Leadership Styles of School Administrators and its Relation with the Mobbing Experience Levels of Social, Science and Mathematics Teachers

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ABSTRACT

All elements within an organisation have a direct impact on the success and continuity of organisation. The relationship between the organisation administrator and employees has a significant importance. The elements that are significant about organisation are also relevant with the success of school. The communication level between the school administrator and teachers, behaviours of administrator and commitment of teacher towards his/her school are important regarding the continuity of school. The leadership features of school administrator have an impact on the success of teacher and students. The behaviours of school administrator that may create problems not only would deteriorate the success of teacher and students but also have an impact on the commitment towards their organisation. This study is "a relational screening model" among the general screening model and is a descriptive study. The total number of 313 social, science and mathematics teachers working in public and private secondary schools (total 22 schools) were interviewed. SPSS 21 program was used for the quantitative data as well as the regression, frequency (f), percentage (%) and statistics techniques.

Keywords: school administrator, leadership styles, mobbing, organizational commitment

INTRODUCTION

Doğan (2012) indicates that education creates a change through affecting the human behaviours positively, and it is an effective process in preparing the individuals for the future. The adoption and use of existing values in education process can be achieved through well-trained leaders in the education domain. While these leaders guide the complete education system in central organization, they extend up to being school administrators in rural organizations. The natural leaders of schools as being at the core of education system are school administrators. The school administrators shall supervise and manage the events at school. Therefore, the most effective use of leadership skills by school administrators are significant regarding the development of education and society.

The establishment aim of educational organizations is to accomplish the pre-determined social targets. Since individuals are at the centre of educational organizations, the education of individuals has a vital requirement for the society. The main objective of educational organizations is to raise individuals with terminal behaviours. Qualified and effective manpower is required in raising such individuals. The education employees are administrators, teachers and co-personnel (Başaran, 1994). The education employees, parents, non-governmental organizations, local administrations and all other stakeholders work together in order to accomplish the organizational objectives through using their information, skills and attitudes. When considered as above, the importance of organizational commitment "formed as a result of the concern of losing the values such as time, effort, performance, money spent during the working period of individual" in educational organizations.

Contribution of this paper to the literature

- This study assessed the relationship between the leadership styles of school administrators and mobbing levels of teachers, and the impact of decrease or increase in mobbing level on the organizational commitment.
- The behaviours of school administrator that may create problems not only would deteriorate the success of teacher and students but also have an impact on the commitment towards their organisation.
- The mobbing behaviours might be prevented through a positive communication between school administrators and teachers by enhancing the social network.

The organisations like educational organisation where they change the individuals as an output and reintroduce them into society require motivated and committed employees. At the core of educational organisation, the education employees shall determine themselves to be enthusiastic doing more than they can as a mission (Terzi & Kurt, 2005).

The studies towards carrying the education systems a step forward are concentrated on making human resources competent. Teacher and school administrator are the two main manpower of education system. Thus, the roles, importance and responsibilities of school administrators in terms of education quality become more significant (Çelik, 2004). The school administrators lay behind the success of school events (Güçlü, 1997). Therefore, the school administrators should have various features but most particularly leadership skill for the successful performance of their duties.

The principals are at the foundation of a qualified education. Therefore, the school principals should reflect higher levels of leadership skills. The leadership skills of principals in the formation of quality education in school have importance from two aspects. Firstly, the leadership behaviours of principals are directly reflected on the students, teachers and co-staff as well as all human resources in the school. Secondly, the organizational conditions established through the practices of principals have an impact on all school staff. Consequently, the school principals are required to show high-level leadership behaviours to positively affect the teachers and students through their leadership behaviours and organizational conditions in the school (Kurt, 2009).

