

# The Effect of Negative Emotions Appeared as a Result of Psychological Intimidation Applied to School Administrators

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## Abstract

Globalization and technological developments have created an indispensable interactive communication environment of our age. As a matter of fact, the technological conditions that develop in social and human environments, along with the adaptation, also make it necessary to make the change inevitable. At this stage, the primary role in ensuring institutional integration falls on the leaders. In the field of education, these leaders emerge as school administrators; these individuals take on the leverage role of the institutions. Undoubtedly, school administrators face many intimidation levels such as stress, pressure and psychological violence in these intensive interaction environments. Intimidation victims, school administrators, can be exposed to these effects / attitudes by in-house co-workers, as well as by external individuals. The main thing here is to eliminate intimidation and effects. Because life risks like suicide are within the scope of possible serious consequences.

The aim of this research is to determine the effect of intimidation applied to school administrators on the school administrators and to examine the effects of negative emotions caused by intimidation on the school. For this purpose, the research was conducted with 447 school administrators in the central districts of Ankara. In the process of collecting the research data, data related to the intimidation behaviors that school administrators are exposed to in terms of social relations, self-actualization and communication, and the determination of the effects of these behaviors directly on their health were collected. In the data analysis phase, these data were analyzed according to age, gender, marital status, professional life, job status and family life, and finally, differences were observed between the variables. Ultimately, it is essential to eliminate the intimidation effects on school administrators in educational institutions where interactive communication conditions sensitive to socio-psychological effects prevail, in terms of the welfare and efficiency of the institution as much as the individual; it is the general belief that ethical principles and practices should be followed.

**Keywords:** Intimidation, School Administrators, Psychological Pressure, Victim, Management.

## 1. Introduction

In business life, performance is important as well as factors affecting performance. Among these elements, one of the most negative effects on the employee is psychological intimidation. In this context, the importance of social relations in business life becomes apparent. Among the reasons that affect employees negatively and lead psychological intimidation behavior today are factors such as the feeling of loneliness that

emerges due to the development of technology, the stress that develops due to the intense workload and the wages received in return for the work done (Karakuş & Çankaya, 2012, p. 226). Today, the number of studies on intimidation has increased. It has become apparent that intimidation is a serious problem encountered in business life with the increasing importance given to the subject. Intimidation behavior is generally perceived as a behavior that managers apply to employees. However, this behavior can also be applied to managers by employees (Karakuş & Çankaya, 2012, p. 227).

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## 1.1 Conceptual Framework

### 1.1.1. Intimidation

The word intimidation was first used by Heinz Leymann in 1980 in its current sense. The exclusion behaviors he witnessed in the workplace attracted Leymann's attention. Leymann states that individuals who are exposed to this exclusion behavior encounter results that will lead to social isolation. Intimidation refers to psychological harassment applied to a person. It is stated that intimidation can be applied by one person or by more than one person. It is also stated that this behavior was carried out hostile and not ethically accepted (Leymann, 1996, p.165). This concept refers not only to psychological harassment, but also to pressure, discomfort and psychological violence at work. Especially in enterprises where there is a weakness in management and no control and there is a hierarchical management structure, the rate of exposure to intimidation is higher (Bilka, 2009, p.1).

As the Turkish word meaning in suppression terminology; scare, psychological violence, psychological harassment, psychological terror, workplace terrorism, workplace trauma, emotional threat, emotional harassment, emotional bullying, emotional attack, emotional lynching, harassment, ill-treatment, victimization, threat, seem to mean meaning (WHO, 2003, p.11 ; Çobanoğlu, 2005, p.21 ; Aydın & diğ. , 2007, s. 62).

In order for behavior to be suppression, intimidation must be systematically applied to a vulnerable person over a long period of time. At the same time, intimidation involves behaviors that make the vulnerable individual inactive, briefly inactive, and compel them to quit. The individual exposed to intimidation behavior is adversely affected both in working life and in the relationships, he has established with his family and environment. Intimidation is not a problem to be taken lightly. Because it affects the life of the individual completely and often leads individuals to attempt suicide. The individual who is unable to leave his\her job due to the problems of livelihood but who is constantly subjected to psychological attacks on the other hand is seriously affected psychologically (Şimşek, 2013, p.44). At the same time, intimidation can always be done directly to the person, but also through someone else (Şen, 2017, p. 149).

Even if different definitions are made about intimidation, all definitions meet at the same point. Trigger (2010) explains suppression as "acting in the frame of certain people at work emotionally intimidating". Intimidation behaviors include an

unfair accusation of an employee, implications for that employee, and gossiping to undermine his reputation. Apart from these, behaviors towards humiliating the employees, harassment and violence behaviors are among the psychological intimidation behaviors. The source of these behaviors is stated through three different points. First of these points; It is the psychology and situation of those who practice or apply intimidation behavior. The second point is the personal characteristics of the individual exposed to the behavior and the situation in which it is located. The third point is defined as situations that may arise from organizational culture and structure (Tetik, 2010, p. 83-84). When we look at the reasons of intimidation, it can be seen that it emerged for different reasons. These reasons can arise from aggressors, victims, organizational and social values (Majidli & Budak, 2018, p. 144).

