

Examination of Emotional Abuse on Physical Education and Sports Teachers

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ABSTRACT: Purpose of this study is to make an examination of emotional abuse, which is applied to physical education and sports teachers, in terms of gender, age, education status, working year, employee number in the institution and provinces they work. With this purpose, sampling is consisted with 613 physical education and sports teachers chosen with random method and work in Kayseri, Yozgat, Aksaray, Kirsehir and Nigde provinces. For the gathered datum and independent variances t-test and one-way variance analysis were done. According to results that were acquired from research it was determined that depend on employees' seniority year, age and working province while there was not a difference at a meaningful level in the point averages of emotional abuse (mobbing) in the work place, there was a difference at a meaningful level found in the point averages of sub dimensions depend on gender, education status, manager gender and employee number in the institution variance.

As a result, in dealing with emotional abuse both managers and teachers need to be realized for the importance of this issue. If there are not cautions taken for the emotional abuse it will be spread and harmful. And this situation creates a stressful environment for teachers; decrease their job loyalty, motivation and productivity. For these reasons it is thought that in the schools, managers and teachers are needed to care their emotional atmosphere control, sensitiveness trainings and personal developments.

Keywords: Emotional abuse, Physical Education and Sports Teacher

I. INTRODUCTION

Educators that work in schools it can be said that their problems based on junior-senior factor lead to educators' unhappiness in their work life and decrease in their dependency levels to the organization. Our age is the age of information and increasing knowledge, skills and behaviors to be gained in learning day by day requires individuals to know effective learning (Demirel, 2015, p. 2291). It can be specified that at the beginning of the studies towards education structure development of human resource. In the institutions that education activities are carried on, teachers' morale, motivation and psychological situations importantly affects the education environment. The more teachers feel themselves comfortable and happy in the working environments the more positive reflections of this situation increase the education activities' success. When there is a contrary situation happens, then it cannot be possible to hide this situation from students and presenting a successful education. In this process it is accepted that two of the important structures of education systems are teacher and school principal. Accordingly, it has been started to emphasize the key role, importance and responsibility of the school principals (Çelik, 2001). Favorable environmental conditions positively support the development of an individual, whereas adverse environmental conditions may prevent the development of an individual in many ways (Demirel, 2015, p.113). One of the situations that affects the successful education environments negatively; psychological violence that principals apply on teachers. This situation comes up as a statement that is hard to determine in the body of the literature and its meaning is needed to be known clearly for the analysis of the situation if it is psychological violence (mobbing) or not.

Emotional abuse is a process that creates a pressure systematically on individual or individuals lead to bore, scaring, threatening dangers and they also lead individuals to change their work place or resign from their jobs (Leymann, 1996, p.165-185). In other words, emotional abuse is an undesired lowering towards one or more than one person, aggressive attracting and negative attitudes that lead to create an unhappy working environment. (Einarsen, 1999, p.16-17).

Baykal (2005, p.52), defined the psychological violence as applying spiritual pressure to the workers or leading them to do a fault then empowering their status, escaping from their rivals. Tınaz (2006, s.174), expresses the psychological violence notion as surrounding, abuse and bothering or gripping.

Leymann defines the emotional abuse notion as "the psychological violence or psycho-terror that is derived with applications that are done to one or more than one person systematically enemy like and unethically (Zapf, Knorz, Kulla, 1996, p.215-237). Emotional abuse is seen with these attitudes; for harming an individual or groups in the organization, disgracing them, superseding, using the power for bad things, swearing, threaten (Bullying at Work, 1999, p.16-17).

In today's work environment these actions which have no limit about how they applied on workers come out as an important problem to be solved by managements(Davenport, Schwartz ve Elliott, 2003, s.15-16). Even though psycho violence is coincided more by junior level workers among wage earners other personnels also experience this situation and some time in mutual dialogues or at the behind closed doors they mention and they cannot express clearly (Yaman, 2009, p.70).

In Turkey emotional abuse has been opened to discussion from the beginning of 2000s the previous studies were mostly realized in notional dimensions. However, in recent years about this question it is specified that there is an increase in the empirical researches (Koçak,2011).Occuring of the notion in Turkey, even though it was recognized thanks to televisions, newspaperaers in general the subject's being on the media products is limited (Kirel, 2007, s.317-334).

Emotional abuse actions negatively affect both teachers and principals and create problems in organization, family, country dimensions. If the education orgazniations will be thought as the future organizations, it is so obvious that there is no place for these kinds of negativities.Emotional abuse is a problem that can be solved with the respectful attitudes of people to each other and awareness of them. For this subject required awarenesses should be acquired and the problem should be solved(Arslanhan, 2014).

Aim of this research; Thinking about it is existed in most of the organization but it is just newly defined and cautions are began to be taken for the emotional abuse, and determine the notion that on which dimension it exists for the physical education and sports teachers.

