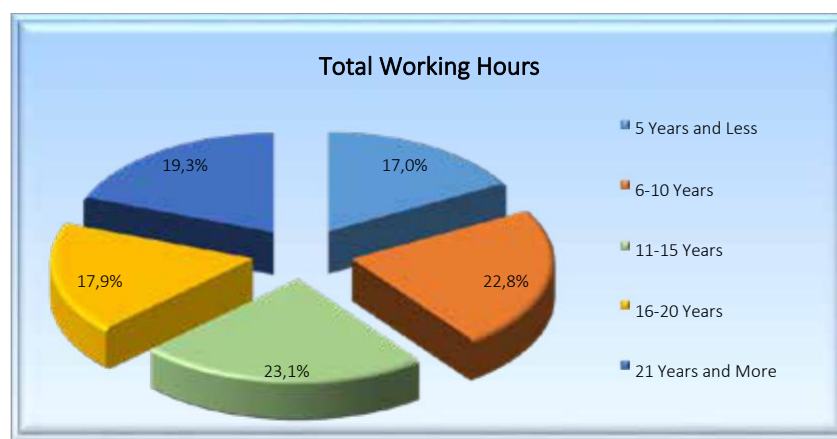


Chart 5. Total Working Hours of Teachers

### 3.1.6. Marital Status

Table 6. Marital Statuses of Teachers

Marital Status	n	%
Single	397	19,5
Married	1582	77,6
Divorced	52	2,6
Other	8	0,4
<b>Total</b>	<b>2039</b>	<b>100,0</b>

About 77.6% of the teachers participating in the research were married, 19.5% were single, and 2.6% were divorced. Only 0.4% of the teachers who participated in the study stated that their marital status was in the group that was referred to as 'other.'

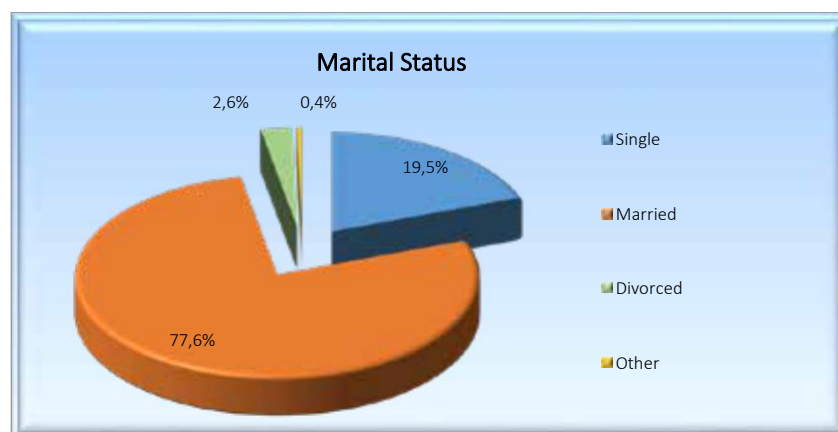


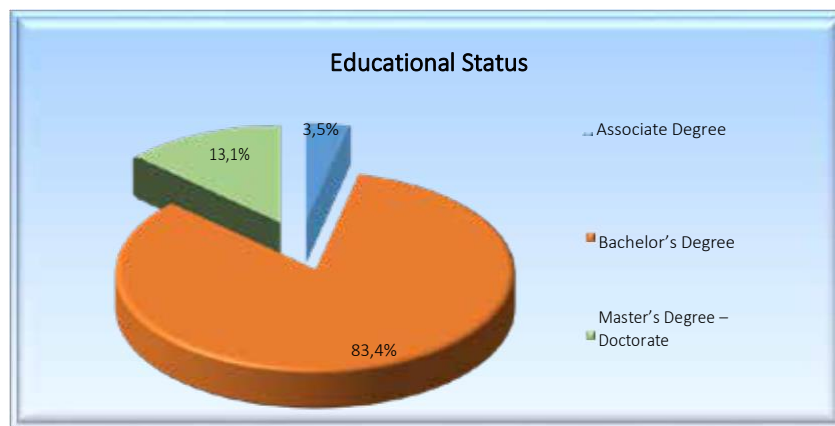
Chart 6. Marital Statuses of Teachers

### 3.1.7. Educational Status

**Table 7.** *Educational Statuses of Teachers*

<b>Educational Status</b>	<b>n</b>	<b>%</b>
Associate Degree	72	3,5
Bachelor's Degree	1699	83,4
Master's Degree- Doctorate	268	13,1
<b>Total</b>	<b>2039</b>	<b>100,0</b>

Approximately 83.4% of the teachers participating in the research had a bachelor's degree, 13.1% of them had a master's degree or doctorate, and 3.5% of them had only an associate degree.



**Chart 7.** *Educational Statuses of Teachers*

### 3.1.8. Exposure to Mobbing

**Table 8.** *Exposure Statuses of Teachers to Mobbing*

<b>Have you ever been exposed to mobbing in any way during your employment?</b>	<b>n</b>	<b>%</b>
Yes	931	45,7
No	1108	54,3
<b>Total</b>	<b>2039</b>	<b>100,0</b>

Almost 45.7% of the teachers who participated in the research stated that they were exposed to mobbing in any way during their employment. Accordingly, 1 out of 2 teachers was exposed to mobbing in their working life.

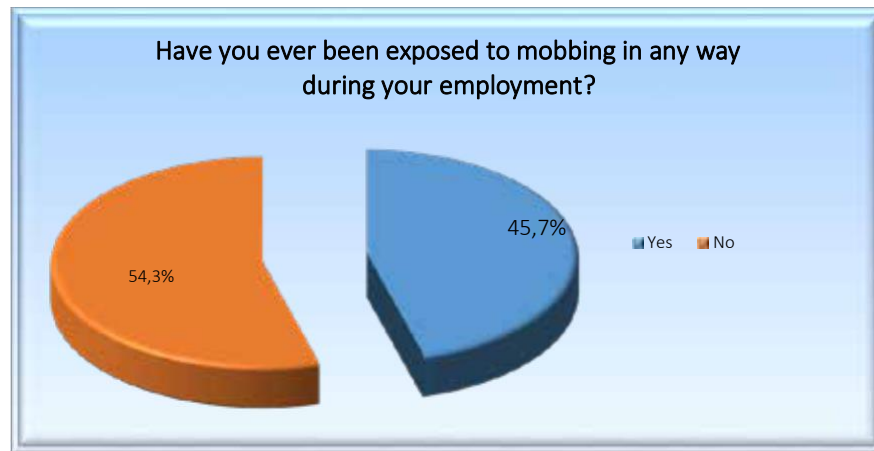


Chart 8. Exposure statuses of Teachers to Mobbing

Table 9. Distribution of Exposure Statuses of Teachers to Mobbing by Provinces and the results of chi-square analysis

		Have you ever been exposed to mobbing in any way during your employment?		
		Yes	No	Total
Provinces	Adana	97 41,5%	137 58,5%	234 100,0%
	Ankara	161 51,8%	150 48,2%	311 100,0%
	Erzurum	18 33,3%	36 66,7%	54 100,0%
	İstanbul	179 41,0%	258 59,0%	437 100,0%
	İzmir	109 38,2%	176 61,8%	285 100,0%
	Kayseri	42 32,3%	88 67,7%	130 100,0%
	Malatya	49 42,2%	67 57,8%	116 100,0%
	Sakarya	96 72,7%	36 27,3%	132 100,0%
	Samsun	55 68,8%	25 31,3%	80 100,0%
	Tekirdağ	62 51,7%	58 48,3%	120 100,0%
	Trabzon	31 62,0%	19 38,0%	50 100,0%
	Şanlıurfa	32 35,6%	58 64,4%	90 100,0%
	Total	931 45,7%	1108 54,3%	2039 100,0%

$$\chi^2 = 96,74 \quad d. f. = 11 \quad P = 0,001$$

When Table 9 is examined, it is discernable that the number of teachers exposed to mobbing in any way during their employment was more common in Sakarya, Samsun, and Trabzon provinces when compared to others such as Kayseri, Erzurum, and Şanlıurfa.

When Table 10 is examined without showing the tables containing attitudes and behaviors defined as mobbing, the question of 'Have you ever been exposed to mobbing in any way during your employment?' was mostly answered as 'yes' by the teachers who worked in secondary education institutions and secondary schools (48.7% and 47.1%), respectively. Accordingly, 1 out of 2 teachers working in secondary schools and secondary education institutions stated that they were exposed to mobbing in a way during their employment.

**Table 10.** Distribution of Exposure Statuses of Teachers to Mobbing by School Types they Worked and the Results of Chi-Square Analysis

		Have you ever been exposed to mobbing in any way during your employment?		
		Yes	No	Total
School Type	Pre-School	28 33,3%	56 66,7%	84 100,0%
	Primary School	216 41,1%	309 58,9%	525 100,0%
	Secondary School	281 47,1%	316 52,9%	597 100,0%
	Secondary Education	406 48,7%	427 51,3%	833 100,0%
Total		931 45,7%	1108 54,3%	2039 100,0%

$\chi^2 = 13,12$        $d. f. = 3$        $P = 0,004$

When Table 11 is examined without showing the tables containing attitudes and behaviors defined as mobbing; the question of 'Have you ever been exposed to mobbing in any way during your employment?' was answered more by the teachers with a master's degree/doctorate as 'yes' than the other teachers with a bachelor's degree and associate degree.

**Table 11.** Distribution of Exposure Statuses of Teachers to Mobbing by Their Educational Statuses and the Results of chi-square Analysis

		Have you ever been exposed to mobbing in any way during your employment?		
		Yes	No	Total
Educational Status	Associate Degree	37 51,4%	35 48,6%	72 100,0%
	Bachelor's Degree	751 44,2%	948 55,8%	1699 100,0%
	Master's Degree - Doctorate	143 53,4%	125 46,6%	268 100,0%
Total		931 45,7%	1108 54,3%	2039 100,0%

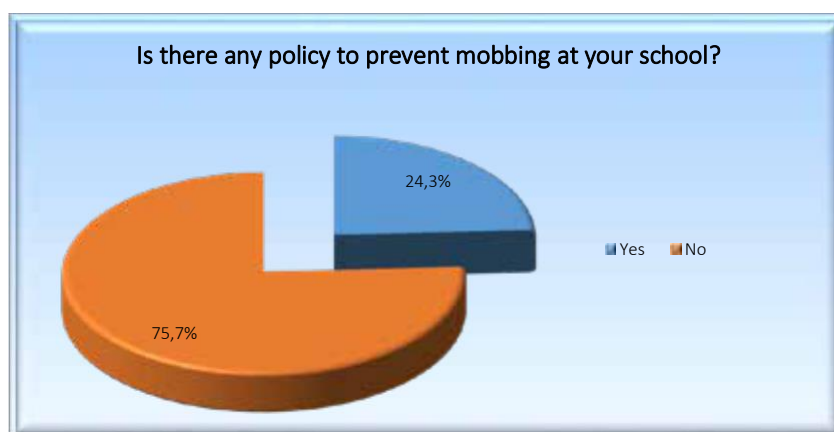
$\chi^2 = 8,81$        $d. f. = 2$        $P = 0,012$

### 3.1.9. Policies towards Preventing Mobbing

**Table 12.** *Presence of Policies to Prevent Mobbing at Schools*

Is there any policy to prevent mobbing at your school?	n	%
Yes	483	24,3
No	1506	75,7
<b>Total</b>	<b>1989</b>	<b>100,0</b>

About 75.7% of the teachers, who participated in the research, stated that there was no policy to prevent mobbing in the school they were employed; however, 24.3% of them stated that there was some. According to these data, it is understood that in 3 schools out of 4, there was no official and institutionalized body against preventing mobbing.



