

Examining the Relationship between Mobbing and Organizational Cynicism

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ARTICLE INFO

Article history

Received: February 08, 2022

Accepted: April 16, 2022

Published: April 30, 2022

Volume: 10 Issue: 2

Conflicts of interest: None

Funding: None

ABSTRACT

In this study, the relations between the experience level of bullying behaviors and organizational cynicism are explored, using the views of teachers. The study group comprised 235 teachers working in state secondary schools in the Meram municipality of Konya during the 2017–2018 academic year. The Negative Act Questionnaire-Revised and Organizational Cynicism Scale were used to collect the data. In this descriptive study, standard deviation, mean, Pearson product-moment correlation coefficient, and multiple linear regression analyses were used in the analysis of the data. It was observed that the levels of exposure to mobbing behavior and organizational cynicism of the participants in the study were low. It was furthermore shown that the dimensions (personal bullying, work-related bullying, and physical intimidation) of negative act questionnaire-revised have a positive and significant relation with all dimensions of organizational cynicism scale. According to the results of regression analysis, it was determined that the cognitive and affective dimensions of organizational cynicism scale are significantly and positively predicted by the personal bullying and work-related bullying dimensions of negative act questionnaire-revised, and all dimensions of negative act questionnaire-revised predict the behavioral dimension of organizational cynicism at a significant level. According to the results obtained from the research, as the levels of teachers' exposure to mobbing behaviors decrease, their organizational cynicism levels also decrease. Exposure to mobbing behaviors has a strong predictive effect on organizational cynicism.

Key words: Organizational cynicism, Bullying, Mobbing

INTRODUCTION

Organizations as communities comprise individuals brought together for one purpose. An organization should maintain a healthy psychological environment to succeed (Recepoglu & Özdemir, 2013). Organizational cynicism is defined as individuals in an organization having negative feelings or thoughts about the organization and exhibiting these feelings or thoughts in their behaviors (Helvacı & Çetin, 2012). In this case, organizational cynicism is deemed to create negative effects within an organization (Türköz et al., 2013).

Organizational cynicism, appears when worker expectations of the future are either negative or their expectations of the organization are not integrated (Kılıç Doğan, 2013). In educational institutions whose input and output are human, it is necessary to consider the level of cynicism that an individual, a member of the organization, experiences, as well as the cynicism arising from the working conditions within the organization (Nartgün & Kalay, 2014).

Cynicism, according to a definition of organizational cynicism, is expressed cognitively, behaviorally, and affectively (Dean et al., 1998). To break cynicism down according to these dimensions:

In the cognitive dimension, a belief that the organization is not fair is dominant in cynicism (Brandes, 1997).

Relations depend on personal interests. Thus, values such as honesty, sincerity, and truth can be sacrificed for the sake of personal interests (Kalağan, 2009).

The affective dimension includes intense emotions arising from thoughts related to cynical beliefs (Tınaztepe, 2012). When thinking of the organization, the cynical employee may experience uncomfortable feelings such as fatigue, hatred, and shame (Karacaoğlu & İnce, 2013).

In the behavioral dimension, cynical employees tend to make pessimistic predictions about events happening within the organization: they may display behaviors intended to humiliate others (Dean et al., 1998).

There can be many factors that cause organizational cynicism. One of these factors is mobbing. Mobbing in the workplace refers to behaviors such as harassment, humiliation, social exclusion, or affecting one's duty negatively (Einarsen et al., 2003). Mobbing behaviors in the workplace have come into prominence as an important factor for employees in an organization who have negative emotions, thoughts, and attitudes toward the organization (Cemaloğlu & Kılınc, 2012). As a term, mobbing is also known as workplace bullying, psycho-bullying, bullying, or emotional harassment (Mete, 2013; Yaman et al., 2010).

