Investigation of Mobbing Exposure of Female Teachers Working in Schools by Female Administrators

Okullarda Görev Yapan Kadın Öğretmenlerin Kadın İdarecileri Tarafından Mobbinge Maruz Bırakılma Durumlarının İncelenmesi

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ABSTRACT

The study, it was aimed to determine the exposure of female teachers working in schools to mobbing by female administrators and their views on mobbing. A semi-structured open-ended interview form was used as a data collection tool in the research, which was designed with the phenomenology approach, one of the qualitative research methods. In the study, data obtained from face-to-face interviews with nine female teachers were subjected to the content analysis method.

It has been determined that women excuse intimidation due to the nature of management and seem quite pessimistic about its solution. Female teachers stated that female administrators applied much more harsh and oppressive intimidation behaviors to themselves compared to male administrators.

Keywords: Mobbing, Female Teacher, Female Manager

ÖZET

Araştırmada okullarda görev yapan kadın öğretmenlerin kadın idarecileri tarafından yıldırma olgusuna maruz kalma durumlarını ve yıldırma olgusuna yönelik görüşlerini tespit etmek amaçlanmıştır. Nitel araştırma yöntemlerinden olgubilim (fenomenoloji) yaklaşımı ile desenlenen araştırmada veri toplama aracı olarak yarı-yapılandırılmış açık uçlu görüşme formu kullanılmıştır. Çalışmada dokuz kadın öğretmen ile yapılan yüz yüze görüşmelerden elde edilen veriler içerik analizi yöntemine tâbi tutulmuştur.

Kadınların yöneticiliğin doğası gereği yıldırmayı mazur gördükleri ve çözümü konusunda oldukça karamsar göründükleri tespit edilmiştir. Kadın öğretmenler, kadın yöneticilerinin erkek yöneticilerine oranla kendilerine çok daha sert ve baskıcı yıldırma davranışları uyguladıklarını belirtmişlerdir.

Anahtar Kelimeler: Yıldırma, Kadın Öğretmen, Kadın Yönetici

INTRODUCTION

Social life, which is integrated into the constantly changing and developing economic life, has enabled women to be more involved in business life day by day. With the increasing involvement of women in business life, the phenomenon of mobbing has started to be discussed in our country, especially since the beginning of the 21st century, and much research has been conducted on this subject. However, when these first studies (Akan, Yıldırım & Yalçın, 2013; Çelebi & Taşçı, 2014; Uğurlu, Çağlar & Güneş, 2012) are examined, it is noteworthy that the act of intimidation is handled only as an attitude of male managers towards female employees.

The English term "mobbing" was first used by British biologists in the 19th century to describe the movements of birds flying around attackers to protect their nests. The concept was later introduced by Konrad Lorenz in the 1960s, when smaller groups of animals, such as birds, attacked a stronger but solitary animal, such as a fox, altogether or deprived the weakest of the birds of the same brood, depriving him of food and water, leaving him weak, then attacking him to die. It is used to indicate the status (Tınaz, 2011). As a result of his long-term observations, it was Leymann (1990) brought the concept of mobbing to working life for the first time by detecting that hostile and aggressive attitudes were exhibited among employees. Especially since the second half of the 20th century, we have seen an increase in studies on how to provide a healthy working environment and what needs to be done to keep the motivation of the employees at high levels. These studies have shown us that mobbing is one of the most important problems faced by organizations that aim for efficiency.

The concept of mobbing, which is an important element of organizational life, has been a frequently researched subject, especially since the second half of the 20th century. Heinemann (1972) used this concept to describe the harmful aggressive behavior of small groups of children toward a single, powerless child. The concept of psychological harassment in the workplace was first used by German psychologist Heinz Leyman. Leyman (1990;

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1996) presented the issue of psychological harassment and related dismissal as a very serious problem in the workplace. In recent years, scientists who have been doing research in the field of management and work psychology have identified a new phenomenon of alienation from the workplace caused by workplace-related psychological problems. This phenomenon, which was initially thought to be the psychological pressures stemming from the competition in the workplace, but whose existence and dimensions are not very noticeable, is frequently encountered among people who have to leave the institutions they work for, especially through resignation, is called "mobbing" (Tınaz, 2011). Although the working history is not very old, many different definitions of the concept of mobbing have been made in the literature.