The studies on the organizational commitment argues that the burn-out levels of teachers are high; the organizational commitment levels are not as expected; and one of the most important factors in quitting and experiencing stress in work life (Balay, 2007; Ekinci, 2006; Erdem, 2008; Güçlü & Okçu, 2010; Işık, 2007; Litt & Turk,1985; Önsan, 1996). Generally, the leadership behaviours of principals are considered as the most significant and indicative reason for the stress, burnout and mobbing of teachers in educational organisations (Cemaloğlu, 2007). Therefore; the studies within this perspective indicates that there is a relation between leadership styles and mobbing, organizational effectiveness and performance and organizational commitment (Cemaloğlu, 2011; Ertüreten, 2008; Bildik, 2009).

According to the studies, the mobbing actions in the organisations diminish the motivation and commitment of employees to the work, cause stress, makes concentration difficult, negatively affect the performances and thus decrease the effectiveness and efficiency in the organisation (Nielsen et.al., 2010; Einarsen et.al., 1998; Mikkelsen and Einarsen, 2001; Dick and Wagner, 2001; Jenkins et. al, 2010; Araújo et.al., 2010; Zapf, 1999).

The generated data indicated that the leadership styles of school administrators have major impact on the organizational commitment and mobbing experience levels of teachers. The results of the research have major significance since they are considered to have important impact on the identification of negative factors on the organizational commitments of teachers and enhancement of the organizational commitments. In consideration with the research results, the shortcomings in the knowledge about the leadership and leadership styles in addition to the low organizational commitment should be taken into great consideration (Uluöz et.al., 2017).

Considering the literature, the leadership styles of school administrators and mobbing and organizational commitment have been evaluated as variables that affect and be affected from each other abroad; however, many questions regarding this issue have been left unanswered. This study assessed the relationship between the leadership styles of school administrators and mobbing levels of teachers, and the impact of decrease or increase in mobbing level on the organizational commitment.

METHOD

The quantitative research methods were used for this study. The study is "a Relational Screening" model and a descriptive research. The relational screen method is a research model aiming to identify the existence of covariance or its level between two and more variables (Karasar, 1999).

This study conducted to identify the relationship between the leadership styles of school administrators and mobbing experience levels and organisational commitment levels of teachers was undertaken with quantitative methods. In this framework, three different measurement tools were used in the quantitative research. The first one is "Multifactor Leadership Questionnaire 5-x short (MLQ)" to identify the transformational and transactional leadership styles of school administrators; secondly, "Negative Acts Questionnaire (NAQ)'' to identify the exposure status of teachers to mobbing; and third data measurement tool is "the Organisational Commitment Scale" to measure the organisational commitment of teachers.

Research Population and Sample

The population of this study is limited with all public and private secondary school (total 22 schools) in 2014-2015 school year within the territories of Nicosia in the Turkish Republic of Northern Cyprus. The sample of study is 313 social, science and mathematics teachers in total. The participating teachers chosen randomly work in the secondary education schools.

Data Collection Tool

Three different measurement tools were used in the research. The required permissions were taken for the use of measurement tools. For the identification of transformational and transactional leadership styles of school administrators, Multifactor Leadership Questionnaire 5-x short (MLQ) questionnaire adapted into Turkish by Cemaloğlu (2007) was used. Karip (1998) and Cemaloğlu (2007) performed the reliability and validity of questionnaire. While Karip (1998) stated that the reliability coefficient for the sub-dimensions of scale varies between 0.70 and 0.85; Cemaloğlu (2007) indicated that the variation is between 46 and 79. In the study conducted on the group forming the norm for the scale, Bass and Avolio (1995) noted that the reliability coefficients are between 0.76 and 0.90 (Karip, 1998).

"Multifactor Leadership Questionnaire 5-x short (MLQ)" has 12 sub-dimensions; five of which are to measure the transformational leadership characteristics, four to transactional leadership characteristics and three to characters considered to be the outcome of leadership behaviours. There are total 45 items on the questionnaire; 4 in each sub-dimensions of transformational and transactional leadership characteristics, 3 items under extra effort sub-dimension within the outcome of leadership behaviours, 4 items under effectiveness sub-dimension and 2 items under satisfaction sub-dimension.