Mobbing can take many behavioral forms, such as long-term and low-tension conflict, talking behind a victim's

back, humiliation, making unfair statements about the work of a target individual, accusing a target individual of being a misfit, destroying the reputation of a target individual, hiding information and misinforming, social isolation and silence, gossip, attacks on a victim's private life and behaviors, excessive criticism or spying, hiding information, or verbal attacks (Einarsen, 1996; Keashly, 1998; O'Moore, 2000; Zapf et al., 1996). According to Heinz Leymann (1996), a pioneer in mobbing research, mobbing becomes dominant in a psychological or psychosomatic character when a negative behavior reveals itself as having a negative result. "Negative behavior" here means actions and behaviors that have the potential to cause discomfort and are accepted as undesirable by people in a workplace (cited by Einarsen & Raknes, 1997).

It has been shown that mobbing in a workplace has negative consequences for an organization to a large extent, and devastating consequences for people affected by it (Hauge et al., 2011). Studies have been conducted to analyze the relationship between factors of individual intimidation and individual results. As a result of these studies, it has been determined that behaviors targeting the person and the individual display a strong, consistent relationship with negative health results such as psychosomatic complaints and depression (Zapf et al., 1996). However, no study has yet revealed whether individual behaviors or acts are particularly damaging or difficult for victims to deal with, manifesting themselves in negative psychological and physical health outcomes (Hoel et al., 2004).

Leymann (1993) determined five stages in the mobbing process. These are conflict, aggression, the participation of management, labeling the victim as difficult or contentious, and expulsion (resignation or dismissal). Individuals exposed to such behaviors may experience stress, unhappiness, tension, sadness, feelings of insecurity, motivation disorders, unwillingness to go to work, defense mechanisms, short tempers, overreactions or unresponsiveness, depressive moods, lack of self-confidence, fear of losing his/her job, thoughts of resignation, crying/laughing jags, anxiety, paranoia, astonishment, stress, aggression, feelings of humiliation, panic attacks, and nightmares or anxiety dreams (Einarsen & Raknes, 1997; Hong & Espelage, 2012; Mathisen et al., 2011; Stassen Berger, 2007; Tınaz, 2006). According to Leymann (1993), there are five dimensions in the mobbing process:

1. *In the dimension of the victim's appearance and communication formation*, the individual is interrupted, scolded, and yelled at right in his face, criticized constantly, receives written or verbal threats, and is prevented from contacting others.
2. *In the dimension of attacking social relations*, acts are carried out to prevent the individual from communicating with other employees.
3. *In the dimension of attacking reputation*, the individual is the subject of rumors, is spoken ill of, and is mocked for his/her personal opinions and work.
4. *In the dimension of attacking the individual's quality of life and professional status*, there are acts to damage the

domestic life of the individual and assigning the individual tasks designed to humiliate him.

5. *In the dimension of direct attacks on the health of the individual*, the individual is exposed to physical violence and is made to do physically difficult labor (cited by Özmete, 2010).

In studies, it was determined that organizational commitment decreases as the bullying of an individual increases (Şener, 2013; Tengilimoğlu & Mansur, 2009), workplace mobbing increases burnout of individuals (Alkan, 2011; Bucuklar, 2007; Dikmetaş et al., 2011; Sürgevil et al., 2007), the motivation of the individual decreases when they are exposed to mobbing (Salin, 2003; Yaman et al., 2010), and mobbing has an adverse effect on job satisfaction (McCormack et al., 2006; Rodriguez-Munoz et al., 2009).

In studies analyzing the relationship between organizational cynicism and mobbing (Cemaloğlu et al., 2014; Gül & Ağıröz, 2011; Pelit & Pelit, 2014), it was determined that in organizations where mobbing behaviors are practiced, behaviors associated with organizational cynicism increase. In an organization where mobbing behaviors are displayed, there is an inevitable result that the individual will experience negative feelings, thoughts, and attitudes toward the organization and display negative behaviors, namely, behaviors of organizational cynicism as a result of the humiliation, psycho-bullying, and, in some cases, physical violence to which the individual is exposed (Gül & Ağıröz, 2011).

