



The Effect of Mobbing Levels Experienced by Music Teachers on Organizational Commitment and Job Satisfaction*

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ABSTRACT

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Purpose: Music education is a learning and teaching process that creates cognitive, affective and psychomotor changes in the behaviors of an individual. One of the most important elements of this process is the music teacher. The experiences of music teachers in the work environment also affect the quality of education they provide. Therefore, this study aimed to determine the relationship between the levels of mobbing experienced by, and the organizational commitment and job satisfaction of music teachers working at primary schools. **Research Methods:** This research was conducted with relational survey model. The study group comprised of music teachers working at primary schools in Ankara province. 248 music teachers in

total were included in the sampling by stratified sampling method. Research data were collected by means of Negative Behavior Scale, Organizational Commitment Scale and Job Satisfaction Scale.

Findings: According to the results of the study, significant negative relationship was found between the level of mobbing experienced by, and the levels of job satisfaction and organizational commitment of music teachers. In addition, it was determined that organizational commitment and job satisfaction significantly predicted mobbing behavior.

Implications for Research and Practice: When taking into consideration that music teachers experience mobbing in schools, especially in relation to their occupations, and the mobbing behaviors they are most exposed to, creating their role/ position definitions at the level of their competences, taking into account their ideas and views and their requests when they ask to use their rights (sick leave, holiday entitlement) will help increase their organizational commitment and job satisfaction. In future studies, new research models may be formed with different variables on how to increase job satisfaction and organizational commitment or on how to reduce mobbing.

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Introduction

Education can be expressed as an important process that enables individuals to be beneficial to themselves, their surroundings, countries and humanity. Art education is an important component of education, and music education is of art education. Music education is a learning and teaching process that creates cognitive, affective and psycho motor changes in the behaviors of an individual. One of the most important elements of this process is the music teacher. The experiences of music teachers in the work environment also affect the quality of education they provide. Therefore, job satisfaction and organizational commitment of music teachers may be suggested to be one of the factors of effective music education. However, it is possible that many factors play part in the job satisfaction and organizational commitment of music teachers. In this study, effect of mobbing, which is thought to be one of these factors, on the organizational commitment and job satisfaction of music teachers was examined.

The word 'mob', which derives from the words 'mobile vulgus' that means "fickle crowd" in Latin, has the meaning of "irregular crowd or gang that resorts to illegal violence" in English (Tinaz, 2008, 7). Animal scientist Konrad Lorenz first used the word 'mobbing' in the 1960s to describe some animal behaviors. Accordingly, mobbing was used in the sense that a group or a flock of small animals threatened a large animal strolling around alone (Karyagdi, 2007). At the workplace, mobbing is the exposure of one or rarely several employees to emotionally damaging behaviors by one or more employees (rarely more than four people) on a daily basis and for several months in a systematic manner (Toker Gokce, 2008, 4). Leymann has important studies on mobbing and describes mobbing as an individual being attacked through social interaction by one or more people almost on a daily basis and for months (1996, 168). A different definition of mobbing is, when a person gathers other people around himself/herself with or without their consent, against another individual, and forces those people to discharge the said individual by creating an aggressive environment such as through perpetual malicious actions, making implications, mockery, and degrading the public reputation of the said individual (Davenport, Schwartz & Elliot, 2003, 15). As one can see, all definitions include an individual being exposed to aggressive behaviors of a person or a group. Moreover, the systematicity or continuity of these behaviors is also emphasized in the definitions.

Davenport, Schwartz, and Elliot state that mobbing is an emotional attack (2003, 15) and express that this process begins when the individual is the target of disrespectful and harmful behavior. According to Matthiesen (2006, 14), such behaviors may occur directly, such as through verbal attacks, or indirectly, such as through insulting, slandering or retention of information. Similarly, Zapf and Einarsen (2001) state that these behaviors can be listed in many different types that humiliate, punish, frighten or intimidate the person. However, Leymann states that there are 45 different types of mobbing behaviors and classifies these behaviors under five groups according to their characteristics. These behaviors described by Leymann are provided in Table 1 (Davenport, Schwartz and Elliot, 2003, 17-19).

Table 1

Types of Mobbing

Groups	Defined Behaviors
<i>Attacks that Affect a Person's Self-Manifestation and the Formation of Communication</i>	<ol style="list-style-type: none"> 1. Your supervisor limits your opportunities to manifest yourself. 2. You are constantly interrupted. 3. Your colleagues or people you work with limit your opportunities to manifest yourself. 4. You are shouted at and scolded with a high voice. 5. The job you perform is constantly criticized. 6. Your private life is constantly criticized. 7. You are harassed by means of telephone calls. 8. You receive verbal threats. 9. You receive written threats. 10. The relationship is rejected by means of gestures and glances.
<i>Attacks to Social Relationships</i>	<ol style="list-style-type: none"> 1. People around you do not talk with you. 2. You cannot talk to anybody; your contact with others is prevented. 3. You are given a workplace that is isolated from others. 4. Your colleagues are prohibited to talk to you. 5. People act as if you are not there.
<i>Attacks to the Reputation of the Individual</i>	<ol style="list-style-type: none"> 1. People talk bad behind your back. 2. There are groundless rumors. 3. You are being mocked. 4. People act as if you are mentally handicapped. 5. You are forced to go through a psychological evaluation/examination. 6. You are being mocked about one of your defects. 7. Your walking, gestures or voice is impersonated in order to mock you. 8. You are being mocked about your religious or political views. 9. You are being mocked about your nationality. 10. You are forced to complete a task that has an adverse impact on your self-confidence. 11. Your efforts are judged in a wrong and degrading manner. 12. Your decisions are constantly questioned. 13. You are referred to by degrading names. 14. Sexual implications.
<i>Attacks to the Life Quality and Occupational Status of the Individual</i>	<ol style="list-style-type: none"> 1. There are no special tasks for you. 2. Tasks that are assigned to you are taken back; you cannot even create a new task. 3. Meaningless tasks are assigned to you for you to maintain. 4. Tasks that require less talent than you have are assigned to you. 5. Your tasks are constantly changed. 6. Tasks that affect your self-confidence are assigned to you. 7. Tasks that are out of your talent area are assigned to you in order to degrade your reputation. 8. General damages, after which you face financial burden, are caused. 9. Your house or workplace is harmed.
<i>Direct Attacks to the Health of the Individual</i>	<ol style="list-style-type: none"> 1. You are forced to do works that require heavy manual work. 2. You receive physical violence threats. 3. Light violence is used to intimidate you. 4. Physical harm 5. Direct sexual harassment.

Source: Davenport, Schwartz and Elliot, 2003, 17-19.

As seen in Table 1, Leymann classifies mobbing behaviors as attacks that affect a person's self-manifestation and the formation of communication, attacks to social relationships, attacks to the reputation of the individual, attacks to the life quality and occupational status of the individual, and direct attacks to the health of the individual. Matthiesen (2006), however, expresses that these behaviors will be grouped under two more general groups as behaviors related to the work and behaviors related to the person. According to the author, while behaviors that make it difficult for people who experience mobbing to do their jobs or that try to take some or all of their responsibilities away are related to the work, while behaviors such as social exclusion, rumor mongering, insulting, ignoring views, teasing, unwanted sexual approach are related to the person.

