



NEAR EAST UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF GENERAL PSYCHOLOGY

**AN INVESTIGATION OF SELF-ESTEEM, ORGANIZATIONAL CYNICISM
AND MOBBING LEVELS OF STAFF AT THE EASTERN BLACK SEA
UNIVERSITIES**

TANER EROL

PhD THESIS

NICOSIA
2021

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PhD THESIS

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NICOSIA
2021

ACCEPTANCE AND APPROVAL

This study titled "**An Investigation of Self-Esteem, Organizational Cynicism and Mobbing Levels of Staff at the Eastern Black Sea Universities**" prepared by Taner EROL was found successful as a result of the defense exam held on 28/06/2021 and was accepted as a Doctoral Dissertation by our jury.

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ACKNOWLEDGEMENTS

First of all, I would like to express my gratitude to Prof.Dr. Mehmet Çakıcı who contributed to determining the thesis topic with his professional knowledge and experience, enriched my perspective with his support during the research process and supported me.

In this process, I would like to thank the Near East University Department of Psychology professors and esteemed jury members, who contributed greatly to the quality of my work with their valuable suggestions, valuable academicians who contributed to my work; as well as my mother and father, who did not spare their support and effort with endless understanding and patience throughout my education, as in all areas of my life; and especially to my wife Nalan, my sisters Zeynep and Tuğçe, my extended family, relatives, friends, Association of Gul Yetistiren İnsanlar, Nusrat, and also to the RTEU Press, Information, Public Relations and Publicity Department team. In particular, I would like to thank to Gülhan Atabek, Merve Dilaveroğlu, Ali Murat Altıparmak, Dr. Gökçe Arifoğlu, Rsc. Asst. Gökhan Çakır, Teach. Asst. Yusuf Ziya Akpınar, Assoc. Prof. Dr. Süleyman Çakır, Dr. Ozan Selçuk, Dr. Bekir Güzel, Teach. Asst. Nevzat Torun, and endless thanks to my doctorate comrades Teach. Asst. Hasan Örüçü, Teach. Asst. Ahmet Tan; Mustafa Çakır, Melikşah Karakaş, Sümeyye Cebir, as well as my precious flower “my dear daughter Asya”, and “my precious son Kerem” with a beautiful heart and smiling eyes. And of course, to my sons Toprak and Yusuf Rüzgâr, the angelic guests of heaven...

I would like to express my endless respect and thanks to everyone who has served the national and spiritual identity, science and development of this country.

ABSTRACT

AN INVESTIGATION OF SELF-ESTEEM, ORGANIZATIONAL CYNICISM AND MOBBING LEVELS OF STAFF AT THE EASTERN BLACK SEA UNIVERSITIES

The concepts of self-esteem, organizational cynicism, and mobbing are among elements that affect individuals' work-life performance. This study examines self-esteem, organizational cynicism, and mobbing levels of the academic and administrative staff at universities in the Eastern Black Sea region in Turkey. Academic and administrative staff at five of eight universities in the East Black Sea region are included in the study. As a quantitative method, the descriptive correlational scanning model, a questionnaire method of data collection, has been used. Rosenberg Self-Esteem Scale, Organizational Cynicism Scale and Mobbing Scale have been applied. Data has been collected from 450 participants. Whether there is a considerable variance difference of demographic variables (independent variable) in the average scores of self-esteem, organizational cynicism, and mobbing has been tested in the study.

Structural equation modelling has been used to investigate the mobbing scale of academic and administrative staff's self-esteem and its effect on the organizational cynicism scale. It has been observed that the self-esteem of academic and administrative staff exposed to mobbing has decreased and that their organizational cynicism has decreased. As for individuals whose self-esteem is high, their organizational cynicism level has decreased. The study has shown that the concepts of self-esteem, organizational cynicism and mobbing are interrelated. Also, it has been understood that there is no difference between these concepts among academic and administrative staff. Because there is a significant lack of association with concepts of self-esteem, organizational cynicism and mobbing in literature, more extensive studies which will associate these subjects with each other are needed. Drawbacks that may occur regarding the concepts mentioned above guaranteed under international agreements will negatively affect such concepts as teamwork and efficiency in work-life. Thus, not only individual but also institutional success and quality will increase more. In short, the fact that self-esteem is high will

reduce the level of mobbing and organizational cynicism. Therefore, concepts about the required legal arrangements and appropriate education methods will be drawn in time.

Keywords: Self-esteem, Organizational Cynicism, Mobbing.

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ABBREVIATIONS

AMOS	: Analysis of Moment Structure
AVE	: Average
CBI	: Copenhagen Burnout Inventory
ILO	: International Labor Organization
KTU	: Karadeniz Technical University
MAX	: Maximum
MED	: Median
MIN	: Minimum
P.	: Page
PP	: Pages
RTEU	: Recep Tayyip Erdogan University
SPSS	: Statistic Package For Social Sciences
S.S	: Standard deviation
STD	: Standard
TR	: Turkish Republic
TLA	: Turkish Language Association
USA	: United States of America
WHO	: World Health Organization
WHS	: The Work Harassment Scale

CHAPTER 1

INTRODUCTION

While self-concept is a description of the individual and expresses different characteristics in comparison to other people, self-esteem refers to how individual perceives themselves when they evaluate their own characteristics and the value they give them (Duclos, 2016). Self is among the factors that influence an individual's personality, attitudes, feelings and ideas. It covers the period from birth to adulthood of a person. The self is the embodiment of one's thoughts, experiences, future expectations, position and status in social life in the systematics of thought. Moreover, it is the definition that the person creates by focusing on the concept of "I" (Aydın, 2005).

The concepts of self and self-esteem appear as two very important concepts in relation to human personality and psychology (Kaya, 1997). For human beings, who are social beings, it is important to know what these concepts mean to them when they form their bilateral relationships. Many psychological concepts have a significant impact on the formation of a person's personality and character or on the quality of his communication with other people. It is not only necessary to define and identify these concepts, but also to examine their relationship to each other. This is because these concepts can influence each other to a great extent. If we examine the relevant literature and dictionary usage, we find that the concepts of self and self-esteem have different meanings (Kılıç, 2000; Honor, 1987; Sullivan, 1979; Terbaş, 2004; Wylie, 1974). The aforementioned concepts, which can generally be used interchangeably, actually differ in content and meaning (Avşaroğlu, 2007). These concepts should not be confused with other concepts such as ego, character, personality and personality. Although there are some similarities in

content, there are serious differences between these concepts in technical terms. It should be underlined that it is necessary to understand these concepts in order to psychologically analyse the human being. The ability to examine one's own mental structure also depends on what we mean by self and self-esteem.

Self-esteem has two dimensions. These are "general self-esteem" and "role self-esteem". General self-esteem is a determined evaluation of one's own perceptions and feelings. Role self-esteem is about examining a person's ability to understand themselves, their performance and their value judgements. In addition, it is the evaluation of an individual's awareness and intuitions about their own work or profession (Schumann, 1991). If we look at evaluations about self-esteem, a person must first have a judgement about him/herself in order for self-esteem to emerge. Apart from this, we can define self-esteem as a person's self-knowledge of the aspect that distinguishes him or her from other people and make an assessment based on these characteristics. Since self-esteem is of great importance in an individual's life, a comparison of employees' self-esteem perceptions will yield important results. This study emphasises that the concept of self-esteem should be adequately explored to address the existing deficits.

In addition, the concepts of cynicism and organisational cynicism should also be adequately explored. This is because recently these concepts have been mentioned frequently and offer a much broader content and contribution to the concept of cynicism (Yalçınkaya, 2014). Many studies have been conducted on the topic of cynicism. When examining these studies, it is found that the consequences of cynicism seriously affect the person, their family as well as the work environment. Therefore, it is considered necessary to sufficiently study both the theoretical and practical dimensions and determine the relationship between cynicism and other related concepts. Although the term cynicism has a similar meaning to "scepticism, lack of faith, distrust, negativity, pessimism", it is also frequently used in the literature in the sense of "powerful, criticising, finding fault" (Erdost, Karacaoğlu, & Reyhanoğlu, 2007).

Furthermore, if one examines academic studies, one may find that there is no complete definition unit (Kanter & Mirvis, 1989; Dean, J.W., Brandes & Dharwadkar, 1998; Brandes, Dharwadkar, Wheatley & Hadani, 2006a; Cartwright & Holmes, 2006; Brandes et al., 2007; Watt and Piotrowski, C., 2008; Tokgöz & Yılmaz, 2008).

Organisational cynicism is a specific or general pattern of behaviour that arises from negative feelings such as distrust and disappointment towards people, communities, ideologies, institutions or social communities (Andersson M., 1996). Although those who have conducted research both in practice and theoretically are aware of the fact that cynicism exists in institutions, they have not conducted detailed research on the subject. For this reason, almost all studies on cynicism in psychology are the beginning of scientific research on this topic (Wanous, Reichers, & Austin, 2000). In this direction, it is clear that business will be greatly affected by this situation. The concept of organisational cynicism emerges as an issue that should be explored by managers in modern business. It is important for both the institution and the employee to find out what causes the individual's negative behaviour and what triggers it.

Organisational cynicism, like bullying in business, is high on the list of problems to be investigated. Kılıçaslan and Kaya (2016) state that this concept, also referred to as psychological violence, psychological assault, intimidation and psychological terror, significantly affects employees' working lives. Studies briefly define psychological violence in the workplace as unethical communication and hostile behaviour systematically directed against an individual by one or more persons. The concept of bullying, whose prevalence we can accept as a global problem, should also be evaluated in all its aspects.

Leymann, who is known as a pioneer of bullying research, defined the concept of bullying as actions directed against another person by one or more persons at least once a week over a period of at least six months, causing one person to open a front against another person, expressing emotional violence, psychological terror, psychological and social unhappiness (Leymann, 1996). Determining whether or not employees are confronted with this situation has been considered important for job satisfaction and productivity of a healthy

workforce. The occurrence of bullying increases the cost of health services as well as the negative event experienced, while the increase in the employee's treatment costs exacerbates the dimension of victimisation. Since such a situation can lead to the employee leaving his or her job, there is also a loss of income for the person (Tınaz, 2011). In order to find an effective solution to bullying and eliminate it, new research is needed on this issue.

As shown in the studies, bullying leads to inadequate job satisfaction and performance, reduces productivity and motivation, and causes economic losses (Davenport, Schwartz & Elliott, 2003; Pelit and Aydoğan, 2011). Studies find similar definitions such as "the purpose of bullying is to exert systematic pressure on a person or persons in a workplace to force them to quit their job by destroying their performance and perseverance through immoral methods". The literature also states that bullying is usually perpetrated by senior managers, but it can also be perpetrated by colleagues, subordinates or a group at the same level. Those who practise bullying are believed to have an overly controlling, cowardly, neurotic and power-hungry personality and their actions are based on insecurity, jealousy and envy out of fear (Davenport, Schwartz & Elliott, 2003; Leymann H., 1990; Escartin, Dieter Zapf & Alvaro Rodriguez, 2011; Einarsen, Matthiesen & Skogstad, 1998).

These three concepts are very important for employees and organisations. These concepts, which cause serious problems for organisations, can pose serious threats to both organisations and employees if precautions are not taken (Sonmez, 2017; Pelit & Pelit, 2014). In this context, the present study aims to compare and correlate these three concepts in relation to administrative and academic staff and determine whether they influence each other by examining the "self-esteem, organisational cynicism and bullying levels of academic and administrative staff working in universities in the Eastern Black Sea region". Determining the relationship between the concepts, comparing them and investigating whether they influence each other will help solve the problems of people who have some psychological problems and transfer these problems to their family, social life and profession.

1.1 Research Problem

The research problem is: "Are there differences, correlations and effects on self-esteem, organisational cynicism and bullying levels of academic and administrative staff in the Eastern Black Sea universities?" The research problem seeks answers to the following questions:

- Is there a relationship between the scores of the bullying scale, self-esteem and the organisational cynicism scale of the administrative staff?
- Is there a correlation between the scores of the bullying scale, self-esteem and the organisational cynicism scale of academic staff?
- Do participants' bullying scale scores have an impact on their self-esteem scores?
- Do participants' bullying scale scores influence their organisational cynicism scores?
- Do participants' self-esteem scale scores influence their organisational cynicism scale scores?
- Is there a significant difference between participants' self-esteem, organisational cynicism and bullying levels as a function of demographic factors?

1.2. Purpose of Research

The influence of some concepts on people's socio-economic lives is quite great. At this point, self-esteem, organisational cynicism and bullying variables appear as very important concepts. The aim of this research is to determine the relationship between the three concepts in question, compare them in relation to academic and administrative staff in universities, and provide a perspective for staff by determining whether these concepts influence each other.

The literature studies show that one of the most important issues in the field of psychology is self-esteem. Researchers and experts have stated that self-

esteem is very important for our mental health (Yılmaz, Ekmekçi, İlgen, & Çalık, 1994). The importance of this concept was better understood in the 1990s with the contribution of studies on organisational cynicism. As a result of these developments in organisational cynicism, the rate of expectations and actions towards employees has increased (Aktuna, 2020). Since the concept of bullying has been researched in relation to employees, it has not lost any of its importance to date. However, there are still some gaps in the research on this concept (Türker, 2020).

As can be seen from the research on these topics, there are similar explanations about the meaning of the three concepts. Nevertheless, the concepts of self-esteem, organisational cynicism and bullying have not been sufficiently studied; there is no single definition. It was also noted that the relationship between the concepts and their meaning for employees has not been adequately researched. Furthermore, when related concepts are associated with demographic elements, it was found that this relationship is established with a narrow perspective. The demographic elements used in our study were kept out of the general questions and it was possible to conduct the research with a broader perspective.

The main objective of this study is to investigate the self-esteem, organisational cynicism and bullying levels of academic and administrative staff working in universities in the Eastern Black Sea region. Accordingly, the differences and relationship between the self-esteem, organisational cynicism and bullying levels of academic and administrative staff and the impact of these concepts on each other will be revealed.

1.2.1. Sub-objectives of the Research

In the context of the main purpose of this research, the sub-objectives are as follows:

- As the level of mobbing of the administrative staff increases, self-esteem decreases.
- As the level of organisational cynicism among administrators increases, so does the level of bullying.

- As administrators' self-esteem increases, organisational cynicism decreases.
- As the level of mobbing of academic staff increases, the level of self-esteem decreases.
- As the level of organisational cynicism among academic staff increases, the level of mobbing increases.
- As academic staff self-esteem increases, organisational cynicism decreases.
- Participants' mobbing scale scores have an impact on their self-esteem scores.
- Participants' mobbing scale scores have an impact on their organisational cynicism scores.
- Participants' self-esteem scale scores have an impact on their organisational cynicism scale scores.
- There is a significant difference between participants' self-esteem, organisational cynicism and mobbing levels according to demographic factors.
- There is a correlation between self-esteem, organisational cynicism and mobbing levels of academic and administrative staff.

The answers to these theses will make it possible to achieve the sub-objectives of the study.

1.3. Importance of Research

This study examines the differences, relationships and implications between self-esteem, organisational cynicism and mobbing levels of academic and administrative staff working in universities in the Eastern Black Sea region. The findings of the research underline the important points in terms of addressing the existing deficits. These findings will contribute to the relevant academic field.

In this context, the situation of academic and administrative staff in relation to these concepts can be determined and then the impact of self-esteem,

organisational cynicism and mobbing degree on motivation, organisational climate, organisational culture, organisational justice, organisational communication, internal public relations, organisational affiliation and performance management can be studied. Thus, the relationship between the concepts of self-esteem, organisational cynicism and mobbing can be established with concepts such as productivity, job satisfaction or performance can be established.

In this context, the differences, relationships and effects of the concepts of self-esteem, organisational cynicism and mobbing between academic and administrative staff are examined scientifically. As this is the first study in this area, it will contribute to the literature as well as to business and academia in determining the factors that influence the enhancement of institutional success.

Another contribution to academia is that the factors that lead to this outcome, apart from the level of mobbing and cynicism, can be studied by people who want to quit their job, who are dismissed by the employer because of their poor performance, or who are dismissed by the employer unfairly and without cause. Although mobbing and cynicism have been found to decrease when self-esteem is high, the relationship between self-esteem, organisational cynicism and mobbing behaviours with performance or productivity can be explored in future studies. Comparing self-esteem, organisational cynicism and mobbing levels of academic and administrative employees will provide a perspective for future research on this topic and contribute to the literature.

Furthermore, when the results of the comparison of employees are evaluated, this study will open a new perspective on what needs to be done in Turkish labour law regarding mobbing. When examining the legal dimension of bullying cases, one finds that this issue is very new in legislation.

In the official article on "Prevention of workplace mobbing" published in the Turkish Official Gazette (2011/27879), bullying is defined as "deliberate, intentional and regular disparagement, exclusion, discrediting of the employee's character and reputation, submission to unpleasant behaviour, as

well as intimidation and mobbing that comes to light in situations close to these expressions". In the Turkish Code of Obligations number 6098, which came into force on 01 July 2012, mobbing is dealt with under the employer's duty of protection and supervision. In Article 417 of the relevant law, the term "mobbing" has been defined, but no definition has been made (Tutar, 2015).

As can be seen, the concept of mobbing in Turkey has not been fully incorporated into the laws and its framework has not been clearly defined. With the adoption of laws related to mobbing in Turkish legislation, positive results are achieved in terms of deterrence without the problem mentioned. In fact, the elimination and punishment of bullying is crucial for our business life. Moreover, it is expected that the self-esteem of those who are subjected to mobbing will naturally decrease. However, the study will need to consider whether the opposite could be the case or whether this is one of the outcomes we will obtain.

1.4. Limitations of the research

This research is limited to the participation and opinions of 450 employees working in universities in the Eastern Black Sea region during the 2018-2019 academic year.

The research is limited to universities in the Eastern Black Sea region that have approved the survey.

The data collection period for the research is limited to the academic year 2018-2019.

The data obtained in the research is limited to the Rosenberg Self-Esteem, Organisational Cynicism and Mobbing questionnaires used.

1.5. Definitions

Self-esteem:

Self-esteem has two dimensions, defined as general self-esteem and specific self-esteem. General self-esteem is the transfer of one's perceptions and feelings to other people by evaluating them holistically. Specific self-esteem is defined as the evaluation and presentation of specific factors such as others'

analysis of one's appearance, one's abilities, or one's academic professional success and professionalism (Neiss, Sedikides, & Stevenson, 2002).

Organisational cynicism:

It is defined as a person's negative attitude towards the workplace, legislation, work style and management mechanisms there, based on the view that these factors are not in the employee's best interest (Wilkerson, Evans, & Davis, 2008).

Mobbing:

The word "mob", which originated from the use of the word "mobile vulgus", used in Latin in the sense of "irresolute crowd", is now used in English as "unlawful crowd or gang exercising unlawful violence" (Tınaz, 2008).

