



Exploring the Effect of Mobbing in Vocational Secondary Schools on Teacher Performance

Mesleki Ortaöğretim Kurumlarında Yaşanan Psikoşiddetin Öğretmen Performansına Etkisinin İncelenmesi

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ABSTRACT

Recent psychological and physical harm to teachers preventing educational institutions from achieving their objectives has motivated our investigation into the effect of mobbing in vocational secondary schools on the performance of teachers. It has been predicted that the person subject to mobbing may work more efficiently due to higher ambition or fear culture or on the contrary may have a lower performance. Thus, the present study was designed to determine the relationship between mobbing in educational institutions and performance. The study sample consists of 251 teachers; 130 females and 121 males, employed in the vocational secondary schools of the Ministry of National Education in the province of Düzcce. The data collection tools used in this study were chosen by taking into account the variables to be measured and included the Personal Information Form which consisted of gender, vocation seniority, branch, educational level, and age information of teachers in secondary schools, the Mobbing Scale consisting of 23 items and developed by Özözen-Danacı (2009), and the Teacher Performance Enhancement Survey, a 5-point Likert scale consisting of 26 items. Results of the study indicated a significant negative relationship between mobbing and performance; female teachers were more exposed to mobbing than male teachers; and, junior teachers suffered the most from mobbing. Awareness of the mobbing phenomenon and necessary preventive measures in education institutions, the informing of teachers and educators and the general consciousness between school personnel about mobbing should be ensured.

Keywords: Education, teacher, performance, mobbing, psychological violence

ÖZ

Sanayileşme ve iş yaşamına yönelimin artmasıyla dikkatleri üzerine çeken ve psikolojik saldırganlığın kapsamında açıklanan psikoşiddet olgusu son yıllarda eğitim sektöründe de okullarda görev yapan öğretmenlere, psikolojik ve fiziksel zararlar vermesinin yanı sıra eğitim kurumlarının amaçlarını gerçekleştirmelerine de engel olmaktadır. Bu bağlamda mesleki ortaöğretim kurumlarında yaşanan



psikolojik şiddetin öğretmen performansına etkisinin araştırılmasına ihtiyaç duyulmuştur. Çalışmanın örneklemini 2009-2010 eğitim öğretim yılı, Düzce ili Milli Eğitim Bakanlığı'na bağlı resmi mesleki ortaöğretim kurumlarında görev yapan 130 kız, 121 erkek olmak üzere toplam 251 öğretmen oluşturmaktadır. Araştırmada veri toplamak amacıyla mesleki ortaöğretim kurumları öğretmenlerine yönelik hazırlanan Kişisel Bilgi Formu, 23 maddeden oluşan Özözen-Danacı'nin (2009) oluşturduğu Psikoşiddet Ölçeği ve 26 maddeden oluşan beşli likert tipi Öğretmenlerin

Performans Anketi yer almaktadır. Araştırma sonuçlarına göre, psikoşiddet olgusu ile performans arasında ters yönlü anlamlı bir ilişki olduğu, psikolojik şiddet yükseldiğinde performansın düştüğü, bayan öğretmenlerin erkek öğretmenlere kıyasla daha çok psikoşiddete maruz kaldığı ve psikoşiddetin en çok, mesleki kıdemi düşük öğretmenler üzerinde uygulandığı saptanmıştır. Elde edilen bulgulara göre önerilerde bulunulmuştur.

Anahtar Kelimeler: Eğitim, öğretmen, performans, psikoşiddet, mobbing

INTRODUCTION

Field (1996) defines the concept of 'mobbing' as "persistent and relentless attack on the self-confidence and self-esteem of targeted individuals". An examination of the link between mobbing and the traits and behaviors of mobbing perpetrators highlight that these individuals tend to be cowardly, weak, insecure, attention-seekers, requiring excessive need of praise, and often resort to psychological violence to compensate for their deficiencies (Leymann & Gustafsson, 1996). On the other hand, Zapf (1999) notes that the victims of mobbing tend to be individuals who identify with their profession and are honest, reliable, who do their very best, and do not compromise their work principles. Negative effects of mobbing on performance include the following: 1) absenteeism, 2) tardiness, 3) unrest in the institution, 4) decreased productivity, and 5) sabotage (Hoel, Einarsen, & Cooper, 2002).