AUTHOR	TERM USED	DEFINITION
Leymann, (1996)	Mobbing: Psychological Harassment / Psychological Terrorism at Work	It is the systematic long-term hostile or unethical communication of one or more people, usually with a person, and as a result of this ongoing communication, the person exposed to hostile behavior feels helpless and vulnerable.
Salin, (2005).	Workplace Bullying	It is explained by repetitive and negative behaviors directed at one or more people. By definition, there is a clear inequality of power between the perpetrator and the exposed party, which creates a hostile environment in the workplace.
Wilson, (1991).	Workplace Trauma	It is the disintegration of the personality of an employee, employer, or manager as a result of apparent or covert, repetitive, intentional and malicious acts.
Keashly and Jagatic, (2003).	Emotional Harassment	It is repetitive, hostile, verbal and non-verbal, often non-physical, behavior directed at one or more persons working in a workplace.

Adapted from Tınaz, 2011.

The typology of mobbing acts is defined into five categories in terms of affecting the victim (Leymann, 1996). First category; These are attacks on communication (behaviors aimed at limiting the communication of the person with the environment, being constantly interrupted, scolded loudly, being excluded from the decision processes, verbal attacks and threats). Second category; Attacks on social relations (co-workers or supervisors do not talk to the victim, act as if he does not exist, move his room to an isolated place from others). Third category; Attacks on the personal image (spreading rumors about the victim, mocking an apology, making sarcastic jokes about his speech, gait, ethnicity, name-calling). Fourth category; Attacks on their professional career (either no job being given to the victim, or under-capacity or very meaningless work). Fifth category; They are attacks on their health (forcing the victim to do dangerous, heavy and difficult work, violence or even direct sexual harassment).

The problem of mobbing in the workplace is a very comprehensive and complex process that cannot be explained by a single reason. It is accepted that it emerges as a result of an interaction of personality traits, the job position of the victim and organizational and socio-economic conditions (Özen, 2007). When the basic literature on the subject is examined, it is seen that the main factors that cause mobbing are collected in 3 dimensions individual, organizational and social reasons. Apart from these, other factors that cause mobbing behaviors in organizations are "a brilliant career, a glamorous beauty, superior emotional intelligence, different beliefs, groups, races and origins, a fairly young person, an old lady or a gentleman, among women. A single man and a single woman among men". (Çobanoğlu, 2005).

It can be said that the act of mobbing does not only affect the mobbing victim. In simple terms, although the victim seems to be directly affected, this violence affects the organization, family and society indirectly, both psychologically and materially, as much as the individual is affected.

Since the effect of mobbing on women was taken into account in this study, studies on women were investigated. In a study conducted with 20 women working in the public and private sectors (Topkaya Sevinç, 2011), women's perceptions of "intolerance, reluctance, anti-sociality, loss of job satisfaction and motivation, low self-esteem, depression, anger, self-hatred, fatigue, headache, hair loss, mental illness, sleep problems, constant crying, etc." turned out to be what they saw.

In the research, in cases where the mobbing victim is a woman, 63% of the mobbing incidents are done by women; It has been observed that most of the mobbing cases occur in the form of harassment by the same sex against the same sex. (Namie, 2003). In another study, a field study was conducted on white-collar workers in the health and education sectors and the Police Department in Bursa. In the findings of this study, it was determined that the

perpetrators of mobbing behavior were men, supervisors or seniors, and female employees were more exposed to mobbing by women (Bilgel, Aytaç, Bayram, 2004). It is stated that the mobbing phenomenon, whose victims are thought to be mostly women, is mostly encountered in institutions providing services in the field of education and health (Yıldırım, 2017).

Based on the emphasis on women in all these studies, the mobbing applied by women to each other in this study was found worth examining. Based on all these explanations, it is important to reveal the ways in which female teachers working in educational organizations interpret the mobbing behaviors they are exposed to and the coping strategies they exhibit against mobbing behaviors.