CHAPTER 2

THE CONCEPTUAL FRAMEWORK

In this part of the study, all types of sources for determining self-esteem, organisational cynicism and bullying levels of the academic and administrative staff were reviewed, classified and evaluated. Then other research on this topic that had been done previously was also examined.

This chapter starts with the definition of self and self-esteem and moves on to the questions and scales related to these concepts. Then, information on the definition and meaning of cynicism and organisational cynicism was first provided, a literature review of the research on this topic was conducted and the scales on this topic were examined. In this section, theoretical information about the concept of bullying is given and detailed information about the meaning of the concept of mobbing and its impact on employees is provided. A scale about mobbing is also included in this section.

2.1. The concept of "self"

The concept of "self" can be confused with various concepts today. As terms such as ego, arrogance, character and personality have similar meanings, these terms may occasionally be used in place of the term 'self'. Some of these terms have significantly similar meanings to "self". However, there are some elements that are theoretically inherent to the concept of "self". In this context, it is necessary to define the concept of "self".

According to the Turkish Language Association (TLA), the term "self" means "a person's self-existence, his personality, what constitutes himself, his self, his personality, concern for his personality, estimation of his personality as superior, arrogance, pride" (<https://sozluk.gov.tr/>, 2021).

In 1890, the US psychologist William James first defined these concepts as the harmony of the individual with the individual's desire and achievements, and by conducting research on self and self-esteem, he made them self one of the leading topics of psychology (Duclos, 2016).

This concept, first used by American psychologist William James since 1890, was defined as the harmony of the individual with his or her desires and achievements and made the self one of the leading topics in psychology through the study of the self and self-esteem (Duclos, 2016).

Rogers defined the concept of "self" as the individual's perception of himself. He made the following statement about the person: people make positive or negative analyses of themselves as a result of interaction with other people. As a result of these analyses, he reveals a perceptual structure about oneself (Rogers, 1951; cited in Avşaroğlu, 2007).

The "self" is formed through social interaction as a result of the behaviour of different people towards it (Bacanlı, 2004). People begin to form an image of themselves in childhood and this process continues throughout life. One of the ways people form the concept of "self" is through exploration. A person discovers what they can do, their abilities and qualities during various activities and endeavours (Yeşilyaprak, 2002).

The "self" is a concept shaped by life, which we can define as "self-interested" in the realm of exceptional awareness. A person's "self" consciousness includes one's own idea, understanding and thoughts; the person briefly shows how he/she evaluates him/herself (Cüceloğlu, 1997).

As can be seen from the above definitions of self, a person must refer to his or her own perceptions in order to make some evaluations about himself or herself. One's own perceptions are very important in this process. These perceptions enable an evaluation of the self.

2.1.1. The concept of "self-esteem"

The concept of self-esteem can also be used instead of some concepts, just like the concept of self. Moreover, the terms self and self-esteem can sometimes be used interchangeably.

According to the Turkish Language Association, the concept of self-esteem, expressed as self-respect, is expressed as "respect, honour, dignity, the self-esteem of the individual" (<https://sozluk.gov.tr/>, 2021).

In the literature, more than seven thousand articles and more than six hundred books have been found that deal directly or indirectly with self-esteem. In dictionaries, self-esteem is often defined as "a useful feeling arising from a person's positive opinion of his or her good points and worth". Saint Paul's definition of self-esteem is one of the best. According to Saint Paul, self-esteem is an awareness of a person's own worth and inalienable significance (Duclos, 2016).

Self-esteem can be expressed as a positive mood, associated with "satisfaction" with oneself, self-confidence and self-acceptance (Yavuzer, 2014; Yörükoğlu, 1996). Self-esteem is the individual's acceptance of himself or herself as valuable. It refers to the emotional part of the self. If a person considers himself worthless, he may have a lot of psychological problems. Factors such as the idea of how valuable a person finds him/herself, respecting oneself, attributing value to oneself, accepting and affirming one's abilities make up self-esteem (Yıldız & Çapar, 2010).

Self-esteem can be defined as the individual's satisfaction with seeing themselves as higher or lower than they should be and seeing themselves as valuable, positive and worthy of being valued and appreciated. Self-esteem is ranked fourth in Maslow's hierarchy of basic needs. The fourth level includes success, self-confidence and values of the individual. At this point, high self-esteem is the indispensable principle of self-actualisation (Tezcan, 2009). Self-esteem is the positive and negative behaviour that a person attributes to himself or herself. If the behaviour is positive, it means high; if it is negative, it means low self-esteem. Accordingly, a person's high self-esteem means that

they consider themselves valuable and not just like them. If self-esteem drops, the person sees him/herself as worthless and inadequate and may hate him/herself (Rosenberg, 1965).

As can be seen from the definitions, self-esteem is an evaluation and not just a perception. There is an evaluation of the person themselves. This can be positive or negative, but some studies say that self-esteem depends on positive feelings of self-respect.

2.1.2 Stages of self-esteem

Since the concept of self-esteem may vary from person to person, it would be appropriate to explain this difference in terms of the level of self-esteem. We cannot speak of the same level of self-esteem in all people. In some people this level will be higher, in others lower. Therefore, it is necessary to examine the concept of self-esteem as low and high self-esteem.

Self-esteem is an individual matter. It is closely related to the opinion a person has of himself. There is a general opinion that a person has high or low self-esteem (Kirel, Kayaoğlu & Gökdağ, 2013). In this sense, self-esteem should be assessed from two different points of view. These are expressed under two headings as low and high self-esteem.

2.1.2.1 Low self-esteem

Low self-esteem is very different from high self-esteem in terms of content and meaning. This potential can be different for each person. It is important to explain low self-esteem in terms of some definitions used in the literature.

People with low self-esteem may ignore their work and commitments, give up a small challenge and quit. They may also lie to avoid problems, always blame others, feel uncomfortable with criticism and feel pressured (Yavuzer, 2003). People with low self-esteem consistently evaluate themselves negatively and believe that they will not change (Fennell, 1997).

The fact that people with low self-esteem influence each other shows differences compared to people with high self-esteem. In some situations where people have low self-esteem, we see that people generally tend to be

accepting of situations and exhibit negative behaviours against negative attitudes. For this reason, they show resistance to things they do not adequately accept, as they otherwise appear much more active (Jones, 1973).

As can be seen from the above definitions, when a person has low self-esteem, he loses faith in life and has a confidence problem. He believes that these negative feelings will not change easily.

2.1.2.2. High self-esteem

Low self-esteem was attempted to be briefly defined above. We can use high self-esteem as the positive level of the same problems in the person. We can express some of the studies on high self-esteem as follows.

It has been found that people who have high self-esteem generally see themselves as positive, recognise their strong and positive sides and try to complete their deficits (Uyanık-Balat & Akman, 2004).

People with high self-esteem have self-respect and expect the public to know that they have a valuable personality (Fennell, 1997). Although these people have the ability to withstand difficulties, they have the feeling of winning. In addition, they are not pessimistic and have excessive self-confidence (Yörükoğlu, 1996).

If the person has positive thoughts about themselves and considers themselves worthy of being valued by others, these people have high self-esteem (Yörükoğlu, 1996). The person has self-esteem and never thinks negatively about themselves. However, it should not be understood that the person considers herself to be very valuable. She actually knows her deficiency and tries to remedy it (Rosenberg, 1965).

Different meanings emerge from the definitions of high self-esteem. According to this, the person feels valuable and important. Because he thinks he has a respectable personality, he expects other people to think the same about him. He is self-confident because he is at peace with himself.

2.1.3 Factors influencing the development of self-consciousness

There are many factors that influence a person's self-concept throughout life. Many factors directly affect the self-concept, from the ecosystem in which it is found, to the environment, to education.

Self-concept is formed through our experiences, which begin with opening our eyes to life and the dialogue we have with others. The development of the self begins when a person discovers his/her formal inadequacies at a young age. The closeness he/she establishes with others and the positive and negative thoughts of the people he/she values are among the important factors that shape the self (Çevik, 2013).

Self-esteem varies from person to person and sometimes in one's own life. We can list the important factors that influence a person's self-esteem as follows (Tuna & Kayaoğlu, 2013).

- Success
- Age
- Socio-economic level
- Family
- Gender
- Body image
- Social relationships and skills

Self-esteem depends on many factors and can influence one's whole life. For example, the values that people hold dear, economic conditions, the situation regarding being a man or a woman, marriage, the number of siblings, psychological status, neurotic disorders, addiction status, customs and traditions can all affect human life. In addition, factors such as the illnesses a person has, the time they spend on themselves, the value others place on them, their level of work, academic success, family, the educational potential of those close to them, family style, age, the structure of communication with other people, the ability to control oneself, comparison with others,

expectations, and the ability to analyse can have similar effects (Erözkan, 2009).

Factors such as friendships, environment, economic conditions, family life and society's appreciation of the individual also affect self-esteem. Among the factors that influence self-esteem, family relationships and the climate within the family can be considered the most important. Situations with a high degree of commonality in the family pave the way for the emergence of individuals with high levels of confidence and self-esteem (Sarı, 2007). Individuals' self-esteem is influenced positively or negatively by both cultural and socio-economic factors, from the individual's family to the school in which he or she is educated, to his or her professional life, spouse, friends, relatives and the society in which he or she lives (Yavuzer, 2002; Kulaksızoğlu, 2005; Demirbaş, 2009).

There are many variables that seriously affect the self and self-esteem. These include gender, social status, ethnicity, parents' occupation, number of siblings, number of children, mental disorders, parents' interest, economic status, cultural structure, and educational status (Yörükoğlu, 2000). A person is born as a member of a family. A person first establishes social contacts with his or her parents. The relationships a person maintains since childhood and adolescence form the basis/essence of their character and relationships in their later years. It is also quite possible that the self-esteem a person has from birth changes. The attitude of the family towards the person influences the child's perception and thoughts towards themselves and their environment. People who feel valued and cared for by others love and value themselves (Çağlar, 1993; Sevinç, 2003).

As the literature indicates, there are factors that influence self-esteem in many ways. These factors include situations that influence low or high self-esteem.

2.1.4 Academic Research on Self-Esteem

There are several studies in the literature that examine self-esteem and attempt to show its relationship to other studies. Although the studies in question are sufficient to explain self-esteem theoretically, we cannot say that

the studies are sufficient to establish relationships and make comparisons with some concepts in psychology. This is because there are many factors that influence people in the psychological sense and therefore it may not be possible to relate each concept. To better analyse the concept in question, the following studies are consulted.

Karadağ and Sölpük (2018) investigated the relationship between anxiety symptoms and depression. In the study, depression was found to have a high positive impact on anxiety. In the study, there was a correlation of $r=0.53$ between anxiety and depression. According to this, anxiety scores increase when depression scores increase, or anxiety scores decrease when depression scores decrease (Karadağ & Sölpük, 2018).

Çobanoğlu (2017) found in a study conducted with 103 university students that there is no significant relationship between decision-making behaviour and self-esteem. Another result of the study is that anxiety has an influence on the decision-making process.

Yalçın (2015) investigated the relationship between social support and well-being using a meta-analysis method. In this study, the relationship between loneliness and self-esteem, depression and subjective well-being, life satisfaction and social support was investigated. It was found that there was a moderately positive relationship between social support and well-being variables and a moderately negative relationship between loneliness and social support and depression (Yalçın, 2015).

Eriş and Ekiz (2013) examined the relationship between the two concepts by comparing adolescents' self-esteem and social anxiety. They concluded that there is a moderately negative relationship between adolescents' social anxiety and self-esteem. When this study examined the gender factor between adolescents' social anxiety and self-esteem, no significant relationship was found. However, it was found that there was a significant relationship between social anxiety and self-esteem and perceived body image. While levels of self-esteem varied according to perceived school success, it was found that there was no difference between levels of social anxiety.

Gorrese and Ruggieri (2013) examined the relationship between peer engagement and self-esteem in their study. In the study, the effect size of 19 studies was summed and the total effect size was calculated to be 0.27 (Gorrese & Ruggieri, 2013).

According to the results of 77 studies conducted by Sowislo and Orth (2013), an effect size of $r=-0.57$ was obtained between self-esteem and depression. According to the results of 18 studies, an effect size of $r=-0.40$ was found between self-esteem and anxiety (Sowislo & Orth, 2013).

In examining the literature on the concept of self-esteem, many studies have examined the relationship of this concept to other variables. It was found that there are studies that influence self-esteem or that influence self-esteem. Öner-Altiok, Ek and Koruklu (2010) investigated some factors that influence self-esteem in university students. From the data of the study, it was found that those who are in their final year of study have higher self-esteem than those who have just started their studies, female students compared to male students, and students with bachelor's degrees compared to students with associate degrees. In addition, hope, life satisfaction and age were found to have an impact on self-esteem.

Güloğlu and Karairmak (2010) investigated the psychological resilience and self-esteem of individuals as predictors of being alone in their study on students of the Faculty of Education at Kocaeli University. The results show that there is a significant negative relationship between psychological resilience and self-esteem.

Yiğit (2010) investigated how factors that may influence adolescents' self-esteem in the early years of adolescence affect the level of self-esteem and whether different variables have an impact on this outcome. In this study, it was found that self-esteem did not change depending on age, gender, father's education and family occupation. It was also found that in cases where the mother's income and education level are high, self-esteem increases in the same way.

Altom (2010) found in his study that there is a serious relationship between self-esteem and depression. It was found that low self-esteem leads to high depression and there is a relationship between low depression level and high self-esteem. The result of the study shows that the sub-items of social support have no influence on the relationship between the concepts of self-esteem and depression. The study found that there is no effective relationship between social support and self-esteem. Furthermore, it was found that there is a relationship between high social support and high self-esteem.

In most of the studies, low self-esteem was found to be negatively related to violence/aggression. The results of the studies generally mean that an increase in self-esteem is associated with a decrease in aggression (Walker & Bright, 2009).

When self-esteem and assertiveness are compared, there are studies that show that assertiveness increases as self-esteem increases (Yılmaz S. & Ekinci M., 2001; Üstüner Top F. & Kaya, 2009).

Lian (2008) conducted a study with 378 students aged 18-26 years to investigate the relationship between academic level, family functioning and social support with young adults' self-esteem. As a result of the study, it was found that there was a significant relationship between the above concepts and students' self-esteem. It was also found that although the academic performance of males was lower than that of females, the results of the study showed that self-esteem scores were close to each other.

Francis (2005), in his study conducted with 755 secondary school students aged 11 to 18 years using questions on the evaluation of the image of God, found that there was a positive relationship between self-esteem and a positive image of God.

A study conducted by Roberts (2002) examined resilience levels, self-esteem, success in education and training, perceptions of the school environment, socio-economic status, status of being a boy or a girl, and the relationship between these elements. The study found that students who showed resilience

had higher understanding and self-esteem of the school environment than students with low levels of resilience.

Judge and Bono (2001) examined the relationship between job satisfaction and self-esteem using the method of meta-analysis. As a result of the study, it was found that there was an effect size of $r=0.20$ between job satisfaction and self-esteem and $r=0.18$ between job performance and self-esteem (Judge & Bono, 2001).

In a study conducted by Bushman and Baumeister (1998), it was found that when comparing self-esteem and aggression, there was no significant relationship between the two, but when comparing narcissism and aggression, there was a significant relationship. It was found that the participants who preferred aggression at the highest level were the subjects with high levels of narcissism and belonged to the intimidated community.

Long (1995) investigated the level of self-esteem development in young people with low intelligence levels. The study examined whether self-esteem changed as a function of the factors of gender and age. According to the results of the study, it was found that the self-esteem of students with disabilities was lower than that of students without disabilities. Teachers indicated that girls have higher self-esteem than boys. Those in the middle group were found to have lower self-esteem than those in the other two groups.

A study conducted by Bursuck and Asher (1986) examined the relationship between the educational achievement of primary school children and their social skills. In this study, third and fourth-grade children with low educational achievement and sociometric status were compared. The study did not find a statistically significant relationship between the two parties compared. However, when the variability of students' social status was examined, it was found that their academic level should definitely be assessed.

Erkan (1986) studied the effects of divorce on children's self-esteem. According to this study, it is not the divorce of the parents but the post-separation factors that affect self-esteem. The factors in question are the dominance of the parents, the pressure and the care and love of the parents

for their children. According to the research, families who live with their children criticise divorced families.

In a study conducted to investigate the relationship between family attitudes and self-esteem (Kuzgun, 1972), it was concluded that there was a significant relationship between the level of self-esteem of university students and the love passed on by parents to their children. As a result of this study, it was found that the self-esteem of children from democratic families was more positive than that of children from indifferent and authoritarian parents.

Rosenberg (1965) conducted a broad study to determine how those who continue their education in high school evaluate and perceive themselves. This study focused on the relationship between people's social structure and economic level and self-esteem. It was found that students with high social structure and high economic level of their families had higher self-esteem than students with low social structure and low economic level.

From the previous definitions, it can be seen that self-esteem is generally studied theoretically. On the other hand, it can be seen that the explanations of this concept are generally similar and that there are some specific differences in the studies.

2.2 What is Cynicism?

Although the concept of cynicism is used in a theoretical sense in scientific research, it is not a concept that people know very well or use in practice in daily life.

According to TDK, cynicism means; The doctrine of Antisthenes, who claims that happiness and virtue can be achieved by being isolated from all needs without being subject to any value (<https://sozluk.gov.tr/>, 2021). It is known that the origin of the term cynicism comes from the Greek word "kyon", which means "dog". It is also the nickname of Diogenes (Milus, 2001).

Cynicism is the belief that people not only doubt people, organisations and value judgements, but that they are motivated primarily by their individual interests or, more broadly, that people are not worth much. We can also say

that it is a disintegration, a disconnection (Vice, 2011). Today, the term cynicism is used in a different meaning than it was preferred 2500 years ago. Whereas the cynics of antiquity were called ruthless critics, nowadays natural pessimism and distrust fall under the term cynicism (Dhar, 2009).

Today, the terms cynicism and cynicism are used interchangeably in many studies. It is not correct to use these two terms together. Just before the twentieth century, the conflict between the two concepts became much clearer. We can call the lower strata of a society cynicism and the rejection of formal culture cynicism and the citizen's reaction to sociological disintegration by the dominant culture (Köktürk, 2008). A person who thinks that people only care about their personal interests and see everyone as a beneficiary is called "cynical" and the idea that reveals this thought is called cynicism. The main idea of cynicism is that the elements of justice, honesty and sincerity are preferred over individual interests. Although cynicism has similar meanings to the terms "negativity", "disbelief", "scepticism", "insecurity", "pessimism", in its contemporary definition the meaning of "dislike, criticism, finding fault" is stronger (Erdost, Karacaoğlu & Reyhanoğlu, 2007).

