

## **The Relationship between the Work Satisfaction, Mobbing Exposure and Organizational Identity Building of Teachers in Secondary Education**

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**ABSTRACT:** Identity is sometimes used as the equivalent of culture and, accordingly, each work place is considered to have a unique identity. The external perceptions of organizational identity are known as image. The study aims to evaluate identity building at the organizational level and with teachers, and at the same time reveal how well teachers' work satisfaction and their exposure to mobbing predict their organizational identity building. The study group comprises 580 teachers who volunteered to take part in the study in 12 of the 30 high schools located in Sivas, Turkey during the 2014-2015 school year. The schools were identified by considering the types and numbers of high schools and using proportional element sampling, where all elements in the subgroups have equal chances of selection. Three scales were used in the study in addition to the demographics questionnaire. The views of secondary education teachers about organizational identity building were 'somewhat right'. Male teachers' organizational identity views were higher than those of females. The teachers in the study were "never" exposed to mobbing. The work satisfaction of teachers was 50%. A very weak, positive and significant relationship was found between teachers' organizational identity building views and their exposure to mobbing and work satisfaction. As teachers' seniority and educational level increased, so did school-related organizational identity building levels.

**Keywords:** Work satisfaction; mobbing; organizational identity building, teacher

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### **I. INTRODUCTION**

Identity is sometimes used as the equivalent of culture and, accordingly, each work place is considered to have a unique identity. The external perceptions of organizational identity are known as image. Identity, then, is defined as the totality of qualities that distinguish one organization from others and convey its originality (Erdem, 1996:53; Şişman, 2007:164). From another point of view, identity of organizations may be divided into shared and organizational identity, and the latter includes members' general perceptions, thoughts and feelings about their own organization (Şişman, 2007:165).

Haslam (2001, 383) defines identity building as "a person's relatively permanent state that reflects their readiness to define themselves as a member of a given social group". The theoretical framework of organizational identity building studies include the Social Identity Theory (SIT) and the Social Classification Theory (SCT). SIT was developed by Tajfel (Tajfel, 1978; Tajfel and Turner, 1979; Tajfel and Turner, 1986; Turner, 1985; Mamatoğlu, 2010:83) (Mamatoğlu, 2008:48). According to SIT, individuals' behaviors are affected not only by their self-perceptions, but also by the behavior patterns and tendencies of the social group they associate with or feel they belong to. This theory contributed to SIT about group behavior assumptions. SCT focuses on self-classification. According to this, a group emerges when a big number of people perceive themselves as members of the same entity (Turner, 1982).

An organizationally identified person perceives himself as one and united with his organization, through which social identification partially answers the question "who am I?" (Ashford and Mael, 1989). In this way, the person views his goals as close to those of the organization, and feels as if he is a part of this organization or as if the organization has become his family (van Dick, 2004; van Dick and Wagner, 2002; Mamatoğlu, 2010:83). Over time, organizational identity building infuses into one's self concept (Ashford and Mael, 1989; Dutton, Dukerich and Harquail, 1994; Mael and Ashford, 1995; Mael and Tetrick, 1992; Mamatoğlu, 2010:83). The more the person identifies with the organization, the more he acts in favor of it (Ellemers, de Gilder and van den Heuvel, 1998; Haslam, 2001; Haslam and Turner, 2001; Mael and Ashford, 1992; van Knippenberg, 2000; van Knippenberg and van Schie, 2000; Mamatoğlu, 2010:83). On the other hand, the success of the group that the person identifies with creates feelings of pride and respectability in that person (Tyler and Blader, 2000; Tyler and Smith, 1997). The employee thus identifies with their team, unit or professional group, and becomes better motivated to positively affect the group's work outcomes and strives to make a positive difference in the group (van Knippenberg, 2000). Owing to these, the team climate that one is part of, his work satisfaction, performance and efficiency are expected to be influenced by organizational identity building (Mamatoğlu, 2010).

Previous studies have shown an association between organizational identification and negative behaviors (mobbing) and work satisfaction. (Abrams, Ando and Hinkle, 1998; Christ, van Dick, Wagner and Stellmacher, 2003; Dukerich, Golden and Shortell, 2002; Olkkonen and Lipponen, 2005; Tyler and Blader, 2000; 2001; van Knippenberg and van Schie, 2000; Mamatoğlu, 2008). Other studies have also shown that identity building is a multi-dimensional and multi-focused construct (Asforth and Johnson, 2001; Christ et al., 2003; Jackson, 2002; Snape, Redman and Chan, 2000; van Dick, 2001; van Dick and Wagner, 2002; Van Dick, Wagner, Stellmacher and Christ, 2004a; van Knippenberg and van Schie, 2000). The aim of the current study was to test the multiple structure of organizational identity building, and examine the predictive effects of teachers' organizational identity building dimensions on negative behaviors (mobbing) and work satisfaction.

Studies on organizational identity building and its predictive variables revealed that organizational identity building increases work satisfaction (Van Dick, Christ, Stellmacher, Wagner, Ahlswede, Grubba, Hauptmeier, Höhfeld, Moltzenw and Tissington, 2004; van Knippenberg and van Schie, 2000; Mamatoğlu, 2010:84).

