

Organizational Citizenship and Mobbing Behavior of Secondary School Teachers

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ABSTRACT The aim of this study is to examine the relationship between organizational citizenship behavior displayed and mobbing behavior faced by teachers working in general and vocational secondary schools. The survey falls under the scope of quantitative research and has been conducted in the model of relational screening. The "Organizational Citizenship Behavior" scale and the "Negative Acts Questionnaire" scale used data collected from 402 teachers working in 16 schools located in Ankara province. The survey findings indicate that teachers display organizational citizenship behavior at the level of "medium" and organizational mobbing behavior at the level of "little". The findings indicate that the type of school makes a significant difference in both organizational citizenship behavior displayed and mobbing behavior faced. The regression analysis results indicate that organizational mobbing behavior is a significantly predict the organizational citizenship behavior displayed by the teachers. Mobbing behavior explains 40 percent of total variance in organizational citizenship behavior displayed by teachers.

INTRODUCTION

Organizations aim to use the efficiency of employees at the highest level to reach organizational objectives. To achieve this, many concepts have been put forward in the science of management. One of them is the concept of organizational citizenship, first used by Bateman and Organ. According to Bateman and Organ (1983), such behavior includes actions such as one employee helping other employees in work-related problems, performing the required tasks without grumbling and complaining, helping keep the work environment clean and orderly, speaking in a positive way about the organization and managers, and giving a positive image. According to Podsakof et al. (2000: 513), such behavior is not included in job descriptions and the individual does not face any penalty if he/she does not show such behavior. Moorman and Blakel (1995: 127) state that such actions are behavior displayed by employees without any consideration of personal benefit. These scholars name such behavior "extra role behavior" or pro-social behavior. Considering these definitions, such behavior is displayed by employees voluntarily, without expecting any return and without being under any feeling of obligation.

Sezgin (2005: 319) writes: "If an employee stays in his/her office for a long time after the end of working hours and tries to finish the work on hand although he/she is not asked to do such

a thing or if he/she helps a colleague who is having difficulties in doing his/her job although this is not part of his/her formal job description, this employee may be said to be engaged in organizational citizenship behavior". According to Karatas (2015) this feeling is fed from organizational climate. According to Titrek et al. (2009), such behavior includes actions that increase organizational efficiency such as helping a colleague with a problem that occurs during work, behaving politely, helping newcomers in the process of organizational socialization, and putting forward new ideas that contribute to the organization. Many studies have shown that such behavior displayed by employees has positive effects on the effectiveness of the organization and employees (Organ 1988; Kamer 2001: 22; Cetin 2004; Ozdevecioglu 2003: 129; Sesen and Basim 2012: 483; Celik and Cira 2013: 17; Cavus and Develi 2015). According to Celik (2007), such individual positive behavior displayed by employees toward the organization makes important contributions to the achievement of organizational objectives by the organization. According to Basim and Sesen (2006: 84), the ability of the organization to keep pace with its environment is closely related with the loyalty, work, self-sacrifice and commitment of its individuals. According to Kararati and Yuksekbilgili (2014), the organizational behavior of employees is associated with a sense of confidence given by the leader. And also it has important relations

with emotional intelligence (Ozyer and Alici 2015). For this reason, organizational citizenship behavior is regarded as an important factor in reaching the organizational objectives.

Another variable examined in the present study is mobbing behavior, which is known as negative communication that occurs among employees at the workplace. Leymann (1984) defines mobbing behavior as “psychological violence” or “psycho-terror” applied by one or several persons to another person or other persons in a systematically hostile way and through unethical practices (quoted by Davenport et al. 2003: 4-5). Mikkelsen and Einarsen (2002: 397) define mobbing behavior as all types of recurring negative acts such as ill-treatment, blaming, insinuation, gossip, threats and degradation for an extended period.

Such types of behavior negatively affect both those who face them and organizations. According to Robert and Mark (2010: 287), psychosomatic disorders can be observed in employees who face mobbing behavior and they can have post-traumatic stress disorder. According to Randall (2005: 57), the victim begins to experience family problems as well as psychological diseases as a result of the mobbing behavior he/she faces. According to Yucel (2002: 30), symptoms such as working at a slower pace, making more frequent mistakes, lack of concentration, forgetfulness, often being late for meetings and work, behaving aggressively toward colleagues and frequently arguing with them, and having difficulties in following up work are among the main symptoms exhibited by individuals who face mobbing behavior. According to Namie (1999), 82 percent of those who face mobbing behavior quit their jobs. This means loss of manpower for the organization.

