

DETERMINING THE RELATIONSHIP BETWEEN PRE-SCHOOL TEACHERS' LEVEL OF EXPOSURE TO MOBBING AND JOB SATISFACTION

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ABSTRACT

This study was planned in order to determine the relationship between preschool teachers' level of being exposed to mobbing and their job satisfaction. The study group consists of 136 preschool teachers working in nursery classes in independent preschool and primary school under the Ministry of National Education. Study data were collected with Minnesota Job Satisfaction Questionnaire, Negative Acts Questionnaire and a personal information form prepared by the researchers that contains demographic information of the teachers. Data were analyzed with SPSS 20 software. As a result of the study, it was observed that there is a weak and negative relationship between preschool teachers' level of being exposed to mobbing and their job satisfaction levels and that their job satisfaction levels decrease as their level of mobbing exposure increase.

Keywords: mobbing, work satisfaction, preschool teacher

INTRODUCTION

Preschool education is; “An educational process which includes childhood period from birth to the beginning of primary school, which provides rich and stimulating environments convenient with the individual characteristics and developmental levels of children of this age and which upmost directs their development according to the cultural values and characteristics of the society” (Poyraz and Dere, 2001).

Preschool age is a period in which the child starts to recognize and communicate with his or her environment and adopt behaviors and habits appropriate with the society's cultural structure. In this period where crucial grounds of personality are established, the child requires a comprehensive guidance in his or her home, school and social life (Şahin, 2005). People who can offer this guidance along with the family are preschool teachers. The reason for this is because preschool teachers are responsible for successfully administering the educational process and carrying out activities at the right place and time. It is considered that their level of job satisfaction has a crucial effect on preschool teachers effectively and productively carrying out their duties (Koyutürk & Şahbaz, 2015).

As in all professions, job satisfaction is a crucial concept for teachers as well. There are various definitions of job satisfaction in the literature (Blum and Naylor, 1968; Locke, 1976; Hayran and Aksayan, 1991; Özkalp and Kirel, 1996; Eren, 2000; Gibson, Ivancevich & Donnelly; 2000). For teachers, job satisfaction can be defined as, “teacher attitudes towards their students and school” or “content or discontent that teachers feel for their work” (Vural, 2004).

The opportunities that each profession offers and the way they satisfy their employees can differ. Among these, examining teacher job satisfaction has a greater importance. Teachers undergo a difficult process requiring effort when educating future generations. In preschool education, which is the starting point of formal education, the teacher is the primary components of the educational process. Reasons such as excessive communication with the students, being obliged to continuously observe student developments and behaviors, non-stop education within the classroom and high number of students in classrooms exhaust preschool teachers both physically and mentally and thus decrease their job satisfaction levels (Kan, 2008; Şahin & Dursun, 2009). When preschool teachers are not satisfied with their job, the educational environment, their students and their colleagues can be negatively affected and this can strikingly decrease the quality of education (Öztürk and Deniz, 2008; Şahin & Dursun, 2009). Individuals who are not satisfied with their work generate various reactions so as to tolerate with the time they spend at work. Irregular attendance, giving long breaks during work hours, decreasing work pace, spending time at work for personal matters, pretending to work, chatting with colleagues on issues other than work, disobeying the administration by acting against the rules, displaying aggressive behaviors towards their colleagues and superiors, taking revenge and retorting can be listed as these reactions (Sun, 2002).

There are various factors that affect job satisfaction. The ordering of these factors is long and complex. The main reason for this is the various approaches concerning the factors of job satisfaction. When factors commonly underlined in institutions are examined, it is evident that resources of job satisfaction for teachers are; relationships with students, relationships with teachers, relationships with parents, relationships with administrators, holidays, financial confidence, quality of the work, opportunity for promotion, opportunity to carry out one's thoughts, payment, working conditions and hours, achieving personal interests, inspection, organization and administration, job safety, personality, being praised and credibility (Vural, 2004).

When job satisfaction resources working, conditions, relationships with other teachers and relationships with administrators are considered, the relationship between teachers' job satisfaction levels and mobbing levels gains importance.

