

Evaluation of the Perceptions of Female Employees on Mobbing and on the Effect of Mobbing on Work Performance

Mehmet Yilmaz

Abstract

This study aims to evaluate the relationship of female employees' perceptions of mobbing and its effect on their work performance. This study is comparative study that uses relational survey model to measure and evaluate the perceptions of female employees on mobbing and on the effects of mobbing on the job performance of female employees working in educational institutions. The data collected is from the 258 participants who completed the survey from North Cyprus and Turkey. The comparative relational survey technique was used for this study and a scale was prepared consisting of six sections and totalled 23 survey items by the authors. In the first section of the survey, there are three items to gather demographic information. The results of this study evaluate the perceptions of female employees about the overall effects of mobbing and, specifically, its effects on work performance are essential for finding a solution.

Keywords: Organizational Psychology, mobbing, female employee, work performance

Introduction

Psychological demoralisation and mobbing in a workplace have been present ever since working environments were established and are inevitably suppressed and ignored. This is a dark figure in business practice and often goes unnoticed and disregarded, which shapes the multi-dimensional and multi-disciplinary aspects of mobbing (Tosten, Avcı & Okçu, 2018). Mobbing practices in education institutions negatively affect teaching and learning practices and result in the deterioration of educational quality. A peaceful, harmonious work environment cannot be achieved if there are mobbing practices against female employees. Neither teachers nor students can be effective in a non-peaceful institution. It is vital to study this multi-dimensional issue and solve the problem. The eradication of the psychological harassment of employees will positively influence teaching and learning processes (Gökçe, 2009).

1. Conceptual Framework

1.1. Mobbing

Mobbing is a form of bullying that consists of persistent, repeated adverse actions towards an employee that is initiated by co-workers or

administrators in the workplace over a period of time. Bullying begins when an employee becomes the target of disrespectful and harmful behaviour in the workplace. The bullying process develops as an employee or a group (perpetrators) continuously engages in malicious acts such as ridiculing and reducing the social reputation of the victims and forcing them to quit their jobs (Cech, Kvintová, & Cakirpaloglu, 2018).

Mobbing behaviour includes a wide variety of planned, conscious, or motivated direct or indirect aggressive behaviours. The consequences of bullying on individuals include disruption of behavioural and spiritual integrity, pacifying an active outgoing individual, destroying their self-confidence, creating stress, and causing depression. Bullying may also have negative organisational consequences from disrupting the organisation: reducing productivity, motivation, and rate of turnover, as well as disturbing organisational trust and creating alienation (Kök, 2006).

Mobbing creates consequences for employees to cease their employment. Mobbing is a systematic set of aggressive and bullying actions on employees within the working environment that are performed in an emotional dimension. This type of behaviour may be exhibited openly or may be veiled or performed indirectly towards the employee. These increasingly frequent behaviours are often overlooked, tolerated, and even

encouraged by institutions (Gökçe, 2009).

The results of studies on the issue have proven the importance of the topic, which was neglected until very recently. Research conducted on this issue specifies institutional reasons of bullying, such as the personal traits of perpetrators and its victims, jealousy, hostility, group pressure, stress, and conflict (Cech, Kvintová & Cakirpaloglu, 2018). Mobbing can be vertical (hierarchical) and horizontal (functional). Vertical mobbing is the pressure of administrators and seniors to subordinates or the other way around. Horizontal mobbing is the psychological pressure of employees working at the same level in an institution (Kök, 2006).

There are successive stages of mobbing behaviour in an organisation. These stages are defined as the prevention of personal development and the establishment of communication, targeting social relationships, devaluing reputation, and attacking the employee's life quality, work conditions, and health (Mitin, 2017). All of these insidious practices leave a more significant mark on female employees that force them to consider resignation

Mobbing has significant consequences for female employees, their families, and their organisations. Female employees who experience mobbing also experience physiological, psychological, and behavioural disorders. This affects the family structure considerably; it can cause problems in parent-child relationships and the psychological development of children and may cause divorce.

The main goals and principles that are essential in the organization of education are part of the political institutions, which determine the general structure of the education system. However, the educational institutions strive for the achievement of the goals and principles set. The most critical task of educational institutions and, therefore, our teachers is to educate individuals who recognise and enhance moral, spiritual, and cultural values to create generations that are physically and mentally healthy and well balanced. Our teachers, who are endowed with such a crucial role, also have a vital prospect of working in a peaceful educational environment (Gökçe, 2009).

Mobbing practices lead to negative consequences for both individuals and organisations. Research on the negative effects of mobbing on individuals is mostly studied by measuring the psychological and psychosomatic findings that these actions have on the victims. Researchers on this topic indicate that exposure to

bullying in organisations causes an increase in psychological and psychosomatic health complaints (Baltas and Baltas, 1998). According to the results of research conducted to determine the relationship between exposure of females to mobbing actions and their psychological and psychosomatic health, complaints indicate that 27% of women exposed to intimidation had psychological health complaints and that 10% of female employees had psychosomatic health complaints. Many studies show that problems such as coronary heart disease, digestive system diseases, high blood pressure, hypertension, and depression are caused by dissatisfaction with work and working conditions of the individual concerned. Most researchers and psychologists have stated that such violent acts have brought victims to suicide (Davenport, Schwartz and Elliott, 2003).