The main purpose of the study is to determine the views of female teachers working in basic education institutions on the concept of mobbing, to examine in detail the attitudes of their fellow teachers, especially those who work as administrators in the institutions they work, and to develop an understanding on this subject. In addition, another aim of the study is to shed light on the mobbing processes and results encountered in schools by raising awareness about mobbing. In this respect, the main problem statement that we will focus on throughout our study, "What are the thoughts of female teachers working in schools about being exposed to mobbing by female administrators?" was found in the form. Based on this basic problem, other sub-problems to be answered are listed below:

✓ What are the thoughts of female teachers about the place of mobbing in business life?

✓ What are the thoughts of female teachers about the mobbing process?

✓ What are the opinions of female teachers about the parties to the mobbing phenomenon?

✓ What are the opinions of female teachers about coping strategies with mobbing?

✓ What are the thoughts of female teachers about preventing mobbing?

The study group of this research was limited to female teachers working in the public sector. Since female teachers working in private schools were not included in the study, such a comparison was not possible.

METHOD

Research Model

The pattern of this study was the phenomenology approach, one of the qualitative research methods. In phenomenological studies, information sources consist of people or communities who have been exposed to the phenomenon that the researcher wants to examine in their own life and can reflect this phenomenon (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2011).

Participants

The population of the research consisted of 7,644 teachers working in public schools affiliated with the Pendik District Directorate of National Education (http://pendik.meb.gov.tr/). During the determination of the sample, the criterion sampling method was adopted. Criterion sampling is used when it is desired to create observation units from people, events, objects or situations with certain qualities (Büyüköztürk et al., 2011). Participants were selected from among female teachers working in the Pendik District of Istanbul Province in the 2022-2023 academic year, with a female administrator and employees.

Table 1. Participants Profile

No	Branch	Tenure	School Type	Marital Status	Age	Number of Children
P1	Pre-school	11	Primary School	Married	32	1
P2	Primary School Teacher	8	Primary School	Married	30	2
P3	Special Education	5	Primary School	Single	26	0
P4	PDR	3	Secondary School	Single	25	0
P5	Arts	10	Secondary School	Married	31	2
P6	English	13	Secondary School	Married	35	2
P7	History	16	High School	Married	38	3
P8	Geography	6	High School	Single	30	0
P9	Physics	4	High School	Single	27	0

Data Collection Tool

During the research process, data were obtained through semi-structured interviews. Semi-structured interviews make it possible to progress in depth in the area of interest, as well as answer with fixed options. Despite some

disadvantages, it has advantages such as ease of analysis, the opportunity to express oneself to the interviewee, and providing in-depth information when necessary (Büyüköztürk et al., 2011).

During the creation of the interview form, a literature review was done and the forms applied in the previous studies on mobbing were also taken into consideration. Again, following the creation of the form, the question items were examined by an academician who has a doctorate in educational administration and supervision, a Turkish teacher, a female administrator and two female teachers who have been working for at least two years, and the form was finalized by taking their opinions into account. In the last stage, our form consisted of the first part, where demographic information such as age, duration in occupation, and marital status of the participants was asked, and the second part, which included four main questions and 15 sub-questions about mobbing.

The interviews were done with a voice recorder. Each interview took approximately 40 minutes. In the qualitative phase of the research, "credibility" instead of internal validity for validity, and "transferability" instead of external validity; In order to ensure reliability, the concepts of "consistency instead of internal reliability" and "confirmability" instead of external reliability were discussed.

Analysis of Data

In qualitative research, data analysis can be done during the data collection process as well as afterward. Qualitative data analysis has three basic stages: organizing the data, summarizing the data, and interpreting the data (Büyüköztürk, 2011). The answers to the open-ended questions in the semi-structured interview form will be examined separately by the researcher, and the issues with "consensus" and "disagreement" will be discussed and necessary arrangements will be made. Key points-opinions will be determined from the collected data, which is a coding job. Then the codes are grouped under similar concepts to make them more meaningful and related to the research situation and problem. Categories were created from these concepts.