Poussard et al. (2003, 21) expressed that individuals who experience mobbing react to these behaviors in three different levels. Accordingly, in the first level, the person who experience mobbing tries to resist such behaviors. In the second level, the person can no longer resist such behaviors, may suffer from temporary or prolonged mental or physical discomfort, and may have difficulty returning to work. In the third level, the person who experienced mobbing can no longer return to the workplace, and physical and mental harms reach to a point where they cannot be healed even by means of rehabilitation. Matthiesen and Einarsen (2004, 226), however, state that people who suffer from mobbing will face serious emotional damage such as fear, anxiety, desperation, depression and shock. In addition to the physical and psychological losses faced by individuals during the mobbing process, the material and labor losses of the organizations can be very high. This is because the employee who suffered from mobbing will try to get away from the workplace, and thus he/she will often try to take sick leave. Moreover, this employee may leave the organization afterwards. These will result in a decrease in the effectiveness of the organization (Toker Gokce, 2008, 48). In addition, studies on mobbing demonstrate that mobbing is an effective variable on human relations, organizational culture, organizational climate, values and performance of the organization. In addition to these, job satisfaction of employees also decreases because of mobbing (Tutar, 2007).

Job satisfaction is the pleasure or positive emotional state of an employee as a result of evaluating his/her job or work life (Basaran, 2008). Locke made the most commonly used definition of job satisfaction in the literature in 1976. Locke describes job satisfaction as "a pleasing or positive emotional state of a person after evaluating his/her work or work experiences" (Saari & Judge, 2004, 396). Hackman and Oldham (1975, 162) describe job satisfaction as "the general measurement of how satisfied and happy the employee is from his work". On the other hand, Izgar (2008, 320) describes job satisfaction as the satisfaction of the expectations of the employees in business life. According to the author, this is because the employees have positive feelings towards the work and develop a positive attitude towards their business life if their expectations are met.

Job satisfaction has many positive consequences for both employees and organizations. High morale, positive relationships between employees, commitment to work, attendance at work and motivation are among the most important

consequences. Job dissatisfaction is a distressing factor for the employee and can lead him/her to negative emotions (Ozkaya, Ekinci Kaya, 2008). The physical, mental and social adaptation of the employee who is dissatisfied with his/her job may be impaired. Consequently, negative consequences may arise, such as employee's withdrawal from work, abandonment of work, indifference towards work, continuous complaining of work and having desperation thoughts about the future of the profession (Izgar, 2008, 320). In addition, absenteeism and low job performance may also be a result of job dissatisfaction (Keser, 2005, 78). An employee whose expectations are not met at the workplace may react by demonstrating aggressive behavior in the organization (Sevimli & Iscan, 2005, 59).

The job satisfaction of employees who experienced mobbing, as well as their organizational commitment is affected negatively by this situation. Organizational commitment is a high level of self-sacrifice as a result of job satisfaction for the benefit of the organization (Tutar, 2007). O'Reilly and Chatman (1986) emphasize that organizational commitment is the psychological bond that the employee has towards his/her organization and expresses that this concept demonstrates the extent to which the individual internalizes or adopts the characteristics or perspectives of the organization. This concept, which reflects the interaction of the employee with his/her organization, is crucial for the effectiveness and development of the organizations. The reason for this is that the employees with high organizational commitment will strive to ensure the continuity and development of their organizations (Ozdevecioglu, 2003, 127). As a matter of fact, organizational commitment is an important phenomenon in the employees' embracement of the objectives of the organization, perseveration of the desire to stay in the organization, participation in the management and activities of the organization, and adoption of a creative and innovative attitude for the organization (Durna & Eren, 2005). In this context, it is possible to suggest that organizational commitment is one of the factors that play an important role in reducing employee turnover and absenteeism and increasing their job performances (Subramaniam, McManus & Mia, 2002).

Studies in the literature demonstrate that both job satisfaction and organizational commitment play a critical role in the job performances of employees. However, mobbing behaviors that employees suffer from may have a negative impact on these two structures. As a matter of fact, there are studies that demonstrate the negative relationship between mobbing and job satisfaction (Civilidag, 2011; Ozdemir, 2014; Talas, 2016; Vural Ozkan, 2011) and organizational commitment (Aktas Kutukcu, 2015; Hickorkmaz, 2016; Zorlu, 2017). However, no research has been found in the music education field about the impact of this effective variable on music teachers working at educational institutions, especially in primary education institutions, whether it has an impact on the job satisfaction of the music teachers, and how much this situation is a determinant on their organizational commitment. Therefore, this study is expected to fill this void in the music education field. This study is significant for the reason that it is the first study in the literature about music teachers, reflection of mobbing on the outcomes such as organizational commitment and job satisfaction, and the first study demonstrating that the profession of music teaching is nested in educational sciences

as well as field subjects. The managers who will take actions in increasing the performance of music teachers, providing their job satisfaction and increasing their organizational commitment will benefit from the findings of this research.

In this research, we tried to determine the relationship between the levels of mobbing experienced by, and the organizational commitment and job satisfaction of music teachers who are working at primary schools, by taking into consideration the widespread implementation of the concept of mobbing in the institutions and organizations operating as a group and the recognition of these implementations with the effect of current interest.

Research Objective

This research aimed to determine the relationship between mobbing levels experienced by, and organizational commitment and job satisfaction of music teachers working at primary schools. Within the framework of this general-purpose, answers to the following questions were sought:

In relation to the music teachers working at primary schools,

1. What are the levels of experiencing mobbing, organizational commitment and job satisfaction?
2. Do the levels of experiencing mobbing, organizational commitment and job satisfaction demonstrate a significant difference according to the education, seniority, marital status, age and gender variables?
3. Is there a significant relationship between the mobbing they experience, their organizational commitment and job satisfaction?

Method

Research Design

This research was designed with a relational screening model. The research was designed in accordance with the relational survey model that is a research model aiming at defining the presence and degree of change between two or more variables (Karasar, 2009). This study aimed to determine the relationship between mobbing levels experienced by, and organizational commitment and job satisfaction of music teachers working at primary schools.

Research Sample

The population of the study consisted of 308 music teachers working at primary schools in the central districts of Ankara, which are affiliated to the Ministry of National Education. The sample of the study was determined by convenience sampling method. Convenience sampling includes selecting samples that are both easily accessible and willing to participate in research (Teddlie & Yu, 2007) and 248

music teachers were included in the sampling. The demographic information of the music teachers that participated in the research is provided in Table 2.

Table 2

Distribution of the Music Teachers by Demographic Information

Variables	Categories	Frequency	%
Gender	Female	136	54.8
	Male	112	45.2
Age	22-30	36	14.5
	31-39	121	48.8
	40 years and above	91	36.7
Marital Status	Married	137	55.2
	Single	78	31.5
	Divorced	25	10.1
Seniority in teaching (years)	1-5	31	12.5
	6-10	53	21.4
	11-15	65	26.2
	16-20	68	27.4
	21 and above	31	12.5
Seniority in music teaching (years)	1-5	50	20.2
	6-10	44	17.7
	11-15	60	24.2
	16-20	66	26.6
	21 and above	28	11.3
Educational status	Undergraduate	219	88.3
	Graduate	29	11.7

When we examine Table 2, we see that gender ratio of the teachers were proximate, while the age distribution was higher for music teachers between the ages of 31-39 (48.8%). While more than half of the teachers (55.2%) participating in the research were married, 31.5% were single and 7.7% were divorced. Moreover, almost all of the teachers (88.3%) that participated in the research were undergraduates.