Research conducted in schools in Turkey also shows that such behavior occurs too frequently to be neglected. Cemaloglu (2007a: 798) found that 50 percent of teachers working in primary schools have faced mobbing behavior. The same result has been found in a survey conducted in secondary schools. In a survey on teachers working in secondary schools in the provinces of Nigde, Konya, Erzurum, Batman, Sanliurfa and Trabzon, Urasoglu (2007: 85) has found that 50 percent of teachers have faced mobbing behavior against their life quality. Many studies indicate that mobbing behavior experienced in schools (Tiltay 2015; Kucukcayir and Akbaba

Altun 2015; Tasar and Kaya 2015; Arslantas and Yilmaz 2015).

Workers exposed to mobbing within the organization, avoid being physically present in the organization to free himself/herself from this situation. As a result, his/her acts such as using leave and being absent or late for work begin to get more frequent (Yucel 2002: 30). In addition, research shows that people who face mobbing behavior also suffer psychological disorders such as anxiety, lack of sleep, and depression, and physical disorders such as headaches and lack of appetite (Mikkelsen and Einarsen 2002: 401; Tanoglu 2006: 107). In addition, the victim feels morally uneasy about being affiliated with the organization and, as a result, first his/her organizational commitment becomes weaker and then he/she begins to develop an antipathy toward the organization. In this way, the image of the organization in the victim’s mind is negatively affected and the victim reflects this negative image to outside the organization, thereby damaging its image. Organizations begin to lose time and energy in addition to the money they spend in dealing with these problems (Erturk 2013).

These negative acts faced by teachers also affect the educational organization negatively. In a survey conducted in primary education schools, Cemaloglu (2007b: 22) has found a significant and negative relationship between such acts and organization health. And also the relationships has been identified between mobbing and leadership styles (Dasci and Cemaloglu 2015) and organizational commitment (Ilgaz Yildirim et al. 2015). Tinaz (2006: 160) states that mobbing behavior leads to many negative factors such as disagreements, a negative climate within the institution, the collapse of the values of organization culture, an environment of distrust, and a decrease in feelings of respect. According to Cemaloglu and Erturk (2007: 359), mobbing behavior causes a loss of energy in schools.

An employee displaying organizational citizenship behavior means his/her helping another employee or voluntarily performing a task outside his/her job to the benefit of the organization. This situation positively affects the organization. The fact that an employee takes part in tasks outside his/her job in addition to performing his/her job shows that this employee is at peace with himself/herself and free from complexes (Ozler and Mercan 2009: 96). However, in the event that an employee suffers mobbing behavior in the organization, he/she cannot be ex-

pected to display such voluntary acts (Poyraz and Aksoy 2012: 188).

According to Solmus (2005: 3), individuals faced with mobbing behavior are usually honest, reliable and successful people with outstanding professional characteristics. Researchers state that the outstanding characteristics of such individuals are one of the reasons that they face mobbing behavior. They are exposed by the group to mobbing behavior because they do not act in conformity with the group norms (Cemaloglu 2007c: 118). In other words, they face mobbing behavior as a result of the organizational citizenship behavior they display (Ozler and Mercan 2009: 95).

Educational organizations are, due to their nature, organizations based on human relations. For these organizations to be able to continue working as successful organizations, voluntary activities are of great importance. Organizational citizenship behavior displayed by their employees plays a constructive role in the organization while mobbing behavior faced by them has a destructive and harmful effect on the organization. In Turkey, these two important variables have been separately examined in many studies, but only one study has been undertaken covering the relationship between these two variables. That study has been carried out by Poyraz and Aksoy (2012) on 16 private bank employees in Kutahya, has found a negative and significant relationship between mobbing behavior faced and organizational citizenship behavior displayed by them. There are not any study been carried out concerning employees of schools. It is for this reason that a need has been felt for the present study.