FINDINGS

In this section, the findings obtained as a result of semi-structured interviews with the participants are included. During the research process, fifteen sub-questions were asked to four participants in the context of four main questions, and 32 pages of raw data were obtained as a result of a total interview time of 360 minutes. It has been understood that the data obtained by subjecting the research data to content analysis can be gathered under the themes of the general evaluation of mobbing, mobbing processes, parties to mobbing, coping with mobbing and preventing mobbing. The content analysis method requires bringing together similar data within the framework of certain concepts and themes and interpreting them in a way that the reader can understand. For this reason, it was found appropriate to examine the research findings in detail on the basis of four themes.

Findings Regarding the Place of Mobbing in Working Life

This theme is "What do you think "mobbing" is?" It consists of the opinions of the participants regarding the question and the four sub-questions associated with this question. When the findings obtained in this theme are examined in general, it is understood that all of the female teachers have been exposed to or witnessed mobbing, and these experiences are interpreted as gender-related to a significant extent. Participants stated that this situation is mainly due to prejudices against women and the patriarchal social structure. However, physical attractiveness, success and jealousy stood out as other topics covered in this theme. Among the participants who were asked to define the concept of mobbing, it was seen that the participant working as a PCG teacher (P4) and the participant working as an English teacher (P6) made practical definitions in accordance with the literature. However, although the other participants stated that they had heard the concept of mobbing for years when asked to define the definition, it was seen that they faltered and could not form satisfactory sentences. Some of these definitions are as follows.

Mobbing is psychological pressure. (P1)

When I think of mobbing, I think of the psychological violence that managers inflict on employees at work. (P4)

It's a concept I've heard a lot, but I'm not familiar with its content. (K9) Psychological pressure and bullying applied by superiors to employees in a workplace. Bossiness in slang terms. (P6)

As can be seen from the definitions, the participants who were able to define the concept of mobbing referred to the psychological pressure aspect of the concept. It was seen that there was a consensus among the female teachers whose opinions were consulted in the study that mobbing is a part of organizational life in place of working life. It

has been seen that the opinion that there is always mobbing wherever the management work and the manager is is common to all the participants. The statements of the participants in this context are as follows.

In my opinion, even behaviors such as forcing teachers to open WhatsApp groups and insisting that they become members of these groups, and insisting that teachers give their phone numbers to parents constitute mobbing. In other words, if we look at it from this point of view, mobbing has already become a part of the work-life of us teachers. (P1)

I am also frequently mobbed. When I enter my manager's room, he does not condescend to look at me or pay attention to his style when he is with other people and even acts much more rudely than when he is one-on-one. Now I believe that they are consciously acting this way. (P3)

I think they are using this way to follow the rules. They see bullying as the surest way to get things done completely. (P5)

There is a lot of work apart from the job description that is imposed on the employees every month without any excuses. In this respect, if we consider the imposition of drudgery in schools in this context, mobbing is practiced almost every day. (P6)

To the question of whether gender is an important factor in being exposed to mobbing, only one participant stated that mobbing could be caused by many different variables in organizational life and he could not make a sexist distinction for the mobbing behaviors he witnessed. Because he stated that the people he witnessed applying mobbing in his own working life applied it to male employees at the same rate as well as female employees. All the remaining participants drew attention to the relationship between mobbing and gender. Accordingly, the participants referred to prejudices against women. The opinions of the participants in this context are as follows.

Because women are seen as more vulnerable in society, people think they can oppress more easily. Men are generally more carefree. But we women worry about everything. Therefore, its effects are experienced much more deeply in us. (P4)

I have not had a problem with my male administrators. They usually try to be nice to me. However, this is not the case with female administrators. They react much more harshly than men. Women keep saying that women are oppressed, but women oppress women the most. I think it has to do with upbringing. Since girls are crushed at a young age, this settles in their subconscious. They are warier of them, either because of the male's sense of strength or as a power-worshipping. However, they are much crueler to their fellows. Women have this a lot, and I even admit that it happens to me. (P7)

There is no difference by gender. The same applies to all teachers. From the point of view of those who implement it, all administrators actually implement it. I have two female administrators; for example, one is very cruel and the other is a real angel. Therefore, it is necessary to evaluate it not in terms of gender, but in terms of character. (P8)

Because female managers need to make them feel more like managers in the workplace, they resort to intimidation more than male managers. At this point, since female teachers are seen as weaker, they are less tolerant of them. Male teachers can express their objections very harshly when appropriate. Female teachers are more passive. (P9)

When we look at the statements of the participants, it is seen that women believe that they are more likely to be mobbed because they are seen as weak and vulnerable and men are seen as stronger. These views can be considered as an effect of the patriarchal thought prevalent in society. At this point, it was stated that the judgment that women cannot defend themselves because they are helpless emotionally supports these prejudices. All these are also explained by the participant's view that being a woman in a male-dominated society means being different.

