



10.22282/ojrs.2017.9

ANALYSIS OF THE PERCEPTION LEVELS OF STUDENTS AND ACADEMICIANS REGARDING MOBBING AND ORGANIZATIONAL JUSTICE ACTS*

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ABSTRACT

According to the answers given to questions concerning the negative acts questionnaire by students who participated in the research, significant differences were observed between the perceptions of students who studied in the departments of Physical Training and Sports Teaching, Sports Management, Coaching, and Recreation, respectively. According to the Tukey test results, the perception level of the Physical Training and Sports Teaching students regarding negative acts was

significantly different from those of the Sports Management and Recreation students. A significant negative and low level relationship was observed between the level of exposure to negative acts of instructors and interactional justice dimension of the organizational justice. According to this, it can be claimed that as the level of negative acts faced by academicians increases, their perception of organizational justice decreases, even if only slightl

Key Words: Academician, Mobbing, Organizational Justice, Students

1. INTRODUCTION

The present situation in our higher education system has an importance with respect to integration to the society as well as with respect to the creation of new paradigms required by the society. On the other hand, qualified scientific studies help meet the requirements of the society (Gedikoglu, 2005). The word “Mob” is mostly associated with violence and suggests an illegal group of people. The word mob in English refers to a group of people that is a gang, a group of hooligans or a violent group (Gunduz & Yilmaz, 2008). Some researchers, who prefer the term mobbing, claim that the term bullying suggests personal and physical aggression, while mobbing suggests psychological harassment by one or more people as a group. According to these researchers, mobbing consists mainly of strategic, indirect and collective psychological harassment events. Another difference is that studies on bullying have mostly focused on the personality and destructive acts of the bully (Davenport et. al. 1999). Generally, two main types of mobbing are described. The first one is emotional and the second one is strategic mobbing. In emotional mobbing, the events take place between two people. Although it generally takes place between superiors and subordinates, it can also take place between superiors. Strategic mobbing is carried out to intentionally oppress employees in an organization. Especially companies that operate in the private sector force their employees who they want to dismiss to resign through mobbing (Campo & Fattorini, 2007). The majority of those who face mobbing, experiences detachment from social life and permanent emotional psycho-traumas, which take effect in the rest of their lives (Leymann & Gustafsson, 1996). When we take a look at the development of organizational justice as a concept, we can see that the concept of “social justice” has developed according to organizations (Eker, 2006). The concept of justice analyzes honest or dishonest behavioral patterns of individuals in organizations. As a result, because it has considerable influence on the inner dynamics of the society, it is the most important issue on justice that has to be strictly emphasized in the present societies (Rebore, 2001). Organizational justice is a scientific topic that has been investigated in the areas of Organizational Psychology and Organizational Behavior fields during the recent years (Colquitt, 2001; in Cropanzano & Greenberg, 1997). This concept was used for the first time by Greenberg (1987) (Moorman, 1991). Organizational justice theories as concept can be approached in two ways. The reactive-proactive process is analyzed under four different headlines with respect to content.

Some theories have been also created under some of these headlines. The reactive process of justice is the tendency of working individuals to keep away or avoid unjust acts. On the other hand, proactive theories focus on acts, which working individuals have developed in order to provide justice. Process concepts related to justice are interested in some subjects such as the determination of wages and promotions (Greenberg, 1987).

2. MATERIAL AND METHOD

The Descriptive survey model known as the “Descriptive Model” or the “Survey Research” in the literature was used in this study. The survey model is a research model which allows testing past or present hypotheses related to the research subject or collecting and describing data that are used to answer questions regarding the research subject (Karasar, 1999).

The relational screening model on the other hand, is a research model which aims to determine the presence and degree of covariance between two or more variables. Relational analysis is carried out in two ways. These are correlation and comparisons. In the relational survey model, the differences between the students’ perception of mobbing from instructors and organizational justice were analyzed (Zaimoglu Ozturk, 2011). Most of this interest in justice is related to the increase in the perception of justice regarding the distribution of the rights of employees who work in organizations (Johnson et al 2006).

Sample

The population of the study was carried out in the academic year between 2014 and 2015 and consisted of academicians and students from the Uşak University Faculty of Sports Sciences in the Uşak county town and the Erciyes University School of Physical Training and Sports in the Kayseri province. Using the random method, a total of 29 academicians (5 female and 24 male) and a total of 268 students (87 female and 181 male) were selected from different departments as follow: 150 students from the Physical Training and Sports Teaching Department; 67 students from the Sports Management Department; 16 students from the Coaching Department, and 35 students from the Recreation Department.

Data Collection

The “Negative Acts Questionnaire” (NAQ) was developed by Einarsen and Skogstad (1996) with the purpose of identifying employees who faced psychological harassment in the workplace. The original Norwegian version of the questionnaire consists of 21 articles. All articles refer to behavioral terms and the concepts of intimidation or psychological harassment were never mentioned directly in the questionnaire.