Mobbing, which is referred to in the literature as intimidation, harassment, emotional harassment, psychological violence, psychological attack to intimidate and psychological terror, can be defined as being exposed to aggressive, threatening, malicious, oppressive or abusive behaviors displayed constantly and repeatedly by one's superiors or colleagues (Matthiesen and Einarsen, 2004).

The term mobbing was introduced in 1984 for work life by Dr. Heinz Leymann in the report on "Workplace Security and Safety". 45 different mobbing actions were defined in this report and were covered under five categories. According to Leymann all actions are not necessary in an incidence of mobbing. The categories are given below (Davenport, Schwartz & Eliot, 2014);

First group: Effects on Self-Expression and Communication

- You are constantly interrupted
- You are loudly yelled at
- Your relationships are denied through innuendo
- Your private life is constantly criticized
- Your work is constantly criticized

Second Group: Threats on Social Relationships

- Colleagues do not speak with you
- You are treated as if you are invisible

Third Group: Threats on Reputation

- Unfounded rumors about you are circulated
- People talk behind your back
- Your decisions are always questioned
- You are exposed to sexual innuendoes

Fourth Group: Threats on Occupational Situation and Quality of Life

- There are no special tasks for you
- You are continually given new tasks
- You are given tasks that affect your self-esteem
- You are given tasks that are below your qualifications

Fifth Group: Threats on Physical Health

- You are forced to do physically strenuous tasks
- Outright sexual harassment is present
- Threats of physical violence are made

Mobbing is a hostile and unethical way of communication made systematically by one or more workers over a worker and which is a continuous behavior that alienates the worker and leaves him or her defenseless. Such behaviors are common and carried out on long periods (at least once a week for at least 6 months). When hostile behavior continues frequently and for a long period of time, the individual faces severe psychological, psychosomatic disorders and social miseries. This definition puts aside temporary conflicts and focuses on the beginning of the psychological state that results with a psychosomatic and psychiatric disorder. In other words, the point where conflict and mobbing differ is not about what the behavior is or how it occurs but rather about how often it occurs and how long it lasts (Leymann, 1990).

Just like how aggressive behaviors can differ between countries or societies, the characteristics of the workplace can also lead to this difference. For this reason, the main difficulty about examining mobbing is to first define mobbing and to decide on mobbing actions. Because cultural differences among societies effect human relations, cultural differences should be taken into consideration when identifying mobbing incidences and actions that lead to them in workplaces. Thus, when defining mobbing or identifying actions that cause mobbing, it is crucial to consider that characteristics of the society in fact the workplace that is studied rather than setting universal criteria (Toker Gökçe, 2009).

Sources of mobbing can be listed as; psychology and personality of harassers and victims, organizational culture, organizational structure, in-house conflicts, social values and norms, external competition and reflections on the organization. All these factors cause psychological harassment, when they occur interactively rather than on their own (Güngör, 2007). According to Zapf (1999), mobbing can occur when more than one cause interact at the same time. In addition, a factor that causes mobbing can also be a result of mobbing. On the other hand, a factor that can be a cause of mobbing in an organization may not have the same effect in another organization.

Mobbing actions can cause negative outcomes for individuals such as stress, emotional and physical disorders, accidents, disabilities, isolation, professional loss, losing friendships, suicide, therapy or medical treatment, unemployment or working below one's capacity (Hirigoyen, 2010).

Mobbing actions also negatively affect an individual's organizational attachment and satisfaction. Decrease in organizational commitment leads to decrease in work performance and productivity in workers and causes emotional and physical problems. It can lead to incidences such as stress, preterm birth, disorders, heart attack and suicide. It causes job loss and thus financial hardships (Davenport, Schwartz & Eliot, 2014).

