



## Research Article

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# Examination of the Relationship Between Mobbing Behaviors and Personality Traits Encountered by Physical Education and Sports Teachers

Bekir Samet Taskinoz <sup>1</sup>, Mehtap Yildiz <sup>2</sup>

<sup>1</sup> Physical Education and Sports Teacher, Nuri Pakdil Anatolian High School, Ankara, Turkey

<sup>2</sup> Physical Education and Sports Department, Necmettin Erbakan University Educational Faculty, Konya, Turkey

## Abstract

The purpose of the research is to reveal how there is a relationship between the mobbing behaviors that physical education and sports teachers are exposed to and their personality traits in terms of various variables. In the research, relational survey model, which is one of the descriptive research models, has been used. The research group consisted of 304 physical education and sports teachers working in public schools in Ankara. In research, the Personal Information Form, Negative Behavior Scale (NBS) and Five Factor Personality Characteristics Scale (FFPCS) have been used. In data analysis, independent sample t test, one-way analysis of variance (Anova) test, Spearman correlation test and multiple regression analysis have been applied. According to the results of correlation analysis between NBS and FFPCS, it has been specified that there was a weak and significant relationship between the exposure to negative behaviors and extraversion, conscientiousness and agreeableness sub-dimensions in a negative direction, while a moderate significant relationship was found with the neuroticism sub-dimension in a positive direction.

**Keywords:** Physical education, Sports, Teacher, Mobbing, Personal characteristics

## INTRODUCTION

Teaching was not seen as just a profession; it has been described as a sacred duty in all periods of history. The desire of human beings to transfer knowledge to others has found itself best in the profession of teaching. The teaching profession is not an ordinary field of study; it is an important profession that is quite professional and requires some qualified features in its personality. The most important conditions of being a teacher are that the individual loves this profession and does not expect a great return.

In reference to Leymann <sup>[1]</sup> mobbing is when one or more people systematically (at least once a week) communicate with a person in a hostile or unethical manner in the long-term (at least six months) and as a result of this ongoing communication, hostile aggression occurs. The person exposed to the behavior feels helpless and vulnerable. Davenport, Schwartz, and Elliott <sup>[2]</sup> mobbing is when a person gathers other people against another person with or without their consent, and by creating an aggressive environment by constantly making malicious acts, implying, mocking and degrading social reputation of other person, it encourages them to quit their job defined as coercion. Namie <sup>[3]</sup> on the other hand, describes the concept of mobbing as the continuous exposure of an employee (target person) to malicious and negative behaviors that will endanger the health of the target person by one or more employees.

According to Gates <sup>[4]</sup> mental violence begins with a personal conflict. One marks the other as a target and draws other personnel into the business, making the situation even worse. The aim of the said attack is to intimidate, humiliate and harm the victim and cause him to leave the institution. Mobbing is deliberate.

The persecution in educational institutions and the mobbing in the workplace are the continuation of each other. Persons who mobbing in the workplace; "control-loving, fearful, irritable, likes to be on top, etc." is characterized. Many of their behaviors arise out of a lack of trust and an intolerance <sup>[2]</sup>. They try to deal with people, not their work. They are "hypocritical, aggressive, following their opponents, cautious" types. Whenever they have the opportunity, they criticize their superiors and their opponents. They show a sincere attitude towards the victim in order to turn a corner. They are docile, caring, thoughtful, and always wanting to dominate everything. They can distance themselves from the employees by exhibiting

\*Corresponding author:  
**Dr. Mehtap Yildiz**  
Physical Education and Sports  
Department, Necmettin Erbakan  
University Educational Faculty,  
Konya, Turkey  
Email:  
yildizmehtap77@gmail.com

“serious, restless and harsh” behaviors to the personnel working with them [5]. One of the most obvious characteristics of mobbers is that they act extremely selfishly [6].

It has been observed that people who encounter mobbing in the workplace have higher-level characteristics than the attackers. The professional lives of these “hardworking, intelligent, productive, success-oriented, honest, reliable, dedicated people” have positive qualities in many respects. These non-political people have a strong sense of loyalty to their workplace and are identified with their jobs [7]. Especially productive individuals are more exposed to mobbing when they put forward new ideas. Such people are targeted by their superiors with the thought that they will be a threat. Those who encounter mobbing are generally anxious and have low self-esteem in social settings compared to those who do not [8].