The negative acts questionnaire (NAQ), which was adapted to Turkey by Cemaloğlu (2007) as a 21-question questionnaire using the help of experts of three different languages, was used in this study in order to measure psychological harassment. The questionnaire was used with the permission of researcher Cemaloğlu and after obtaining it from the Bergen Bullying Institute in Norway. Cemaloğlu reported that as a result of a factor analysis, he obtained the total variance of the questionnaire as .71, the Cronbach’s alpha as .94, and the factor loads between .59 and .87 (Cemaloglu, 2007).

The reliability analysis of the negative acts questionnaire resulted in an internal consistency value of 0.93 Cronbach’s alpha.

Academician

Cronbach's Alpha	Cronbach's Based Standardized Items	Alpha on N of Items
,929	,932	21

Students

Cronbach's Alpha	Cronbach's Based Standardized Items	Alpha on N of Items
,933	,932	21

Data Collection

The results that were obtained in the research were evaluated using the statistical methods available in the SPSS 13.0 Software Package. In the research results and evaluation section the following were presented: the frequency distribution of the demographic characteristics of the research participants; the means and the standard deviation values of the questions concerning negative acts and the perceptions of organizational justice; the reliability analysis used to identify the suitability of the data for statistical analysis; the Independent Samples T test used to identify the presence of a significant difference between the two groups in the gender variable; and the One-Way ANOVA test used to identify the presence of significant difference between more than two groups in the independent variables including

age, title, working period, department, class, level of doing sports, current residence location, and hometown. Correlation analysis was applied in order to determine how the mobbing faced by instructors and students influenced their perceptions of organizational justice.

3. FINDINGS

1- Correlation Table Showing the Relationship between Negative Acts and the Organizational Justice's Interactional Justice Dimension

		Negative Acts	Interactional Justice Dimension
Negative Acts	Pearson Correlation	1	-0,370 **
	Sig. (2-tailed)		0,048
	N	29	29
Interactional Justice Dimension of Organizational Justice	Pearson Correlation	-0,370 **	1
	Sig. (2-tailed)	0,048	
	N	29	29

** The two-way correlation is significant at $P=0.05$.

A significant negative and low level relationship was observed between the level of exposure to negative acts by academicians and the organizational justice's interactional justice dimension ($p<0.05$, $r = -0.37$). According to this, we may claim that as the level of negative acts faced by instructors increases, the instructors' perception of organizational justice decreases, although even only slightly. (Table 1).

2- Results One Way ANOVA Test Results Showing the Presence of Differences between Groups Related to the Students' Residential Location Variable

	Sum Squares	Mean Squares	F	P
Negative Acts Questionnaire	6,111	2,037	4,196	0,006
Organizational Justice (Distributional Justice Dimension)	1,975	0,658	0,756	0,520
Organizational Justice (Treatment Justice Dimension)	5,081	1,694	2,262	0,082
Organizational Justice (Interactional Justice Dimension)	5,611	1,870	2,517	0,059

In the negative acts questionnaire and the organizational justice questionnaire, according to the one-way ANOVA test that showed whether there was any difference between the groups depending on the current residence location of the students, a significant difference was determined between the groups for the questions related to the negative acts questionnaire ($p < 0.05$). (Table 2).

3- The Tukey HSD Test Results that Show the Group Differences for the Students' Department Variable

Variables	(I) Department	(J) Department	Difference Between Means (I-J)	P
Negative Questionnaire	Physical Training and Sports Teaching	Sports Management	0,390	0,001
		Coaching	-0,237	0,548
		Recreation	0,412	0,008
	Sports Management	Physical Training and Sports Teaching	-0,390	0,001
		Coaching	-0,627	0,006
		Recreation	0,022	0,999
	Coaching	Physical Training and Sports Teaching	0,237	0,548
		Sports Management	0,627	0,006
		Recreation	0,649	0,010
	Recreation	Physical Training and Sports Teaching	-0,412	0,008
		Sports Management	-0,022	0,999
		Coaching	-0,649	0,010
Organizational Justice (Interactional Justice Dimension)	Physical Training and Sports Teaching	Sports Management	0,146	0,657
		Coaching	0,002	1,000
		Recreation	0,470	0,020
	Sports Management	Physical Training and Sports Teaching	-0,146	0,657
		Coaching	-0,143	0,932
		Recreation	0,325	0,271
	Coaching	Physical Training and Sports Teaching	-0,002	1,000
		Sports Management	0,143	0,932
		Recreation	0,468	0,274
	Recreation	Physical Training and Sports Teaching	-0,470	0,020
		Sports Management	-0,325	0,271
		Coaching	-0,468	0,274

According to the answers given to questions concerning the negative acts questionnaire by students who participated in the research, significant differences were observed between the perceptions of students who studied in the departments of Physical Training and Sports Teaching, Sports Management, and Coaching and Recreation, respectively. According to the Tukey test results:

- The perception level of Physical Training and Sports Teaching students regarding negative acts was significantly different from those of Sports Management and Recreation students.
- The perception level of Physical Training and Sports Teaching students regarding

negative acts was significantly different from those of Sports Management and Recreation students.

