



## PERCEPTION OF PRE-SCHOOL TEACHERS TO MOBING IN TERMS OF EFFECT ON ORGANIZATIONAL BEHAVIOR

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### Abstract

Mobbing is an organizational problem that creates tension and clashes between the workers in the organization, effects negatively the satisfaction and capacity of the workers. In a long period of such a case, individual is ended up in isolation from the organization and work life inevitably. Mobbing is an important organizational problem which affects working atmosphere negatively and ends up in tension and conflicts and also decrease the job satisfaction. Getting aware of the Psycho – Violence cases causing serious negative results and defining the grounds and taking appropriate measures are very important in this case. By the virtue of the fact, this study is conducted. *General screening* model is used for the research. In order to clarify the perception “Negative Actions Questionnaire (NAQ)” and “Organizational Behavior Scale” are used. The atmosphere of the study is created with Pre – School Teachers working at kindergartens related to primary schools and independent kindergartens in Istanbul province. The research's sample is composed of Pre – School teachers' chosen by effective sample technique. As a result of the research, as the mobbing events increase at schools, teachers' emotional bounds to their schools are decreasing and also negative perception and behaviors are increasing. In such a situation some recommendations are presented here to prevent mobbing targeted to teachers.

**Keywords:** Pre-School, Mobbing, Teacher, Education, Organizational Behavior

### INTRODUCTION

Mobbing concept derives from the word mob which means organizational pressure. There is not an exact word for this concept in Turkish however it is used for psychological violence against someone, terrorization, bullying or taking side against someone. Leymann (2007) states that psychological terror or mobbing in working life involves hostile and unethical communication which is directed in a systematic manner by one or more individuals, mainly toward one individual, who, due to mobbing, is pushed into a helpless and defenseless position and held there by means of continuing mobbing activities. Such actions could cause psychological traumas by wearing the individual.

There are lots of definitions on literature about mobbing concept that identifies the continual and repetitive negative behaviors targeted another employee by another employee or a group of employee at workplaces. The concept's naming differs from country to country (Karatuna and Tınaz, 2010). In Latin, "mobile vulgus" means "indecisive rudeness" is the root of "mob" and this means in English "gang that uses violence illegally". The root "mob" is used as "mobbing" in verb format means psycho violence, psycho harass, to surround, to disturb or to bother (Karatuna and Tınaz, 2010, Kirel, 2008; Tınaz, Bayram and Ergin, 2008; Tınaz, 2011; Yaman, 2009).

According to Tınaz (2011) mobbing which causes tension and conflictive environment and damages the organizational health, effects satisfaction and work peace negatively, is a process that people bother each other and do this in an immoral way and systematically, in short use psychological violence to others. The aim in here is remove the target people in a voluntarily way or in another way.

This research has been conducted with the aim of showing "Perception of Pre-school Teachers to Mobbing in Terms of Effect on Organizational Behavior" with scales and also showing in which level the Mobbing, concept that many try to show a solution and prevent it, in addition in which respect it affects the organizational behavior although it is known that it exists in many organization.

#### **Factors that Prepare Atmosphere for Mobbing at Work Places**

Mobbing could be experienced in every single institution however it seen that in schools and health service institutions, mobbing is much more common, in the light of research data. Gender inequality, power imbalances, feeling insecure about work, changes in manager or auditor could be listed as the situational factors that cause a suitable atmosphere for psychological harassment. Negative organizational atmosphere, bad management and leadership attitude, competitive environment that could result conflicts, vague roles, injustice in organization, not being clear about performance rewarding and imbalances at work distribution could be listed as management and organizational factors that could lead psychological abuses/harassment (Karatuna and Tınaz, 2010; Kirel, 2008).

There is a mobbing process with joint action and consciously targeting the worker who is thought to be not appropriate for organization's aims. An unbearable atmosphere is created around that person. There could be many action that would not fit to humanity and immoral. Scolding, unkind treatment, bullying and threats could be observed for workers and even managers. As a result of those behaviors person get isolated form the work atmosphere or get fired or quit (Gün, 2009; Tınaz, 2011).

#### **Process stages in Mobbing at Work Place and People Take Role in the Process**

Leymann defines mobbing (psychological harassment at work place) as a 5 stage process. This is called as "Leymann Model" (Arslan, 2008; Gün, 2009; Karatuna and Tınaz, 2010; Kirel, 2008; Tınaz, 2011; Yaman, 2009).

1. *Conflict Stage*: In this stage, there is no mobbing. However the conflict happening prepare the atmosphere for a possible mobbing. This stage could be named as preparation stage.