For the analysis of data generated through "Multifactor Leadership Questionnaire 5-x short (MLQ)" used in the identification of leadership styles of administrators, the average scores were calculated for each sub-scale and all actions were performed through these scores. The generated average scores show the extent of having leadership characteristics among school administrators. For the interpretation of these scores, 0 was considered as "never", 1 as "rarely", 2 "sometimes", 3 "frequently", and 4 "always- very often".

Negative Acts Questionnaire (NAQ) (Einarsen & Raknes, 1997) was used to measure the status of being exposed to mobbing acts. This questionnaire has 21 items measuring the expose to various negative behaviours (Cronbachs alpha =0.93). All questions are related with the acts and there is no indication regarding the mobbing. The advantage in doing this is that it enables to measure the exposure to negative acts without pushing people to tag the exposed behaviour as mobbing. Additionally, it secured the objective definition of covered behaviour types. In the negative act questionnaire, there are direct (i.e. verbal abuse, bad statements and mocking) or indirect (i.e. social alienation, slander). Each of the participants of NAQ was asked the frequency to be exposed to any negative act within the last six months. This frequency was listed as (1), occasionally (2), every month (3), every week (4) and every day (5). The Negative Acts Questionnaire (NAQ) were used by Einarsen and Raknes (1997), Einarsen, Raknes, Matthiesen and Hellsoy, (1996), Hoel, Cooper and Faragher, (2001), Mikkelsen and Einarsen, (2001), Mikkelsen and Einarsen, S. (2002). Cemaloğlu translated "NAQ (Negative Acts Questionnaire)" into Turkish.

The Cronbach alpha coefficient and total item correlation coefficients were calculated for the credibility analysis of Negative Acts Questionnaire. According to the outcome of analysis, 22 items are gathered under one factor and the credibility coefficient of negative act items was calculated as 0.93. The modified item correlation coefficients of negative act items vary between 0.39 and 0.71.

Organizational Commitment Scale developed by Refik Balay was used to measure the organisational commitments of teachers (Balay, 2000). The results of analysis show that 27 items under the scale gathered under three different factors (adjustment, identification and internalisation) and the Cronbach alpha credibility coefficient was calculated as 0.78.

Cronbach alpha credibility coefficient and total item correlation coefficients were calculated for the credibility analysis of Organisational Commitment Questionnaire. The modified total item correlation coefficients

in the adjustment dimension were found to vary between 0.27 and 0.67. The credibility coefficient regarding the adjustment dimension was calculated as 0.78.

The modified total item correlation coefficients in the identification dimension were found to vary between 0.66 and 0.83. The credibility coefficient regarding the identification dimension was calculated as 0.92.

The modified total item correlation coefficients in the internalisation dimension were found to vary between 0.66 and 0.82. The credibility coefficient regarding the adjustment dimension was calculated as 0.94. SPSS 21 programme was used for the quantitative data. Statistics techniques as regression, frequency (f) and percentage (%) were used for the study.

Data Collection Process

The secondary school teachers in the private and public schools within the territories of Nicosia, TRNC were interviewed during the data collection process. The participants were informed prior to interviews regarding the aim of study and the use of interview method as the data collection method. Interview appointments were arranged with the volunteer participants before the interviews and data were collected in the fall semester of 2013-2014 school year. The data collection was conducted after getting the required permissions from the Ministry of Education.

Data Analysis

In this study, 3 (three) different questionnaires as MLQ, NAQ and Organisational Commitment were used for the quantitative data. The data generated from the questionnaires then coded and transferred to the computer. SPSS 18 programme is used for the analysis of data. The information on the participant teachers were interpreted through calculating frequency (f) and percentage (%). Additionally, correlation and indicative statistical analysis techniques were utilized. Multiple regression analysis technique is used for whether there is any prediction between variables. The results were tested at $p < 0.01$ level.