Recently, intimidation has begun to be investigated in many different parts of the world, and studies on this subject have increased gradually. So far, in countries such as Sweden, Norway, Germany, Leymann, (1996); Einarsen & Skogstad, (1996); Zapf, (1999); Hubert & Veldhoven, (2001); Dick & Wagner, (2001); Hoel and other (2004) have discussed different aspects of intimidation by addressing intimidation and have published articles that formed a basis in this regard.

In the literature, the intimidation behaviors applied from top to bottom are examined in the studies carried out on the subject. But there are also intimidation behaviors applied from the bottom up (Akan, Yıldırım & Yalçın, 2013, p. 646). The difference of this study from other studies is the examination of intimidation behaviors applied to school administrators both from bottom to top and top to bottom.

İzmir and Fazlıoğlu, published in 2010, " Psychological Harassment at work and Harassment Solution Suggestions Commission Report " reveals the intimidation situation in Turkey. It is stated that intimidation is always a problem in Turkey but the problem has become more visible with the increasing number of studies on this subject in recent years. The report prepared as the reason why intimidation is widely seen in the work areas shows closed door policies and hierarchical structuring in management. In the report, it is recommended to make arrangements in the fields of education, law and health in order to reduce intimidation (İzmir ve Fazlıoğlu, 2010, p.77). In the study conducted by Einarsen and Skogstad in 1996, it was determined that there are common features in individuals who apply psychological intimidation

behavior. It is stated that individuals who are exposed to psychological intimidation behavior also have common features. Personality traits have been seen to be effective on intimidation behavior ((Einarsen & Skogstad, 1996, p. 195). Another study that stated that intimidation behavior may actually originate not from the applier but also the practitioner, is the work of Zapf in 1999. This view was also supported by physicians treating individuals exposed to intimidation behavior. In the study, it is stated that individuals exposed to intimidation behavior have “constantly complaining” and “anxious” personality traits (Zapf, 1999, p. 71).

Şimşek examines the effects of intimidation on human life in 2013. It is stated that intimidation causes discomfort in individuals, irritating individuals from workplaces, deterioration of both physical and mental health of employees, and negative impact on individuals, working environments, family life and society in general (Şimşek, 2013, p. 40). Mercanlıoğlu examines the reasons, results and the development of legislation of the intimidation in Turkey in his studies. In the study carried out in 2010, it is stated that the psychological harassment punishments exposed in the workplace in developed countries are based on a solid legal basis. Although there are developments on this case in Turkey, there are still shortcomings in legal regulations. It is emphasized that sensitivity and awareness should be increased especially in intimidation (Mercanlıoğlu, 2010, p. 42-43). Çiçeklioğlu, on the other hand, investigated the effect of intimidation on health personnel in health institutions in 2016. As a result of this study, health personnel stated that the points they were most exposed to intimidation were to ignore their success and to give exaggerated reactions to their mistakes. The personnel state that they work more planned and carefully in order not to be subjected to intimidation and criticism, and that the problems are tried to be solved by talking face to face. The quitting or suicide attempt is categorized among the least responses to intimidation (Çiçeklioğlu, 2016, p. 151).

According to Davenport, Schwartz and Elliot (2003), psychological intimidation behavior is applied to exclude an individual from work life. Behavior can be demonstrated both passively and actively. While defining active aggression, an open attack is mentioned. This attack is immediately noticed within the organization. In comparison, passive aggression is stated to be difficult to notice (Devanport, Schwartz & Elliott, 2003, p. 15). A similar study was carried out by Westhues in 2002.

According to Westhues, passive aggression is done politely and is non-violent. In passive aggression, the individual is excluded by a group. While having a pleasant time in the group, the excluded individual is not included in the group. The individual exposed to intimidation behavior is called “victim”. If the individual cannot cope with intimidation behavior, then this individual is called a “fall guy” (Westhues, 2002, p. 32-48). In a 2009 study on individuals exposed to intimidation, it was found that employees experience both psychological and physical health problems and are unhappy in their private lives. Both families and working places of individuals exposed to intimidation are affected negatively. It is also stated that this situation reflects negatively on the national economy (Namie, & Namie, 2009, p. 122).

Özgan, Kara and Arslan; In their study in 2013, they focus on the effects of intimidation applied to school administrators. As a result of the research carried out with 15 school administrators in 2012-2013, it was determined that school administrators were intimidated by teachers especially on their reputation, as well as their communication, duties and social relations with each other. It is stated in the study that negative effects on managers occur as a result of psychological intimidation behavior. As a result of this behavior, the peace of the managers and their morale get deteriorated; In addition, it is stated that the situations of conflict, stress and departure occur. Apart from this, the managers' lack of confidence in their behavior towards teachers, low motivation, feeling of burnout; It is also stated that there is a decrease in school loyalty and performance. As a result of all this, it has been determined that school administrators feel worthless (Özgan, Kara & Arslan, 2013, p. 10).