**Chart 9.** *Presence of Policies to Prevent Mobbing at Schools*



**Table 13.** Distribution of Statuses of Policies to Prevent Mobbing at Schools by Provinces and the Results of Chi-Square Analysis

		Is there any policy to prevent mobbing at your school?		Total
		Yes	No	
Provinces	Adana	73 32,6%	151 67,4%	224 100,0%
	Ankara	71 23,3%	234 76,7%	305 100,0%
	Erzurum	8 14,8%	46 85,2%	54 100,0%
	İstanbul	94 21,7%	339 78,3%	433 100,0%
	İzmir	73 26,2%	206 73,8%	279 100,0%
	Kayseri	34 27,9%	88 72,1%	122 100,0%
	Malatya	17 15,5%	93 84,5%	110 100,0%
	Sakarya	46 35,9%	82 64,1%	128 100,0%
	Samsun	25 31,3%	55 68,8%	80 100,0%
	Tekirdağ	20 16,9%	98 83,1%	118 100,0%
	Trabzon	10 20,8%	38 79,2%	48 100,0%
	Şanlıurfa	12 13,6%	76 86,4%	88 100,0%
Total	483 24,3%	1506 75,7%	1989 100,0%	

$$X_h^2 = 39,58 \quad d. f. = 11 \quad P = 0,001$$

Among the 12 provinces included in the research, Table 13 shows that there were more policies aimed at preventing mobbing at schools in Sakarya, Adana, and Samsun; however, there were fewer policies in other provinces such as in Şanlıurfa and Erzurum. When these data were compared with the data related to teachers' exposure to mobbing based on their provinces, it was observed that Sakarya and Samsun, which were the two out of three provinces where the most exposure to mobbing was determined, had also higher number of policies to prevent mobbing than other provinces; on the contrary, Erzurum, and Şanlıurfa, which were the two out of three provinces where the least exposure to mobbing was identified, had lower number of policies to prevent mobbing than other provinces.

**Table 14.** *Distribution of Statuses of Policies to Prevent Mobbing at Schools by Teacher's School Type and the Results of chi-square Analysis*

		Is there any policy to prevent mobbing at your school?		Total
		Yes	No	
School Type	Pre-school	16 20,5%	62 79,5%	78 100,0%
	Primary School	156 30,4%	357 69,6%	513 100,0%
	Secondary School	144 24,8%	437 75,2%	581 100,0%
	Secondary Education	167 20,4%	650 79,6%	817 100,0%
Total		483 24,3%	1506 75,7%	1989 100,0%

$$X_h^2 = 31,01 \quad d. f. = 7 \quad P=0,001$$

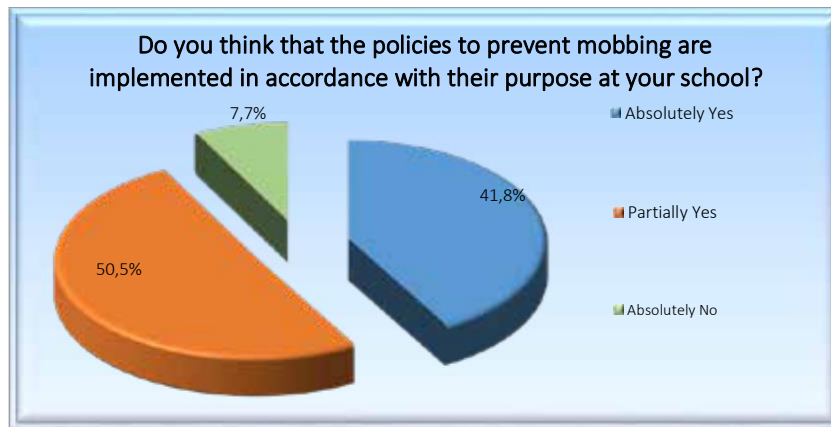
Table 14 shows that the policies to prevent mobbing in primary schools were higher than other school types. In terms of school types; when these data were compared to the data regarding teachers' exposure to mobbing in their working life, and when asked to the teachers employed in secondary education as 'Have you been exposed to mobbing in any way during your work?', the rate of the most frequent answer was 'yes'. However, there was the least 'yes' answer to the question of 'Was there any policy to prevent mobbing at your school?'

### 3.1.10. Relevance of Policies towards Preventing Mobbing

**Table 15.** *Implementation Status of Policies to Prevent Mobbing at Schools in Accordance with their Purposes*

Do you think that the policies to prevent mobbing are implemented in accordance with their purpose at your school?	N	%
Definitely Yes	202	41,8
Partially Yes	244	50,5
Definitely No	37	7,7
<b>Total</b>	<b>483</b>	<b>100,0</b>

Of all the teachers, who thought that there were policies towards preventing mobbing at their schools, 41.8% stated that the policies were strictly implemented by their purposes, and 50.5% stated that the policies were partially implemented by their purposes; however, 7.7% of the teachers stated that the policies were not implemented with their purposes.



**Chart 10.** *Implementation Status of Policies to Prevent Mobbing at Schools in Accordance with their Purposes*

### 3.2. Perception of Mobbing

The mobbing perception levels of teachers were tried to be measured with a question set provided below. The percentage distributions of the perception were also given in Tables 16 and 17. Accordingly, teachers' perception levels were measured with the perception related articles specified in Tables 16 and 17, and the lowest and highest percentage values were marked on Table in bold for the 5 levels, which were used for measurement.

**Table 16. Percentage Distribution of Teachers by their Mobbing Perceptions**

Articles Related to Mobbing	PERCEPTION (%)				
	Never	Rarely	Sometimes	Mostly	Always
Shouting at me, criticizing me, and using of offensive words by my supervisors	24,5	13,8	17,5	13,0	31,2
The words spoken make me feel bad/put in a ridiculous situation in front of others, or taking actions in this manner	24,6	13,1	15,8	13,3	33,2
Expressing verbally or behaviorally in a way that I am not wanted at school by my supervisors or my colleagues	28,5	12,5	13,3	11,7	34,0
Interrupting their ongoing speech or changing the subject when I enter in a community	<b>18,7</b>	18,9	25,2	19,4	<b>17,8</b>
Preventing me from communicating with others through gestures, glances and allusions	23,7	17,1	17,1	<b>20,0</b>	22,1
Preventing, criticizing, warning, threatening my colleagues who want to communicate with me	31,2	11,7	12,8	14,1	30,2
Speaking with me while I am alone; however, avoiding to talk to me while I am in a community	24,4	17,0	<b>17,8</b>	16,3	24,5
Preventing my communication with my supervisors	33,0	14,6	12,3	14,4	25,7
Evaluating my behaviors to other as 'back licking' or 'insulting'	31,3	16,3	17,1	14,2	21,1
Criticizing me loudly among others (student, student parents, and colleagues)	34,8	9,5	10,9	12,3	32,5
Presenting me like an unsuccessful person, or using insulting words about me while we are with others (student, student parents, and colleagues)	25,7	13,2	14,2	15,1	31,8
Making humiliating jokes on me	33,8	15,2	10,9	14,1	26,0
Throwing the mistakes that I made up to my face again and again	27,9	<b>19,9</b>	10,7	14,2	27,3
Taking the responsibility for the mistakes of others; or loading the undesired issues on me as if I am the person who is responsible for	24,0	17,1	15,0	15,7	28,2
Keeping me under strict control, unlike others, in the tasks assigned to me	23,6	19,0	12,4	16,1	28,9
Opening of my classroom door during my lesson by my supervisors or spy me on the classroom door to control me	26,3	18,0	13,3	13,7	28,7
Encouraging others to behave negatively towards me; or supporting their negative behavior (asking students to spy on me) about information (words) that I speak in the classroom	27,5	16,4	12,5	12,3	31,3
Preventing me from taking an active role inside and outside the school activities/social activities	32,2	13,8	14,1	16,5	23,4
Saying continuously that there are complaints about me, or considering anonymous and unsigned written complaint letters	31,5	14,2	10,3	12,7	31,3
Imposing verbal or written threats (for instance, not giving teaching task in classroom or threatening by opening a disciplinary proceeding)	33,7	12,4	9,2	10,0	34,7
Warning frequently by verbal or written form through meaningless reasons	28,3	15,0	12,0	11,2	33,5
Facing with discriminatory behavior in the implementation of disciplinary rules for invalid reasons, or punishing with disciplinary actions	36,8	10,1	8,4	11,1	33,6
Preventing me from using my right to defense in investigations	38,1	12,3	7,5	9,3	32,8
Making my working environment physically uncomfortable	30,7	15,2	8,8	14,5	30,8
Asking me to go and spend time out of sight (such as a library) so that I do not appear around	39,5	10,7	7,5	11,4	30,9
Forcing me to do jobs either affecting my self-esteem, self-respect or reputation negatively or the works that others do not want to do (such as being assigned as an officer at school library)	37,0	12,5	8,2	10,7	31,6

**Table 17.** *Percentage Distribution of Teachers by their Mobbing Perceptions*

	PERCEPTION (%)				
Articles Related to Mobbing	Never	Rarely	Sometimes	Mostly	Always

Forcing me to work on unwanted administrative jobs Instead of doing classroom teaching (such as a vice-principle's jobs)	35,4	15,9	10,5	11,7	26,5
Facing obstacles in appointment, promotion and administrative affairs, or not meeting the same criteria as my colleagues rated	30,9	15,5	8,9	12,0	32,7
Criticizing me unfairly or constantly that I made or underestimation of my performance	28,0	16,6	11,5	10,6	33,3
Assigning me to the jobs that will likely result in failure	35,4	17,1	8,3	12,8	26,4
Giving unrealistic due dates for the tasks assigned to me	32,9	15,6	11,1	12,9	27,5
Questioning me unfairly about the decisions I made or the practices I made regarding my mission	26,9	19,2	11,0	13,1	29,8
Changing or undoing the given tasks without notice	29,6	18,9	10,2	13,8	27,5
Assigning me excessive lecturing load, unlike my colleagues	33,2	17,3	11,4	12,0	26,1
Doing discriminatory treatment towards me on course hours or free days	29,9	16,9	10,8	12,5	29,9
Preventing me (not allowing) to participate in activities, which may provide personal and professional development, or exposing attitudes and behaviors against me, which may hinder my education (such as a master's degree or doctorate degree)	37,2	13,5	9,5	11,3	28,5
Making negative/labeling implications for my membership in a union or non-governmental Organization	25,9	16,5	12,8	13,4	31,4
Imposing negative implications or derogatory behaviors related to my appearance and outfit	32,9	12,9	12,6	11,3	30,3
Treating me as if I have psychological problems or implying that I need treatment	42,4	8,4	<b>6,3</b>	10,0	32,9
Approaching me suspiciously for the medical reports given to me due to my illness, or treating me negatively due to such cases	37,3	11,0	12,3	9,9	29,5
Disturbing me intentionally using phone, email or social media	43,2	9,2	8,5	8,2	30,9
Slandering, or spreading gossip unfoundedly about me	35,8	10,1	10,3	9,6	<b>34,2</b>
Accusing me of being inconsistent or implying that I am unreliable	38,8	8,5	9,8	11,5	31,4
Making negative implications or ridiculing about my private life	40,9	9,8	8,4	9,3	31,6
Calling me with humiliating nicknames	43,7	7,8	9,1	<b>7,7</b>	31,7
Teasing me with any discomfort or physical disability; imitating my body movements or voice in order to humiliate me	45,2	6,5	8,8	8,0	31,5
Teasing and humiliating me due to my religious values	37,3	10,3	10,0	11,9	30,5
Behaving me by implying negatively about my place of birth, where I came from or my ethnicity	36,8	14,1	9,2	10,9	29,0
Making jokes containing sexual content, actions, suggestions or proposals	45,5	<b>6,3</b>	9,7	8,7	29,8
Threatening that imply physical violence	44,2	9,1	7,7	9,9	29,1
Treating my personal items as if they were accidentally damaged or doing serious harm	<b>46,0</b>	8,1	6,8	11,1	28,0

### 3.2.1. Mobbing Perception Score

A 5-point Likert scale was used to measure teachers' mobbing perceptions by 51 articles. 'Never:' 1, 'Rarely:' 2, 'Sometimes:' 3, 'Mostly:' 4 and 'Always:' were numbered as 5 with scores starting from 1 to 5, and from negative to positive. For each teacher who answered the questionnaire, the response scores given to this 51 article-scale were summed up, and the mobbing perception score was calculated. Accordingly, the perception score of each teacher who answered the questionnaire was classified within the lower and upper limits, with a minimum of 51 and a maximum of 255 points. By using this perception score, which was calculated for each teacher, the following results were determined through utilizing the Variance Analysis (ANOVA) and Independent Samples T-Test regarding whether

there were statistically significant differences in terms of perception score averages and other variables such as province, gender, age group, working time, marital status and educational status. After determining the significant results through ANOVA test, a TUKEY test was also performed, so that from where these significant differences originated was revealed as a result of the binary test.

