

The Relationship between Mobbing and Organizational Commitments of Physical Education and Sport Teachers

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ABSTRACT The purpose of this study was to investigate the difference between mobbing levels to which physical education and sports teachers working in Hatay province are exposed in schools and their organizational commitments. The participants in the study comprised of 301 physical education and sports teachers who were selected from 574 teachers in total and worked in Hatay in the 2011-2012 education year. As data collection tools, the “Negative Acts Questionnaire (NAQ)” and “Organizational Commitment” scales were used in the study. As a result of the study, which analyzed the relation coefficients between organizational commitment levels and mobbing perceptions of the teachers, it was observed that acquired relation coefficients were significant ($p < 0.01$).

INTRODUCTION

The individuals who try to increase the level of success and use the workforce efficiently should work with well-matched colleagues in a satisfying working environment. People have to come together, communicate, and determine a goal in social life. In this sense, they need connection and coordination, support and reliability, sense of belonging, justice and acceptance (Töremen 2004). It can be said that stress, job dissatisfaction, life concern and burnout levels of people who work in organizational environments affect their working lives and there are also many other different variables. One of these variables is mobbing (Cemaloglu 2007b).

It can be stated that teachers whose commitment to their professions and schools are high will try harder to increase the success of their students and be accordant with the goals and values of school at a higher level (Sezgin 2010). Workers who adopt the sense of organizational commitment can be said to more satisfied with of their jobs if they are in accordance with the organization (Bayram 2005). It was stated that the cause of the inefficient use of manpower resources in the system could be related to the low organizational commitment levels of workers (Korkmaz 2011).

It can be thought that teachers who work as educators in a school environment can be productive, positive, diligent and efficient with the help of preparation of a suitable organizational commitment environment. Negative situations that teachers can experience in education environment can cause the efficiency to decrease for students and the disruptions for educations. But it must be remembered that a decently motivated teacher can behave more efficiently and eagerly in order to contribute to the qualification and the development of school (Gülle 2013). Organizational commitment is a strength arising from identification of the individual with the organization and his/her participation in it. Main elements of the organizational commitment were determined to be strong obedience to goals and values of the organization, adoption of them, tendency to work harder to contribute to the organization and eagerness to maintain organizational membership for a long time (Porter et al. 1974). However, acts such as mobbing impede the development of the organization in addition to weakening organizational commitments of individuals. Low organizational commitment levels result in some negativities for both person and organization. These results can be stated as slow professional development, slow progress, personal costs resulting from gossip,

possible dismissal, resignation and damaging organizational goals, inconsistency, low work quality, disloyalty to organization, illegal activities against organization, behavior out of the defined role, damaging role model, other damages, gossip and limited organizational control upon the workers (Balay 2000a). Jealousy among workers, envied work of the worker, weak communication within the organization, workers who are voiceless about the occurrences in organization, unsolved conflicts, heavy workload, weak leadership understanding, status, excessive competition for rewards, better jobs and higher salaries within the organization can cause the harassment of workers (Varitia 1996). Workplace bullying is about interpersonal hostility of a persistent and frequent nature with some degree of formal or informal power imbalance between the organization members involved (Samnani and Sing 2012). Mobbing is an action performed by workers or employers against certain persons. These actions can be said to be the systematic actions towards frequently mobbing the worker in terms of work life. Mobbing action can be stated as humiliating the person, expression of dissatisfaction of the work and performing humiliating actions among the workers (Gülle 2013). According to Çobanoğlu (2005), existence of the workers who do not have emotional intelligence, courage, psychological health, human and ethical values and have greediness, great concerns about job and rank loss and power, are obstinate, over-monitoring attitudes, enviousness, suspicions and aggressive personality structure increases the possibility of mobbing acts within the organization. Acts such as mobbing weakens the organizational commitments of individuals. Low organizational commitment levels result in some negativities for both, person and organization. These results can be stated as slow professional development, slow progress, personal costs resulting from gossip, possible dismissal, resignation and damaging organizational goals, inconsistency, low work quality, disloyalty to organization, illegal activities against organization, behavior out of the defined role, damaging role model, other damages, gossip and limited organizational control upon the workers (Balay 2000a). A range of empirical studies like the studies by Baillien et al. (2014) support this notion and also the studies by Arenas et al. (2015) have shown that conflict escalation predicts reports of bullying and that

an active and problem-solving type of conflict management prevents conflicts from escalating into bullying situations. The main aim of the study was to determine whether mobbing perceptions of subordinates (Teachers) and Superiors (Directors) working in schools damage the organization according to the organizational commitment levels. For this purpose, it is thought that presentation of the relation between the levels of organizational commitment and mobbing would shed light on today's literature.