2. *Aggressive Action Stage*: In this stage, mobbing has just started. Aggressive actions and psychological attacks could be seen.

3. *Organization Management's Step In to Issue*: If the management does not take place in the stage 2 directly, it could step in the process by misunderstanding the victim of mobbing or finding the victim guilty.

4. *Labeling by Wrong Perception or Diagnosis Stage*: This stage could be taken as the most important stage. Because the victim of mobbing could be labeled as "mentally ill", "difficult to understand" or "paranoiac", etc. for the reason that person sees psychologist or a psychiatry doctor in order to handle the situation.

5. *Firing Stage*: Not believing or not wanting to believe the victim could result in increase of emotional tension and psychosomatic events experienced. The person is dragged into quitting or directly fired. The victim experience stress disorder after unfair firing.

There are three rules in the mobbing process at work places.

- Mobbing Practioner (Attackers, Harasser)
- Mobbing Sufferer (Victims)
- Mobbing Observers (Arslan, 2008).

Mobbing practicers are generally people who are malice, disappointed, sadist, megalomaniac, fierce, criticizer, selfish, unable to decide and listen, think that they are not successful, arrogant and those who do not want to compromise and communicate (Karatuna and Tınaz, 2010). Besides all those, those kinds of people enjoy aggressive behaviors, do not feel any guilt and put the blame on others (Gün, 2009; Tınaz 2011).

Leymann states a very crucial definition on people who are exposed to mobbing: "Victim is who feels himself/herself as victim". (Tınaz, 2011). Mobbing victims are generally people who are young and weak. Additionally, they have tendency to depression, sensitive, cautious, anxious, shy easily managed and low self-esteem (Yaman, 2009).

According to Kirel's (2008) references from Einarsen, victims show those features:

- Low self-esteem,
- Anxiety,
- Introverted, honest, humble.

Matthiesen and Einarsen conducted a study in 2001 by using MMPI-2 scale and results show that victims experience psychosomatic symptoms and those kinds of people are the ones who are depressive, anxious, skeptical and not sure about the environment (Deniz, 2012).

The ones who are in the role of Psychological Harassment (Mobbing) observers are co-workers, superiors, managers, and they are not directly involved in the process. As the observers just stand and do nothing, it is clear that they accept the negative behavior targeting the victim. In this case, they are in the same position with the real harasser.

In the aspect of personality, some observers have similarity with victims and some other also has similarity with harassers. They do not want to take any responsibility on mobbing act. However they could represent themselves as the peacemaker during the process. They are very confident people. They could show an obvious sympathy to one side or do not take any action at all. Sometimes they are the key point of the conflict (Tınaz, Bayram and Ergin, 2008).

#### **Mobbing and Organizational Behavior**

Organizational Behavior;

- People's behaviors,
- Management process,
- Organization or organization scope that management is in the process,
- Work order in the organization and process of work,
- Interaction between the circle around the organization and organization itself

dealing with those topics. It basically interested in people. Those people are in an organizational environment. Main target is developing the relation between the people and the organization.

One of the key points is create an atmosphere to motivate people. Motivation targets the team work. Team work needs harmonization (realizing the activities in an order and certain time) and corporation (will to work together with a certain aim) (Eren, 2012: 219-223; Gülşen, 2011: 184-185).

There are felt and observed conflicts in organizations. These kinds of conflicts create tension on workers. One of the main reasons of these conflicts is mobbing events (Kirel, 2008: 1). In some organizations employers or managers do not take mobbing as an important issue (Tınaz, Bayram and Ergin, 2008: 70). However, mobbing is happening very commonly in organizations and cause physiological, psychological and behavioral problems on workers (Kirel, 2008: 1).

#### **Impact of Mobbing on Organizational Behavior**

In organizations where mobbing takes place, there is "introverted organization environment". This means that workers on the alarm. Relations are not close and there is always tension and stress. There is rumor all around. Gestures and mimics are used as mobbing weapons. Mobbing in an organizational environment causes expert loses, low product quality, unemployed payments, compensation for the ones who quit, and costs related to legal procedures and court. It is clear that those cause serious financial losses (Yaman, 2009:71).

The worker who is exposed to mobbing loses the self-confidence and believes that everything he/she does is wrong because of constant humiliation, not paid attention to his/her ideas could not get the important duties. As a result of these, trust between workers and management gets lost. Trust is important in terms of organizational loyalty. Trust is very important in individual relations and the same importance is real for also organizational trust. Because the costs and losses on the way to shared goals could be minimized by trust (Durdağ, 2010: 60- 77).



