

Academics' Mobbing and Job Satisfaction Levels

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Abstract

This study is analyzed academics' job satisfaction and mobbing levels in terms of gender, type of university and title variable and to identify whether there is a relation between mobbing and job satisfaction levels or not. The participants are 250 female % 47.25 and 279 male %52.74 academics in Turkey. Negative Acts Questionnaire, developed by Einarsen (1996) and the scale of job satisfaction, developed by Hackman and Oldham, (1980) were used in the study. Results, it was found that mobbing and job satisfaction did not show a significant difference in terms of gender. However, it was determined that the academics in state universities were exposed to mobbing more than at private universities. Other results are that job satisfaction of the academics in foundation universities was higher than that of those in state universities. The research assistants were exposed to mobbing more than other academics. It was also found that while the professor doctors have more job satisfaction levels than the others. Besides, it was determined that mobbing and job satisfaction levels of academics are negatively correlated.

Keywords: academics, university, mobbing, job satisfaction

In the modern world, people spend most of their time working in the workplace. In spite of advancements in science and technology, the importance of human being in work life did not decrease but it required people to be more organized, cooperative and be in more intense communication and interaction. Universities are workplaces where people are in intense communication and interaction. There are many factors that increase labor productivity of academics. One of these factors is mobbing. Mobbing is aggression towards an individual through harassment, annoying and misconduct rather than an obvious discrimination against them, which can be based on a certain reason like his/her age, race, gender, religion, nationality, disability or pregnancy. Mobbing can be defined as a frightening, condemning or showing hostile behavior towards the same person for a long period of time (Hubert & Veldhoven, 2001). Mobbing is different from “conflict or disagreement” among people. In order to distinguish mobbing from a simple conflict, one is to focus on the process, interpersonal relations, and behavioral patterns. With regard to the emergence of mobbing, Chapell (2006) marked that it can directly come into being with verbal or physical assault to the individual or it can indirectly result from gossiping, retailing or deliberately isolating one from the social environment (Cited in: McCarthy, 2008).

When the studies on mobbing, which is another subject of the study, is reviewed, it was found that 45% of males and 55% of females were exposed to mobbing; however, it was determined that this difference was not statistically significant (Leymann, 1996); there was not a significant difference between male and female academics (Aktop, 2006; Tanoğlu, 2006). Besides, it was also reported that there was not a significant difference between high school teachers in terms of gender (Bulut, 2007) and that workers in private sector were subject to mobbing less compared to those working in public sector (Yaman, 2009). In another study on teachers working in different secondary schools, it was determined that the number of mobbing incidences did not show a significant difference in terms of gender variable (Çivilidağ & Sargın, 2011). It was also determined that instructors were subject to mobbing more compared to faculty members (Güngör, 2008).

Another factor that affects worker performance in the work life is job satisfaction. The term job satisfaction first used by Hoppock (1935) to mean one’s being pleased from his job is the combination of psychological, physical and environmental events (Cited in: Yew, 2008). Job satisfaction is the most important factor that affects psychological, physiological well-being and productivity and performance of workers. Content which is used reciprocally with the term satisfaction means meeting our needs at the highest level (Balçı, 1985).

When the studies on job satisfaction of instructors were reviewed, it was determined that female academics got higher job satisfaction than males in terms of pay, promotion, social security, working conditions and supporting learning but this difference was not statistically significant (Santhapparaj & Alam, 2005). In another in Zimbabwe, although job satisfaction levels of female academics were lower than male academics; this difference was not statistically significant (Chimanikire et al., 2007). In another study on job satisfaction levels of research assistants in state university and private universities, it was seen that overall job satisfaction of research assistants did not show significant difference in terms of gender (Gülner, 2007). It was also determined that there was not a significant difference between job satisfaction levels of male and female academics (Bilge et al., 2005). Although job satisfaction scores of female academics were lower compared to male academics, it was determined that the difference between them was not significant (Çağlıyan, 2007). It was also seen that job satisfaction levels of academics with “professor doctor” or “associate professor” titles were significantly higher in administration policy, working conditions, development and promotion opportunities and physical environment sub-dimensions compared to other academics (Çetinkanat, 2000), and it was determined that academics with the highest internal satisfaction were those with professor doctor title, who were followed by assistant professor doctors and that academics with doctor title and with no title at all had the lowest job satisfaction (Bilge et al., 2005).