Considering human resources as the most significant component of an institution, it is undeniable that the working individual reflects his/her physical, mental, and personal traits when performing his/her job. On average, an employee endeavors to fulfill their assigned tasks in the best manner possible within the framework of their abilities which means they put forth their best performance. Performance is also defined as the fulfillment of a job in accordance with the specified requirements or the employee's course of conduct. For there to be success, the job/task first needs to be defined, then the job standards should be determined, and the suitability of these requirements to the characteristics of the employee should be compared (Özdemir, 2013).

The job performance of individuals exposed to mobbing is adversely affected. As a result, victims of mobbing suffer from aversion to work, exhaustion, decreased interest,

and frustration causing them to exhibit low job performance. Persistent tension, stress, and the presence of a conflicted environment undermine creativity, innovative thinking, productivity, and motivation (Okutan & Sütütemiz, 2015).

There are many factors that cause mobbing. These elements can be grouped under three headings as organizational, social, and personal reasons (Çiçerali & Çiçerali, 2015):

a. Organization-related reasons; Overly uncontrolled and unregulated business environments, an excessive hierarchical and controlled work environment, unsuccessful leadership, changes in the workplace, authoritarian and non-self-control management mentality, injustice, role conflict, and role ambiguity create factors such as: drawing status in the organization with precise lines, strict hierarchical structure, being large and large-scale, a non-innovative traditional organization, sloppy use of authority, strict working hours, high gender inequality, intense power differences like status or experience, and high job insecurity. The constant change of managers or supervisors, the presence of internal tension, a lack of cooperation, an excess of various conflicts affecting the flow of information, low transformational leadership behavior, excessive competition, decreased job satisfaction, employees working in a closed area like a business environment and few rural jobs (Cemaloğlu, 2007; Gökce, 2008; Kirel, 2008; Köse & Uysal, 2010; Koçak & Hayran, 2011).

b. Reasons arising from the organization's environment; The increasingly intense existential concern triggered by globalization consists of factors such as increasing automation and spending more time in the workplace than required to get things done (Çimen & Saç, 2017; Küçükçayır & Altun, 2016; Çiçerali & Çiçerali, 2015).

c. Causes arising from individual characteristics; The aggressive group or the individual's personal characteristics are low intelligence, malicious, jealous, gossipy, spiteful, overly proud, inconsistent, prejudiced, low moral values, lacks social skills, and a mental disorders. A narcissistic, sadistic, psychopathic, paranoid, passive-aggressive, bulging self, with high stress tolerance and low work awareness are factors in being a mobbing practitioner.

The quality of the communication the victim or the attacker establishes with himself and the environment and the communication capacity of the attacker with the victim have an important place in psychological harassment. Such as, those who have low communication with their environment may be exposed to more psychological abuse,

or they may be more prone to psychological abuse. The victim's being successful, sociable, agile, and the aggressor's envy and jealousy towards the victim can be considered as the common individual cause of psychological harassment (Köse & Uysal, 2010).

In addition, the social outcomes of mobbing include associates tiring of the victim's impaired social standing, depressive attitudes, and behaviors whereby there is a tendency to isolate the individual. Workmates may now consider the victim of mobbing as a 'failure' resulting in alienation. A person ostracized at the workplace who in turn loses their occupational identity may also lose their place within their social circle and family (Okutan & Sütütemiz, 2015). Kılıç (2006) noted that no substantial effects are observed on the victim in the first stage of mobbing, but performance drops in the exacerbation stage, and underscores the significant relationship between mobbing and performance. Performance is one of the most important factors to consider when talking about a business. Every business is aware of the importance of increasing people's performance and making them attractive, but few try to define what employees want from them and what they want to engage with (Bedarkar & Pandita, 2014).

The concept of performance, on the other hand, can be defined as a criterion that determines quantitatively and qualitatively what is obtained as a result of a purposeful and planned activity. Performance in terms of enterprises is the goods and services that are determined to fulfill the task and fulfill the purpose in a way that meets the predetermined criteria within the scope of the task or thought (Pugh, 1991; Akal, 2005).

Performance that is of primary importance for businesses is individual performance. Because a business can only be as good as the performance of its employees (Çöl, 2008). A high performance of the employee depends on feeling connected to the company, creating strong emotions and a good motivation. This is one of the main purposes of performance management.

Employees who experience frustration, disappointment, reduced confidence in the business, inadequate perception of justice, non-participation in decisions, cynicism, nepotism, or mobbing are negatively affected in their individual performance (Einarsen, 2005; Candan, 2013).