Likewise, Akan, Yıldırım and Yalçın; In their study conducted in 2013, examined the psychological intimidation behavior applied to school administrators. It has been determined that a high amount of intimidation behavior is applied to the managers by the employees and this behavior occurs as a result of stress. In the results of working; 1.74% of the administrators of the institution mostly, 1.96% sometimes, 5.83% and 21.4% rarely encounter intimidation behavior by school staff. It has been determined that demographic characteristics of school administrators do not affect the intimidation behavior applied (Akan, Yıldırım & Yalçın, 2013, p. 647).

In the 12th International Education Management Congress held in 2017, Küçükçayır and Cemaloğlu defined the intimidation that

employees were exposed to due to the functioning of the institution. With this study, they showed that institutional strategies have an effect on intimidation (Küçükçayır & Cemaloğlu, 2017, p. 1). As can be seen in the literature, it is stated that school administrators are frequently exposed to intimidation effects. However, the striking point in this case is the stress factor that cannot be coped with in time. As it is known, stress chaining, one of the early problems of our age, brings out many negative cases. Therefore, it is the success of the institution that the intimidation factor affects at the micro level as well as the psychological negative effect on the individual at the micro level. In this sense, the intimidation effect on school administrators is an undeniable fact.

### 1.1.2. Negative Emotions

According to the European Union Reports published in 1997, almost 30% of the employees in the member states of the union are subjected to psychological violence. Today, among the common causes of psychological violence based on abuse of emotions in business environments are hierarchical structure, lack of communication, criminal search, lack of teamwork, neglect of interests and needs, narcissistic (selfish) personalities, closed door policy, lack of conflict resolution, insecurity, lack of attention to continuing education, jealousy and lack of empathy (Tınaz, 2006). Such situations affect individuals emotionally negatively.

According to Sekman (2006) the most common threat to the health of the organization is the sense of inertia in organizations. Inertia is passivity, laziness, stagnation and inefficiency in organizations. Emotional reasons have a wide place among the main reasons for the sense of inertia in organizations. Aimlessness, managerial pressures, culture of fear, perfectionism, disappointment, frustration causes the employees to move away from the business environment in general, stagnation and low productivity.

The aim of this study is to determine the effect of intimidation applied to school administrators and to propose solutions to the school by examining the effects of negative emotions caused by intimidation on the school. In line with this goal, the following problem and sub-problem questions were tried to be answered.

### 1.1.3. Effect of Intimidation on School

Another party that is negatively affected by this phenomenon after intimidation victims is organizations. Namely, in the 21st century, where elements such as knowledge and creativity gained

importance in the business world, organization employees have become one of the most necessary resources of these organizations. In order for these "resources" to operate efficiently, the psychological, physiological and even financial status of people will always be at a high level, which will be a great advantage for organizations, whether in terms of global or national competition. Stress arising from any event within the business; Considering that it will have a negative impact on both the mental state of the employees, team spirit, and the culture of the organization in general, we can say that a phenomenon that causes greater losses such as intimidation will greatly harm organizations.

Many studies on the organizational results of intimidation in the literature also support our view. Bryant and Buttigieg also state that intimidation is directly related to factors such as low job satisfaction, high staff turnover, increased absenteeism, and weakening of organizational commitment (transfer Appelbaum vd., 2012, p. 205).

## 1.2. Problem

During this study, the problem sentences that are asked for answers are as follows;

P1: Do the intimidation levels that school administrators are exposed to have an impact on their social lives?

P2: What is the effect of the intimidation levels that school administrators are exposed to on their motivation and psychological status?

P3: What is the impact of negative emotions caused by intimidation that school administrators are exposed to on school?

### 1.2.1 Sub Problems

Barriers to social relations, self-realization, communication and reputation of the scale, attacks from the same time, responses to the quality of work and life and direct health of the individual, according to their dimensions,

- A. Age,
- B. Gender,
- C. Marital status,
- D. Professional seniority,
- E. Job status,
- F. Living with the family varies according to its variables.

## Rationale of the Research

The rationale of this research is to investigate the effect of negative emotions caused by intimidation to school by determining the intimidation levels and

effects faced by school administrators who are exposed to intimidation factors and attitudes in their professional lives and work environments. Thus, it is aimed to determine the intimidation effects on school administrators in order to maintain their motivation, professional achievements and psychological levels at the optimum level and in order to ensure efficiency in them.

## 2. Materials and Methods

In this part of the study, information about the research model, universe and sampling, data collection tools, data collection and data analysis were done.

### 2.1 Research Model

In this research, it is in the screening model, as it aims to investigate the effects of negative emotions caused by intimidation by determining the levels of intimidation made to school administrators and the effect of intimidation on administrators. The research is a descriptive study in the general

screening model. The reason for this is to describe an existing situation as it exists, to make evaluations in line with standards and to reveal the relationships between events (Çepni, 2007: 34; Karasar, 2009, p. 77). In the study, examining the relationship between intimidation levels made to school administrators and the effect of intimidation on administrators shows that the research is in descriptive model.