Objectives

The purpose of this study is to examine from the point of certain variables the relationship between organizational citizenship behavior displayed and mobbing behavior faced by teachers working in general and vocational secondary schools. To reach this goal, answers have been sought to the following questions:

1. What is the level of organizational citizenship behavior displayed by teachers?
2. What is the level of mobbing behavior faced by teachers?
3. Does the organizational citizenship behavior displayed by teachers show any significant

difference according to the variables of gender, title, subject, age, level of education, seniority, career stages, type of school, and years of service at the school?

4. Does the mobbing behavior faced by teachers show any significant difference according to the variables of gender, title, subject, age, level of education, seniority, career stages, types of school, and years of service at the school?
5. Is there a significant relationship between organizational citizenship behavior displayed and mobbing behavior faced by teachers working in general and vocational schools?
6. Does the mobbing behavior faced by teachers predict the organizational citizenship behavior displayed by them?

METHODOLOGY

Research Design

The survey falls under the scope of quantitative research and has been conducted in the model of relational screening. This model of research aimed at identifying the existence and degree of change between two or more variables (Karasar 1991: 81).

Research Sample

Teachers working in general and vocational secondary schools located in Ankara constitute the working population of this survey, which includes a total of 16,858 teachers working in a total of 341 schools, with 7,829 teachers in 169 general secondary schools and 9,029 teachers in 172 vocational secondary schools.

The sample size was determined on the basis of the population size and the sampling error. The sample size required for populations of up to 25,000 (sampling error of 0.5 and confidence level $\alpha=0.05$) is 378 (Sahin 2011: 127). Accordingly, a sample of 378 was considered sufficient for the 16,858 teachers. Taking the rate of response of the questionnaires to be applied and the loss of data into account, the sample was enlarged by 20 percent. The sample was thus determined as $378 + 75 = 453$. The schools were randomly selected. Only voluntary administrators and teachers from those schools participated in the survey. To collect the data, 460 ques-

tionnaires were distributed. 425 of the questionnaires distributed were returned, and 402 of them were found suitable for assessment. The rate of response was 87 percent.

Of the teachers who participated in the survey, 57 percent are men and 43 percent women. Of these participants, 47 percent are employed in general secondary schools and 53 percent in vocational secondary schools. 92 percent of the participants are teachers without administrative functions and 8 percent teachers with such functions. 80 percent of them are aged 36 to 55. 19 percent have worked in the same school for at least 11 years and 40 percent for at least 16 years. In terms of their subjects, 36 percent are science teachers, 34 percent arts teachers, and 30 percent vocational subject teachers. In terms of the level of career, 60 percent are in the status of Teacher, 39 percent in the status of Specialist Teacher and 1 percent are in the status of Head Master Teachers.

Instruments

To identify the level of organizational citizenship behavior of the teachers, the "Organizational Citizenship Behavior" (OCB) Scale was used (12 items). This scale was developed by DiApola et al. (2005) and adapted by Tastan and Yilmaz (2008: 92) to Turkish. To identify the level of mobbing behavior faced by the teachers, "Negative Acts Questionnaire" (NAQ) was used (22 items). This scale was developed by Einarsen and Raknes (1997) and adapted by Aydin and Ocel (2009) to Turkish.

After the data collection instrument was prepared as a draft, adjustments were made in line with specialist opinions. Then, it was applied on a pilot basis in 8 secondary schools in Ankara province, outside of schools where main research carried out. In this application, the Organizational Citizenship Scale was found to have a Cronbach's Alpha value of .80. The factor analysis results showed that the item factor load values were in the range of 0.405 – 0.671 but one item (Item 10) had a high load value in more than one factor. It was considered appropriate to remove that item from the scale. When Item 10 was removed, the Cronbach's Alpha value was found to be .83. The renewed factor analysis results showed that the factor load values of the items were in the range of 0.414 – 0.710 and all the items concentrated under a single factor. In this

way, 11 of the 12 items found in the pilot application were included in the scale. The variance explained by these items in relation to the scale is 60.733 percent.