### 3.2.2. Province

**Table 18.** *Distribution of Teacher's Perception Scores by Provinces and ANOVA Results*

Provinces	Average	n	ss	F	P
Adana	132,97	231	72,771		
Ankara	157,36	303	71,109		
Erzurum	152,70	54	72,738		
İstanbul	167,52	437	75,076		
İzmir	140,16	285	78,103		
Kayseri	125,94	130	76,571		
Malatya	117,64	116	69,801	8,435	0,001
Sakarya	162,12	132	65,252		
Samsun	131,53	79	71,842		
Tekirdağ	160,72	120	75,016		
Trabzon	138,34	50	75,755		
Şanlıurfa	144,42	90	79,460		
<b>Total</b>	<b>148,40</b>	<b>2027</b>	<b>75,380</b>		

The average of teachers' mobbing perception score was calculated as 148.4 based on the provinces. Accordingly, the average of teachers' mobbing perception score in 7 provinces (Adana, İzmir, Kayseri, Malatya, Samsun, Trabzon, Şanlıurfa) was below the general average; however, it was above for 5 other provinces (Ankara, Erzurum, İstanbul, Tekirdağ, Sakarya). İstanbul has the highest average in terms of mobbing perception scores of teachers among 12 provinces, and Malatya had the lowest average.

### 3.2.3. School Type

**Table 19.** *Distribution of Perception Scores by Teachers' School Type and ANOVA Results*

School Type	Average	N	ss	F	P
Pre-school	169,69	84	74,420		
Primary School	156,75	517	76,680		
Secondary School	147,18	596	78,071	6,504	0,001
Secondary Education	141,91	830	71,867		
<b>Total</b>	<b>148,40</b>	<b>2027</b>	<b>75,380</b>		

According to the analysis presented in Table 19 and the results of the TUKEY test performed after; the mobbing perception score of the pre-school teachers was higher than the mobbing perception score of the teachers in secondary schools and secondary education; however, mobbing perception scores of the primary school teachers was higher than the mobbing perception score of the teachers working in secondary education.

### 3.2.4. Gender

**Table 20.** *Distribution of Perception Scores by Teachers' Gender and Independent Samples Test Results*

Gender	Average	N	ss	t	P
Female	155,03	1016	72,479	3,983	0,001
Male	141,74	1011	72,694		

According to the analysis results, the average of mobbing perception score for female teachers was higher than the average of mobbing perception score of male teachers.

### 3.2.5. Age Group

The average of mobbing perception score of the teachers within the age group of 21-30 was higher than the average of mobbing perception score of the teachers within the age group of 31-40, 41-50 and 51 and above, respectively. According to these data, the age group having the lowest average mobbing perception score was the age group of 51 and above.

**Table 21.** *Distribution of Perception Scores by Teachers' Ages and ANOVA Results*

Age Group	Average	n	ss	F	P
Ages Between 21-30	158,98	419	76,212	18,726	0,001
Ages Between 31-40	153,88	899	76,786		
Ages Between 41-50	143,68	489	73,951		
Age 51 and Above	116,33	220	60,802		
<b>Total</b>	<b>148,40</b>	<b>2027</b>	<b>75,380</b>		

### 3.2.6. Working Period

**Table 22.** *Distribution of Perception Scores by Teachers' Working Periods and ANOVA Results*

Total Working Period	Average	n	ss	F	P
5 Years and Less	164,18	344	77,032	18,445	0,001
6-10 Years	144,64	465	76,841		
11-15 Years	163,53	464	73,710		
16-20 Years	143,11	361	75,579		
21 Years and More	126,03	393	66,998		
<b>Total</b>	<b>148,40</b>	<b>2027</b>	<b>75,380</b>		

When the average mobbing perception score of the teachers participating in the research was analyzed in terms of working period, the average mobbing perception score of the teachers, whose working time were 5 years or less, was higher than the average of the other groups such as 6-10 years, 11-15 years, 16-20 years and 21 years and more, respectively. According to these data, the average of mobbing perception score of the teachers whose working period was 21 years or more was the lowest.



### 3.2.7. Marital Status

**Table 23.** *Distribution of Perception Scores by Teachers' Marital Statuses and ANOVA Results*

<b>Marital Status</b>	<b>Average</b>	<b>n</b>	<b>ss</b>	<b>F</b>	<b>P</b>
Single	158,27	392	74,752		
Married	146,87	1575	75,691		
Divorced	122,71	52	63,465	4,598	0,003
Other	133,50	8	60,950		
<b>Total</b>	<b>148,40</b>	<b>2027</b>	<b>75,380</b>		

In terms of marital status, the average mobbing perception score of single teachers was higher than the average mobbing perception score of other teachers such as married, divorced and 'other' group.

### 3.2.8. Educational Status

**Table 24.** *Distribution of Perception Scores by Teachers' Educational Statuses and ANOVA Results*

<b>Educational Status</b>	<b>Ort.</b>	<b>n</b>	<b>ss</b>	<b>F</b>	<b>P</b>
Associate Degree	124,74	69	72,651		
Bachelor's Degree	148,58	1690	76,238		
Master's Degree -Doctorate	153,32	268	69,535	3,988	0,019
<b>Total</b>	<b>148,40</b>	<b>2027</b>	<b>75,380</b>		

The average mobbing perception score of the teachers with associate degree was lower than the average mobbing perception score of the teachers with Bachelor's Degree and graduate degrees.

### 3.2.9. Exposure to Mobbing

**Table 25.** *Distribution of Perception Scores by the Statuses of Teachers' Exposure to Mobbing and ANOVA Results*

<b>Have you ever been exposed to mobbing in any way during your employment?</b>	<b>Average</b>	<b>n</b>	<b>ss</b>	<b>t</b>	<b>P</b>
Yes	133,87	919	68,007		
No	160,45	1108	79,015	8,136	0,001

According to the results of the analysis, the average mobbing perception score of the teachers who have been exposed to mobbing in any way during their employment was lower than the average of mobbing perception score of the teachers who have not been exposed to mobbing.

### 3.2.10. Number of Exposure to Mobbing

**Table 26.** *Distribution of Perception Scores by Teachers' Number of Exposure to Mobbing During their Working Life and ANOVA Results*

How many times have you been exposed to mobbing during your working life?	Average	N	ss	F	P
Once	113,42	218	61,776		
2 to 5 times	132,38	397	70,686		
6 to 9 times	153,96	73	69,433	15,202	0,001
10 time and more	156,38	159	60,661		
<b>Total</b>	<b>133,87</b>	<b>847</b>	<b>68,221</b>		

The analysis results revealed that there was a relationship between teacher's number of exposures to mobbing and the average mobbing perception score; in addition, the average mobbing perception score increased as the number of mobbing increased, and the average of perception score on mobbing decreased as the number of mobbing decreased. Accordingly, the average perception score of teachers who had been exposed to mobbing once during their working life was lower than the average perception score of teachers who had been exposed to mobbing 2 to 5 times, 6 to 9 times and 10 times or more, respectively. The perception score of teachers who had been exposed to mobbing 10 times or more during their working life was the highest.

### 3.3. Mobbing Experience

In this study; besides determining the perception levels of teachers regarding the mobbing (with the idea that the exposed mobbing experience is important for developing the effective policies in fighting against mobbing), it was tried to be determined that in what format the exposed mobbing was experienced. Percentage distributions of exposed mobbing are given in Tables 27 and 28. Accordingly, the mobbing to which teachers were exposed was measured based on the mobbing articles specified in Table 27 and Table 28, and the lowest and highest percentage values were marked in bold on Table for the 5 levels used for measurement.

Table 27. Percentage Distribution of Teachers' Exposure to Mobbing

Articles Related to Mobbing	MOBBING EXPOSED (%)				
	Never	Rarely	Sometimes	Mostly	Always
Shouting at me, criticizing me, and using of offensive words by my supervisors	<b>37,2</b>	20,3	<b>28,1</b>	7,8	6,6
The words spoken make me feel bad/put in a ridiculous situation in front of others, or taking actions in this manner	42,9	18,5	24,6	7,2	6,8
Expressing verbally or behaviorally in a way that I am not wanted at school by my supervisors or my colleagues	48,7	18,7	16,8	8,3	7,4
Interrupting their ongoing speech or changing the subject when I enter in a community	35,7	26,8	22,1	11,0	4,4
Preventing me from communicating with others through gestures, glances and allusions	47,1	20,8	15,1	<b>12,2</b>	4,8
Preventing, criticizing, warning, threatening my colleagues who want to communicate with me	59,2	13,9	13,0	7,0	7,0
Speaking with me while I am alone; however, avoiding to talk to me while I am in a community	44,5	20,2	19,9	7,4	7,9
Preventing my communication with my supervisors	53,8	22,8	14,0	6,2	3,1
Evaluating my behaviors to other as 'back licking' or 'insulting'	58,6	17,9	14,9	7,1	1,6
Criticizing me loudly among others (student, student parents, and colleagues)	61,1	15,0	11,3	9,1	3,5
Presenting me like an unsuccessful person, or using insulting words about me while we are with others (student, student parents, and colleagues)	45,6	18,8	20,5	9,5	5,5
Making humiliating jokes on me	63,4	20,3	8,5	6,1	<b>1,7</b>
Throwing the mistakes that I made up to my face again and again	52,3	24,8	13,0	5,8	4,1
Taking the responsibility for the mistakes of others; or loading the undesired issues on me as if I am the person who is responsible for	40,6	27,7	16,3	10,7	4,7
Keeping me under strict control, unlike others, in the tasks assigned to me	41,3	<b>28,0</b>	13,4	10,2	7,1
Opening of my classroom door during my lesson by my supervisors or spy me on the classroom door to control me	49,0	25,0	11,0	6,2	8,8
Encouraging others to behave negatively towards me; or supporting their negative behavior (asking students to spy on me) about information (words) that I speak in the classroom	44,7	22,2	16,7	7,0	8,5
Preventing me from taking an active role inside and outside the school activities/social activities	51,3	21,8	14,9	7,9	4,1
Saying continuously that there are complaints about me, or considering anonymous and unsigned written complaint letters	49,2	23,0	11,4	10,4	5,9
Imposing verbal or written threats (for instance, not giving teaching task in classroom or threatening by opening a disciplinary proceeding)	54,6	18,4	12,0	6,4	8,6
Warning frequently by verbal or written form through meaningless reasons	41,2	26,1	17,6	6,5	8,6
Facing with discriminatory behavior in the implementation of disciplinary rules for invalid reasons, or punishing with disciplinary actions	63,4	14,4	8,9	8,0	5,3
Preventing me from using my right to defense in investigations	73,5	16,0	5,8	<b>2,2</b>	2,6
Making my working environment physically uncomfortable	57,9	16,7	10,2	8,0	7,2
Asking me to go and spend time out of sight (such as a library) so that I do not appear around	71,5	13,7	5,9	6,4	2,5
Forcing me to do jobs either affecting my self-esteem, self-respect or reputation negatively or the works that others do not want to do (such as being assigned as an officer at school library)	68,8	14,3	6,0	8,2	2,8