According to Yaman's (2009: 80) references from Ince and Gül (2005), organizational justice is the process of evaluating management decisions on work distribution, obeying the work hours, payment level, giving prizes and other parameters.

Damaged justice belief in the organization prevents organizational goals to realized and resulted in hate. These create a suitable atmosphere for mobbing. This is the reason why there should not be any hesitation on justice in the organization (Yaman, 2009:81).

According to Yaman (2009:87) cutting another colleagues speech into the middle, make him / her not speak, not listening, pretending as listening but dealing with other things, humiliation through using mimics and gestures, pretending as superior, yelling at others and giving orders, bullying under cover, acting in a manner of threatening people by reminding them they are inferior, making people wait in front of huge tables or using small chairs for them to psychologically humiliate them are some signs of mobbing in organizational communication. This obviously affects organizational environment negatively.

According to Kaymakçı's (2008: 131) reference from Namie (2003: 3), people who are victims of mobbing cost very much to both organization's budget and the state budget because of their stress related illnesses. Related to stress, mobbing victims suffer from severe anxiety with 76%, sleep deprivation with 71%, concentration disorder with 71%, anxiety disorder post-stress with 47%, clinic depression with 39% and panic attack seizures with 32%. Because of such illnesses many victims use sick leave.

Stress at work cause changes in duty among workers with the ratio of 40%. The cost of a senior manager change is nearly \$1 - 1,5 million. For an average workers change the lost for business sector is \$2-13 thousand for every single worker (Gardner and Johnson, 2001: 29).

## METHOD

### Research Model

This research is conducted with *general screening method*. In order to clarify the perception "Negative Actions Questionnaire" and "Organizational Behavior Scale" are used.

### Population and Sample

The atmosphere of the study is created with 7385 Pre – School Teachers working at kindergartens related to primary schools and independent kindergartens in Istanbul province. The researches sample is composed of 200 Pre – School teachers' chosen by effective sample technique. The distribution of frequency (f) and percentage (%) of the sample group according to the demographic changes are stated in Table 1.

Table 1. The Distribution of Frequency (f) and Percentage (%) of the Sample Group According to the Demographic Changes

Variables	Sub-Variabes	f	%
A. Age	18-25	69	34.5
	26-33	97	48.5
	34-41	24	12.0
	42-49	8	4.0
	50 and older	2	1.0
	Total	200	100.0
B. Educational Status	Associate Degree	25	12.5
	Bachelor's Degree	145	72.5
	Master	30	15.0
	Total	200	100.0

C. Experience	1-5 years	133	66.5
	6-10 years	45	22.5
	11-15 years	11	5.5
	16-21 years	8	4.0
	21 years and higher	3	1.5
	Total	200	100.0
D. Number of Teachers	1-10	77	38.5
	11-20	39	19.5
	21-30	21	10.5
	31-40	14	7.0
	41 and higher	49	24.5
	Total	200	100.0
E. Gender of Head of School	Male	122	61.0
	Female	78	39.0
	Total	200	100.0
F. Status of Your School	Public	125	62.5
	Private	75	37.5
	Total	200	100.0
G. Your Institute	Pre-School	99	49.5
	Kindergarten	101	50.5
	Total	200	100.0

Data Collection and Analysis: First of all, related literature research is done in order to research could accomplish its aims. Questionnaire technique is used for the aim that analyzes the relation between mobbing and organizational behavior. The questionnaire has three different segments in it. In the first segment, questions on demographic variables take place.

In the second segment, questions are related to mobbing concept in organizations. There are 21 questions in the second segment. Negative Actions Questionnaire (NAQ) is developed by Einarsen and Raknes (1997) and translated by Cemaloğlu (2007) into Turkish and factor analyses are done in accordance. Questionnaire targets to identify the interval of intimidation and level of being exposed to negative actions by using fivefold likert scale. Besides this, it is tried to get information on how often they are exposed to psychological intimidation in the last six months. In the factor analysis to identify the reliability of scale, correlation matrix between all points are examined and searched for if there is any significant correlation and it is detected that there are significant relations to do the factor analysis. After that, sample suitability and Bartlett globosity tests are practised. KMO should be higher than 0.60 and Bartlett Test results should be significant to be suitable for data's factor analysis. In the study, KMO suitability coefficient is 0.937 and Bartlett score is 3437.29 ( $p < 0.05$ ). At the end of the factor analysis, it is seen that 21 subjects get groups under two factors (Actions that hurt people's self-reputation, actions that prevent people to show their potential and affect vocational reputation). These two factors explain the total 63.5% variant. Subjects Cronbach's Alpha score is found out as 0,956.