In the pilot application, the NAQ was found to have a Cronbach's Alpha value of .91. The factor analysis results showed that the item factor load values were in the range of 0.349 – 0.677 but one item (Item 16) had a high load value in more than one factor. It was considered appropriate to remove that item from the scale. When Item 16 was removed, the Cronbach's Alpha value was found to be .925. The renewed factor analysis results showed that the factor load values were in the range of 0.409 – 0.758 and all the items concentrated under a single factor. In this way, 21 of the 22 items found in the pilot application were included in the scale. The variance explained by these items in relation to the scale is 68.849 percent.

Data Analysis

The data were collected from teachers working in a total of 16 secondary schools located in 6 districts of the Ankara province. The collected data were coded to the SPSS 13.0 package program and analyzed. Descriptive statistics were used to identify the opinions of the teachers concerning their organizational citizenship behavior and the mobbing behavior faced by them. The t-test and the Pearson correlation analysis were used. Regression analysis was used to determine whether the level of mobbing behavior faced by teachers explains the level of organizational citizenship. The results were tested at the levels of $p < .01$ and $p < .05$. In the scores obtained from the scale, 1.00-1.80 was evaluated as "None", 1.81-2.60 "Little", 2.61- 3.40 as "Medium", 3.41-4.20 as "High", and 4.21-5.00 as "Very high". The correlation coefficients found were evaluated as "Low" if in the range of 0.00-0.29, as "Medium" if in the range of 0.30-0.69, and as "High" if in the range of 0.7-1.0 (Buyukozturk 2004: 32).

RESULTS

Table 1 gives the distribution of the opinions concerning organizational citizenship and organizational mobbing held by the teachers included in the sample.

Table 1: Distribution of teachers' opinions about organizational citizenship and organizational mobbing

Variables	n	\bar{x}	S
Organizational citizenship	395	3.45	.67
Organizational mobbing	392	1.95	.77

When Table 1 is examined, it is noted that the organizational citizenship behavior of the teachers who participated in the survey is at the level of $\bar{X}=3.45$. And the mobbing behavior faced by the teachers who participated in the survey is at the level of $\bar{X}=1.95$.

Table 2 gives the distribution of the organizational citizenship scores of the teachers with respect to gender, title and the type of school.

When the results concerning the gender variable given in Table 2 are examined, it is noted that the male teachers display organizational citizenship behavior at the level of $\bar{X}=3.41$ and the female teachers at the level of $\bar{X}=3.49$. According to the t-test results, the organizational citizenship behavior displayed by teachers does not differ significantly with respect to the gender variable [$t_{(391)\bar{x}} = -1.07, p > .05$]. Therefore, the gender variable is not a significant determinant of the levels of organizational citizenship behavior displayed by teachers.

When the results concerning the title variable given in Table 2 are examined, it is noted that the administrators display organizational citizenship behavior at the level of $\bar{X}=3.37$ and

the teachers at the level of $\bar{X}=3.45$. According to the t-test results, the organizational citizenship behavior displayed by the teachers does not differ significantly with respect to the title variable [$t_{(391)\bar{x}} = -.678, p > .05$].

When the results concerning the type-of-school variable given in Table 2 are examined, it is noted that the teachers working in general secondary schools display organizational citizenship behavior at the level of $\bar{X}=3.21$ and the teachers working in vocational secondary schools at the level of $\bar{X}=3.66$. According to the t-test results, the organizational citizenship behavior displayed by the teachers differs significantly with respect to the type-of-school variable [$t_{(393)\bar{x}} = -7.120, p < .05$]. Therefore, the type-of-school variable is a significant determinant of the levels of organizational citizenship behavior displayed by teachers.

The organizational citizenship points of the teachers working in secondary schools were subjected to ANOVA testing with respect to the subjects of teaching, career stages, the level of education, age, seniority, and the years of service at the school. No difference was identified in these variables. Therefore, these variables are not significant determinants of the levels of organizational citizenship behavior displayed by teachers.

Table 3 gives the distribution of the points of organizational mobbing faced by the teachers according to gender, title and the type of school.