Certain studies have documented a relationship between organizational identity building and work satisfaction (Haslam, Postmes and Ellemers, 2003; van Dick et al., 2004a; van Knippenberg and van Schie, 2000). Another study by Van Dick, Christ, Stellmacher, Wagner, Ahlswede, Grubba, Hauptmeier, Höhfeld, Moltzenw and Tissington (2004b) revealed that organizational identity building in four different occupational areas predicts work satisfaction, and also that work satisfaction has a mediator effect between organizational identity building and resigning (Mamatoğlu, 2008). Another study by Van Dick et al. (2004b) has shown that organizational identity building in four different occupational areas predicts work satisfaction, and also showed that work satisfaction has a mediator effect between organizational identity building and resigning.

Even though there seems to be no previous study in Turkey investigating identity building at the organizational level or focusing explicitly on the link between teachers' organizational identity building and their work satisfaction and mobbing, there have been studies aiming to reveal how organizational identity building is related to a number of other variables (Ertürk, 2003; Tüzün, 2006; Çobanoğlu, 2008; Mamatoğlu, 2008; 2010; Ağlargoç, 2011; Akgül, 2012; Argon and Ertürk, 2013; Taşdan, 2013 and Gizir, 2014; Uğurlu and Arslan, 2015; Taşdan, 2015; Alasya, Fidan and Silman, 2016). This study aims on the one hand to evaluate identity building at the organizational level and with teachers, and on the other hand reveal the prediction levels of teacher work satisfaction and exposure to mobbing on the dimensions of organizational identity building.

The Turkish language Institute has accepted the word *harass* as the Turkish equivalent of "mobbing". The dictionary defines the word *harass* as "systematically preventing people from doing their work at a work place, school or community by targeting, discouraging or alienating them or damaging their reputation (TDK, 2013)". The literature about the concept of mobbing states that "bullying" is an equivalent of "mobbing". The word mob denotes a few weak people getting together and displaying aggressive behaviors. The term was used in the 1960s for animals, and later to refer to similar behaviors among children. In the 1980s, Leymann claimed that mobbing was present among adults at organizations as well (Davenport et al., 2003: 3; Cemaloğlu, 2007:79). Leymann defined mobbing as the "psychological violence" or "psycho-terror" that results from systematic hostile and unethical behaviors directed by one or more people towards another person or a group of people (cited in Davenport et al. 2003: 4-5). Leymann's definition emphasizes the systematic and long-term nature of the act, as well as the negative behaviors of the same person or people. For an act to be considered mobbing, Leymann required that the act would have been repeated once a week for at least six months (cited in Zapf 1999: 73; Cemaloğlu, 2008:68). Field (2004) defined the concept of mobbing as a continuous and cruel attack on mobbing victims' self-confidence and self-esteem. In this sense, mobbing may be seen as "an effort to kill the sense of self of the victim". Underlying this behavior is the will to dominate, dictate and eradicate. Einarsen (2002a: 293) defined this ugly type of work place behavior as "long-term exposure to repeated negative behaviors". Mobbing includes all systematic negative behaviors, such as bad treatment, threats, violence and demeaning, experienced by workers from their seniors, juniors or equals (Mikkelsen and Einarsen 2002b: 87; Cemaloğlu and Ertürk, 2008). Uppal (2005) argues that mobbing has an important place among many factors that lower workers' work satisfaction levels. Halbur (2005) states that mobbing causes serious problems such as employee absence, high employee turnover, low morale and reduced performance. Brodsky (1976) Einarsen et al., (1998) and Zapf et al., (1996) pointed to the presence of a significant relationship between stress at organizations and mobbing (Cemaloğlu, 2007:78).

Work satisfaction is related to life satisfaction, both of which directly affect people's physical and mental health (Ergin, 1997; Judgel Wanatabe, 1993; Dikmen, 1995). Despite the presence of a direct relationship between work satisfaction and efficiency, indirect effects of lack of work dissatisfaction, such as stress and group adaptation problems, show the importance of the issue. Work satisfaction or dissatisfaction refers to internal evaluations of employees about their work, work environment or colleagues, or an overall attitude towards their work (Solmuş, 2004: 186). According to Hoppock's generally accepted definition of work satisfaction, it is the "individual emotional reaction of an employee towards his work" (Mercer, 1997:57). Work

satisfaction is the feeling of pleasure or displeasure that one gets from their work. It materializes when there is a match between the characteristics of the work and the wishes of employees (Davis, 1982:96). Pleasant feelings towards work show work satisfaction, while displeasure shows work dissatisfaction. Work satisfaction includes “employees’ attitudes towards their work, and many behaviors and emotions such as their psychological accumulations about work and how they feel in the work field” (Schultz and Schultz: 1990: 334). “Work satisfaction” is an emotional reaction resulting from the evaluations of an employee about his work, work environment and conditions (Hayran and Aksayan, 1991). Work satisfaction is an important requirement for success, happiness and efficiency. Work satisfaction is influenced by personal qualities such as age, gender, educational level as well as organizational and environmental factors such as what the work involves, the income it brings, management policies, and work conditions.

The following questions were investigated to identify the relationship between secondary education teachers’ work satisfaction and exposure to negative behaviors (mobbing) and organizational identity building:

1. What are secondary education teachers’ work satisfaction, exposure to negative behaviors (mobbing) and organizational identity building levels?
2. What kind of a relationship exists between work satisfaction and organizational identity building?
3. What kind of a relationship exists between exposure to negative behaviors (mobbing) and organizational identity building?
4. Which one better predicts organizational identity building: work satisfaction or exposure to negative behaviors (mobbing)?

## **II. RESEARCH METHODOLOGY**

### **Study Model**

This study used the general survey model to identify teachers’ work satisfaction, exposure to negative behaviors (mobbing) and organizational identity building. Surveys aim to describe a past or present situation as it is. The event, individual or object that is studied is defined within its own conditions. On the other hand, the relationship between work satisfaction and exposure to negative behaviors (mobbing) and organizational identity building was identified with the help of the relational survey model. Relational surveys aim to identify the existence and/or level of change in two or more variables (Karasar, 77-81: 2009).