In the third segment, there are questions targeting to evaluate effect on Organizational Behavior. "Organizational Behavior Scale" is developed by the researcher. According to the factor analysis result, subjects reduced to 4 factors. These four factors explain the total 72.66% variant. Subjects Cronbach's Alpha score is found out as 0,934.

## FINDINGS

At the end of the research those findings are obtained. The collected data are showed in tables and interpretation of them stated below.

Table 2. Distribution of Pre-School Teachers' Answers to Negative Actions Questionnaire-1

		f	%
Someone hide information from you which could affect your performance	Never	90	45.0
	Sometimes	42	21.0
	Once in a month	35	17.5
	Once in a week	23	11.5
	Everyday	10	5.0
	Total	200	100.0
Humiliation related to your work or mocking around you	Never	140	70.0
	Sometimes	20	10.0
	Once in a month	19	9.5
	Once in a week	18	9.0
	Everyday	3	1.5
	Total	200	100.0
You are forced to do works lower than your quality	Never	116	58.0
	Sometimes	37	18.5
	Once in a month	28	14.0
	Once in a week	9	4.5
	Everyday	10	5.0
	Total	200	100.0

Table 2. Distribution of Pre-School Teachers' Answers to Negative Actions Questionnaire-2

		f	%
Responsibility which is important for your duty taken away, and instead of this unimportant duties are given to you	Never	120	60.0
	Sometimes	39	19.5
	Once in a month	23	11.5
	Once in a week	13	6.5
	Everyday	5	2.5
	Total	200	100.0
Rumors and stories about you	Never	154	77.0
	Sometimes	24	12.0
	Once in a month	7	3.5
	Once in a week	12	6.0
	Everyday	3	1.5
	Total	200	100.0
Ignorance against you or isolation from events	Never	102	51.0
	Sometimes	50	25.0
	Once in a month	22	11.0
	Once in a week	19	9.5
	Everyday	7	3.5
	Total	200	100.0
Insults against your personality, attitude or personal life or comments including humiliation	Never	173	86.5
	Sometimes	17	8.5
	Once in a month	3	1.5
	Once in a week	6	3.0
	Everyday	1	,5
	Total	200	100.0

Yelling at you or being the target of temporary anger (or rage)	Never	141	70.5
	Sometimes	31	15.5
	Once in a month	18	9.0
	Once in a week	8	4.0
	Everyday	2	1.0
Total		200	100.0
Being pointed at, -attack to your private area, being pushed, being blocked or such behaviors you experienced	Never	126	63.0
	Sometimes	28	14.0
	Once in a month	28	14.0
	Once in a week	15	7.5
	Everyday	3	1.5
Total		200	100.0
Implies from others about you to quit your job	Never	170	85.0
	Sometimes	17	8.5
	Once in a month	5	2.5
	Once in a week	6	3.0
	Everyday	2	1.0
Total		200	100.0
Being reminded or told about your mistakes and faults	Never	138	69.0
	Sometimes	28	14.0
	Once in a month	18	9.0
	Once in a week	10	5.0
	Everyday	6	3.0
Total		200	100.0

Table 2. Distribution of Pre-School Teachers' Answers to Negative Actions Questionnaire-3

		f	%
Not given importance to/ ignorance against your approaches or unfriendly manner against you	Never	166	83.0
	Sometimes	11	5.5
	Once in a month	14	7.0
	Once in a week	8	4.0
	Everyday	1	,5
Total		200	100.0
Constant criticism against your work and efforts	Never	130	65.0
	Sometimes	31	15.5
	Once in a month	24	12.0
	Once in a week	15	7.5
Total		200	100.0
Not paid attention to your ideas	Never	133	66.5
	Sometimes	30	15.0
	Once in a month	21	10.5
	Once in a week	8	4.0
Total		200	100.0
People keep going on joking although you are not attending	Never	161	80.5
	Sometimes	20	10.0
	Once in a month	11	5.5