**Table 28.** *Percentage Distribution of Teachers' Exposure to Mobbing*

Articles Related to Mobbing	MOBBING EXPOSED (%)				
	Never	Rarely	Sometimes	Mostly	Always
Forcing me to work on unwanted administrative jobs Instead of doing classroom teaching (such as a vice-principle's jobs)	64,3	19,0	7,2	4,8	4,7
Facing obstacles in appointment, promotion and administrative affairs, or not meeting the same criteria as my colleagues rated	56,1	20,2	9,2	5,9	8,6
Criticizing me unfairly or constantly that I made or underestimation of my performance	45,6	25,5	14,0	6,5	8,4
Assigning me to the jobs that will likely result in failure	62,3	21,2	6,6	5,3	4,6
Giving unrealistic due dates for the tasks assigned to me	57,7	<b>28,0</b>	6,6	4,4	3,2
Questioning me unfairly about the decisions I made or the practices I made regarding my mission	50,2	21,8	12,8	9,0	6,1
Changing or undoing the given tasks without notice	53,5	25,9	7,8	6,5	6,2
Assigning me excessive lecturing load, unlike my colleagues	61,8	22,4	7,4	4,8	3,5
Doing discriminatory treatment towards me on course hours or free days	50,7	21,4	13,2	7,9	6,8
Preventing me (not allowing) to participate in activities, which may provide personal and professional development, or exposing attitudes and behaviors against me, which may hinder my education (such as a master's degree or doctorate degree)	65,3	16,6	7,1	6,1	4,9
Making negative/labeling implications for my membership in a union or an NGO	41,3	23,4	14,5	8,3	<b>12,5</b>
Imposing negative implications or derogatory behaviors related to my appearance and my outfit	57,7	16,7	13,0	6,4	6,2
Treating me as if I have psychological problems or implying that I need treatment	73,1	9,5	5,5	5,9	6,0
Approaching me suspiciously for the medical reports given to me due to my illness, or treating me negatively due to such cases	62,8	17,5	9,8	4,0	5,9
Disturbing me intentionally using phone, email or social media	79,0	10,1	5,0	2,5	3,4
Slandering, or spreading gossip unfoundedly about me	59,1	13,3	13,2	4,9	9,5
Accusing me of being inconsistent or implying that I am unreliable	66,6	12,0	10,4	5,0	5,9
Making negative implications or ridiculing about my private life	71,7	14,5	6,0	5,0	2,8
Calling me with humiliating nicknames	80,9	7,9	6,0	3,2	1,9
Teasing me with any discomfort or physical disability; imitating my body movements or voice to humiliate me	<b>82,7</b>	<b>6,4</b>	<b>4,7</b>	4,1	2,2
Teasing and humiliating me due to my religious values	65,2	10,8	11,6	7,3	5,0
Behaving me by implying negatively about my place of birth, where I came from or my ethnicity	64,0	16,4	9,5	4,6	5,5
Making jokes containing sexual content, actions, suggestions or proposals	77,8	7,2	9,6	2,3	3,1
Threatening that imply physical violence	79,7	10,6	4,9	2,6	2,2
Treating my personal items as if they were accidentally damaged or doing serious harm	81,6	8,4	3,6	3,2	3,1

### 3.3.1. Score of Exposure to Mobbing

A 5-point Likert scale was used to measure teachers' mobbing experiences by 51 articles. 'Never:' 1, 'Rarely:' 2, 'Sometimes:' 3, 'Mostly:' 4 and 'Always:' were numbered as 5 with scores starting from 1 to 5, and from negative to positive. For each teacher who answered the questionnaire, the response scores given to this 51 article-scale were summed up, and the score for exposure to mobbing was calculated. Accordingly, the score of exposure to mobbing for each teacher who answered the questionnaire was classified within the lower and upper limits, with a minimum of 51 (exposed to at least one mobbing article) and a maximum of 255 points. By using this perception score, which was calculated for each teacher, the following results were determined through utilizing the Variance Analysis

(ANOVA) and Independent Samples T-Test regarding whether there were statistically significant differences in terms of perception score averages and other variables such as province, gender, age group, working time, marital status and educational status. After determining the significant results through ANOVA test, a TUKEY test was also performed, so that from where these significant differences originated was revealed as a result of the binary test.

**Table 29.** *Distribution of Scores for Exposure to Mobbing by Teachers' Provinces and ANOVA results*

Provinces	Average	n	ss	F	P
Adana	88,64	72	31,836		
Ankara	103,99	139	49,248		
Erzurum	96,57	14	11,202		
İstanbul	89,70	173	36,167		
İzmir	82,02	91	30,924		
Kayseri	73,28	36	16,963		
Malatya	81,77	43	22,317	9,138	0,001
Sakarya	122,18	88	43,560		
Samsun	92,72	46	36,666		
Tekirdağ	98,47	60	42,866		
Trabzon	84,41	29	17,504		
Şanlıurfa	75,90	30	23,611		
<b>Total</b>	<b>93,76</b>	<b>821</b>	<b>38,995</b>		

### 3.3.2. Province

The average number of teachers' exposure to mobbing was calculated as 93.76 on a provincial basis. Accordingly, the average score of teachers' exposures to mobbing in eight provinces (Adana, İstanbul, İzmir, Kayseri, Malatya, Samsun, Trabzon, Şanlıurfa) was below the general average; however, it was above in four provinces (Ankara, Erzurum, Sakarya, Tekirdağ). Among the 12 provinces, while Sakarya had the highest average of teachers' exposure to mobbing, Kayseri province had the lowest average.

### 3.3.3. School Type

**Table 30.** *Distribution of Scores for Exposure to Mobbing by Teachers' School Type and ANOVA Results*

School Type	Average	n	ss	F	P
Pre-school	100,54	26	47,470		
Primary School	88,25	170	33,943		
Secondary School	82,98	262	28,119	16,731	0,001
Secondary Education	103,63	363	44,514		
<b>Total</b>	<b>93,76</b>	<b>821</b>	<b>38,995</b>		

According to the analysis presented in Table 30 and the following results of the TUKEY test; the average exposure to mobbing of teachers working in secondary education institutions was higher than the teachers working in primary and secondary schools. When these values were compared with the mobbing perception values basing on the type of school in which the teachers employed, the average perception scores of teachers working in secondary education regarding mobbing

was low, and the average of exposure to mobbing was higher than other school types. This shows that there is a relationship between mobbing perception level and exposure to mobbing for this school type. Accordingly, it suggests that since the teachers who work in secondary education institutions have low mobbing perception, this has also an effect on increasing their exposure to mobbing.

### 3.3.4. Gender

The average scores of female and male teachers' exposures to mobbing was almost the same.

**Table 31.** *Distribution of Scores for Exposure to Mobbing by Teachers' Gender and Independent Samples T Test Results*

Gender	Average	n	Ss	t	P
Female	92,58	384	38,193	0,809	0,419
Male	94,79	437	39,701		

### 3.3.5. Working Period

When the average of exposure to mobbing of the teachers who participated in the research was analyzed in terms of the working period, the average score of exposure to mobbing of teachers with 21 years of working period was higher than the groups of 16-20 years, 6-10 years, 11-15 years and 5 years and below, respectively. The average score of teachers exposed to mobbing was higher than the average. In other words, the more the working time increases, the more the exposure of teachers to mobbing increases.

**Table 32.** *Distribution of Scores for Exposure to Mobbing by Teachers' Working Periods and ANOVA Results*

Total Working Period	Ort.	N	ss	F	P
5 Years and Less	88,95	105	36,073		
6-10 Years	91,01	172	33,138		
11-15 Years	90,63	197	41,872	3,543	0,007
16-20 Years	92,26	136	40,407		
21 Years and More	102,28	211	40,143		
<b>Total</b>	<b>93,76</b>	<b>821</b>	<b>38,995</b>		

### 3.3.6. Educational Status

**Table 33.** *Distribution of Scores for Exposure to Mobbing by Teachers' Educational Statuses and ANOVA results*

Education Status	Ort.	N	ss	F	P
Associate Degree	71,00	30	17,463		
Bachelor's Degree	93,62	654	39,084	6,646	0,001
Master's Degree – Doctorate	99,42	137	40,274		
<b>Total</b>	<b>93,76</b>	<b>821</b>	<b>38,995</b>		

The research results showed that the average score for exposure to mobbing of teachers, who have associate degree, was less than the average score for exposure to mobbing of teachers who have Master's Degree and Doctorate.

**Table 34.** *The PEARSON Relation Test Result between Teachers' Perception Scores for Exposure to Mobbing and Scores of Actual Exposure to Mobbing*

Education Status	N	r	P
Perception Score	821	0,242	0,001
Exposure Score	821		

There was a positive; however, weak correlation between teachers' scores of exposures to mobbing and mobbing perception scores.

### 3.3.7. Exposure Number to Mobbing

**Table 35.** *Exposure Number of Teachers to Mobbing Throughout Their Working Life*

How many times have you been exposed to mobbing during your working life?	n	%
Once	226	26,4
2 to 5 times	397	46,5
6 to 9 times	73	8,5
10 time and more	159	18,6
<b>Total</b>	<b>855</b>	<b>100,0</b>

The results revealed that approximately half of the teachers were exposed to mobbing 2 to 5 times during their working life.

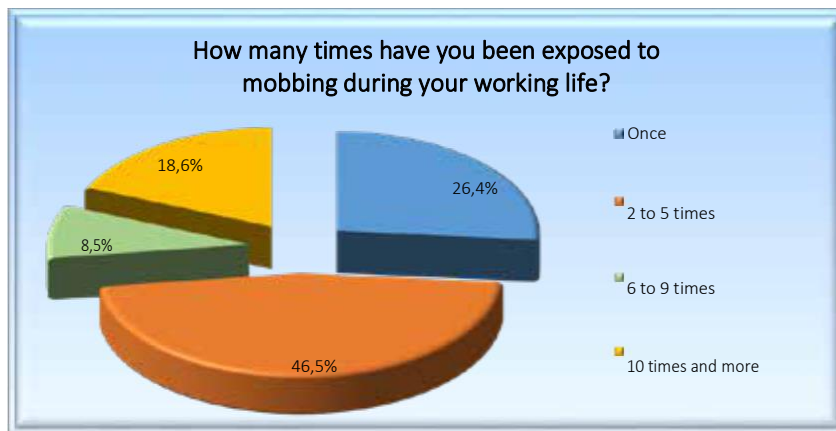


Chart 11. Exposure Number of Teachers to Mobbing Throughout Their Working Life

### 3.4. The Most Effected Mobbing Type

The data analysis and findings related to the mobbing, which teachers were exposed to and as well as were affected the most, were given below in Tables and Charts.

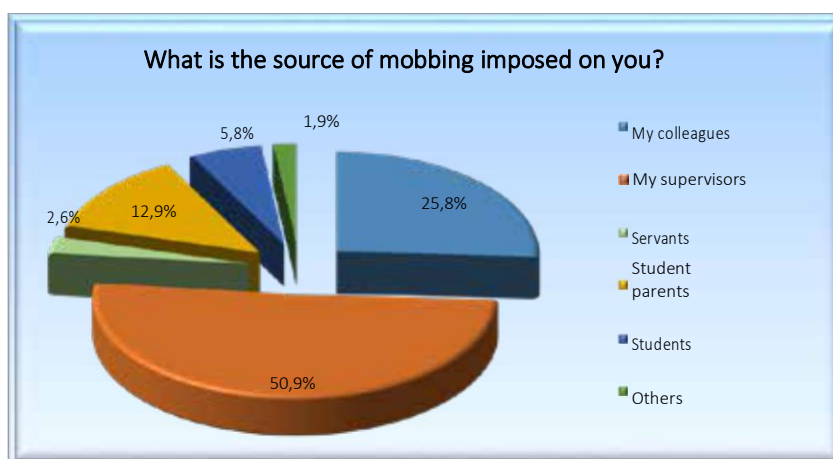
#### 3.4.1. Source of the Most Effected Mobbing Type

Table 36. Source of Mobbing Imposed on Teachers

What is the source of mobbing imposed on you? (multiple choice)	n	%
My colleagues	386	25,8
My supervisors	761	50,9
Servants	39	2,6
Student parents	193	12,9
Students	87	5,8
Other	28	1,9
<b>Total</b>	<b>1494</b>	<b>100</b>

According to the results of the research, half of the teachers, who were exposed to mobbing, referenced their administrators as the source of mobbing imposed on them, and as well as the ones they were affected most. This is followed by colleagues, student parents, students, servants and those in the 'other' group, respectively.