When studies conducted in Turkey and overseas on job satisfaction levels of preschool teachers are considered, it is evident that; some studies focus on job satisfaction levels of preschool teachers (Abu Taleb, 2013; Cheng and Chen, 2011; Ngovi, 2011; Tezcan, 2011; Şahin and Dursun, 2009; Altinkılıç, 2008), some compare job satisfaction levels of preschool teachers with attitude (Tekerci, 2008); perception of professional competence (Tetik, 2009), colleague relationships and administrative support (Eser, 2010), cultural leadership behaviors of principals (Çek, 2011) and some compare job satisfaction levels of preschool teachers with their level of burnout (Öztürk, 2006; Tsigilis, Zachopoulou and Grammatikopoulos, 2006; Akkurt, 2008; Gürbüz, 2008; Koyutürk, 2014)

When studies on mobbing levels of teachers are considered, it is evident that; some studies focus on mobbing levels of teachers (Yıldırım, 2008; Yıldırım, 2010; Ertürk, 2011; Yılmaz, 2014; Kavaklı, 2015; Özçelik, 2015; Sürmeli, 2015; Dinçkal, 2018) and other studies examine mobbing levels of teachers with regards to burnout (Çam, 2010; Aşık, 2016), job satisfaction (Kaya, 2014; Sadık, 2014), emotional intelligence (Çelik, 2015), organizational cynicism (Kansu, 2014), organizational attachment (Yumuşak, 2013) organizational climate (Erdoğan, 2012), organizational trust (Çetin-Eğerci, 2009) and perception of social support (Abay, 2009).

It is observed that studies on mobbing focus mainly on primary school, secondary school and high school teachers. Thus, it is estimated a research examining the relationship between preschool teachers' level of exposure to mobbing and their job satisfaction levels is of high importance.

Purpose

The purpose of this study is to determine the relationship between preschool teachers' levels of exposure to mobbing and their job satisfaction. With this purpose, answers for the following questions were sought:

Sub-Purposes

1. Do preschool teachers' level of exposure to mobbing significantly differ according to their;
a) age, b) educational background c) occupational seniority?
2. Do preschool teachers' overall job satisfaction levels significantly differ according to their;
a) age, b) educational background c) occupational seniority?
3. Is there a significant relationship between preschool teachers' level of exposure to mobbing and their intrinsic satisfaction levels?
4. Is there a significant relationship between preschool teachers' level of exposure to mobbing and their extrinsic satisfaction levels?

Limitations of the Study

This study is limited with; 136 preschool teachers working in nursery classes in primary schools under the Ministry of National Education and in preschools during the 2018-2019 academic year.

METHOD

Research Model

In this study, the relational screening model, which is among general screening models that examine the presence of and/or degree of difference between two or more variables, was used to compare mobbing and job satisfaction levels of preschool teachers (Karasar, 2012).

Participants

The study group consists of 136 preschool teachers working in nursery classes in primary schools and preschools under the Ministry of National Education during the 2018-2019 academic year. The characteristics of the study group are given on Table 1.

Table 1. Frequency and Percentage Distributions Concerning Demographic Characteristics of the Teachers

Variables	Group	f	%
Age	Age 20-30	75	55.1
	Age 31-40	45	33.1
	Age 41-50	8	5.9
	Age 51 and over	8	5.9
Gender	Female	132	97.1
	Male	4	2.9
Marital Status	Married	97	71.3
	Single	39	28.7
Type of School of Occupation	Preschool	42	30.9
	Independent Preschool	94	69.1
Educational Background	Associate's Degree	9	6.6
	Bachelor's Degree	118	86.8
	Master's Degree	9	6.6
Occupational Seniority	1-5 years	69	50.7
	6-10 years	31	22.8
	11-15 years	24	17.6
	16-20 years	4	2.9
	21 years and over	8	5.9
Willingness for One's Occupation	Yes	130	95.6
	No	6	4.4
Gender of Principal	Female	110	80.9
	Male	26	19.1
	Total	136	100.0

According to Table 1, 55.1% (N:75) of the teachers participating in the study are aged between 20-30; 33.1% (N:45) are between 31-40; 5.9% (N:8) are between 41-50 and 5.9% (N:8) are 51 years old and over. 97.1% (N:132) of the participant teachers are female and 2.9% (N:4) are male. 71.3% (N:97) of the participant teachers are married and 28.7% (N:39) are single. With regards to the type of school the participant teachers work, 30.9% (N:42) work in nursery class and 69.1% (N:94) work in an independent preschool. 6.6% (N:9) of the participant teachers have associate's degree; 86.8% (N:118) have bachelor's degree and 6.6% (N:9) have master's degree. 50.7% (N:69) of the participant teachers have 1-5 years; 22.8% (N:31) have 6-10 years; 17.6% (N:24) have 11-15 years; 2.9% (N:4) have 16-20 years and 5.9% (N:8) have 21 years and over occupational seniority. While 95.6% (N:130) of the participant teachers stated that they chose their occupation willingly, 4.4% (N:6) stated they were not willing to choose their occupation. 80.9% (N:110) of the principals of the participant teachers are female and 19.1% (N:26) are male.