### 2.2 Population and Sampling

Within the scope of the research, the working group was asked to provide a response based on the questionnaire model for targets for existing items. The sample of the working group includes the community of 447 school administrators in the central districts of Ankara. Employees are asked to voluntarily participate in their attitudes towards answering research questions. Their responses to the working group are private, and it has been understood that they are integrated within the framework of the facts and that the correct answer is given.

*Table 1. Demographic Structures of School Administrators Participating in the Study*

Variable	Category	n	%
Gender	Male	342	76,5
	Female	105	23,5
	Total	447	100
Age	21–30	133	29,8
	31–40	127	28,4
	41–50	86	19,2
	51+	101	22,6
	Total	447	100
Seniority (working years)	1-10	105	23,5
	11-20	136	30,4
	21-30	117	26,1
	31+	89	20,0
	Total	447	100
Marital status	Married	368	82,3
	Single	52	11,6
	Widow/divorced	27	6,1
	Total	447	100
Task status	School Principal	296	66,2
	Assistant Director	151	33,8
	Total	447	100

### 2.3 Data Collection Tools

The participants were asked to fill out the questionnaires voluntarily on the internet. The questionnaire consists of 5 sections and the first section includes demographic information of the participants, in the second part, questions about the professions of the participants, in the third part, questions about the institution they work for and in

the fourth section, there is a job definition scale. The results of the validity and reliability of the questionnaire are given in the table below. Since Cronbach alpha value is 0.986, it can be said that the reliability of the survey is high.

### 2.4 Analysis of Data

Descriptive statistics were used to investigate the

demographic information and professions of the survey participants. When its reliability was analyzed, Cronbach Alpha coefficient was used. Job identification scale findings were made by determining frequencies and percentages for each expression. To close obstacles to employee self-disclosure and communication; attacks on one's interactions with other people; attacks against social status; working environment and quality of life; It has been investigated whether the attacks on the

individual's health directly makes a meaningful difference according to gender, age, seniority, marital status and duty. Non-parametric tests were used since the data were not normally distributed. While using the Mann Whitney test for gender task; single Kruskal Wallis analyzes were performed for age, seniority and marital status variables. When the normality test is performed on the data obtained, the following results are achieved.

## Results

Table 2. Normality Test Results

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Orttop	,260	447	,000	,684	447	,000

According to the result, it can be said that the data obtained is not suitable for the normal distribution since the p data is  $0.000 < 0.05$ .

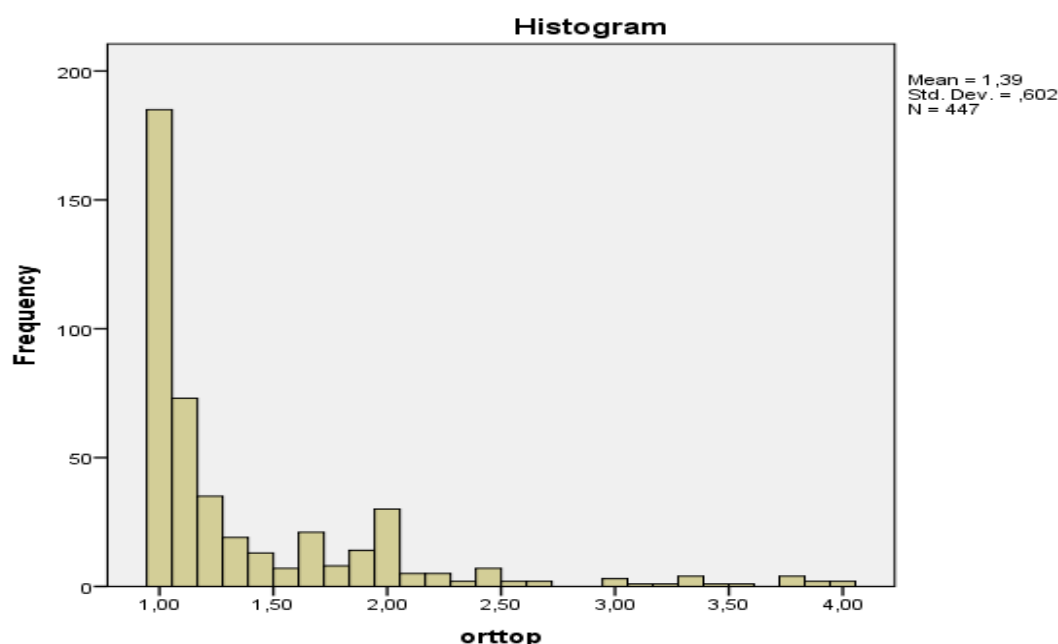


Table 2. Distribution in the Chart According to the Results

### 3.1 Validity-Reliability

The results of the validity and reliability of the survey are given in the table below. Since Cronbach alpha value is 0.986, it can be said that the reliability of the questionnaire is high.

The frequency and percentages of each question related to the items of the scale applied to determine the level of intimidation done to school administrators and the effect of intimidation on the administrators are shown in Table 3.