Mobbing is a situation encountered in all professions and work areas. With this situation, it can be said that physical education and sports teachers frequently encounter and mobbing behaviors seen in the working environment negatively affect the working efficiency of physical education and sports teachers. It is thought that it is important to determine which personality types react to these mobbing behaviors at what level or which personality types are less affected. In research, it is aimed to reveal relationship between mobbing behaviors of physical education and sports teachers and their personality traits.

## MATERIAL AND METHODS

### Research Model

In research, relational survey model, which is one of the descriptive (screening) research models, has been used. In relational survey model, change relationship between variables was examined and whether they changed together; If there is, it is tried to determine how this change occurred [9].

### Population and Sample

In line with data obtained from Ankara Provincial Directorate of National Education, the population of research is 725 physical education and sports teachers working in public schools in Ankara Province Altindag (n= 184), Kecioren (n= 307) and Mamak (n= 234) districts in the 2020-2021 Academic Year. The sample of the research consisted of a total 304 physical education and sports teachers, 107 female and 197 male, working in public schools in Altindag, Kecioren and Mamak districts of Ankara.

### Data Collection Tools

Data from physical education and sports teachers participating in research were collected through the “Personal Information Form”, “Negative Behavior Scale (NBS)” and “Five Factor Personality Characteristics Scale (FFPCS)”.

*Personal Information Form:* Physical education and sports teachers who participated in research were asked questions about age, gender, seniority in profession, working time in the same institution and marital status.

*Negative Behavior Scale:* Negative Behavior Scale (NBS), developed by Einarsen and Raknes [10] and adapted into Turkish by Cemaloglu [11], has been used to determine level of mobbing behavior that teachers are exposed to. This 5-point Likert-type scale, consisting of 21 items, deals with negative behaviors in one dimension. The Cronbach Alpha reliability coefficient calculated for entire scale was found to be 0.99. The item-test (item-total) correlation of the scale ranged from 0.80 to

0.91. As a result of the first and second level confirmatory factor analysis, the fit indexes of the scale were;  $\chi^2 /sd = 2.41$ , RMSEA= 0.08, SRMR=0.03, NNFI=0.99, CFI=0.99, GFI=0.77, AGFI=0.71 and as a model appears to be confirmed.

*Five Factor Personality Characteristics Scale:* Five Factor Personality Characteristics Scale (FFPCS) used in research was developed by Benet-Martinez and John [12] as “The Big Five Inventory”. The scale was adapted to Turkish by Sumer and Sumer [13]. Cronbach Alpha reliability values of the Five Factor Personality Characteristics Scale were determined as extraversion 0.67, agreeableness 0.74, conscientiousness 0.71, neuroticism 0.70, and openness 0.64 [14].

Data used in research have been collected through face-to-face and online forms from 107 female and 197 male physical education and sports teachers working in Ankara Province Altindag, Kecioren and Mamak districts in Spring Semester of 2020-2021 Academic Year.

### Analysis of Data

SPSS 22 package program has been used for statistical processing of data in research. On account of specify whether data showed a normal distribution, skewness and kurtosis values were taken into account and it has been designated that data showed a normal distribution. Independent sample t-test, which is one of the parametric tests for pairwise group comparisons, one-way analysis of variance (Anova) for more than two-group comparisons, and finally the Spearman correlation test to determine whether there is a relationship in accordance with the hypotheses, was used in the research. Significance level was accepted as  $(p)<0.05$ . After determining the relationship between the variables, multiple regression analysis was performed to specify whether independent variable (personality traits) significantly predicted the dependent variable (negative behaviors). The presence of a multicollinearity problem was evaluated with the assumption that the correlation coefficients were less than 0.70 and the VIF values should be below 4 [15].

**Table 1:** Skewness and Kurtosis values of scales

Scales and Subdimensions	Skewness	Kurtosis
Negative Behavior Scale (NBS)	1.217	1.487
Extraversion	-0.647	-0.275
Conscientiousness	-0.135	-1.041
Agreeableness	-0.284	-0.645
Openness	-0.720	-0.018
Neuroticism	0.037	-0.776

In Table 1, skewness and kurtosis values were taken into account for designate whether data showed a normal distribution. Since these values are between -1.5 and +1.5, it can be said that data show a normal distribution and parametric tests can be used for analysis [16].