In cases where mobbing behaviors in educational organizations are displayed by teachers toward other teachers or by managers toward other managers and teachers, the situation will prevent the creation of an environment of healthy communication within the school and will have a negative effect on the organizational climate. In such an environment, teachers and administrators can only demonstrate the effect of such mobbing originating in the school environment by displaying cynical attitudes and behaviors. Thus, it is quite important to examine to what extent mobbing behaviors in an organization affect organizational cynicism. The results of the research will also contribute to the increase of literacy levels by examining the results related to the research subject to the practitioners.

This study determines the relationship between the level of exposure to bullying behaviors of teachers working in elementary schools and perceptions of organizational cynicism. With this aim in mind, answers to the following questions are sought:

1. What is the subsistence level of bullying behaviors in elementary schools, according to teachers' perceptions?
2. At what level are the perceptions of organizational cynicism of teachers working in elementary schools?
3. Is there a significant relationship between perceptions of organizational cynicism and the subsistence level of bullying behaviors in elementary schools, according to the perceptions of the teachers?
4. Is the subsistence level of bullying behaviors in elementary schools a significant predictor of organizational cynicism?

METHODS

Research Model

Survey model was employed in this study. Surveys aim at describing a past or present situation as is. An event, person or object, which is the focus of research, is defined in its own context and without modification (Karasar, 2013). The advantage of survey studies is that they reveal the relationship between many variables, and help obtain objective results (Gürbüz & Şahin, 2018). This study the relationship between elementary school teachers' level of exposure to bullying behaviors and their perceptions of organizational cynicism was analyzed. The study's dependent variables included cognitive, affective, and behavioral dimensions of organizational cynicism scale. Independent variables included personal bullying, work-related bullying, and the physical intimidation dimensions of negative act questionnaire-revised. Additionally, relationships between the variables and prediction levels of independent variables were analyzed.

Sample of the Research

The research population consists of 1120 teachers working in 38 public secondary schools affiliated to the Ministry of National Education in the Meram district of Konya province in the 2017-2018 academic year. The sample of the study consists of 320 teachers determined by simple random sampling method. In the data collection process, a total of 320 forms were distributed, and 251 returned. The scale forms with missing data were excluded from the analysis, and 235 forms were accepted as valid. Of the teachers participated in the study, 88 (37.4%) were female teachers and 147 (62.6%) were male teachers. As for experience in teaching, 29 (12.3%) had 1 to 5 years' experience, 51 (21.7%) had 6 to 10 years, 66 (28.1%) had 11 to 15 years, 54 (23%) had 16 to 20 years, and 35 (14.9%) had 21 or more years' professional experience.

Data Collection Tools

The data collection tool of the research consists of three parts. In the first part, the personal information form developed by the researcher, in the second part, the "Organizational Cynicism Scale" developed by Brandes (1997) and adapted into Turkish by Topçu et al. (2013), in the third part, the "Negative Behaviors Scale" was developed by Einarsen and Raknes (1997) and later revised by Einarsen et al. (2009) and adapted into Turkish by Alkan (2011).

Organizational Cynicism Scale: Organizational Cynicism Scale developed by Brandes (1997) and adapted into Turkish by Topçu et al. (2013), was used to determine the perceptions of participants related to organizational cynicism. The scale consists of three dimensions: cognitive, affective, and behavioral, and has 14 items. The items of the scale explain 74.19% of the total variance. In reliability analysis carried out by the researcher, it was found that the Cronbach Alpha coefficient for the whole scale was .93, and the Cronbach Alpha coefficients related to the dimension were .86 for the cognitive dimension, .86 for the affective dimension, and .82 for the behavioral dimension, respectively.