Educational institutions are organizations prepared for action and arranged in line with a particular purpose (Bursalioğlu, 2008). From among the various types of

organizations, an educational institution is perhaps one of the most important in that a functioning society can only attain its social and economic objectives by operating educational institutions expediently and effectively. Effective performance management is very important for organizations to achieve their goals and exposure to problems and negative psychological effects are major issues (Başaran, 1985; Davenport, 1999). Supporting and enhancing the performance of employees in educational institutions has become one of the most noteworthy challenges faced by administrators.

In addition to targeting a person or a group, mobbing harms the image of the company and the high cost it imposes on the business. In this way, the performance and productivity of employees in an uneasy business environment decreases and they start to flee to better managed jobs. From this point of view, it is thought that similar results can be seen in the education sector.

Considering that each act that constitutes psychological harassment can actually occur as a result of daily relationships, problems, or conflicts, it can be seen that psychological harassment acts and general communication problems or similar negative relationships often resemble each other. Therefore, mobbing can be considered a communication problem that has become ill.

Mobbing has a wide meaning in organizations in that it harms relationships between people and includes disturbing communication styles / behaviors. Therefore, when examined terminologically, the concept of psychological mobbing; bullying, harassment, maltreatment, psychological terror, psychological violence (Temel-Eğimli & Bitirim, 2010).

Psychological mobbing, which has many causes, is fed by negative personality traits in general, and arises as a result of the defects in the organizational structure and the deficiencies in organizational communication. For this reason, it is important that employees at all levels, especially senior executives, have knowledge about the issue, increase their awareness, and make a joint effort to resolve the issue before it becomes a major problem. If they encounter psychological mobbing, it seems possible to combat it effectively by taking measures at the managerial and communicative level (Monks et al., 2009; Temel-Eğimli & Bitirim, 2010).

For the purpose of the study, an answer to the following question should be sought first. How is this study different from other studies on mobbing? There have been many

studies on mobbing in recent years. However, most of the work has been tested on businesses and companies. Small-scale studies conducted in educational organizations frequently focused on students and peer bullying. Since this study is carried out on teachers in educational organizations, it provides original results.

Although the presence of mobbing in the Turkish educational institutions has recently come to the forefront, there are limited studies on the relationship between mobbing and teachers' performance.

When the studies on mobbing in the field were examined, it was seen that the studies were conducted in the form of evaluating mobbing in terms of demographic variables and existing conditions. In addition, these studies have been conducted in the form of meta-analysis and have been studied with scanning model methods for the prevalence of mobbing and its perception by teachers (Koç & Urasoğlu-Bulut, 2009; Celep & Eminoğlu, 2012; Tan, Aktar, & Akpunar, 2017; Toytok, 2017; Arslantaş, İnandi, Atas, 2021; Cerev & Gürsul, 2021). However, it has been observed that the relation of mobbing, which is the subject of these studies, with performance, which is a consequence of concern to the society rather than individuality, is not examined. So it has been predicted that the person subject to mobbing may work more efficiently due to higher ambition or fear culture or on the contrary may have a lower performance. Thus, the present study was designed to determine the relationship between mobbing in educational institutions and performance.

Furthermore, studies on mobbing have been carried out in many different businesses (Dinçay, 2020; Göymen & Şöhret, 2020). However, there are very few studies in the education sector, especially on teachers. There are studies on these subjects; peer bullying among students in education, etc.

AIM AND METHODOLOGY

In this section, the methods and procedures used in conducting the study are given.

Matter of Study

Recent psychological and physical harm to teachers and preventing educational institutions from achieving their objectives has motivated our investigation into the effect of mobbing in vocational secondary schools on the performance of teachers.

Limitations of Study

The study is limited to the correct answers given by the teachers participating in the research, and the number of participants.

Aim

It has been predicted that a person subject to mobbing may work more efficiently due to higher ambition or fear culture or on the contrary may have a lower performance. Thus, the present study was designed to determine the relationship between mobbing in educational institutions and performance. Answers to the following questions are sought in the research:

1. Are teachers working in vocational secondary education institutions exposed to mobbing?
2. Does mobbing, to which teachers are exposed, differ according to their demographic characteristics?
3. Is there a significant relationship between mobbing and teachers' performances?

Methods

This study employs the relational screening model, a type of general screening model as a quantitative study model.

