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PERCEPTION OF PRE-SCHOOL TEACHERS TO MOBBING IN TERMS OF PSYCHO – VIOLENCE

Assist. Prof. Dr. Celal GÜLŞEN[a] , Merve AKYOL KILIÇ[b]

a.Fatih University Faculty of Education Department of Educational Sciences Head of the Department of Educational Administration, Supervision, Planning and Economics Istanbul/Turkey Tel.: 0505 355 89 82 Email: celalgulsen@gmail.com
b. Fatih University Faculty of Education, Department of Educational Sciences Department of Planning of Educational Management Audit and Educational Management Economy Master Student Istanbul/Turkey Tel.: 0555 812 20 46 Email: merveakyolkilic@hotmail.com

Abstract

Psycho-violence is an important organizational problem. This study is conducted to clarify the level of psycho-violence cases in educational institutes with the scale used here it is tried to present "Perception of Pre-School Teachers to Mobbing In Terms Of Psycho-Violence.'' In this very study general screening model is used and in order to find out the perception "Negative Behavior Questionnaire" is used. The atmosphere of the study is composed from teachers on service in Istanbul province and the sample is chosen with the sampling method. In the results it is seen that level of exposure to psycho-violence changes according to some variables like age of the teacher, education status, experience, and gender of the headmaster and etc. According to these results, some recommendations are made on creating an institutional culture which will prevent psycho-violence cases.

Key Words: Psycho-Violence, Mobbing, Pre-School, Teacher, Education, School, Management

1. Introduction

In the recent years, problems that create tension and clash between the workers in the organization, effects negatively the satisfaction and capacity of the workers are accepted as important organizational problems. In a long period of such a case, individual is ended up in isolation from the organization and work life inevitably (Tınaz, 2011:7). This case is accepted as psycho-violence and according to Leymann and Gustafsson (1996), this means "being biased to someone", "bullying" or "psychological terror". Psycho-violence is a kind of clash and in this process individual is exposed to humiliation and being limited in terms of personal right use systematically.

Field (1996) defines "psycho-violence" as a cruel and continuous attack to targeted person's self confidence and self esteem. The underlying reason is getting superiority on someone, taking the power and destroys will. Acceding to Namie and Namie (2003), psycho-violence is a concept that includes all negative behaviors in a work place. Such acts are named like this on condition that acts are realized with the purpose of giving pain to target person (Akt, Yaman, 2009:23).

1.1. Psycho-Violence Categories and Reasons: According to Leymann there are some categories of psycho violence and they intend to affect the victim's communication possibilities, effecting victim's social contact possibilities, blackmailing victim's personality, effecting victim's physical health and etc (Karatuna and Yıldız,

Corresponding Author: Celal Gülşen
E-mail:celalgulsen@gmail.com

2010:33). Forcing the individual to obey the group's rules, enjoying the hostility, indulging the psychological and physical pain of the victim, asking to get rid of boredom, promoting favor, trying every way for personal interest, trying to hide weakness and fondness of themselves, being selfish, having a narcist personality, and some such features could be listed as the reasons of psycho- violence (Tınaz, 2011 : 88 -103).

1.2. Psycho-violence Process: Leymann categorize psycho-violence (psychological harassment at work places/mobbing) in a 5 stage process under the name of "Leymann Model" (Arslan, 2008: 28; Gün, 2009: 32-47; Karatuna and Tınaz, 2010: 55-56; Kırel, 2008:11; Tınaz, 2011: 64-66; Yaman, 2009: 34):

1.2.1 *Conflict Stage:* In this process there is not psycho-violence yet. However ongoing conflicts prepare the atmosphere for this. This stage could be named as preparation stage.
1.2.2 *Attacking Stage:* In this stage, psycho-violence has just started. Attacking and psychological harassment could be observed.
1.2.3 *Organization Management's Step In to Issue:* If the management does not take place in the stage 2 directly, it could step in the process by misunderstanding the victim or finding the victim guilty.
1.2.4 *Rumors or Labeling with False Perception Stage:* This stage could be accepted as the most important stage. Because the victim could visit a psychiatry clinic or go to see a psychologist to handle all negative behavior and could be labeled as "lunatic", "difficult to get on", "paranoiac" and etc.
1.2.5 *Firing Stage:* Victim is dragged into a situation that psychosomatic symptoms and emotional tension are increasing as a result of not being believed. Victim is forced to quit the job or fired. The victim is ended up anxiety disorders as post trauma after being fired.

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

According to Kırel's (2008:33) references from Einarsen (2006), victims show those features:
- Low self esteem,
- Anxiety,
- Introverted, honest, humble.

1.4. Common Features of Psycho-Violence Practioner: Psycho-violence practicers are generally people who are malice, disappointed, sadist, megalomaniac, fierce, criticizer, selfish, unable to decide and listen, think that they are not successful, arrogant and those who do not want to compromise and communicate (Karatuna and Tınaz, 2010: 26 -27). Besides all those, those kinds of people enjoy aggressive behaviors, do not feel any guilt and put the blame on others (Gün,2009:194-195; Tınaz,2011:68-69).

According to the field studies, psycho-violence cases are more common in health service institutions and schools. Getting aware of the psycho-violence cases which bring serious negative results together for both the individual and also for the organization, finding out the reasons and taking necessary actions are extremely important. This study is realized for the sake of this importance.

2. Aim

This study is conducted to clarify the level of psycho-violence cases in educational institutes with the scale used here it is tried to present "Perception of Pre-School Teachers to Mobbing In Terms Of Psycho-Violence.''