## RESULTS

In this section, statistical findings regarding the research data are given.

**Table 2:** Demographic characteristics of the teachers

Variable		n	%
Gender	Male	197	64.8
	Female	107	35.2
Marital Status	Single	116	38.2
	Married	188	61.8
School Principal Gender	Male	263	86.5
	Female	41	13.5
Professional Seniority	1-5 years	66	21.7
	6-10 years	78	25.7
	11-15 years	74	24.3
	16-20 years	30	9.9
	21 years and over	56	18.4
Age	25 years and under	31	10.2
	Between 26-30 years	40	13.2
	Between 31-35 years	70	23.0
	Between 36-40 years	69	22.7
	Between 41-45 years	50	16.4
	46 years and over	44	14.5
Have you been bullied at work?	Yes	79	26.0
	No	225	74.0

According to Table 2, 197 (64.8%) of teachers participating in research are male and 107 (35.2%) are female, 116 (38.2%) are single, 188 (61.8%) are married. Considering the gender of the principals in the schools they work, 263 (86.5%) are male and 41 (13.5%) are female. 66 (21.7%) of the teachers participating in the research have 1-5 years, 78 (25.7%) 6-10 years, 74 (24.3%) 11-15 years, 30 (9.9%) 16-20 years and

56 (18.4%) 21 years or over professional seniority. It has been designated that 31 (10.2%) of the teachers are 25 years old and under, 40 (13.2%) of the teachers are in 26-30 age range, 70 (23.0%) are in 31-35 age range, 69 of them (22.7%) are in 36-40 age range, 50 (16.4%) are in 41-45 age range, 44 (14.5%) are 46 years old and over.

**Table 3:** Perception frequencies of negative behaviors of teachers

	None	Sometimes	Monthly	Weekly	Daily
Someone withholding information that will affect your success	46.1	30.9	10.9	7.6	4.6
Being humiliated by working in jobs below your qualification level	61.8	19.7	7.2	6.6	4.3
Being asked to do work below your mastery/competency level	52.6	24.7	9,9	7.2	5.6
Removing your responsibilities in important areas or replacing them with less important and unwanted tasks	51.3	22.0	12.2	7.9	6.3
Spreading gossip and rumors about you	53.6	21.7	12.8	6.9	4.9
Being ignored, ostracized, ignored	58.2	19.4	9.2	7.2	5.6
Making insulting or derogatory remarks about your personality (e.g. habits and manners), attitudes, or private life	77.0	7,6	6.9	4.9	3.6
Being yelled at or being the target of momentary anger (or greed)	65.5	16.4	8.9	5.6	3.6
Intimidating behaviors such as pointing fingers, attacking personal space, pushing, blocking one's way	75.3	10.2	5.6	5.9	3.0
The allusive behavior of others about you quitting your job	71.7	12.8	5,6	6,3	3,3
Constant reminder/telling of your mistakes and faults	60,2	19.7	7.6	7.6	4.6
Ignoring/neglectedness your approaches or facing hostile reactions	58,6	23.4	6.9	6.9	4.3
Endless criticism of your effort in your work	55.9	21,4	9.5	8,9	4.3
Ignoring your ideas and opinions	45.1	32,2	10.2	7.6	4.9
Making jokes (pranks) you don't like by people you don't get along with	66.8	16.8	8.6	4.9	3.0
Giving unreasonable or unachievable work	52.6	24.7	11.2	7.2	3.9
Making accusations and charging against you	63.2	19.4	6.9	7,9	2.6
Overcontrol of your work	44.4	28.0	10.5	8.6	7.6
Pressured not to claim certain things you are entitled to (e.g. sick leave, vacation entitlement, travel allowance)	67.1	13.5	7.6	5.9	5.6

Being the subject of excessive ridicule and taunts	75.7	9.2	6.6	3.9	4.6
Being exposed to an unmanageable workload	58.9	21.1	7.9	7.2	4.9