Cynicism is defined as "the pessimistic attitude towards people's hidden and undisclosed desires, expressing cases based on frustration; tending to relate to different people and managing working life to protect their personal interests or increase them even more" (Tokgöz & Yılmaz, 2008). The term scepticism was preferred instead of this concept in the studies conducted in Turkey, (Bond & Kirshenbaum, 2004).

As can be seen from the definitions, cynicism is generally explained in studies as negative emotions, beliefs and convictions that people hold.

2.2.1 What is organisational cynicism?

Like cynicism, organisational cynicism can also be confused with some concepts. It has been noted in the literature that there are many studies on organisational cynicism. As can be seen from the studies, the expression of organisational cynicism is the situation where the problems mentioned in

cynicism gain an identity under the umbrella of an institution. In order to better imagine the concept in question, it is necessary to briefly look at the definitions.

Organisational cynicism is "the negative attitude of individuals towards the workplace, the way they work, legislation and the often negative behaviour of employers. There is often a belief that this situation is not in the best interest of the employee (Wilkerson, Evans, & Davis, 2008). The result of an individual's experience, in addition to the negative beliefs, feelings and actions associated with it, is a general or specific criticism of the dishonesty of the institution for which they work (Özgener, Öğüt, & Kaplan, 2008).

Organisational cynicism includes negative beliefs about the institution, such as people's perception that their institutions are unfair and lack fairness and morality (Bernerth, Armenakis, Feild, & Walker, 2007). The expression of organisational cynicism is "related to the person's behaviour towards the performing institution that is associated with negative opinions, feelings and attitudes towards it; it is a reaction to past social and individual experiences that are likely to differ from environmental factors". The fundamental belief in the manifestation of organisational cynicism; honesty, sincerity, uprightness and lack of principles of justice. Leaders in institutions do not carry these values for their personal interests (James M., 2005).

Organisational cynicism: It is expressed as negative behaviour of the employee towards his institution and it has been found that there are three dimensions: belief in the lack of honesty of the institution, negative feelings towards the institution and displaying a humiliating and critical attitude towards the institution through appropriate behaviour (Dean, Brandes, & Dharwadkar, 1998). Organisational cynicism is a negative attitude that encompasses emotional, cognitive and behavioural dimensions of an individual towards the workplace (Kanter & Mirvis, 1989).

As can be seen from the definitions, organisational cynicism is a person's feeling of negative emotions towards the institution and the occurrence of certain behaviours.

2.2.2 Types of cynicism

In examining the studies in the literature, it was found that cynicism has been classified into different types. These types are: social cynicism, personality cynicism, organisational change cynicism, professional cynicism and employee cynicism (Bakker, 2007).

2.2.2.1 Social cynicism/organisational cynicism

Contracts that fail to satisfy personal desires naturally lead to disappointment or to one of the types of cynicism that give rise to social cynicism (Arslan, 2012).

One of the most valuable and worst effects of social cynicism is the distrust that a person feels towards social and economic organisations and that this distrust is accepted as fate. The result of the said research is the conclusion that there is a risk of harming the future of the person and society. Of course, it is not possible for the process to be peaceful and efficient in a place where there is a trust problem. As a result, the person has the idea that there is no reliable person, that there is no one who is not selfish, that everyone is looking after their personal interests and that they are using me for this purpose, and this belief becomes an obsession day by day (Abraham, 2000). It is a kind of cynicism that comes from the fact that people living in a country do not trust the management mechanisms of their own country and the organisation they work for (Kanter & Mirvis, 1989).

2.2.2.2 Personal cynicism

Personality cynicism is the only type of cynicism as a strong element in human nature, where the individual's perception that his or her actions are generally negative (Kabataş, 2010).

The expression of personal cynicism is influenced by the behaviourist approach. Cynicism is a stable and fixed attitude that reveals the negative elements of human nature (Kanter & Mirvis, 1989; Kouzes & Posner, 2006; Watt & Piotrowski, 2008). It is assumed that the attitudes of individuals in the form of behaviour that does not consist of factors that come from the environment and that fits the unique characteristics of the person will become

a character with negative perception and this situation will not change (Abraham, 2000).

2.2.3 Cynicism in organisational change

Cynicism in organisational change can be managed in two ways: as belittling and as pessimism. The belittling dimension is that it is felt when administrators do not do their job as well as they should in the place where the employee lives. It is claimed that the people responsible for the change consist of single elements such as incompetence or dislike of the work. The dimension of pessimism is: it results from the employees' general attitude towards change. As a result of pessimism, which is associated with the view that actions deemed appropriate will produce positive results in the future, a reaction occurs when change efforts do not produce positive results (Özgener, Ögüt, & Kaplan, 2008).

Organisational change cynicism is a reaction to unsuccessful change efforts and is pessimistic that future efforts will not be successful and that change agents are mediocre and incompetent. The assumption is that the responsibility to find elements that continuously support the performance of all stakeholders in the dimension of psychological contract violation is worsened through the management channel. When a change effort is unsuccessful, employees feel let down and that they have been cheated. The pessimism that future trials will not be successful defends them against disappointment (Abraham, 2000).

There is also an attempt to relate to the doubts resulting from previous experiences towards the leader who takes on the leadership role during the stages of change. Although change attempts to create a perspective that protects the interests and dignity of the employee, with a desire to show positive outcomes for each position of the institution, cynical behaviours may occur in response to the operation (Reichers, Wanous, & Austin, 1997).

2.2.4 Job/occupational Cynicism

One of the causes of cynicism in business is the conflict between the values of the organisation and the values of the individual (Özgener, Ögüt, & Kaplan,

2008). This problem is particularly evident among workers in the service sector. Another reason is the situation called role ambiguity (Delken, 2004). Workers in the service sector always experience a stressful process with buyers. The stressful communication with buyers has emotionally and physically drained the employees. This situation causes the employee to leave their job (Abraham, 2000).

In this form of organisational cynicism, there is a particular behaviour that says that the job is boring, there is no reward and it is not worth the effort (Andersson, 1996). In reviewing studies of occupational cynicism, it has been found that occupational cynicism is generally expressed as business cynicism and has different characteristics from organisational cynicism (Bateman, Sakano, & Fujita, 1992).

2.2.5 Employee cynicism

It is a new model of the relationship between the employee and the manager that is formed as a result of the elimination of the levels between the decision-makers and the executors in relation to the long working hours, inadequate managerial portfolio, excessive workload, downsizing of the institution, responsibilities arising in the institution and the absence of bureaucracy (Cartwright & Holmes, 2006).

It is the sense of injustice that sets the individual exposed to staff cynicism apart from other people (Abraham, 2000). In addition to the negative consequences of cynicism, there are also some positive effects. Cynicism provides opportunities for staff to communicate honestly and allows channels for critical thinking to challenge the integrity of existing practices. Those who work with cynicism can reduce the pressure on themselves (Helvacı, 2000). With cynicism, the employee becomes angry with the upper level, does not fulfil his or her responsibilities and becomes alienated. In a study in the literature, employee cynicism is related to high top management merit, low organisational performance and dismissal without cause (Andersson & Bateman, 1997).

2.2.6 Personal factors that can cause organisational cynicism

In the studies conducted in the literature, there are many individual factors that influence individuals' cynical behaviour in organisations. Turan (2011) found that the variables of gender, marital status, age, income level, education level, length of service and seniority are among the items that can influence organisational cynical behaviour even if they are not strong.

When factors such as marital status, education level, age, income and gender are examined in relation to organisational cynicism, it becomes apparent that there are only a limited number of studies in the research on organisational cynicism. When personal variables and organisational cynicism have been compared in these studies, the necessary relationship has not been demonstrated. In almost all studies, individual factors were generally assessed as a control variable and an intervening variable (Cartwright & Holmes, 2006).

As can be seen above, these factors are generally used similarly in the studies, and some of them are categorised more specifically. In this context, the most important factors such as gender, marital status, age, income level, education level, length of service and seniority are defined below.

2.2.6.1 Age

According to Altınöz et al., (2011), it has been observed that cynical behaviours decrease as employees age. The older employees become, the more aware they become and do not approach cynical behaviours. The fact that employees know what they want as they get older and that they can exist within this goal is one of the important factors in the decrease of cynical behaviours (Altınöz, Kapak, & Sığındı, 2011). In some studies, the age variable was found to increase the employee's experience and decrease the level of expectation. Employees with low expectations have been found to be highly committed to their institutions and have much higher job satisfaction (Pelit, 2008).

It is important for young people to work in a place where they can demonstrate their individual skills and potential and where interpersonal dialogue is positive (Çakır, 2001). If we examine the studies conducted in this context, we find that

the age factor generally influences organisational cynicism. There are also studies in the literature that found no significant relationship.

2.2.6.2 Gender

In a study conducted by Uzun (2015) on teachers, male teachers were found to have higher levels of general cynical behaviour on average compared to female teachers. According to the results of the study, teachers' general cynical attitudes differ significantly by gender (Uzun, 2015). When examining the studies, it is clear that the gender factor influences organisational cynicism. Erbil (2013) found that the reason for higher organisational cynicism among women in the field of tourism is that they have difficulty in providing guidance compared to men. Current studies state that this may result from the role that is considered appropriate for men and women in a cultural sense, the difference in mentality towards life, other institutions, professions and working conditions (Erbil, 2013).

The existence of gender differences and role socialisation leads to the need to examine expectations and working conditions in professional life in a different way. In this context, women's expectations, views of work and ways of working differ in business life compared to men. While men are success-oriented, women focus on the relationship (Lambert, 1991). Although there are studies that men and women generally have the same reactions in business, there is also a belief that they have different behaviours in business (Çakır, 2001). There are also studies in the literature that state that the gender factor has no influence on the level of organisational cynicism and no significant relationship can be found between them.

2.2.6.3 Marital status

As a result of his study, Ağırdan (2016) concluded that the level of organisational cynicism among married hospital employees was 2,848 points, while the level of organisational cynicism among single people was 2,728 points. According to these results, which were at a similar level, there was no significant difference between the general level of cynicism of hospital staff and their marital status (Ağırdan, 2016). Delken (2004) found in his study that

the level of organisational cynicism was higher among single staff than married staff.

In the study conducted by Kanter and Mirvis, it was found that there was a significant relationship between marital status and organisational cynicism. In this study, it was found that 41% of married, 67% of widowed, 43% of single and 51% of divorced were cynical. The result of the study is that single people are more cynical than married people. Widows and divorcees are more cynical compared to singles and married people (Kanter & Mirvis, 1989).

Like other factors, the marital status factor has produced mixed results when compared to organisational cynicism. In some studies, no significant relationship was found.

2.2.6.4 Length of service and seniority

Organisational cynicism of low-status employees in institutions is higher than that of employees in high positions (Guen, 2015). Uysal and Yildiz (2014) found no significant relationship between organisational cynicism and working hours.

One of the factors that cause cynicism to increase or decrease in institutions is the length of service. The time a person has been working in the institution gives them experience. People who have been working for a long time may not be able to ignore the problems to some extent because of their experience in the organisation and may not be influenced by organisational cynicism. Moreover, young people with fewer working hours see more problems in the organisation and resist organisational cynicism more (Polat, Meydan, & Tokmak, 2010). Delken, (2004) states that there is a serious relationship between the level of organisational cynicism of staff and length of service in the research he applied to call centre staff. For this reason, we see that at the beginning of the working life optimism is preferred to organisational cynicism, while in the following years organisational cynicism is much more popular (Delken, 2004).

O'Connel, Holzman and Armandi (1986) found a significant relationship between years of service and organisational cynicism and concluded that

employees with less than 9 years of service or more than 15 years of service are less likely to exhibit cynical behaviours (O'Connell, Holzman & Armandi, 1986).

2.2.6.5 Level of education

As people's education levels have risen, so have their expectations of working life. People with a low level of education have lower expectations of their working life. For this reason, people's level of education has a structural effect on their attitudes and actions in their working lives. This situation allows the level of education to influence the attitudes of organisational cynicism (Çetinkaya, 2014).

The level of education and the content of the person are among the important variables that influence employees' thoughts, attitudes, and expectations towards the institution (Delken, 2004). There are studies in the literature that could not find a significant difference between organisational cynicism and educational level (Anderson & Bateman, 1997; Boomer, Rich & Rubin, 2005; Efiltili, Gönen & Ünal, 2008; James, 2005). Lobnikar and Pagon (2004) observed that police officers with higher levels of education were more cynical than their friends with lower levels of education. In these studies, cynicism decreases as the level of education increases.

2.2.6.6 Income

Erbil (2013) finds that employees' feelings of organisational cynicism vary according to economic level. The result of the study is that the level of organisational cynicism increases among employees with high income. There are studies in the literature that cannot find a significant difference between organisational cynicism and income level.

Depending on the employees' work style, they were classified into three levels: Parts, Hours and Fixed Salary, and it was found that fixed salary employees are more prone to organisational cynicism. Employees who are overpaid lose a large part of their earnings because they spend more and are more disappointed for this reason. As a result, the level of cynicism increases more (Delken, 2004). There is a significant relationship between organisational

cynicism and income. The level of organisational cynicism is higher in low-income people than in high-income people (Mirvis & Kanter, 1991).

2.2.7 Organisational factors that constitute organisational cynicism

There are many elements that employees encounter and experience within the organisation. Many factors that lead to organisational cynicism take place within the organisation. Some of them are long working hours, excessive stress, lack of communication, inadequate social support, psychological contract violations, injustice, failure to meet personal and organisational expectations (Pelit & Pelit, 2014).

Qian (2013), Cartwright and Holmes (2006) and Eaton (2000) explain that the following variables are very effective in the emergence of organisational cynicism. Various factors such as the increase in unfair behaviour in organisations due to current negative situations, decrease in organisational support, violation of psychological contract, increase in working hours and ineffectiveness of leaders in organisations are variables that have a significant impact.

There are many organisational factors that lead to a person experiencing organisational cynicism and displaying a cynical attitude. Some of them are described below:

2.2.7.1 Organisational justice

The concept of organisational justice has a very special significance for workers. It is an issue that has a direct impact on work performance. It is an issue that people who are concerned about their careers have been complaining about frequently lately. It is one of the behaviours that employees expect, especially from managers.

When people support the institution and work selflessly, they hope that the institution will reward them in the same way. Within the appropriate framework, people assume that in return for their continued support of the organisation, the institution will grant them their rights to the extent that they outperform, and they make comparisons. As a result of the comparison made by the person, perception about their institution is formed. Develops behaviours in relation to

the person, the organisation, the employer, and the service (Özdevecioğlu, 2003; Kutanis & Dikili, 2010).

Organisational equity: They are divided into distributive rights, transactional rights and transactional rights. Adams' theory of equality forms the theoretical basis of distributive justice. The support and rights that beneficiaries receive because of their activities are compared with the outcomes that are achieved considering the situation in question. If injustice is found when comparing the benefits with the outcomes, the beneficiaries accept the idea that the rewards they receive are far from just. This situation may cause the person to feel dissatisfaction, pride, anger, or guilt (Söyük, 2007).

2.2.7.2 Organisational policies

An important point among the factors that cause organisational cynicism is organisational politics. The political understanding of the organisation is a valuable element that affects the process between decision-makers and employees.

Organisational cynicism and people's political understanding interact. Munir, Khan, Khalifah, Asif and Khan (2014) have found in their research that organisational political perceptions increase people's negative feelings towards the organisation and as the level of organisational cynicism increases, so does the political perception of the organisation. The definition of organisational politics are behaviours that are not approved by the organisation, are based on individual interests, and influence the decision-making process in organisations (Altıntaş, 2007). Predicting the political climate, which is crucial for better analysis of an organisation, is also a challenging task (Vigoda, 2000). Organisational politics that run counter to the collective goals of the organisation or the interests of other people can often be defined as a strategic attitude to maximise personal interests. The condition for its emergence is the achievement of the goals set by the organisation. Organisational policy, i.e., the attitude of employees towards their behaviour and decisions, has an influence on whether an action is prohibited in organisations (Çelik, 2003).

Consequently, institutional policy, like organisational justice, is an effective situation for the employee. The understanding that the organisation establishes as a policy can influence both the employee's motivation and company affiliation. Any understanding that should be applied in modern business has a positive effect on the employee.

2.2.7.3 Psychological breach of contract

This is a psychological breach of contract which has a defining characteristic between the institution and the employee. This concept, which has an important place indirectly influencing the process between the two parties, can also influence the whole process.

The psychological contract is defined as a variety of dynamic and verbal expectations based on the mutual relationship between the employee and the institution (Mimaroğlu, 2008). The perception of the psychological contract suffers when employees do not get what they want or share in their working relationships. Committed employees may engage in cynical behaviours (James, 2005). When employees sense that the psychological contract is being damaged, or when they understand that there is a significant discrepancy between what they expect from their bosses and what they are basically being offered, they may become angry about the situation in question, see that their expectations are in vain, or adopt a non-judgmental attitude. As a result of these suppressed feelings, their loyalty to the institution may wane and employees may ask for protection from the unions (Conway & Briner, 2005).

The emotional relationship that is built between the employee and the manager is an example of contracting. When this is followed, the atmosphere of peace in the workplace continues to develop. It prevents the emergence of cynicism. If the emotional bond in question is violated, there will be disharmony between the parties and the emergence of cynicism.

2.2.7.4 Person-Role Conflict

Another important concept between the organisation and the employee is person-role conflict. A person's dilemma about their own role is a matter that can affect all parties in the workplace.

Another issue that causes organisational cynicism is individual role conflict. Role: This is the attitude expected of a person in a particular situation in an organisation. Individual role conflict occurs when the demands of a role conflict with a person's essential values, behaviours and beliefs (<http://blog.milliyet.com.tr>, 2021). Because of this, employees may move away from their real feelings and display attitudes different from their real feelings. In the process of maintaining the difference between real emotions that need to be stopped and modelled emotions, the employee's feeling of hatred towards his work, institution and colleagues progresses (Abraham, 2000).

2.2.7.5 Misunderstandings

It is clear from many studies that communication is a very effective concept and has an inevitable aspect for people to live in a certain quality in the 21st century. If we think in this context, it is an undeniable fact that it plays an essential role in determining the relationship between the employee and the manager. Organisational communication is a social process that enables the transfer of ideas and information between individuals, departments, and the environment of the organisation in order to achieve the goals of the institution and ensure its functioning (Budak & Budak, 2016).

The individuals who make up the institution need to maintain continuous relational and organisational work. This is because communication, which is valued to increase motivation in the institution, to make the institution healthy and to ensure the progress of the employees, also directly affects productivity. Conflicts that may arise between staff and managers may be caused by a lack of effective communication. This situation reveals employees with cynical behaviours who cannot understand their company and managers and lack trust, sincerity and honesty about business thoughts and policies, colleagues, and managers (Pelit & Pelit, 2014). A significant part of the problems is due to people's inability to communicate their feelings to the other party (Özerbaş,

Bulut, & Usta, 2007). It is the quality of communication that brings people, who are social beings, closer to each other and makes the relationship between them more effective, revealing many advantages in meeting their personal needs. Communication is an indispensable element for human beings.