	Once in a week	7	3.5
	Everyday	1	,5
	Total	200	100.0
	Never	97	48.5
	Sometimes	47	23.5
Asking for irrational or impossible duties	Once in a month	22	11.0
	Once in a week	26	13.0
	Everyday	8	4.0
	Total	200	100.0
	Never	149	74.5
	Sometimes	19	9.5
Blaming and accusing you	Once in a month	19	9.5
	Once in a week	10	5.0
	Everyday	3	1.5
	Total	200	100.0
	Never	111	55.5
	Sometimes	46	23.0
Over audition of your works	Once in a month	16	8.0
	Once in a week	16	8.0
	Everyday	11	5.5
	Total	200	100.0
	Never	159	79.5
	Sometimes	17	8.5
Pressure on you for not accepting your rights (for example, sick leave, holiday right, travelling expenses)	Once in a month	11	5.5
	Once in a week	11	5.5
	Everyday	2	1.0
	Total	200	100.0

Table 2. Distribution of Pre-School Teachers' Answers to Negative Actions Questionnaire-4

		f	%
	Never	170	85.0
	Sometimes	13	6.5
Consistent bullying and mocking	Once in a month	9	4.5
	Once in a week	6	3.0
	Everyday	2	1.0
	Total	200	100.0
	Never	97	48.5
	Sometimes	46	23.0
That you are exposed to volume of work that you cannot handle	Once in a month	28	14.0
	Once in a week	21	10.5
	Everyday	8	4.0
	Total	200	100.0

45% of Pre-School teachers give the answer of "Never" to the option "Someone hides information from you which could affect your performance". 70% of them give the answer of "Never" to the option "Humiliation related to your work or mocking around you". 58% of them give the answer of "Never" to the option "You are forced to do works lower than your quality". 60% of them give the answer of "Never" to the option



"Responsibility which is important for your duty taken away, and instead of this unimportant duties are given to you". The other answers could be seen in the table.

Table 3. Pre-School Teachers' Mobbing Scores According to the Demographic Variables-1

Age		Medium
Mobbing Score	18-25	32.0
	26-33	33.3
	34-41	42.3
	42-49	28.4
	50 and older	42.0
Educational Statue		Medium
Mobbing Score	Associate Degree	33.2
	Bachelor's Degree	34.4
	Master	31.3
Experience		Medium
Mobbing Score	1-5 years	32.2
	6-10 years	37.6
	11-15 years	41.0
	16-21 years	33.4
Number of Teachers		Medium
Mobbing Score	1-10	32.4
	11-20	36.5
	21-30	36.0
	31-40	27.9
	41 and higher	34.6
Gender of Head of School		Medium
Mobbing Score	Male	33.7
	Female	33.9

Table 3. Pre-School Teachers' Mobbing Scores According to the Demographic Variables-2

Statue of your institute		Medium
Mobbing Score	Public	34.0
	Private	33.4
Your institution		Medium
Mobbing Score	Pre-School	33.2
	Kindergarten	34.4
Gender		Medium
Psycho-violence Score	Male	37.70
	Female	33.11

When examined the Table 3, it could be seen that the level of the exposure to mobbing changes according to the age of the teacher, experience of the teacher, the institution, the sort of the institution, gender of the head of the institution, number of the teachers in the institution.

Table 4. Pre-School Teachers' Organizational Behavior Scores According to Demographic Variables

Age		Medium
Organizational Behavior Score	18-25	24.3
	26-33	25.4
	34-41	34.6
	42-49	24.3
	50 and older	31.5
Educational Statue		Medium
Organizational Behavior Score	Associate Degree	24.8
	Bachelor's Degree	26.7
	Master	24.5
Experience		Medium
Organizational Behavior Score	1-5 years	24.8
	6-10 years	28.9
	11-15 years	31.9
	16-21 years	27.0
	21 years and higher	18.0
Number of Teachers		Medium
Organizational Behavior Score	1-10	24.3
	11-20	28.7
	21-30	28.7
	31-40	21.6
	41 and higher	27.1
Gender of Head of School		Medium
Organizational Behavior Score	Male	26.8
	Female	25.1
Statue of your institute		Medium
Organizational Behavior Score	Public	26.2
	Private	26.1
Your institution		Medium
Organizational Behavior Score	Pre-School	25.4
	Kindergarten	26.9
Gender		Medium
Organizational Behavior Score	Male	29.47
	Female	25.55

It is aimed that if there is any significant relation between Mobbing Score and Organizational Behavior Score stated in Table 3 and Table 4 and statistical results are given in Table 5.