Table 2: t-test results of the teachers' opinions about organizational citizenship according to gender, title and the school type

Variable	n	\bar{x}	S	df	t	p		
Organizational Citizenship	Gender	Male	222	3.41	.72	391	-1.07	.285
		Female	171	3.49	.61			
	Title	Administrator	30	3.37	.67	391	-.678	.498
		Teacher	363	3.45	.67			
	Type of School	General	187	3.21	.69	393	-7.120	.000
		Vocational	208	3.66	.57			

Table 3: t-test results of the teachers' opinions about organizational mobbing according to gender, title and the school type

Variable	n	\bar{x}	S	df	t	p		
Organizational Mobbing	Gender	Male	220	1.98	.78	388	.80	.422
		Female	170	1.92	.77			
	Title	Administrator	31	2.36	.90	388	3.119	.002
		Teacher	359	1.92	.75			
	Type of School	General	187	2.15	.81	390	4.900	.000
		Vocational	205	1.77	.69			

When the results concerning the gender variable given in Table 3 are examined, it is noted that the male teachers face organizational mobbing behavior at the level of $\bar{X}=1.98$ and the female teachers at the level of $\bar{X}=1.92$. According to the t-test results, mobbing behavior faced by the teachers does not differ significantly with respect to the gender variable [$t_{(388)} = .80, p > .05$]. Therefore, the gender variable is not a significant determinant of the levels of organizational mobbing faced by teachers.

When the results concerning the title variable given in Table 3 are examined, it is noted that the administrators face organizational behavior at the level of $\bar{X}=2.36$ and the teachers at the level of $\bar{X}=1.92$. According to the t-test results, mobbing behavior faced by the teachers' opinions differs significantly with respect to the title variable [$t_{(388)} = 3.119, p < .05$]. Therefore, the title variable is a significant determinant of the levels of organizational mobbing faced by the participants.

When the results concerning the type-of-school variable given in Table 3 are examined, it is noted that the teachers working in general secondary schools face organizational mobbing behavior at the level of $\bar{X}=2.15$ and the teachers working in vocational secondary schools at the level of $\bar{X}=1.77$. According to the t-test results, mobbing behavior faced by the teachers differs significantly with respect to the type-of-school variable [$t_{(390)} = 4.900, p < .05$]. Therefore, the type-of-school variable is a significant determinant of the level of organizational mobbing faced by teachers.

The points of mobbing behavior faced by the teachers working in secondary schools were subjected to Anova testing with respect to the subject of teaching, career stages, the level of education, age, seniority, and the years of service at the school. When the results of this test were examined, it was noted that there was a significant difference only in the variable of the subject of teaching [$F_{(2-387)} = 3.452, p < .05$]. The science teachers face organizational mobbing behavior at the level of $\bar{X}=1.97$, the arts teachers at the level of $\bar{X}= 2.06$, and the vocational teachers at the level of $\bar{X}=1.72$. Therefore, the variable of the subject of teaching is a significant determinant of the levels of organizational mobbing behavior faced by teachers. No difference was identified in the other variables (career stages, the level of education, age, seniority, and the years of service at the school). These variables are not

significant determinants of the levels of organizational mobbing faced by teachers.

Table 4 gives the correlation between organizational citizenship behavior displayed and mobbing behavior faced by the teachers.

Table 4: Correlation analysis of the teachers' opinions between organizational citizenship behavior displayed and organizational mobbing behavior faced by teachers

		Organizational citizenship	Organizational mobbing
Organizational Citizenship	Pearson Correlation	1	-.632(**)
	Sig. (2-tailed)		.000
	N	395	391

** Correlation is significant at the 0.01 level (2-tailed).

When Table 4 is examined, it is noted that there is a medium and negative correlation between organizational citizenship behavior displayed and mobbing behavior faced by the teachers ($r = -.632, p < .01$), indicating that organizational citizenship behavior displayed by them decreases as mobbing behavior faced by them increases. Considering the determination coefficient ($r^2 = .40$), it may be said that 40 percent of the total variance in organizational citizenship behavior is due to mobbing behavior.

Table 5 gives the regression analysis concerning the explanation of organizational citizenship behavior displayed by the teachers working in secondary schools.

When the regression analysis results given in Table 5 are examined, it is noted that organizational mobbing is a significant explainer of organizational citizenship behavior displayed by teachers [$R = .632, R^2 = .400, F_{(1,389)} = 258.829, p < .01$]. It may be said 40 percent of the total variance concerning organizational citizenship behavior displayed by teachers is explained by mobbing behavior.