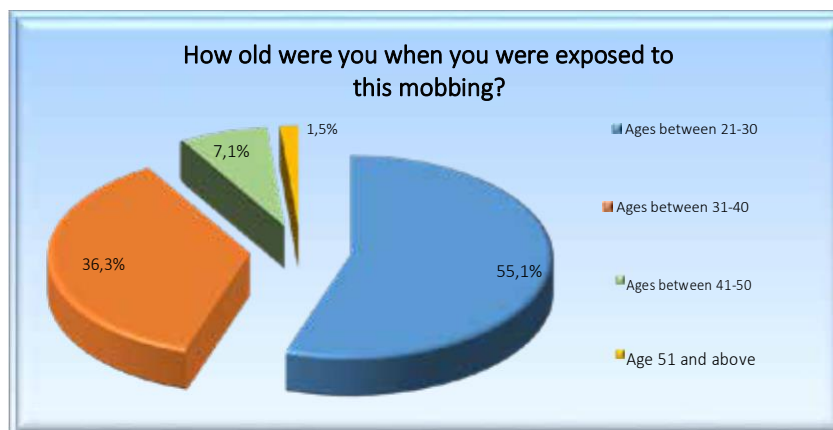
**Chart 12.** *Source of Mobbing Imposed on Teachers*

### 3.4.2. Age of Exposure to the Most Effected Mobbing Type

**Table 37.** *Age of Teachers at the Time of Exposure to Mobbing They were Most Affected*

How old were you when you were exposed to mobbing?	n	%
Ages Between 21-30	488	55,1
Ages Between 31-40	321	36,3
Ages Between 41-50	63	7,1
Age 51 and Above	13	1,5
<b>Total</b>	<b>885</b>	<b>100,0</b>

The research results demonstrated that more than half of the teachers, who were exposed to mobbing, experienced their mobbing exposure between the ages of 21 to 30, and as the time passed by, their rate of exposure to mobbing, to which they were affected the most, decreased gradually. Accordingly, the exposure to mobbing most affected; however, it decreased down to 1.5% within the age group of 51 and above.



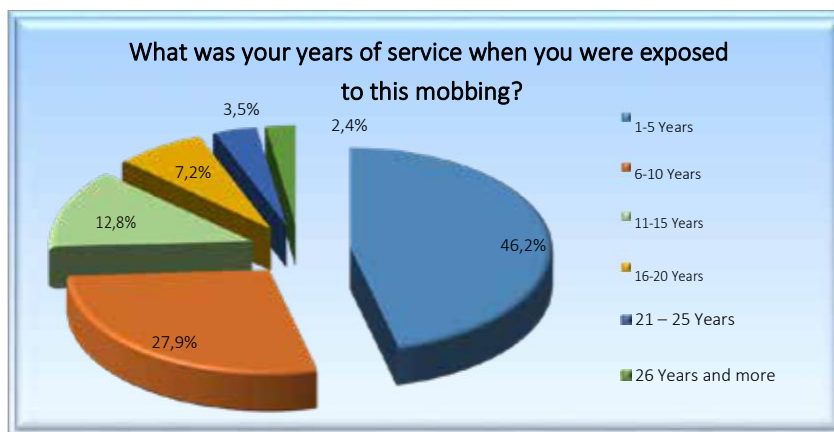
**Chart 13.** *Age of Teachers at the Time of Exposure to Mobbing They were Most Affected*

### 3.4.3. Service Year During the Exposure Period of the Most Effected Mobbing

**Table 38.** *Service Years of Teachers at the time of Exposure to Mobbing They were Most Affected*

What was your years of service when you were exposed to this mobbing?	N	%
1 – 5 Years	384	46,2
6 – 10 Years	232	27,9
11 – 15 Years	106	12,8
16 – 20 Years	60	7,2
21 – 25 Years	29	3,5
26 Year and more	20	2,4
<b>Total</b>	<b>831</b>	<b>100,0</b>

The results revealed that about 1 out of 2 teachers (46.2%) remained in the first 5 years of their profession in terms of exposure to mobbing they were affected most. However, it was observed that a significant portion of the teachers (27.9%) was exposed to mobbing within their 6-10 years of services. Accordingly, 3 out of 4 teachers (74,1) were exposed to mobbing in the first 10 years of their professional life.



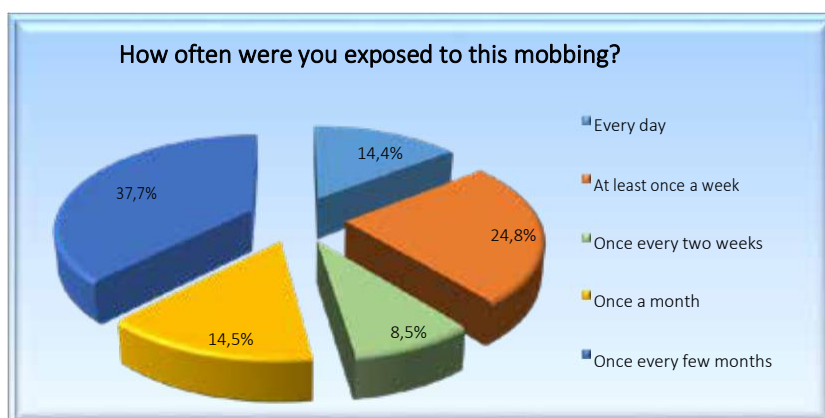
**Chart 14.** *Service Years of Teachers at the time of Exposure to Mobbing They were Most affected*

### 3.4.4. Frequency of Exposure to the Most Effected Mobbing Type

**Table 39.** *Frequency of Teachers' Exposure to the Mobbing Most Affected*

How often were you exposed to this mobbing?	N	%
Every day	110	14,4
At least once a week	189	24,8
Once every two weeks	65	8,5
Once a month	111	14,5
Once every few months	288	37,7
<b>Total</b>	<b>763</b>	<b>100,0</b>

Of all the teachers, 14.4% were exposed to the mobbing, to which they were most affected, every day, 24.8% at least once a week, 8.5% once every two weeks, 14.5% once a month, and 37% of them were exposed once every few months.



**Chart 15.** Teachers' Frequency of Exposure to Mobbing Most Affected

### 3.4.5. Duration of Exposure to the Most Effectuated Mobbing Type

**Table 40.** Duration of Teachers' Exposure to Mobbing Most Affected

S	How long did this mobbing imposed to you last for? (month)	n	%
1	1	32	7,9
2	2	23	5,7
3	3	19	4,7
4	4	14	3,5
5	5	1	,2
6	6	8	2,0
7	7	2	,5
9	9	4	1,0
12	12	110	27,3
18	18	9	2,2
20	20	6	1,5
24	24	67	16,6
30	30	4	1,0
36	36	36	8,9
48	48	17	4,2
54	54	4	1,0
60 and above	60 and above	47	6,5
<b>Total</b>		<b>403</b>	<b>100,0</b>

While the rate of teachers who stated that the mobbing action lasted for 12 months was 27.3%, the ratio of those teachers who stated that it lasted for 24 months was 16.6%. However, the rate of teachers who indicated that mobbing action lasted for 5 years or more was 6.5%.

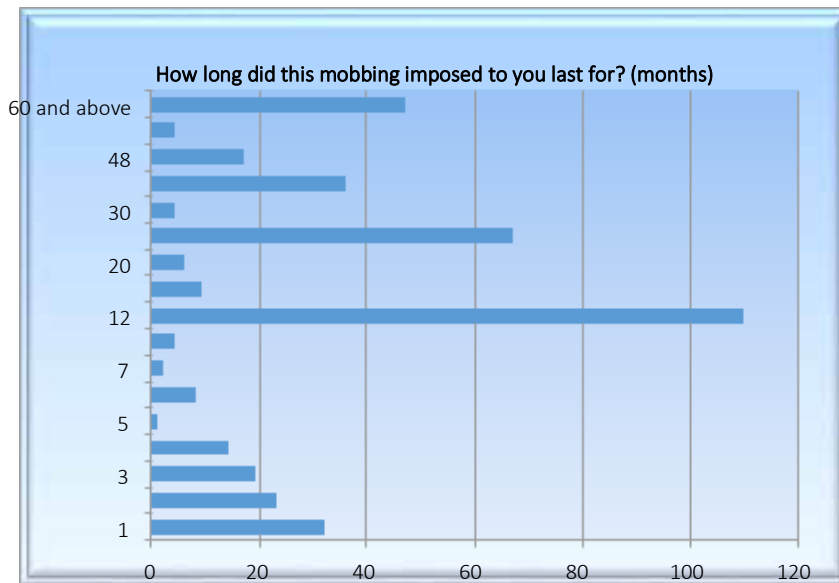


Chart 16. Teachers' Duration of Exposure to Mobbing Most Affected

### 3.4.6. Gender of Persons Imposing the Most Effected Mobbing Type

Table 41. Gender of Persons Imposing Mobbing Teachers were Most Affected

What is/are the genders of person/persons who imposed this mobbing on you?	n	%
Only males	377	43,3
Only females	58	6,7
Both females and males	420	48,3
Only male students	2	,2
Both female and male students	13	1,5
<b>Total</b>	<b>870</b>	<b>100,0</b>

While the majority of teachers (48.3%) stated that they were both males and females who imposed the mobbing they were most effected within their working lives, about 43.3% of the teachers stated that it was only the males, and 6.7% stated that it was only the females imposing the mobbing. According to these results, it was understood that the most affected mobbing was usually imposed by males.

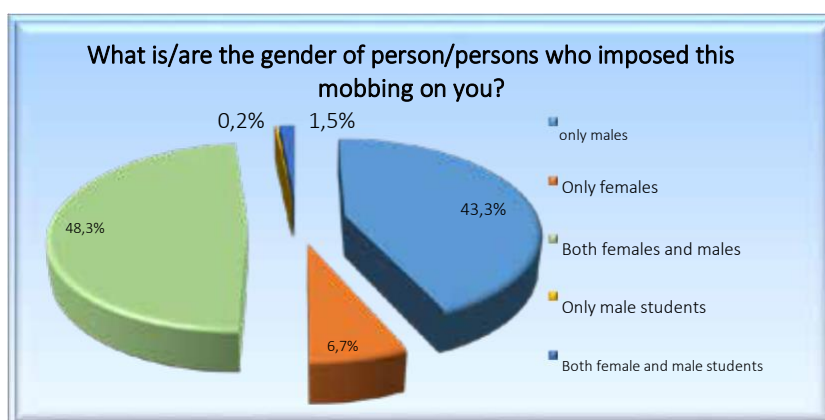


Chart 17. Gender of Persons Imposing Mobbing Teachers were Most Affected

### 3.4.7. Reason for the Most Effectuated Mobbing Type

Table 42. Reason/Reasons of Mobbing Imposed on Teachers

What is the reason for this mobbing imposed on you? (Multiple choice)	n	%
My gender	104	4,8
My marriage status	50	2,3
My physical appearance	111	5,2
Competition in working environment	319	14,9
Mismanagement	494	23,0
Personality disorder	256	11,9
My ethnic identity	77	3,6
My religious beliefs	308	14,3
My political ideas	313	14,6
Other reasons	115	5,4
<b>Total</b>	<b>2147</b>	<b>100</b>

The reason/reasons for the mobbing, by which the teachers were most affected, was attempted to be measured with a multiple-choice question. Accordingly, weakness in management (mismanagement) (23%), competition in a working environment (14.9%), political ideas (14.6%) and religious beliefs (14.3%) were in the top four reasons among the mobbing most affected. Ethnic identity (3.6%) and marital status (2.3%); however, were among the last two places on the reasons list of mobbing most effected.