Table 5. Relation between Mobbing and Organizational Behavior

		Mobbing Score	Organizational Behavior Score
Mobbing Score	Pearson Correlation	1	,940**
	Sig. (2-tailed)		,000
	N	200	200
Organizational Behavior Score	Correlation	,940**	1
	Sig. (2-tailed)	,000	
	N	200	200

When Table 5 is examined, it could be seen that there is a significant relation between Mobbing Score and Organizational Behavior Score ( $p < 0.05$ ). The relation is in the positive way and the ratio is 94%. ( $r = 0.94$ ) As the mobbing practices increase, there is also an increase in negative perception of organizational behaviors and actions.

Table 6. T Test Results for Independent Groups (for Gender Variable)

According to Gender					
Gender		N	Medium	Standard Deviation	p
Mobbing Score	Male	30	37.7	20.1	0.13
	Female	170	33.1	14.4	
Organizational Behavior	Male	30	29.5	15.6	0.08*
	Female	170	25.6	10.3	

As it is seen in Table 6, T tests has been done in order to look if there is any difference in terms of gender for Mobbing score and organizational behavior scale score. Mobbing score does not have any significant difference in terms of gender however there is significant difference in organizational behavior score in terms of gender.

Table 7. T Test Results of Independent Groups (for Age Variable)

Age		N	Medium	Standard Deviation	p
Organizational Behavior	18-25	69	24.35	7.88	0.02
	26-33	97	25.36	11.28	
	34-41	24	34.63	16.11	
	42-49	8	24.25	7.65	
	50 and higher	2	31.50	20.51	
	Total	200	26.14	11.28	
Psycho violence Score	18-25	69	31.97	12.20	0.039
	26-33	97	33.27	15.76	
	34-41	24	42.33	20.19	
	42-49	8	28.38	9.59	
	50 and higher	2	42.00	29.70	
	Total	200	33.80	15.41	

When Table 7 is examined, it could be seen that there is a significant differences between Mobbing Score and age groups. In order to identify which age groups causes that difference, Tukey Test is conducted. Tukey is a test that makes double comparisons. According to Tukey Test results, 34-41 age group averages have a significant difference with 18-25 and 26-33 age groups.

When Independent T Test results are examined for all groups, p values are higher than 0.05 and that shows that Mobbing and Organizational Behavior Scale do not show any significant difference for education level, experience, number of teachers, gender of the principal, statue of school, etc. parameters.

## DISCUSSIONS AND RESULTS

Mobbing at workplaces is an organizational problem that creates tension, effects negatively the satisfaction and capacity of the workers and cause negative effects on individuals, institutions and even society. Mobbing is a serious problem that shows off with envy of other's success, selfishness and even to enjoy them. Many victims are not aware that the unfair actions they experienced are classified as mobbing. Many people quit or

intentionally isolated as a result of unfair actions. Well, what is the reason of ignorance on such an important problem? In fact, mobbing is experienced in every business sector (Kılı, 2012). The researches show that mobbing is experienced mostly in health service and education institutions (Tınaz, 2011).

The institutions in our country do not aware the fact but this issue has a serious individual and organizational cost. So that, getting prevention steps against mobbing is very important both for organization and also society (Kılıç, 2012).

*In the lights of the research data, those results are obtained:*

- The level of the exposure to mobbing changes according to the age of the teacher, experience of the teacher, the institution, the sort of the institution, gender of the head of the institution, number of the teachers in the institution
- Male teachers are much more vulnerable to emotional mobbing at workplaces.
- Teachers who are working with a female principal are more likely to be exposed to mobbing at workplaces.
- Teachers between the ages 34 - 41 are much more exposed to mobbing at workplaces.
- Teachers who have 11 - 15 years' experience tend to being exposed to mobbing at workplaces.
- Teachers who are working in a school with 11 - 20 teachers are more likely to be exposed to mobbing at workplaces.
- Teachers who are on duty at kindergartens or public schools are much being exposed to mobbing at work places.

*In the light of the research data, those recommendations are made to prevent mobbing:*

- Mobbing at work places results in decrease at eager to work and production. This is why there should be informative studies and vocational trainings for principality, teachers and parents of students in order to prevent mobbing and create a positive organizational structure.
- Choosing the ones in management should be paid much attention. The ones who take place in the management should have enough knowledge, sense of justice, be tolerant to differences, and be open to communication.
- There should be stronger bounds between teachers and management at school.
- Problems at school should not be ignored.
- Teachers should also take place in the process related to school and should share their ideas.
- There should not be any discrimination against teachers for their branches.
- Sharing of duty and work load should be equal.
- Mobbing studies should be increased in number, the results of such studies should be shared through mass communication tools
- Laws on mobbing should be clarified to public as what actions are considered as Psycho – Violence and also some actions on this issue should be taken.

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