Research Model

This research was conducted with a quantitative study model and qualitative data was also included in the study content. The term "mixed methods" refers to an emergent methodology of research that advances the systematic integration, or "mixing," of quantitative and qualitative data within a single investigation or sustained program of inquiry (Palinkas et al., 2011).

Population and Sampling

The universe of the research consisted of all vocational high schools in the Western Black Sea region. The sample of the study consisted of 251 teachers (130 females/121

males), who worked in the vocational secondary schools of the Ministry of National Education in the province of Düzce. The participants consent forms were obtained for research.

Technique and Means to Obtain Data

The data collection tools used in this study were chosen by taking into account the variables to be measured and included in the Personal Information Form which consists of gender, vocation seniority, branch, educational level, and age information of teachers in secondary schools, the Mobbing Scale consisting of 23 items (Yaman, 2009) and developed by Özözen-Danacı (2009), and the Teacher Performance Enhancement Survey, a 5-point Likert scale consisting of 26 items. The Mobbing Scale is composed of 4 sub-dimensions: 1) humiliation (Eg. item: I'm exposed to humiliation in my workplace.), 2) discrimination, (Eg. item: I'm left unnecessarily overtime.) 3) sexual harassment (Eg. item: I'm get irritating via phone calls or mails at my workplace.), and 4) communication barrier (Eg. item: I'm blocked from talking to my other colleagues). The teachers completed all of the scales and items.

Processing Data

The data obtained from the Personal Information Form, Mobbing Scale, and Teacher Performance Enhancement Survey used in the study were tabulated with information on frequencies and percentages and interpreted. The SPSS 16.0 (Statistical Package for Social Sciences) statistical software was used to analyze the data obtained. Moreover, the t-test, one-way analysis of variance (ANOVA), regression analysis, Mann Whitney U test, and Kruskal Wallis test, which are non-parametric tests, were applied to analyze the data.

FINDINGS

When answering survey item 9, 84.1% of the teachers confirmed that “the school lacks a physical environment where teachers can't study and teachers can work with pleasure.” In addition, 68.5% of the teachers answering survey item 1 stated that “teachers are not encouraged to exhibit superb performance” while 67.7% of the respondents answering survey item 25 stated that “the problems of teachers are not listened to.” It was also observed that when answering survey item 23, 64.1% of the respondents said

that “newly appointed teachers are not helped to get oriented to the school.” Moreover, when answering survey item 21, 53.4% agreed with the statement “teachers are not informed in writing regarding the level of success of the school.” Finally, 39.8% answering survey item 6 noted that “in-service training courses for the professional development of teachers are not delivered.” These were the noteworthy findings of the study.

The frequency distribution of the mobbing of teachers by sub-dimensions is shown in Table 2. According to these results, the sub-dimension in which teachers are mobbed most frequently is ‘discrimination’ (4.09), followed by ‘sexual harassment’ (4.11). The sub-dimensions ‘humiliation’ (3.97) and ‘communication barrier’ (3.81) have the lowest frequency.

Table 3 contains the Chi-Square results of differences between the mobbing sub-dimensions and performance tests of teachers. The obtained data show that there are huge differences between teachers’ ‘Dimensions’, ‘Humiliations’, and ‘Communications Barrier’ sub-dimensions tests and their Performance Tests. A meaningful correlation between the sub-dimension ‘Sexual Harassment’ and Performance Test has not been detected. A thorough review of the sub-dimensions data reveals that the highest level of difference with the Performance Test exists in ‘Humiliation’.

An overview of whether there is a significant difference between the genders in relation to the sub-dimensions of the level of mobbing of teachers is shown in Table 4. There is a significant difference between the genders in relation to the sub-dimension ‘humiliation’. Based on the study results, it is safe to say that female teachers are more exposed to mobbing in terms of humiliation than male teachers. There is no significant difference between the level of mobbing experienced by genders in relation to the sub-dimensions sexual harassment and communication barrier.

As is seen in Table 5, there is a negative and moderately significant relationship between mobbing and the performance enhancement attitudes of teachers ($r=-0.495$; $p<0.05$). According to the results of the study, as the level of exposure to mobbing in educational institutions increases, the efforts of teachers to enhance their performance decreases considerably.

DISCUSSION AND CONCLUSION

In recent years, the phenomenon of workplace mobbing has prevented teachers from doing their job and educational institutions from achieving their objectives. In this context, the effects of mobbing in vocational secondary schools on teacher performance was explored.