Data Collection

Study data were collected through the personal information form created by the researchers, the Minnesota Job Satisfaction Questionnaire, developed by Weiss, England, David and Lofguist (1967) and the Negative Acts Questionnaire, developed by Einarsen and Raknes (1997), from preschool teachers working in independent preschools and nursery classes in primary schools under the Ministry of National Education.

There are questions about personal information (gender, age, seniority, educational background etc.) about preschool teachers in the personal information form developed by the researchers.

The short form of the “Minnesota Job Satisfaction Questionnaire”, developed by Weiss, England, David and Lofguist (1967) and adapted into Turkish by Baycan (1985), was used as the second data collection instrument to determine job satisfaction levels of the individuals.

The Minnesota Job Satisfaction Questionnaire is a 5 point Likert type scale consisting of 20 items listed from the most negative to the most positive response “Very dissatisfied” (1), “Dissatisfied” (2), “Neither” (3), “Satisfied” (4), “Very satisfied” (5).

There are two sub-dimensions in the Minnesota Job Satisfaction Questionnaire, intrinsic satisfaction and extrinsic satisfaction. Intrinsic satisfaction consists of items 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16 and 20; extrinsic satisfaction consists of items 5, 6, 12, 13, 14, 17, 18 and 19. Intrinsic satisfaction consists of factors such as being appropriate with the individual’s interests, abilities and capacity and contributing to the individual’s creativity; extrinsic satisfaction consists of factors such as the working environment, payment, colleagues and school administration. Scores on the Minnesota Job Satisfaction Questionnaire are calculated by adding the values between 1-5. The highest score that can be obtained from the questionnaire is 100 and the lowest is 20; high score refers to high job satisfaction and a low score refers to low job satisfaction.

When evaluating the total scores obtained from the Minnesota Job Satisfaction Questionnaire, 25 and below score is interpreted as low job satisfaction, a score between 26-74 is interpreted as medium level job satisfaction and a score 75 and over is interpreted as high job satisfaction. The highest score that can be obtained from the intrinsic job satisfaction sub-dimension of the scale is 60 and the lowest score is 12. The highest score that can be obtained from the extrinsic job satisfaction sub-dimension of the scale is 40 and the lowest score is 8. High intrinsic and extrinsic job satisfaction scores indicate a high intrinsic/extrinsic job satisfaction; low scores indicate a low intrinsic/extrinsic job satisfaction.

The Negative Acts Questionnaire (NAQ), developed by Einarsen and Raknes (1997) and adapted into Turkish by Cemaloğlu (2007), was used as the third data collection instrument to determine mobbing levels of the individuals.

The translation of the negative acts questionnaire was made by three linguists and the questionnaire got its recent form by field experts. The questionnaire consists of 21 items referring to being exposed to various negative acts (Cronbach's alpha = 0.87). 5 point Likert type range was used for each item (1 = never, 2= sometimes, 3 = once a month, 4 = once a week, 5 = every day). All items in the questionnaire were about acts and there were no statements referring to mobbing. The purpose of not referring to mobbing was to estimate the degree of exposure to the act without forcing the respondent to label the act he or she was exposed to as mobbing. This also guaranteed defining the type of acts in a more objective manner. In the Negative Acts Questionnaire there are questions consisting of direct (verbal harassment, abusive discourse and sarcasm etc.) or indirect (social exclusion, slander etc.) items. With each questionnaire item, the respondents were asked about how often they were exposed in the recent six months. Frequency was listed as never, sometimes, every month, every week and every day. Those who were exposed to such negative acts every week for 6

months and over were considered to be defined as workplace mobbing victims (Cemaloğlu, 2007).