Demographical Features of Teachers

The demographical features of participant social, science and mathematics teachers are given below:

The frequency (f) and percentage (%) values of teachers within the scope of this study is 57,5% (180) female, 42,5% (133) male in terms of their *gender*; 35,8 (112) between the ages of 22-30, 42,2% (132) 31-39, 16% (50) 40-48, 6,1% (19) 49 and above in terms of their *ages*; 75,5% (237) as married, 18,2% (57) single, 6,1% (19) widowed/divorced in terms of their *marital status*, 44,1 (138) as having a 1-10 year of professional seniority, 42,5% (133) 11-20 year of seniority, 13,4% (42) 21 and above year of seniority in terms of their *year of seniority*. According to such findings, the majority of the participant teachers have the years of seniority between 1-20 years and the teachers are founded as 74,8% (234) undergraduate, 23,0% (72) post-graduate and 2,2% (7) PhD in terms of their *education status*. From the perspective of their *level of teaching, 50,8%* (159) work in secondary schools and 49,2% (154) in high schools. Considering the frequency (f) and percentage (%) values of participant teachers for their *workplace,* the 80,8% (253) teachers work in public school, 19,2% (60) in private schools.

Findings

This chapter aims to deliver the findings generated through the analysis of data gathered from the data collection tools and opinions of participants from every dimension.

Findings on the First Sub-Problem and Interpretation

The first sub-problem of the study is determined as "*According to the perception of teachers, what is the performance of school administrators in their leadership styles?*" The table below assesses the perceptions of teachers participated to the questionnaire.

According to the perception given in **Table 1**, the school administrators act in a very little transformative leadership ($\bar{X}$=2.31) and transactional leadership ($\bar{X}$=2.49) behaviours. Such finding on the results may be interpreted as the teachers observed very little behaviours similar to the transformative and transactional leadership characteristics.

Table 1. Descriptive Statistical Information of Variables (N=313)

	Mean	Standard Deviation
Transformative Leadership	2.31	.80
Transactional Leadership	2.49	.62
Organisational Commitment	2.83	.94
Adjustment	2.09	1.07
Identification	3.13	1.03
Internalisation	3.47	1.07
Negative Acts (Mobbing)	1.56	.64

The transformative leadership is much more effective that the transactional leadership which includes traditional forms. The low levels of organisational commitment and frequency of mobbing cause a decrease in the efficiency and satisfaction at work and increase in stress levels. Various studies conducted abroad indicated that there is a relation between leadership style and mobbing. Agervold and Mikkelsen (2004), Leymann (1996), Vartia (1996), Ertüreten (2008) and Cengiz (2008) underline that the adopted leadership style is one of the reasons for mobbing at organisations. Additionally, various researches noted that the leadership style of organisation administration and mobbing has a significant relation. Cemaloğlu and Korkmaz (2010), Einarsen et.al (1994) indicated that when the administrators in organisations have any leadership skills, the frequency to encounter mobbing behaviours is low.

Findings on the Second Sub-problem and Interpretation

The second sub-problem of the study is determined as "*According to the perception of teachers, what is the organisation commitment levels of teachers towards their organisations?*

The results were evaluated by taking the **Table 1** above into consideration. When considering the organisational commitments of teachers in single dimension, there is significant commitment ($\bar{X}$=2.83). The teachers experience a lower level of commitment in the adjustment sub-dimension as one of the sub-dimensions of organisational commitment (rarely, $\bar{X}$=2.09), significant in identification ($\bar{X}$=3.13) and frequent in internalisation sub-dimension ($\bar{X}$=3.47).

The determination of low commitment levels among teachers pursuant to the data may be interpreted as they continue their profession without any demand for the realization of any desire. Therefore, teachers maintain their profession with their own will and priorities without any interest expectation.

The data indicated that the teachers have a significant commitment in terms of identification or relationship. This may be comprehended, as there are joint activities within the organisation. The emotions and ideas of a person within his/her organisation have an impact on the commitment levels developed towards the organisation. Provided that the person is happy and has similar values and acclaims, he/she aims to act in the way to bring benefits into the organisation. He/she adopts the feeling that the success or failure of the organisation belongs to him/her with regard to the identification. The fulfilment of requests, continuation of commitment towards the organisation regardless the satisfaction brings out the organisational identification (Başaran, 2000).