Negative Act Questionnaire-Revised (NAQ-R): The Negative Act Questionnaire developed by Einarsen and Raknes (1997), revised by Einarsen et al. (2009), and adapted into Turkish by Alkan (2011), was used to determine the subsistence level of bullying behaviors to which the teachers are exposed. The scale is five-point Likert type. Each question is rated at 5 levels: "1=Never", "2=Rarely", "3=Sometimes", "4=Often", "5=Always". In the validity and reliability study, it was determined that the questionnaire consists of three dimensions, namely personal bullying, work-related bullying, and physical intimidation, and has 22 items. The total variance explained by these three factors is approximately 68%. The Cronbach's Alpha coefficient was used to determine the reliability of the NAQ. The reliability coefficients of the three dimensions were .93 for personal bullying, .86 for work-related bullying, and .77 for the physical intimidation dimension. In the reliability analysis conducted in this study, the total Cronbach's Alpha reliability coefficient of the scale was .95, and the Cronbach's Alpha reliability coefficients related to the dimensions; .94 for person-related mobbing, .81 for work-related mobbing, and .60 for physical frightening mobbing.

Analysis of the Data

In the analysis of the data, first of all, the arithmetic mean values of the items in each subscale were determined and a score was calculated for that factor. Analyzes were made on these factor scores. Pearson Product Moments Correlation Coefficient (r) was used to calculate the relations between the variables. In addition, Multiple Linear Regression Analysis was performed to determine the predictive levels of independent variables for dependent variables. The significance level of .01 was taken as a basis in the analysis of the data.

RESULTS

Findings related to the subsistence level of bullying and organizational cynicism perceptions of the teachers are indicated in Table 1.

Analyzing the findings related to bullying and organizational cynicism according to the perceptions of the teachers

Table 1. Arithmetic mean and standard deviation values related to the dimensions of bullying and organizational cynicism scales

Sub-Dimensions	\bar{X}	Ss
Sub-Dimensions of Negative Act Questionnaire		
1. Personal Bullying	1.90	0.79
2. Work-Related Bullying	1.97	0.75
3. Physical Intimidation	1.74	0.67
Total	1.90	0.72
Sub-Dimensions of Organizational Cynicism		
1. Cognitive Dimension	2.11	0.89
2. Affective Dimension	2.21	0.96
3. Behavioral Dimension	2.27	0.89
Total	2.19	0.83

in the study, it can be seen that the highest mean value is for the dimension of work-related bullying ($\bar{X} = 1.97$); in terms of negative act questionnaire dimensions, the lowest mean is in the physical intimidation dimension ($\bar{X} = 1.74$). It can also be seen that in terms of organizational cynicism dimensions, the highest mean values are in the behavioral dimension ($\bar{X} = 2.27$), and the lowest mean is in the affective dimension ($\bar{X} = 2.11$).

In the next phase, two-way correlation analysis was carried out to determine the relationship between bullying subsistence level and organizational cynicism according to teachers' perceptions, the results of which are indicated in Table 2.

Analyzing the results shown in Table 2, significant positive relationships can be seen between the teachers' perceptions related to bullying and organizational cynicism.

Analyzing the coefficients among the variables, it is clear that there is a significant and positive relationship between the dimension of personal bullying on the bullying scale and the cognitive ($r = -.79, p < .01$), affective ($r = -.73, p < .01$), and behavioral ($r = -.70, p < .01$) dimensions of the organizational cynicism scale.

In addition, it can be seen that there is a significant and positive relationship between the dimension of work-related bullying on the bullying scale and the cognitive ($r = -.77, p < .01$), affective ($r = -.72, p < .01$), and behavioral ($r = -.68, p < .01$) dimensions of the organizational cynicism scale.

The physical intimidation dimension of the bullying scale shows a significant and positive relation with the cognitive ($r = -.75, p < .01$), affective ($r = -.71, p < .01$), and behavioral ($r = -.66, p < .01$) dimensions of the organizational cynicism scale.

In the study, multiple regression analysis was carried out between the organizational cynicism and bullying subsistence-level scales to predict organizational cynicism, the results of which are shown in Table 3.

Prediction of the Cognitive Dimension

Table 3 indicates the results of a multiple regression analysis related to the prediction of the cognitive dimension of organizational cynicism.