According to the regression analysis results, the regression equality concerning the explanation of citizenship behavior is (*Organizational citizenship behavior* = $4.52 - 0.55$ *mobbing*).

However, looking at the simple regression graph that shows the levels of mobbing faced by teachers and their organizational citizenship (Fig. 1), it can be noted that some teachers display organizational citizenship behavior at their schools although they face mobbing behavior.

Table 5: Regression analysis concerning the explanation of organizational citizenship behavior displayed by teachers*

Variable	B	Standard error	<i>a</i>	T	p
Constant	4.52	.071		63.385	.000
Organizational Mobbing	-.55	.034	-.632	-16.088	.000
R= .632 R ² = .400					
F _(1, 389) =258.829 P = .000					

*Dependent variable, Organizational Citizenship

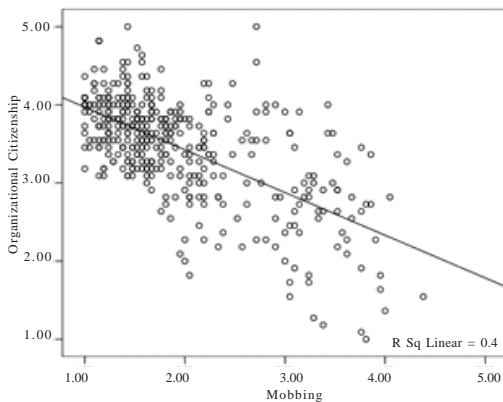


Fig. 1. Relationship between organizational mobbing behavior and organizational citizenship

When the graph concerning the levels of mobbing faced and organizational citizenship displayed by teachers is examined by type of school (Fig. 2), it is observed that organizational

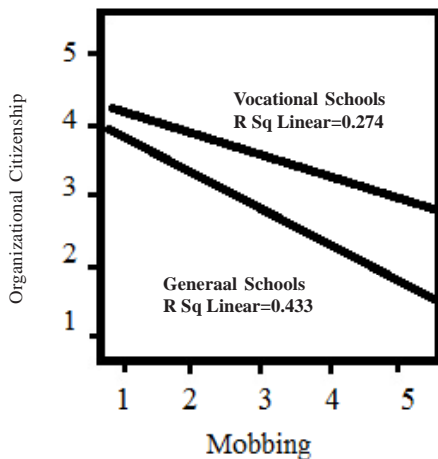


Fig. 2. Relationship of organizational mobbing and organizational citizenship by type of schools

citizenship behavior decreases as mobbing behavior increases for both types of school.

DISCUSSION

The goal of this survey is to study organizational citizenship behavior displayed and mobbing behavior faced by teachers working in general and vocational secondary schools. The survey findings indicate that teachers display organizational citizenship behavior at “high” level (\bar{X} = 3.45). This figure is at the same level as the figures identified in other surveys conducted in secondary schools in Turkey. In a survey on 286 teachers working in secondary schools in the Kutahya province, Yilmaz (2010: 7) identified the average organizational citizenship behavior at “high” (\bar{X} = 3.68) level. In a survey conducted in the Sakarya, Kirikkale and Mus provinces, Tirtrek et al. (2009: 14) identified the level of organizational citizenship behavior among teachers at “high” (\bar{X} = 3.58) level in general secondary schools and “high” (\bar{X} = 3.41) in vocational secondary schools. In a survey on teachers working in secondary schools across Turkey, Polat (2007: 105) also identified organizational citizenship behavior among teachers at “high” (\bar{X} = 4.10) level. The fact that organizational citizenship among teachers is “high” indicates that teachers working in secondary schools are highly willing to perform voluntary work at their schools. It may be said that the willingness of teachers to perform voluntary work has a positive effect on the school and its institutional objectives. Cetin et al. (2011: 29) state that the high level of organizational citizenship displayed by teachers indicates their willingness to perform extra roles without expecting recompense. Allison et al. (2001) demonstrated that organizational citizenship behavior displayed by teachers plays an important role in student and school achievement, due to more efficient work of teachers. DiPaola and Moran (2001) state that organizational citizen-

ship behavior displayed at school increases institutional success while also positively affecting school climate. And it has also positive relationship with empowerment of personal (Tasliyan et al. 2015) and ethical climate (Cavus and Develi 2015). In this context, it may be argued that organizational citizenship behavior displayed by teachers working in secondary schools positively affects both student and institutional achievement as well as school climate.