Research Instruments and Procedures

Three different data collection tools were used in the research. These were Negative Behavior Scale, Organizational Commitment Scale and Job Satisfaction Scale. The frequency of exposure to mobbing behaviors of Music Teachers was measured by using the Negative Acts Questionnaire Scale (NAQ Scale) developed by Einarsen and Raknes (1997) and adapted into Turkish by Cemaloglu (2007). NAQ Scale consists of a total of 21 items representing exposure to various negative behaviors and a 5-point Likert-type interval is used for each item (1 = none, 2 = occasionally, 3 = once a month, 4 = once a week, 5 = every day). All items on the scale are related to behavior and the term mobbing is not indicated anywhere. The purpose of not indicating the term mobbing is to measure the level of exposure to the behavior without forcing the person surveyed to label the behavior as mobbing.

The Organizational Commitment Scale was developed by Balay (2000) and consists of a total of 27 items. A 5-point Likert-type interval is used for each item in the scale (1 = fully disagree, 2 = somewhat agree, 3 = moderately agree, 4 = agree, 5 = fully agree).

Minnesota Job Satisfaction Scale was developed by Weiss and his friends (Weiss et al., 1967). Translation of the scale into Turkish was conducted by Baycan (1985). Minnesota Job Satisfaction Scale consists of 100 questions; however, the short version of the scale consisting of 20 items was used in the research and a 5-point Likert interval is used for each item (1 = completely unsatisfied, 2 = not satisfied, 3 = neutral, 4 = satisfied, 5 = highly satisfied).

The scales that were used in the research are standard scales for which validity and reliability works have been carried out previously. Therefore, CFA was not carried out for the scales; the construct validity was examined by exploratory factor analysis and their reliabilities by Cronbach alpha. Reliability coefficients and factor loads of the scales and sub-dimensions are provided in Table 3.

Table 3
Reliability Coefficients and Factor Loads of the Scales

Scale	Item Number	Reliability (Cronbach α)	Ranges for factor load values
Negative Behavior	21	0.95	0.54-0.86
Organizational Commitment	27	0.95	0.48-0.85
Job Satisfaction	20	0.92	0.47-0.78

As seen in Table 3, the reliability coefficients were between 0.92 and 0.95. When we examine the table, the factor load values of the sub-dimensions ranged between 0.47 and 0.86.

Data Analysis

Kolmogorov-Smirnov test was used to determine the normal distribution. It was determined after the analyzes that the variables had normal distribution at all levels ($p > 0.05$). For this reason, we used independent sampling t test for the comparison of two groups in the gap analyzes conducted in relation to the views of teachers, and one-way analysis of variance for the comparison of more than two groups. After the analysis of variance, among the multiple comparison tests, we used Tukey test to determine which groups were different from each other. We examined the assumption of homogeneity of variance with Levene test. Path analyzes based on correlation coefficients were performed in the study in order to demonstrate the relationship structures. Linear regression analysis was used to demonstrate the predictions between the variables. In the study, the upper limit for the level of significance in the results obtained for the analyzes was taken as .05. SPSS and LISREL packaged software were used for data analysis.

Results

When presenting the findings of the research, we primarily presented the levels of mobbing the music teachers experience, their organizational commitment and job

satisfaction. Afterwards, gap analyzes in relation to the relevant structures were included. Finally, we examined the effect of the levels of mobbing music teachers experience on organizational commitment and job satisfaction. Accordingly, arithmetic mean and standard deviation values in relation to the levels of mobbing experienced by, and organizational commitment and job satisfaction of the music teachers are provided in Table 1.

Table 4

Arithmetic Mean and Standard Deviation Values of the Levels of Mobbing Experienced by Music Teachers, Their Organizational Commitment and Job Satisfaction.

Scale	Sub-Dimensions	\bar{X}	S
Mobbing		1.30	.447
	Compliance	4.08	.774
Organizational	Identification	3.23	1.16
Commitment	Internalization	3.33	.997
	Total	3.52	.812
	Internal	3.85	.718
Job Satisfaction	External	3.59	.865
	Total	3.75	.744

When we examine Table 4, we see that the level of mobbing experienced by music teachers was low (\bar{X} =1.30). We may suggest that the music teachers' perception of the sub-dimensions of identification (\bar{X} = 3.23), internalization (\bar{X} = 3.33) and compliance (\bar{X} = 3.33) of organizational commitment was rather high. Therefore, we may suggest that music teachers internalized the institution they work at and established identification with the institution they work at. When we examine Table 4 in relation to the views of music teachers about job satisfaction, we see that music teachers were generally satisfied with their jobs (\bar{X} = 3.75). The job satisfaction levels of music teachers were rather high in both internal (\bar{X} = 3.85) and external (\bar{X} = 3.59) sub-dimensions. Table 5 exhibited the gap analysis results of the levels of mobbing experienced by music teachers according to demographic variables.

Table 5

Comparison of the Levels of Mobbing Experienced by Music Teachers According to Demographic Variables

Variable	Level	N	\bar{X}	S	Test ^s	p
Gender	Female	136	1.28	0.45	-0.67	0.50
	Male	112	1.32	0.44		
Age	22-30	36	1.29	0.41	0.68	0.51
	31-39	121	1.27	0.43		
	40 years and above	91	1.35	0.48		
Marital status	Married	137	1.30	.41	0.47	0.63
	Single	78	1.29	.44		
	Divorced	25	1.39	.68		

Table 5 continue

Variable	Level	N	X	S	Test§	p
Seniority (years)	1-5	50	1.28	0.37	0.94	0.44
	6-10	44	1.32	0.39		
	11-15	60	1.37	0.45		
	16-20	66	1.30	0.58		
	21 and above	28	1.17	0.22		
Educational status	Undergraduate	219	1.28	0.40	-2.48	0.14
	Postgraduate	29	1.50	0.70		

§ shows the values of *t* statistic for gender and educational status and *F* statistic for other variables.

According to Table 5, it can be suggested that the levels of mobbing experienced by music teachers working at primary schools did not demonstrate a statistically significant variance in terms of gender [$t_{(246)}=-0.67$; $p>0.05$], age [$F_{(2,245)}=0.68$; $p>0.05$], marital status [$F_{(2,245)}=0.47$; $p>0.05$], seniority [$F_{(4,243)}=0.94$; $p>0.05$] and educational status [$t_{(246)}=-2.48$; $p>0.05$]. Table 6 exhibited the gap analyses of the organizational commitment levels of music teachers according to demographic variables.