### **Study Group**

The study group of the relational survey comprised 580 teachers who were working at 12 out of the 30 high schools located in Sivas during the 2014-2015 school year and who volunteered to take part in the study. The schools were identified by taking into account the types and numbers of high schools, and elementsampling rate was used to allow all elements in the sub population an equal chance of getting selected. The amount of elements from each sub population was decided by looking at the share of that sub population within the entire population. The dependent variable of the study was organizational identity building, while the independent variables were work satisfaction, mobbing, gender, marital status, age, seniority in the profession, duration of work at the school, teaching branch, the level of the institution teachers graduated from and the type of high school they were working at. Of the teachers in the study, 36,4% (n=211) were female and 63,6% (n=369) were male. 72,9% were married (n=423) and 27,1% (n=157) were single. While 36,2% (n=210) were aged between 23-32 years, 42,4% (n=246) were aged between 33-42 and 21,4 (n=124) were aged 43 and above. Concerning seniority in the profession, 45,2% (n=262) had 1-10 years’ work experience, 36,9% (n=214) had between 11-20 years’ experience, 14,7% (n=85) had 21-30 years’ experience, and 3,3% (n=19) had 31 years or more experience. Of the teachers, 81,9% (n=475) had been working in the school for 1-10 years, 14,8% for (n=86) 11-20 years, 3,3% (n=19) for 21-30 years. 81,6% (n=473) were culture course teachers and 18,4% (n=107) were vocational course teachers. University graduates comprised 80,5% (n=467), while those with master’s and doctoral degrees comprised 19,5% (n=113). Concerning the high schools they were working at, 7,4 were science high schools (n=43), 35,2% (n=204) were Anatolian high schools, 39,3% (n=228) were vocational schools, and 18,1% (n=105) were other types.

### **Data Collection Tools**

The study used 3 questionnaires in addition to the demographics questionnaire. The “Negative Acts Questionnaire (NAQ)” was translated into Turkish by Cemaloğlu (2007). Exposure to mobbing was measured by the negative behaviors questions in this scale (Einarsen and Raknes, 1997). The questionnaire includes 21 items measuring exposure to various negative behaviors. All items were related with behaviors and nowhere did the word mobbing come up. The advantage of this was the ability to measure the level of exposure to negative behaviors without forcing the respondent to label them as mobbing. At the same time, it ensures that the types of behavior are defined more objectively. NAQ items include both direct (such as verbal abuse, name-calling and sarcasm) and indirect (such as social exclusion, libel) issues. For each item on the NAQ, the respondents are

asked how often they have been subjected to it in the last six months. The levels of frequency were never, sometimes, each month, each week and everyday. Those who were exposed to these negative behaviors weekly for more than 6 months were thought to be victims of workplace mobbing (Leymann, 1996; Mikkelsen and Einarsen: 2002a). The NAQ was used by Einarsen, and Raknes, (1997), Einarsen, Raknes, Matthiesen and Hellesøy, (1996). Hoel, Cooper, and Faragher, (2001). Mikkelsen, and Einarsen, (2001). Mikkelsen and Einarsen, S. (2002a). Mikkelsen and Einarsen, (2002b) (Cemaloğlu, 2007:80). The factor analysis showed that 21 items were gathered under one factor and the total variance was .58. The Cronbach's alpha coefficient of the items was .95, and their factor loading varied between .41 and .72.

The Multiple Organizational Identity Building Scale was developed by Van Dick and Wagner (2002) based on the work of Ellemers et al. (1998), Ellemers, Kortekaas and Ouwerkerk (1999) and Luhtanen and Crocker (1992) (Mamatoğlu, 2008). The questionnaire had 19 items. Three of these items with a factor loading under .30 as a result of the first factor analysis in this study were removed from the questionnaire. After the second factor analysis, three more items with a factor loading under .30 were removed and 13 items remained. Following the Rotated Component Matrix analysis, it was seen that 4 factors had an eigen value above 1 and their factor loading ranged between .45-.88. One of the sub factors of the questionnaire was self-esteem and it comprised two items. The internal consistency coefficient was .87. The second one, the evaluative identity building factor, had four items and an internal consistency coefficient of .75. The third, emotional professional identity building factor, included three items and an internal consistency coefficient of .79. The fourth one, team membership factor, included four items and an internal consistency coefficient of .61. The evaluations were conducted on a 6 point Likert type scale (1 = not true at all, 2 = not true, 3 = somewhat true, 4 = true, 5 = rather true, 6 = completely true). The internal consistency coefficient of the Organizational Identity Building Scale was .89, and its total variance .64.

Even though Van Dick and Wagner's (2002) Multiple Organizational Identity Building Scale had six dimensions, organizational identity building was defined in this study as a construct with four dimensions according to the factor analysis results: "self-esteem" that refers to one's respect for herself as a teacher, "evaluative identity building" where the teaching professionals were evaluated as positive or negative, "emotional professional identity building" which refers to positive or negative emotions for the profession, and "team membership" which explains whether the individual views herself as a contributing member of the professional group.