**Table 4:** T-test results of NBS and FFPCS subdimensions considering gender variable

Scales and Subdimensions	Gender	n	X	Std. Dev.	t	P
NBS	Male	197	1.80	1.004	1.115	0.266
	Female	107	1.67	0.843		
Extraversion	Male	197	3.92	0.734	-2.619	0.009*
	Female	107	4.14	0.643		
Conscientiousness	Male	197	3.83	0.703	-3.103	0.002*
	Female	107	4.09	0.712		
Agreeableness	Male	197	3.84	0.644	-2.807	0.005*
	Female	107	4.05	0.603		
Openness	Male	197	3.87	0.775	-1.383	0.168
	Female	107	4.00	0.728		
Neuroticism	Male	197	2.35	0.664	1.614	0.108
	Female	107	2.20	0.787		

\*p<.05

In regard to Table 4, it has been identified that the scores obtained from the NBS did not differ significantly considering gender. In addition, while a significant difference was detected in extraversion, conscientiousness and agreeableness subdimensions of FFPCS, no significant difference was found in openness and neuroticism subdimensions.

**Table 5:** T-test results of NBS and FFPCS subdimensions considering marital status variable

Scales and Subdimensions	Marital Status	n	X	Std. Dev.	t	P
NBS	Single	116	2.14	1.158	5.156	0.000*
	Married	188	1.52	0.704		
Extraversion	Single	116	3.80	0.766	-3.698	0.000*
	Married	188	4.12	0.647		
Conscientiousness	Single	116	3.82	0.778	-1.792	0.075

**Table 7:** Anova test results of NBS and FFPCS subdimensions by age variable

	Age	n	X	Std. Dev.	F	p	Significant Difference
NBS	A 25 years and under	31	2.22	1.328	2.996	0.12*	F<A
	B 26-30	40	1.96	1.079			
	C 31-35	70	1.65	0.806			
	D 36-40	69	1.80	0.904			
	E 41-45	50	1.63	0.904			
	F 46 years and over	44	1.49	0.717			
Extraversion	A 25 years and under	31	3.91	0.768	0.753	0.585	
	B 26-30	40	3.97	0.750			
	C 31-35	70	4.11	0.694			
	D 36-40	69	3.90	0.733			
	E 41-45	50	4.04	0.621			
	F 46 years and over	44	4.01	0.728			
	A 25 years and under	31	3.91	0.797			

	Married	n	X	Std. Dev.	t	P
Agreeableness	Married	188	3.98	0.670	-2.298	0.023*
	Single	116	3.80	0.695		
	Married	188	3.98	0.590		
Openness	Single	116	3.82	0.888	-1.607	0.110
	Married	188	3.97	0.664		
Neuroticism	Single	116	2.35	0.767	1.091	0.276
	Married	188	2.26	0.675		

\*p<0.05

In regard to Table 5, it has been stated that the scores obtained from NBS differed significantly considering marital status. Besides, a significant difference was detected in extraversion and agreeableness subdimensions of FFPCS, no significant difference was found in subdimensions of conscientiousness, openness and neuroticism.

**Table 6:** T-test results of NBS and FFPCS subdimensions considering school principal gender variable

Scales and Subdimensions	Principal Gender	n	X	Std. Dev.	t	P
NBS	Male	263	1.69	0.888	-2.453	0.002*
	Female	41	2.18	1.216		
Extraversion	Male	263	4.02	0.720	1.377	0.138
	Female	41	3.86	0.637		
Conscientiousness	Male	263	3.96	0.708	2.384	0.024*
	Female	41	3.67	0.730		
Agreeableness	Male	263	3.94	0.615	1.899	0.106
	Female	41	3.74	0.749		
Openness	Male	263	3.91	0.764	-0.422	0.666
	Female	41	3.96	0.737		
Neuroticism	Male	263	2.27	0.692	-1.760	0.123
	Female	41	2.48	0.811		

\*p<0.05

In regard to Table 6, it has been assigned that the scores obtained from NBS differed significantly considering gender of the principal. Also except for conscientiousness subdimension of FFPCS, no significant difference was found in extraversion, agreeableness, openness and neuroticism subdimensions.