As seen from the Table 6, when the results of organizational commitment levels were examined, it might be suggested that the levels of compliance [$F_{(2, 243)}=3.97$, $p<0.05$] and identification [$F_{(2, 241)}=4.16$, $p<0.05$] of music teachers demonstrated variance. In order to determine between which groups the variance occurred, Tukey test was performed among Post Hoc tests and it was determined that the teachers in the age group of 22-30 had significantly higher levels of both compliance and identification compared to the teachers in other age groups. We see that there was a significant decrease in these levels of teachers in the older ages. In the comparisons made based on marital status, it was found that there was significant variance in the levels of compliance [$F_{(2, 235)}=5.46$, $p<0.05$] and identification [$F_{(2, 233)}=4.24$, $p<0.05$]. According to the results of Tukey test conducted in order to determine the source of the variance, it was determined that divorced teachers had significantly lower compliance levels compared to both married and single teachers, whereas in the dimension of identification, divorced teachers had significantly lower levels of identification compared to single teachers, and single teachers had significantly lower levels of identification compared to married teachers. In the examination made based on the seniority of the teachers, we observed significant variance between the views of teachers in the internalization sub-dimension [$F_{(4, 239)}=2.53$, $p<0.05$]. Accordingly, Tukey test was used to determine between which groups the variance occurred and the internalization dimension levels of teachers with seniority of 16 years and above was determined to be significantly higher compared to the teachers with seniority of 1-5 years, 6-10 years and 11-15 years. Similarly, it was determined that the internalization levels of teachers with seniority of 21 years and above were significantly higher compared to the teachers with seniority of 1-5 years, 6-10 years and 11-15 years. In the remaining comparisons, there was no significant variance in the dimensions of organizational commitment.

Table 6

Comparison of Organizational Commitment Levels of Music Teachers According to Demographic Variables

Variable	Dimension	Level	N	\bar{X}	S	Test [§]	p	Significant Difference
Gender	Compliance	1.Female	136	4.14	0.75	1.44	0.15	-
		2.Male	112	4.00	0.80			
	Identification	1.Female	136	3.28	1.10	0.83	0.41	-
		2.Male	112	3.16	1.24			
	Internalization	1.Female	136	3.41	0.93	1.56	0.12	-
		2.Male	112	3.22	1.06			
Age	Compliance	1. 22-30 years	36	4.40 ^a	0.70	3.97*	0.02	1-2,1-3
		2.31-39 years	121	4.06 ^b	0.79			
		3.40 years above	91	3.98 ^b	0.76			
	Identification	1.22-30	36	3.61 ^a	1.15	4.16*	0.02	1-2,1-3,2-3
		2.31-39	121	3.30 ^b	1.18			
		3.40 years above	91	2.98 ^c	1.10			
	Internalization	1.22-30	36	3.37	0.87	0.15	0.86	-
		2.31-39	121	3.35	1.10			
		3.40 years above	91	3.28	0.91			
Marital status	Compliance	1.Married	137	4.12 ^a	0.72	5.46*	0.01	1-3,2-3
		2.Single	78	4.13 ^a	0.78			
		3.Divorced	25	3.58 ^b	0.90			
	Identification	1.Married	137	3.13 ^a	1.13	4.24*	0.02	1-2,2-3
		2.Single	78	3.49 ^b	1.19			
		3.Divorced	25	2.80 ^c	1.01			
Internalization	1.Married	137	3.27	1.07	0.35	0.70	-	
	2.Single	78	3.38	0.90				
	3.Divorced	25	3.39	0.95				
Seniority (years)	Compliance	1.1-5 years	50	4.18	0.73	0.60	0.67	-
		2.6-10 years	44	4.10	0.82			
		3.11-15 years	60	3.96	0.74			
		4.16-20 years	66	4.10	0.81			
		5.21 years above	28	4.05	0.76			
	Identification	1.1-5 years	50	3.54	1.19	1.54	0.19	-
		2.6-10 years	44	3.13	1.32			
		3.11-15 years	60	3.10	1.08			
		4.16-20 years	66	3.29	1.13			
		5.21 years above	28	2.97	1.03			
	Internalization	1.1-5	50	3.20 ^a	1.01	2.53*	0.04	1-4,2-4,3-4,1-5,2-5,3-5
		2.6-10	44	3.12 ^a	1.10			
3.11-15		60	3.08 ^a	0.98				
4.16-20		66	3.54 ^b	0.90				
5.21 years above		28	3.54 ^b	0.96				
Educational status	Compliance	1.Undergraduate	219	4.09	0.78	0.53	0.60	-
		2.Postgraduate	29	4.00	0.71			
	Identification	1.Undergraduate	219	3.23	1.14	0.21	0.83	-
		2.Postgraduate	29	3.18	1.32			
	Internalization	1.Undergraduate	219	3.36	0.99	1.38	0.17	-
		2.Postgraduate	29	3.09	1.05			

* p<0.05

[†] Letters next to the mean indicate different groups.

[§] shows the values of *t* statistic for gender and educational status and *F* statistic for other variables.

Table 7 exhibits the gap analyses of job satisfaction levels of music teachers according to demographic variables.

Table 7

Comparison of Job Satisfaction Levels of Music Teachers According to Demographic Variables

Variable	Dimension	Level	N	\bar{X}_t	S	Test [§]	p	Significant Difference
Gender	Internal	Female	136	3.86	0.70	0.40	0.69	-
		Male	112	3.83	0.74			
	External	Female	136	3.57	0.86	-0.32	0.75	-
		Male	112	3.61	0.88			
Age	Internal	22-30	36	3.94	.64	0.95	0.39	-
		31-39	121	3.88	.72			
		40 years and above	91	3.77	.75			
	External	22-30	36	3.74 ^a	.91	3.61 [*]	0.03	1-3, 2-3
		31-39	121	3.69 ^a	.87			
		40 years and above	91	3.40 ^b	.82			
Marital status	Internal	Married	137	3.82	0.73	1.87	0.15	-
		Single	78	3.95	0.69			
		Divorced	25	3.64	0.81			
	External	Married	137	3.56 ^a	0.81	4.15 [*]	0.02	1-3, 2-3
		Single	78	3.75 ^a	0.94			
		Divorced	25	3.19 ^b	0.80			
Seniority (years)	Internal	1-5	50	3.92	0.64	1.79	0.13	-
		6-10	44	3.81	0.74			
		11-15	60	3.65	0.91			
		16-20	66	3.94	0.53			
		21 and above	28	3.97	0.69			
	External	1-5	50	3.73	0.82	1.31	0.26	-
		6-10	44	3.63	0.88			
		11-15	60	3.51	0.97			
		16-20	66	3.65	0.82			
		21 and above	28	3.30	0.77			
Educational status	Internal	Undergraduate	219	3.86	0.69	0.85	0.40	-
		Graduate	29	3.74	0.89			
	External	Undergraduate	219	3.62	0.84	1.57	0.12	-
		Graduate	29	3.35	1.05			

* p<0.05

[†] Letters next to the mean indicate different groups.

[§] shows the values of *t* statistic for gender and educational status and *F* statistic for other variables.

According to Table 7, it may be suggested that the external job satisfaction levels of music teachers demonstrated variance based on age [$F_{(2,245)}=0.95$; $p>0.05$] and marital status [$F_{(2,245)}=4.15$; $p<0.05$]. Among Post Hoc tests, Tukey results were examined in order to determine the source of the variance. According to this, it was concluded that the external job satisfaction of the teachers who were 40 years of age

and above were significantly lower compared to other teachers, and that the external job satisfaction levels of the divorced teachers were significantly lower than other teachers. Any other demographic variable, other than age and gender, was not determined what caused a significant variance in external job satisfaction. Moreover, there was no significant variance based on demographic variables in the comparisons made according to internal job satisfaction.