The aim of this study is to examine mobbing and job satisfaction levels of academics in terms of gender, type of the university and title. Besides, the study also aims to determine the relation between mobbing and job satisfaction levels. With these aims in mind, answer for the following questions were sought:

1. Is there a significant difference between mobbing levels of academics in terms of gender, type of the university and title?
2. Is there a significant difference between job satisfaction levels of academics in terms of gender, type of university and title?
3. Is there a significant relation between academics’ mobbing levels and job satisfaction levels?

Methodology

In this study, survey model, which is one of the quantitative research methods, was used. To collect data for the study, questionnaires were applied in two different ways: face-to-face and electronic mail. The universe of the study is composed of academics working in universities (state or foundation universities) in Turkey. In order to form the sample of the study, cluster sampling method was used with simple unbiased sampling technique.

Participants

The sample of the study is composed of 529 academics (479 from state universities and 50 from foundation universities) from 55 different universities (43 state university, 12 foundation university). The participants ages ranged from 22 to 62 years of age. Out of 529 participants 250 were female (47.25%) and 279 were male (52.74%). In the study, personal information form, negative acts questionnaire and job satisfaction scale which were used.

Instruments

Negative Acts Questionnaire (NAQ). The Questionnaire (NAQ) was originally developed by Einarsen et al. (1996) in Likert type to measure mobbing. Internal consistency of the scale was determined to be .87 and .93 (Einarsen et al., 1996). The scale was adapted into Turkish and validated by Cemaloğlu (2007). As a result of factor analysis, Cemaloğlu found that total variance of the scale was .71 and internal consistency coefficient was .94 and factor loads ranged between .59 and .87 (Cemaloğlu, 2007). In this study, internal consistency of the scale was measured to be .93. Negative Acts Questionnaire is composed of four sub-dimensions: self-assertion and influencing establishment of communication, assaults on social relationships, derogation, assaults on individual's life quality and professional status.

Job Satisfaction Scale. In this study, job satisfaction scale, which is one of the sub-sections of 12-item job identification scale originally developed by Hackman and Oldham (1980), was used to measure job satisfaction. We used the form of the scale adapted into Turkish by Gödelek (1988) and Güler (1990). The scale was developed to have 14 liker-type items. The validation study of the scale was carried out by Hackman and Oldham (1980) using test retest method and mean score in the first application was found to be 34.27 and the second mean score was found to be 34.71. The very close scores in two applications were taken to indicate reliability. In studies on reliability analysis of job satisfaction scale, Güler

(1990) in his study for the determination of job satisfaction levels of industry workers in Turkey found internal reliability to be .92 (Cited in: Yüksel, 2002). In this study, internal reliability of the scale was found to be .90.

Data Analysis

SPSS 10.0 package program, which was developed for social sciences, was used to analyze data of the study and significance level was taken as .05. In the analysis of data, first of all Levene statistic technique was used to determine whether groups had a homogenous distribution and Kruskal Wallis H was applied to groups without homogenous distribution and Mann Whitney U test was applied to determine the source of difference. Besides, frequency, t test, one way variance analysis (Anova) and Tukey HD test were applied.

Findings

In this section, results of the study are given. Only significant results are given in tables. It was determined that participants did not show difference in terms of gender with regard to derogation [$t(527)=.52, p>.05$] self-assertion and influencing establishment of communication [$t(527)=.89, p>.05$] assault on social relations [$t(527)=1.59, p>.05$] and assault on individuals life quality and professional status [$t(527)=1.17, p>.05$] sub-dimensions of mobbing. It was also determined that job satisfaction levels of participants did not show significant difference in terms of gender variable [$t(527)=.534, p>.05$]. According to these results, it can be said that there is not a significant difference between participants in terms of gender. In the following table, Kruskal Wallis H Test and Mann Whitney U Test results of participants with regard to derogation sub-dimension of mobbing in terms of the type of university they work are given.