It has been examined whether the responses of the managers to the dimensions of social scale attacks, obstacles related to self-realization and communication, attacks about reputation, attacks

on the quality of work environment, attacks directly applied to the person's health differ according to the variables. Kruskal Wallis analysis was performed to investigate whether the dimensions vary according to age difference and the results are given below. According to the results obtained, the attacks on the daily relationships and interactions of the managers ( $p = 0.162 > 0.05$ ), self-realization and person-related attacks ( $p = 0.082 > 0.05$ ), reputational attacks ( $p = 0.106 > 0.05$ ), the attacks on working life ( $p = 0.132 > 0.05$ ) and the attacks on the health of the individual ( $p = 0.067 > 0.005$ ) do not differ significantly according to the age variable.



Table 3. School Administrators Intimidation Levels

	Average						Standard deviation					
	Low		Medium		High		Low		Medium		High	
	f	%	f	%	f	%	f	%	f	%	f	%
Attacks in Social Relations	203	45.	13.	3.	13.	3.0	141	31.	1.	0.3	10.	2.
	.10	44	60	04	60	4	.06	57	67	7	27	30
Barriers to Employee for self-realization and communication	202	45.	18.	4.	11.	2.6	105	23.	7.	1.6	11.	2.
	.18	22	73	21	95	7	.46	59	21	1	58	60
Reputational Attacks	209	46.	12.	2.	7.8	1.7	136	30.	7.	1.7	7.9	1.
	.47	86	40	78	3	5	.16	45	69	3	1	77
Attacks on Work and Life Quality	207	46.	13.	3.	8.8	1.9	118	26.	5.	1.2	7.0	1.
	.89	52	56	03	3	8	.91	60	36	1	2	57
Attacks on the Direct Health of the Individual	213	47.	9.4	2.	5.0	1.1	144	32.	5.	1.1	5.5	1.
	.80	82	0	08	0	1	.38	30	13	5	4	23
Total Scale	207	46.	13.	3.	9.3	2.0	124	27.	6.	1.4	9.0	2.
	.14	34	98	13	7	9	.50	85	46	6	5	03

Note: f=Frequency, %=Percentage

Table 4. Results Obtained by Age Factor

	Age	N	Mean Rank
Attacks in Social Relations	21-30 years	133	222,48
	31-40	127	206,65
	41-50	86	245,64
	Over 50	101	229,39
	Total	447	
Barriers to Employee for self-realization and communication	21-30 years	133	223,49
	31-40	127	204,20
	41-50	86	233,41
	Over 50	101	241,55
	Total	447	
Reputational Attacks	21-30 years	133	241,20
	31-40	127	204,53
	41-50	86	222,67
	Over 50	101	226,97
	Total	447	
Attacks on Work and Life Quality	21-30 years	133	234,57
	31-40	127	203,70
	41-50	86	233,46
	Over 50	101	227,55
	Total	447	
Attacks on the Direct Health of the Individual	21-30 years	133	218,67
	31-40	127	209,97
	41-50	86	228,51
	Over 50	101	244,82
	Total	447	

Kruskal Wallis analysis was conducted to investigate whether the dimensions differ by gender and the results are given below. According to the results obtained, the attacks of the managers on social relations of the scale ( $p = 0.466 > 0.05$ ), obstacles to self-realization and communication ( $p = 0.089 > 0.05$ ), reputational attacks ( $p = 0.063 >$

$0.05$ ), the gender variable does not make a significant difference for the dimensions of attacks related to workplace quality ( $p = 0.063 > 0.05$ ). However, the size of the attacks on the direct health of the individual ( $p = 0.001 < 0.05$ ) shows data that differ by gender.

Table 5. Test Statistics

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Mann-Whitney U	17131,500	16206,000	15951,000	16017,500	14790,500
Wilcoxon W	75784,500	74859,000	74604,000	74670,500	73443,500
Z	-,728	-1,700	-1,859	-1,857	-3,466
Asymp. Sig. (2-tailed)	,466	,089	,063	,063	,001

Table 6. Results Obtained by Gender

	Gender	N	Mean Rank	Sum of Ranks
Attacks in Social Relations	Male	342	221,59	75784,50
	Female	105	231,84	24343,50
	Total	447		
Barriers to Employee for self-realization and communication	Male	342	218,89	74859,00
	Female	105	240,66	25269,00
	Total	447		
Reputational Attacks	Male	342	218,14	74604,00
	Female	105	243,09	25524,00
	Total	447		
Attacks on Work and Life Quality	Male	342	218,33	74670,50
	Female	105	242,45	25457,50
	Total	447		
Attacks on the Direct Health of the Individual	Male	342	214,75	73443,50
	Female	105	254,14	26684,50
	Total	447		