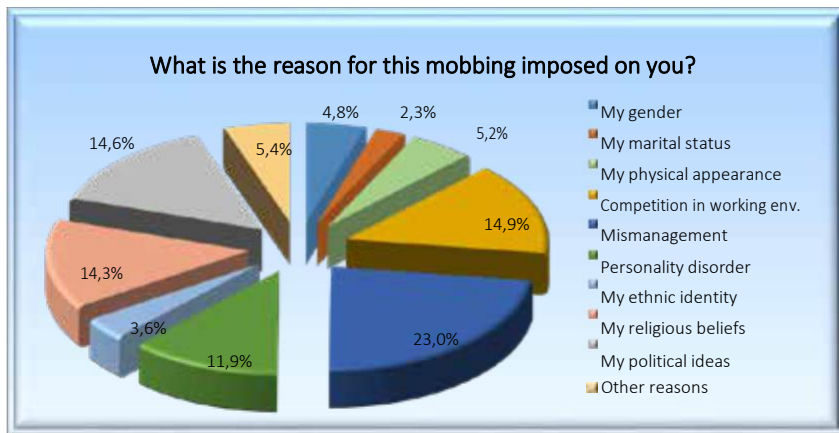


Chart 18. Reason/Reasons of Mobbing Imposed on Teachers

### 3.4.8. Persons Exposed to Mobbing

Table 43. Persons Experiencing the Same or Different Mobbing Actions Most Affected Around Teachers Environment

Were there any individual (s) who were subjected to the same or different mobbing action other than you in your environment?	n	%
Yes	763	88,7
No	35	4,1
I do not know	62	7,2
<b>Total</b>	<b>860</b>	<b>100,0</b>

The vast majority (88.7%) of the teachers who were exposed to mobbing in working life stated that there were other individual/individuals who were also exposed to the same or different mobbing in their environment.

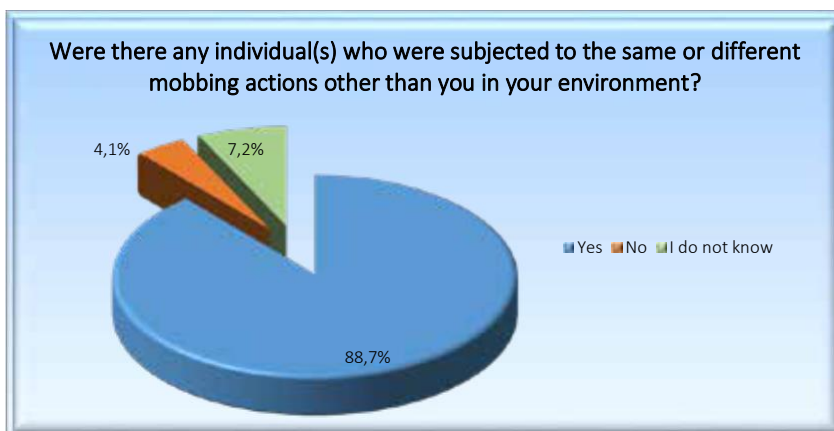


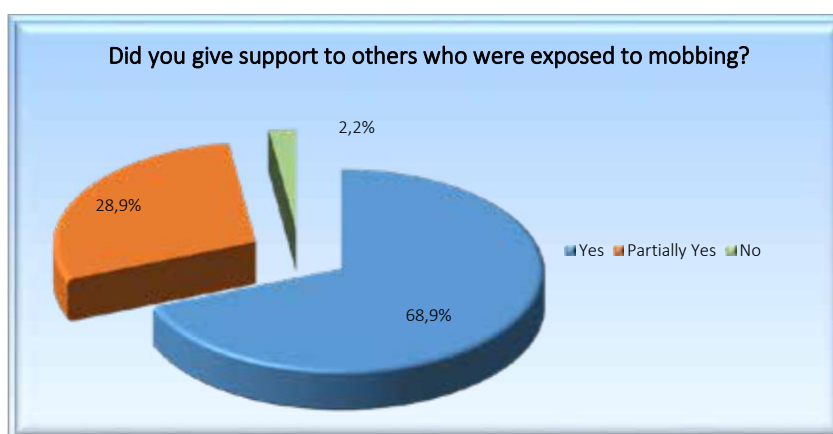
Chart 19. Persons Experiencing the Same or Different Mobbing Actions Most Affected Around Teachers Environment

### 3.4.9. Supporting the Persons Exposed to Mobbing

**Table 44.** Teachers' Support Status Experiencing the Same or Different Mobbing Actions Most Affected Around their Environment

Did you give support others who were exposed to mobbing?	n	%
Yes	503	68,9
Partially Yes	211	28,9
No	16	2,2
<b>Total</b>	<b>730</b>	<b>100,0</b>

Two out of three teachers (68.9%) stated that they supported individual/individuals who were exposed to the same or different mobbing actions in their environment during the period when they were also exposed to mobbing in their working life.



**Chart 20.** Teachers' Support Status Experiencing the Same or Different Mobbing Actions Most Affected Around their Environment

### 3.5. Status of Knowing the Legal Rights

**Table 45.** Teachers' Status of Knowing Their Legal Rights When Exposed to Mobbing They were Most Affected

Did you know what your legal rights were during the mobbing process?	n	%
Yes	279	34,1
Partially Yes	332	40,5
No	208	25,4
<b>Total</b>	<b>819</b>	<b>100,0</b>

Approximately 34.1% of the teachers, who were exposed to mobbing in their professional life, stated that they knew what their legal rights were during the mobbing process; however, 40.5% knew it partially and 25.4% did not know anything.

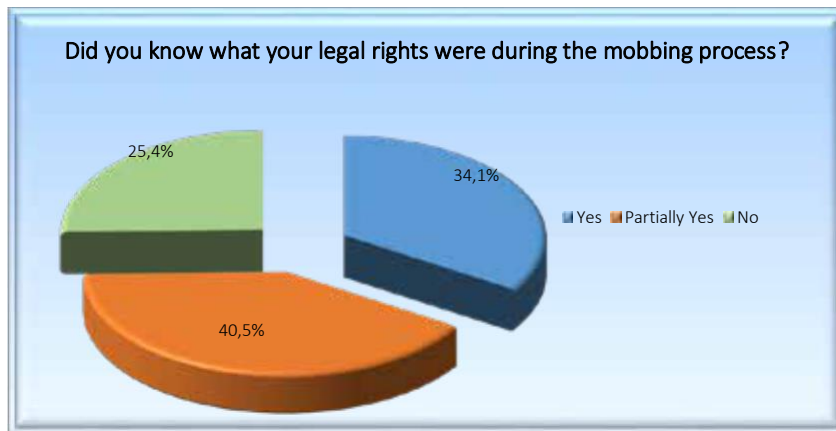


Chart 21. Teachers' Status of Knowing Their Legal Rights When Exposed to Mobbing They were Most Affected

### 3.6. Attitudes of Teachers Towards the Mobbing Exposed

Table 46. Attitudes of Teachers Towards the Mobbing Imposed on Them

What did you do against this mobbing action? (multiple choice)	N	%
I asked for support from my friends	315	21,6
I did not/I could not/I did not want to do anything	287	19,7
I asked for my appointment	195	13,4
I consulted with my syndicate	176	12,1
I used the official complaint mechanism other than the school had	139	9,5
I used the formal complaints mechanism within the school	110	7,5
Other	82	5,6
I got support from a lawyer; I consulted the bar	51	3,5
I resigned	29	2,0
I turned to the prosecution	26	1,8
I made a complaint to other public institutions	22	1,5
I filled a lawsuit	18	1,2
I applied to NGOs aimed at fighting against mobbing or violence	10	0,7

With the assistance of multiple-choice questions, it was tried to be measured how the teachers developed their attitudes towards mobbing to which they were exposed and most affected. Accordingly, the teachers (21.6%) most frequently marked the option of 'I asked for support from my friends' in the face of the mobbing they were exposed to the most. The option of 'I did not/I could not /I did not want to do anything' was the second most marked choice. However, the options such as 'I turned to the prosecution', 'I made a complaint to other public institutions', 'I filled a lawsuit', 'I applied to NGOs aimed at fighting against mobbing or violence' were the least marked. Compared to the data obtained from the question measuring the status of legal rights against mobbing, these data revealed that the majority (74.6%) of the teachers, to which they were exposed, did not make any attempt to seek their rights, even if they knew their legal rights partially or completely.



**Table 47.** *Teachers' Reasons for Doing Nothing Against the Mobbing to Which They Were Imposed*

<b>If you mark the option of 'I did not/I could not /I did not want to do anything', What is the reason? (multiple-choice)</b>	<b>n</b>	<b>%</b>
To think that the situation will change even if I make a complaint	204	41,5
Not to have information about my legal rights	57	11,6
To think that there are such behaviors in every workplace	53	10,8
To think that administration will not believe me	41	8,4
To accept the status	38	7,7
To be afraid of losing my job	33	6,7
Not to be considered as a problematic person	27	5,5
Other	24	4,9
To be afraid of reactions from my environment in case this even is heard	14	2,9

As a separate question; the teachers, who responded to the question of mobbing to which they were exposed to as 'I did not/I could not /I did not want to do it', were asked why they did not take any action to prevent the mobbing they were exposed to. Nearly half (41.5%) of the teachers who answered the question stated that they did not attempt to prevent the mobbing they were exposed to because they thought the situation would not change even if they made a complaint.

### 3.7. Attitudes of the Workplace Employments and Environment towards the Exposed Mobbing

**Table 48.** *Attitudes of Environment Towards Mobbing Period Imposed on Teachers*

<b>During your exposure to this mobbing, which of the following behaviors did you see from your colleagues, supervisors or from the outside environment with regard to increase or continuation of mobbing, (multiple-choice)</b>	<b>n</b>	<b>%</b>
It was implied that claiming my rights would not yield any results	191	11,9
I encountered discriminatory rules	180	11,3
My complaint/complaints were ignored	148	9,3
Unfounded complaints or accusations against me increased	113	7,1
My complaints were considered unfair and acted as if I was guilty	110	6,9
I was treated as different compared to other teachers in lesson hour and free day practices	97	6,1
Other	84	5,3
I was asked to apologize and compromise	66	4,1
I encountered obstacles leading to loss of rights in my appointment, promotion or administrative affairs	59	3,7
I was more isolated	57	3,6
I encountered with more insult	56	3,5
My petition/petitions were not put into process	48	3,0
Someone was appointed to follow me	45	2,8
A record was continuously kept about me	44	2,8
I was punished with disciplinary action after a disciplinary investigation	42	2,6
I was not allowed to participate in activities that could provide personal and professional development	40	2,5
More teaching load was given	34	2,1
I was forced to do jobs, which would affect my self-esteem, self-confidence or reputation, others do not wanted to do	28	1,8
I was implied and told that it was the best to quit the job	26	1,6
I was exiled	25	1,6
No teaching lesson was given to me	23	1,4
Lessons given to me was taken from me	19	1,2
My health reports were ignored	19	1,2
My appointment request was rejected	18	1,1
I was suspended from my duties	13	0,8
I was implied and told that I need treatment	6	0,4
I received disciplinary punishments for different reasons in a row	5	0,3
I received disciplinary punishments for the same reason in a raw	4	0,3

Teachers were also asked what attitudes did the workplace employees and people around their environment adopted about the violence to which they were exposed. The majority of the teachers (11.9%) answered this question that they were implied that claiming their rights would not yield any results. Thus, this result was thought to be one of the reasons why the teachers answered the question of ‘why they did not make any attempt to prevent the mobbing they were exposed to’ as giving the following answer: ‘thinking that the situation will not change even if I complain.’