Table 1
Kruskal Wallis H test and Mann Whitney U Test Results with Regard to Derogation Sub-dimension of Mobbing in terms of the Type of University Academics Work for

Mobbing Sub-Dimensions	Type of University	n	Mean Rank	Sd	χ^2	p	Significant Difference
Derogation	State	479	274.33	1	19.72	.000	State
	Private (Foundation)	50	175.58				– foundation university
Total		529					

It was determined that derogation sub-dimension of mobbing showed significant difference in terms of the type of university academics work [$\chi^2(1)=19.72$, $p<.05$]. According to Mann Whitney U test, mean rank of the academics working at state universities with regard to derogation sub-dimension of mobbing is significantly higher than those working at foundation universities. In other words, it can be said that participants working at state universities are exposed to derogation subdimension of mobbing more compared to academics working at foundation universities. It was determined that participants did not show significant difference in assault on individual's life quality and professional status [$\chi^2(1)=3.42$, $p>.05$] and assault on social relations [$\chi^2(1)=3.04$, $p>.05$] sub-dimensions of mobbing in terms of the type of university they work in.

In the following table, t test results with regard to self-self-assertion and influencing establishment of communication sub-dimensions of mobbing and job satisfaction.

Table 2
t Test Results of Academics Mobbing and influencing establishment of communication Sub-dimension with regard to Type of University They Work For

Mobbing Sub Dimension	Type of University	N	\bar{X}	Ss	sd	T	P
Assert himself and influencing establishment of communication	State	479	6.70	2.64	527	2.36	.021
	Private (Foundation)	50	5.88	2.30			
	State	479	44.10	10.13			

Job satisfaction	Private (Foundation)	50	52.18	9.48	5.69	.000
		527				
Total		529				

It was found that there was a significant difference [$t(527)=2.36, p<.05$] between participant in self-assertion and influencing establishment of communication sub-dimensions. Mean scores of academics working at state universities from self-self-assertion and influencing establishment of communication sub-dimensions was significantly higher than those who work in foundation universities. According to this finding, it can be said that participants working at state universities are exposed to more mobbing in terms of self-self-assertion and influencing establishment of communication sub dimensions compared to academics working at foundation universities. According to t test result of the type of the university and job satisfaction mean scores it was determined that job satisfaction mean scores of academics working at foundation universities is significantly [$t(527)=5.69, p<.05$] b higher than those working at state universities. It can be said that the job satisfaction levels of participants working at foundation universities are higher compared to participants working at state universities.

In the following table, Kruskal Wallis H and Mann Whitney U test results of participants in sub-dimensions of mobbing according to title variable.

Table 3
Kruskal Wallis H and Mann Whitney U Test Results of Mobbing Sub-dimensions of Academics at Universities in terms of Title Variable

Mobbing Sub-Dimensions	Title	n	Mean Rank	sd	X2	p	Significant Difference
Assault on Life Quality and Professional status	Instructor.	61	251.32	4	55.69	.000	Resch. Asst.-
	Resch. Asst..	204	324.15				Prof.Dr.,
	Asst. Prof.Dr.	136	236.94				Resch..Asst.-
	Assoc.	58	220.01				Associate
	Prof.Dr.	70	196.34				Prof.Dr.,
	Prof.Dr.						Resch. Asst- Asst. Prof. Dr.,

	Resch. Assti.- Instructor.
Total	529

It was determined that mean scores of participants from assault on individual's life quality and professional status sub-dimensions of mobbing showed significant [$\chi^2(4)=55.69$, $p<.05$] difference in terms of title variable. According to Mann Whitney U test, it was found that mean ranks of research assistants from assault on individual's life quality and professional status is significantly higher compared to professor doctors, associate professor doctors, assistant professor doctors and instructors, respectively. In other words, research assistants are exposed to mobbing more in terms of assault on individual's life quality and professional status sub-dimension compared to other participants.

In the following table, variance analysis results of job satisfaction mean scores in terms of title variable is given.