According to the year of seniority data, 44% of teachers have 1-10 years of seniority. Therefore, the identification level of teachers towards the organisation is significant. This might be interpreted as this is normal and the more years of seniority, the more identification occurs. For the identification, the time period spent within an organisation is significant and any person with higher commitment levels would spend more time within the organisation in order to bring more benefit.

Similar or even same values and interests of the person with the organisation lead an increase in the positive opinions towards the organisation and would make that person to work voluntarily with more concentration (Chatman, 1991).

Considering the data, the high levels of internalisation among teachers may be interpreted as the teachers work in their workplace with their own will, perceive the objectives and expectations about the school as theirs and are sincere in the performance of their duties. Balay (2000) indicated that the dimension called as internalisation is the most desired commitment dimension for the organisation.

When the results were assessed, it is obvious that since the adjustment sub-dimension of teachers are low; the general organisation commitment rates become medium-level. Thus, this result should not be considered as misleading. A low level in adjustment dimension and higher level in the internalisation sub-dimension is a normal outcome. The teachers participated to the study may be considered as conscientious.

Table 2. Distribution of Teachers in terms of their Exposure to Bullying in the Workplace

Education Level	f	Teacher %
Yes	33	10.5
No	280	89.5
Total	313	100

Table 3. Correlation Values between Leadership (Transformational Leadership, Transactional Leadership), Negative Acts, Organisational Commitment (Adjustment, Identification, Internalisation)

Variables	1	2	3	4	5	6
1.Transformational Leadership	1					
2.Transactional Leadership	0.59*	1				
3.Negative Acts	0.10	0.10	1			
4.Adjustment	0.17	-0.10	0.18	1		
5.Identification	-0.20	0.01	-0.08	0.10	1	
6.Internalisation	-0.16	0.02	-0.12	0.12	0.58	1

10-30 low level relation
30-70 medium level relation
70-1.00 high level relation.

Findings on the Third Sub-Problem and Interpretation

The third sub-problem of the study is "*According to the perception of teachers, what is the mobbing levels among teachers?*"

Table 1 reflects the descriptive findings on the negative acts dimension regarding the distribution of opinions of teachers about mobbing. Thus, according to the analysis results of negative acts scale used for the determination of mobbing experience levels of teachers, the teachers experience "none" negative acts ($\bar{X}$=1.56). Such findings might be interpreted, as the level of experiencing negative acts among teachers is very low.

Since the teachers have the similar objectives and expectations with the administrators and other school personnel, they have the tendency to perform compliant behaviours. The idea of having lower organisational commitment due to any negativity might prevent the formation of negative acts like mobbing. Additionally, the communication within the school might be considered as good; there is a positive relation between teachers, school administrators and school personnel; and the atmosphere in the school is positive. According to the study of Cemaloğlu and Okçu (2012), the primary school teachers expose to negative acts in the duty and social relation dimensions of mobbing at the level of "occasionally".

Additionally, as seen the **Table 2** above, 10.5% (33) of teachers expose to bullying in the workplace while 89.5% (280) not.

Findings on the Fourth Sub-problem and Interpretation

The fourth sub-problem of study is "*According to the perception of teachers, is there any significant relation between the leadership styles of school administrators and mobbing experience levels and organisational commitment among teachers?* **Table 3** reviews and evaluates the results with the perception of teachers.

According to the perceptions of teachers given in **Table 3**, there is a significant relation between the leadership behaviours of school administrators and transformational leadership and transactional leadership as the sub-dimensions of leadership behaviours (r=0.59, p<0.01).

Considering the mobbing towards teachers and sub-dimensions of leadership styles of school administrators, there is no relation between the transformational leadership behaviours of school administrators and mobbing experiencing levels of teachers (r= 0.10). There is no significant relation between the transactional leadership sub-dimension and mobbing levels (r= 0.10).