As can be seen in Table 3, the predictive power of the dimensions of personal bullying, work-related bullying, and physical intimidation on the scale of the bullying subsistence

level were together found to be significant in predicting the cognitive dimension of organizational cynicism ($F = 124.803, p < .01$). All dimensions of the bullying scale together explain 62% of the change in the cognitive change score ($R = .79, R^2 = .618$). The dimensions of personal bullying ($\beta = .402, p < .01$) and work-related bullying ($\beta = .331, p < .01$) on the bullying scale positively and significantly predicted the perceptions of the teachers participating in the study related to the cognitive dimension of organizational cynicism. The dimension of physical intimidation ($\beta = .096, p > .05$) was not a significant predictor of the cognitive dimension of organizational cynicism.

Prediction of the Affective Dimension

Table 4 indicates the results of a multiple regression analysis related to the prediction of the affective dimension of organizational cynicism.

As can be seen in Table 4, the predictive power of the dimensions of personal bullying, work-related bullying, and physical intimidation on the scale of the bullying subsistence level were together found to be significant in predicting the affective dimension of organizational cynicism ($F = 89.143, p < .01$). All dimensions of the bullying scale together explain 54% of the change in the affective change score ($R = .73, R^2 = .537$). The personal bullying dimension ($\beta = .452, p < .01$) and work-related bullying dimension ($\beta = .333, p < .01$) of bullying scale positively and significantly predicted the perceptions of the teachers participating in the study related to the cognitive dimension of organizational cynicism. The dimension of physical intimidation ($\beta = -.041, p > .05$) was not a significant predictor of the affective dimension of organizational cynicism.

Prediction of the Behavioral Dimension

Table 5 indicates the results of a multiple regression analysis related to prediction of the behavioral dimension of organizational cynicism.

As can be seen in Table 5, the predictive power of the dimensions of personal bullying, work-related bullying, and physical intimidation of the bullying subsistence level scale were together found to be significant in predicting the affective dimension of organizational cynicism ($F = 74.083, p < .01$). All dimensions of the bullying scale together explain

Table 2. Correlation between bullying and organizational cynicism

Sub-Dimensions	1.	1.1	1.2	1.3	2.	2.1	2.2	2.3
1.Bullying	-							
1.1.Personal Bullying	0.88**	-						
1.2.Work-Related Bullying	0.90**	0.89**	-					
1.3.Physical Intimidation	0.80**	0.75**	0.69**	-				
2.Cynicism	0.80**	0.79**	0.77**	0.64**	-			
2.1.Cognitive Dimension	0.79**	0.77**	0.75**	0.63**	0.88**	-		
2.2.Affective Dimension	0.73**	0.72**	0.71**	0.53**	0.85**	0.76**	-	
2.3.Behavioral Dimension	0.70**	0.68**	0.66**	0.59**	0.90**	0.79**	0.74**	-

$n = 235$; * $p < 0.01$

Table 3. Regression analysis results related to prediction of the cognitive dimension

Variable	B	Sh	β	t	p
Fixed	0.266	0.109	-	2.435	0.016
Personal Bullying	0.450	0.108	0.402	4.156	0.000*
Work-Related Bullying	0.391	0.105	0.331	3.739	0.000*
Physical Intimidation	0.128	0.082	0.096	1.559	0.120

$F = 124.803; P < 0.01 R = 0.79; R^2 = 0.618$

Table 4. Regression analysis results related to prediction of the affective dimension

Variable	B	Sh	β	t	p
Fixed	0.428	0.131	-	3.273	0.001
Personal Bullying	0.550	0.129	0.452	4.247	0.000*
Work-Related Bullying	0.427	0.125	0.333	3.410	0.001*
Physical Intimidation	-0.060	0.098	-0.041	-0.608	0.544

$F = 89.143; P < 0.01 R = 0.73; R^2 = 0.537$

Table 5. Regression analysis results related to prediction of the behavioral dimension