Mobbing also has negative consequences on the organisation. Harrison points out that a research survey conducted in the U.S. on 9,000 public employees revealed that 42% of female employees and 15% of male employees were exposed to intimidation in the last two years, accounting for 180 million dollars of lost time and productivity. (As cited in Arpacioğlu, 2003). Changes in employee behaviour due to mobbing also have a very high cost. According to Namie (1999), 82% of employees who are confronted with an employee who applies mobbing tend to resign from the organisation; 34% of such employees resign due to health reasons resulting from bullying, and 44% of employees do so since the performance evaluation system of organisations easily determines their performance as "inadequate," or the resignation occurs because of the decision of management.

1.2. Work Performance

Employees' work performance is indicative of their desire to achieve, personal characteristics and capabilities and the work environment (Keles & Findikli, 2016). However, it is affected by the administration as much as the individual. The degree of managers' ability to mobilize employees, to use existing potentials, and to benefit from the talents of employees also contribute to work performance (Ersen, 1997, p.113)

A high level of work performance by employees allows them to reach the targets set by their institutions (Ertan, 2008, p. 42). The performance of the individuals must be high in order for corporations to reach their targets, and when institutions reach their targets, they provide

positive feedback to high-performance employees through promotions and rewards and guaranteeing their positions. In this respect, employees are able to achieve both individual and corporate goals through their work performances. As a matter of fact, while assessing the performances of the institutions, attention is paid to sales ratios, market shares, and development rates. Employees' work performances directly affect these figures and variables (Wu and Çavuşgil, 2006, p.84)

It is expected for individuals to act in accordance with their roles within the institution. They are expected to make various categorizations and act upon them to produce output in this manner. Relevant criteria, including the ability to judge the differences in the output of employees and differences in work performance, are obtained by studying the output with the determined criteria (Austin and Villanova, 1992).

Work performance levels are essential for researchers, employees, managers, and everyone in the organisation. They require employees with high work performances to reach the goals of the institutions and reach the competitiveness within their sector. Individuals with high work performances expect to earn pride, satisfaction, higher income, a successful career, and high social reputation (Sonnetag and Freese, 2002).

The definition of work performance provides insight into its importance, which necessitates careful evaluation. For this reason, any study on the topic needs to pay attention to the important matters such as being unbiased and objective and using an appropriate scientifically measurable method. The results of work performance evaluation should be reported to the employees.

Individuals can reflect on the positive and negative aspects of the feedback on their work performance and may try to develop accordingly. Work performance evaluations were not shared with the employees previously. However, advances in technology and changing socio-cultural structures have changed the situation and placed great importance on reflecting employees' work performances (Saltukoğlu, 2003).

1.2.1. The impact of Reward and Promotion on Work Performance

Rewards and promotions are very effective in increasing the morale and motivation of employees. For this reason, it is vital to reward and promote employees with high work performances. The results of research carried out on rewards define two types of reward systems to motivate employees; these are material and moral rewards.

The first type of these rewards includes prizes, which may be presented in a concrete form and in numbers and are categorised as material rewards. The other types of rewards are prizes like promotions that also provide satisfaction but cannot be expressed in numbers and, thus, are termed as spiritual awards. Encouragement to individuals like bonuses and awards given with names are the material rewards. Both types of rewards undoubtedly have positive impacts on the work performances of employees (Luecke, 2008). Being rewarded influences employees positively and endows them with a feeling of success in the competition they undertake.

Rewarding individuals who perform well through a system of rewards by management significantly affects the organisation's environment (Öğüt, 2005). Spiritual rewards such as promotion can be given to encourage successful employees and increase organisational loyalty. Promotion is a spiritual reward that encourages employees to work harder, exhibit high-level work performance, and be more ambitious (Hasnain, 2019).

Employees also require growth opportunities in their workplace since as they progress in their line of work and gain experience, they may find their level of authority and responsibilities to be inadequate and want it to be increased. Employees and administrators whose advancement and growth opportunities are blocked will diminish their enthusiasm and efforts. Thus, promotion can also be considered an incentive in the workplace (Eren, 2004: 515).

1.2.2. Impact of Management's Attitude on Work Performance

Managers' attitudes and management styles are crucial factors in the promotion of employee high-level work performance. The attitudes of senior managers as well as the attitudes of lower levels of management are significant in promoting high levels of work performance in institutions. In fact, the management styles in institutions are shaped by senior level and the attitudes of all the other managers. Managing style incorporates all levels of management involved in the management of the organisation and is related to their personal interpretation of their own management (Başaran, 2008). The attitudes of the managers can directly affect the employees. Studies suggest that employees who do it with passion tend to execute their work with high-level work performance. The conditions that produce such desirable outcomes are determined by the attitude managers have

towards their employees.