### 3.8. Experience Gained by the Mobbing

**Table 49.** *Experience Gained as a Result of Mobbing Imposed on Teachers*

<b>From the following situations caused by this mobbing, which of the followings below have you experienced? (multiple-choice)</b>	<b>n</b>	<b>%</b>
Stress	416	20,6
Decreasing desire to go to work place	373	18,5
Feeling socially excluded or lonely	172	8,5
Feeling worthless or dissipatedness	169	8,4
Increase in the desire to quit the job	120	6,0
Dizziness and headache	115	5,7
Insomnia or sleeping excessively	95	4,7
Decrease in teaching success	83	4,1
Fear of the future or deep anxiety	69	3,4
Exclusion or ignorance by the friends	68	3,4
Depression	68	3,4
Problem in relation with family members	65	3,2
Allergic reactions	44	2,2
Digestive system diseases	38	1,9
Other	35	1,7
Cardiovascular system diseases	28	1,4
Problems of unemployment and financial difficulty	21	1,0
Weight loos or weight gain	18	0,9
Excessive acne	10	0,5
Panic attack and anxiety	9	0,4

When Table 49 is examined; it is understood that teachers experienced various psychological, social, physiological, etc. problems as a result of the mobbing to which they were exposed and most affected. Accordingly, teachers mostly experienced stress (20.6%), decreasing desire to go to work (18.5%), social exclusion or loneliness (8.5%), worthlessness or dissipatedness (8.4%), increasing willingness to quit the job (6%), and other various physiological disorders, respectively.

## CHAPTER FOUR

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# RESULT AND DISCUSSION

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This research, which aimed at determining perceptions and experiences related to mobbing of teachers in Turkey, carried out in primary and secondary education schools revealed primarily that approximately half of the teachers (45.7%) who participated in the research; in other words, 1 out of 2 teachers were somehow exposed to mobbing during their professional lives. This result further demonstrated that mobbing, which is also defined as psychological violence, was very common among teachers working in primary and secondary education institutions.

The prevalence of mobbing and its duration are among the factors affecting people who are exposed to mobbing. Because, as the mobbing action intensifies and its duration increases, its effect also increases, and the damage it will cause may also increase as well (Davenport et al., 2003). Accordingly, about 39.2% of the teachers, who participated in the research, stated that they were exposed to mobbing action, to which they were most affected, at least once a week, and 24% of the teachers said that the mobbing they were mostly exposed lasted more than six months. In addition, it was determined by the research that the majority of teachers, who exposed to mobbing, had experienced mobbing more than once (73.6%). Briefly, the results of the research demonstrated that considering the frequency of mobbing exposure (at least once a week) and duration of mobbing (at least six months), which is considered to be the two main determinants of theory, the teachers were significantly affected by the mobbing they were exposed to.

In terms of the teachers who were exposed to mobbing, the starting point of this research was that the mobbing is a human rights violation problem. Therefore, the results of the research primarily emphasized that mobbing has been a violation of human rights, furthermore, mobbing has been evaluated with the understanding that it is a violation type leading up to a series of social problems.

## 4.1. Mobbing Perception and Experiences of Teachers

The results of the research were first examined within the framework of the data showing how the mobbing phenomenon formed an image in teachers' minds, and how they experienced mobbing.

### 4.1.1. Mobbing Perception and Experiences of Teachers by Provinces

Without showing the Tables, which contained the articles of attitudes and behaviors defined as mobbing, teachers were asked the question of *'Have you been exposed to mobbing in any way during your employment?'*, and 45.7% of the teachers responded to this question as 'yes.' When the distribution of the teachers, who answered the question as 'yes', was examined in accordance with their provinces, it was observed that Sakarya, Samsun, and Trabzon provinces were at the top three places; however, Şanlıurfa, Erzurum and Kayseri provinces were in last three rows.

Through analyzing the tables containing attitudes and behaviors defined as mobbing; when the average of teachers' mobbing perception score was analyzed by provinces, the first three provinces with the highest average perception scores were Istanbul, Sakarya, and Tekirdağ; however, the three provinces with the lowest perception scores were Samsun, Kayseri, and Malatya, respectively.

When the mobbing experience scores of teachers were evaluated based on provinces through analyzing the tables containing attitudes and behaviors defined as mobbing; the top three provinces with the highest mobbing scores were determined as Sakarya, Ankara, and Tekirdağ; however, the three provinces with the lowest mobbing scores were listed as Malatya, Şanlıurfa, and Kayseri, respectively.

Within the framework of these data, it was observed that the teachers participating in the research did not have a significant relationship between mobbing perception and mobbing experiences. However, in terms of some provinces, it could be tellable that there was a significant relationship between teachers' perception and mobbing experiences. Accordingly; for instance, among those teachers who were asked as 'Have you been exposed to mobbing in any way during your employment?' without showing the tables containing attitudes and behaviors defined as mobbing, Sakarya was the top province responding to the question as 'yes' (72.7%). Sakarya was also the province with the highest (122,18) score of mobbing experience, which is determined through Tables containing attitudes and behaviors defined as mobbing. In addition, it was observed that the second (162,12) province with the highest average of mobbing perception score, which was determined over Tables containing attitudes and behaviors defined as mobbing, was also Sakarya province. Therefore, it was conferred that the awareness level against mobbing was high in Sakarya province where the teachers had the most mobbing experience; In other words, and as it only held for Sakarya province, it was possible to assess that the more the exposure to attitudes and behaviors defined as mobbing, the greater the perception of mobbing. Research data also revealed that having higher mobbing perception among the teachers in Sakarya could not prevent mobbing in the current situation.

Among those teachers who were asked as 'Have you been exposed to mobbing in any way during your employment?' without showing the tables containing attitudes and behaviors defined as mobbing, Kayseri; however, was the province responding to the question as 'no' (67.7%). Kayseri was also the province with the lowest (73,28) score of mobbing experience, which is determined through Tables containing attitudes and behaviors defined as mobbing. In addition, it was observed that Kayseri was the second (125,94) province with the lowest average of mobbing perception score determined over Tables with attitudes and behaviors defined as mobbing. Therefore, in Kayseri, where the teachers had the least mobbing experience, the level of awareness about mobbing was also low; In other words, and as it only held for Kayseri, it was possible to assess in the following format that the less the exposure to attitudes and behaviors defined as mobbing, the lower the mobbing perception rate.

When the Tables containing the data obtained based on provinces regarding the mobbing perception and experiences of the teachers were examined, it was thought that similar evaluations could also be made for Ankara, Tekirdağ, Adana, İzmir, and partly Malatya provinces.

### 4.1.2. Mobbing Perception and Experiences of Teachers in Terms of School Types

Without showing the tables containing articles of attitudes and behaviors defined as mobbing; when the teachers were asked the question of *'Have you been exposed to mobbing in any way during your employment?'*, about 45.7% of them answered the question as 'yes'. When the proportional distribution of the teachers who answered the question as 'yes' was analyzed based on their school types, the secondary education institutions and secondary schools were listed on the first two places; however, it was observed that the primary and pre-schools were listed as the last two types.

When the average mobbing perception scores of the teachers were examined by school types showing the tables containing attitudes and behaviors defined as mobbing, the first two school types with the highest average perception score were determined as pre-school and primary school, respectively; it was also shown that the school type with the lowest average perception score was the secondary education institutions.

When the scores of teachers' mobbing experience were evaluated in terms of school types through the tables, which contain attitudes and behaviors defined as mobbing, the scores of the secondary education institutions were determined as higher than the primary and secondary schools.

In the light of these data, it was considered necessary to give priority to the development of policies to raise awareness about attitudes and behaviors, which were defined as psychological violence, in the workplaces, especially for the secondary education institutions, by also taking into account the contributions to raise awareness about individual rights and freedoms.

### 4.1.3. Mobbing Perception and Experiences of Teachers in Terms of Educational Status

The averages of mobbing perception score and mobbing experience score of the teachers, who had an associate degree, was lower than the averages of mobbing perception scores and mobbing experience scores of those teachers with bachelor's degree and master's degree/doctorate. On the other hand, the averages of mobbing perception scores and mobbing experience scores of the teachers with a master's degree/doctorate were higher than the average of mobbing perception scores and mobbing experience scores of the teachers who had an associate degree and bachelor's degree. Accordingly, the research results demonstrated that there was a relationship between teachers' education level and their mobbing perceptions; as the level of education got higher, the awareness about mobbing increased; however, it was determined that as the level of education got higher, the awareness about mobbing did not prevent teachers to get exposed to mobbing alone. It was also inferred from the research results that teacher's having a lower education level than undergraduate and graduate/doctorate degrees, and their lower level of mobbing perception did not make them more prone to mobbing. In short, having a high or low level of awareness about mobbing in terms of educational status does not have an effect on reducing or increasing mobbing exposure.

#### 4.1.4. Mobbing Perception and Experiences of Teachers in Terms of Working Period

The results of the research revealed that there was an inverse proportion between teachers' working period and mobbing experience. Accordingly, the teachers who had a working experience for 21 years and more had a lower perception score than those who had a working period for 20 years or less (126.03); however, their mobbing experience scores were higher (102.28). On the other hand, teachers having the teaching experience for 5 years or less had higher mobbing perception scores than those who had teaching experience for 6 years or more (164.18); however, their mobbing experience score was lower (88.95).

In Turkey, the awareness-raising activities have recently been initiated that mobbing is a type of psychological violence at working place; however, employees and the public have not yet been informed adequately on the issues of actually what the mobbing is, and how to struggle against mobbing, and the legal regulations to prevent mobbing have not yet been put in practice. In this context, the mobbing perception scores of teachers who had teaching experiences for 21 years or more were low; in other words, there was an understandable aspect in the mindsets of the teachers in this group since mobbing did not find a response in their mind as psychological violence. Also, it is considered an expected result that the mobbing experience would increase as the working period increases.

Having a perception score of teachers, who have been employed for 5 years or less is higher than those who have been employed for 6 years or more, seems to be explained by the recent coincidence of accepting mobbing as a form of violence. However, the fact that the teachers who have been just at the beginning of their professional lives have less mobbing experience than the teachers with longer working time, is far from being explained by a high level of mobbing perception only. Indeed, it was confirmed by this research that a high perception of mobbing had no effect on reducing the mobbing experience in all cases. Therefore, even though the mobbing perception level is high, it is predicted that the mobbing experience will increase as the working time extends; however, to prevent mobbing, it is thought that it is necessary to prepare legal arrangements and put them into practice that will provide sanctions against mobbing as well as increasing awareness.



## 4.2. Exposure to Mobbing and Gained Experience

### 4.2.1. Attitudes of Teachers Against the Mobbing Exposed

As emphasized earlier, this research, which was conducted in the form of representing throughout Turkey, revealed that nearly half of the teachers were exposed to various violent contents defined as mobbing during their lives. At this point, the issue of what kind of attitude the teachers adopted towards withstanding the mobbing they were exposed to becomes an important issue in terms of prevention of mobbing or affecting its continuity. In this context, the question of *'What did you do against this mobbing action?'* was asked to the teachers. The teachers mostly (21.6%) answered this question by selecting the option of *'I asked for support from my friends.'* The option of *'I did not do anything/I could not/I did not want to do'* was the second most marked (19.7%) choice. On the other hand, the options such as *'I applied to the Prosecutor's Office'*, *'I made complaints to other public institutions'*, and *'I filed a lawsuit'* articles were the least marked choices by the teachers.

If it was remembered, the teachers had answered the question of *'Did you know what your legal rights were during the mobbing process?'* as *'yes'* and *'partially yes'* with a high percentage of 74.6%. This can be considered as a contradictory situation, in that, they preferred to use their legal rights very little in the face of mobbing to which they were exposed. One reason for this situation is thought to be the disconnection between teachers' knowing their legal rights and using their legal rights against mobbing; and the reason for this disconnection is thought to be the result of not being internalized/cannot be internalized too much as a requirement of fundamental rights and freedoms, when the legal rights have to be necessarily used.

The further question of *'If you have selected the option of -I did not/ I could not/I did not want to do anything-, what was the reason?'* was directed to the teachers who answered the initial question of *'What did you do against this mobbing action? as 'I did not do anything/I could not/I did not want to do.'* Approximately, half of the teachers (41.5%), who answered the initial question, also answered the further question by selecting the option of *'the situation would not change even if I made a complaint.'* This option was the most marked choice among the other choices regarding the question.

The fact that the teachers did not attempt to end mobbing due to the thought that they could not change the situation in the face of mobbing they were exposed to can be accepted as an indicator of learned helplessness. The learned helplessness can be expressed as an espousing of the situation as a result of the person being exposed to the unwanted behavior, and learning in a way that they cannot prevent the behavior they are exposed to. Besides, knowing that he/she is not the only person who was exposed to mobbing but also there are others increases the threshold of putting up with the situation (Abramson and Seligman, 1978, p. 55, 66, 68).