II. MATERIAL AND METHOD

2.1. Data Collecting Toolssi

2.2. Sampling Group

Cities that are located in central Anatolia region depend on Ministry of National Education chosen for the research. It is because regional and cultural differences affect the working environments. In Kayseri, Yozgat, Aksaray, Kırşehir andNiğdeprovinces, there were 674 physical education and sports teacher, chosen with random method, voluntarily participated to the research from secondary schools, 61 of the participants' scale was accepted invalid and its sample was consisted of 613 physical education and sports teachers. In the research the datum was acquired with using of personal information form and emotional abuse scale.

2.3. Personal Information Form

The form that was developed for collecting data about research's independent varaiances; it was consisted of 5 questions (independent variance) that are gender, age, working year and to determine the number of the teacher in the school.

Table1: Descriptive Statistics of Participants

Variances	Groups	N	%
Gender	Male	341	55,6
	Female	272	44,4
Age	22-27	91	14,8
	28-33	158	25,8
	34-39	177	28,9
	40-45	100	16,3
	46 and over	87	14,2
Education Statement	Bachelor's Level	479	78,1
	Postgraduate	134	21,9
Working Year	1-5	138	22,5
	6-10	124	20,2
	11-15	159	25,9
	16-20	86	14,0
	21 and over	106	17,3
Citites they Work	Kayseri	157	25,6
	Yozgat	109	17,8
	Aksaray	123	20,1
	Kırşehir	118	19,2
	Niğde	106	17,3

In the Table 1 distribution of the personal information of teachers are given. According to datum 55,6 % of the teachers that are in the sample group are male (n =341), and 44,4 % of them are female (N=272). When age categories of the articipant teachers were evaluated teachers that are between 34-39 immensly participated to the study with 28,9 % rate, with 14,2 % rate 46 and over age group participated at the lowest level.

It was determined that participator teachers' 78,1 % are bachelor graduated (n=479), 21,9 % of them are postgraduate (n=134). As working year with 25,9 % rate 11-15 years' rate people participated with 17, 3 %

rate 21 years and over participated. When they were evaluated according to their working cities it was determined that with 25,6 % rate the highest number participated from Kayseri province and with 17,3 % rate teachers participated from Niğde province.

2.4. Emotional Abuse Scale

The Negative Attitudes Scale, which was developed by Einarsen and Raknes (1997, p.16-17) and adapted into Turkish by Cemaloğlu (2007, p.345-362) and reliability/ validity of the scale done by him, was used in the research. Negative Attitudes Scale is consisted of 39 article and sub dimensions. These Sub Dimensions are; Attitudes that affect the Life Quality and Vocation Reputation, Attitudes that Prevents Social Relations, Attitudes that Hurt the Personal Reputation, Preventing of Showing of Person Himself, Violence Towards Person, Attitudes that Prevent the Person for Making Communication and Attitudes that Interrupt the Person's Private Life. It is evaluated as; Always (5), Never (1).

2.5. Analysis of the Datum

In the conducted study the frequency (N), percentage (%), arithmetical average and standard deviation analyses were used. Besides in this conducted study when the distributions of the datum was examined because deformity and kurtosis values were between -2 and +2 in this study it was decided to use parametric analyses. Cooper-Cutting explained that deformity and kurtosis values' being ± 2 range was a suitable situation in terms of normality. For the determination of the emotional abuse exposure situations of the physical education and sports teachers if any change happens or not according to their gender, education status the t-test was used. And if any change occurs or not according to age, working year and worker number in the institution the one-way variance analysis was used. Statistical meaningfulness degree was accepted as (α), and mistaking level was accepted as $p < 0.05$.

III. FINDINGS

Table2. Emotional Abuse Point Averages of the Physical Education and Sports Teachers

Emotional Abuse Sub Dimensions	N	X \pm SS
Attracts to Life Quality	613	1,310 \pm 0,488
Social Relations	613	1,160 \pm 0,392
Personal Reputation	613	1,133 \pm 0,328
Person's Showing Himself	613	1,283 \pm 0,476
Violence Towards Person	613	1,059 \pm 0,295
Person's Making Communication	613	1,279 \pm 0,458
Interruption towards Person's Private Life	613	1,126 \pm 0,405

Physical education and sports teachers' emotional abuse point averages are given in the Table2. According to this emotional abuse that is applied on physical education and sports teachers are the attitudes that mostly carried out against life quality.