Conscientiousness	B	26-30	40	3.96	0.691	0.443	0.818	
	C	31-35	70	3.93	0.747			
	D	36-40	69	3.86	0.732			
	E	41-45	50	3.86	0.671			
	F	46 years and over	44	4.04	0.676			
Agreeableness	A	25 years and under	31	3.95	0.722	0.085	0.995	
	B	26-30	40	3.88	0.716			
	C	31-35	70	3.93	0.637			
	D	36-40	69	3.92	0.638			
	E	41-45	50	3.88	0.634			
	F	46 years and over	44	3.90	0.527			
Openness	A	25 years and under	31	3.91	0.924	0.321	0.900	
	B	26-30	40	3.86	0.726			
	C	31-35	70	3.93	0.824			
	D	36-40	69	3.84	0.793			
	E	41-45	50	3.97	0.680			
	F	46 years and over	44	4.00	0.601			
Neuroticism	A	25 years and under	31	2.43	0.859	11.266	0.279	
	B	26-30	40	2.26	0.679			
	C	31-35	70	2.20	0.686			
	D	36-40	69	2.40	0.736			
	E	41-45	50	2.36	0.640			
	F	46 years and over	44	2.15	0.693			

\*p<.05

In regard to Table 7, it has been stated that the scores obtained from NBS differed significantly considering age. According to descriptive post-hoc test results, it has been adjusted that the variances were not homogeneously distributed for find out between which groups the significance originated. According to Tamhane T2 test results, which is

one of the descriptive post-hoc tests, it has been defined that significance stemmed from the groups aged 25 and below and 46 years and over. Moreover, no significant difference was found between subdimensions of FFPCS and age range.

**Table 8:** Anova test results of NBS and FFPCS subdimensions considering professional seniority variable

		Professional Seniority	n	X	Std. Dev.	F	p	Significant Difference
NBS	A	1-5 years	66	2.08	1.210	3.500	0.008*	E<A
	B	6-10 years	78	1.67	0.833			
	C	11-15 years	74	1.77	0.881			
	D	16-20 years	30	1.78	1.041			
	E	21 years and over	56	1.46	0.675			
Extraversion	A	1-5 years	66	3.98	0.747	0.714	0.583	
	B	6-10 years	78	4.08	0.722			
	C	11-15 years	74	3.90	0.720			
	D	16-20 years	30	3.98	0.701			
	E	21 years and over	56	4.05	0.647			
Conscientiousness	A	1-5 years	66	4.01	0.767	1.017	0.399	
	B	6-10 years	78	3.91	0.643			
	C	11-15 years	74	3.79	0.777			
	D	16-20 years	30	3.95	0.709			
	E	21 years and over	56	3.99	0.667			
Agreeableness	A	1-5 years	66	3.96	0.720	0.381	0.822	
	B	6-10 years	78	3.90	0.612			
	C	11-15 years	74	3.88	0.687			

	D	16-20 years	30	4.00	0.658			
	E	21 years and over	56	3.87	0.483			
Openness	A	1-5 years	66	3.91	0.824	0.648	0.628	
	B	6-10 years	78	3.95	0.755			
	C	11-15 years	74	0.80	0.842			
	D	16-20 years	30	3.99	0.747			
	E	21 years and over	56	3.99	0.563			
Neuroticism	A	1-5 years	66	2.31	0.795	0.662	0.619	
	B	6-10 years	78	2.23	0.659			
	C	11-15 years	74	2.40	0.736			
	D	16-20 years	30	2.27	0.760			
	E	21 years and over	56	2.25	0.621			

\*p<0.05

In regard to Table 8, it has been specified that the scores obtained from NBS differed significantly considering professional seniority. According to the descriptive post-hoc test results (L=,7,340; p=.000<.05), it has been designated that the variances were not homogeneously distributed in order to find out between which groups

the significance originated. According to Tamhane T2 test results, which is one of the descriptive post-hoc tests, it has been assigned that significance stemmed from 1-5 years and 21 years and over groups. In addition, no significant difference was found between subdimensions of FFPCS and professional seniority.

**Table 9:** Spearman Correlation Test of NBS and FFPCS

		Extraversion	Conscientiousness	Agreeableness	Openness	Neuroticism
NBS	r	-0.312**	-0.325**	-0.383**	-0.080	0.401**
	P	0.000	0.000	0.000	0.165	0.000
	N	304	304	304	304	304

In regard to Spearman correlation test result in Table 9, a weak and significant negative correlation was found between NBS and extraversion, conscientiousness and agreeableness subdimensions,

while a moderately significant positive correlation was found with the neuroticism subdimension.