Table 7. Results Obtained by Marital Status

	Marital status	N	Mean Rank
Attacks on Social Relations	Married	368	221,03
	Single	52	205,73
	Divorced	23	299,98
	Whose partner passed away	4	298,25
	Total	447	
Barriers to Employee for self-realization and communication	Married	368	219,31
	Single	52	221,9
	Divorced	23	294,15
	Whose partner passed away	4	279,25
	Total	447	
Reputational Attacks	Married	368	218,68
	Single	52	228,04
	Divorced	23	300,04
	Whose partner passed away	4	223,75
	Total	447	
Attacks on Work and Life Quality	Married	368	220,41
	Single	52	207,9
	Divorced	23	318,87
	Whose partner passed away	4	218,25
	Total	447	
Attacks on the Direct Health of the Individual	Married	368	217,7
	Single	52	227,67
	Divorced	23	311,83
	Whose partner passed away	4	251,25
	Total	447	



Kruskal Wallis analysis was conducted to investigate whether the dimensions vary depending on the marital status difference and the results are given below. According to the results obtained, attacks on social relations of the scale ( $p = 0.012 < 0.05$ ), obstacles affecting self-realization and communication ( $p = 0.017 < 0.05$ ), reputational attacks ( $p = 0.019 < 0.05$ ), the attacks on work quality of life ( $p = 0.001 < 0.05$ ) and the dimensions of attacks directly on the health of the individual ( $p = 0.000 < 0.05$ ) show statistically significant variation according to the marital status variable.

Kruskal Wallis analysis was conducted to

investigate whether the dimensions differ according to the seniority variable and the results are given below. According to the results obtained, the administrators' attacks on the scale's daily relationships ( $p = 0.161 > 0.05$ ), attacks on self-actualization and interaction and communication of the person with other people ( $p = 0.075 > 0.05$ ), attacks on reputation ( $p = 0.001 < 0.05$ ), the attacks related to the quality of work environment ( $p = 0.022 < 0.05$ ) and the dimensions of the attacks related to the direct personal health of the individual ( $p = 0.255 < 0.05$ ) differ statistically according to the seniority variable.

**Table 8. Results Obtained by Seniority**

	SENIORITY	N	Mean Rank
Attacks on Social Relations	1-10 years	105	172,45
	11-20 years	136	161,70
	21-30 years	117	171,90
	More than 30 years	89	147,05
	Total	447	
Barriers to Employee for self- realization and communication	1-10 years	105	183,42
	11-20 years	136	152,16
	21-30 years	117	163,65
	More than 30 years	89	151,37
	Total	447	
Reputational Attacks	1-10 years	105	197,00
	11-20 years	136	165,50
	21-30 years	117	162,83
	More than 30 years	89	140,45
	Total	447	
Attack on Work and Life Quality	1-10 years	105	186,01
	11-20 years	136	148,70
	21-30 years	117	168,06
	More than 30 years	89	149,17
	Total	447	
Attack on the direct heat of the individual	1-10 years	105	173,03
	11-20 years	136	147,12
	21-30 years	117	160,60
	More than 30 years	89	159,68
	Total	447	

Kruskal Wallis analysis was conducted to investigate whether the dimensions differ according to the task status variable and the results are given below. According to the results obtained, the scale's attacks on social relations ( $p = 0.981 > 0.05$ ), barriers to self-realization and communication ( $p = 0.052 > 0.05$ ), attacks on reputation ( $p = 0.467 > 0.05$ ), the dimensions of the attacks on work quality of life ( $p = 0.796 > 0.05$ ) and the dimensions of attacks on the health of the individual directly ( $p = 0.252 > 0.05$ ) differ statistically according to the task status variable.

Kruskal Wallis analysis was conducted to investigate whether the dimensions differ according to the family status variable and the results are given below. According to the results obtained, the scale's attacks on social relations ( $p = 0.134 > 0.05$ ), barriers to self-realization and communication ( $p = 0.666 > 0.05$ ), attacks on reputation ( $p = 0.048 < 0.05$ ), the dimensions of the attacks on work quality of life ( $p = 0.429 > 0.05$ ) and the dimensions of attacks on the health of the individual directly ( $p = 0.017 < 0.05$ ) differ statistically according to family status variable.

Table 9. Test Statistics

Grouping Variable: Task					
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Mann-Whitney U	22317,500	20116,000	21473,500	22047,000	21181,500
Wilcoxon W	33793,500	64072,000	65429,500	33523,000	65137,500
Z	-,024	-1,944	-,727	-,259	-1,145
Asymp. Sig. (2-tailed)	,981	,052	,467	,796	,252

Table 10. Results Obtained by Task Status

Task Status		N	Mean Rank	Sum of Ranks
Attacks on Social Relations	School principal	296	224,10	66334,50
	Assistant manager	151	223,80	33793,50
	Total	447		
Barriers to Employee for self- realization and communication	School principal	296	216,46	64072,00
	Assistant manager	151	238,78	36056,00
	Total	447		
Reputational Attacks	School principal	296	221,05	65429,50
	Assistant manager	151	229,79	34698,50
	Total	447		
Attack on Work and Life Quality	School principal	296	225,02	66605,00
	Assistant manager	151	222,01	33523,00
	Total	447		
Attack on the direct heat of the individual	School principal	296	220,06	65137,50
	Assistant manager	151	231,73	34990,50
	Total	447		