The survey findings indicate that teachers face mobbing behavior at the level of "little" ($\bar{X}=1.95$). This figure is supported by the figures identified in other surveys conducted in secondary schools in Turkey. In a survey covering Anatolia secondary schools, Sonmezisik (2011: 71) identified the level of mobbing faced by teachers as being "little" ($\bar{X}=2.27$). In addition, in another survey covering secondary schools, Ocak (2008: 73) identified this rate at the level of "none" ($\bar{X}=1.52$). Another survey applied in primary schools (Dasci and Cemaloglu 2015) has determined ($\bar{X}=2.47$).

The fact that mobbing behavior faced by teachers working in secondary schools is at the level of "little" indicates that teachers are able to establish good, even if not excellent, relations at school. For the level of mobbing that occurs in an institution is an indication of the relations among the employees (Zapf 1999; Randall 2005: 57; Temel-Eginli and Bitirim 2010). However, certain studies indicate that teachers faced with mobbing have a high proportion. In a survey conducted in the Duzce province, Gunduz and Yilmaz (2008: 280) showed that 41 percent of teachers face mobbing behavior. It is possible to say that mobbing behavior faced by teachers lowers their work performance because many studies (Erbas 2004; Mikkelsen and Einarsen 2002; Namie 2003) have found that employees faced with mobbing behavior suffer losses socially, physically and in terms of health. In a survey covering secondary schools, Buluc (2008: 592) found a positive relationship between organizational health and organizational citizenship behavior. In this context, because of mobbing behavior faced even if at the level of "little" by teachers working in secondary schools, first those teachers themselves and then their schools suffer losses. According to Erturk (2013), the negative effects of mobbing behavior, regardless of its cause, are detrimental to the productivity first of the employee and then of the organization.

The most important contribution of the present study has been to explain the relationship between mobbing behavior and organizational citizenship behavior. The correlation analysis has shown that there is a negative and medium correlation between mobbing behavior and organizational citizenship behavior. The regression analysis has shown that mobbing behavior faced by teachers is an important determinant of organizational citizenship behavior. Organizational citizenship behavior displayed by them decreases as mobbing behavior faced by them increases.

The only survey to examine the relationship between mobbing and organizational citizenship in Turkey has been conducted by Poyraz and Aksoy (2012: 199) on bank employees in the Kutahya province, and yielded a similar result. Raver (2004: 96) demonstrated that mobbing behavior among employees lowers the frequency of displaying organizational citizenship behavior. Zellars et al. (2002: 1072) demonstrated that there is a negative and significant correlation between the frequency at which organizational citizenship behavior is displayed by subordinates and negative acts they face from their supervisors and that there is a positive correlation between such frequency and positive feelings they face from their supervisors. A similar result was found in a survey on the banking sector in Kazakhstan conducted by Gregory et al. (2009: 5). A survey conducted in China by Liu and Wang (2013: 1480) has found an inverse relationship between the frequency at which employees display organizational citizenship behavior toward other individuals and negative acts they face from their supervisors.

The simple regression graph (Fig. 1), shows that some teachers display organizational citizenship behavior at their schools although they face mobbing behavior. A similar result is noted in the survey carried out by Zellars et al. (2002: 1074), who attribute this finding to several reasons. First, these employees think that they must perform extra roles or they will be rejected by the social group in which they are included. It is stated that for this reason, they continue to do extra work. Second, these employees display such behavior with the intention of helping a colleague. Third, it is thought that the employee displays such behavior with the aim of raising his/her chances of being rewarded in return. It is stated that for this reason, these employees display

organizational citizenship behavior although they face mobbing behavior. The first interpretation by the researchers (“they think that they must perform extra roles or they will be rejected by the social group in which they are included”) implies that actually there is mobbing behavior. In other words, an employee performing organizational citizenship behavior for this reason may be said to display organizational citizenship behavior because he/she is weary of mobbing behavior. The threat of rejecting him/her from the social group is a form of mobbing behavior. Leymann (1996) states that mobbing behavior is a process leading the individual by pressure and threats to do something he/she is not willing to do. Vigoda-Gadot (2006) describes such behavior as compulsory organizational citizenship behavior. This is a situation contrary to organizational citizenship behavior on a voluntary basis.