Findings Regarding the Mobbing Process

This theme is "Have you ever been bullied or witnessed?" It consists of participant views on the question and five sub-questions in this context. It can be stated that this theme mostly focuses on the participants' making sense of their mobbing experiences in their organizational lives. When the findings obtained in this theme are evaluated in general, it is understood that a significant part of the specific mobbing experiences reported by the participants is due to being different. It has been determined that in the emergence of mobbing processes, verbal patterns such as humiliation, gossip and threats are frequently used in terms of behavior, covert behavior patterns such as surveillance and ignoring are used, and legal authority is used to put pressure on the victim. It has been determined that a significant part of the process is carried out systematically over several training periods and most of these

behaviors aim to disrupt the psychology of the victim, render him/her professionally incompetent and harm his/her professional career. Some of these views are as follows:

You are often accused of not acting professionally. My manager even tried to shoot me in terms of motherhood. (P1)

I am so mad that we are humiliated, especially in relation to my major. The first way to offend me is to say, "What use are you PCG teachers anyway!" in the form of discrediting the branch. When I became an administrator, I did not recognize the people I knew when I was a teacher. They become ruthless in the name of power. (P2)

I think I was blamed for wearing clothes that my manager did not approve of. (P6)

The opinions of the participants on the causes of mobbing reveal that each case is fed by different reasons within itself. The participants' opinions in this direction are as follows:

A parent complained to my friend and my principal and administrators accused him of professionalism and motherhood without listening. Already always "please the parent's heart!" Isn't it a mobbing in itself that they behave in an attitude? (P2)

She claimed that I did this even though I didn't talk behind her back, and when we went to the principal's office, my female assistant principal started shouting at me, especially when she was waiting for a moment when the principal was in the room. I strongly believe in the saying, "Woman is the wolf of woman." There he yelled at me to satisfy his ego and give the message that I am as strong as a man. I think this is the reason why they do these behaviors, especially in crowded environments. (P4)

When there is paperwork, they immediately call their rooms and react to your slightest mistake. I think this is the "I know everything psychology" and the ego to show it to the employee. (P5)

Constantly being forced to visit parents at home and controlling it via WhatsApp is now overwhelming. The manager's overly ambition and his effort to prove himself to his superiors cause him to oppress his employees. (P8)

In addition to the participants who stated that these actions continued systematically during at least one education period, there are also participants who stated that they were exposed to such actions throughout their professional life. Regarding the frequency of intimidation, the participants mostly emphasized the continuity of the actions. At this point, it is noteworthy that the participants recently stated that they had been put under pressure, especially through the WhatsApp application. In the mobbing process, the behaviors that can be encountered in the routine life flow are systematically applied.

Through the specific experiences of the mobbing process that the participants conveyed within the scope of the research, the reasons, aims, applied behaviors, and the frequency and duration of mobbing in educational organizations were tried to be revealed. It can be stated that the findings obtained in this theme overlap with the data in the previous theme. As a matter of fact, it is seen that the acts of intimidation can be associated with being different to a large extent and in this direction, as a woman in a male-dominated society. In addition, it has been observed that there is a verbal attack tendency, not physical, through direct but indirect behaviors in mobbing acts. In addition, it can be said that this process is supported by implicit behavior patterns and the use of legal authority. It was emphasized by the participants that these practices, which aim to damage the psychology and reputation of the victim, render them professionally incompetent, and harm their social relations and career, are systematically applied for a certain period of time. Therefore, it can be stated that the participants interpret their mobbing experiences through gender.