MATERIAL AND METHODS

Model of the Study

In this study, of which the purpose was to analyze the relation between mobbing and organizational commitment that physical education and sports teachers experience in the school environment, general screening model and relational screening model were used to identify the current situation. Relational screening model is a research model that aims to determine the level or existence of a change in two or more variables (Karasar 1999: 81).

Population and Sampling Group

The population of this study comprised of 301 physical education and sports teachers who were selected from 574 teachers in total and worked in Primary and Elementary Schools under Ministry of National Education in Hatay during the 2011-2012 education year. The purpose was to reach the whole population. Out of 410 questionnaires that were not returned, shortcomings and faulty, the study reached 301 physical education and sports teachers in Hatay.

Data Collection Tools

Negative Acts Questionnaire (Mobbing)

With the Negative Acts Questionnaire, questions that contain direct (verbal harassment, insult and humiliation) or indirect (social exclusion and defamation) subjects were presented. Every person that answers the questions in the NAQ was asked how often they were exposed to negative acts in the last six months. This frequency was put in an order as often (1), sometimes (2), every month (3), every week (4) and

every day (5). Negative acts questionnaire (NAQ) was used by Einarsen and Raknes (1997), Einarsen et al. (1996), Hoel et al. (2001), Mikkelsen and Einarsen (2001), and Mikkelsen and Einarsen (2002a). The NAQ (Negative Acts Questionnaire) was translated by Cemaloglu (2007a) into Turkish. For the reliability analysis of the Negative Acts Questionnaire (Mobbing), Cronbach's alpha reliability coefficient and total item correlation coefficients were calculated. As a result of the analyses, it was observed that 21 items came under the same factor and reliability coefficient of negative act items was calculated as 0.93. It was seen that corrected item correlation coefficients of negative act items ranged between 0.39 and 0.71 (Cemaloglu 2007a).

Organizational Commitment Scale

In order to evaluate the organization commitment levels of physical education and sports teachers, the scale prepared by Balay (2000b) in his study named, "The Organizational Commitment of Administrators and Teachers in Private and Public Secondary Schools" was used. The scale is a 5-point Likert scale and consists of 27 articles. Researches on structure validity and reliability of organizational commitment scale were carried out by Balay (2000b). Organizational commitment scale is a 27-article scale, which has three aspects consisting of adaptation, identification and internalization. Organizational commitment scale was also prepared as 5 point Likert type and coding order was as follows: 1-Totally disagree, 2-Disagree, 3-Partially agree, 4-Agree, 5- Totally agree. 1-8 articles constitute adaptation aspects, 9-16 articles constitute identification aspects and 17-27 articles constitute internalization aspects. On the other hand, in the study carried out by Balay (2000b), structure validity of organizational commitment scale was analyzed with factor analysis. It was stated that articles in the scale came under three independent factors and factor loads were calculated between 0.49 and 0.85. For each sub-factor of organizational commitment scale, alpha internal consistency coefficient as an indicator of reliability and total item correlations changed between 0.38 and 0.68 for the first factor, 0.33 and 0.75 for the second factor and 0.53 and 0.83 for the third factor. Also, it was observed that alpha coefficient was 0.79 while the same coefficient

was 0.89 for the second factor and 0.93 for the third factor.

Statistical Analysis

For the analysis of the acquired data, SPSS 15.0 packaged software for Windows was used. For the evaluation of the demographic features related to teachers, frequency (f) and percentage (%) were calculated and shown in tables. In order to determine if the points acquired from the scales were distributed normally, Kolmogorov-Smirnov and Shapiro-Wilk tests were implemented and it was understood that observation values were not distributed normally in both situation.

In order to present the relation between the organizational commitment tendency and Mobbing levels of students, Spearman's Correlation (r) Coefficient technique was used. For the interpretation of the correlation coefficient, it was accepted that the result is a high level of relation if it is between 0.70 and 1.00, medium level of relation if it is between 0.70 and 0.30, and low level of relation if it is between 0.30 and 0.00 (Büyüköztürk 2007).

RESULTS

The results related to organizational commitment and mobbing perceptions of physical education and sports teachers are mentioned in this section.

Table 1: Spearman's Correlation results regarding mobbing (NAQ) and organizational commitment levels of physical education and sports teachers

Variables	1	2	3	4
1 Mobbing	1.000			
2 Adaptation	.164**	1.000		
3 Identification	-.048	-.229**	1.000	
4 Internalization	-.175**	-.276**	.405**	1.000

$p < 0.01^*$

When the relation coefficients between organizational commitment levels and mobbing perceptions of teachers were analyzed, a significant relation between the acquired coefficients was determined ($p < 0.01$).