Table 11. Test Statistics

a. Grouping Variable: Family					
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Mann-Whitney U	9466,500	10436,000	9128,500	10140,000	9093,000
Wilcoxon W	86494,500	87464,000	86156,500	87168,000	86121,000
Z	-1,499	-,431	-1,978	-,792	-2,385
Asymp. Sig. (2-tailed)	,134	,666	,048	,429	,017

Table 12. Results Obtained According to Status of Living with Family

FACTOR	Status of living with family	N	Mean Rank	Sum of Ranks
Attacks on Social Relations	Living with the family	392	220,65	86494,50
	Living away from the family	55	247,88	13633,50
	Total	447		
Barriers to Employee for self- realization and communication	Living with the family	392	223,12	87464,00
	Living away from the family	55	230,25	12664,00
	Total	447		
Reputational Attacks	Living with the family	392	219,79	86156,50
	Living away from the family	55	254,03	13971,50
	Total	447		
Attack on Work and Life Quality	Living with the family	392	222,37	87168,00
	Living away from the family	55	235,64	12960,00
	Total	447		
Attack on the direct heat of the individual	Living with the family	392	219,70	86121,00
	Living away from the family	55	254,67	14007,00
	Total	447		

The relationships between all the staff working in a school, primarily between administrators and teachers, are factors that deeply affect the school atmosphere and learning environment. The fact that school administrators are seen as individuals who decrease morale and motivation of other employees at school also reduces work efficiency (Bursalioğlu, 2011). Therefore, administrators who are exposed to intimidation behaviors should take careful steps in their relations with other staff working in the school. If the problems are solved, psychological intimidation problems can be eliminated and a more peaceful working environment can be obtained.

#### 4. Discussion

Mann Whitney U analysis was conducted to investigate whether the dimensions differ according to the status of living with family variable and the results are given below. According to the results obtained, the scale's attacks on daily interactions and relationships ( $p = 0,134 > 0,05$ ), barriers to self-realization and interaction with others ( $p = 0,666 > 0,05$ ), attacks related to the quality of the business environment. ( $p = 0,429 > 0,05$ ) does not differ statistically according to the status of living with family. On the other hand, the reputational attacks ( $p = 0,048 < 0,05$ ) and the dimensions of direct attacks on the health of the individual directly ( $p = 0,017 > 0,05$ ) differ statistically in terms of the status of living with the family.

Mann Whitney U analysis was conducted to investigate whether the dimensions differ according to the task status variable and the results are given below. According to the results obtained, the scale's attacks on social relations ( $p = 0,981 > 0,05$ ), barriers to self-realization and communication ( $p = 0,052 > 0,05$ ), reputational attacks ( $p = 0,467 > 0,05$ ), the dimensions of the attacks on work quality of life ( $p = 0,796 > 0,05$ ) and the dimensions of attacks on the health of the individual directly ( $p = 0,252 > 0,05$ ) do not differ statistically according to task status variable.

Kruskal Wallis analysis was conducted to investigate whether the dimensions differ according to the year of seniority variable and the results are given below. According to the results obtained, the scale's attacks on social relations ( $p = 0,161 > 0,05$ ), barriers to self-realization and interaction with others ( $p = 0,075 > 0,05$ ) and the dimensions of attacks on the health of the individual directly ( $p = 0,255 > 0,05$ ) does not cause any difference in seniority year variable. On the other hand, reputational attacks ( $p = 0,001 < 0,05$ )

and the attacks related to workplace quality ( $p = 0,022 < 0,05$ ) differ statistically in terms of seniority year variable.

School administrators' opinions about intimidation vary at a low level according to school types. It can be said that teachers have similar opinions about mobbing in schools according to the variable experienced in schools (Pekdemir, 2010). In the studies conducted by Abay (2009), Doğan (2009) & Gökçe (2006), no significant relationship has been found between the psychological intimidation perception of teachers and school administrators and the school type. In this study, it was experienced that the perceptions of school administrators and teachers working in schools about psychological intimidation do not change significantly according to the type of school they work at.

The psychological intimidation behaviors that school administrators are exposed to by other employees of the schools do not change depending on the school administrators' level of education, gender, age and seniority. As a result of the research carried out by Çarıkçı and Yavuz (2009) to 189 healthcare professionals, no significant relationship was found between the employees' perspective on intimidation and their gender (Çarıkçı & Yavuz, 2009). (Palaz and other, 2008) In their study on 464 people working in the health and education sector, no significant findings were found between the gender and education level of the individuals exposed to intimidation psychology, or their age and seniority status. In the study conducted by Doğan, Çınar, Duman, Yurdağül (2011) with 311 technology trainers, it was found that there was no significant relationship between the level of intimidation behavior and the level of education and professional rank. The results of the research carried out in this study are in line with the results of the literature.