Findings on Coping with Mobbing

This theme was "Which coping strategies were used by the victim during the bullying process and how?" It consists of participant views on the question and five sub-questions in this context. However, it was observed that none of the participants took legal action despite the intimidating behavior. The question was not addressed in the negotiations. However, in this theme, which focuses on the preferred coping strategies despite the experiences of mobbing, a general evaluation was made of the results obtained as a result of the strategy carried out.

When the findings obtained in this theme are evaluated in general, it is understood that all of the participants found it appropriate to remain silent and follow the course of events. A significant part of the participants, who applied for the opinions of their family and friends in this process, stated that they received psychological support, relaxed and exchanged ideas about the solution, even though they did not contribute to the course of the process. On the

other hand, it is seen that their spouses and friends do not encourage them in this regard at the point of starting the legal struggle, and they advise them not to activate the complaint mechanisms in the face of the events. The opinions of the participants regarding the coping strategies used in mobbing are as follows:

I can't think of any solution. If I had a solution, I wouldn't have these problems anyway. All I can say is that perception needs to change. (P3)

While the necessary punishment is not given to the murderer legally, will the mobbing be given to the one who does it? It is the destiny of Eastern societies to establish authority by instilling fear. That's why I don't believe it will end. (P4)

This year, I started to get bored with these applications. That's why I'm thinking of applying for a summer appointment. So I think I will get rid of these administrators. (P7)

Generally, we try to make the requests of the administration on paper. There has been a certain experience over the years. I don't use the word "no" to managers anymore. When you pretend to do it on paper without being seen too much, there is not much problem. Otherwise, who will you be dealing with on which platform? (P8)

It was observed that all of the participants did not take legal action against mobbing. However, one participant commented on this issue as follows: "When you complain, the reaction against you will become even tougher, so most of the time, the events are put down because people around them witness that this situation doesn't work out either." Therefore, it is possible that the legal struggle against intimidation acts will be inconclusive due to the implicit nature of such acts, and therefore there is not much choice. In this direction, it is seen that the participants mostly resort to the methods of staying silent and not having too much contact. The participants, who preferred to share their experiences with their close circles, expressed their views on this issue as follows:

I am not afraid to share my experiences. When I shared it with my colleagues, I saw that they often accepted these behaviors. My wife is also a police officer and she is more exposed to these behaviors. That's why he says, "Don't bother; just tell me and take your lesson." (P1)

I don't like to share these topics. Sometimes I share with my family. They say they go talk too, but I think it's a disease. So let him get treatment; I'll talk and figure out what. (P3)

I usually share it with my wife. Since he is also an officer, he doesn't care much about what is happening; he sees these behaviors as the nature of the administration. (P6)

Although some say to file a legal complaint, the majority pushes you to passivity by saying, "Don't react; accept it." (P7)

While all of the participants shared their mobbing events with their family members, it was observed that they also shared it with their social environment and colleagues. Only one participant reported that he did not share it with his friends outside his family. However, it was stated that most of the people who witnessed these experiences made recommendations to cover up the incident, and very few of them expressed their opinions on the point of resorting to legal remedies. However, it is stated that those who say to take legal action avoid making a visible contribution in the next process. All of the participants stated that sharing the mobbing events they experienced had no effect on the course of the process.

Findings on Preventing Mobbing

This theme is "Do you think mobbing in working life is a preventable phenomenon?" It consists of participant views on the question and a sub-question in this context. In addition, the details of this theme, which focuses on the measures to be taken to prevent mobbing experiences, are presented together with the general evaluations of the participants about the preventability of mobbing. When the findings obtained in this theme were examined in general, all of the participants drew attention to the fact that fighting mobbing can only be achieved through education. Institutionally, it has been suggested to organize training on the subject, to base on merit in manager appointments, and to increase sanctions against intimidation. When asked whether it is possible to prevent mobbing in working life, almost all of the participants stated that it is very difficult and they drew a very pessimistic picture in this regard. Participants who expressed their opinions in this direction pointed out that mobbing is perceived as a requirement of the management. However, the participants, who were asked to make suggestions on an individual, organizational and social basis in order to prevent mobbing behaviors, especially drew attention to the lack of education. The opinions of the participants in this direction are as follows*:*