The Work Satisfaction Scale was developed by Batıgün and Şahin (2006) as a 32-item questionnaire to measure the satisfaction an employee gets from work. The scale asks how much satisfaction is derived from each of the 32 items related to work life. The measurements were made by using a Likert type scale scored between 0 and 100% as follows: 0% = 1, 25% = 2, 50% = 3, 75% = 4 and 100% = 5. The score interval was 32-160. A high score from the scale meant high work satisfaction. The item about "bonus payment" was replaced by "extra classes payment" in order to tailor it to the teachers. As a result of the first factor rotation conducted with the data gathered for this study, one item with a factor loading below .35 was removed from the scale. In a multiple factor structure, any item that yields high loading value in more than one factor is defined as an overlapping item and may be removed from the scale, and the difference between two high loading values should be at least .10 (Büyüköztürk, 2009). Therefore, items 5, 27 and 29 were removed from the scale after the second factor analysis; item 21 was removed after the third factor analysis; and item 12 was removed after the fourth one. The factor loading of the scale varied between .37-.86. The internal consistency coefficient of the work satisfaction scale was .92. The total variance explained was .61. The rotated basic components analysis revealed that the scale had five subfactors. The first was management policies (15 items/Alpha .87), the second one was control/autonomy (4 items/Alpha .79), the third one was personal factors (2 items/Alpha .83), the fourth one was physical conditions (2 items/Alpha .64) and the fifth one was interpersonal relations (3 items/Alpha .67). This study used a 5-factor work satisfaction scale consisting of teacher work satisfaction, management policies of the organization, personal factors which refer to the match between the job and one's personality and abilities, the physical conditions of the work place, the control/autonomy that the employee has at the work place, and the satisfaction derived from the interpersonal relationships at work.

### **Data Analysis**

Data were analyzed by using quantitative data analysis methods. All data from the study were analyzed on the SPSS 21.0 package. Arithmetic means, standard deviation, frequencies, percentages, Pearson Product Moment Correlation coefficients (r), t-test and Multiple Regression Analysis techniques were used. The results were tested at levels  $p < .01$  and  $p < .05$ .



### III. FINDINGS

Below are the results of the analyses conducted in line with the sub aims of the study. Table 1 presents the analysis results of teachers’ work satisfaction, exposure to negative behaviors (mobbing) and organizational identity building levels and other variables.

**Table 1:** Descriptive Statistics of the Dependent and Independent Variables

Variables	n=580	$\bar{x}$	ss
<b>Dependent</b>			
	Organizational identity	3,36	,52
<b>Independent</b>			
	Work satisfaction	3,26	,65
	Exposure to negative behaviors (mobbing)	1,47	,62
	Gender	1,63	,48
	Marital status	1,27	,44
	Age	1,85	,74
	Seniority in the profession,	1,76	,82
	Duration of work at the school	1,21	,48
	Teaching branch	1,18	,38
	The level of the institution teachers graduated	2,19	,39
	The type of high school	2,68	,85

Table 1 shows the arithmetic means and standard deviations of the variables. Teachers’ organizational identity building level was  $\bar{X}=3.36$  or “somewhat true”, their level of work satisfaction was 50%, and exposure to mobbing was  $\bar{X}=1.47$  or “never”.

#### Findings about Comparisons of Teachers’ Organizational Identity Building by gender

Male and female teachers’ organizational identity building views were analyzed and the results are offered in Table 2.

**Table 2:** Findings about Comparisons of Teachers’ Organizational Identity Building by Gender

Variable	Gender	n	$\bar{x}$	ss	t
Organizational identity	Female	211	3,31	,49	-1,629
	Male	369	3,38	,53	

Teachers’ organizational identity building views did not vary significantly by,  $t(580) = -1,629, p > .05$ . Male teachers’ organizational identity building views ( $\bar{X}=3.38$ ) were more positive than those of female teachers ( $\bar{X}=3.31$ ). The responses of both genders of teachers to the identity building scale was at the level “somewhat true”.

Table 3 presents the relationship of teachers’ work satisfaction and exposure to negative behaviors (mobbing) with organizational identity building based on the pearson correlation technique.

**Table 3:** Teachers' Work satisfaction and life Negative Behaviors (Mobbing) Status of Relationship Between Organizational Identification

	Identification	Mobbing	Work satisfaction
Identification	1	,203** ,000	,088* ,033
Mobbing	,203** ,000	1	-,191** ,000
Work satisfaction	,088* ,033	-,191** ,000	1

\* $p < .05$ , \*\* $p < .01$ .

Table 3 shows that a very weak, positive and meaningful relationship exists between teachers’ organizational identity building perception and mobbing ( $r = .20, p < 0.01$ ). Considering the determination coefficient,  $r^2 = 0,045$  it may be stated that 5% of the variance in teachers’ organizational identity building views stemmed from mobbing. A very weak, positive and meaningful relationship existed between teachers’

organizational identity building perception and work satisfaction ( $r= 0,088$ ,  $p<0,05$ ). Considering the determination coefficient,  $r^2= 0,007$ ) it may be stated that 7% of the variance in teachers' organizational identity building views stemmed from work satisfaction.

Table 4 presents multiple regression analysis results of the prediction of teachers' organizational identity building with the variables of mobbing and work satisfaction.

**Table 4:** Teacher of the Organizational Identity, patches and fixes on multiple regression analysis Prediction Results

(N=580).