Data Analysis

In this study, whether or not preschool teachers’ level of being exposed to mobbing and their job satisfaction levels differ according to various demographic variables, was examined. Studies collected during the study were transferred to the computer through the SPSS 20 (Statistical Packages for the Social Sciences) program. Independent variables were analyzed through independent variables t test and One Way Variance Analysis (ANOVA) according to the number of categories. The relationships between variables were examined through the Pearson Product-Moment Correlation Coefficient. Significance level for the statistics was determined as 0.05.

RESULTS

Table 2. Score Averages, Standard Deviations and Variance Analysis (ANOVA) Results Related to the Scores that Preschool Teachers Included in the Study Obtained from the “Negative Acts Questionnaire” with respect to Age

Negative Acts Questionnaire			
Total Score			
Age	N	X	SS
Age 20-30	75	23.71	4.77
Age 31-40	45	25.38	4.58
Age 41-50	8	28.50	11.20
Age 51 and over	8	24.50	2.71
Total	136	25.12	5.20
Variance Analysis	Sd	F	p
Between-Groups	3	1.409	0.243
Within-Groups	132		
Total	135		

When Table 2 is considered, it is evident that; negative acts total scores of preschool teachers ($F_{(3-132)} = 1.409, p > 0.05$) do not statistically and significantly differ according to age. When score average is considered, it is evident that the total score ($X = 23.71$) averages of teachers between the age 20-30 are lower than the teachers of the other group.

Table 3. Score Averages, Standard Deviations and Variance Analysis (ANOVA) Results Related to the Scores that Preschool Teachers Included in the Study Obtained from the “Negative Acts Questionnaire” with respect to Educational Background

Negative Acts Questionnaire			
Total Score			
Educational Background	N	X	SS
Associate’s Degree	9	25.22	3.80
Bachelor’s Degree	118	25.02	5.36
Post-Graduate Degree	9	26.60	4.36
Total	249	25.12	5.20
Variance Analysis	Sd	F	p
Between-Groups	2	0.263	0.769
Within-Groups	133		
Total	135		

When Table 3 is considered, it is evident that; negative acts total scores averages of preschool teachers ($F_{(2-133)} = 0.263$, $p > 0.05$) do not statistically and significantly differ according to educational background. When score average is considered, it is evident that negative acts total scores ($X = 26.60$) of teachers with post-graduate degree are higher than the score averages of the teachers in the other group.

Table 4. Score Averages, Standard Deviations and Variance Analysis (ANOVA) Results Related to the Scores that Preschool Teachers Included in the Study Obtained from the “Negative Acts Questionnaire” with respect to Occupational Seniority

Negative Acts Questionnaire			
Total Score			
Occupational Seniority	N	X	SS
1-5 years	69	24.19	3.13
6-10 years	31	26.55	6.84
11-15 years	24	26.95	7.47
16-20 years	4	22.00	0.82
21 years and over	8	24.00	2.32
Total	136	25.12	5.20
Variance Analysis	Sd	F	p
Between-Groups	4	2.368	0.050*
Within-Groups	131		
Total	135		

* $p < 0.05$

When Table 4 is considered, it is evident that; negative acts total scores averages of the teachers ($F_{(4-131)} = 2.368$, $p > 0.05$) statistically and significantly differ according to their occupational seniority. When score average is considered, it is evident that negative acts total scores ($X = 26.95$) of teachers with 11-15 years of occupational seniority are higher than the score averages of the teachers in the other group.

Table 5. Score Averages, Standard Deviations and Variance Analysis (ANOVA) Results Related to the Scores that Preschool Teachers Included in the Study Obtained from the “Minnesota Job Satisfaction Questionnaire” with respect to Age

Minnesota Job Satisfaction Questionnaire							
Age	Intrinsic Satisfaction			Extrinsic Satisfaction		Total Score	
	N	X	SS	X	SS	X	SS
Age 20-30	75	50.48	3.89	30.59	6.50	81.07	9.66
Age 31-40	45	48.36	4.54	29.13	5.25	78.24	8.70
Age 41-50	8	52.37	4.69	30.25	9.85	82.62	14.35
Age 51 and over	8	51.37	4.07	29.89	7.95	80.50	10.80
Total	136	49.94	4.30	30.25	6.38	80.19	9.73
Variance Analysis	Sd	F	p	F	p	F	p
Between-Groups	3	0.972	0.408	3.807	0.012*	0.197	0.898
Within-Groups	132						
Total	135						