Path analysis with observed variables was conducted on two different models (Model 1 and Model 2) in order to examine the relationships between job satisfaction of, mobbing levels experienced by, organizational commitment of music teachers working at primary schools. Model 1 and Model 2 were provided below, respectively.

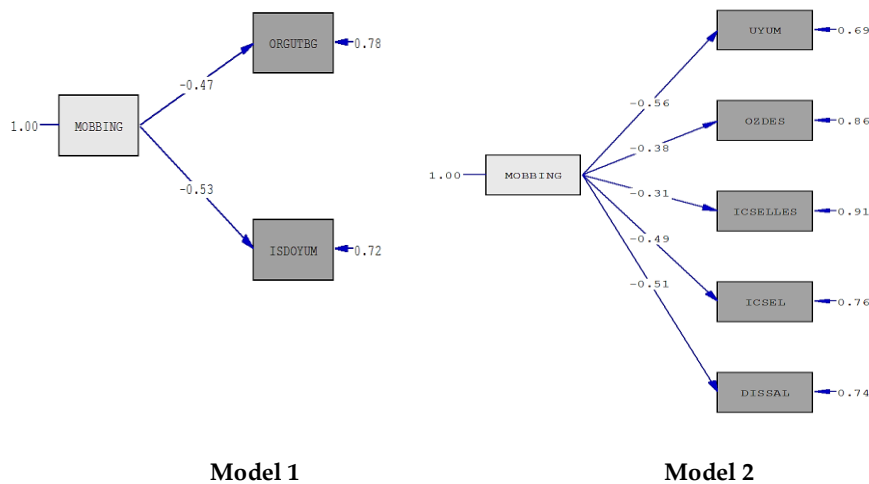


Figure 1. Path Diagrams for the Relationships Between Mobbing Levels Experienced by, and Job Satisfaction and Organizational Commitment of Music Teachers (ORGUTBG: Organizational Commitment, ISDOYUM: Job Satisfaction, UYUM: Compliance, OZDES: Identification, ICSELLES: Internalization, ICSEL: Internal, DISSAL: External)

When we examine Model 1 provided in Figure 1, we see that the correlation coefficients were negative between the levels of mobbing experienced by, and job satisfaction ($r = -0.47$) and organizational commitment ($r = -0.53$) of music teachers working at primary schools. Therefore, it may be suggested that the levels of mobbing experienced by music teachers working at primary schools had negative affect on their organizational commitment and job satisfaction levels. In other words, job satisfaction and organizational commitment decreased, as the mobbing scores of teachers increased. In addition, when we examine the correlation coefficients, we see that the level of mobbing experienced had more impact on job satisfaction compared to the organizational commitment. In Model 2, the correlation coefficients were negative

between the levels of mobbing experienced, compliance, identification, internalization, internal job satisfaction and external job satisfaction of the music teachers working at primary schools. In other words, these sub-dimensions decreased, as mobbing increased. When we examine the correlation coefficients, the sub-dimension that was affected the most by the level of mobbing experienced was the compliance sub-dimension. In other words, a variance that will occur in the levels of mobbing experienced by music teachers significantly reduces the compliance compliance sub-dimension of organizational commitment. The regression results about the significance of the path coefficients were provided in Table 6. When we examine the results, we can suggest that all predictions were significant ($p < 0.05$). The compliance compliance coefficients of the Models 1 and 2 were provided in Table 8.

Table 8

Results of Goodness of Fit Coefficient of Models

Models	Goodness of Fit Coefficients					
	Chi-square/sd	RMSEA	GFI	AGFI	NFI	CFI
Model 1	1.875	0.052	0.902	0.900	0.912	0.905
Model 2	2.025	0.048	0.913	0.905	0.927	0.922

According to Table 8, chi-square/sd ratio was obtained as 1.875 and 2.025. It indicates good fit if this value is less than 2, and acceptable fit if it is between 2 and 3. According to Brown (2006), TLI (Tucker-Lewis Index) and CFI (Comparative Fit Index) values demonstrate model fit if they are 0.90 or higher. GFI (goodness of fit index) between 0.90 and 0.95 indicates acceptable fit, and GFI that is greater than 0.95 indicates good fit (Hooper, Coughlan and Mullan, 2008; Miles and Shevlin 2007). Values greater than 0.85 are acceptable for AGFI (adjusted goodness of fit index) (Raykov, 2006; Schermelleh, 2003). Similar ranges also apply for NFI (normed fit index) (Hu and Bentler, 1999). According to Browne and Cudeck (1993), the RMSEA value that is below 0.08 is another indicator for model fit. The regression analysis results of the relationships between the levels of mobbing experienced by, the organizational commitment and job satisfaction of music teachers were provided in Table 9.

Table 9

Regression Outputs of Relationships Between Levels of Mobbing Experienced by, and Organizational Commitment and Job Satisfaction of Music Teachers

	Dependent variable	Regression Coefficient	Standard Error	t	p
Model 1	Organizational Commitment	-0.854	0.102	-8.34	0.01
	Job Satisfaction	-0.869	0.090	-9.68	0.01
Model 2	Compliance	-0.961	0.091	-10.50	0.01
	Identification	-0.990	0.153	-6.46	0.02
	Internalization	-0.680	0.135	-5.03	0.02
	Internal	-0.796	0.090	-8.86	0.01
	External	-0.985	0.082	-9.21	0.01

When we examine Table 9, we see that compliance [$t_{(246)}=10.50$; $p<0.05$], identification [$t_{(246)}=-6.46$; $p<0.05$], internalization [$t_{(246)}=-5.02$; $p<0.05$], internal job satisfaction [$t_{(246)}=-8.86$; $p<0.05$] and external job satisfaction [$t_{(246)}=-9.21$; $p<0.05$] significantly predicted the mobbing level. Additionally, according to Table 9, a 1-point increase in the mobbing level resulted in a 0.854-point decrease in the organizational commitment score in general and a 0.869-point decrease in the job satisfaction score in general. In spite of the 1-point increase in the mobbing level, the regression coefficient, which was 0.961 between the compliance sub-dimension of the organizational commitment and mobbing, demonstrated that there was a 0.961-point decrease in the compliance sub-dimension of the organizational commitment. Likewise, in spite of a 1-point increase in the mobbing level, a 0.99-point decrease in the identification sub-dimension of the organizational commitment occurred. The predictions between the internalization sub-dimension of organizational commitment and mobbing were seen to be lower than the predictions with the other sub-dimensions. A 1-point increase in mobbing level resulted in a 0.68-point decrease in the internalization sub-dimension of the organizational commitment. Lastly, we see that a 1-point increase in the mobbing level resulted in a 0.796-point decrease in internal job satisfaction.