Over time the attitude of managers transform into sets of rules for employees to follow. Management is the skill to harmonise and synchronise employee's personal goals with organisational goals. In this respect, managers aim to create a set of rules for employees to comply with and create anticipated behaviour and practices for the employees. Employees figure out what and how they will carry out their duties through the set principals (Dilek, 2005). The administrations transform the functional environment of the organizations to be more effective with various elements. In the management process, the management evaluates the units of institution that come together to achieve the set goals. Various layers of subsystems come together to constitute the system of management. The functions of all these subsystems include creating human resources, collecting the subsystems under a common goal, keeping up with external changes, decision-making and evaluation (Yener, 2007).

Today's businesses, which are constantly developing and changing, will be able to reach the targets of the institutions and increase the organizational commitment of the employees by means of the attitudes of the managers who can follow up these changes and sustain development.

1.2.3. Impact of Communication on Work Performance

Employees strive to create a peaceful environment in their work environments similar to their private lives and they do so through cooperation and communication with all members in the organization (Abdi & Sharyati, 2019). The formation of a good communicative environment is an advantage for individuals to reach their goals at work. Social partnerships are becoming more important in institutions that operate through cooperation. It is important for employees to communicate and integrate with other members to achieve their goals. Therefore, it is the duty of management to help improve employee's work performance by aiding employees to get rid of the psycho-social needs (Bozkurt, 2008).

The positive personal characteristics of employees also support high work performance. However, not all individual characteristic affects business performance positively. The impact of personal characteristics on work performance varies on the quality of their targets and the type of work performed (Dilek, 2005). Employees need to establish the necessary communication to promote

their involvement in their work and to minimize the effects of deficiencies of work (Uyanik Balat, Sezer, Bayindir, & Yilmaz, 2019). The communication established between management and employees will promote higher levels of work performance of employees. As employees' performance improves, their commitment to the job also increases (Eksi, & Bahcecik, 2018).

1.2.4. The impact of Problems Encountered at Work Process and Job Satisfaction on Work Performance

The work performance of employees is affected by the problems they encounter during work process, which causes the performance of the organization to be adversely affected. It has been suggested that there is a significant link between job satisfaction and job performance in the many research conducted up until now and this has also led to a significant increase in the work performance of employees with high job satisfaction (Prasertcharoensuk, Kanokorn, & Keow Ngang, 2017).

İnanđı and Tunç (2012) aimed to determine the relationship of career obstacles on job satisfaction levels and predictive levels of their job satisfaction in their study entitled *The relationship of Career Obstacles on Job Satisfaction Level of Female Teachers*. The study was conducted in 21 city centres in Turkey. The population size of the study was 1,070 female teachers working in primary schools. The findings of the study suggest that there was no significant link between career obstacles and job satisfaction levels of female employees. The results indicated that female teachers' job satisfaction levels increase as family-based and gender-based stereotypes decrease. Another indication was that satisfaction levels of female employees also increase when female teachers receive support from their families. The study also pointed out that female teachers see the gender stereotypes in society as an obstacle to their careers, and that they also internalize these stereotypes.

The problems employees encounter in their work life directly affect job satisfaction. It can be observed that changes in satisfaction also lead to positive or negative changes in job performance of employees.

1.3. The Purpose and Significance of the Study

The purpose of this study is to evaluate the perceptions of female employees on mobbing and the effects of mobbing on work performance. The following hypotheses have been analysed for

this purpose.

H1: Women are exposed to mobbing in workplaces.

H2: Mobbing adversely affects the organizational climate.

H3: Mobbing negatively affects the performance of female employees.

H4: Gender is an important factor in exposure to mobbing.

H5: Female workers exposed to mobbing cannot defend themselves.

This study aims to assess and reveal the perceptions of female employees on mobbing and on the impact of mobbing on business performance. The significance of this study is that the evaluation of these perceptions can suggest solutions for mobbing. In addition, the fact that the research was carried out on female employees working in educational institutions is also significant in order to prevent the negative aspects created by mobbing within these institutions.

2. Method

2.1. Research Method

This study is comparative study that uses relational survey model to measure and evaluate the perceptions of female employees on mobbing and on the effects of mobbing on the job performance of female employees working in educational institutions. In comparative relational surveys, the situations to be examined are first described in detail. In the second stage, the descriptions made are compared and interpreted within the framework of common criteria (Karasar, 2008).

2.1. Participants

The participants of this study incorporated female teachers working in educational institutions affiliated to the Ministry of Education in Turkey and Ministry of Education and Culture in Northern Cyprus. The participants selected randomly and the survey form was sent to the participants on the internet to female teachers. Only 128 employees participated and filled in the survey from Turkey and 130 employees participated and filled in the survey from Northern Cyprus. The result of this survey is based on the assumption that the participants answered the survey in a sincere manner. The data collected is from the 258 participants who completed the survey from both countries.