When organisational commitment sub-dimensions were reviewed internally, adjustment sub-dimension was found to have a medium-level negatively significant relation (r= 0.32, p<0.01) whereas a positively significant relation with the internalisation sub-dimension (r= 0.58, p<0.01). Yet, there is a decrease at the level of identification and internalisation sub-dimensions when there is an increase in the acts regarding organisation commitment adjustment sub-dimension.

In consideration with the sub-dimensions of organisational commitment and sub-dimensions of leadership styles of school administrators, there is no relation between the transformational leadership and adjustment (r= 0.17, p>.01); there is a negatively low level (r=-0.20, p<0.01) significant relation.

Table 4. Multiple Regression Analysis Results Regarding the Predictor of Leadership (Transformational and Transactional Leadership) on Mobbing

Variable	B	St. Error	Standard Beta	T	P
Fixed	1.468	.152		9.671	.000
Transformational Leadership	.118	.057	.146	2.075	.039
Transactional Leadership	-.071	.073	-.068	-.974	.039

R=.118. R^2=.10
$F_{(2-310)}$=2.20 p=.112

Table 5. Multi Regression Analysis Results on the Predictor of Mobbing Towards Organisational Commitment

Variable	B	Std. Error	Std. Beta	T	P
Fixed	2.719	0.139		19.519	.000
Negative Acts	0.071	.082	0.049	0.0866	0.387

R=0.049. R^2=.0.002
$F_{(1-311)}$=0.895 p=0.387

From the assessment of transformational leadership sub-dimension and internalisation sub-dimension, there is a low level negatively significant relation (r= -0.16, p<0.01) between transformational leadership and internalisation.

There has not found any significant relation between transactional leadership and adjustment (r=0.10) and identification (r=0.01) sub-dimensions.

Considering the mobbing towards teachers and organisational commitment sub-dimensions, there is a low level positively significant relation between mobbing and adjustment sub-dimension (r=0.18, p<0.01).

There is no statistical relation between the negative acts experienced by the teachers and identification sub-dimension of organisational commitment (r= -08, p>0.01); there is a negatively low level significant relation with internalisation sub-dimension (r= -12, p<0.01).

According to various studies, there is a significant relation between the leadership style of organisation administrator and mobbing. Cemaloğlu and Korkmaz (2010), Einarsen et.al (1994) noted that the mobbing is not frequently encountered provided that the administrators have the leadership skills.

Findings on the Fifth Sub-Problem and Interpretation

The fifth sub-problem of the study is "*According to the perceptions of teachers, are the leadership styles of school administrators the predictors of mobbing experiencing levels and organisational commitments of teachers?*" **Table 4** assesses the results on the basis of the perceptions of teachers.

According to the regression analysis results, the regression equation regarding the predictor of mobbing level is as follows: YYD= 1.468+.118. (Transformational Leadership)-0.71. (Transactional Leadership).

Together with the transformational and transactional leadership styles as well as mobbing experiencing scores, there is no significant relation (R=.118, R^2=.10, p=.112). The transformational and transactional leadership styles together explain 10% of total variance in mobbing.

Pursuant to the standardized regression coefficient (beta), the transformational and transactional leadership are strong predictors in consideration with the relative significance order of predictor variables on negative acts.

When the t-test results regarding the significance of regression co-efficient are reviewed, both "transformational leadership" behaviours and "transactional leadership" behaviours are found to be a significant predictor on the negative acts. The relation between the transformational leadership and mobbing is negative, whereas the relation between transactional leadership and negative acts is positive.

Organisational Commitment = 2.719 + 0.071. (Negative Acts)

The negative acts have a low level and insignificant relation with the organisational commitment scores (R=0.049, R^2= 0.002, p= 0.387). Negative acts explain 0.3% of total variance in organisational commitment. According to the standardized regression coefficient (beta), negative acts are not a strong predictor in consideration with the relative significance of predictor variables on organisational commitment. Pursuant to the t-test result concerning the significance of regression coefficients, negative acts were found to be an insignificant predictor on the organisational commitment. A study of Tengilimoğlu and Mansur called "Affect of Mobbing (Psychological Violence) in the Workplace on the Organisation Commitment" supports this outcome by assessing whether there is a statistical variance between organisational commitment and experiencing mobbing, and the results have shown that there is not a significant variance at the level of 0,05 (Tengilimoğlu and Mansur, 2009).