Another important contribution of the present study is to identify the difference between types of school. The findings obtained indicate that the levels of organizational citizenship behavior displayed and organizational mobbing faced by teachers are influenced by the type of school. Teachers working in general secondary schools face high levels of mobbing behavior while they display low levels of organizational citizenship. On the other hand, teachers working in vocational secondary schools face lower levels of mobbing behavior while displaying higher levels of organizational citizenship. The results of the t-tests performed by type of school show that there is a significant difference in both variables.

It is thought that this difference is due to the different missions of the schools. Turkish society has always been in expectation of greater achievement from general secondary schools than vocational secondary schools because there is the expectation that “general secondary schools prepare students for the university entry examination” while vocational secondary schools are expected to teach students a trade (Sonmez 2006). For this reason, teachers working in general secondary schools may feel under pressure to meet these expectations. It may be considered that such pressure comes from colleagues, school administrations, parents and the general public. Such pressure may go as far as mobbing behavior within the institution. School administrators may use mobbing behavior as a strategy to make employees work harder and

achieve more in a shorter period. Altuntas (2010: 3012) found that administrators without leadership qualities support mobbing behavior and use it as a strategy. In the survey carried out by Gunduz and Yilmaz (2008), it is noted that teachers who face mobbing behavior in secondary schools are faced with such behavior mostly from administrators.

The graph of the levels of mobbing faced and organizational citizenship displayed by teachers (Fig. 2), observed that organizational citizenship behavior decreases as mobbing behavior increases for both types of school. However, such decrease is more conspicuous in general secondary schools. In other words, the same mobbing behavior has a greater negative effect on the level of organizational citizenship displayed by teachers working in general secondary schools than those working in vocational secondary schools. In other words, the same mobbing behavior has a greater negative effect on the level of organizational citizenship displayed by teachers working in general secondary schools than those working in vocational secondary schools.

CONCLUSION

The findings indicate that teachers’ organizational citizenship is at high level and they exposed little levels of mobbing behavior. That means the teachers are establishing good relations at school, but not excellent. The regression analysis has shown that mobbing behavior faced by teachers is an important determinant of organizational citizenship behavior. Organizational citizenship behavior displayed by them decreases as mobbing behavior faced by them increases. In this context, it may be said that teachers working in secondary schools display a high level of organizational citizenship behavior at their schools but that mobbing behavior faced by them reduces their frequency of displaying organizational citizenship behavior and damages the voluntary work they perform for the school.

Teachers showing a high level of organizational citizenship provide a good dynamic for educational system. This is one of the strong positive aspects of the secondary education system, in terms of achieving more efficient schools. So this provides an important contribution to achieving the goals in the secondary

education system. However, it is observed that mobbing behavior, which daily inflicts damage on our social life, also occurs among teachers in schools. This points to a weak aspect of the secondary education system. With this study, a negative and significant correlation has been established between these two phenomena. It is clear that if mobbing behavior is not prevented, it will damage that strong aspect of the secondary education system. In this context, why it is important to prevent mobbing behavior that occurs in schools has become clear also from the point of organizational citizenship behavior. Mobbing behavior in schools must be prevented in order to avoid damage to such an important phenomenon as organizational citizenship behavior that we have in schools.

RECOMMENDATIONS

In order to prevent mobbing occurring in schools, educational and social activities may be done for teachers and schools administrators. So, more peaceful environment can be created in schools, which leads an increase in teachers' organizational citizenship behavior.

The result shows that some teachers display organizational citizenship behavior at their schools although they face mobbing. This finding suggests that there is other factor(s) also affect the organizational citizenship behavior. Further research is needed to explain this finding more clearly. The existence of other elements influencing the relationship between mobbing and organizational citizenship in different schools need to be investigated. In addition, the different effects of mobbing behavior in different schools may be investigated.

LIMITATIONS

This study was limited to 402 teachers. These teachers are working in state schools. That means the private schools were excluded from the scope of this research. The research was conducted in Ankara. To more comprehensive research more provinces can be included in future research.

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