* $p < 0.05$

When Table 5 is considered, it is evident that; the extrinsic satisfaction dimension among the job satisfaction questionnaire sub-dimensions of preschool teachers ($F_{(3-132)} = 3.807$, $p > 0.05$) statistically and significantly differs according to their age. When score averages are considered, it is evident that the intrinsic satisfaction dimension ($X = 48.36$), extrinsic

satisfaction dimension (X=29.13) and total (X=78.24) score averages of teachers between the age 31-40 are lower than the teachers of the other group.

Table 6. Score Averages, Standard Deviations and Variance Analysis (ANOVA) Results Related to the Scores that Preschool Teachers Included in the Study Obtained from the “Minnesota Job Satisfaction Questionnaire” with respect to Educational Background

Minnesota Job Satisfaction Questionnaire							
Educational Background	N	Intrinsic Satisfaction		Extrinsic Satisfaction		Total Score	
		X	SS	X	SS	X	SS
Associate’s Degree	9	50.89	2.32	31.00	3.20	81.89	4.34
Bachelor’s Degree	118	50.14	4.17	30.38	6.65	80.52	9.88
Post-Graduate Degree	9	46.44	6.11	27.78	4.66	74.22	10.30
Total	136	49.94	4.30	30.25	6.38	80.19	9.73
Variance Analysis	Sd	F	p	F	p	F	p
Between-Groups	2	3.435	0.035*	0.761	0.469	1.924	0.150
Within-Groups	133						
Total	135						

*p<0.05

When Table 6 is considered, it is evident that; the intrinsic satisfaction dimension among the job satisfaction questionnaire sub-dimensions of preschool teachers ($F_{(3-133)}= 3.435, p>0.05$) statistically and significantly differs according to educational background. When score averages are considered, it is evident that the intrinsic satisfaction dimension (X=46.44), extrinsic satisfaction dimension (X=27.78) and total (X=74.22) score averages of teachers with post-graduate degree are lower than the teachers of the other group.

Table 7. Score Averages, Standard Deviations and Variance Analysis (ANOVA) Results Related to the Scores that Preschool Teachers Included in the Study Obtained from the “Minnesota Job Satisfaction Questionnaire” with respect to Occupational Seniority

Minnesota Job Satisfaction Questionnaire							
Occupational Seniority	N	Intrinsic Satisfaction		Extrinsic Satisfaction		Total Score	
		X	SS	X	SS	X	SS
1-5 years	69	50.51	3.45	30.23	7.03	80.74	9.83
6-10 years	31	49.58	4.49	31.12	4.30	80.71	7.97
11-15 years	24	47.00	4.87	27.67	6.86	74.67	10.35
16-20 years	4	51.50	1.91	33.50	1.73	85.00	3.56
21 and over	8	54.50	4.11	33.12	5.25	87.62	8.43
Total	136	49.94	4.30	30.25	6.38	80.19	9.73
Variance Analysis	Sd	F	p	F	p	F	p
Between-Groups	4	6.433	0.000**	1.843	0.124	3.669	0.007**
Within-Groups	131						
Total	135						

**p<0.01

When Table 7 is considered, it is evident that; intrinsic satisfaction ($F_{(4-131)}= 6.433, p<0.01$) and total score averages ($F_{(4-131)}= 3.669, p<0.01$) among the job satisfaction questionnaire sub-dimensions of preschool teachers statistically and significantly differs according to occupational seniority. When score averages are considered, it is evident that the intrinsic

satisfaction dimension (X=47.00), extrinsic satisfaction dimension (X=27.67) and total (X=74.67) score averages of teachers with 11-15 years occupational seniority are lower than the teachers of the other group.