It takes communication for the characteristics suitable for the form of creation to come into question. Therefore, effective communication must take place within the organisation. If the institution cannot ensure this, all elements of the organisation will suffer. If sufficient quality of communication is ensured, this process will have a positive impact on every element of the institution. Consequently, concepts such as work performance and productivity will be positively affected.

2.2.8 The consequences of organisational cynicism

There are many problems that occur because of organisational cynicism. These can be divided into different categories. It is mainly the employees and the institution in general that are affected by this process. Therefore, we can assess the consequences of organisational cynicism as individual and organisational.

2.2.8.1 Individual consequences of organisational cynicism

The cynicism experienced in organisations has some effects on the individuals working in the organisation. The perception that a person develops after experiencing cynicism has important consequences for his or her own life.

Cynicism leads to the development of destructive feelings among employees towards their institutions (Khan, 2014). Stergiopoulou (2014) has found when looking at the studies that empirical studies are associated with feelings of hopelessness, frustration, disappointment, low performance, poor morale, severe absenteeism, and intention to leave, insecurity, weak civic attitude, and organisational cynicism. Elbeyi and Ayduğan (2011) in their studies on organisational cynicism have found that organisational cynicism is related to depression, insomnia, frustration, emotional depression, stress, and so on. It has been concluded that it creates an environment for illness. In addition,

research data indicates that people tend to be angry, resentful, and defensive. Organisational cynicism increases among employees of institutions.

Organisational cynicism arises when the hopes of employees in institutions are not fulfilled, and the current situation has mainly psychological consequences for people. In organisations, cynicism not only causes emotional distress to the employees but also leads to serious physiological problems in the employees. Absence from work due to employee illness, leaving the workplace, poor performance, etc. There may also be consequences that are considered significant losses by the institution for reasons (Kalağan, 2009).

2.2.8.2 Organisational consequences of organisational cynicism

Organisational cynicism has both individual and organisational consequences. These consequences, which are important for the organisation, are important for the future of the organisation.

Cynicism has effects that reduce the effectiveness and efficiency of institutions and cause severe material and moral damage. (Yıldız, Akgün & Yıldız 2013), the results of organisational cynicism are listed below. Job dissatisfaction, decrease in organisational commitment, sabotage, theft, fraud, increase in organisational downsizing, increase in turnover rate, decrease in workforce turnover, increase in dismissal rate, alienation from work and decrease in organisational performance, etc.

Kabataş (2010) considers organisational cynicism to be an extremely serious problem for institutions. Employees with high levels of organisational cynicism decrease their productivity at work, their motivation and job satisfaction decrease, and their loyalty to the organisation decreases. If the consequences of organisational cynicism persist in institutions, it can lead to irreversible results. This process drives the institution towards destruction. If the corresponding situation persists, the power and existence of the institution may be threatened with extinction (Naus, 2007).

Of course, employees work for a certain wage to fulfil the institution's goals. As the purpose of the institution is affected by the negative situations

experienced, the organisation is also institutionally affected. In fact, there is a close relationship between the employee, the employer, and the institution, and any positive or negative development in any of these areas will seriously affect the other concepts.

2.2.9 Research on Organizational Cynicism

In the study mentioned above, there are international studies on organisational cynicism. It is useful to examine the studies that have been conducted in order to understand what views are held on this topic in the literature and to better determine the extent of cynicism. In this regard, the literature review reached the following studies.

Nazir, Ungku, Nawab and Shah (2016) concluded in their study on "The mediating role of organisational cynicism in the relationship between role ambiguity and turnover intentions of healthcare professionals in Pakistan" that the general average of organisational cynicism is "moderate". On the other hand, data emerging from the activity have shown that organisational cynicism has a mediating effect between role ambiguity of healthcare workers and turnover intentions.

Barns (2010) examined the relationship between organisational cynicism and ambivalence in relation to positive relationships such as intention to quit, commitment and citizenship attitudes. The study found that cynicism has a negative effect on loyalty and citizenship attitudes and a positive effect on the thought of leaving the organisation. However, it is not based on the proposition that positive and negative emotionality in the job mediates the appropriate relationships.

In the study conducted by Wilkerson (2008), which examined employees' organisational cynicism, rude attitude and organisational citizenship at the end of the job, significant correlations were found between employees' rude attitude and organisational cynicism, but no significant correlation was found between organisational cynicism and organisational citizenship (Wilkerson, Evans, & Davis, 2008).

According to James (2005), the causes and consequences of cynicism in organisations are the negative and positive effects of school systems. In the study, the general average of teachers' organisational cynicism was found to be at the level of "I am indecisive". In addition, organisational cynicism was found to be related to perceptions of organisational support, obedience, organisational justice, psychological contract violation, job tension, job burnout, undesirable work behaviours and job tenure.

The Minnesota Multi-Scale Personality Inventory, developed in historical work at the University of Minnesota in the 1940s, formed the basis for the first cynicism scales, and related work is recognised as the first modern study of organisational cynicism (Delken, 2004). O'Brien et al (2004) define cynicism as a kind of psychological outlet and disconnection.

Delken (2004) wanted to define the relationship between organisational cynicism and demographic characteristics with his study conducted in a call centre. As a result of the study, it was found that there was no influence of demographic variables on the relationship between organisational cynicism and the psychological contract. Only between organisational cynicism and the variable marital status was a significant relationship found. This indicates that the organisational cynicism of single people has a high value.

Johnson, O'leary and Anne (2003) found in their study that social change violations have an impact on organisational cynicism and violation of the psychological contract. Organisational cynicism indirectly affects employees' behaviour in relation to their work through the influence of the psychological contract.

According to Turner and Valentine (2001), cynicism is expressed in both the personal and impersonal realms of moral decision-making, which includes a strong degree of distrust, hostile suspicion, and defamation of the impulses of various individuals.

Reichers, Wanous and Austin (1997) define cynicism as the loss of trust in the leader who brings about change by portraying them as lazy or inadequate, and as pessimism about the possibility of gain in the context of change efforts by

examining the dimension associated with organisational change with their work.

All relevant activities in the literature show that organisational cynicism is related to employees. Moreover, we note that the above-mentioned studies conducted abroad generally aim to define cynicism. Furthermore, we see that organisational cynicism is related to concepts such as leadership, transformational leadership, burnout, insecurity, mediation, psychological contract violation, organisational citizenship, organisational behaviour, organisational support.

Organisational cynicism was not found to be directly related to bullying and self-esteem. Related studies have also examined the effect of demographic factors on organisational cynicism. More associations were found with seniority, age and gender. Apart from these, there is a consensus that organisational cynicism has consequences such as negative feelings towards the institution, distrust of the supervisor, lack of motivation due to the pressure of being fired, and the impact of burnout on employees. Some studies have found that the feeling of cynicism is already inherent in human nature and that the employee has the potential for cynicism without reason.

Studies on organisational cynicism are not very old in our country. Academic studies that started in the 1990s became more popular in the 2000s. For the first time, cynicism studies were conducted in our country by Kasapoğlu in 1992. Kasapoğlu (1992) conducted the study with the aim of determining the level of cynicism of first and final year students in medical school (Turan, 2011; Güzeller & Kalağan, 2008). After looking at the general level of cynicism, work related to organisational cynicism took off, especially in 2007 and after.

In his study, Torun (2016), found that as a result of hypothesis testing that structural empowerment has a positive effect on psychological empowerment; psychological empowerment was found to have no significant effect on the intention to leave. Furthermore, psychological empowerment has a negative and significant effect on the dimensions of organisational cynicism. However,

among these dimensions, only the dimensions of dissatisfaction and sarcasm have a significant and positive effect on the intention to leave.

Hotel employees' perceptions of social change in relation to perceptions of psychological contract violation, organisational cynicism dimensions and intention to leave; Psychological contract violation, organisational cynicism dimensions and intention to leave; A study was conducted by Apaydın (2016) to determine the effects of organisational cynicism dimensions on turnover intention. It was found that the perception of social change has a negative effect on the perception of psychological contract violation, cognitive cynicism, emotional cynicism and intention to leave; psychological contract violation has a positive effect on cognitive cynicism, emotional cynicism, behavioural cynicism and intention to leave; it was found that cognitive, emotional and behavioural cynicism has a positive effect on turnover intention.

Aydın (2016) found that there is a negative and significant relationship between the sub-dimensions of organisational cynicism, sensory cynicism, behavioural cynicism and cognitive cynicism and organisational loyalty. The findings obtained from the study show that behavioural loyalty towards the organisation decreases as the level of organisational cynicism increases. Considering the findings of the study, hotel employees perceive the greatest cynicism in their organisations in the dimension of cognitive cynicism, which is one of the sub-dimensions of cynicism. The results of the study also show that employees feel the least organisational cynicism in the affective dimension.

As a result of the study conducted by Boz (2016) to determine the relationship between authentic leadership behaviour of school administrators and academic optimism of schools and the level of organisational cynicism of teachers, a high negative correlation was found between authentic leadership behaviour of administrators of primary and secondary schools and the level of organisational cynicism of teachers. According to the teachers who participated in the study, the academic optimism of schools has a negative and moderate effect on the level of organisational cynicism of teachers. In the study, according to the teachers, the level of academic optimism of the schools increases significantly as the school administrators show an authentic attitude.

From the data of 406 teachers in his argument titled "The relationship between the organisational cynicism levels of teachers and their organisational commitment" (Ergen, 2015), it was inferred that teachers' organisational affiliation decreases when their perception of organisational cynicism increases.

They investigated whether the cynical behaviours of generations X and Y towards the organisation are different (Torun & Çetin 2015). At the end of interviewing 20 academics, it became clear that the generations have different levels of cynicism, that the organisational elements in the target of their cynical behaviours bring about change, and that the negative feelings, ideas and attitudes are different.

Data from a total of 850 teachers working in 84 primary and secondary schools revealed a negative and medium relationship between organisational cynicism and organisational loyalty (Yüksel, 2015), with the thesis "The relationship between organisational cynicism and commitment."

Atmaca (2014), using data obtained from 322 teachers, concluded that "there is a positive relationship between organisational cynicism and organisational commitment" with the thesis: "The relationship between the type of power exercised by school administrators and the intimidation, organisational commitment and organisational cynicism experienced by teachers".

Çetinkaya (2014) examined the interaction between psychological contract violations and organisational cynical behaviour. As a result of analysing the information obtained from 720 employees in the tourism sector, a positive relationship was found between the level of psychological contract violation and the level of cynicism.

Ahmadi (2014) found a significant relationship between emotional love, the sub-dimension of organisational loyalty, and cognitive and auditory cynicism, the sub-dimensions of organisational cynicism, based on the data he obtained from 337 academics at Atatuerk University. He found this relationship in his study entitled "Examination of the effect of organisational cynicism on organisational commitment: A research on Atatuerk University employees"

and also found a significant relationship between normative loyalty and all sub-dimensions of organisational cynicism.

Ayık and Şayir (2014) in their article entitled "Examination of the instructional leadership behaviours of school principals in primary education institutions in terms of various variables" ranked teachers' perception levels of instructional leadership from high to low based on data collected from 290 teachers.

Kılıç (2013) concluded in his dissertation entitled "Investigating the relationship between the level of organisational cynicism and job satisfaction of teachers working in primary schools" using the data of 538 teachers that "there is a moderate, negative and significant relationship between the level of organisational cynicism of teachers and their job beliefs". The result states that as teachers' work beliefs increase, their level of organisational cynicism decreases. This indicates that there may be a significant inverse relationship between organisational loyalty and organisational cynicism.

Polacant (2012), at the end of the study, administrators' cynicism scores were low but attitudes towards leadership were rated high according to teachers' perceptions. There was no significant difference between differences in gender, age, marital status, educational status and seniority and organisational cynicism and leadership attitudes. The relationship between organisational cynicism and attitude towards leadership was negative and organisational cynicism was found to interpret attitude towards leadership at a moderate level.

The research conducted by Görmən (2012), on 372 employees, aims to determine the impact of organisational culture on organisational cynicism behaviour. As a result of the research, it was found that organisational cynicism behaviour is weakened in organisations with high organisational culture.

Arslan (2012) found that there is a significant relationship between the general and organisational cynicism behaviour of academics. The relationship between the dimensions of general and organisational cynicism was discussed and it was found that there is a significant relationship between the cognitive dimensions of general cynicism, the affective dimensions of organisational

cynicism and the cognitive dimensions of general cynicism in terms of behaviour, affect and organisational cynicism. As a result, it was found that the academics included in the study did not transfer their cynical behaviours to the behavioural measure.

According to the scientific results of the study by Helvacı and Çetin (2012), it was found that the perception of organisational cynicism among primary school teachers was low. No significant changes were found in teachers' perceptions of organisational cynicism in relation to gender, seniority, educational level and sector. Depending on the length of time teachers have been with the institution, teachers who have worked in the school for 6-10 years were found to be more cynical than teachers who have worked for 1-5 years.

In the study conducted by Kalağan and Güzeller (2010) to determine the level of organisational cynicism of teachers working in primary and secondary schools, a significant relationship was found between the level of organisational cynicism of teachers and their industry, educational status, the type of school they work in, their professional seniority and the reasons for choosing the teaching profession. According to the scientific results of the study, it was found that the level of organisational cynicism increased as teachers' professional seniority decreased.

In the study conducted by Tükeltürk, Perçin and Güzel (2009), the effects of psychological contract violations on organisational cynicism were investigated. A relationship was found between organisational cynicism and the educational level of hotel employees. The review found that perceptions of psychological contract violations and cynical behaviours (with the exception of employee education level) were not associated with demographic differences.

Tokgöz and Yılmaz (2008) examined the relationship between hotel employees' general cynicism and organisational cynicism and their demographic differences in their study. The main scientific findings are that there is a relatively low relationship between general cynicism and organisational cynicism. In fact, it was found that the level of cynicism

increased as the level of education increased, that employees in coastal hotel establishments were more cynical than those in city hotel establishments, and that the level of general cynicism was stronger among seasonal employees than permanent employees.

In the study conducted by Mirvis and Kanter (1991), it was found that employees aged 55 years and above were more cynical than employees aged 18-25 years in the relationship between age and organisational cynicism. In other words, there is a negative relationship between age and organisational cynicism.

They found a correlation between length of service and organisational cynicism (O' Connelli, Holzman & Armandi, 1986); they found that those who worked more than fifteen years or less than nine years were less cynical about their institution.

In studies conducted in Turkey, we see that studies on the conceptual dimension of organisational cynicism are more frequent than in studies conducted abroad. Also in these studies, the relationship between demographic factors, especially age, gender, educational status and seniority, and organisational cynicism has been investigated. In addition, organisational cynicism has been compared with many concepts in our country. Studies conducted in universities have attempted to determine the level of organisational cynicism among academics, but no distinction has been made between administration and academia. The relationship of professions and industries to cynicism is among the issues that have been examined in these studies. We can say that studies were conducted to determine the level of organisational cynicism of employees and managers and to determine the level of organisational cynicism of people working in official and private institutions. In our country, it was found that a direct link between bullying and self-esteem has not been sufficiently established.

The literature reviews made findings on how organisational cynicism generally affects employees and what its consequences are. For example, the demographic factors evaluated in these studies are flawed; elements such as

education level, industry, marital status, gender, years of service or age were found to be taken into account. As can be seen from this, the demographic factors in the studies are considered at a rather basic level.

As in the studies conducted at the international level, so also in the studies conducted in our country, it is obvious that it is not possible to show very comprehensive results if the relevant nuances are not presented in detail, and although comparisons and relationships are made in these studies with some concepts, no determination has been made on two important issues such as self-esteem and bullying. The related concepts are very closely linked to cynicism and should be discussed in the context of cause-effect relationships. Although sufficient links were made with some concepts in the studies, this link was not made with the concept of organisational cynicism.

In this regard, the existing studies have not analysed whether this concept can work together with different issues such as organisational climate, work efficiency and satisfaction in the future. In addition, it has been found that there is no determination in the existing studies in relation to academic and administrative staff, although there is an overlap in cynicism scores in many fields and institutions. The study will assist the literature to address the related shortcomings.

2.3 What is mobbing?

Mobbing is one of the most important concepts in human life. it has still not been placed on a legal basis although this concept is crucial in terms of both business and psychological life of people. Accordingly, it is revealed as a result of research that there are not sufficient legal regulations on the point of not experiencing mobbing at all, or how and in what way the necessary punishment should be applied when it occurs. When the literature on the concept is thoroughly scanned, mobbing is mostly expressed as psychological violence and pressure that are applied by managers to employees. Therefore, some analyses are given below to make an in-depth investigation of the research related to the subject.

According to the Turkish Language Association, mobbing, which is defined as bullying (<https://sozluk.gov.tr/>,2021), is derived from the Latin word 'mobile vulgus', which means 'undecided crowd'. The verb form of the root 'mob' in English, 'mobbing', also means psychological violence, siege, harassment, inconvenience, torment, inconvenience, and distress as well.

While mobbing is expressed as psychological terror, another definition of it is intimidation in the workplace and explained as the continuous systematic psychological pressure exerted on other members of the group by the dominant ones. It is especially experienced in organizations where there is a hierarchy and control mechanisms are not developed. It is a prominent phenomenon that has been recently studied interdisciplinarily, notably in fields such as law and sociology (<https://tr.wikipedia.org/wiki/Mobbing>, 2021).

In other words, mobbing refers to expression as insulting, threatening, and all kinds of attitudes and behaviours that can be offended systematically by their superiors, equal-level employees, or those under their orders to staff or victims in the workplace. These attitudes and behaviours can be against one or a few people, or they can come from one or more people (Tutar, 2015). It is possible to explain mobbing as an emotional attack on victims. Firstly, the individual becomes the receiver of ill-treatment in the workplace. Later, the process continues with the receiver being forced out of the job by damaging her/his reputation through various methods. If it cannot achieve its purpose, the mobber keeps going its attitude. Hence, various diseases and problems begin to be seen in the individual who is exposed to psychological pressure. Eventually, this process is followed by resignation, dismissal, early retirement, and the process can even end in death by illness or suicide (Davenport, Elliott & Schwartz, 2014).

Mobbing is a term in business life that was first used by Heinz Leymann, a German-based industrial psychologist who lived in Sweden in the late 1980s. In the 1990s, it is seen that scientific studies on the subject have emerged, especially in Europe and later worldwide. As a result of psychological harassment, people who leave their jobs are increasing over time. Mobbing and the fight against mobbing are getting more crucial day after day. Recent

studies on the subject reveal how and how mobbing has become a huge problem (Tınaz, 2011).