The distribution of the teachers opinions on performance enhancement are noted in Table 1 where statements like “the school lacks a physical environment where students can study and teachers can work with pleasure” by 84.1% of teachers and “in-service training courses for the professional development of teachers are not delivered” by 39.8% of teachers are reported. Regarding the sub-dimensions of exposure to mobbing as shown in Table 2, the sub-dimension with the highest frequency of mobbing is ‘discrimination’ (4.11), followed by ‘sexual harassment’ (4.06) and ‘humiliation’ (3.97). The sub-dimension with the lowest frequency of mobbing is ‘communication barrier’ (3.81). It was observed that 47.4% of the teachers thought that “there is no organizational atmosphere in which they can have a healthy communication with their colleagues”, while 49.8% stated that “teachers cannot exercise their legal rights at their workplace”, 27.1% believed that “teachers are isolated and excluded from groups”, and 26.6% stated that “they are exposed to mobbing by way of rumors spread about them.” Therefore, assessed data obtained from the teachers according to sub-dimensions show ‘discrimination’ as the sub-dimension with the highest frequency of mobbing and ‘communication barrier’ the sub-dimension with the lowest frequency of mobbing. According to these results, it shows that vocational secondary school mobbing action towards teachers is carried out in the form of humiliation and discrimination.

As noted in Table 3, while significant differences have been identified between the Performance Test and each of sub-dimensions ‘Dimensions’, ‘Humiliation’ and ‘Communication Barrier’, no meaningful relationship has been detected between ‘Sexual Harassment’ and the Performance Test. In this context, it may be considered that the Sexual Harassment sub-dimension does not have an adverse impact on a feeling of failure related to under-performance. The impact of the ‘Sexual Harassment’ sub-dimension on performance is considered to be low since its scores are lower than the scores of other sub-dimensions. The studies of Solmuş (2005) and Erdoğan (2005) pointed out that the least frequently encountered type of workplace mobbing is sexual harassment. They have also indicated that other mobbing types occur more frequently.

A review of the relevant literature showed that almost all educators working in educational institutions, including higher education institutions, stated that mobbing undermines their professional performance. Furthermore, the most severe effects of mobbing on educators were listed as 'loss of time', 'loss of team spirit', 'loss of willingness to do research', 'failure to focus on professional issues', 'loss of willingness to give lecture', 'professional burnout', 'loss of willingness to learn', 'academic failure', 'avoidance of professional activities', 'cynism behavior' and 'unproductivity' (Yıldız, 2016; Alan & Fidanboy, 2013). Therefore, it is inevitable that mobbing will have a direct and negative impact on the performance of educators.

It seems that female teachers are more exposed to mobbing than male teachers as shown in Table 4. According to Freud (1913), humans have two innate drives: sexuality and aggression. These two drives make it more difficult for people to live in harmony with society (Lodge, 2001). That is, the aggressors that expose others to mobbing are often unable to control their aggression instinct and release this dominant impulse on individuals they consider weak or helpless. In this context, the result that women are more exposed to mobbing is not surprising, considering that women, in general, are physically weaker than men. Numerous studies reported that educators receiving psychological support were mostly female, and that women were more vulnerable to mobbing (Kılıç, Çiftçi, & Şener, 2016; Tekin, 2016; Özdemir, 2013). Studies conducted by Zippel (2003) found that a women's exposure to sexual mobbing was 75% higher than men. Consequently, the answers given by female teachers to statements on facing sexual innuendos and direct exposure to sexual harassment indicated that women are more subjected to mobbing than men.

A study by Blase and Blase (2003) indicated that two-thirds of teachers received psychological support, but only the women received that support. It is, therefore, possible to conclude that women are more exposed to mobbing in universities and state schools and receive more psychological support than men do in Turkey. Men may not receive psychological support as they are not exposed to mobbing behaviors as often or they do not want to see themselves as weak and requiring psychological support. Besides the study notes that the behavior of women and men exposed to mobbing differs; and according to Salin (2001) women experienced the psychological effects of mobbing more intensely than do men. Conversely, there were also studies that concluded there was no difference between victims of mobbing in terms of gender (Rivers, Poteat, Noret, & Ashurst, 2009).