Table 4
Variance Analysis (ANOVA) and Tukey HD Test Results of Job Satisfaction Levels of Academics at Universities in terms of Title Variable

	Title Significant Difference	\bar{X}	Ss	KT	sd	KO	F	p
Job satisfaction	Instructor	44.14	10.51					
	Resch..Asst..	43.70	9.88	1272.82	4	318.20		
	Asst.	44.50	10.47				3.02	.018
	Prof..Dr.	46.53	10.37					
	Assoc. Prof. Dr. Prof.Dr.	48.21	10.58	55156.64	524	105.26		
	Total			56429.47				

It was determined that job satisfaction levels of participants showed significant variance in terms of title variance [$F(4-524)=3.02$, $p<.05$]. According to Tukey HD test result, professor doctors' job satisfaction mean scores ($\bar{X}=48.21$) is significantly higher compared to job satisfaction mean scores ($\bar{X}=43.70$) of research assistants, job satisfaction mean scores ($\bar{X}=44.14$) of instructors, job satisfaction mean scores ($\bar{X}=44.50$) of assistant professors and

mean scores of associate professor ($\bar{X}=46.53$). According to this result, it can be said that job satisfaction levels of participants with professor doctor title is higher than other participants.

In the following table, analysis values with regard to participants' mobbing and job satisfaction levels are given.

Table 5
Pearson Correlation Results with Regard to Job Satisfaction and Mobbing Levels of Academics at Universities

		Mobbing	Job Satisfaction
Mobbing	Pearson Correlation	1.000	-.551
	P		.000
	N	529	529
Job satisfaction	Pearson Correlation	-.551	1.000
	P	.000	
	N	529	529

When Table 5 is examined, it is seen that there is a negative significant ($p<.05$) relation between mobbing and job satisfaction scores of participants. According to this result, as participants' mobbing mean scores increase, their job satisfaction mean scores decrease. In other words, as job satisfaction mean scores of the participants increase, their mobbing mean scores decrease.

Discussion and Conclusion

This study attempts to examine academics mobbing and job satisfaction levels in terms of gender, type of the university and title and the relation between mobbing and job satisfaction levels.

When participants' mobbing levels are examined in terms of gender variable, no significant difference between female and male participants was found. This finding is in parallel with the findings of many studies in the literature (Leymann, 1996; Bilge et al., 2005; Tanoğlu, 2006; Aktop, 2006; Bulut, 2007; Çivilidağ and Sargın 2011). Job satisfaction levels

are examined in terms of gender variable, it was found that there is not a significant difference between male and female participants. This finding is in parallel with many studies in the literature (Santhapparaj & Alam, 2005; Chimanikire et al., 2007; Gülnar, 2007; Bilge et al., 2005; Çağlıyan, 2007).

When mobbing levels of participants is examined in terms of the type of the university academic work, it was found that participants working at state universities are exposed significantly more mobbing incidence in derogation, self-self-assertion and influencing establishment of communication sub dimensions compared to those working at foundation universities. This finding is in parallel with the results of a study by Leymann (1996) on workers from various sectors in Sweden. When job satisfaction levels of participants are examined in terms of the type of the university, it was found that job satisfaction levels of participants working at foundation universities is significantly higher than those working at state universities. This result is in parallel with the results of the studies examining job satisfaction levels of academics (Gülnar, 2007 & Çağlıyan, 2007).

When mobbing levels of participants were examined in terms of title variable, it was found that research assistants' mean scores from assault on individual's life quality and professional status sub-dimension of mobbing were significantly higher than other participants. This finding is in parallel with the finding of another study (Güngör, 2008), which examined mobbing in academics, that instructors are exposed to mobbing more than academic members.

When job satisfaction levels of participants in terms of title variable are examined, it is seen that job satisfaction levels varied significantly in terms of title. It was found that participant who hold professor doctor title have significantly higher job satisfaction compared to other participants. This finding is in parallel with the findings of other studies in the literature (Çetinkanat, 2000; Bilge et al., 2005; Çağlıyan, 2007).

When the relation mobbing and job satisfaction levels of participants were examined, it was found out that negative significant relation between mobbing and job satisfaction. This result is in parallel with the finding of Quine's (1999) study on the relation between mobbing and health in security guards that victims of mobbing have low job satisfaction and experience high level of stress (cited in: Gökçe, 2008) and the finding of another study on health workers that there is a negative relation between mobbing and job satisfaction (Karcioğlu & Akbaş, 2010).

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