The World Health Organization (WHO), on the other hand, interprets the concept of mobbing as various attitudes or behaviours that are harmful to the material, moral and social development of the people or groups subjected to oppression by applying force against individuals or one or more groups (Akgeyik, Delen, Uşen, & Omay, 2009). The International Labor Organization (ILO) has an understanding that accepts not only physical but also psychological violence in workplaces. In its reports, ILO considers attitudes and behaviours that create psychological pressure in workplaces as intimidation (Gökçe & Toker, 2008).

The concept of mobbing was also used in the 1960s by Konrad Lorenz, who researched the behaviour and reactions of animals. Konrad explains mobbing that the cases where small but numerous animal communities attack together with a large and strong but lonely animal and move away from it, or the newly hatched birds do not give the weakest bird a chance to eat, weakening it further and eventually causing its death and throwing it out of the nest (Keneth, 2002). Etymologically, the word 'mob' can mean an 'irregular crowd' or gang that uses violence illegally in the English language (Dictionary, 1992). While Leymann defines mobbing as psycho-terror and expresses the reason as all kinds of factors including beliefs and thoughts (Leyman, 1990).

As it can be understood from the definitions above, the general framework of the concept of mobbing has not been fully drawn and it is a contested topic. In terms of content, a small number of definitions have been made. Furthermore, there was no consensus on a single concept with a clear meaning. This intricacy causes the legal dimension of mobbing to not be determined exactly. Based on the definitions, mobbing is generally built on the victimization of the employee. The reason for this is the power to mobbing is not from the employees.

2.3.1 The Stages of Mobbing

Mobbing is not a component that develops suddenly and affects the victim. It develops as a process and creates some consequences on the victim by increasing its effect. In the literature, some definitions have been made regarding the stages of mobbing. In general, there were differences in the categorization of the studies that were similar in terms of content. To better examine these stages, we will mention Leymann's explanation of mobbing stages below. The mobbing process, which Leymann explains as five stages in terms of frequency and duration, starts with conflict and ends with the termination of the employment contract of the individual who is being mobbed (Çobanoğlu, 2005).

Stage 1

The definition is made; It is the stage in which the aggrieved employee is stigmatized by the management with expressions such as “rebel”, “dissident”, “difficult” or “psychologically problematic” and these expressions spread rapidly to other individuals (Tutar, 2015). At this stage, in the organization, even though the conflict has just emerged, harmful attitudes and behaviors are tried to be made without making them feel slow (Gökçe & Toker, 2008).

It can be accepted as the first stage of conflict. At this stage, some behaviors indicate conflict, but this process is not called mobbing at this stage. Instead of direct intervention, indirect pressures are applied to the employee. In the other words, verbal interventions start at the first stage.

Stage 2

It is the stage in which an important problem is characterized by a disagreement, in which ambiguity is clarified. Mobbing has not been fully revealed, but the risk of turning the tension into mobbing is quite high (Tutar, 2015).

In the second stage of Mobbing, acts of aggression are now clearly manifested. Mobbing has started to emerge gradually and concrete interventions that will create results are developing at this stage. At this stage, the employee is tried to be removed from his social bond and the person is isolated.

Stage 3

In the third stage where aggression is concerned, aggressive attitudes and actions, psychological pressures, and all inappropriate behaviors that can be considered as mobbing are systematically put into practice. Slanders, gossip, ridicule, and belittlements are directed at the victim in this process, trying to damage his reputation within the organization, and humiliating words and behaviors appear against the victim (Tutar, 2015). In this process, the individual characteristics of the victim are emphasized rather than their job abilities. The injustice done and the pressure experienced are ignored by the manager, and the person is isolated and stigmatized.

Stage 4

It is the stage where the organizational authority participates in the mobbing process with all its possibilities and the victim has to struggle with an organized authority. As the management ignores and supports mobbing behaviors, the victimized individual is pushed into desperation against the mobber who is protected by the authority (Tutar, 2015).

Stage 5

Even if the victim has been dismissed or left the job, the mobbing process moves a different dimension, both the need for health support and the emergence of financial problems due to the situation the victim has experienced indicate that the effects of mobbing on the victim continue. In addition, if the individual whose reputation is damaged in the society during this process cannot get rid of the problems, he/she has experienced, it will not be possible to start a job again (Seçkin, 2017). It is the stage in which various psychological disorders occur when the employment contract is terminated. Leaving the workplace cannot save the victim from the effects of mobbing (Tutar, 2015).

At this stage, the mobber has reached its goal, and a new process awaits the employee. The victim must find a new job. Of course, the process he/she goes through may also have some negative effects, and he/she may experience neurotic problems. The emotional disturbances he/she will experience can make him/her sick. The new process will also have a cost. This process, which

will be experienced by people with low self-esteem, will create serious trauma. If he/she does not get over this in a short time, he/she will not only experience social exclusion but also experience psychological problems. However, an employee with a high level of self-esteem may experience separation from this process by getting stronger despite being fired.

2.3.2 Causes of Mobbing

Although there are different opinions regarding the causes of mobbing, there are various studies on mobbing. In these studies, the causes of mobbing were examined in detail by using qualitative research methods (Gökçe & Toker, 2008).

Although many issues cause mobbing, the explanations made about the subject in the literature are tried to be expressed with certain patterns. However, although the researchers agree on the general lines of the reasons, they experience some differences in categorization. These reasons may originate from the institution, the manager, and the employee. As it can be understood from the statements in the studies that the mobbing person has a high level of anxiety, is a suspicious character, and is even a coward, such weaknesses of some mobbers indicate that their self-esteem level is also low.

2.3.3 Strategies for Coping with Mobbing in the Workplace

In recent years, employees in modern business life can show resistance to mobbing because of having sufficient awareness of their rights. As it is understood from the studies on the subject, the self-confidence of the person is among the effective factors in resisting mobbing. In addition, the successful work of many non-governmental organizations in countries on human rights has developed an awareness against mobbing. The efforts of some public benefit organizations in this regard yield positive results. Although it cannot be fully framed in law, recommendations are offered from many sources at the point of eliminating mobbing.

While fighting mobbing, first, those in management should be aware of the factors that may cause this situation within the unit. This awareness is a crucial step in fighting against mobbing. In addition, it is a situation that helps the

victim to know the factors within the organization that may cause mobbing (Vartia, 1996).

2.3.4 Consequences of Mobbing

Mobbing has many consequences. These results have some negative effects on the employee, the manager, the organization, the family of the parties, and society. These can be grouped under two headings, individual and organizational results.

2.3.4.1 Individual Results

While the individual results have some direct consequences for the person, there are also some effects against the family and the environment of the person. The person exposed to mobbing may experience some negative situations both socially and psychologically. The perspective of the researchers below is important in terms of providing a perspective on how individual results are examined in the literature.

The concept of mobbing causes the employee to experience meaningless fears, frequent loss of attention, and psychiatric health problems such as hypertension, sweating, and tremor (İlhan, 2010). In addition, it can lead to the weakening of the victim's resistance to diseases, job change, and various problems in private life. Experienced victimization exposes the individual to social exclusion in the long term and even using drugs to suicide. In such severe traumas, it is vitally important for the mobbed employee to receive health support (Groebtinghoff & Bfcker, 1996; Tengelimoglu & Mansur, 2009).

With regards to other employees who witness mobbing behaviours in their workplaces, they may also be negatively affected and harmed even if they are not applied to them. Bad results such as organizational infidelity, loss of motivation, dissatisfaction, and loss of team spirit may be encountered (Privitera & Campbell, 2009). The individual most negatively affected by mobbing in an organization is the person who is exposed to mobbing behaviour. Victims suffer both psychologically and physically in this process, on the other hand, they can be reflected outside of business life and cause a great deal of damage to their social relations (Kaymakçı, 2008). In this process,

the individual who isolates himself by isolating himself from the environment may be exposed to intense psychological and physical stress and cause to face destruction (Mikkelsen & Einarsen, 2002). In fact, according to Riguzzi, the individual who experiences mental destruction not only tends to suicide but also takes on a structure that can resort to murder (Riguzzi, 2001).

Naturally, the most serious consequences are to be on the employee because the direct results of mobbing are on the employee. The individual experiences many problems both physically and mentally because of the pressure the victim experiences. Some of the employees may resort to suicide by putting themselves in an inextricable situation, as they experience extra neurotic problems because of the problem they experience. The individual, who may also encounter social exclusion, will experience problems in terms of self-esteem. He may lose his self-respect. Although, because of mobbing in general, the employee loses his self-respect because of motivation problems, some employees develop resistance to mobbing and get stronger as a personality and get out of this situation. Employees who believe in themselves and have confidence in their careers can also emerge stronger in the face of mobbing. In short, not every victim may experience a serious self-esteem problem, and some may have a subjective attitude about this result.

2.3.4.2 Organizational Results

Although mobbing is generally an action done to the employee through the organization, mobbing also has institutional consequences. There are some consequences in terms of human resources in terms of the motivation of other employees and due to the quitting of the mobbing victim or low productivity. Finding new employees with work experience in the institution will create an extra cost. At the same time, no matter how much other employees remain silent in this process, they will experience a loss of confidence in the institution regarding corporate justice. In addition, there will be a cost against the institution in matters such as insurance and compensation. In some studies on this subject, the following situations have been identified.

Mobbing prevents the team from working in harmony, harming the spirit of togetherness, and negatively affecting the work done. If the lost victim

employee is in an important position, this can cost the company very dearly. (Davenport, Elliott, & Schwartz, 2014). Mobbing can affect the employee, the victim's family, other personnel who witness mobbing, even the society in the longer term, and can cause many negativities within the organization (Poussard & Çamuroğlu, 2009). Although behaviours involving mobbing are punishable by law, they can be consciously encouraged by the unit management by condoning and showing tolerance (Aksu & Balcı, 2009).

Various factors cause mobbing in the organization. It is possible to list the more important of these elements as follows (Vartia, 1993).

- Inadequacy in job design,
- Inadequacy in organizational leadership,
- The lack of victim's professional knowledge and low status in the organization,
- Low morale within the organization,

2.3.5 Legal Measurements Against Mobbing

Within the scope of struggling against mobbing in Turkey; the Prime Ministry circular numbered 2011/2, which was published in the Official Paper with the number 27879 on 19.03.2011, came into force to provide the measures to prevent mobbing that employees in organizations are exposed to that are regulated legally (Seçkin, 2017).

There are various ways to struggle against the mobbing phenomenon within the organization; the first of these is to rebuild the organizational culture in a way that does not allow mobbing, and the second is to fight mobbing through legal regulations. Various legal regulations have been made in Turkey and European countries in this respect in recent years (Tutar, 2015). In the circular published by the Prime Ministry, separate mechanisms are included to ensure that employees who are exposed to psychological pressure in the workplace receive psychological support.

In addition, in the Draft Law on Anti-Discrimination and Equality prepared by the Ministry of Interior, in article 417 of the Code of Obligations No. 6098, which

came into force on 01.07.2012, various definitions related to the concept of mobbing were tried to be explained. Although the concept of mobbing or psychological harassment is not used directly in the Turkish Penal Code, the content of the concept has been evaluated within the scope of torture. In addition, according to Article 21 of the Civil Servants Law No. 657, public employees have the right to file complaints and lawsuits due to some actions of their superiors. Another legal remedy that public officials can resort to if they are exposed to mobbing is the Ombudsman Institution (Tutar, 2015).

Public employees who are victims of mobbing can apply to the Public Servants Ethics Board, following Law No. 5176 on the Establishment of the Public Servants Ethics Committee and Amending Some Laws, alleging that there are practices in violation of the principles of ethical behavior in the workplace. The damage suffered by public employees who are exposed to psychological pressure in the workplace can be compensated in two ways. The first way is to claim compensation for the damage suffered due to psychological harassment, and the civil service can be directly sued for compensation due to personal fault, and the second way is to file a full remedy action against the public administration in administrative jurisdiction due to service fault (Tutar, 2015).

Although some measures taken individually are important, the victim may be quite inadequate in the struggle against mobbing alone, or he/she may wear out excessively at the end of the process as it will take a long time to get results in this fight. To get through this process with the least damage, the victim must be equipped with what to do legally. Therefore, legal regulations have an extremely important place in the fight against mobbing. In this regard, the developments in the world and the measures developed concerning the struggle can give important clues in terms of practices in Turkey.

The first legal regulation on the prevention of mobbing came into force in 1993 in Sweden in which scientific research on the subject was first started. Within the framework of the European Union legislation, regulations concerning the mobbing phenomenon have also been made in the Directive on the Principle

of Equal Opportunity and Equal Treatment between Men and Women in Employment and Business Life (Combating Mobbing Business Guide).

There is no direct or explicit regulation regarding mobbing in the Labor Law. However, unequal treatment, which is one of the most common mobbing attitudes, is regulated in the 5th article of the Labor Law (Özkan, 2011). As a result of a lawsuit filed with the Ankara 8th Labor Court, in the decision of the court on 20.12.2006 with the decision numbered E. 2006/19 K. 2006/625; all kinds of ill-treatment, threatening attitudes, violence, humiliation, etc., systematically applied to employees in the workplace by their superiors, employees at equal level or their subordinates. As a result of a case before the 9th Civil Chamber of the Court of Cassation on the subject, the court decided on the psychological harassment with the decision dated 14.03.2008 and numbered E.2008/3122, K.2008/4922; it is defined as the systematic animosity of the employees at the workplace, causing difficulties, tormenting each other, or the realization of these actions by the employer or employer's representatives (Çil, 2011).

Many administrative/judicial ways and procedures can apply to the struggle against mobbing in the workplace. Mobbers' supervisors, supervision and discipline rules, occupational health and safety board, unions, judicial bodies, Public Duties Ethics Board, and Ombudsman Institution are among the authorities that can apply in the fight against mobbing. Legal, judicial, administrative, and administrative measures should be taken against mobbing, and more importantly, it should be acted decisively that no tolerance will be shown against mobbing. The concept of mobbing, which is mentioned in the Code of Obligations, should also be mentioned in other laws (Tanoğlu 2006), and the mobbing actions and their sanctions should be clearly stated.

Prevention of mobbing is not only an issue that needs to be addressed within the framework of Labor Law No. 4857 but also an issue that has consequences in the Penal Code, the Civil Code, and the Code of Obligations (Erdoğan, 2009). Although there is no law explicitly regulated in Turkey on combating mobbing in the workplace, some texts in the 1982 Constitution, the Code of Obligations, the Labor Law, and the Civil Code that regulate working life and

conditions can be considered within the scope of combating mobbing (Davenport, Schwartz, & Elliott, 2003; Çobanoğlu, 2005). If the mobbing phenomenon needs to be evaluated in terms of occupational health and safety; although Labor Law No. 4857 contains extensive regulations in occupational health and safety, the regulations made on the subject focused on the physical health of the employee and did not include the psychological health (Cenlet, 2005).

2.3.6 Consequences of Mobbing

Mobbing is such a problem, which disrupts harmony and coordination of healthy organization, harms cooperation between employees, and prevents the emergence of a working environment in which employees feel free from conflict and being confident and in general well-being (Tutar 2015). Mobbing is derived from the inadequacy of leadership, bad management, stressful organizational climate and working conditions, the understanding of management that cannot show the ability to resolve organizational conflicts, and the systematization of conflicts (Tutar, 2015).

Mobbing personality is such extremism which is explained by the qualities that include cowardice, neuroticism, and power hunger. Most of the attitudes and behaviors that can be considered mobbing originate from jealousy and envy stemming from insecurity and fear. Even if people are not aware of their bad side, they can sometimes act evil. Along with prejudices, some people in business life may be mobbing against individuals belonging to groups they do not adopt because they belong to a certain social, racial, or ethnic group. In the USA, this situation is considered as discrimination and there are strong laws in the country to protect individuals who are mobbed against it (Davenport, Elliott, & Schwartz, 2014).

Sometimes the mobbing phenomenon may continue after the employees leave the workplace. Slander and blackwash are persisted although rarely can it be proven. It states that people who were dismissed by mobbing are not left behind even though months have passed since they were dismissed from their workplaces (Davenport, Elliott, & Schwartz, 2014).

2.3.7 Studies on Mobbing

As a result of Dinçkal's study (2017), while the mobbing faced by teachers showed a significant change in terms of marital status; there is no significant change according to the variables of education level, seniority, and school type (Dinçkal 2017).

In the study of Yıldırım (2017) researching mobbing on gender, it was concluded that mobbing is based on gender, that women are particularly bullied by their superiors, and that mobbing behavior differs with the characteristics of individuals, contextual conditions, and cultural rules.

Alğan's (2017) study titled "Examination of Physical Education and Sports Teachers' Perceptions of Mobbing Actions in Terms of Different Variables (Example of Erzurum Province)" revealed that teachers' perceptions of mobbing vary according to their gender, education level, and seniority.

According to a study by Bayraktar Güven and Temel (2016) on the level of exposure to emotional abuse of primary school teachers, while there was no significant change according to gender, branch, union membership, seniority, and education level; A significant change was found according to the love of the profession, age, professional seniority, graduation area, and marital status. While primary school teachers' behaviours regarding organizational cynicism do not differ significantly according to branch, professional seniority, seniority at school, graduation area, marital status, and education level; There was a significant difference according to gender, union membership, love of the profession, and age.

Nanto's study (2015) examined that the mobbing (intimidation-psychological violence) faced by teachers according to various modifiers. It has been determined that they are more exposed to mobbing (intimidation-psychological violence) movements.

In their study of Yıldırım and Eken (2014), the most frequent mobbing and mobbing exposure faced by teachers working in primary and secondary schools in the city center of Kilis, according to quantities such as gender, age, marital status, school type, seniority, tenure at school and educational status.

Based on the type of school, secondary school teachers are more exposed to mobbing than primary school teachers compared to married teachers, single teachers are more exposed to mobbing. It has been observed that teachers working between 9-12 years are exposed to mobbing behavior more than teachers with other tenures.

In the study of Kaya (2014), there was no significant change in the mobbing faced by preschool and kindergarten teachers according to the mobbing actions questionnaire scores, according to the variables of age, marital status, seniority, type of school. Although it is seen that there is a very little significant relationship between mobbing behavior and job satisfaction, it has been observed that there is a significant relationship between the results of the mobbing behaviour scale which was carried out among the teachers exposed to mobbing, the education status, and gender of the teachers.

According to a study conducted by Aras (2012), almost 1 out of 4 (24.6%) music teachers working at school are faced with mobbing behaviour. It was seen that the mobbing levels of teachers did not change when compared to the variables of age, gender, marital status, education level, and seniority.

As a result of Erdoğan's (2012) study, It was concluded that mobbing perception levels vary among the study groups according to gender, marital status, and educational status, but it did not cause any difference according to age, seniority, working time at school and branch (Erdoğan, 2012).