Değişken	B	Standart Hata B	$\beta$	t	p	Partial r	Part r
Constant	2,735	,129	-	21,238	,000	-	-
Mobbing	,192	,035	,228	5,548	,000	,203	,225
Work Satisfaction	,105	,033	,132	3,204	,001	,088	,132
R= 0.241    R <sup>2</sup> = 0.058    F(2, 577) = 17,777    p= ,000							

Mobbing and work satisfaction, together, had shown a very weak and meaningful relationship with teachers' identity building scores;  $R=0.241$ ,  $R^2 = 0.058$ . The two variables together explained approximately 5,8% of the total variance in organizational identity building. According to standardized regression coefficient ( $\beta$ ), the relative order of importance of predictive variables on life satisfaction was as follows: mobbing and work satisfaction. The t test results concerning the significance of regression coefficients showed that both variables were meaningful predictors of organizational identity building. According to regression analysis results, the regression equality about the prediction of life satisfaction was as follows:  $2.735+0.192$  Mobbing+ $0.105$  Work Satisfaction

**Table 5:** Organizational of identification, Job Satisfaction Scale, Scale Mobbing Pearson Correlation Between Sub-Factor

	Gender	Marital status	Age	Seniority	Duration of work	Branch	School graduated	The type of high school	Personal self-esteem	Evaluators of identification	Emotional professional identification	Team membership	Property policies	Control Autonomy	Individual factors	Physical conditions	Interpersonal Relations	Work Satisfaction	Organizational identification	ODO
Gender																				
Marital status	-,152**																			
Age	,254	-,447**																		
Seniority	,221**	-,328**	,826**																	
Duration of work	,053	-,157**	,500**	,525**																
Branch	,027	,040	-,037	-,018	,075															
MOO	-,035	-,006	-,093*	-,122**	-,028	-,099*														
Gylt	-,052	,146**	-,275**	-,262**	-,215**	,126**	-,081*													
Personal self-esteem	-,065	-,217**	,134**	,081	-,002	-,029	,062	-,058												
DK	,127**	,091*	,019	,089*	,075	,064	,073	-,104*	-,235**											
DMK	-,076	,022	-,017	,004	,022	,054	,012	,118**	,230**	-,223**										
Team membership	,062	-,071	,080	,072	,035	,037	,067	,013	,339**	-,095*	,465**									
IP	,002	,059	-,067	-,076	-,046	,021	,003	-,107*	,008	-,168**	,250**	,303**								
K/O	-,075	,018	-,018	-,020	-,041	,020	,100*	,085*	,236**	-,333**	,352**	,303**	,381**							
BF	-,001	-,022	,092*	,061	,058	,023	,017	,044	,058	-,152**	,144**	,176**	,302**	,260**						
FK	,051	,006	-,013	-,023	-,020	-,025	-,013	-,010	,021	-,100*	,194**	,259**	,483**	,265**	,211**					
KI	-,024	-,015	-,050	-,067	-,026	,062	,039	,089*	,145**	-,247**	,283**	,372**	,551**	,472**	,284**	,422**				
ID	-,001	,064	-,076	-,085*	-,043	,042	,004	,099*	-,007	-,154**	,253**	,296**	,991**	,375**	,305**	,482**	,541**			
OK	,041	-,035	,077	,107*	,068	,072	,095*	-,006	,432**	,317**	,676**	,759**	,183**	,210**	,091*	,174**	,228**	,185**		
ODO	,030	,210**	-,062	,035	,055	,064	,028	-,088*	-,195**	,420**	-,097*	-,043	-,163**	-,206**	-	-,137**	-,220**	-,139**	,103	*

\*p < .05, \*\*p < .01 MOO: School graduated; Gylt: The type of high school; DK: Evaluators of identification; DMK: Emotional professional of identification; IP: Property policies; K/Ö: Control / Autonomy; BF: Individual

factors; FK: Physical conditions; Kİ: Interpersonal Relations; İD: Work Satisfaction; ÖK: Organizational identification; ODÖ: Negative Behavior Scale

Table 5 presents the correlation between variables. A high, positive and meaningful relationship existed between age and seniority ( $r= 0,826, p<.01$ ) and age and personal factors related work satisfaction ( $r= 0,92, p<.05$ ). Seniority increased with age, and increased age brought increased personal factors related work satisfaction. Considering the determination coefficients respectively ( $r^2= 0.67; r^2= 0.84$ ), 67% of the total variance in seniority and 84% of the total variance in personal factors were due to age. A high, negative and meaningful relationship existed between age and the level of institution they graduated from  $r= -0,95, p<.05$ ). As age increased, the level of the institution fell. Considering the determination coefficient ( $r^2= 0.90$ ), it may be stated that 90% of the total variance in the institution which the teachers graduated from was due to age. A moderate, positive and meaningful relationship existed between age and duration of employment ( $r= 0.50, p<.01$ ). Increased age brought the duration of employment at the school. Considering the determination coefficient ( $r^2= 0.25$ ) it may be stated that 25% of the total variance in the duration of employment was due to age.

A high, negative and meaningful relationship existed between seniority and work satisfaction ( $r= -0.85, p<.01$ ). More seniority brings less work satisfaction. Considering the determination coefficient ( $r^2= 0.72$ ), it may be stated that 72% of the total variance stemming from work satisfaction was due to seniority. A high, positive and meaningful relationship existed between the institution the teachers graduated from and organizational identity building ( $r=0.95, p<.05$ ). As the level of institution increased, so did organizational identity building. Considering the determination coefficient ( $r^2= 0.90$ ), it may be stated that 90% of the total variance in organizational identity building was due to the level of institution.