**Table 10:** Regression analysis for the explanation of negative behaviors of five factor personality

Independent variables	B	SH	Beta	t	p	VIF	Corrected R <sup>2</sup>
Extraversion	-0.261	0.102	-0.195	-2.558	0.011*	2.374	0.261
Conscientiousness	-0.213	0.126	-0.160	-1.687	0.093	3.696	
Agreeableness	-0.494	0.133	-0.331	-3.712	0.000*	3.258	
Openness	0.604	0.100	0.482	6.025	0.000*	2.629	
Neuroticism	0.240	0.104	0.180	2.318	0.021*	2.468	

R=.523 R<sup>2</sup>=.273 F=22,410 p=.000 Dependent variable=Negative Behaviors

While extraversion (B=-.261; p<.05) and agreeableness (B=-.494; p<.05) which are five factor personality traits were found to predict negative behaviors in a significant way, openness (B=.604; p<.05) and neuroticism (B=.240; p<.05) were found to positively predict negative behaviors in a significant way.

## DISCUSSION

In regard to the results in Table 2, 74% of physical education and sports teachers were not exposed to negative behaviors in the workplace and only 26% were exposed to some negative behaviors. As can be seen, this result is an indication that physical education and sports teachers who support the research are rarely exposed to negative behaviors. Ustun and Pular [17] analyzed the exposure levels of instructors to negative behaviors and the participants stated that they were rarely exposed to such behaviors. Contrary to the research results, Bas and Oral [18] defined that the rate of being exposed to bullying of the people working in the institution was 44%. This rate is quite high when compared to international data. Similarly, Ayan [19] found that research

assistants were exposed to psychological harassment due to organizational reasons above the average.

As regards the results in Table 4, no significant difference was found in levels of teachers' exposure to negative behaviors in terms of gender variable. While a significant difference was detected in extraversion, conscientiousness and agreeableness sub-dimensions of personality traits, no significant difference was found in openness and neuroticism sub-dimensions. When the findings were examined, it has been assigned that the rate of exposure to negative behaviors was higher in males than in females, although it was not at a level that would make a significant difference. It is thought that the reason why males are exposed to negative behaviors more is due to the fact that males are thought to be emotionally stronger in society, and females are treated more sensitively with the thought that females are more emotional.

It has been stated that females were higher than males in extraversion, conscientiousness and agreeableness levels, which are personality traits subdimensions. It is thought that females' level of responsibility,

which is one of the personality subdimensions, is higher than males' because most of the teachers were brought up in a patriarchal society and girls, who were assigned to help their mothers in the patriarchal societies from a very young age, adopted the sense of responsibility at a young age. It is thought that extraversion level is higher than extraversion level of male participants, with thought that female can express themselves better than males, since females have a higher word memory than males. It is thought that the reason why females' agreeableness rate is higher than males is that they are more successful than males in adapting in relation to personality traits such as extraversion and openness for similar reasons. There are studies in the literature that show similarities with research results in terms of gender variable of negative behaviors.

In a study conducted by Ayan <sup>[19]</sup> stated that there was no significant difference in negative behavior levels of males and females, Bas and Oral <sup>[18]</sup> indicated that there is no significant difference in negative behavior levels considering gender variable, Ustun and Pulur <sup>[17]</sup> remarked that there is no significant difference in regard to gender in level of exposure to negative behavior of instructors, Gunel <sup>[20]</sup> found that there was no significant difference between levels of exposure to negative behaviors of female employees and levels of exposure to negative behaviors of male employees.