In a study conducted by Krisnik Horvat and Pagon in 2012, attitudes towards mobbing in the workplace were examined in Slovenian research institutions. A questionnaire consisting of general and specific factors was used. As a result of the research, it was revealed that Slovenian researchers attach great importance to attitudes towards mobbing in the workplace but are less ready to report mobbing. According to the participants, the penalties to be given to the intruders are quite light. It was stated that there was no serious violation of organizational rules in the workplace in any of the cases (Krsnik Horvat & Pagon, 2012).

In the experimental research on psychological harassment against academicians by Özyer and Orhan in 2012, they determined that the age range with which teachers are most affected by mobbing (intimidation-psychological violence) is 25-45 years and they made the following determination. This effect decreases as the age range goes up (Özyer & Orhan 2012).

According to Alkan, it was observed that there was a significant difference between marital status among the variables related to physical education and sports teachers' actions. He stated that married people are more likely to perceive mobbing than singles (Alkan 2011).

In the study of Erturk (2011), it was observed that compared to teachers in primary education institutions, assistant school principals, principals, and administrators with graduate education were more exposed to mobbing compared to administrators with undergraduate and associate degree education.

The studies of Konakli (2011), Akşahin (2012), Koçak (2015), and Korkmaz (2015) found out that women are more conscious of being exposed to mobbing (intimidation-psychological violence) than men.

In a study conducted by Power et al. in 2009, it was stated that the acceptance of mobbing behaviors differed according to whether the aggressor was a middle or senior manager. Findings, it was determined that there is a significant relationship between the acceptability of mobbing behaviors applied by middle managers by victims and individualist-collectivist values and uncertainty avoidance values (Power, Brotheridge & Monserrat, S. Mayor, 2009).

In the study conducted by Gökçe and Oğuz in 2009, the participants stated that they showed reactions such as trying not to encounter the attacker, improving themselves in the areas they are capable of, staying silent and waiting for the problem to be solved by itself, and fighting against the aggressor when faced with mobbing. Reasons for mobbing in research are the political view of the fact that those with psychological problems could not be removed

from the profession, and the victim was more successful than other colleagues (Gökçe & Oğuz, 2009).

In the master thesis of Zorlu in 2009, titled the relationship between the attitudes of employees towards mobbing and their personalities, at the end of the research, it was found that "between the attitudes of the employees towards mobbing and their personalities", those with neuroticism showed a "staying passive" attitude, and those with a psychotic personality structure were more likely to resort to the "defence" attitude (Zorlu, 2009). However, there was no relationship between the "staying passive" attitude of those with an introverted personality structure and the "counter-defence" attitude of those with an extroverted personality structure. In the face of bullying behaviours, it has been found that female employee's resort to the "escape" attitude more than male employees (Zorlu, 2009).

In the results of the study conducted by Erçetin, Homedoğlu, and Çelik (2008), it was determined that the participants who have been working for many years and who are less likely to change jobs are more exposed to psychological violence, and similarly, male participants are more exposed to psychological violence than female participants. Participants stated that working in such an environment reduces motivation and reduces work efficiency, and many individual complaints against psychological violence have been identified. (Erçetin, Hamedoğlu & Çelik, 2008).

As a result of Ocak's research (2008), mobbing in the educational institution differs according to the gender of the teacher, the seniority of the teacher, the gender of the principal, and the number of teachers in the institution. The study indicates that male teachers encounter more mobbing at school and that teachers whose school principal is male are more exposed to mobbing. That teachers with 6-10 years of service are more exposed to mobbing than teachers of 21 years or more. It was observed that as the number of teachers in the school increased, mobbing increased in parallel.

According to Akyon's research (2008) examining the relationship between employees' conflict management approaches and mobbing experiences, the

research designed in the screening model, it was determined that there was a significant relationship between conflict management approaches and mobbing. According to the results of the analysis, it was determined that male employees were exposed to mobbing more than female employees, those who were bullied by their managers preferred the avoidance approach, and female employees adopted the avoidance approach more than men (Akyon, 2008).

The study conducted by Einarsen in 1999 on the quality of working life in Norway, concluded that teachers, university workers, hotel and restaurant workers, shop assistants, psychologists, and those working in the health industry faced mobbing in the last six months (Einarsen, 1999). In addition, it was determined in the study that former employees were subjected to more psychological harassment, and to a large extent, they were subjected to psychological pressure either by their colleagues or by their managers (Aydın, Şahin, & Uzun, 2007).

In Grunau's doctoral research (2007), it was investigated whether mobbing and burnout are related to each other. Workers participated in the research using The Work Harassment Scale (WHS) and Copenhagen Burnout Inventory (CBI). A meaningful relationship could not be established between gender and burnout and between gender and mobbing levels. However, when the emerging data were examined, it was observed that there was a relationship between mobbing and burnout (Grunau, 2007).

According to the research conducted by Cemaloğlu and Ertürk (2007), it was seen that there is a significant relationship between gender and mobbing. In the research, it has been observed that men are exposed to mobbing more than women.

According to the results of the research by Yaman in 2007, it was determined that the oppressive attitude of corporate culture and administrative understanding, individual jealousy factors, the clarity of status and role differences in the organization, the power and desire to act independently given by specialization, the uncertainty of authority and responsibilities cause mobbing. Chronic sleep disorder, chronic fatigue, stomachache, stomachache

and headaches, unhappiness, depression, stress, and insecurity are listed as the leading effects of mobbing on victims (Yaman, 2007).

In the early 1980s, Prof. Dr. Helen Cox examined that verbal abuse directed at nurses after a gifted student was considering dropping out because of school harassment. In the same period as Cox's work, K. H. Sheehan and his colleagues published research on mobbing, which was addressed by medical students (Sandvik, 2006).

Aktop's study (2006) investigated mobbing on some academic staff working at a university within the framework of demographic variables. According to the data obtained from the study, he stated that the average score of a direct attack on social relations, reputation, quality of life, occupational status, and health field of the participants in the communication faculty is higher than the average score of the participants in other faculties, but this difference between faculties is statistically insignificant (Aktop, 2006).

The study by Tanoğlu (2006) was conducted at a university with the participation of some academic staff. He found out that the proportional value of mobbing cases among lecturers be 15.8%. It has been determined that the most experienced negativity causes the employee to show himself and prevent healthy communication. Another remarkable finding in the study is that psychological harassment was generally applied by managers (Tanoğlu, 2006).

According to Gokçe's study (2006), it has been determined that teachers working in public schools are more hindered than teachers working in private schools. Their words are interrupted, and their success is underestimated in terms of being subjected to psychological harassment. In addition, the researcher found that there is no significant difference between the psychological harassment rates of teachers in the workplace in terms of gender variables. However, the analysis made according to the age variable is more common in teachers aged 31-35 compared to teachers of other ages. It has been concluded that they are prevented from participating actively in

school activities, they are threatened, their decisions are questioned as if they were wrong, and they are physically harmed (Toker, 2006).

According to the study of Bilgel et al., (2006) found out that 55% of the participants were exposed to one or more mobbing, and 47% were victims of mobbing. In the study, it has been determined that mobbing is usually done by supervisors, 60% of mobbing victims stand against mobbing, but they can't get any results from it. In addition, because of the research, it was revealed by the researchers that mobbing is a very serious problem for employees and can cause health problems (Bilgel, Aytaç, & Bayram, 2006).

Westhues' research (2004) examining universities about psychological harassment, identified case studies of psychological harassment among faculty members working at universities (Toker, 2006).

In the study conducted by Lewis in 2004, it was determined that faculty members felt powerless, humiliated, and unsuccessful in coping with their problems because of their experiences of mobbing, so they preferred to share their experiences with their colleagues rather than formally communicating them to the senior management. In addition, it was emphasized that the instructors experienced a sense of helplessness, introversion, isolation from their environment except for a few friends, and a sense of insecurity because of mobbing. In the study, it was determined that the lecturers who were exposed to mobbing did not want to describe themselves as victims of mobbing. They could not attribute this situation to themselves, and they were ashamed. Participants stated that they shared their experiences with other teaching staff who were victims or with colleagues who knew and understood the process in advance (Lewis, 2004).

In Hubert and Veldhoven's study (2001), they investigated the area in which psychological harassment is experienced the most in the workplace. They concluded that 37.3% of psychological harassment is seen among those working in the field of education. In addition, it was determined in the study that aggressive attitudes and behaviors that cause psychological harassment are

experienced above the average only among healthcare professionals (Hubert & Veldhoven, 2001).

The study conducted by Niedl on public employees in 1996, determined that psychological harassment has significant effects on both public officials and institutions. Accordingly, psychological harassment in employees determined that causes depression, anxiety, aggression, post-traumatic stress disorder, irritation, and psychosomatic complaints. On the intra-organizational structures, it has been determined that it causes results such as the desire to leave the job, loss of motivation, increase in employee turnover rate, decrease in productivity, and job satisfaction in employees (Niedl, 1996).

In The study by Björkqvist et al. (1994), they conducted a survey on faculty members working at universities in Finland, and some of them were surveyed and some were interviewed. According to the result obtained from the research, while many mental and physical health problems were identified in the mobbing instructors, these disorders were determined as sleep disturbance, various nervous diseases, sadness, loss of feeling, attention deficit, and social phobias (Björkqvist, Österman, & Hjelt-Bäck, 1994).

2.4 Relationship of Self-Esteem, Organizational Cynicism and Mobbing Concepts

In the light of the literature review, the findings made in the research, and the data revealed by the research model, it can argue that the concepts of self-esteem, organizational cynicism, and mobbing have an effect on each other and are related to each other. It is understood from the studies that the relationship between mobbing and organizational cynicism is very serious. However, the concept of self-esteem has rarely been associated with the concept of mobbing and organizational cynicism. It is not possible to reach extensive data on this subject in the literature. For this reason, it is important to associate self-esteem with mobbing and organizational cynicism with the findings obtained from the study.

In the research on preschool teachers, it was determined that teachers experienced mobbing mostly in the dimension of social relations, they felt

organizational cynicism mostly in cognitive context and least in affective context, and there was no significant difference between organizational cynicism perceptions and demographic characteristics. It has been understood that there is a significant, positive, and weak relationship between teachers' mobbing perceptions and cynicism perceptions, and as a result, when teachers' mobbing perceptions increase, their perceptions of organizational cynicism also increase (Taştan & Davodi, 2019).

The research carried out to determine the explanatory level of mobbing perception of the scope of organizational cynicism, it was revealed that there is a significant and positive relationship between emotional organizational cynicism and mobbing. It was concluded that 65.3% of nurses who faced mobbing revealed emotional organizational cynicism levels (Küçükkaya, 2019).

In the study of Özkan-Tilki (2017) conducted on disabled employees, it was concluded that the level of organizational cynicism increased as the exposure of the relevant personnel to mobbing increased. In some of the studies investigating the effect of demographic parameters on organizational cynicism, it was explained that there were significant differences in the organizational cynicism perceptions of the said personnel in terms of variables such as the position, education level, income level, and gender.

According to Cansever (2017), It will be difficult for teachers who are faced with mobbing to fulfill their duties and to integrate with the school. It is thought that mobbing, applied by corporate administrators, colleagues, or parents, causes distrust of the organizational structure, criticizes by questioning the honesty and sincerity of the organization (Cansever, 2017).

The relationship between mobbing and organizational cynicism was investigated on hotel staff in Bitlis. The research was carried out within the framework of 99 samples and a significant relationship emerged between mobbing and cynicism. Perceptions of being exposed to mobbing and organizational cynicism vary according to the demographic characteristics of the personnel. As a result, the perception of mobbing and organizational

cynicism varies according to the job levels and education levels of the employees. It has been revealed that the perception of effective cynicism, one of the scopes of organizational cynicism, varies according to the gender of the employees (Gün, 2016).

The study of Bayraktar D. (2016) was investigating the relationship between primary school teachers' exposure to mobbing and organizational cynicism levels according to age, graduation area, love of the profession, professional seniority, marital status. He concluded that the cynicism behaviours of teachers showed a significant difference according to their love of the profession, gender, union membership, and age. According to the study in which there is a positive and high-level relationship between mobbing and cynicism, it has been observed that mobbing influences cynicism and only the variables of quality of life and self-expression are significant predictors of cynicism.

In the study of Kalay, Oğrak, and Nişancı (2014), the relationship between mobbing, organizational cynicism, and organizational silence was investigated. Statistically, according to the results of the relevant study, a significant and positive relationship was found between mobbing and organizational cynicism, between mobbing and organizational silence, and between organizational silence and organizational cynicism.

According to Atmaca (2014), he states that increasing the professional knowledge and experience of school administrators, and their efforts improve and strengthen the institution they work for. Their attitudes away from oppression and a coercive management approach allow the trainers to be more interested in the institution and to trust the administrator. It was concluded that teachers with this feeling exhibited low levels of cynical behaviour and those with low cynicism experienced less mobbing (Atmaca, 2014).

One of the important organizational reasons why employees exhibit behaviours towards organizational cynicism is that when mobbing acts occur in institutions, it causes the alienation of the employee to the institution,

especially his unresponsiveness to the situation in question, and the damage to his trust and belief in institutions. Therefore, it is important to examine the organizational behaviour, which is related to each other in terms of negative effects when they occur in organizations (Pelit & Pelit, 2014).

As a result of the psychological pressure faced in working life, the growing self-esteem of the individual is negatively affected, doubting the working efficiency, acting without thinking, etc. reactions can be detected. In the future, phenomena such as the loss of the sense of reality (reality), weakening of the self, changes in the self-design, and disintegration of the self may occur (Tekin, 2013).

While mobbing has a significant relationship with the cognitive and affective scope of organizational cynicism, it was concluded that mobbing does not have a significant relationship with the attitudinal dimension of organizational cynicism (Aslan & Akarçay, 2013).

According to Coyne, Seigne, and Randall (2000), it has been stated that individuals with low self-esteem, physically weak, having any disability, asocial, or not being exposed to the environment are also at risk of being bullied (Fındık, 2013).

In the research of Aydoğan (2012), he examines the relationship between mobbing and organizational cynicism. It was observed that the relevant parameters of the people working in various branches were investigated. In a different study, the effect of mobbing on organizational cynicism was analyzed in people working in five-star hotels. In the research conducted with a sample of 936 people, it was concluded that there is a positive relationship between the two parameters and that mobbing affects organizational cynicism.

In the study of Gül and Ağıröz (2011), the research was carried out on 103 nurses working in the State Hospital in Karaman. In conclusion, it was determined that the nurses who supported the research did not face a strong level of mobbing phenomenon. While a significant and positive relationship was found between the affective dimension and mobbing in the study, no

relationship was found between mobbing and cognitive and behavioral organizational cynicism.

Considering the humiliation, restriction, intimidation of the employees with communication-blocking attitudes, and the disregard of their thoughts, it is expected that individuals who are victims of mobbing will lose confidence in their businesses and colleagues, and they will be affected by attitudes, feelings, and ideas, and engage in cynical behaviors. It is natural for individuals with emotionally more cynical behaviors, especially when faced with such attitudes, to display feelings of anxiety or nervousness when they consider their workplace (Öndeş & Kaygın, 2011).

Especially in workplaces where there is a one-to-one relationship with customers, mobbing attitudes affect the most aggrieved individual, as well as other personnel, the workplace, and customers with the decrease in service efficiency (Güngör, 2008). In this context, ignoring the existence of mobbing or not preventing the environments in which it may occur will cause an increase in the organizational cynicism of the employees in the future, the decrease in their job satisfaction, and the decrease in their sense of belonging, causing more problems to occur. When the threat of mobbing against social life is considered together with its general organizational cynicism and its sub-dimensions, it emphasizes that the individual who is exposed to mobbing may exhibit cynical attitudes. As in the first dimension, by excluding the individual who is exposed to mobbing and not feeling the place where he/she works or his/her colleagues from which he/she can trust and get help.

As a result of the study conducted by Deniz (2007), the common characteristics of the victims identified as insecure, skeptical, anxious, and uneasy individuals and determined that the people in question were more exposed to mobbing. Relevant personality traits were also found in employees with strong organizational cynicism. It has also been observed in mobbing victims that cynical people are disbelief, anxious and insecure, especially towards their workplaces. It is expected that the behaviors of organizational cynicism will be stronger, especially in employees who are faced with mobbing.

The concepts of mobbing and organizational cynicism, which are related to each other in the context of negative attitudes in organizations, are reflected in the employees and workplaces and lead to many problems. The victim, who is blamed for humiliation and shame, and who becomes a scapegoat due to negative situations in the work environment, can even convince himself that he is causing irritation, being a traitor, and making life difficult for his colleagues. He may have feelings of dissatisfaction and incompetence related to himself, and he may suffer from health problems with feelings of fear, shame, and self-blame (Hallberg & Strandmark, 2006). When the reasons for the emergence of organizational cynicism due to institutions are examined, incompatibility of wishes, ignoring mobbing, excessive working time, insufficient social support opportunities, psychological contract violations, downsizing, leaving professional life, restructuring, not meeting one's wishes (Eaton, 2000; Cartwright & Holmes 2006; Özgener, Öğüt & Kaplan 2008); (Tükeltürk, Perçin & Güzel 2009); (Çalışkan & Erim 2010; Pelit & Aydoğan 2011), and too many institutional reasons may cause employees to be suspicious of their organizations and to have cynical attitudes by shaking their beliefs.

On the other hand, in the study of Delken (2004), he revealed whether there is a relationship between organizational cynicism and psychological contract, as well as the effect of demographic factors. However, a significant relationship was found between organizational cynicism and marital status. According to the result of this, the organizational cynicism level of the singles was higher than the married ones.

In the study of Eaton (2000), he has revealed that used the organizational cynicism scale surrounding the behavioural, affective, and cognitive elements. According to the result of the study, there is a positive relationship between employee motivation, organizational commitment, job satisfaction, and organizational cynicism.

People who are faced with intimidation attitudes may feel a decrease in their self-esteem and self-confidence by taking the blame because of the fights. Thus, they feel and a lack of peace in the working environment. The resulting

psychological violence can create trauma, as well as have a damaging effect on the self-confidence/self-esteem of the individual (Leyman & Gustafsson, 1996).

When the concepts of self-esteem, organizational cynicism, and mobbing are related and the findings are evaluated, it is observed that the relationship between organizational cynicism and mobbing is much more established. The relationship between these two concepts was more like this. When mobbing increases, organizational cynicism increases. In this context, it has been concluded that organizational cynicism decreases with the decrease in mobbing. The concept of self-esteem has not been sufficiently associated in the literature, and individuals with high self-esteem have low levels of mobbing and organizational cynicism. Even when self-esteem is low, the level of these concepts increases. Studies in the literature also support the findings of our study in this sense.

CHAPTER 3

METHOD

This section explains the research model, the selection of the population and the sample, the collection of the data, and the methods used to analyse these data. Also presented in this section are the scales, research and applications, and survey studies used in the later parts of the study. The principles for the development and distribution of the questionnaire for the collection of numerical data, response rate and type of survey questions, collection of non-numerical data, and its analysis are also included in this section.