Table 6. Multi Regression Analysis Results on Predicting Organisational Commitment Through Leadership (Transformational and Transactional Leadership)

Variable	B	Std. Error	Std. Beta	T	P
Fixed	3.050	.221		13.783	.000
Transformational Leadership	-0.106	.083	-0.090	-1.278	.202
Transactional Leadership	0.010	.106	0.007	0.096	.096

R=.086. R^2=.0007
$F_{(2-310)}$=1.160   p=0.315

There is no significant relation between transformational leadership and organisational commitment (R=0.086, R2=0.007, p=0.315). Transformational and Transactional Leadership styles, together interpret the 0.007 in thousand of the total variance.

Pursuant to the assessment of t-test results about the significance of regression coefficients, only "the transformational leadership" behaviours are not predictors on the organisational commitment. Transactional leadership is considered not to be a significant predictor on the organisational commitment.

Organisational commitment = 3.050 - 0.106. (Transformational Leadership) + 0.010. (Transactional leadership)

People working in the organisational environment experience stress, dissatisfaction at workplace and burnout due to various variables (Cemaloğlu, 2011). One of such variables is mobbing. Leymann (1996) indicates that mobbing is a concept triggering the stress and making it more comprehensive and dangerous. According to the researches of Işık (2007) and Tayyar (2008), there is a significant relation between stress at work and work performance through mobbing. Mobbing at work place is noted as one of the main problems formed as a result of psychological factors causing tension and conflicting environment within the organisation, that distorts the organisational order, diminishes the performance, creates demotivation, decreases the commitment to work, negatively affects the satisfaction for work and workplace (Kırel, 2008; Kocaoğlu, 2007; Tetik, 2010).

By 2000s, there are various studies conducted in Turkey regarding the mobbing acts in organisational environment (Atasoy, 2010; Aksu & Balcı, 2009; Cemaloğlu & Korkmaz, 2010; Fettahlıoğlu, 2008; Yıldırım & Yıldırım, 2010 etc.). There has not been any study on mobbing in our country.

Result and Recommendations

This chapter indicates the findings generated during the research period and interpreted results and covers the recommendations on the basis of such results.

According to the perceptions of teachers, the school administrators do not clearly use any of leadership skills. Pursuant to the teacher perceptions, there is a significant relation between the transformational leadership and transactional leadership among the leadership styles. The data argues that the school administrators use both transformational and transactional leadership styles at the lower levels. Thus, the school administrators might be considered as not having any knowledge concerning the leadership. Cemaloğlu (2007) discussed in his study that the school administrators realize the leadership styles at the low level. Another study conducted by Cemaloğlu and Kılınç (2012) stated that the school administrators might perform both transformational and transactional leadership styles. In a study by Kul & Guclu (2010), the perception of P.E teachers indicated that the school administrators "generally" perform transformational leadership behaviours while performing transactional leadership behaviours "occasionally".

School administrators and school personnel (teachers, secretary and janitors) should be provided with the information on the composition of leadership and administration process. Therefore, in-service trainings should be organised, practical activities should be provided and where appropriate, the participation to such trainings should be mandatory. The observations regarding the attendance to the in-service trainings show that the teachers with the average age of middle and above, do not participate to such trainings.

As a result of study, the teachers were found to develop organisational commitment in internalisation dimension among the organisational commitment dimensions, medium level at identification and low level at adjustment. Balay (2000) stated that the internalisation dimension is the most desired dimension within the organisation.