2.2. Data Collection Tool and Analysis

The comparative relational survey technique was used for this study and a scale was prepared

consisting of six sections and totalled 23 survey items by the authors. In the first section of the survey, there are three items to gather demographic information. The second section is comprised of five items on their perception of mobbing. In the third section, there are three items about the adverse effects of mobbing on organizational climate. In the fourth section, there are six items about the effects mobbing has on the employee. In the fifth section, five items on the factors that cause exposure to mobbing and in the last section, there are four items about the level of struggle against mobbing. A triple Likert type scale of "3: yes", "2: partly agree" and "1: no" was preferred for response to the items.

After preparing the questionnaire, 3 subject area experts working at Institute of Educational Sciences of Başkent University were consulted for content validity. Initially, the scale was prepared as 25 items, but after the opinions of the subject area experts, two of them were removed from the scale and corrections were made in 3 items. After the necessary arrangements were made according to the opinions of the subject area experts, the questionnaire was finalized and applied as a pilot study to the 120 participants by taking necessary permissions from the relevant institution.

The reliability of a measure is an indication of the stability and consistency with which the instrument measures the concept and helps to assess the "goodness" of a measure (Sekaran, 2003). Thus, the internal consistency reliability of the measures used in this study can be considered as good. According to researchers (Sekaran, 2003; Hung et al., 2010), the closer the reliability coefficient is to 1.0, the better is the forum's reliability. In general, reliabilities of less than 0.60 are considered poor, those between 0.60 and 0.70 are acceptable, and those over 0.80 are good. A reliable instrument is one that gives consistent results (Fraenkel & Wallen, 2006).

Reliability analysis of the scale was performed and the Cronbach alpha coefficient was 0.910. The analysis of the data was performed using SPSS 22 statistical analysis program; also frequency, percentage analysis and chi-square test were applied during the analysis of data.

Factor analysis was applied to test the construct validity of the scale. KMO and Bartlett's test of Sphericity were performed to ensure that the data were suitable for factor analysis. For the suitability of the data for factor analysis, KMO should be higher than .60 and Bartlett's test should be significant. (Büyükoztürk, 2004). In this study, KMO coefficient was calculated as .79. If the KMO value

is over .60, it is evaluated that the data are suitable for factor analysis (Hutcheson & Sofroniou, 1999).

Approximately X^2 value for Bartlett's test of sphericity was found 5440.136 ($p < .001$) for the study (see Table 1).

Table 1. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.788
Bartlett's Test of Sphericity	Approx. Chi-Square	5440.136
	df	253
	Sig.	.000

Principal Component Factor analysis and Varimax rotation were applied to reveal the main components (sub-dimensions) of the scale. In the determination of the items that make up the scale, the criterion of the factor load as a result of Varimax rotation analysis at least 0.30 and under one factor was taken as the basis (If the item receives a high factor load under two separate factors, the criterion to be at least 0.10 is taken into account) (Tuan et al., 2000; Johnson & McClure, 2004).

5 factors were found in the perception of mobbing scale. The total variance explained by five

factors is 72.384%. As it is difficult to reach very high values in social sciences, it is mentioned that 40% and 60% or more are acceptable in various sources (Namlu & Odabasi, 2007). Therefore in this study, total variance explained found over 60% and it is between acceptable limits. Variance percentages of 5 factors obtained after varimax rotation: The first factor explains 20.34% of the variance, the second factor 15.95%, the third factor 12.57%, the fourth factor 12.29% and the fifth factor 11.23. Factor loads are between 0.474 and 0.885. Table 2 represents the items included in the factors after the varimax rotation.

Table 2. Results of factor analysis total variance explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative%	Total	% of Variance	Cumulative%	Total	% of Variance	Cumulative%
1	7.853	34.145	34.145	7.853	34.145	34.145	4.679	20.342	20.342
2	3.849	16.735	50.880	3.849	16.735	50.880	3.669	15.952	36.294
3	1.971	8.569	59.449	1.971	8.569	59.449	2.890	12.567	48.861
4	1.600	6.956	66.405	1.600	6.956	66.405	2.826	12.286	61.147
5	1.375	5.979	72.384	1.375	5.979	72.384	2.584	11.237	72.384
6	.968	4.209	76.592						
7	.826	3.590	80.183						
8	.805	3.499	83.682						
9	.649	2.821	86.502						
10	.587	2.553	89.056						
11	.492	2.139	91.195						
12	.368	1.601	92.796						
13	.331	1.437	94.233						
14	.261	1.135	95.368						
15	.228	.990	96.359						
16	.216	.941	97.299						
17	.174	.756	98.056						
18	.151	.656	98.712						
19	.110	.477	99.189						
20	.077	.337	99.526						
21	.042	.181	99.706						
22	.036	.158	99.865						
23	.031	.135	100.000						

Extraction Method: Principal Component Analysis.