Discussion, Conclusion, and Recommendations

This study aimed to determine the relationship between mobbing levels experienced by, and organizational commitment and job satisfaction of music teachers working at primary schools and was conducted with relational screening model. In this research, the views of the music teachers working at primary schools in Ankara city center, which are affiliated to the Ministry of National Education, were used. According to the findings of the study, almost one-fourth of the music teachers (%24,6) were exposed to mobbing behaviors. Furthermore, music teachers encountered mobbing in schools mostly in issues related to their occupations. This finding is supported by a study conducted by Yilmaz (2017). Similarly, it was found in the study conducted with teachers working at primary, secondary and high schools that teachers are most exposed to occupational mobbing behaviors and then to mobbing behaviors towards their personalities.

It was determined that the levels of mobbing experienced by the teachers did not demonstrate a significant variance in the comparisons made based on gender, age, marital status, seniority, and educational status. According to these results, it may be suggested that music teachers' exposure to mobbing is experienced equally in all ages, seniorities and educational statuses regardless of gender and marital status. In addition, Leyman (1996) determined that mobbing does not vary significantly in terms of gender and age. It is determined in the studies conducted by Atar (2017), Besogul (2014), Erdemir (2013), Gokce (2006) and Sonmezisik (2011) that exposure to mobbing behaviors does not demonstrate a significant variance in terms of gender. Similar to the findings of this study, it is revealed in the studies conducted by Otrar and Ozen (2009) and Zorlu (2017) that the variable of marital status does not demonstrate a significant variance. However, it is possible to encounter different results in the

literature from the findings of this study. In a study conducted by Erturk (2005) with primary school teachers and school administrators, it is determined that mobbing exposure levels of the participants vary in terms of gender, position and age. According to the results of these variables, it is concluded that males are exposed to mobbing more than females, school administrators are exposed to mobbing more than teachers and the age group of 53 years and above, which is the highest age group in the scope of the research, is exposed to mobbing more than the other age groups. In his study conducted with secondary school teachers, Urasoglu Bulut (2007) demonstrated that male teachers and employees under the age of 25 are more exposed to mobbing at school. However, in some studies (Cogenli, Asunakutlu & Turegun, 2017; Karabacak Asir & Akin, 2014; Otrar & Ozen, 2009; Ozdemir, 2015), it is concluded that female teachers are exposed more to mobbing behaviors. Serin (2018) demonstrated that primary school teachers' exposure to mobbing behaviors do not demonstrate a significant variance according to variables of marital status, age, occupational seniority, educational status and branch; but that male teachers and teachers who have been working at the school for 1-5 years are exposed to mobbing behaviors more. As is seen, different results have been obtained in the literature about the variation of the levels of mobbing experienced by teachers in terms of demographic variables.

It is concluded that music teachers' perceptions of organizational commitment, compliance, identification and internalization sub-dimensions were quite high. Similarly, Coban (2015) also demonstrated that teachers had high organizational commitment. Aslan and Agiroglu Bakir (2014) determined in their studies, in which they examined the organizational commitment of teachers, that teachers have positive feelings about the institution they work at. The study conducted by Kocabiyik (2017) determined that the organizational commitment levels of teachers are at a moderate level. However, Karacaoglu and Guney (2010); Ugrasoglu and Caganaga (2017); Goren and Sarpkaya (2014) also concluded in their studies that teachers have low organizational commitment and do not feel sufficiently attached to their institutions. It is determined that the levels of organizational commitment of music teachers do not demonstrate significant variance in the comparison based on gender and educational status. In the studies conducted by Karacaoglu and Guney (2010) and Nartgun and Menep (2010), it is determined that there is no variance between the organizational commitment of teachers based on gender. However, studies in the literature are also found where male teachers have higher organizational commitment (Aslan & Agiroglu Bakir, 2014; Coban, 2015; Kursunoglu, Bakay & Tanriogen, 2010). Different from this study, Aslan and Bakir (2014) concluded in terms of educational status variables that the perceptions of organizational commitment of teachers with associate degrees are higher than those with undergraduate degrees.

In this study, it was revealed that the organizational commitment levels of music teachers demonstrated significant variance according to age, marital status and seniority variables. In the comparison of organizational commitment levels according to age groups, it was determined that there was significant variance in the sub-dimensions of compliance and identification, and variance between the young

teachers in the age group of 22-30, the middle-aged teachers in the age group of 31-39, and the teachers in the age group of 40 and above, and that young music teachers had more difficulty in compliance compared to their older colleagues. In terms of age variable, different results were achieved in the organizational commitment. Kursunoglu, Bakay and Tanriogen (2010) demonstrated that the emotional commitment of teachers who are 46 years old and above is higher than that of teachers who are 35 years old and under; and Coban (2015) demonstrated that the organizational commitment scores of teachers in the age group of 36-50 are higher than those of teachers in the age group of 20-35. However, Karacaoglu and Guney (2010) determined that the organizational commitment of teachers does not differ based on age.

In the comparison of levels of organizational commitment of music teachers according to marital status, it was concluded that there was a significant variance in the sub-dimensions of compliance and identification; that in the sub-dimension of compliance, divorced music teachers had less compliance compared to their single or married colleagues, whereas in the sub-dimension of identification, married music teachers had less identification compared to the single music teachers; and that single music teachers had more identification than their divorced colleagues. Kursunoglu, Bakay and Tanriogen (2010) demonstrated that the normative commitment of married teachers is higher compared to the normative commitment of single teachers. Similarly, Goren and Yengin Sarpkaya (2014) revealed that married teachers have a higher level of affective commitment compared to single teachers. Moreover, there are studies concluding that there are no variances between the organizational commitment of teachers in terms of marital status variable (Karacaoglu & Guney, 2010; Nartgun & Menep, 2010).

It is determined in the comparison of the levels of organizational commitment based on seniority year that music teachers who had a seniority of 1-15 years had lower organizational commitment in the internalization sub-dimension than their colleagues who had seniority of 16 years and above. In other words, it was concluded that teachers who had seniority of 15 years or less demonstrated less internalization towards their organizations. Nartgun and Menep (2010) determined that the perception levels of emotional commitment of teachers who have occupational seniority of 1-5 years are lower than those of teachers who have occupational seniority of 6-10 years. On the other hand, Aslan and Bakir (2014) revealed that the perceptions of organizational commitment of teachers who have seniority of 6-10 years and 16-20 years are significantly lower than the perceptions of organizational commitment of their colleagues who have seniority of over 21 years. Kursunoglu, Bakay and Tanriogen (2010), however, determined that there is no variance in the organizational commitment of the teachers according to the seniority variable, but the emotional commitment of the teachers who have been working at that school for 5 years and less is lower than that of teachers working at the school they were working for 6-10 years and 11 years and more.