Variable	B	Sh	β	t	p
Fixed	0.571	0.127	-	4.495	0.000
Personal Bullying	0.351	0.126	0.311	2.789	0.006*
Work-related Bullying	0.312	0.122	0.262	2.566	0.011*
Physical Intimidation	0.237	0.096	0.178	2.483	0.014*

$F = 74.083; P < 0.01 R = 0.70; R^2 = 0.490$

49% of the change in the behavioral change score ($R = .70$, $R^2 = .490$). The dimensions of personal bullying ($\beta = -.311$, $p < .01$), work-related bullying ($\beta = .262$, $p < .01$), and physical intimidation of the bullying scale positively and significantly predicted the perceptions of the teachers participating in the study related to the behavioral dimension of organizational cynicism.

DISCUSSION AND CONCLUSIONS

Recently, workplace bullying has become an important term, discussed at both legal and behavioral levels, as it can result in negative psychological effects on personnel (Ogungbamila, 2012). In this study, we examined relationships between the subsistence level of bullying and organizational cynicism in elementary schools, according to the perceptions of teachers. The results of the study show that there is a high-level, positive relationship between the subsistence level of bullying and organizational cynicism in elementary schools, according to the perceptions of the teachers.

According to the results of the study, it can be seen that the mean of teacher perceptions related to negative act questionnaire is "rare" and low level. In terms of the dimensions of negative act questionnaire, it can be seen that the highest mean is in the dimension of work-related bullying, and the lowest mean is in the dimension of physical intimidation. This result accords with the result of a study conducted by Uğurlu et al. (2012), namely that teachers working in elementary schools experience bullying "little" or "never." In a study by Şener (2013), in which he analyzed the relationship between organizational commitment and bullying in general state high schools, the finding that teachers were exposed to a low level of bullying is in line with the result of the current study. It can be seen that similar results related to bullying were obtained from studies conducted in educational institutions (Aksu & Balci, 2009; Avcı & Kaya; Cemaloğlu & Kılınç, 2012; Ergener, 2008; Ertürk, 2011; Sönmezşık, 2011). The present study's results are not in accord with the results of studies conducted by Hoel et al. (2004); Hubert and Veldhoven (2001); or Koç and Urasoğlu Bulut (2009). Mobbing can lead to tangible negative consequences such as disruption of organizational harmony, alienation of employees from work, and leaving the job. In this way, the organization may lose its relatively experienced employees and cause a decrease in organizational commitment in terms of employees (Özkul & Çarıkcı, 2010). A situation in which teachers are exposed to direct bullying affects their productivity. It is assumed that in an environment where teachers feel secure, job commitment will increase. In recent conditions, teachers facing social problems more frequently experience difficulty doing their jobs when they are under psychological pressure such as "bullying." In this respect, exposure to bullying can reduce the quality of teachers' organizational life (Uğurlu et al., 2012). According to Cemaloğlu (2007), it is impossible for employees to be productive when their motivation level is decreased. Thus, bullying, as a variable negatively affecting human relationships, communication, and performance in an organization, should be noted by managers, and necessary precautions should be taken to prevent it. School administrators should stay away from intimidation behaviors and support the formation of a healthy school climate in order to avoid negativities.

According to the results of the study, it can be seen that the means of teacher organizational cynicism are in the range of "Disagree" and other low levels. It can be seen that the highest mean is in the affective dimension and the lowest is in the cognitive dimension of organizational cynicism. These results are in accord with the results of studies by Ayık (2015); Cemaloğlu et al. (2014); and Yıldız et al. (2013), in which the levels of organizational cynicism of teachers working in primary and elementary schools were found to be low. In addition, the results of the study are different from those of Kalağan and Güzeller (2010) and Tınaztepe (2012). The affective dimension, one dimension of organizational cynicism, measures individuals' feelings and emotional reactions (Dean et al., 1998). Cynical reactions include negative emotions like anger, humiliation, and disrespect (Brandes, 1997, p.31). According to the results of the study, this dimension, which had the lowest mean value, can be interpreted to

signify that the emotional reactions that individuals experience as a result of cynical beliefs about the organization they work in occur at a lower than cognitive level, that is, at the level of negative beliefs and behavioral tendencies.