Table 8. Correlation Test Results on the Relationship between the Score Teachers Obtained from the Negative Acts Questionnaire and the Minnesota Job Satisfaction Questionnaire

		Minnesota Job Satisfaction Questionnaire		
		Intrinsic Satisfaction	Extrinsic Satisfaction	TOTAL
	r	-0.263	-0.269	-0.293
Negative Acts Questionnaire	p	0.002**	0.002**	0.001**
	N	136	136	136
	r ²	0.069	0.072	0.085

*p<0.01

It is evident on Table 8 that there is a significant relationship between the scores that the teachers obtained from the job satisfaction questionnaire and the negative acts questionnaire (p<0.01).

The relationship between teachers’ negative act questionnaire and intrinsic satisfaction sub-dimension of the job satisfaction questionnaire was observed to be r=-0.263; r=-0.269 with the extrinsic satisfaction sub-dimension and r=-0.293 with total score. Job satisfaction decreases as the negative act score increases. This is a weak and negative relationship.

DISCUSSION

The purpose of this study is to determine the relationship between preschool teachers’ levels of exposure to mobbing and their job satisfaction.

With the first sub-problem of the study, preschool teachers’ exposure to mobbing levels were compared according to their

- a) age, b) educational background, c) occupational seniority.

With the second sub-problem of the study, preschool teachers’ job satisfaction levels were compared according to their

- a) age, b) educational background, c) occupational seniority.

According to the study results;

a) it was observed that preschool teachers’ exposure to mobbing levels with respect to their age do not statistically and significantly differ and that averages of teachers between the age 20-30 are lower than the averages of the teachers in the other group. While this finding of the study is parallel with the results indicating that there is no significant difference between mobbing level and age (Zapf, 1999; Ocak, 2008; Kaya, 2014; Yılmaz, 2014 and Sürmeli, 2015); it is different from the results indicating that there is a significant difference between mobbing level and age (Leymann, 1993; Gökçe, 2006; Sadık, 2014 and Mete et. al, 2015).

b) it was observed that preschool teachers’ exposure to mobbing levels with respect to their educational background do not statistically and significantly differ and that the score averages of teachers with post-graduate degree are higher than the score averages of the teachers in the other group. Teachers are observed to be more exposed to mobbing as they advance in their

career. When teachers exposed to mobbing are aware of their rights and are sufficient in defending themselves, this may cause them to encounter more intimidating incidences by their colleagues and school administrators. In their study on challenging with mobbing, Çınar and Akpunar (2016) state that as the educational level of teachers increase their insight on mobbing also increase. While this finding of the study is parallel with the results indicating that there is no significant difference between mobbing level and educational background (Mikkelsen & Einarsen, 2002; Turan, 2006; Gökçe, 2008; Ocak, 2008; Yılmaz, 2014 and Dinçkal, 2018); it is different from the results indicating that there is a significant difference between mobbing level and educational background (Bulut, 2007 and Yavuz, 2007).

c) it was observed that preschool teachers' exposure to mobbing levels with respect to their occupational seniority statistically and significantly differ and that the score averages of teachers with 11-15 years of occupational seniority are higher than the score averages of the teachers in the other group. While this finding of the study is parallel with the results indicating that there is a significant difference between mobbing level and occupational seniority (Onbaş, 2007; Ocak, 2008; Yıldırım, 2008; Yılmaz, Özler & Mercan, 2008; Çomak & Tunç, 2012; Canbaz, 2014; Sadık, 2014; Yıldırım & Eken, 2014; Nanto, 2015 and Özçelik, 2015); it is different from the results indicating that there isn't a significant difference between mobbing level and occupational seniority (Kaya, 2014; Sürmeli, 2015).

With the second sub-problem of the study, preschool teachers' overall job satisfaction levels were compared according to their a) age, b) educational background, c) occupational seniority. According to the study results;

a) it was observed that preschool teachers' overall job satisfaction levels with respect to their age statistically and significantly differ and that the intrinsic satisfaction, extrinsic satisfaction and total job satisfaction score averages of teachers between the age 31-40 are lower than the averages of the teachers in the other group. When considered overall, it is evident that preschool teachers have a high job satisfaction. While this finding of the study is parallel with the findings stating that job satisfaction levels of preschool teachers are high (Gürbüz, 2008; Şahin & Dursun, 2009; Teltik, 2009 and Koyutürk, 2014), it is different from (Öztürk, 2006; Tsigilis, Zachopoulou & Grammatikopoulos, 2006; Akkurt, 2008; Altınkılıç, 2008; Eser, 2010; Cheng & Chen, 2011; Tezcan, 2011; Abu Taleb, 2013).