It is concluded that music teachers were generally satisfied with their jobs according to the sub-dimensions of both internal and external job satisfaction. In other

words, the job satisfaction of the music teachers participating in the study was at a good level. Similarly, in many studies (Altinkurt & Yilmaz, 2014; Gencturk & Memis, 2010; Kumas & Deniz, 2010; Sahin, 2013; Yilmaz, 2017), it is determined that the job satisfaction of teachers is at a moderate level. It was determined in this study that job satisfaction did not vary in terms of gender and seniority and that age and marital status demonstrated a significant variance in job satisfaction levels. Accordingly, in the sub-dimension of external job satisfaction, it was observed that music teachers who were 39 years old and under demonstrated more external job satisfaction compared to their colleagues who were 40 years old and above, and that, accordingly, there was a decrease in the external job satisfaction as the music teachers working at primary schools exceeded the age of 40, and that the external job satisfaction in divorced teachers was found to be lower compared to married or single teachers. Even though it is concluded in many studies (Altinkurt & Yilmaz, 2014; Arkci, 2014; Deregozu, 2016; Gencturk & Memis, 2010; Kilic, 2013; Olcum, 2015; Yilmaz, 2017) that the job satisfaction levels of teachers do not vary based on gender variable, there are also studies that demonstrate higher levels of job satisfaction of female teachers (Kumas & Deniz, 2010) or higher levels of job satisfaction of male teachers (Umay, 2015).

Although there are studies, similar to the present study, indicating that the job satisfaction of teachers is not varied based on seniority (Altinkurt & Yilmaz, 2014; Arkci, 2014; Yilmaz, 2017), it is possible to come across studies (Gencturk & Memis, 2010; Kilic, 2013; Kumas & Deniz, 2010) that determine significant variances in terms of seniority. It is possible to encounter different results in the literature based on age variable. Similar to the findings of the present study, it is determined in a study conducted by Yilmaz (2017) that teachers in the age group of 31-39 have higher job satisfaction levels compared to the teachers in the age group of 40-49. Deregozu (2016) also determined that the job satisfaction score of teachers in the age group of 30-40 is lower. Kumas and Deniz (2010) determined that job satisfaction levels of young teachers (in the age group of 20-25) are higher compared to those of higher age groups; and Filiz (2014), Olcum (2015) and Sahin (2013) determined that age is a variable that does not have an impact on job satisfaction. In terms of marital status variable, there are different results in the literature. It is observed in some studies that single teachers have more job satisfaction compared to married teachers (Deregozu, 2016; Sahin, 2013); and in some other studies, it is observed that the job satisfaction of teachers do not differ based on marital status variables (Filiz, 2014; Yilmaz, 2017).

It was concluded that the level of mobbing experienced had an adverse impact on the levels of organizational commitment and job satisfaction, that job satisfaction and organizational commitment scores of teachers decreased as their mobbing scores increased, and that the level of mobbing experienced had more impact on job satisfaction compared to organizational commitment. It was determined that the level of mobbing experienced had the most impact on the compliance sub-dimension of organizational commitment, then followed by the sub-dimensions of external job satisfaction and internal job satisfaction. Moreover, according to the regression results concerning the relationship between level of mobbing experienced by, and the organizational commitment and job satisfaction of music teachers, it was determined

that level of mobbing significantly predicted organizational commitment and job satisfaction. A negative relationship is determined between mobbing and job satisfaction in the studies conducted with nurses by Ozdemir (2014) and Talas (2016). It is also seen in a study conducted with the instructors that there is a significant negative relationship between the two structures (Civilidag, 2011). Similarly, in a study conducted by Vural Ozkan (2011) with participants working in different fields, a negative relationship between mobbing and job satisfaction is determined. However, a significant negative relationship is found between the two structures in studies examining the relationship between mobbing behaviors and organizational commitment (Aktas Kutukcu, 2015; Hickorkmaz, 2016; Zorlu, 2017). However, there are also studies in literature, which reveal the absence of a significant relationship between mobbing and organizational commitment (Tuncel, 2009; Cetin, 2015).

In conclusion, one of the important findings of this study was to reveal that there was a negative and significant relationship between the levels of mobbing experienced by, and the organizational commitment and job satisfaction of teachers, and that these two structures significantly predicted mobbing behaviors. Therefore, a requirement of increasing the organizational commitment and job satisfaction of music teachers is to ensure that they are not exposed to mobbing behaviors. When taking into consideration that music teachers experience mobbing in schools, especially in relation to their occupations, and mobbing behaviors they are most exposed to, creating their role/position definitions at the level of their competences, taking into account their ideas and views and their requests when they ask to use their rights (sick leave, holiday entitlement) will help increase their organizational commitment and job satisfaction. Therefore, it is obvious that school administrators have important responsibilities in this regard. In this regard, knowing that the organizational commitment of the employees, whose job satisfaction is increased, will increase and the negative effects of mobbing will, in any case, be eliminated, will guide the administrators in determining the strategies about their employees. On the other hand, this research will offer important insight into scientists working and/or conducting research on mobbing. In future studies, new research designs may be formed with a number of different variables on, for example, how to increase job satisfaction and organizational commitment or on how to reduce mobbing.

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Müzik Öğretmenlerinin Mobbing Yaşama Düzeylerinin Örgütsel Bağlılık ve İş Doyumlarına Etkisi

Atf:

- Aras, A. (2019). The effect of mobbing levels experienced by music teachers on organizational commitment and job satisfaction. *Eurasian Journal of Educational Research*, 84, 29-56, DOI: 10.14689/ejer.2019.84.2

Özet

Problem Durumu: Eğitim, bireylerin; kendisine, çevresine, ülkesine ve insanlığa yararlı olabilmesine olanak tanıyan önemli bir süreç olarak ifade edilebilir. Sanat eğitimi eğitimin, müzik eğitimi ise sanat eğitiminin önemli bir bileşenidir. Müzik eğitimi, bireyin davranışlarında bilişsel, duyuşsal ve psikomotor değişiklikler oluşturan bir öğrenme öğretme sürecidir. Bu süreçte en önemli öğelerden birisi müzik öğretmenidir. Müzik öğretmenlerinin iş ortamındaki yaşantıları verilen eğitimin de kalitesini etkilemektedir. Dolayısıyla müzik öğretmenlerinin iş doyumlarının ve örgütsel bağlılıklarının etkili müzik eğitiminin etmenlerinden biri olduğu söylenebilir. Ancak müzik öğretmenlerinin iş doyumları ve örgütsel bağlılıkları üzerinde birçok etmenin de rol oynaması muhtemeldir. Bu çalışmada bu etmenlerden birisi olduğu düşünülen mobbingin müzik öğretmenlerinin örgütsel bağlılık ve iş doyumlarını üzerine etkisi incelenmiştir.

Araştırmanın Amacı: Bu çalışmada ilköğretim okullarında görev yapan müzik öğretmenlerinin mobbing yaşama düzeyleri, örgütsel bağlılıkları ve iş doyumları arasındaki ilişkinin belirlenmesi amaçlanmıştır. Bu genel amaç çerçevesinde aşağıdaki sorulara cevap aranmıştır:

İlköğretim okullarında görev yapan müzik öğretmenlerinin,

1. Mobbing yaşama, örgütsel bağlılık ve iş doyum düzeyleri nasıldır?
2. Mobbing yaşama düzeyleri, örgütsel bağlılıkları ve iş doyum düzeyleri eğitim durumu, çalışma yılı, medeni durum, yaş ve cinsiyet değişkenlerine göre anlamlı bir farklılık göstermekte midir?
3. Mobbing yaşama düzeyi, örgütsel bağlılık ve iş doyumları arasında anlamlı bir ilişki var mıdır?