When aspects of organizational commitments related to physical education were analyzed by

teachers, it was observed that adaptation aspect had a negative significant relation with identification aspect ($r = -0.229$, $p < 0.01$). In the same way, it was determined that there was a negative significant relation between internalization aspect and adaptation aspect ($r = -0.267$, $p < 0.01$). However, it was seen that there is a positive, high level relation between aspects of internalization and identification ($r = 0.405$, $p < 0.01$). When the acts related to adaptation aspect of organization commitment increase, a medium level decrease in aspects of internalization aspects occurs.

When looking at the correlation values between organizational commitment aspects and mobbing acts that physical education teachers experienced, it is seen that there is a positive significant relation between mobbing and adaptation ($r = .164$, $p < 0.01$) while there is a negative significant relation between aspects of identification ($r = -.048$, $p < 0.01$) and internalization ($r = -.75$, $p < 0.01$).

DISCUSSION

The subject of organizational commitment and mobbing levels that physical education and sports teachers are exposed to in school environment was analyzed in terms of socio-demographic features of teachers and the relation between the scales was examined. However, the scarcity of this kind of studies regarding physical education and sports teachers is thought to increase the importance of results of the study.

As a result, when aspects of organizational commitment related to physical education teachers analyzed together, it was observed that there was a negative significant relation between adaptation aspect and identification aspect ($r = -0.229$, $p < 0.01$). In the same way, it was determined that there was a negative significant relation between internalization aspect and adaptation aspect ($r = -0.267$, $p < 0.01$). On the other hand, it was determined that there was a positive, high level relation between aspects of internalization and identification ($r = 0.405$, $p < 0.01$). When the acts related to adaptation aspect of organization commitment increase, a medium level decrease in aspects of internalization and identification occurs. According to the results, it is determined that there was a very strong relation between identification and internalization.

Organizational commitment presents very important findings and opinions for understand-

ing attitudes of organization members related to work. The studies carried out to date show that organization commitment has a direct relation with acts and attitudes of workers such as accepting value/mission and vision of the organization, identification with the organization, establishing quality improvement efforts, providing motivation, improving/supporting team spirit, making extra efforts and staying in the organization voluntarily (Yaman 2009).

When looking at the correlation values between organizational commitment aspects and mobbing acts that physical education teachers experienced, it is seen that there is a negative significant relation between aspects of identification ($r = -.048$, $p < 0.01$) and internalization ($r = -.175$, $p < 0.01$). According to this, it can be said that when physical education teachers experience more negative acts, values of their work commitments regarding the aspects of identification and internalization will decrease. As stated by Tengilimoglu and Mansur (2009), mobbing causes workers to move away from the organization and affects negatively their organizational commitments. Unethical acts such as affecting the ability and communication of workers negatively, attacks on their social relations, reputations, life qualities, job statutes and health have negative effects on workers and discourage them.

Kusseven (2016), in the thesis named "Analysis of Mobbing Concept In Terms of Organizational Justice", stated that individuals experience anger and offence due to the feeling of organizational injustice and therefore conduct mobbing by directing their anger towards one person or the organization in general. Furthermore, it was stated that in institutions in which organizational injustice occurs intensely, no measure is taken and this is indirectly allowed. Briefly, when mobbing perception was high, organizational injustice perception was also stated to be high.

Increase in the negative attitudes workers whose emotional commitments are high can decrease their organizational commitments. Namely, high level of emotional commitment, which was under the aspects of organizational commitment, can cause individuals to be affected more by acts such as mobbing (Meyer et al. 1997). Arslanhan (2014) stated that when secondary school teachers experience more mobbing acts, their commitments to their schools, professions and working groups, decrease.

When looking at other studies, one sees that the studies on public sector carried out by Atalay (2010) and Tengilimoglu et al. (2010) state that there was a negative significant relation between mobbing and organizational commitment. Karcioglu and Çelik (2012) determined in their studies on the effects of mobbing of organizational commitment that there was a negative significant relation between organization and mobbing. Also, Alper Apak (2009), Ekinci (2012), Ertureten et al. (2013) and Terzioğlu (2016) in their studies, expressed that there was an inverse relation between level of exposure to mobbing acts and organizational commitment. It is understood that the results of this study are in accordance with the results of others. In other words, an increase in mobbing acts that individuals are exposed to will cause their organizational commitment levels to decrease.

CONCLUSION

Scores of mobbing of teachers examined the relationship between organizational commitment and organizational commitment dimensions of mobbing with a significant relationship between compliance and internalization have been identified. To evaluated in its own sub-dimensions of organizational commitment, alignment with the identification and internalization been found to have a significant relationship between the sub-dimensions.

NOTE

This present paper was extracted from Master's Thesis.

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