Scale can be summed under five component according to the results of the analysis. In the

naming of these five sub-dimensions, the content of the items collected in the factors and their

suitability to the theoretical structure were taken into consideration. Sub-dimensions accordingly named as “The Effects of Mobbing on Employees” (6 items), “Female Employee’s Perception of Mobbing” (5 items), “The level of defence against

Mobbing” (4 items), “Causes of Mobbing Exposure” (5 items) and “The negative effects of Mobbing on Institutional Climate” (3 items). After the pilot application, rotated factor loadings of the items are given in Table 3 after the general application for 258 different participants.

Table 3. Factors and rotated factor loadings of the scale

Items	Rotated Factor Loading
Factor 1	The Effects of Mobbing on Employees
I1	0.933
I2	0.891
I3	0.876
I4	0.846
I5	0.811
I6	0.689
Factor 2	Female Employee’s Perception of Mobbing
I7	0.907
I8	0.900
I9	0.724
I10	0.675
I11	0.668
Factor 3	The level of defence against Mobbing
I12	0.869
I13	0.852
I14	0.665
I15	0.489
Factor 4	Causes of Mobbing Exposure
I16	0.804
I17	0.699
I18	0.666
I19	0.638
I20	0.515
Factor 5	The negative effects of Mobbing on Institutional Climate
I21	0.888
I22	0.845
I23	0.649

3. Results and Discussion

In Table 1 demographics of female employees were given both from Turkey and North Cyprus. Accordingly, 9% (N = 22) of the 256 participants were under 25 years of age, 34% (N = 87) were between 26-35 years of age, 40% (N= 104) were found in the age range of 36-45, and 17% (N = 45) in the age range 46-55. It is seen that 76% of the participants (N = 196) were graduate degree and 24% (N = 62) had graduated from masters and doctoral degrees. 38% of the participants (N = 99) were in the range of 1-10 years, 51% (N = 133) in the 11-20 years of seniority, 9% (N = 22) in the 21-30 years of seniority, 1% (N = 4) were at 31 years and over in seniority. The marital status of participants were as follows; 34 (N = 88) were single, 59% (N = 152) were married and 7% (N = 18) were widower / divorced.

In Table 2. between Turkey and Northern Cyprus to find female employee's perception of mobbing, Mann-Whitney U test was applied to each item and significant results have been found between them in behalf of Turkey ($p < .05$).

The findings of the study indicated that compared to Northern Cyprus the majority of mobbing victims have experienced mobbing behaviours from their managers in Turkey ($p < .05$). The findings of this study do not match the results of mentioned research.

The findings of the data available in Table 2 mention that, in Turkey female participants are exposed to more bullying compared to Northern Cyprus by assistant managers, students and by other members of staff.

Mobbing can be vertical (hierarchical) and lateral (functional). Vertical intimidation is the

pressure of the managers to subordinates or visa versa. Lateral intimidation is psychological pressure applied by one of the employees at the same level (Tutar, 2004).

Kruskal Wallis H tests showed that there was no significant difference with respect to demographic

characteristics of the teachers according to the perceptions of female employees on mobbing. In general, less female employees who participated in the study expressed that they encountered mobbing by manager (13.6%), assistant managers (14%), their colleagues (13.6), their students, (7%) and by other members of staff (13.2)

Table 1. Demographics of Female Employees

Marital Status / Age	Country	Single		Married		Widow / Divorced		Total	
		N	%	N	%	N	%	N	%
25 or under	Turkey	8	0.10	2	0.01	0	0.00	10	0.04
	North Cyprus	6	0.08	6	0.04	0	0.00	12	0.05
26-35	Turkey	18	0.23	21	0.13	2	0.11	41	0.16
	North Cyprus	16	0.21	27	0.17	3	0.16	46	0.18
36-45	Turkey	14	0.18	34	0.21	4	0.21	52	0.20
	North Cyprus	10	0.13	37	0.23	5	0.26	52	0.20
46-55	Turkey	4	0.05	16	0.10	4	0.21	24	0.09
	North Cyprus	1	0.01	19	0.12	1	0.05	21	0.08
	Total	77	100%	162	100%	19	100%	258	100%
Education									
Graduate	Turkey	33	0.38	64	0.42	8	0.40	105	0.41
	North Cyprus	27	0.31	58	0.38	6	0.30	91	0.35
Masters/PHD	Turkey	11	0.13	9	0.06	3	0.15	23	0.09
	North Cyprus	16	0.18	20	0.13	3	0.15	39	0.15
	Total	87	100%	151	100%	20	100%	258	100%
Seniority									
1-10 years	Turkey	20	0.23	23	0.15	7	0.39	50	0.19
	North Cyprus	18	0.20	25	0.16	6	0.33	49	0.19
11-20 years	Turkey	18	0.20	45	0.30	2	0.11	65	0.25
	North Cyprus	20	0.23	47	0.31	1	0.06	68	0.26
21-30 years	Turkey	5	0.06	4	0.03	1	0.06	10	0.04
	North Cyprus	6	0.07	6	0.04	0	0.00	12	0.05
31 years and over	Turkey	1	0.01	1	0.01	1	0.06	3	0.01
	North Cyprus	0	0.00	1	0.01	0	0.00	1	0.00
	Total	88	100%	152	100%	18	100%	258	100%