Araştırma Yöntemi: Bu çalışma ilişkisel tarama modeli ile gerçekleştirilmiştir. Araştırmanın evrenini Ankara ili ilköğretim okullarında görev yapan müzik öğretmenleri oluşturmaktadır. Tabakalı örnekleme yöntemi yardımıyla toplam 248 müzik öğretmeni örnekleme alınmıştır. Araştırma verileri Olumsuz Davranış Ölçeği, Örgütsel Bağlılık Ölçeği ve İş Doyum Ölçeği araçları toplanmıştır. Veri analizi için SPSS ve LISREL paket programlarından yararlanılmıştır. Öğretmen görüşlerine ilişkin olarak yapılan fark analizlerinde iki grubun karşılaştırılmasında bağımsız örneklem t testi, ikiden çok grubun karşılaştırılmasında ise tek yönlü varyans analizi kullanılmıştır. Varyans analizi sonrası hangi grupların birbirinden farklı olduğunu tespiti için çoklu karşılaştırma (multiple comparisons) testlerinden Tukey testi uygulanmıştır. Araştırmada ilişki yapılarının ortaya konulabilmesi için gözlenen değişkenlerle yol analizleri yapılmıştır. Araştırmada ilişki yapılarının ortaya konulabilmesi için korelasyon katsayılarına dayalı path analizleri yapılmıştır. Değişkenler arasındaki yordamaların ortaya çıkartılmasında ise regresyon analizinden yararlanılmıştır.

Araştırma Bulguları: Araştırmanın bulgularına göre müzik öğretmenlerinin neredeyse dörtte biri (%24,6) mobbing davranışlarına maruz kalmaktadır. Ayrıca müzik öğretmenleri okullarda en fazla mesleklerine ilişkin konularda mobbing yaşamaktadırlar. Müzik öğretmenlerinin örgütsel bağlılığın, uyum, özdeşleşme ve içselleştirme alt boyutlarına ilişkin algılarının oldukça yüksek olduğu sonucuna ulaşılmıştır. Müzik öğretmenlerinin iş doyumunun hem içsel hem de dışsal alt boyutuna göre, genellikle işlerinden memnun olduğu sonucuna ulaşılmıştır.

Araştırmada öğretmenlerin mobbing yaşama düzeyleri, örgütsel bağlılıkları ve iş doyumları demografik değişkenler açısından da incelenmiştir. Öğretmenlerin mobbing yaşama düzeylerinin cinsiyet, yaş, medeni durum, kıdem ve eğitim durumlarına göre yapılan karşılaştırmalarda anlamlı bir farklılık göstermediği tespit edilmiştir. Müzik öğretmenlerinin örgütsel bağlılık düzeylerinin yaş, medeni durum ve kıdem yılı değişkenine anlamlı farklılık olduğu bu çalışma ile ortaya konulmuştur. Örgütsel bağlılık düzeylerinin yaş gruplarına göre karşılaştırılmasında; uyum ve özdeşleşme alt boyutlarında anlamlı bir farklılık gösterdiği, uyum alt boyutunda 22-30 yaş aralığındaki genç öğretmenler ile 31-39 yaş aralığındaki orta yaşa sahip

öğretmenler ile 40 yaş ve üzerindeki öğretmenler arasında farklılık bulunduğu, genç müzik öğretmenlerinin kendilerine göre yaşça büyük olan meslektaşlarına göre uyum konusunda zorlandıkları tespit edilmiştir. Müzik öğretmenlerinin örgütsel bağlılık düzeylerinin medeni duruma göre yapılan karşılaştırmada, uyum ve özdeşleşme alt boyutlarında anlamlı bir farklılık gösterdiği, uyum alt boyutunda boşanmış müzik öğretmenlerinin bekar veya evli meslektaşlarına oranla daha az uyumlu oldukları, özdeşleşme alt boyutunda ise evli müzik öğretmenlerinin bekar müzik öğretmenlerine göre daha az özdeşleşme gösterdikleri, bekar müzik öğretmenlerinin de boşanmış meslektaşlarından daha fazla özdeşleşme gösterdikleri sonucuna ulaşılmıştır. Örgütsel bağlılık düzeylerinin kıdem yılına göre yapılan karşılaştırmada 1-15 yıl kıdeme sahip müzik öğretmenlerinin, 16 yıl ve üzerindeki meslektaşlarına göre içselleştirme alt boyutunda örgütsel bağlılıklarının daha düşük olduğu tespit edilmiştir. Diğer bir ifadeyle 15 yıl ve daha az kıdeme sahip öğretmenlerin örgütlerine daha az oranda içselleştirme gösterdikleri sonucuna ulaşılmıştır. İş doyumu cinsiyet açısından ve kıdem açısından farklılaşmadığı bu çalışmada, yaş ve medeni durumun iş doyumu düzeylerinde anlamlı düzeyde fark yarattığı tespit edilmiştir. Buna göre dışsal iş doyumu alt boyutunda 39 yaş ve altı müzik öğretmenlerinin 40 yaş ve üstü meslektaşlarına göre daha fazla dışsal iş doyumu gösterdikleri, buna göre ilköğretim okullarında görev yapan müzik öğretmenlerinin 40 yaşını geçtikçe dışsal iş doyumunda azalma olduğu ve boşanmış öğretmenlerde dışsal iş doyumunun evli veya bekar öğretmenlere göre daha düşük olduğu tespit edilmiştir.

Araştırma sonuçlarına göre müzik öğretmenlerinin mobbing yaşama düzeyi ile iş doyumu ve örgütsel bağlılık düzeyleri arasındaki negatif yönde ve anlamlı ilişki bulunmuştur. Korelasyon katsayılarına göre mobbing yaşama düzeyinin iş doyumunu örgütsel bağlılığa göre daha fazla etkilediği sonucuna ulaşılmıştır. Korelasyon katsayılarına göre mobbing yaşama düzeyinin en fazla örgütsel bağlılığın uyum alt boyutunu etkilediği, bunu iş doyumunun dışsal iş doyumu ve içsel iş doyumu alt boyutlarının takip ettiği saptanmıştır. Ayrıca müzik öğretmenlerinin mobbing yaşama düzeyinin örgütsel bağlılık ve iş doyumu arasındaki ilişkilere yönelik regresyon sonuçlarına göre, mobbing düzeyinin örgütsel bağlılık ve iş doyumunu anlamlı derecede yordadığı tespit edilmiştir.

Araştırma Sonuçları ve Önerileri: Müzik öğretmenlerinin okullarda özellikle mesleklerine ilişkin konularda mobbing yaşadığı ve en fazla maruz kaldıkları mobbing davranışları göz önüne alındığında, öğretmenlerin rol/görev tanımlarının yeterlilikleri seviyesinde oluşturulması, fikir ve görüşlerinin dikkate alınması, haklarını (hastalık izni, tatil hakkı gibi) kullanmayı talep ettiklerinde isteklerinin dikkate alınması örgütsel bağlılıklarının ve iş doyumlarının artırılmasına yardımcı olacaktır. İleride yapılacak araştırmalarda, iş doyumunun, örgütsel bağlılığın ve mobbingin farklı değişkenlerle ilişkileri araştırılarak, bu yapılar için yeni araştırma modelleri oluşturulabilir.

Anahtar Kavramlar: Mobbing, yıldırma, iş doyumu, örgütsel bağlılık, müzik öğretmenleri.