According to the answers given to questions concerning the organizational justice's interactional justice dimension by students who participated in the research, a significant difference were observed between the perceptions of students who studied in the departments of Physical Training and Sports Teaching and Recreation, respectively. According to the Tukey test results, the perception level of Physical Training and Sports Teaching students regarding the interactional justice dimension was significantly different from that of the Recreation students. (Table 3).

4- One Way ANOVA Test Results Showing the Presence of Differences between Groups Related to the Students' Department Variable

	Sum of Squares	Mean Squares	F	P
Negative Acts Questionnaire	11,973	3,991	8,616	0,000
Organizational Justice (Distributional Justice Dimension)	2,665	0,888	1,023	0,383
Organizational Justice (Treatment Justice Dimension)	0,285	0,095	0,124	0,946
Organizational Justice (Interactional Justice Dimension)	6,592	2,197	2,972	0,032

In the negative acts questionnaire and the organizational justice questionnaire, according to the one-way ANOVA test that showed whether there was any difference between the groups depending on the department of the students, a significant difference was determined between the groups for the questions concerning the negative acts questionnaire and the organizational justice's interactional justice dimension ($p < 0.05$). (Table 4).

5- One Way ANOVA Test Results Showing the Presence of Differences between Groups Related to the Students' Class Level Variable

	Sum of Squares	Mean Squares	F	P
Negative Acts Questionnaire	0,117	0,039	0,077	0,972
Organizational Justice (Distributional Justice Dimension)	1,478	0,493	0,564	0,639
Organizational Justice (Treatment Justice Dimension)	5,255	1,752	2,342	0,074
Organizational Justice (Interactional Justice Dimension)	6,145	2,048	2,764	0,042

In the negative acts questionnaire and the organizational justice questionnaire, according to the one-way ANOVA test that showed whether there was any difference between the groups depending on the class level of the students, a significant difference was determined between the groups for the questions related to the organizational justice's Interactional Justice Dimension ($p < 0.05$). (Table 5).

4. CONCLUSIONS AND CONCLUSION

Negative relationships were identified between mobbing and organizational justice. In addition it was also observed in the research that mobbing significantly affected organizational justice. It can be claimed that the results obtained in the study were similar with those in the available literature (Simsek et al. 2015; Maslach et al. 2001; Utkutug et al. 2012; Eroglu, 2009; Zapf and Claduaia, 2001). If there is injustice in legal procedures, given decisions, and their implementation in organizations, the organizational cynicism perception of employees may increase. One of the major tools that support the work of employees in the organization and ensure their motivation is the fairness of the practices (Cetin et al. 2013; Toremeh, 2001). Thus; sociological studies in the organizations can be carried out to prevent mobbing. According to the results of the study of (Seekin & Demirel 2014; Tekleab et al. 2005). According to Mimaroglu (2008), the reason for operational justice to increase organizational cynicism may be that employees may become skeptical in the absence of

justice (Akt: Kalagan, 2009). In another study by Ozdeveci (2003), it was reported that individuals may display aberrant and aggressive acts when they sense injustice. It was concluded that individuals display negative acts towards their managers and co-workers in order to end injustice. In a study carried out by Semmer et al. (2010) as case study 1 (199) and case study 2 (205), it was found out that there is a negative relationship between organizational justice and counterproductive acts.

A significant negative and low level relationship was observed between the level of exposure to negative acts for academicians and the organizational justice's interactional justice dimension. According to this, we may claim that as the level of negative acts faced by instructors increases, their perception of organizational justice decreases, although even only slightly. A significant relationship was not observed between the level of exposure to negative acts for students and the organizational justice's distributional justice dimension.

According to the answers given by the participating students in the research to the questions related to the organizational justice's Interactional Justice Dimension: Significant differences were observed between Class 1 and Class 4 Students and Class 2 and Class 4 students. According to the Tukey results in Table 17, the perception level regarding the interactional justice dimension of Class 4 students was observed to be significantly higher than those of Class 1 and Class 2 students.

According to the answers given to relevant questions concerning the negative acts questionnaire by the students, significant differences were observed between the perceptions of students who studied in the departments of Physical Training and Sports Teaching, Sports Management, and Coaching and Recreation, respectively. According to the Tukey test results:

- The perception level of Physical Training and Sports Teaching students regarding negative acts was significantly different from those of Sports Management and Recreation students.
- The perception level of Physical Training and Sports Teaching students regarding negative acts was significantly different from those of Sports Management and Recreation students.

According to the answers given to relevant questions concerning the organizational justice's interactional justice dimension by students who participated in the research, a significant difference were observed between the perceptions of students who studied in the departments

of Physical Training and Sports Teaching and Recreation, respectively. According to the Tukey test results, the perception level of Physical Training and Sports Teaching students regarding the interactional justice dimension was significantly different from those of Recreation students.

According to the answers given to questions concerning the negative acts questionnaire by students who participated in the research, significant differences were observed between the perceptions of students who resided in the student house, public dormitory, and their families. According to the Tukey test results, the perception levels of students who resided in the student house and the public dormitory regarding negative acts was significantly higher than those who resided with their families.

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