b) It was observed that preschool teachers' overall job satisfaction levels with respect to their educational background statistically and significantly differ and that the intrinsic satisfaction, extrinsic satisfaction and total job satisfaction score averages of teachers with post-graduate degree are lower than the averages of the teachers in the other group. While this finding is different from findings indicating a significant difference between educational background and job satisfaction (Akkurt, 2008; Özyürek, 2009; Teltik, 2009; Ngovi, 2011); it is different from findings indicating that there is no significant difference between educational background and job satisfaction levels (Öztürk, 2006; Gürbüz, 2008; Eser, 2010; Şen, 2011; Durualp and Kaytez, 2016). When score averages are considered, it was observed that the intrinsic satisfaction, extrinsic satisfaction and overall job satisfaction score averages of teachers with post-graduate degree are lower than the averages of the teachers in the other group. Working conditions of teachers with post-graduate degree show that they have a very low wage gap and a single degree advance in their seniority. Teachers' job satisfaction levels may be low due to insufficient support. According to a study on teacher perspectives about post-graduate education, teachers do not believe it contributes to their profession and stated that it brings financial burden, it is time consuming and exhausting (Toprak and Taşgın, 2017).

c) It was observed that preschool teachers' job satisfaction levels with respect to their occupational seniority statistically and significantly differ and that the intrinsic satisfaction, extrinsic satisfaction and overall job satisfaction score averages of teachers with 11-15 years of seniority are lower than the averages of the teachers in the other group. Teachers with 21 years and over seniority were observed to have highest job satisfaction levels. Teachers may embrace their profession and workplace more as their seniority increases. This may positively stimulate factors such as workplace reputation and interaction with colleagues. Job satisfaction levels of teachers may be high due to this. While this finding is parallel with findings indicating a significant difference between occupational seniority and job satisfaction (Perie & Baker, 1997; Erdönmez, 2004; Arslan, 2006; Darmody & Smyth, 2011); it is different from findings indicating that there is no significant difference between occupational seniority and job satisfaction levels (Öztürk, 2006; Akkurt, 2008; Gürbüz, 2008; Özyürek, 2009; Teltik, 2009; Eser, 2010; Şen, 2011; Durualp and Kaytez, 2016).

With the third sub-problem of the study, preschool teachers' exposure to mobbing levels and intrinsic satisfaction levels were compared. According to the study, it was observed that there is a statically and significant difference between preschool teachers' exposure to mobbing levels and intrinsic satisfaction levels and that intrinsic satisfaction decreases as exposure to mobbing increases.

With the forth sub-problem of the study, preschool teachers' exposure to mobbing levels and extrinsic satisfaction levels were compared. According to the study, it was observed that there is a statically and significant difference between preschool teachers' exposure to mobbing levels and extrinsic satisfaction levels and that extrinsic satisfaction decreases as exposure to mobbing increases.

These findings of the study are parallel with the results indicating a significant and negative relationship between mobbing and job satisfaction (Doğan, 2009; Kaya, 2014; Sadık, 2014; Özkul, 2015; Yılmaz, 2017). According to the study results, job satisfaction levels of teachers exposed to mobbing are affected. Mobbing that preschool teacher encounter in the workplace may have many negative effects in the short and long run. It can reduce working performances or motivations of the teachers. This can severely reduce teacher relationships with the students and educational quality.

SUGGESTIONS

The following suggestions were made for future studies based on the results of the study. Suggestions for further studies,

1. This study was designed through a quantitative method. Profound findings can be attained by designing this study through a qualitative method.
2. Empirical studies can be planned through preventive trainings that cover reducing mobbing levels of preschool teachers.
3. Studies can be conducted on the most common mobbing actions preschool teachers encounter.
4. Studies comparing the mobbing actions encountered by teachers working in preschools and nursery classes can be conducted.
5. Studies on coping with mobbing can be planned.

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