#### 5. Conclusions

The most effective channel used in the efficiency and success of schools, which are the type of educational organization, is interpersonal communication and interaction (Ertürk, 2005). Intimidation, on the other hand, is explained as the process of executing an exclusion and black propaganda, which is analyzed within the scope of othering in the processes of interpersonal communication and interaction, where the victim's possibilities to express himself are restricted, his word is constantly cut off, his personality is degraded and re-defined in this way, and his identity is established accordingly (Köse, 2006).

Both the bottom-up and top-down intimidation behaviors in schools affect the organization's process of achieving its goals negatively (Akan & Yıldırım, 2013). While the existence of intimidation is known in every social and human organization, it is obvious that its presence in schools affects both the educational organization and its members and the success of the next generations. Therefore, dealing with intimidation in educational organizations will be a social solution rather than an individual effort.

In the literature, it is seen that studies regarding intimidation behaviors from administrators to teachers are dominant in educational organizations (Cemaloğlu, 2007; Cemaloğlu & Okçu, 2012; Cemaloğlu & Kılınç, 2012). On the other hand, despite this dominance in the literature, there are studies advocating the existence of bottom-up intimidation (Cemaloğlu & Ertürk, 2008; Tınaz, 2006; Kayağdı, 2007; Özgan, Kara, & Arslan, 2013). According to Akan vd., (2013), bottom-up intimidation behavior is a type of intimidation that has an insignificant level of presence and influence. As a matter of fact, according to Cemaloğlu and Ertürk (2008) when the intimidation behaviors faced by the school principal, assistant principal and teachers in a school are compared, school administrators have to face more intimidation activities than others. Because, school administrators have to struggle with the intimidation activities carried out by employees around the school and district directors, deputy directors, inspectors, and parents around the outside.

According to Kayağdı (2007) the intimidation behaviors of the employees can be implicitly applied to the managers in order to harass and isolate the manager. Again, according to a study, employees who are aware of their work can resist by leaving the manager alone by not providing it when the manager needs support in order to leave the manager in a difficult situation [43]. As a matter of fact, this type of intimidation between teacher and school principal can cause inadequate communication between the parties (Akan., Yalçın & Yıldırım, 2013).

Özgan, Kara and Arslan (2013) defend the opinion of the negative results of the psychological intimidation activities of teachers against the administrators, which manifest itself in the form of restlessness, depression, coldness, conflict, stress, divergence, distrust to teachers, decreased motivation, burnout, job satisfaction, decreased school attachment and performance.

As a result, it is understood that the intimidation

behaviors that school administrators are exposed to negatively affect the morale and motivation of school administrators and cause the school success to decrease.

## 6. Recommendations

When the psychological intimidation events experienced by the principal, the assistants and the teachers were compared in proportion to each other, it was found that the school administrators were exposed to more intimidation activities than the other officers. The reason for this is that school administrators are exposed to threatening activities carried out by school staff as well as external affairs (regional directors, branch managers, supervisors, families, school community). In addition, when we observe the intimidation behaviors faced by instructors, it is seen that teachers are mostly exposed to intimidation by school principals. Accordingly, the following recommendations can be given to prevent frightening.

1. School administrators should not recognize the acts of intimidation against people who are not at school and should not reflect these behaviors to their institutions and employees.
2. Trainers should be treated equally.
3. There should be justice in work distribution and workload at school.
4. Social exclusion should not be allowed in the institution.
5. There should be more communication between teachers and administrators in the school, strengthening and communication channels should not be in hierarchical order.
6. The problems experienced by the school staff should not be ignored and they should be solved fairly in a minimum time.
7. Social activities should be included in the school to increase the positive social interaction among school staff.
8. Necessary precautions should be taken in order not to create a situation for staff to think that the awards are given undeservedly.
9. Ethical boards should be established to resolve conflicts at school.

Comparing the intimidation experience of managers and trainers, similar basic features were observed in terms of daunting character structures and victim character structures. Based on this situation, it can be concluded that the character structures and effects of the administrators on the organization are the main common point of intimidation. All participants were exposed to intimidation with the intention of forcing them to leave the institution. It is seen that intimidation in

private schools and public schools occurs through the rewarding system such as organizational change, leadership and management, and organizational practices such as competition, payment and staff. In schools, aggressive and abusive attitudes are naturally met, this is internalized by school staff, accepted as a part of intimidation organizational culture, autocratic and administrative style is allowed to be preferred, punishment is applied in sub-parent relationship and it is applied to remove the organization.

It was concluded that the change and the micropolitical behaviors of managers prepare the basis for intimidation. Prevention of intimidation in schools, teacher training and acceptance into the profession, become systematic in professionalization and will be an important step to take on any culture and politics that work and teach. It should be ensured that all workers act within the framework of the employment contract and professional ethics contract. It should be ensured that this issue is explicitly included in the control system, necessary changes are made in internal regulations related to intimidation, and that preventive and remedial practices are included before legal practice. Qualitative and mixed model researches can be conducted in educational institutions to provide original solutions by providing data on intimidation experiences and original structure. These projects can be designed and implemented, and an action plan can be implemented by taking professional, institutional and scientific measures to combat intimidation as a result of social awareness (Cemaloğlu & Ertürk, 2007).

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