3.1 Research Model

Descriptive quantitative research methods from the relational survey model are used in this study. The descriptive relational survey type is a research model that describes a situation or event that occurs in the research as it is and shows the relationship, effect, and degree of variables that cause this situation (Kaya, Balay & Gökçen, 2012). Descriptive research is a statistical operation that allows collecting, describing, and presenting numerical values for a variable. Quantitative research is the expression of an observation about a phenomenon using numerical values (Dantzker & Hunter, 2006). This observation prevents the researcher from making a subjective evaluation. This is because the data is based on numerical values.

This study is about the relationship between self-esteem, organizational cynicism, and bullying level of academic and administrative staff working in universities in the Eastern Black Sea region and their impact on each other and comparison. At the end of the comparison, the problem is solved whether there is a difference between the administrative and academic staff according to some demographic characteristics.

Structural equation modeling was used to examine the effect of the bullying scale on self-esteem and organisational cynicism scale of administrative staff and academic staff, and the effect of self-esteem on organizational cynicism. The research model is shown in Figure 1.

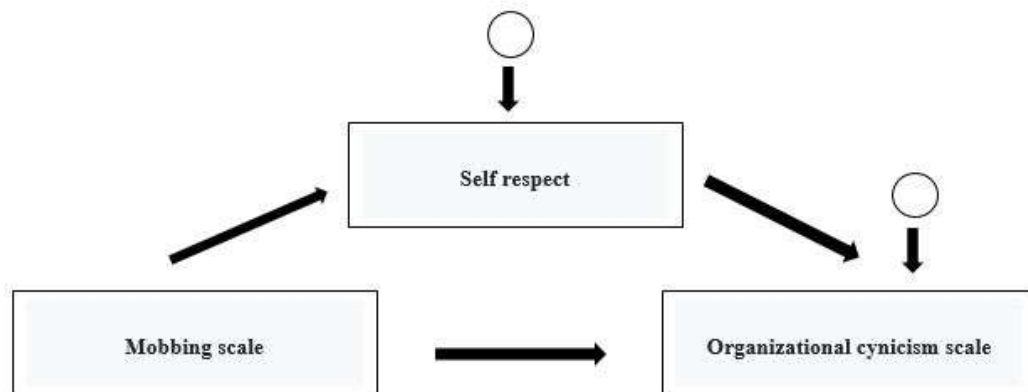


Figure 1 Model of the Research (Academic and Administrative Staff)

3.2 Universe and sample

The universe of the study consists of the academic and administrative staff of universities in the Eastern Black Sea region. There are academic and administrative staff working in universities in the Eastern Black Sea region. According to Karasar (2008), due to reasons such as distance, control difficulties, time, and cost-saving, in some cases, it was not possible to reach the whole population of the study. In this framework, a survey was conducted among the whole population by creating a sample according to the scientific method (Karasar, 2008).

Also in our study, which includes the whole population, from Artvin Çoruh University, Recep Tayyip Erdoğan University, Karadeniz University of Technology, Trabzon University, Avrasya University, Giresun University, Ordu University and Guemueşhane University, only Artvin Çoruh University, Recep Tayyip Erdoğan University, Trabzon University, Giresun University, and Gümüşhane University accepted the survey. For this purpose, the universities that allow the survey to be conducted were determined as the sampling area.

When the formula of (Yamane, 2001) is applied in this study, which examines the relationship between variables, 370 employees should be included in the study. However, to increase the reliability of the study, it was planned to include 450 employees in the study. Since the number of staff in each university is different, stratified random sampling was carried out based on the total number of staff. In addition, the number of staff in the universities that do not allow surveys is added by taking the ratio of the number of staff in the universities that allow surveys.

Stratified sampling is preferred so that the sample of the population obtained is representative of the original sample. The population is converted into sub-areas and strata independent samples are used. The sample size is used that represents all strata and parts of the population. For this reason, the sample size in some strata may differ from that in other strata of the same sample. Stratified sampling can only be applied when information is available to divide the population into strata (Berg & Lune, 2016).

The Eastern Black Sea includes about 6897 people in the academic sector of universities (<https://istatistik.yok.gov.tr/> 2018) and the Eastern Black Sea includes about 3,342 people in the administrative staff of universities (<https://istatistik.yok.gov.tr/>, 2018) because of the research.

"The important point in determining the sample is that the sample represents the population from which it was drawn. In this case, how much how big a sample is that gains value points to represent the universe" (Balci, 2004). Characteristics of the parameters to the real value in the population, also called the estimated value of the resulting value by the sample " (Gökçe, 1992). For the population to be able to represent the sample, it is very important to determine the number of samples in the research.

From this point of view, although various methods have been presented that are suitable for calculating the sample size, the simple random sampling method has been used to determine the number of samples in the mentioned studies (Yamane, 2001).

$$n = \frac{N \cdot t^2 \cdot p \cdot q}{(N - 1)d^2 + t^2 \cdot p \cdot q}$$

Here is the sample number:

N: number of persons in the population of the work (number of workers in the population).

n: Number of persons included in the sample (number of persons included in the sample).

p: frequency of occurrence of the event under study (probability of occurrence) (intensity of occurrence of the situation under study)

q: frequency of non-occurrence of the event under study (probability of non-occurrence) (frequency of non-occurrence of the event under study)

t: Theoretical value obtained according to the z-table at a given significance level. (Theoretical value obtained according to the z-table at a certain level of intelligibility).

d: This is the sampling error assumed according to the frequency of the event. (This is the sampling error assumed with the frequency of the event).

Due to the nature of the questions in the questionnaire used, the sample size is calculated based on the "p" ratio. That is, in the absence of variables, the scale of the questions is not based on a true measurement scale. The questions in the survey, which was organized to focus on choices, have the character of a "qualitative variable".

For this reason, subjects responded to each question with either "agree" or "other choices." This result demonstrates the need to calculate a sample size for the "p" ratio.

In determining the parameters that make up the formula, the researcher must make some estimates in advance.

If no random study has been conducted beforehand, the p-value indicating the community ratio and the estimate is assumed to be 0.5.

In determining the sample size of this study, the ratios of "p" and "q" in the above formulas were assumed to be 0.5 so that the strongest sample size was obtained.

The tolerable error value "d" is the maximum difference that can be allowed within the mean formed from the population and the sample. It is a kind of margin of error that the researcher can specify when estimating the population value. The sample size becomes larger when the tolerable partial standard error margin, which can be estimated at 3-5%, approaches 3%.

Thus, the credibility of the study in question increases, and the sample size starts to decrease when it reaches 5%. In this study, the acceptable margin of error was set at 5% considering the financial resources and time factor. Thus, it is crucial that the studies conducted in the research fall within a confidence interval. The margin set by the researchers is (+ -) 2.5%.

Another parameter set by the researchers is the confidence interval. Research in social sciences is usually conducted with a confidence level of 99% or 95%. The confidence value is expressed as a complement to the 100% probability of error or significance level (Karasar, 1999). In this study, a confidence interval of 95% was used in determining the sample size and accordingly a Z value of 1.96 and a sensitivity level of 5% (d=0.05). Thus, the sample size of the study is calculated as follows (Yamane, 2001):

$$n = \frac{N * t^2 * p * q}{(N - 1)d^2 + t^2 * p * q}$$

$$n = \frac{10.239 * (1,96)^2 * 0,50 * 0,50}{(10.239 - 1)(0,05)^2 + (1,96)^2 * 0,50 * 0,50}$$

$$n = \frac{10.239 * 3,8416 * 0,25}{10.239 * 0,0025 + 3,8416 * 0,25} = 370$$

According to this calculation, the population of the study consists of 10,239 academic and administrative staff.

Table 1 Layer Weight Ratios

Layer	The total number of universities in the Eastern Black Sea Region	Layer weight ratio	Layer percentage
Academic staff	6.897	$6.897/10.239 = 0.674$	%67,4
Administrative staff	3.342	$3.342*100/10.239 = 0.326$	%32,6
Total number of universes	10.239		%100

Table 2 Distribution by Layers

Layer	Number of Universities in Eastern Blacksea Region	Layer %	Number of samples according to layer weight ratio
Academic Staff	6.897	%67,4	303
Admin. Staff	3.342	%32,6	147
Total Number of Universe	10.239	%100	450

Table 3 Distribution by Number of Staff Constituting the Universe

	NUMBER OF STAFF CONSTITUTING THE UNIVERSE				NUMBER OF SAMPLING STAFF			
	Number of Academic Staff	Number of Admin. Staff	Total Number of Staff	% of Academic Staff	% of Admin. Staff	Number of Academic Staff	Number of Admin. Staff	Total Number of Staff
Artvin Çoruh Uni.	510	210	720	70,83	29,17	36	21	57
RTE Uni.	1080	388	1468	73,57	26,43	77	38	115
Giresun Uni.	905	371	1276	70,92	29,08	65	36	101
Gümüşhane Uni.	610	260	870	70,11	29,89	43	25	68
Trabzon Uni.	415	69	484	85,74	14,26	30	7	37
Total	4250	1508	5758			303	147	450

In creating the universe we studied, data were obtained from the universities that allowed us to conduct the survey. In this regard, the staff of Karadeniz Technical University, Ordu University, and Avrasya University were excluded from our study.

3.3. Data Collection

A questionnaire method was used for the study. A questionnaire is a systematic data collection method in which the individuals who constitute the sample or population are asked questions guided by the questions or hypotheses established for a particular topic (Armağan, 1983). Employees

from the institutions were found and compared with the survey technique and data were collected.

The application for approval by the Ethics Committee was approved on 27/11/2018 and our study with project number NEU/SB/2019/344 received a positive decision on 05/03/2019. An email was sent via Google Forms to those to be surveyed and data was collected between 10/06/2019 and 29/07/2019 within 49 days from those who agreed to participate in the survey.

This study, which compares and relates "the self-esteem, organizational cynicism, and bullying levels of academic and administrative staff working in universities in the Eastern Black Sea region" and presents the implications of these three concepts about administrative and academic staff, sets out the reasons for the relevant findings.

3.4. Data Collection Tools

The study evaluated the Personal Information Form, Self-Esteem Scale, Organizational Cynicism Scale, and Bullying Scale as data collection instruments. To achieve the objectives of the study as accurately as possible, it was decided to use questionnaire samples that had been previously developed and tested for validity and reliability by researchers. Comprehensive data on the information collection instruments are described below.

3.4.1. Information on Demographic Characteristics of Participants

This section consists of tables and explanatory notes that contain the demographic data of the people participating in the survey. The first part of the questionnaire contains 9 statements about the demographic characteristics of the people participating in the survey. These variables were determined as follows: Age, gender, educational status, living environment, is the institution where you work, your hometown, title (for academic and administrative staff), how long is your year of service, desire to change jobs, and workgroup. The demographic form was created.

3.4.2. Rosenberg Self-Esteem Scale

The validity and reliability study of the RBSS, which was developed by Morris Rosenberg in 1963 in the United States, was evaluated in many studies after it was introduced by Rosenberg in 1965 (Çuhadaroğlu, 1986).

It is one of the most frequently evaluated scales in research generally conducted in the field of social sciences. The scale is of the Likert type. It consists of 10 questions, each of which is used as "very true", "true", "false", "very false". The test-retest correlation, which has high validity, ranges from 0.82 to 0.88 (Rosenberg, 1965). The 10 variables are scored as follows: For questions 1, 2, 4, 6, 7; 3= very true, 2= true, 1= false, 0= very false. For questions 3, 5, 8, 9, 10; 0= very true, 1= true, 2= false, 3= very false. The scale scores vary between 0-30 and 30 is confirmed as self-esteem at the highest level. The validity and reliability of the scale without sub-dimensions have been studied (Çuhadaroğlu, 1986). In our study, the Cronbach's alpha value of Rosenberg's self-esteem scale is 0.675 overall, while the Cronbach's alpha value of Rosenberg's self-esteem scale is 0.76 overall. Permission was obtained from the Turkish Association of Adolescent and Child Psychiatry to evaluate the scale in the study.

3.4.3. Organizational Cynicism Scale

Vance, Brooks, and Tesluk (1997) developed the original organizational cynicism scale. The scale consists of 9 items, 6 of which are positive and 3 of which are negative. During the development process of the unidimensional scale, an internal consistency coefficient of .84 was obtained (Act. Stanley, 1998). Various researchers who evaluated the corresponding scale investigated the relationship between the causes and consequences of organizational cynicism (Treadway et al., 2004; Stanley, 1998; Tesluk, Vance, & Mathieu, 1999).

In the adaptation study of the scale adapted into Turkish by Güzeller and Kalağan (2008), the back-translation method was used. The construct validity of the scale was demonstrated by exploratory and confirmatory factor analysis. The internal consistency coefficient Cronbach alpha calculated to determine the reliability of the scale was .83. The test-retest reliability coefficient of the

scale was calculated as 81. To determine the degree of realization of each item in the information retrieval system, the levels of "strongly agree (5)", "agree (4)", "partially agree (3)", "disagree (2)", and "strongly disagree (1)" were assessed. In the study where the negative items are scored with values from 1 to 5, the positive items are scored with values from 5 to 1. The minimum score that can be obtained on the scale, with the highest score being 45, is 9. Higher scores mean that the level of organizational cynicism increases.

3.4.4. Mobbing Scale

The scale (Ozturk, Yilmaz & India 2007) for which validity and reliability studies were conducted was developed. The item-total item correlation values of the scale ranged from 0.30 to 0.73, and the Cronbach's alpha value was 0.97. It was given its final form with 68 items.

Responses are in the form of agreement and disagreement, and scores vary between "1" and "5". The bullying scale is used between 68 and 340 points. A score above 204 on the scale indicates bullying, and a score below 204 indicates no bullying. In the corresponding study, the internal consistency of the bullying scale was found to be 0.95.

3.5. Statistical Analysis of Data

In this study, statistical analysis of questionnaires administered to academic and administrative staff was conducted using Statistical Package for Social Sciences (SPSS) 25.0 and the program AMOS.

The test of the reliability of the data collected using the questionnaire method revealed that the Cronbach's alpha value of the bullying scale was 0.986, the value of the self-esteem scale was 0.839, and the Cronbach's alpha value of the organizational cynicism scale was 0.870. Although the recommended criterion for the reliability coefficient is .70 (Tezbaşaran, 1997), values of .50 and above are interpreted as acceptable when the number of items is 10 or less (Nunnally, 1978).

The scores of academic and administrative staff involved in the study from the bullying scale, self-esteem scale, and organizational cynicism scale were displayed, and the Kolmogorov-Smirnov test was applied to examine the

normal distribution of these scores. As a result of the Kolmogorov-Smirnov test, it was found that the scores obtained from the scales were not consistent with normal distribution, so nonparametric methods were used. Accordingly, when testing the hypotheses, if the independent variable consisted of two groups, the Mann-Whitney U test was used, and if it consisted of three or more groups, the Kruskal-Wallis H test was used. The Spearman test was applied to the correlations between academic and administrative staff scores on the Bullying Scale, Self-Esteem Scale, and Organizational Cynicism Scale.

CHAPTER 4

RESULTS

In this section, the results of the questionnaires answered by the research staff are explained in tables. With the questions we prepared for the staff, it was possible to evaluate the items that we could not measure with the scale. In the context of the questions asked, this study is important because it is a source for future scientific research on concepts such as motivation, corporate communication, internal public relations, corporate affiliation, organizational climate, organizational culture, organizational justice, and performance management.

4.1. Findings for Administrative Staff

4.1.1. Introductory Characteristics of Administrative Staff

Table 4. Introductory Characteristics of Administrative Staff
Table 4 Introductory Characteristics of Administrative Staff

	f	%
Gender		
Female	40	25,64
Male	116	74,36
Age		
≤ 37 years old	60	38,46
38-47 years	51	32,69
> 48 years	45	28,85
Educational status		
Associate's/Bachelor's	131	83,97
Master's/PhD	25	16,03
living environment		
Village/Town	64	41,03
District	83	53,21
City/Metropolitan	9	5,77
own institution		
to be in your hometown	91	58,33
Yeah	65	41,67
No		
years of service	12	7,69
1-4 years	37	23,72
5-9 years	48	30,77

10-14 years	16	10,26
15-19 years	43	27,56
20 years and above		
Job change status	84	53,85
Yes	72	46,15
No		
Administrative Title	50	32,05
Civil Servant/Comp. Operator	22	14,10
Chef	11	7,05
Technician	17	10,90
Head	47	30,13
Secretary	156	35
By working group (Administrative)	9	5,77
Total	156	100,00

From the table examined, 25.64% of the administrative staff participating in the study are women and 74.36% are men. 38.46% of the participants are below 37 years old, 32.69% are between 38-47 years old, 28.85% are above 48 years old. Looking at the level of education of the administrative staff, it is found that 83.97% of them have Associate Degree/University Degree and 16.03% have Graduate/Doctorate Degree.

41.03% of the administrative staff under study live in a village/town, 53.21% live in a district and 5.77% live in a city/metropolis. In addition, 58.33% of the institution are in their home state while 41.67% do not live in their home state.

Looking at the distribution by years of service in the table, 7.69% of the participants have 1-4 years of service, 23.72% have 5-9 years, 30.77% have 10-14 years, 10.26% have 15. 19 years and 27.56% of them have 20 years or more. 53.85% of the administrative staff want to change their jobs and 46.15% do not want to change.

32.05% of the administrative staff included in the study are clerks/computer operators and 30.13% are secretaries. 14.10% of the administrative staff are bosses, 10.90% are managers/department heads and 7.05% are technicians/technicians. The remaining 5.77% are employees with other titles.