Oztug & Bastas (2012) figured though the term of employment coefficient used in his study that there is a variance in the organisational commitment levels. Therefore, the teachers tend to have more organisational commitments with a longer term of employment. This might be interpreted as a situation that arises with a higher internalisation dimension in a relation with out study. In the study of Kul & Guclu (2010), the findings on the organisational commitments of P.E teachers indicates that they have low level commitment in the adjustment dimension, medium level in identification and high level in the internalisation.

The teachers should be ensured to actively participate to all activities in school. The organisational commitment levels of teachers may increase with a higher participation. Moreover, the supervision mechanism at school should be improved. Teachers should participate in the administration process in order to develop participatory administration mentality by gathering information on the existing system on specific intervals through letters, questionnaires. Thus, the teachers would be ensured to be a part of "decision-making" process as well as the administrators.

Pursuant to the data on the year of seniority, 44% of teachers are in the range of 1-10 year of seniority. Therefore; the teachers might be considered as having a medium level of identification towards their organisation. This is interpreted as normal and that the identification increases with the increase in the year of seniority. For the identification, the time period spent within an organisation is significant and any person with higher commitment levels would spend more time within the organisation in order to bring more benefit.

When the organisation commitments of teachers are evaluated in the single dimension, the commitment is found as a medium level. The study conducted by Yılmaz (2012) indicated a similar outcome as well. Therefore, the participants of the research have a medium level of commitment.

Considering the school as an organisation, the teachers, administrators and other school personnel should be ensured to have the awareness that there is no event regarding the school with a benefit. Thus, the sub-dimensions of organisational commitment "adjustment, identification and internalisation" would be distributed equally. Additionally, the time that teachers spent at school should be improved, which might increase the organisational commitment. For such purposes, the laws might be implemented actively.

Thus, according to the analysis results of negative acts scale used for the determination of mobbing experience levels of teachers, the level of experiencing negative acts among teachers is very low. There is no significant relation between the transactional leadership sub-dimension and mobbing. According to the study of Cemaloğlu and Okçu (2012), the primary school teachers expose to negative acts in the duty and social relation dimensions of mobbing at the level of "occasionally".

When the mobbing experience of teachers and sub-dimensions of leadership styles of school administrators are assessed, there is not any relation between the transformational leadership behaviours of school administrators and mobbing experiencing levels of teachers.

The mobbing behaviours might be prevented through a positive communication between school administrators and teachers by enhancing the social network.

When the sub-dimensions of organisational commitment analysed internally, the adjustment sub-dimension has no significant relation with the identification sub-dimension; whereas the adjustment sub-dimension has a significant relation with the internalisation sub-dimension. Yet, when the behaviours concerning the adjustment sub-dimension of organisational commitment increase, there is a decrease at the level of identification and internalisation sub-dimensions.

In consideration with the relation between the sub-dimensions of organisational commitment and sub-dimensions of leadership styles among school administrators, there is no relation between the transformational leadership and adjustment, and no significant relation with the identification. No significant relation was found between transactional leadership and adjustment and identification sub-dimensions.

Additionally, when mobbing towards teachers and sub-dimensions of organisational commitments were evaluated, there is a low level positively significant relation between mobbing and adjustment sub-dimension.

There is no statistical relation between the negative acts and identification sub-dimension of organisational commitment; while there is a negatively low-level significant relation with the internalisation sub-dimension.

Negative acts have a low-level and insignificant relation with the organisational commitment scores. The negative acts were found not to be a significant predictor on the organisational commitment. A study of Tengilimoğlu and Mansur called "Affect of Mobbing (Psychological Violence) in the Workplace on the Organisation Commitment" supports this outcome by assessing whether there is a statistical variance between organisational commitment and experiencing mobbing, and the results have shown that there is not a significant variance at the level of 0,05 (Tengilimoğlu & Mansur, 2009).

People, who think that they are exposed to mobbing in the school, should clearly express such situation. Therefore, the applicants of mobbing would be appropriately evaluated. Additionally, legal regulations should be adopted on mobbing. School personnel (administrator-teacher-other personnel) should be ensured to have knowledge on mobbing. Any teacher or school personnel having knowledge on mobbing should define a similar act when they experience it.

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