A high, positive and meaningful relationship existed between the type of high school that teachers were working at and control/autonomy, interpersonal relationships and work satisfaction ( $r= 0.85, r=0.89, r=0.99$ , respectively  $p<.05$ ). Considering the determination coefficients, respectively ( $r^2= 0.72; r^2= 0.79; r^2=0.98$ ), 72%, 79% and 98% of the total variance stemming from control/autonomy, interpersonal relationships and work satisfaction, respectively, were due to the type of high school. A high, negative and meaningful relationship existed between the type of school and mobbing ( $r= -0.88, p<.05$ ). As the type of high school varied, their exposure to mobbing decreased. Considering the determination coefficient ( $r^2= 0.77$ ), it may be stated that 77% of the total variance stemming from mobbing was due to the type of high school teachers were working at.

A high, positive and meaningful relationship existed between teachers' organizational identity building and team membership,  $r= 0,759, p<.01$ . As team membership increased, so did organizational identity building. Considering the determination coefficient ( $r^2= 0.57$ ), 57% of the total variance in organizational identity building was due to team membership. Of the other variables, a moderate, positive and meaningful relationship existed between self-esteem, evaluative identity building, emotional professional identity building and organizational identity building. As self-esteem, evaluative identity building and emotional professional identity building increased, so did organizational identity building.

A high, positive and meaningful relationship existed between management policies and work satisfaction ( $r= 0.99, p<.01$ ). As management policies improved, work satisfaction increased. Considering the determination coefficient ( $r^2= 0.98$ ), 98% of the total variance in work satisfaction was due to management policies. A moderate, positive and meaningful relationship existed between management policies and control/autonomy, personal factors, physical conditions, interpersonal relationships ( $r=0.38, r=0.30, r=0.48, r=0.55$ , respectively). Considering the determination coefficients ( $r^2= 0.14; r^2=0.09; r^2=0.23; r^2=0.30$ , respectively), 14%, 9%, 23% and 30% of the total variance in control/autonomy, personal factors, physical conditions, interpersonal relationships, respectively, seemed to be due to management policies.

The multiple regression analysis results about the prediction of the subdimensions of teachers' organizational identity building are given in Table 6.

**Table 6:** The multiple regression analysis results about the prediction of the subdimensions of teachers' organizational identity (N=580).

Değişken	B	Standart Hata B	$\beta$	t	p	Partial r	Part r
Constant	0.504	0.070	-	7,237	,000	-	-
Personal self-esteem	0.158	0.011	0.312	14,266	,000	0.378	0.511
Evaluators of identification	0.323	0.011	0.615	29,273	,000	0.441	0.774
Emotional professional of identification	0.110	0.010	0.263	11,372	,000	0.405	0.428
Team membership	0.265	0.014	0.445	18,877	,000	0.615	0.619
R= 0.877		R <sup>2</sup> = 0.769	F(4, 575 )= 478.592		p= ,000		

The regression analysis conducted to investigate the predictability of the Organizational Identity Building Scale on its own subscales, and the paired and partial correlations showed a positive and moderate relationship between the organizational identity building scale and all of its subscales ( $r=0.378$ ,  $r=0.44$ ,  $r=0.40$ ,  $r=0.61$ ). Self-esteem, evaluative identity building, emotional professional identity building and team membership together yielded a high and meaningful relationship between teachers' organizational identity building scores,  $R=0.877$ ,  $R^2=0.769$ ,  $P<.05$ . The four variables together account for approximately 76% of the total variance in organizational identity building.

According to the standardized regression coefficient ( $\beta$ ), the relative order of importance of predictive variables on organizational identity building was as follows: evaluative identity building, team membership, self-esteem and emotional professional identity building. The t test conducted to measure the significance of the regression coefficient showed that all variables were significant predictors of organizational identity building.

According to regression analysis results, the regression equation of organizational identity building prediction was as follows: Organizational Identity building =  $0.504 + 0.158$  Self-esteem +  $0.323$  Evaluative Identity building +  $0.110$  Emotional Professional Identity building +  $0.265$  team membership.

The multiple regression analysis results of the prediction of the subdimensions of teachers' Work Satisfaction Scale are given in Table 7.

**Table 7:** The multiple regression analysis results of the prediction of the subdimensions of teachers' Work Satisfaction Scale (N=580).

Değişken	B	Standart Hata B	$\beta$	t	p	Partial r	Part r
Constant	,140	,025	-	5,541	,000	-	-
Property policies;	,937	,007	,993	139,960	,000	,991	,986
Control / Autonomy	-,001	,006	-,001	-,235	,814	,375	-,010
Physical conditions	,004	,005	,005	,757	,449	,482	,032
Interpersonal Relations	-,010	,007	-,009	-1,304	,193	,541	-,054
Individual factors	,004	,003	,007	1,155	,249	,305	,048
R= 0.991    R <sup>2</sup> = 0.983    F (5, 574 )= 6571,652    p= ,000							

The regression analysis conducted to investigate how well the Work Satisfaction Scale predicted its own subscales, and the paired and partial correlations showed a positive and high relationship between the satisfaction scale and the management policies subdimension ( $r=0.99$ ); however, when other variables were checked, the correlation between two variables was  $r= 0.98$ . Control/autonomy, physical conditions, interpersonal relationships and personal factors together yielded a moderate and meaningful relationship with work satisfaction scores,  $R=0.991$ ,  $R^2=0.983$ ,  $p<.05$ . The five variables accounted for approximately 98% of the variance in work satisfaction.

According to the standardized regression coefficient ( $\beta$ ), the relative order of importance of predictive variables on work satisfaction was as follows: management policies, interpersonal relationships, personal factors, physical conditions and control/autonomy. The t test measuring the significance of regression coefficients revealed that only management policies was a significant predictor of work satisfaction.