Table3. Examination of Emotional Abuse Exposure Levels of the Physical Education and Sports Teachers According to Gender Variance

Emotional Abuse Dimensions	Gender	N	X \pm SS	t	p
Attracts to Life Quality	Male	341	1,335 \pm 0,521	1,417	0,012*
	Female	272	1,279 \pm 0,441	1,444	
Social Relations	Male	341	1,174 \pm 0,422	0,972	0,073
	Female	272	1,143 \pm 0,351	0,992	
Personal Reputation	Male	341	1,148 \pm 0,355	1,263	0,034*
	Female	272	1,114 \pm 0,289	1,293	
Person's Showing Himself	Male	341	1,280 \pm 0,468	-0,202	0,692
	Female	272	1,287 \pm 0,487	-0,201	
Violence Towards Person	Male	341	1,072 \pm 0,333	1,228	0,014*
	Female	272	1,043 \pm 0,238	1,274	
Person's Making Communication	Male	341	1,281 \pm 0,479	0,096	0,253
	Female	272	1,277 \pm 0,431	0,097	
Interruption Towards Person's Private Life	Male	341	1,128 \pm 0,382	0,078	0,934
	Female	341	1,335 \pm 0,521	0,077	

* $p < 0,05$

When the Table3 is examined it is seen that male teachers think about they exposure emotional abuse in the work place more than female teachers in the dimensions of `Attitudes that affect life quality and vocational reputation` `Attitudes that hurt personal reputation` and `Violence attitudes towards Person` ($p < 0,05$). In terms of other sub dimensions, it is seen that being exposed to emotional abuse in the work place it does not show difference according to teachers' gender ($0 < 0,05$).

Table4. Examination of the Emotional Abuse Exposuere Levels of Physical Education and Sports Teachers According to Education Status Variance

Emotional Abuse Dimensions	Gender	N	X±SS	t	p
Attracts to Life Quality	Bachelor's	479	1,310±0,493	-0,065	0,920
	Postgraduate	134	1,313±0,472	-0,066	
Social Relations	Bachelor's	479	1,167±0,421	0,789	0,068
	Postgraduate	134	1,137±0,264	1,013	
Personal Reoutation	Bachelor's	479	1,141±0,358	1,071	0,044*
	Postgraduate	134	1,106±0,183	1,509	
Person's Showing Himself	Bachelor's	479	1,279±0,468	-0,391	0,534
	Postgraduate	134	1,297±0,487	-0,391	
Violence to the Person	Bachelor's	479	1,072±0,329	2,084	0,000*
	Postgraduate	134	1,012±0,095	3,500	
Person's Making Communication	Bachelor's	479	1,279±0,475	0,010	0,573
	Postgraduate	134	1,279±0,390	0,011	
Interruption Towards Person's Private Life	Bachelor's	479	1,136±0,433	1,071	0,027*
	Postgraduate	134	1,09±0,282	1,351	

* p<0,05

In the Table4 when theachers' education status is examined it is thought that beachelor's level graduates expose to emotional abuse in the work place much more in the sub dimensions of; "Attitudes that Hurt Personal Reputation, Violence Attitudes Towards Person and Attitudes that interrupt Person's Private Life. In terms of other sub dimensions,it was determined that emotional abuse perceptions in the work place do not show difference depend on education status od teachers.

Table5. Examination of the Emotional Abuse Exposuere Levels of Physical Education and Sports Teachers Depend on Worker number in the Institution Variance

Emotional Abuse Dimensions	Abuse	Gender	Squares Total	df	Squares Average	f	p	Tukey
Attracts to Life Quality		Inter Group	2,940	4	0,735	3,133	0,014*	10-15-34 and over
		In Group	142,645	608	0,235			
		Total	145,585	612				
Social Relations		Inter Group	1,942	4	0,486	3,202	0,013*	10-15-34 and over
		In Group	92,202	608	0,152			
		Total	94,144	612				
Personal Reputation		Inter Group	0,798	4	0,199	1,866	0,115	
		In Group	65,005	608	0,107			
		Total	65,803	612				
Person's Showing Himself		Inter Group	0,979	4	0,245	1,081	0,365	
		In Group	137,775	608	0,227			
		Total	138,755	612				
Violence Towards Person		Inter Group	0,802	4	0,200	2,322	,050*	10-15-34 and over
		In Group	52,489	608	0,086			
		Total	53,291	612				
Person's Making Communication		Gruplararası	0,421	4	0,105	0,501	0,735	
		Gruplarıçi	127,766	608	0,210			
		Toplam	128,187	612				
Interruption Towards Person's Private Life		Inter Group	1,149	4	0,287	1,758	0,136	
		In Group	99,303	608	0,163			
		Total	100,452	612				

* p<0,05

When Table5 was examined according to worker number in the institution there were meaningful differences found in the dimensions of `Attitudes that Affect Life Quality and Vocational Reputation`, `Attitudes that Prevent Social Relations and Vilonece Attitudes Towards Person (p<0,05). There could not a meaningful difference found in other dimensions (p>0,05). To see in what ranges the meaningful difference exist according to worker number in the institution in the result of Tukey test it was determined that in the sub dimensions of "Attitudes that Affect Life Quality and Vocational Reputation", "Attitudestha Prevent Social Relations and Violnece Attitudes Towards Person there was meaningful difference in the institutions that employed 10-15, 34 and over workers. In the schools that have 34 and over worker it is seen that teachers think they are exposed to emotional abuse much more.