It is possible to determine certain attitudes that lead teachers to unhealthy communication in vocational secondary schools and it can be said that the most important measure to preventing mobbing in educational institutions is the provision of an environment that facilitates and promotes healthy and positive communication. The studies of Kılıç (2006) and Tutar (2004) stated that the types of mobbing to which educators are exposed include grouping, factionalism, negative communication, and isolation. According to the results of the present research, one of the most noteworthy items in relation to the types of mobbing to which teachers in educational institutions are exposed is the 'failure of teachers to exercise their legal rights at the workplace'. Therefore, it can be concluded that individual rights and freedoms are disregarded, and teachers are not treated as individuals. According to a study by Kılıç (2006), this situation was exacerbated by the fact that educators were not granted tenure (or were prevented tenure), they were not given the opportunity to upgrade their skills by continued learning in their respective fields, they had limited information on legal procedures, and insufficient information on such issues. These findings are consistent with the findings of our study, as they are related to the issue of legal rights.

As noted in Table 5, there is a negative and moderately significant relationship between mobbing and performance enhancement attitudes of teachers ($r=-0.495$; $p<0.05$). Results indicated that as the level of exposure to mobbing in educational institutions increases, the efforts of teachers to enhance their performance decreases considerably. It can, therefore, be said that teachers are more likely to underperform in the educational institutions where mobbing exists. One of the problems that results from the underperformance of teachers is that they are not encouraged to exhibit exceptional skills. This finding was expressed in a study by Kılıç (2006): 'Despite posing as if they work very hard and are indispensable for the institution, what the perpetrators of mobbing dislike the most is the success of other persons in their institution.' Moreover, Kılıç (2006) and Helvacı (2002) noted that while no substantial effects were observed on the victim in the first stage of mobbing, performance dropped in the exacerbation stage. He thus underscored the significant relationship between mobbing and performance. A study conducted by Demirel (2009) on national education found that in addition to the lack of encouragement of teachers to perform well, the most common types of mobbing in educational institutions were 'the questioning of all decisions,' 'judging one's efforts in a wrong and derogatory manner,' 'constant interruption while speaking,' and 'restriction by superiors of the ability to show skills.' This finding was closely associated with the fact that teachers were not encouraged to exhibit high

performance. In this context, a mindset that always questions the decisions of employees, judges their efforts to perform well in a derogatory manner and restricts their means of showing their abilities was likely to prevent employees from performing well. Similarly, studies by Tutar (2004) and Çağlayan (2005) noted that lecturers exposed to mobbing would manifest personality disorders with time, and as a result faced the loss of an important element for the personality of a researcher which is to think and act freely. Besides, the study described that cognitive processes of lecturers as always focused on such incidents as a result of mobbing: 'teachers' problems are not heard', 'newly appointed teachers are not helped to get oriented to the school', 'teachers are not informed in writing regarding the level of success of the school', and 'in-service training courses for the professional development of teachers are not delivered.'

In research conducted by Demirel (2009) and Tekin (2016) it was found that in addition to the lack of encouragement of teachers to perform well, the most common types of mobbing in educational institutions were 'questioning of all decisions,' 'judgment of efforts in a wrong and derogatory manner,' 'interruption while talking,' 'restriction of the means of showing abilities by the superiors,' and that negative behavior and psychological and physical violence had significant impacts on job stress. These findings were closely associated with the facts that teachers were not encouraged to perform well and the negative relationship between the performance of teachers and mobbing. That is, it was found that as the mobbing of teachers in educational institutions increased, their performance decreased considerably.

The study also revealed that other types of mobbing which teachers in educational institutions are exposed include the spread of rumors and the creation of a climate of fear. According to Demirel's study (2009) on mobbing in the institutions of the Ministry of National Education, two of the most common types of mobbing to which teachers were exposed were 'talking behind people's back' and 'spreading unfounded rumors about the victim.' Kılıç (2006) noted that weak management was another factor that allowed mobbing to exist, and that when supervisors chose to participate in mobbing rather than to resolve conflict, the environment of conflict and vulnerability would escalate into a more problematic situation. At this point, it can be said that the attitude of educational managers is the most important factor affecting mobbing behaviors and outcomes. Management, therefore, has the most crucial task of eliminating a climate of fear in the workplace.

Teachers stated that another type of mobbing to which they were exposed in relation to the sub-dimension of 'humiliation' was to be insulted in front of their colleagues. According to Kılıç (2006), perpetrators of mobbing were dishonest individuals that had a tendency to make enemies. They amplified the faults and errors of the people they targeted, and inevitably told lies about them even if their targets did not have such faults. Indeed, the intention of bullies was to find the faults of their victims and to exaggerate them.