In the study, it was found that there are positive, high-level relationships between the cognitive, affective, and behavioral dimensions of organizational cynicism and all dimensions of the negative act questionnaire. This finding is in parallel to the findings of the study by Cemaloğlu et al. (2014) entitled "Examining the Relation between Humor Acts of School Principals and Teachers' Exposure Level to Mobbing and Organizational Cynicism Based on the Perceptions of Teachers." Similar results were also obtained from studies conducted at institutions other than educational institutions, and by analyzing the relationship between mobbing and organizational cynicism (Ayduğan, 2012; Aslan & Akarçay, 2013; Gül & Ağıröz, 2011; Izquierdo et al., 2006; Pelit & Pelit, 2014). If no precautions are taken, mobbing can be effective in the organization and cause loss of trust. Moreover Incompatibility arises between employees and managers and work efficiency decreases (Çobanoğlu, 2005). The results obtained from this study can be interpreted to mean that increases in bullying behaviors experienced in educational institutions can increase the levels of organizational cynicism among teachers. Many factors contributing to organizational cynicism are mentioned in the literature. Foremost among these are cognitive, emotional, and organizational factors, such as the violation of psychological contracts believed to exist between the employees and the organization, uneven distribution of power, injustice, classical work methods and values, long working hours, mobbing, mismanagement, ineffective leadership, organizational downsizing, reorganization, dismissal of managers, managerial wage increases, sudden firings, low organizational performance, and organizational change (Andersson and Bateman, 1997; Cartwright and Holmes, 2006).

In the study, in analyses carried out to predict organizational cynicism, it was found that personal bullying and the dimensions of work-related bullying in the negative act questionnaire positively and significantly predicted the cognitive and affective dimensions of organizational cynicism. Furthermore, it was determined that all dimensions of the negative act questionnaire positively and significantly predicted the behavioral dimensions of organizational cynicism. These results are in accord with the results of studies conducted in both educational and non-educational institutions to determine the effect of mobbing on organizational cynicism (Ayduğan, 2012; Cemaloğlu et al. 2014; Gül & Ağıröz, 2011; Pelit & Pelit, 2014). Mobbing behaviors occurring in the workplace come to the fore as an important factor that can cause employees in the organization to acquire negative feelings, thoughts and attitudes towards the organization (Cemaloğlu & Kılınç, 2012). One of these negative results can be seen as cynicism in employees. Emotionally overtaxing personnel and exhausting their emotional resources increases their tendency to display cynical behaviors. Along with exhaustion of their emotional resources, emotional burnout causes personnel to feel as if they no longer contribute to the success of the organization or fellow workers.

As a result, unwanted and unproductive acts, such as absenteeism, arriving to work late, lack of continuity, and resignation from employment occur, which have a negative effect on both personnel and the organization. More importantly, exhausted personnel display cynical behaviors such as skepticism, prejudice, and hostile expressions, which also impact managers and fellow workers.

According to Tınaz (2006), mobbing has various consequences both on individuals working in the workplace and on the business. These results consist of economic, social and mental and physical health consequences on individuals. Mobbing has psychological and economic costs on the business. According to the results of the research, the low level of mobbing behaviors in educational institutions is a pleasing result. However, considering the negative effects and consequences of mobbing behaviors on employees, it would be beneficial for school administrators to prevent mobbing behaviors in the working environment and to protect the "work-family balance" of employees. A strong ethical culture should be established in schools. In addition, school administrators can develop official statements and policies that clearly demonstrate that mobbing is unacceptable and that people who engage in such behavior will face serious consequences. In order to prevent mobbing from forming and reaching high levels in schools, teachers should be informed about the problems experienced or that may be experienced in the working environment, awareness should be created, and teachers should be informed about their rights and responsibilities regarding mobbing. In addition, based on the results of the research, school administrators can obtain inferences by increasing their literacy levels in order to reduce the organizational cynicism experienced in their schools.

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