Table 2. Female Employee's Perception of Mobbing

ITEM		N	Mean Rank	Sum of Ranks	U	z	p
Do you encounter mobbing by your manager towards you?	T	128	142.44	18232.50	6663.500	-3.100	.002
	NC	130	116.76	15178.50			
Do you encounter mobbing by assistant managers towards you?	T	128	140.08	17930.00	6966.000	-2.505	.012
	NC	130	119.08	15481.00			
Do you encounter mobbing by your colleagues towards you?	T	128	149.77	19170.00	5726.000	-4.826	.000
	NC	130	109.55	14241.00			
Do you encounter mobbing by your students towards you?	T	128	140.49	17983.00	6913.000	-2.633	.008
	NC	130	118.68	15428.00			
Do you encounter mobbing by other members of staff towards you?	T	128	144.44	18488.00	6408.000	-3.495	.000
	NC	130	114.79	14923.00			

The implementation of mobbing within the organization removes employees from the valued goals and expectations. The victim terminates his or her expectation from the organization and starts

searching for future expectations out of the organization (Tolan, 1981).

According to Table 3, 45% of the female teachers who participated in the study expressed

that mobbing have no negative impact on the success of school, 58.5% of participants did not think that mobbing has adverse effect on the achievement of the objectives of the school and 51.2% of participants expressed that mobbing have no adverse effects on the teaching and learning process at school. According to the results of the Mann Whitney U tests results a significant difference have been found on the negative effects of mobbing on institutional climate on behalf of Turkey. So that the female employees in Turkey

expressed more negative effects of mobbing on institutional climate compared to Northern Cyprus.

According to Namie (1999), 82% of the employees who experience mobbing leave their organizations; 34% of the employees who resign do so for health reasons associated with mobbing, and 44% of employees leave due to the performance evaluation system, and may easily perceive themselves to be "inadequate" and the rest leave through management's decision.

Table 3. The negative effects of Mobbing on Institutional Climate

ITEM		N	Mean Rank	Sum of Ranks	U	z	p
Does mobbing have a negative impact on the success of school?	T	128	145.48	18622.00	6274.000	-3.706	.000
	NC	130	113.76	14789.00			
Does mobbing have negative effect on the achievement of school's targets?	T	128	138.93	17783.00	7113.000	-2.286	.022
	NC	130	120.22	15628.00			
Does Mobbing have adverse effects on the teaching and learning process at school?	T	128	143.34	18347.00	6549.000	-3.267	.001
	NC	130	115.88	15064.00			

Table 4. The Effects of Mobbing on Employees

ITEM		N	Mean Rank	Sum of Ranks	U	z	p
Does mobbing have negative effects on your work performance?	T	128	141.08	18058.50	6837.500	-2.832	.005
	NC	130	118.10	15352.50			
Does mobbing practices affect your health negatively?	T	128	139.45	17849.00	7047.000	-2.349	.019
	NC	130	119.71	15562.00			
Does mobbing have negative effects on your psychology?	T	128	143.77	18402.00	6494.000	-3.411	.001
	NC	130	115.45	15009.00			
Does mobbing have negative effects on your social relations?	T	128	144.34	18475.00	6421.000	-3.465	.001
	NC	130	114.89	14936.00			
Do Mobbing practices worry you?	T	128	145.07	18569.00	6327.000	-3.640	.000
	NC	130	114.17	14842.00			
Are students negatively affected if their teachers are mobbed?	T	128	144.25	18463.50	6432.500	-3.417	.001
	NC	130	114.98	14947.50			

People who are exposed to mobbing experience problems such as sleep disorder, problems with their nervous system, depression, numbness, loss of motivation, asociality, loneliness, self-disgust, loss of reputation, psychosomatic disorders, depressive behaviour, hopelessness, despair, nervousness, sadness and distress (Leymann, 1990).

Table 4 contains the perceptions these were given by female teachers on the effects of mobbing in the workplace. 59.7% of female teachers answered "no" to the question of "Does mobbing have negative effects on your work performance?"

Belonging and commitment levels of mobbed employees towards their institutions fall. Those who are exposed to this situation refrain from working and stay loyal to working hours (Vanderberg R. J. and Scarpella V. 1994).

While 57.7% of the teacher's response to the

question "Does mobbing have negative effects on your health?" was "no", 52.7% of the teachers gave "no" answer to the question "Does mobbing have negative effects on your psychology?"

Mobbing leads to negative consequences for both individuals and organizations. The focus of research on negative consequences of individuals measures the psychological and psychosomatic findings that these actions leave on the individuals. Research conducted in this area has shown that there is a significant relationship between exposure to intimidation in organizations and an increase in psychological and psychomotor health complaints (Baltaş and Baltas, 1998).

46.5% of the teachers gave a "no" answer in response to the question "Does mobbing negatively affect your social life?" In response to the question, "Do mobbing practices worry you?" 45.5% of respondents answered "no". 43.8% of female

teachers replied "no" to this question " Are students negatively affected if their teachers are mobbed?" 51.2% of the respondents responded with "no".