Contrary to the results of the research, Gulova and Canbuldu <sup>[21]</sup> determined that there is a significant difference in level of exposure to negative behavior of working individuals according to gender. There are studies in the literature that examine personality traits in terms of gender variable

Inalli, Zekioglu, and Tatar <sup>[22]</sup> examined the relationship between the five-factor personality structures and anger expression styles of athletes engaged in water sports, and stated that there was no significant difference in extraversion subdimension of personality traits considering gender, while they found a significant difference in subdimensions of agreeableness and neuroticism. Mete <sup>[23]</sup> investigated the relationship between the personality traits of teachers working in primary schools and their job satisfaction, and it was found that there was no significant difference according to gender in subdimensions of extraversion, neuroticism, openness, agreeableness and conscientiousness of the participants. Tortop, Caliskan, and Dincer <sup>[24]</sup> analyzed relationship between pre-service teachers' personalities and their thinking styles, and stated that there was a significant difference in levels of conscientiousness, one of the subdimensions of personality traits, according to gender variable, while there was no significant difference in other subdimensions.

When the results in Table 5 were examined, it has been designated that single physical education and sports teachers were exposed to more negative behaviors than married physical education and sports teachers. The reason for this situation is thought to be due to the fact that single teachers have less responsibilities than married teachers, both by school principal and by their colleagues. It is thought that single teachers, who are thought to have more time on the grounds that they have less responsibilities, may be given more tasks than they can do, and that married teachers may be older than the age of single teachers, so they have more professional experience, and single teachers are more exposed to negative behaviors than married ones.

It is seen that the level of extraversion from personality traits is higher among married teachers than single teachers. After marriage, individuals also meet their spouses' family and friends, and their existing circle is doubled. It is thought that this situation has a positive effect on extraversion levels. It has been specified that level of agreeableness is higher for married teachers than for single teachers. It is thought that since married teachers have to act considering their spouses and children, if any, they show more adaptive behaviors

towards the environment, and thus their agreeableness levels are higher than single teachers.

In the literature, there are studies examining negative behaviors in terms of marital status variable. Bas and Oral <sup>[18]</sup> specified that the level of exposure to negative behaviors of people working in the institution is lower in married individuals than in single individuals. Ayan <sup>[19]</sup> found that there was no significant difference between the marital status of the research assistants and their exposure to negative behaviors. Gulova and Canbuldu <sup>[21]</sup> determined that there was no significant difference between levels of exposure to negative behaviors of working individuals. Gunel <sup>[20]</sup> designated that there was no significant difference between levels of exposure to negative behaviors considering marital status of employees.

There are few studies in the literature examining personality traits considering marital status variable. Mete <sup>[23]</sup> identified that there was no significant difference in subdimensions of extraversion, neuroticism, openness, agreeableness and conscientiousness considering marital status of the teachers.

In regard to results in Table 6, it is seen that physical education and sports teachers working in schools with female principals are more exposed to negative behaviors than physical education and sports teachers working in schools with male principals. It is seen that the distribution is disproportionate because the majority of school principals are male and the number of schools with female principals is low. It is thought that the results may have been misleading as they were not evenly distributed. From another point of view, it is thought that level of exposure to negative behaviors is lower than teachers in schools with female principals, since they may be reluctant to act negatively towards their colleagues among teachers working in the school with the thought that males may seem more authoritarian. It can be said that level of conscientiousness, which is one of subdimensions of personality traits, is lower than that of teachers in schools with male principals, because of similar reasons.

When the findings in Table 7 are investigated, it is seen that level of exposure to negative behaviors of physical education and sports teachers aged 25 and under is higher than physical education and sports teachers aged 46 and over. It can be said that this situation may be due to the respect for both the professional experience and age of teachers aged 46 and over. It is thought that level of exposure to negative behaviors is high because teachers aged 25 and under may be newly appointed teachers and may not have both professional and life experience, and may not yet know how to overcome negative behaviors when they encounter them. At the same time, it can be said that level of exposure to negative behaviors is high because teachers aged 25 and under may encounter psychological pressures while trying to increase their workload by older teachers and the school principal, considering that they are the youngest teachers in the school and that they are more dynamic and energetic. The fact that teachers' personality traits do not differ according to their age shows that there is no relationship between personality traits and age.

In the literature, there are studies that show similarity with the results of research considering age variable of personality traits. Inalli, Zekioglu, and Tatar <sup>[22]</sup>, Mete <sup>[23]</sup>, Tortop, Caliskan, and Dincer <sup>[24]</sup> found that there was no significant difference between personality traits and age.