The regression analysis gave the following regression equation concerning the prediction of work satisfaction: Work satisfaction =  $0.140 + 0.937$  management policies -  $0.001$  control/Autonomy +  $0.004$  physical Conditions +  $-,010$  interpersonal relations +  $0.004$  personal Factors.

#### IV. DISCUSSION

According to the findings addressing the first subquestion of the study, the organizational identity building views of teachers working in secondary education were at the level of "somewhat true/low". Çobanoğlu (2008) studied primary school teachers, and found that in schools with little effectiveness, organizational identity perception was at a moderate level, while in highly effective schools it was at a high level. Taşdan (2015) found moderate levels of organizational identity perceptions among primary school teachers. The level of organizational identity building views of secondary teachers was lower than that of primary teachers. Research results on this issue are varied. Considering gender, male teachers' organizational identity perceptions were higher than those of female teachers. Argon and Ertürk (2013), Akgül (2012) and Boydak Özcan and Şener (2013) found that male teachers had higher organizational identity perceptions than female teachers. These results are in line with Yazar's results. Gülşen (2010) studied private and public bank employees and concluded that their organizational identity perceptions did not vary significantly based on gender. Uğurlu and Arslan (2015) also found that gender did not have an effect on teacher scores from the perceived organization identity scale. However, Tüzün's (2006) study on private sector banks yielded different results. The difference may have been caused by the different identity structures of the organizations studied.



No significant difference was found between teachers' views about organizational identity building, mobbing or work satisfaction based on the duration of their employment at their school. Uğurlu and Arslan (2015) did not find a difference in overall perceived organizational identity based on teachers' duration of employment. No significant difference was found between teachers' views about organizational identity building, mobbing or work satisfaction based on the branch they taught. Likewise, Argon and Ertürk (2013) and Boydak Özkan and Şener (2012) found no significant difference between the organizational identity building perceptions of teachers teaching different branches.

Based on the variable of years in the profession, a significant difference existed between the organizational identity building views of teachers with 1-10, 11-20 and 21-30 years' experience and those with 31 years or more. The latter group had higher organizational identity building. Taşdan (2015) concluded that in the overall organizational identity scale, teachers with 17 years or more of professional seniority had higher organizational identity perceptions than those with 7-11 years in the profession. Gülşen (2010) studied bank employees and found higher levels of organizational identity perceptions among employees with five or more years of professional seniority. Argon and Ertürk (2013) found that the variable of seniority caused a significant difference in teachers' organizational identity perceptions. The significant difference in teachers' organizational identity perceptions existed between teachers with 1-5 and 6-10 years in the profession and 1-5 and 16 years or more in the profession. Teachers with 16 years or more had higher organizational identity perceptions. Boydak Özkan and Şener (2013) found a difference between the organizational identity views of teachers with 6-15 years and 16-20 years and 20 years or more in the profession. These results showed that as teachers' professional seniority increased, so did their school related organizational identity perceptions. Spending more years in the profession allow teachers to embrace their schools and colleagues, feel a sense of belonging, develop better relationships because spending more time in an organization brings more advanced relationships (Van Dyne, 1994). These results were parallel to each other. Akgül (2012) and Tüzün (2006) on the other hand, found that teachers' organizational identity perceptions did not vary based on seniority.

A significant difference was detected between the organizational identity building views of university graduates and those with a higher degree. Those with a master's or doctoral degree had higher organizational identity building. Taşdan (2015) and Boydak Özkan and Şener (2013) concluded that primary teachers' organizational identity perceptions did not vary based on their educational status. However, other researchers have reached different results. Tüzün (2006) studied the employees of private and public banks located in Ankara and found higher organizational identity perceptions among those with a lower level of education than those with medium and high levels. Gülşen's (2010) study with bank employees revealed higher organizational identity building perceptions than others among high school graduates and very small intentions of quitting.

The age variable did not lead to any significant difference in teachers' organizational identity and work satisfaction views. Argon and Ertürk (2013) revealed a significant difference between the organizational identity views of teachers in different age groups. This significant difference was between 20-30 and 31-40 year olds, and the organizational identity perceptions of 31-40 year olds were higher than 20-30 year olds. Findings are different. The study showed that teachers were "never" subjected to mobbing. A significant difference existed between teachers' mobbing views and the age variable. The significant difference in views about mobbing were between 23-32 year olds and 33-42 year olds, with the views of the former higher than the latter. Cemaloğlu (2007) found a "moderate" level of mobbing against teachers. These results are parallel to those of Hubert and Veldhoven (2001), Dick and Vagner (2001), Hoel et al. (2004), O'connor (2004) and Gökçe (2006). However, they are different to the findings of the present study. At the same time, Hubert and Veldhoven (2001) state that mobbing is most commonly seen at educational, industry and voluntary institutions (Cemaloğlu, 2007:83).

The study revealed that the work satisfaction of teachers was at a moderate level. Mamatoğlu (2008) considered the sub-dimensions of teacher work satisfaction scale and found moderate to high levels of satisfaction. Considering whether employee organizational identity building dimensions predict general work satisfaction, it was concluded that teachers' general work satisfaction was significantly predicted by identity building as a teacher which refers to where one views herself in the overall teaching community, whether she sees any similarity between other teachers and herself, and how much she associates with them. A very weak, positive and significant relationship was found between teachers' organizational identity building views and mobbing and work satisfaction. The two variables together account for approximately 5,8% of the total variance in organizational identity building.