The findings of various studies propose that many health problems such as coronary heart disease, digestive system diseases, high blood pressure, stress and depression are caused by the dissatisfaction of individuals with their work and working conditions. Many researchers and psychologists have stated that the severe cases of such actions have made victims commit suicide (Davenport, Schwartz and Elliott, 2003).

There was no significant relation between the perceptions of female teachers on the effects of mobbing of employees with demographic characteristics according to the Kruskal Wallis H and Mann Whitney U tests ($p > .05$). According to the results of the Mann Whitney U tests results a

significant difference have been found on the effects of mobbing on employees on behalf of Turkey ($p < .05$). So that the female employees in Turkey expressed more negative effects on their work performance, health, psychology, social relations and mentioned that mobbing practices worry them compared to Northern Cyprus.

According to this, the mobbing behaviours depicted based on teachers' views may lead to the elimination of communication opportunities between teachers, the school and in particular with the administrators and cause teachers to limit the social relations they can establish with the variables in the school and outside it. The dignity of the teachers may be harmed, creating a sense of belittlement in the personal, professional and social sense and also be discomforting through opinions and interpretations of physical characteristics. (Elliott, 2003).

Table 5. Causes of Mobbing Exposure

ITEM		N	Mean Rank	Sum of Ranks	U	z	p
Is your gender a factor in the occurrence of mobbing?	T	128	138.88	17776.00	7120.000	-2.282	.022
	NC	130	120.27	15635.00			
Is your faith a factor in the occurrence of mobbing?	T	128	143.34	18347.00	6549.000	-3.267	.001
	NC	130	115.88	15064.00			
Are your political views a factor in the occurrence of mobbing?	T	128	141.05	18054.00	6842.000	-2.836	.005
	NC	130	118.13	15357.00			
Is your ethnic background a factor in the occurrence of mobbing?	T	128	139.42	17846.00	7050.000	-2.350	.019
	NC	130	119.73	15565.00			
Is your branch a factor in the occurrence of mobbing?	T	128	143.73	18397.00	6499.000	-3.409	.001
	NC	130	115.49	15014.00			

It can occur to everyone in all workplaces regardless of cultural difference and gender. It is a situation, which has severe results (Tinaz, 2006). According to Table 5, in general 86% of respondents answered "no" to the question "Is your gender a factor in the occurrence of mobbing?" 86.9% of the female teachers answered "no" to the question "Is your faith a factor in the occurrence of mobbing?". 88% of participants responded with "no" to the question " Are your political views a factor in the occurrence of mobbing?". The rate of no response given to the question "Is your ethnic background a factor in the occurrence of mobbing?" is 84.5%. 90.7% of female teachers replied "no" to the question "Is your branch a factor in the occurrence of mobbing?".

According to a survey conducted in 2002 by Institute for Social Research (SFS) in Germany, about 2,7% of workers in the country was suffering as mobbing victims. In the study, women were exposed to mobbing 75% more than men and 1/9 of the workers were found to experience mobbing

during their entire lives. This research also showed that the mobbing victimization rate varied according to sex (Study Examines 'Mobbing' at the Workplace, 2002).

There were no significant relations between the perceptions of female teachers on the causes of mobbing exposure of employees with demographic characteristics according to the Kruskal Wallis H and Mann Whitney U tests ($p > .05$). According to the results of the Mann Whitney U tests results a significant difference have been found on the mobbing exposure of employees on behalf of Turkey ($p < .05$). So that the female employees in Turkey expressed higher perception score to that gender is a factor in the occurrence of mobbing, their faith a factor in the occurrence of mobbing, their political views a factor in the occurrence of mobbing, their ethnic background a factor in the occurrence of mobbing and their branch a factor in the occurrence of mobbing compared to Northern Cyprus.

Table 6. The level of defence against Mobbing

ITEM		N	Mean Rank	Sum of Ranks	U	z	p
Can you defend yourself against mobbing?	T	128	114,69	14680,50	6424.500	-3.462	.001
	NC	130	144,08	18730,50			
Do you have a sufficient amount of knowledge on mobbing?	T	128	113,53	14531,50	6275.500	-3.735	.000
	NC	130	145,23	18879,50			
Do you know your rights in fighting mobbing?	T	128	114,75	14688,50	6432.500	-3.417	.001
	NC	130	144,02	18722,50			
Does your institution support you in fighting mobbing?	T	128	120.27	15635.00	7120.000	-2.282	.022
	NC	130	138.88	17776.00			

The first step of defence against mobbing is the acceptance of the situation and acknowledging the existence of the event individually (Groeblichhoff and Becker, 1996). In Table 6, in general while 14.3% of female teachers responded "no" to the question "Can you defend yourself against mobbing?", 13.6% of the participants said "no" to "Do you have a sufficient amount of knowledge in mobbing". 16.7% of respondents replied "no" to "Do you know your rights in fighting against mobbing?" and 59.3% of female teachers answered "no" to the "Does your institution support you in fighting mobbing?".