According to the findings of this study, almost all of the teachers confirmed that their school 'lacks a physical environment where students can study and teachers can enjoy their work.' Therefore, it can be said that the lack of a physical environment where teachers can enjoy their work is the most important feature that provides a clue regarding the performance of teachers.

In order to ensure that trust, sincerity, and ultimately efficiency in the working environment of the organization to which the employees are affiliated, communication channels within the institution / organization must be kept open at all levels and this should become the mission. By approaching the issue from an ethical perspective, it should be ensured that institutions and organizations create and establish ethical committees and ethical codes for discrimination and mobbing and put into practice when necessary.

The fact that a significant relationship was found between mobbing and teacher performance in this study has prompted us to consider future studies wherein the relationship between mobbing and other concepts could be explored. Mobbing is one of the most critical barriers we face in developing individual relations and creating peaceful working environments. Mobbing in educational institutions prevents educators from developing skills, focusing on the material, the sciences, or production when teaching. According to the literature, the real costs are related to the loss of productivity, health, and psychological stability due to mobbing but the legal costs associated with it cannot be measured; however, they are estimated to be in the millions of dollars (Ravisy, 2000; Davenport, 2014). It is, therefore, imperative that the first step should be to raise awareness of the mobbing phenomenon, take necessary preventative and protective measures, inform teachers and educators, and to increase the general consciousness among school personnel in relation to mobbing.

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TABLES AND FIGURES

Table 1: Distribution of the Opinions of Teachers on Performance Enhancement

Item No.	Performance Qualifications										Mean \bar{X}
	Never(1)		Rarely (2)		Sometimes (3)		Frequently (4)		Always(5)		
	f	%	F	%	f	%	f	%	f	%	
1	172	68.5	65	25.9	7	2.8	7	2.8	0	0	1.40
2	12	5.6	52	19.9	36	14.3	96	38.2	55	21.9	3.51
3	59	23.5	49	19.5	59	23.5	58	23.1	26	10.4	2.77
4	9	3.6	61	24.3	75	29.5	54	21.5	52	20.7	3.31
5	15	6.0	31	12.4	121	48.2	47	18.7	37	14.7	3.24
6	100	39.8	117	46.6	24	9.6	4	1.6	6	2.4	1.80
7	48	19.1	61	24.3	105	41.8	30	12.0	7	2.8	2.55
8	22	8.8	40	15.9	76	30.3	102	40.6	11	4.4	3.16
9	211	84.1	24	9.6	7	2.8	9	3.6	0	0	1.26
10	22	8.8	62	24.7	76	30.3	84	33.5	7	2.8	2.97
11	4	1.6	17	6.8	82	32.7	89	35.5	59	23.5	3.73
12	25	10.0	46	18.3	75	29.9	45	17.9	60	23.9	3.27
13	6	2.4	15	6.0	69	27.5	72	28.7	89	35.5	3.89
14	134	53.4	37	14.7	27	10.8	37	14.7	16	6.4	2.06
15	2	0.8	13	5.2	69	27.5	81	32.3	86	34.3	3.94
16	2	0.8	15	6.0	48	19.1	90	35.9	96	38.2	4.05
17	2	0.8	5	2.0	41	16.3	99	39.4	104	41.4	4.19
18	45	17.9	15	6.0	35	13.9	68	27.1	88	35.1	3.55
19	72	28.7	41	16.3	52	20.7	51	20.3	35	13.9	2.75
20	74	29.5	48	19.1	45	17.9	51	20.3	33	13.1	2.69
21	133	53.0	68	27.1	33	13.1	15	6.0	2	0.8	1.75
22	77	30.7	50	19.9	40	15.9	59	23.5	25	10.0	2.62
23	161	64.1	44	17.5	30	12.0	14	5.6	2	0.8	1.61
24	0	0	19	7.6	41	16.3	103	41.0	88	35.1	4.04
25	170	67.7	58	23.1	13	5.2	10	4.0	0	0	1.45
26	72	28.7	48	19.1	65	25.9	50	19.9	16	6.4	2.56

Total Mean of Performance Enhancement: $\bar{X} = 2.85$

Table 2: Mobbing of Teachers According to the Mobbing Scale and Its Sub-Dimensions