As can be seen from Table 5, age predicted the seniority and personal factors sub dimensions of the work satisfaction scale at a high level positively. As age increased, so did work satisfaction based on seniority and personal factors. Age was also found to predict the level of the institution one graduated from at a high level and negatively. As age increased, the level of the institution fell. Age was found to predict the duration of employment moderately and positively. As age increased, the duration of employment at a school also increased. Seniority predicted work satisfaction at a high level and negatively. As seniority increased, work

satisfaction decreased. The institution where one graduated from predicted organizational identity building at a high level and positively. As the level of the institution increased, so did organizational identity building. The type of high school where one worked at predicted control/autonomy, interpersonal relationships and work satisfaction at a high level and positively. Science high school teachers had higher work satisfaction than others. A high, negative and significant relationship existed between the high school type one worked at and mobbing. There was a significant difference between the views of teachers from other high schools and those of teachers from science and vocational high schools. According to Kruskal-Wallis test results, science high school teachers (mean rank=335,80) were exposed to less mobbing than other high schools (mean rank= 237,71), and vocational high school teachers were subjected to less mobbing than (mean rank=180,47) others teachers (mean rank=137,74).

Considering the relationships between teachers' organizational identity building and its subdimensions, team membership predicted organizational identity building at a high level and positively. Of the other variables, the subdimensions of self-esteem, evaluative identity building and emotional professional identity building also predicted organizational identity building moderately and positively. As self-esteem, evaluative identity building, emotional professional identity building and team membership increased, so did organizational identity building.

Considering the relationships in the subdimensions of work satisfaction, management policies was found to predict work satisfaction at a high level and positively. Accordingly, as management policies improved, work satisfaction increased. Management policies and control/autonomy, personal factors, physical conditions, interpersonal relationships also predicted work satisfaction moderately and positively. According to this, as management policies improved, the characteristics of variables also did so. Work satisfaction was also predicted by management policies positively and at a high level. Control/autonomy, physical conditions, interpersonal relationships and personal factors together yielded a moderate and significant relationship with work satisfaction scores. According to standardized regression coefficient ( $\beta$ ), the relative order of importance of predictive variables on work satisfaction was as follows: management policies, interpersonal relationships, personal factors, physical conditions and control/autonomy. Mamatoğlu (2008) found that even though the subdimensions varied, identity building as a teacher was the only identity building dimension that was associated with overall work satisfaction. Other dimensions of identity building were not associated with overall work satisfaction. Organizational identity building as a teacher predicted satisfaction among management policies. In other words, the stronger the person categorized herself as a teacher, the more she supported staff policies of the institution such as promotion or performance. On the other hand, team identity building was found to predict the satisfaction that teachers derive from workplace policies, interpersonal relationships and control and autonomy at the workplace. Research results are similar considering certain variables.

When the relationships between the subdimensions of organizational identity building and the subdimensions of the work satisfaction scale were considered, self-esteem was found to predict autonomy and interpersonal relationships. As self-esteem increased, so did autonomy and interpersonal relationships. The subdimension of evaluative identity building predicted management policies, personal factors and interpersonal relationships. As management policies and interpersonal relationships improved, and the match between the job and the individual's abilities increased, so did evaluative identity building. The same subdimension was also found to predict autonomy. As autonomy increased, so did evaluative identity building. Emotional professional identity building was also found to predict autonomy. As autonomy increased, so did emotional professional identity building.

Considering the relationships between the subdimensions of organizational identity building and those of work satisfaction, evaluative identity building, emotional professional identity building and team membership appeared to be important predictors of gender; self-esteem and personal factors appeared to be important predictors of age; evaluative identity building and personal factors appeared to be important predictors of seniority.

Emotional professional identity building predicted management policies, personal factors, physical conditions and interpersonal relationships at a low level and positively. If management policies and physical conditions improve, and the teaching profession is in line with teachers' personality, knowledge and skills, and their interpersonal relationships are good, then their emotional professional identity building is also increased. Team membership predicted management policies, autonomy and interpersonal relationships at a moderate level and positively. As management policies improve, and autonomy and interpersonal relationships increase, so does team membership. Team membership was found to predict personal factors and physical conditions at a low level and positively. If the teaching profession is in line with teachers' personality, knowledge and skills, and their physical conditions improve, team membership increases.

## V. CONCLUSION

The organizational identity building views of secondary education teachers is at the level of 'somewhat true'. Male teachers' organizational identity perceptions are higher than those of woman teachers. Professional seniority and higher education levels increase teachers' organizational identity building. Even though teachers were "never" exposed to mobbing, younger teachers were more likely to face it. Teachers' work satisfaction was at a moderate level.

Teachers' organizational identity building views are low and positive predictors of mobbing and work satisfaction. As age increases, seniority and work satisfaction related to personal factors increase, the level of institution graduated from decreases, and the duration of employment at the school increases. As seniority increases, work satisfaction decreases. As the level of the institution they graduated from increases, so does organizational identity building. Teachers working at science high schools have higher work satisfaction than others. Mobbing was least common in science high schools. team membership, self-esteem, evaluative identity building and emotional professional identity building gains at schools positively affect organizational identity building. As management policies improve, work satisfaction increases, together with other variables as well. As self-esteem increases, so do the work satisfaction scale dimensions of autonomy and interpersonal relationships. If management policies and physical conditions improve, the teachers' job is in line with their knowledge and skills, and interpersonal relationships and autonomy increase, so do evaluative identity building, team membership and emotional professional identity building.

The reasons behind low organizational identity building levels and low work satisfaction on teachers' part may be studied with different variables. The reasons for varying work satisfaction levels among graduates of different types of high school may also be investigated.

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