The victim exposed to mobbing should be able to share what they are going through with someone they can trust and get help from their colleagues. However, this method is not always enough to solve the problem. Although, people who are practicing mobbing do so with the intent to exclude and isolate the person, a few people will prefer to stand with the mobbing victim (Niedl, 1996).

In table 6, there is no significant link between the level of defence against mobbing and the demographic variables according to the Kruskal

Wallis H and Mann Whitney U tests ($p > .05$). According to the results of the Mann Whitney U tests results a significant difference have been found on the mobbing exposure of employees on behalf of Northern Cyprus ($p < .05$). So that the female employees in Northern Cyprus expressed higher perception score to that defending their self against mobbing, have a sufficient amount of knowledge on mobbing, knowing their rights in fighting mobbing and their institution support them in fighting mobbing compared to Turkey.

The first step of the fight against mobbing is to identify the elements that caused the emergence of mobbing. After this identification, the following questions need to be analysed; what are the reasons for the emergence of mobbing? Who are the parties of the mobbing? How did mobbing develop? What are the factors that created mobbing and continue it? Does the organization have the right environment in the fight against mobbing? What kinds of problems can be resolved in the available environment of the organization? The analysis of the situation can begin after these questions are answered (Mullines, 1989).

Table 7. Perceptions of female employees on mobbing

ITEM		N	Mean Rank	Sum of Ranks	U	z	p
Perceptions of female employees on mobbing	T	128	161,86	20717,50	4178,500	-6,918	.001
	NC	130	97,64	12693,50			

In Table 7, in general, there is no significant difference between the general perceptions of female employees on mobbing and the demographic variables according to the Kruskal Wallis H and Mann Whitney U tests ($p > .05$). According to the results of the Mann Whitney U tests results a significant difference have been found on perceptions of female employees on mobbing on behalf of Turkey ($p < .05$). So that the female employees in Turkey expressed higher perception score to mobbing compared to Northern Cyprus.

4. Conclusion

In this section, the results of this research conducted to evaluate the perceptions of female employees on the effects of mobbing and on the effect of mobbing on their work performance are included.

Previous research stated that the people who perform the teaching profession frequently encounter mobbing. The results of this study conducted on female teachers concluded that the majority of female teachers were not exposed to mobbing by managers, managerial assistants,

teachers, students and other institution employees. The results also suggest that this perception does not depend on the demographic characteristics of the teachers. The study of the results suggests that there is a positive atmosphere in the institutions of female teachers are working and the low awareness of female teachers about mobbing can be effective in the emergence of this result.

Previous research indicated that mobbing has many negative effects on organizations as well as on the individual. As a result of this research, more than half of the female teachers have reached the conclusion that mobbing has harmed the organizational climate. While more than half of the teachers expressed that mobbing had harmed the school and had negative effects on its success, objectives and the education process. The idea that majority of staff members conceived mobbing, as not having harm on the climate of the organization is perceived as the insufficient knowledge of the participants on this issue. In addition, teacher participant who graduated from masters / PhDs agree that mobbing is harmful to the organizational climate, and that the level of awareness and knowledge of mobbing increases as the level of education of participant teachers increases.

The majority of participants have expressed that they were not personally affected by adverse impacts of mobbing. The majority of participants stated that mobbing did not affect their business performance, health, psychology, social life, self-esteem and students.

The conclusion is that the level of awareness of the effects of mobbing on organizational climate and its effects on individuals is low. In addition, almost half of female teachers think that mobbing has negative impact on psychology and the students of mobbed teachers. This shows that female teachers are more aware of the psychological dimension of mobbing and they have experienced their influence on the students. In addition, post-graduates and doctoral degrees of female teachers are more worried about mobbing than women undergraduates, suggesting that there is a direct correlation between the level of education and the worrying effects of mobbing.

The vast majority of female teachers think that gender, belief, political opinion, ethnicity and branch are not factors of mobbing. This result indicates that mobbing may be experienced irrelevant of any factors of personal characteristic. In addition, married female teachers and female teachers with postgraduate qualifications stressed that political opinion is much more important in getting mobbed than the other teachers.

Another finding of this study was that vast majority of female teachers cannot defend themselves from mobbing, they do not have sufficient knowledge of mobbing, they do not know their rights and they cannot get the required support from their institutions on mobbing.

According to these results, hypotheses determined at the beginning of the research; The hypothesis "H1: Women are exposed to mobbing in workplaces" has been rejected. The hypothesis "H2: Mobbing adversely affects the organizational climate" has been rejected. The hypothesis "H3: Mobbing negatively affects the performance of female employees" is rejected. The hypothesis "H4: Gender is an important factor in exposure to mobbing" has been rejected. The hypothesis "H5: Female employees exposed to mobbing cannot defend themselves." The hypothesis has been accepted.

These results demonstrate that institutions need to improve with respect to fight against mobbing, and that female employees must acquire more knowledge on fighting against mobbing and necessary educational activities are required on their rights and how they will benefit from these rights in case it occurs.

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