When the findings in Table 8 are analyzed, it is seen that teachers with a professional seniority of 21 years and above are exposed to much less negative behaviors than teachers with a professional seniority of 1-5 years. It can be said that the reason for this situation may be that level of self-confidence of the teachers who have been practicing their profession for a very long time and who have a professional seniority of 21 years or over may have increased as a result of the experience

they have gained in their fields. It is thought that they are exposed to much less negative behaviors than teachers who have 1-5 years of professional experience because they have learned how to behave towards people who display negative behaviors.

When examining the literature, in studies examining the effect of professional seniority on exposure to negative behaviors and personality traits, Mete <sup>[23]</sup> found that there was no significant difference in subdimensions of extraversion, neuroticism, openness, agreeableness and conscientiousness according to variable of professional seniority of teachers working in primary schools. Kayis <sup>[25]</sup> examined the relationship between teachers' organizational dissent and mobbing, and found that teachers with 1-20 years of experience experienced more mobbing, while teachers with a seniority of 31 years or more had the least mobbing experience.

According to the results in Table 9, it is thought that it is not a coincidence that level of extraversion decreases as level of exposure to negative behaviors increases, considering that teachers who are exposed to negative behaviors may feel under pressure and thus become more introverted individuals. Also, it is thought that as level of extraversion increases, level of exposure to negative behaviors decreases with the thought that individuals can display a more self-confident stance against negative behaviors.

It is seen that as level of exposure to negative behaviors increases, the level of conscientiousness, which is the sub-dimension of personality traits, decreases. It is thought that this may be due to the fact that teachers who are under pressure affect their psychology badly and that they cannot concentrate enough on their work and therefore are not willing enough to fulfill their responsibilities. In addition, it can be said that the levels of conscientiousness have decreased, as burnout levels may have increased and they are reluctant to fulfill their responsibilities towards their profession. As well, it is thought that as level of conscientiousness rises, the fact that the individual performs his/her work on time and on time may lead to an increase in the trust and respect of the person, thus reducing the level of exposure to negative behaviors.

It is seen that level of agreeableness, which is one of subdimensions of personality traits, decreases as physical education and sports teachers' exposure to negative behaviors increases. It is thought that there is a decrease in agreeableness levels because the emotional states of individuals who are exposed to negative behaviors in their work area are generally restless and unhappy, they may not feel that they belong to the area they work in, and they may have difficulty in adapting due to feeling under pressure or they will not want to adapt.

It is seen that the neuroticism subdimension, which is a personality trait, increases as the level of exposure to negative behaviors increases. It is thought that the psychology of individuals who are exposed to negative behaviors may be adversely affected and mood disorders may be observed. Likewise, it can be said that individuals with high levels of neuroticism may increase their exposure to negative behaviors.

When the results in Table 10 are analyzed, it is seen that results are similar to the results of the correlation test, as levels of negative behavior increase, levels of agreeableness and extraversion decrease, and levels of openness and neuroticism increase. It is thought that as level of exposure to negative behaviors decreases, the probability of teachers to be adaptive and extroverted individuals will increase.

When the literature is investigated, it is seen that there are not many studies examining relationship between mobbing and personal traits. Gulova and Canbuldu <sup>[21]</sup> found a negative relationship between the "neuroticism", "extraversion", "openness", "agreeableness" and "conscientiousness" dimensions of employees' personality traits and

their perceptions of being exposed to mobbing behavior. Gunel <sup>[20]</sup> found that there is a relationship between the extraversion feature and mobbing, and that people who are kind, patient and resistant to stress are more likely to be mobbing. Differently, Kul et al. <sup>[26]</sup> found that physical education and sports teachers experienced low levels of mobbing.

## CONCLUSION

While it was determined that the personality traits of physical education and sports teachers, extraversion and agreeableness, negatively predicted exposure to negative behaviors, openness to development and neuroticism dimensions positively predicted exposure to negative behaviors.

In regard to results of the research, it is recommended to fight against negative behaviors (psychological mobbing, harassment, etc.) both personally and institutionally, and it is recommended that institutions do more effective work to prevent such behaviors. Awareness should be created by giving seminars, conferences and panels about psychological mobbing against teachers and school administrators. It is also very important to carry out studies on teachers' acquisition of skills and abilities so that administrators can control their anger and express themselves in the face of injustice.

## Disclosure

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