Item No.	Mobbing of Teachers										Sub-dimension	
	Never (1)		Rarely(2)		Sometime(3)		Frequently (4)		Always (5)			Mean X
	F	%	f	%	f	%	f	%	F	%		
1	221	88.0	30	12.0	0	0	0	0	0	0	1.12	Humiliation (3.97)
2	181	72.1	64	25.5	6	2.4	0	0	0	0	1.30	
3	175	69.7	70	27.9	6	2.4	0	0	0	0	1.33	
7	190	75.7	61	24.3	0	0	0	0	0	0	1.24	
8	239	95.2	12	4.8	0	0	0	0	0	0	1.05	
9	227	90.4	22	8.8	2	0.8	0	0	0	0	1.10	
13	211	84.1	38	15.1	2	0.8	0	0	0	0	1.17	
14	215	85.7	36	14.3	0	0	0	0	0	0	1.14	
15	238	94.8	13	5.2	0	0	0	0	0	0	1.05	
19	198	78.9	49	19.5	4	1.6	0	0	0	0	1.23	
20	192	86.9	59	17.2	0	0	0	0	0	0	1.03	

9	228	90.8	18	7.2	5	2.0	0	0	0	0	1.11	Discrimination (4.09)
4	111	44.2	119	47.4	17	6.8	4	1.6	0	0	1.66	
10	215	85.7	25	10.0	9	3.6	2	0.8	0	0	1.24	
16	225	89.6	21	8.4	5	2.0	0	0	0	0	1.12	
21	218	86.9	25	10.0	8	3.2	0	0	0	0	1.16	
3	180	71.7	67	26.6	3	1.1	0	0	0	0	1.30	Sexual harassment (4.11)
21	199	79.3	41	16.3	6	2.4	5	2.0	0	0	1.27	
5	226	90.0	17	6.8	4	1.6	4	1.6	0	0	1.15	
11	247	98.4	4	1.6	0	0	0	0	0	0	1.02	
17	236	94.0	12	4.8	3	1.2	0	0	0	0	1.08	
1	214	85.3	32	12.7	5	2.0	0	0	0	0	1.19	Communication Barrier (3.81)
6	110	43.8	125	49.8	16	6.4	0	0	0	0	1.63	
12	246	98.0	5	2.0	0	0	0	0	0	0	1.02	
18	223	71.2	16	7.2	4	2.0	0	0	0	0	1.16	
22	111	40.5	67	23.8	0	0	0	0	0	0	1.33	
23	237	79.0	5	2.0	0	0	0	0	0	0	1.08	

Total Mean of Mobbing: \bar{X} = 1.14

Table 3: The Sub Frequencies For Type of Mobbing Significantly Differ From Performance Test

Dimensions	N	X	Sd	Chi-Square χ^2	P
Humiliation	251	3.97	11	28.37	„-0.001*
Discrimination	251	4.09	12	26.45	-0.042*
Sexual Harassment	251	4.11	6	15.50	-0.501
Communication Barrier	251	3.83	11	28.74	-0.018*
Total Mobbing	251	1.14	10	27.52	-0.000*

Table 4: Overview of the Level of Mobbing Of The Teachers By Sub-Dimensions And Gender

Dimensions	Gender	N	\bar{X}	Ss	T	Sd	P
Humiliation	f	130	1.225	2.534	3.244	249	0.001*
	m	121	1.145	1.589			
Discrimination	f	130	1.292	0.818	0.953	249	0.342
	m	121	1.262	1.154			
Sexual Harassment	f	130	1.073	0.650	1.282	249	0.201
	m	121	1.043	0.446			
Communication Barrier	f	130	1.278	1.106	1.235	248	0.218
	m	121	1.242	1.105			
Total Mobbing	f	130	1.035	3.299	3.376	249	0.000*
	m	121	0.989	2.517			

$p < 0.05$

Table 5: Findings on the Level of Relationship between Mobbing Attitudes Perceived by Teachers and Performance Enhancement Opinions of Teachers

N=251	X	S		Mobbing	Performance	Humiliation	Discrimination	Sexual Harassment	Communication Barriers
Mobbing	26.38	3.009	r	1	0.49*	0.826**	0.615**	0.194*	0.468**
			p	.	0.000	0.000	0.000	0.002	0.000
Performance	74.11	12.673	r	0.495**	1	-0.258**	-0.455**	-0.112	-0.368**
			p	0.000	.	0.000	0.000	0.076	0.000

** Correlation is significant at 0.01 (two-way).