Indeed, the teachers participating in the research answered the question of *'Were there any individual (s) in your environment who were exposed to the same or different mobbing actions other than you?'* as *'yes'* at a very high rate of 88.7%. Accordingly, the ideas that teachers had both *'they cannot end the undesired situation to which they were exposed'* and *'they knew that they were not the only one who was exposed to mobbing,'* and they espoused mobbing; in other words, they were in a situation of experiencing the learned helplessness against the mobbing to which they were exposed.

It is thought that attitudes of teachers' close friends were also effective in their thinking in the direction that they could not end the mobbing to which they were exposed, and these were also among reasons why they remained unresponsive and even espoused mobbing in a sense. Because, the question of *'During your exposure to this mobbing, which of the following behaviors did you see from your colleges, supervisors, or from the outside environment with regard increase or continuation of mobbing?'* that was asked to the teachers was answered the most in the option of *'It was implied that claiming my rights would not yield any results.'* Therefore, suggesting and/or implying of the close circles to the mobbed teachers not to seek their rights but to impose seeking for rights would be fruitless would be that it facilitated a tendency towards espousing the current situation rather than struggling against mobbing.

Also, when taking into consideration that the teachers participating in the research answered (75.7%) the question of *'Is there any policy to prevent mobbing in your school'* as *'no'*, it was believed that their thinking about not be able to end the mobbing they were exposed to, and the lack of any policy towards preventing mobbing in the schools, in which they worked, has also important role in their failure against responding to mobbing.

In summary, the conclusions that were reached on what was done to struggle against mobbing were remarkable. While the number of people who used the official complaint mechanism remained very low, espousing, withdrawing, or attempting to stop mobbing by informal means were more dominant (approximately 59%). To explain this situation, when the phrases are brought together such as thinking that the situation will not change even if the complaint is made, not having information about legal rights, espousing the situation, thinking that such behaviors were there in every workplace, and not wanting to be recognized as a problematic person, it is considered that there are important problem areas both individually and institutionally.

## 4.2.2. Experience Gained by the Mobbing

The experiences gained by the teachers who participated in the research as a result of mobbing were evaluated under four groups.

#### 4.2.2.1. Effects of Mobbing Experience on Teachers' Psychology

As a result of mobbing, 20.6% of the teachers stated that they experienced stress, 3.4% depression, 3.4% fear of the future or deep anxiety, and 0.4% panic attacks and anxiety. Accordingly, the psychology of 1 out of every 4 teachers was negatively affected by the exposed mobbing.

#### 4.2.2.2. Effects of Mobbing Experience on Teachers' Family and Social Life

As a result of the exposed mobbing, 8.5% of the teachers felt socially excluded or lonely, 8.4% felt worthlessness or disappointed, 3.4% excluded or ignored by their friends, 3.2% stated that they experienced problems in relations with family members and 1% experienced unemployment and financial difficulties. According to these results, the family and social life of 1 out of 4 teachers was negatively affected by the mobbing.

#### 4.2.2.3. Effects of Mobbing Experience on Teachers' Professional Life

As a result of the exposed mobbing, 18.5% of the teachers stated that they experienced a decrease in the desire to go to the workplace, 6% an increase in the desire to quit the job and 4.1% a decrease in teaching success. Accordingly, 1 out of every 4 teachers was negatively affected by the mobbing to which they were exposed in their professional life.

#### 4.2.2.4. Effects of Mobbing Experience on Teachers' Physiology

As a result of the exposed mobbing, 5.7% of teachers stated that they experienced dizziness and headache, 4.7% experienced insomnia or excessive sleep, 2.2% experienced allergic reactions, 1.9% experienced digestive system diseases, 1.4% experienced cardiovascular system disorders, 0.9% experienced weight loss or weight gain and 0.5% experienced excessive acne.

In general terms, since the phenomenon of violence can be perceived and interpreted in different ways based on time, place, mindset, prejudices and value judgments, a general definition of violence cannot be made. However, it can generally be expressed as a valid judgment that a behavior defined as violence is a negative situation and leads to negative consequences, especially for those who were exposed to violence. As a matter of fact, in the explanations regarding the phenomenon of violence, it is generally pointed out that violence is a negative situation for the exposed people. For example, Michaud defines the violence as: *'There is violence there if someone behaves in a way that does harm whatever the rate in an environment of mutual relations, one or more of the parties, directly or indirectly, collectively or scattered, to the physical integrity of one or more of the others, or their ethical (moral and cultural values), or their property or figurative, symbolic and cultural values'* (Michaud, undated)

Somersan also stated that violence is a negative situation that can be applied in many different ways, especially for those who are exposed to violence; *'It is a phrase in some place, a line, a bullet... the mother's beating, the fist of the father, attack of the husband... in some places... the exclusion of invisible violence, slander, jealousy, denial of friendship, sometimes, just a word, a phrase, violence'* (Somersan, 1996), he stated.

Considering the above-mentioned explanations and regarding that violence is a negative situation, especially for victims of violence, the results of this research demonstrate clearly that mobbing is a form of violence that can lead to multi-faceted destructions such as psychological, social, economic, physiological, etc. for teachers who are exposed to. However, mobbing does not involve a direct and visible attack on one's body integrity, such as physical violence; and it becomes difficult to define it as violence; and associating it with the violation of individual rights and freedoms, as Somersan describes, violent behaviors are often difficult to identify since those behaviors are imposed within the behavioral forms such as *'exclusion of invisible violence'*, *'slander'*, *'jealousy'*, and *'a word or a phrase.'* This reality also explains the reason why mobbing has yet been come across recently and regarded as a psychological type of violence at workplaces. Furthermore, as was mentioned earlier, having the high probability of confusing mobbing with the competition, which is considered as a necessity of efficiency in working life, may prevent it from being defined as a form of violence. At the point reached today, while competition is assumed bilateral relationship among employees and make positive contributions to work efficiency by considered as a kind of contention that does not generally lead to devastating results for employees, mobbing; however, considered as a unilateral and unified behavior that negatively affects both the life and work efficiency of the employees.

In general, if the awareness about individual rights and freedoms against mobbing increases, and in particular, the aspects that differ from the competition becomes visible in workplaces, it is thought that mobbing can be understood more clearly and defied as it causes several social problems, especially violations of individual rights and freedoms. In this context, it seems inevitable that the exposure of teachers, who are one of the most important actors of the education community, to mobbing, regardless of the underlying reason, bring along various social problems as well as the human rights violation.

Indeed, the results of the research revealed that 1 out of 4 teachers who were exposed to mobbing harmed their professional life, and 1 out of 5 teachers also experienced mobbing related stress disorders. These results are in the form of signs that the educational institution, which is one of the indispensable establishments of the sustainability and development of the society, faces danger seriously. Thus, besides teachers' decreasing desire to go to work, their increasing desire to quit their jobs, and their decreasing course successes, it is inevitable that teaching their lessons stressfully will affect the quality of the education negatively depending on the mobbing to which they were exposed. Also, it is possible that the tension teachers experienced due to the imposed mobbing may be reflected on the students in the form of negative attitudes and behaviors in the classroom. In such a situation, it seems possible that the students may be indifferent and reluctant towards their teachers and lessons, exhibit behaviors that disrupt school discipline, and even some students may leave their education unfinished.

In summary, the results of the research reveal that psychological, social, economic, physiological, etc. problems, which teachers experienced depending on the mobbing they have been exposed to, gradually constitute a resource for various social problems that may affect the general population in the short, medium and long terms. Therefore, it is considered that it is important to raise awareness that mobbing is a psychological form of violence and to take necessary measures to combat with mobbing as soon as possible to avoid large-scale and multi-dimensional problems related to mobbing.



## CHAPTER FIVE

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### SUGGESTIONS

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The results of the research revealed that 1 out of 2 teachers were exposed to mobbing and presented important clues about the psychological, social, economic and physiological problems experienced by teachers exposed to mobbing. Within the framework of the data and findings obtained, the mobbing faced by teachers working in primary and secondary education institutions is considered to be an important problem that should be avoided immediately; and in the matter of eliminating this problem, it is thought that there is a need for policies to be put into practice in the short, medium and long term. It is also considered that universities, non-governmental organizations and the media should act jointly on mobilizing decision-makers and creating social awareness for mobbing, and it is important to make a sustainable fight against mobbing and to provide permanent solutions.

Accordingly; in line with the results of the research, some possible suggestions for preventing mobbing were brought into consideration by taking into account two possible obstacles that may make it difficult to solve the mobbing problem.

1. It is under consideration that one of the obstacles making it difficult to struggle with mobbing is that social awareness has not yet been formed sufficiently against the idea that mobbing is a form of violence. As emphasized at the beginning of the study, it is obvious that it will not be easy to create social awareness that mobbing is a form of violence in our day, when even terrorist events that cause mass deaths are started to be taken for granted. Indeed, the answers given by the teachers, who participated in the research, to the questions to measure the perception of mobbing confirm this prediction. Therefore, it is evaluated that using all existing ways and developing new strategies are the first step in fighting against mobbing to increase social awareness that mobbing is a type of violence, which negatively affects the psychology, professional career, family and social life, mental and physical health of the employee, and leads to a series of social problems. In this context, a few suggestions that can be put into practice, regarding the prevention of mobbing, are determined as follows:

- To prepare the public spots and present them to the public through mass media in order to raise public awareness that mobbing violates basic individual rights and freedoms and causes several social problems;
- To consider that mobbing is a human rights issue, and to establish public opinion to mobilize lawmakers to enact legal regulations that contain criminal sanctions in order to isolate mobbing behaviors as soon as possible;
- To organize various sustainable meetings (seminars, panels, conferences, workshops, etc.) through inviting experts working on mobbing by the attendance of teachers and all other employees working in the schools;
- To investigate the possibility of teaching mobbing as a separate course at universities.

2. Another obstacle that may be encountered in the fight against mobbing is considered to be the adoption of solutions to prevent mobbing only with a general/holistic approach. The research results revealed that mobbing perception and experiences of the teachers proved that it differs in terms of variables such as province, school type, education level, and working period. Therefore, it is necessary to diversify policies to prevent mobbing by taking these differences into account; in other words, to find different solutions for the source of the problem. For example, when teachers' mobbing perceptions and experiences are examined in terms of provincial variable, it is observed that Sakarya differs significantly from other provinces at some points. Sakarya province ranks second, after Istanbul, in terms of teacher's mobbing perception levels and ranks the first in terms of teachers' mobbing experience. Besides, without showing the tables of attitudes and behaviors defined as mobbing, Sakarya was also the province where the question of 'Have you been exposed to mobbing in any way during your employment?' was mostly answered as "yes" (72.7%) by the teachers. These results demonstrated that the mobbing phenomenon in the minds of the teachers, who participated in this research in Sakarya, coincided with the mobbing phenomenon examined in this research; and this data revealed that the mobbing awareness among the teachers working in Sakarya was higher than the teachers working in other provinces, which were analyzed within the scope of this research. However, Sakarya was the province where the question of 'Is there any policy in your school to prevent mobbing?' was answered the most as 'yes'.

Accordingly; in addition to the prevalence of policies to prevent mobbing at schools in Sakarya compared to other provinces, the fact that the awareness level on mobbing among the teachers working in Sakarya was higher than the awareness level of the teachers working in other provinces; however, did not have any effect on preventing the teachers from being exposed to mobbing. Therefore; considering these findings as to the preliminary information, it is considered that it will be a rational approach to conduct researches, especially in Sakarya, to reveal the dynamics of constituting the source of mobbing and to find permanent solutions to solve the problem in line with the findings obtained by the result of these studies.

Finally, As Sakarya example demonstrates, it is suggested that this study should be extended by the Ministry of National Education to reveal the special dynamics of each province and to develop a multi-layered policy as required to fight properly against mobbing, which is a multi-dimensional and variable problem.

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