Our biggest weakness is communication. Managers must have communication training. There is everything in theory, but the application part is weak. The perception of women in the media must change. Women are the first to believe that women should be oppressed. This perception must change. (P4)

Education for children aged 0-7 is the only solution. This social upbringing has to disappear. It is possible only by addressing the individual at a young age. It is necessary to have a healthy ego, and at this point, the education of children should be given great importance. European practices should be taken into account. (P5)

People should be given the right to be more flexible in enforcing the rules. Managers must receive communication training at the stage of selection. (P8)

When appointing managers, they should receive training on behaving fairly and tolerantly, strengthening communication, emphasizing the qualities of leadership rather than bossing, and empathy. In order for managers to evaluate their performance, it is necessary to be evaluated by continuous surveys of their employees. Thus, they can see at what points their employees feel uncomfortable with them and they can try to improve themselves in those areas. (P9)

When the findings obtained in line with this theme are evaluated in general, it is understood that although some of the mobbing behaviors that the participants see as a part of organizational life are caused by uncontrollable factors such as human nature, many experiences can be prevented and this is possible only through education. Therefore, preventing mobbing in organizational life is seen as a long-term goal. However, it is understood that some of the participants offered suggestions that could lead to more effective results in the short term, such as increasing criminal sanctions and establishing support units. Another striking finding in this theme is that all of the participants believe that individuals who practice mobbing exhibit these behaviors because they are not psychologically healthy. In addition to this, it is an important finding that attracts attention that female teachers are more likely to suffer from intimidation behaviors of female administrators than male administrators.

DISCUSSION AND CONCLUSION

The research has tried to examine the opinions of female teachers about the concept of mobbing, their encounter with the mobbing phenomenon and the shaping of this phenomenon according to the gender factor. As a result of the findings, the main reasons for the mobbing that women do to each other in the workplace are "Appearance/beauty, unattractiveness, competition". In the comments, it was mentioned that female managers are often quite cruel and harsh towards their female subordinates, and if there is a female employee who is more beautiful and interesting than her, they often burden her. Again, the belief of managers that female employees can be put under pressure much more easily than male employees is an important result. At this point, this research contributes to the literature in terms of revealing the reasons for mobbing by women. In the study, it was tried to determine the underlying causes of mobbing against other women by women. The findings revealed that the causes of mobbing between women are mostly based on individual and emotional factors. When these reasons are examined, it can be thought that women tend to mob due to their complex emotional structure, personal ambitions, jealousy, upbringing, family environment, career, the socio-cultural structure of the society, etc. However, the issue of revealing other reasons underlying the causes of mobbing can also be revealed by research that can be done in the field of behavioral sciences.

I strongly believe in the view that "Women are the wolf of women,", especially for a woman manager. It is women who oppress women the most." His comments are quite interesting and realistic when evaluated considering the social status of women in Turkish society. In these criticisms of female managers, it was stated that when women reach a certain status, they tend to behave like this because of "overwhelming and ego explosion." So much so that these criticisms may have some truth when it is considered that women are constantly raised as protectionists within the family structure of society and that they are not brought to certain positions in management even if the education they receive is equivalent to that of men. This situation expressed about women may lead to the thought that women cannot establish a healthy balance between both their private and business lives. Keeping these two lives in balance in terms of stability and order can prevent the deadlocks that women may face.

The efforts of women to dominate women or the psychological harassment they apply to them from the moment they start to see them as competitors can be examined by behavioral scientists or psychologists in particular. Considering the results of mobbing, due to the material and moral damages it causes to people, It can be suggested that this issue should be urgently brought to the agenda in business life, and measures should be taken in terms of both legal ways and workplace ethics and morals.

Findings on mobbing results match with other studies in the literature. The mobbing results obtained in this study, as in Sevinç's research (2011), were found as "intolerance, loss of motivation, depression, anger, physical and mental illnesses". The results of the "negative impact on performance, stress" in the study of Şahin and Türk (2009) were also among the findings of this study (Cevher & Öztürk, 2015). It is thought that this study contributed to the literature on "reasons for mobbing." The reasons for the violence experienced by women in the workplace were examined by taking into account the self-expressions of the women included in the study. The results emerged in a way that might be surprising in the context of studies describing mobbing in the literature.

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