IV. DISCUSSION AND RESULT

In this conducted study, when the emotional abuse that is applied on physical education and sports teachers examined according to genders;it is seen that male teachers are exposed to emotional abuse much more than female teachers (p<0,05). When the Literature is examnined it show parallelism with research results of

Bulut (2007), Çivilidağ and Sargin (2011, p.11-12); Koç M, Bulut (2009, p.64-80), it does not show parallelism with the finding of Kılıç'ın (2009, p.869-880), Cemaloğlu and Ertürk (2007, p.345-362). It can be said that because this situation shows regionally difference of conducted studies and derived from cultures in that regions; males are hard-headed, since they are not competitive individuals especially do not prefer to talk about the problems but exhibit aggressive attitudes they are closer to be exposed to emotional abuse. Also for the same issue Turan et al (2015:158-163) in their study they determined that female teachers' self-sufficiencies are higher when compared to male teachers, and Pepe et al (2015:164-170) determined that female teachers' vocational aptitudes are higher than male teachers. Thus it can be said that females' being mild, utter the problems with talking, their characteristics such as vocational sufficiency and aptitudes let them expose to emotional abuse less.

When the emotional abuse exposure levels of the Physical Education and Sports Teachers are examined according to their education status it was determined that bachelor's level graduates are more exposed to emotional abuse than the post graduates. In the studies of Güldeniz (2012, p.78) on health workers determined that education status is an important variance for being exposed to emotional abuse. In a research about emotional abuse in the work place which was done by Namie (2002, p.8), in America on 1335 people it was determined that each person from every education group can be a victim of emotional abuse in the work place. In the conducted study in terms of education status it was determined that 63 % of the victims were university graduates, and 17 % of them were middle degree school graduates. In the study that was done by Hacıcaferoğlu (2013, p.5-10) supports this conducted study. Also, in the research done by Bulut (2007), Davenport et al (2003, p.15-16), Demirçivi (2008, p.77) and Hacıcaferoğlu et al (2012, s.5-10) determined that workers exposed to intimidation attitudes were mostly bachelor's level and associate degree graduates. Again in some researches that were done about the issue; for the determination of the relationship between education variance and intimidation attitudes in the analyses results it was reported that there was not a meaningful difference found (Gökçe, 2008, p.39; Işık, 2007, Turan, 2006, p.69). It is in the quality of supporting the research's this finding. In spite of this, in some researches it is seen that education status is differentiated meaningfully by being exposed to intimidation attitudes (Dilman, 2007, p.75; Karavardar, 2009, p.51; Köse and Uysal, 2010, p.261-276; Yavuz, 2007).

When it is examined according to Physical Education and Sports Teachers number of workers; it was determined that there were meaningful differences in the institutions with 10-15 people 34 and over people. In the conducted study schools with 34 and over workers, it is determined that teachers think they are more exposed to emotional abuse in the work place. Results of Ocak's (2007) study and this conducted study show parallelism (Bulut, 2007). In the schools that teacher numbers are at a lower level naturally individuals much more interact with each other. As a social phenomenon there can be a family atmosphere. Since an individual thinks that in that kind of small environment when he/she will be exposed to emotional abuse then it will be realized quickly he/she may be shy for carrying these attitudes. In this situation social control can be mentioned. However, in the schools with higher number of teachers individuals mostly independent from each other and besides this, in the crowded environments individuals' attitudes might not be realized. For this reason, social control cannot be mentioned at this situation.

Consequently, in the interference for the emotional abuse it is required that both principals and teachers' attention should be taken for the importance of this issue. If there are not cautions taken for the preventing of emotional abuse it will spread and might be harmful. In this situation will cause to a stressful environment for the teachers and lower their work loyalty, motivation and productivity. For these reasons it is thought that teachers should give importance to emotional atmosphere control, sensitivity trainings and personal development trainings.

V. SUGGESTIONS

- 1- Principals and teachers should give trainings for the development of problem solving skills.
- 2- Giving importance to communication, there should be environment created for frequent communication.
- 3- Top management's taking preservative cautions, make workers feel that they are safe, not only for securing the mental health but also working enthusiasm, increase of productivity is also an important step.
- 4- For being more productive teachers' working environments should be comfortable and they need to keep themselves away from emotional abuse by developing themselves. For the realization of this in the schools sometimes there should be controls, determining of the teachers' emotional abuse situations and there should be administrative sanctions for the committed things.
- 5- There should be judicial cautions taken for the preventing of emotional abuse and emotional abuse victims should be legally secured.

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