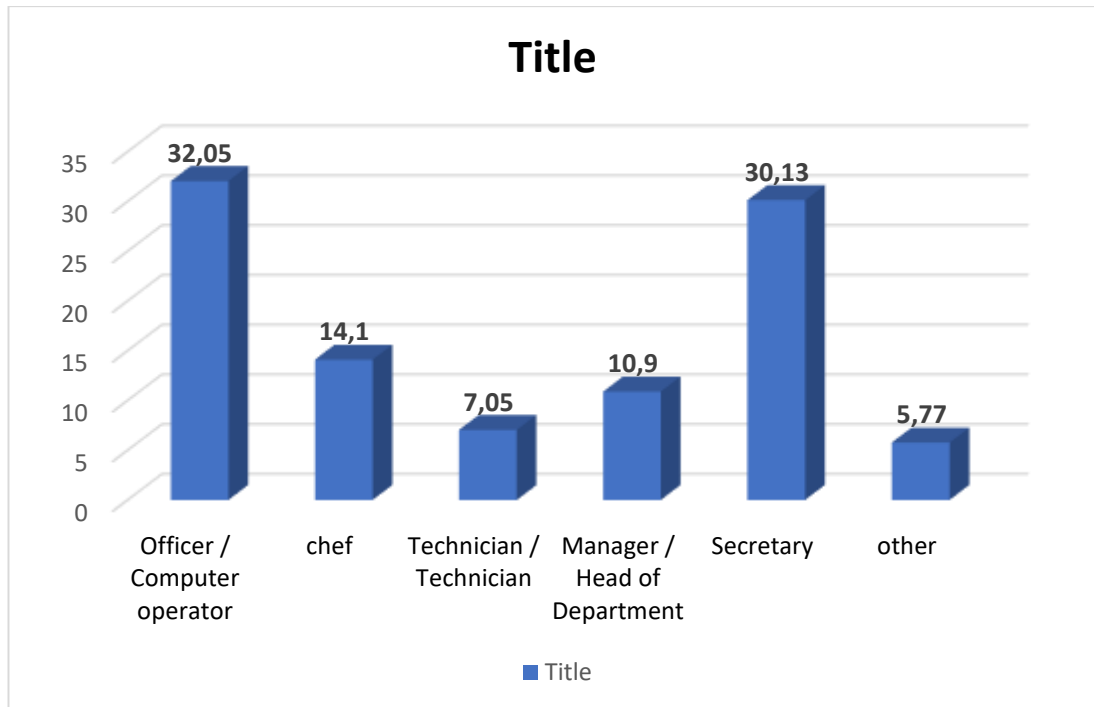


Figure 2 Titles of Administrative Staff

The titles of the administrative staff included in the research are given in Figure 2. According to the distribution in Figure 2, 32.05% of the administrative staff included in the research are civil servants/computer operators, while 30.13 % are secretaries. 14.10 % of the administrative staff are chiefs, 10.90 % are managers/heads of departments and 7.05 % are technicians/technicians. The remaining 5.77 % are staff with other titles.

4.1.2. Administrative Staff Mobbing Scale, Self-Esteem, and Organizational Cynicism Scale Scores

In Table 5, the mobbing scale, self-esteem, and organizational cynicism scale scores of the administrative staff included in the study are given.

Table 5 Mobbing Scale, Self-Esteem, and Organizational Cynicism Scale Scores of the administrative staff

	N	Average	Std. Dev.	Min.	Max.
Mobbing Scale	156	132,55	42,71	68	340
Self-esteem	156	21,83	5,46	7	30
Organizational Cynicism Scale	156	27,44	6,59	12	42

According to the data obtained from the table, the average of the scores of the administrative staff included in the study from the mobbing scale is 132.55 ± 42.71 .

The mean self-esteem scores of the administrative staff were found to be 21.83 ± 5.46 .

The average score of the administrative staff in the study from the organizational cynicism scale is 27.44 ± 6.59 .

Table 6 Mobbing Scale, Self-Esteem, and Organizational Cynicism Scale Scores by Gender of Administrative Staff

	Gender	N	Ave.	St. Dev.	Med.	Ranking Ave.	Z	p
Mobbing Scale	female	40	130,83	29,93	130,00	78,73	-0,037	0,971
	male	116	133,15	46,41	130,00	78,42		
Self-Esteem	female	40	23,40	5,35	23,00	91,89	-2,179	0,029*
	male	116	21,29	5,41	21,00	73,88		
Org. Cynicism Scale	female	40	27,35	5,12	27,00	80,03	-0,248	0,804
	male	116	27,47	7,04	27,00	77,97		

* $p \leq 0.05$

Table 6 shows the formulated results of the Mann-Whitney U test for comparing the scores of the bullying scale, self-esteem scale, and organizational cynicism scale by gender of the administrative staff participating in the study.

When the test results in the table were examined, no statistically significant difference was found between the scores of the administrative staff on the bullying scale according to their gender ($p > 0.05$). The bullying scale scores of female and male participants were similar. Consistent with this finding, our sub-objective has not emerged.

The difference between the self-esteem scores according to the gender of the administrative staff in the study was found to be statistically significant ($p > 0.05$). The self-esteem scores of females were significantly higher than those of males. In line with this finding, our sub-objective has emerged.

It was found that there was no statistically significant difference between the scores of administrative staff on the Organizational Cynicism scale depending on their gender ($p > 0.05$). The scores of the Organizational Cynicism scale of

female and male administrators were similar. Consistent with this finding, our sub-objective has emerged.

Table 7 Mobbing Scale, Self-Esteem, and Organizational Cynicism Scale Scores by Age of Administrative Staff

	Age (years)	N	Ave.	St. Dev.	Med.	Ranking Ave.	χ^2	p	Dif.
Mobbing Scale	≤ 37	60	140,13	51,98	135	84,13	2,208	0,332	
	38-47	51	126,08	38,83	111	71,37			
	> 48	45	129,78	30,92	136	79,08			
Self-Esteem	≤ 37	60	21,95	6,50	22	81,38	5,969	0,051	
	38-47	51	22,84	5,29	23	86,89			
	> 48	45	20,53	3,70	20	65,14			
Org. Cynicism Scale	≤ 37	60	30,12	6,91	30	97,68	18,897	0,000**	a-c
	38-47	51	26,39	6,38	26	71,29			
	> 48	45	25,04	5,08	25	61,10			

** $p \leq 0.01$ a= ≤ 37 years, b=38-47 years, c= > 48 years

The results of the Kruskal-Wallis test for comparing the scores of the Bullying Scale, Self-Esteem Scale, and Organizational Cynicism Scale as a function of the age of the administrative staff studied are shown in Table 7.

According to Table 7, a statistically significant difference between the age of the administrative staff, which was subject to the scores they obtained from bullying scale research was not found ($p > 0.05$). Consistent with this finding, our sub-objective did not emerge.

It was found that there was no significant difference between participants' self-esteem scores according to their age ($p > 0.05$). The self-esteem scores of administrators were similar regardless of age. Consistent with this finding, our sub-objective did not emerge.

It was found that the difference between the scores of administrative staff in the Organizational Cynicism scale depending on the age of the subject was statistically significant ($p \leq 0.01$). The scores of the Organizational Cynicism scale of the administrative staff below 37 years of age (a) were significantly higher than the scores of the administrative staff above 48 years of age (c). In line with this finding, our sub-objective emerged.

Table 8 Mobbing Scale, Self-Esteem, and Organizational Cynicism Scale Scores by Educational Status of Administrative Staff

	Level of Edu.	N	Ave.	St. Dev.	Med.	Ranking Ave.	Z	p
Mobbing Scale	AS/BA	131	133,15	43,14	131,00	79,03	0,114	0,735
	MA/PhD	25	129,40	41,08	129,00	75,70		
Self-Esteem	AS/BA	131	21,48	5,55	21,00	75,68	3,195	0,074
	MA/PhD	25	23,68	4,60	26,00	93,26		
Org. Cynicism Scale	AS/BA	131	26,98	6,02	26,00	75,07	4,734	0,030*
	MA/PhD	25	29,84	8,78	29,00	96,46		

* $p \leq 0.05$

In Table 8, the results of the Mann-Whitney U test for the comparison of mobbing scale, self-esteem, and organizational cynicism scale scores according to the educational status of the administrative staff, which are the subject of the research, are given.

According to the results studied, it was found that the difference between the scores of the administrative staff included in the study according to the educational level of the bullying scale was not statistically significant ($p > 0.05$). Regardless of educational level, bullying scale scores were similar among participants. Consistent with this finding, our sub-objective did not emerge.

When examining the administrative staff's self-esteem scores, it was found that there was no statistically significant difference depending on the level of education ($p > 0.05$). In other words, the self-esteem of participants with an associate degree/college degree and a graduate/doctoral degree is similar. Consistent with this finding, our sub-objective did not emerge.

A statistically significant difference was found between the scores of administrators in the study on the Organizational Cynicism Scale as a function of their educational status ($p < 0.05$). The Organizational Cynicism Scale scores of the administrative staff with an associate degree/graduate degree are significantly lower than the scores of the administrative staff with a graduate/doctoral degree. Consistent with this finding, our sub-objective emerged.

Table 9 Mobbing Scale, Self-Esteem, and Organizational Cynicism Scale Scores of Administrative Staff by Living Environment

	The setting	N	Ave.	St. Dev.	Med.	Ranking Ave.	χ^2	p	Dif.
Mobbing Scale	a	64	121,22	31,48	115	67,61	8,02 0	0,01 8*	a-c
	b	83	135,94	38,67	136	84,05			b-c
	c	9	181,89	91,29	152	104,78			
Self-Esteem	a	64	20,88	5,28	20	70,31	10,0 62	0,00 7**	a-c
	b	83	23,13	4,87	23	88,13			b-c
	c	9	16,67	7,71	13	47,89			
Org. Cynicism Scale	a	64	26,27	6,14	26	70,51	4,66 7	0,09 7	
	b	83	27,99	6,82	27	82,33			
	c	9	30,67	6,50	28	100,00			

* $p \leq 0.05$ ** $p \leq 0.01$ a: Village/Town, b: District, c: City/Metropolitan

In Table 9, the results of the Kruskal-Wallis test for the comparison of the mobbing scale, self-esteem, and organizational cynicism scale scores of the administrative staff mentioned in the research according to the living environment are given.

Table 9 shows that the difference between the ratings of the administrative staff participating in the study on the bullying scale according to the living environment was statistically significant ($p < 0.05$). Consistent with this finding, our sub-objective emerged.

The difference stems from participants living in the city/metropolitan area. The bullying scale scores of administrators who live in the city/metropolitan area are significantly higher than the scores of other participants. It was found that there is a statistically significant difference between the self-esteem scores of the administrative staff in the study according to the living environment ($p \leq 0.01$). In line with this finding, our sub-objective emerged.

The difference is due to the third group. Self-esteem scores of administrative participants living in city/metropolises are significantly lower than those of participants living in village/town and rural areas.

According to the test results, there was no significant difference between the scores of administrative employees on the Organizational Cynicism scale

depending on the environment in which they lived ($p>0.05$). Consistent with this finding, our sub-objective did not emerge.

Table 10 Mobbing Scale, Self-Esteem and Organizational Cynicism Scale Scores According to Administrative Staff's Institution Being in their Hometown

	Administrative Staff's Institution Being in their Hometown.	N	Ave.	St. Dev.	Med.	Ranking Ave.	Z	p
Mobbing	Yes	91	127,40	34,32	124,00	74,07	-1,451	0,147
	No	65	139,77	51,69	141,00	84,71		
Self-esteem	Yes	91	21,66	5,35	21,00	76,35	-0,706	0,480
	No	65	22,08	5,64	23,00	81,52		
Org. Cynicism	Yes	91	28,01	6,55	27,00	83,93	-1,781	0,075
	No	65	26,63	6,60	25,00	70,90		

Table 10 shows the results of the Mann-Whitney U test for comparing scores on the Bullying Scale, Self-Esteem Scale, and Organizational Cynicism Scale according to whether administrative staff works in the hometown of the institution in which they work.

A look at the table shows that there was no statistically significant difference between the scores of the administrative staff participating in the study depending on whether the institution they worked in was in their hometown ($p>0.05$). The bullying scale scores of participants whose institution was in their hometown and those who were not were similar. Consistent with this finding, our sub-objective did not emerge.

It was found that administrators' self-esteem scores did not differ significantly as a function of the institution where they work located in their hometown ($p>0.05$). Participants' self-evaluation scores are similar regardless of whether the institution they work for is in their home country. Consistent with this finding, our subgoal did not emerge.

There was no statistically significant difference between the scores of the administrative staff included in the study on the Organizational Cynicism scale depending on whether they worked in the home country of the institution ($p>0.05$). Consistent with this finding, our sub-objective did not emerge.

Table 11 Mobbing Scale, Self-Esteem, and Organizational Cynicism Scale Scores of Administrative Staff by Administrative Title

	Title	N	Ave.	St. Dev.	Med.	Ranking Ave.	χ^2	p	Dif.
Mobbing	a	50	157,10	52,03	141,00	102,14	22,998	0,000**	a-b, a-c
	b	22	110,77	28,16	113,00	53,77			a-d, a-e
	c	11	134,00	53,00	140,00	77,50			a-f
	d	17	122,35	26,70	131,00	70,76			b-c, b-d
	e	47	122,21	28,59	122,00	70,26			b-e, b-f
	f	9	120,89	31,15	108,00	66,50			
Self-esteem	a	50	20,48	5,65	21,00	67,64	13,792	0,017*	a-b, a-c
	b	22	23,09	6,15	23,00	90,41			a-d, a-f
	c	11	25,18	4,98	29,00	104,23			b-e
	d	17	23,12	2,37	22,00	87,79			c-e
	e	47	20,94	4,81	20,00	69,86			e-f
	f	9	24,44	7,78	27,00	105,83			
Org. Cynicism	a	50	29,70	6,13	29,00	92,34	15,631	0,008**	a-d, a-e
	b	22	28,05	7,34	27,50	84,86			a-f
	c	11	30,55	6,31	27,00	98,27			c-d, c-e
	d	17	24,24	3,67	25,00	55,12			c-f
	e	47	25,40	6,38	25,00	66,43			
	f	9	26,22	8,04	25,00	69,11			

* $p \leq 0.05$ ** $p \leq 0.01$ a: Officer/Comp. Operator, b: chief, c: Technician, d: head e: Secretary f: Other

The results of the Kruskal-Wallis test for comparing the bullying scale, self-esteem scale, and organizational cynicism scale scores as a function of the administrative title of the administrative staff included in the study are shown in Table 11.

According to Table 11, it was found that there was a statistically significant difference between the scores of the administrative staff under study on the bullying scale depending on their administrative title ($p \leq 0.01$). The bullying scale scores of the participants who are civil servants/computer operators are significantly higher than the scores of all other participants. The bullying scale scores of the participants who are bosses are lower than the scores of all other participants. In line with this finding, our sub-objective has emerged.

Considering the results examined, a statistically significant difference was found between participants' self-esteem scores as a function of their administrative title ($p < 0.05$). The self-esteem of administrators who are civil servants/computer operators is lower than that of chiefs, technicians, managers/department heads, and other administrators. In line with this finding, our sub-objective has emerged.

The difference between the scores of administrators on the Organizational Cynicism scale proved to be statistically significant as a function of their administrative titles ($p \leq 0.01$). The Organizational Cynicism scale scores of the participants who are civil servants/computer operators are significantly higher than the scores of the manager/department head, secretary, and other administrative staff. The Organizational Cynicism scale scores of the administrative staff who are also technicians are higher than the scores of the manager/department head, secretary, and other administrative staff. In line with this finding, our sub-objective has emerged.

Table 12 Mobbing Scale, Self-Esteem, and Organizational Cynicism Scale Scores of Administrative Staff by Year of Service

	Year of Service	N	Ave.	St. Dev.	Med.	Ranking Ave.	χ^2	p	N
Mobbing	a	12	171,50	88,08	154,00	94,83	3,718	0,445	
	b	37	133,81	36,80	124,00	81,28			
	c	48	124,58	39,61	119,00	69,92			
	d	16	132,88	27,29	139,00	84,38			
	e	43	129,37	31,64	138,00	78,94			
Self-Esteem	a	12	20,17	9,18	24,00	75,46	8,323	0,080	
	b	37	23,43	6,47	22,00	92,12			
	c	48	22,17	4,48	23,00	80,03			
	d	16	22,31	5,53	24,50	84,19			
	e	43	20,37	3,63	20,00	63,80			
Org. Cynicism	a	12	29,25	8,20	30,00	92,50	11,218	0,024*	a-e
	b	37	28,57	7,49	27,00	85,12			b-e
	c	48	28,58	6,65	29,00	88,33			c-e
	d	16	26,50	4,73	25,00	69,78			a-d
	e	43	25,02	5,21	25,00	61,16			

* $p \leq 0.05$ a: 1-4 years, b: 5-9 years, c: 10-14 years, d: 15-19 years e: 20 years and above

Table 12 shows the results of the Kruskal-Wallis test for comparing the bullying scale, self-esteem scale, and organizational cynicism scale scores of the administrative staff under study.

It was found that the difference between participants' scores on the bullying scale as a function of years of service was not statistically significant ($p > 0.05$). Consistent with this finding, our sub-objective did not emerge.

There was no significant difference between the self-esteem scores of the administrative staff participating in the study as a function of years of service

($p>0.05$). Participants' self-esteem scores were similar regardless of years of service. Consistent with this finding, our sub-objective did not emerge.

According to the data obtained from the table, a statistically significant difference was found between the scores of administrative staff on the Organizational Cynicism scale as a function of years of service ($p<0.05$). The scores of the Organizational Cynicism scale of the administrative staff with 20 or more years of service are lower than the scores of the administrative staff with 1-4 years, 5-9 years, and 10-14 years of service. In addition, the Organizational Cynicism scale scores of participants with 15-19 years of service are lower than those of participants with 1-4 years of service. Consistent with this finding, our sub-objective has emerged.

Table 13 Mobbing Scale, Self-Esteem and Organizational Cynicism Scale Scores According to Administrative Staff's Desire to Change Jobs

	Desire to Change Jobs	N	Ave.	St. Dev.	Med.	Ranking Ave.	Z	p
Mobbing	Yes	84	133,85	44,39	123,00	79,60	-0,33	0,742
	No	72	131,04	40,93	136,00	77,22		
Self-Esteem	Yes	84	21,35	6,26	22,00	76,01	-0,75	0,455
	No	72	22,40	4,32	22,00	81,41		
Org. Cynicism	Yes	84	29,00	5,65	29,00	90,74	-3,67	0,000*
	No	72	25,61	7,15	25,00	64,22		

** $p\leq 0.01$

Table 13 presents the results of the Mann-Whitney U test for comparing the bullying scale, self-esteem scale, and organizational cynicism scale scores about the willingness of administrative employees participating in the study to change jobs.

When the test scores in the table were examined, it was found that there was no statistically significant difference between the scores of the administrative staff in the study about their desire to change jobs ($p>0.05$). The scores on the bullying scale of the administrative staff who want to change jobs and those who do not are similar. Consistent with this finding, our sub-objective did not emerge.

There was no statistically significant difference between participants' self-esteem scores according to their willingness to change jobs ($p>0.05$). Self-

esteem scores for administrators were similar regardless of their willingness to change jobs. Consistent with this finding, our subgoal did not emerge.

When examining administrative employees' scores on the Organizational Cynicism scale, a significant difference was found depending on their willingness to change jobs ($p \leq 0.01$). The scores of the Organizational Cynicism scale of the administrative employees who want to change jobs are significantly higher than those of the other participants. In line with this finding, our sub-objective emerged.

Table 14. Relationships between Administrative Staff's Mobbing Scale, Self-Esteem, and Organizational Cynicism Scale Scores

Table 14 Relationships between Administrative Staff's Mobbing Scale, Self-Esteem, and Organizational Cynicism Scale Scores

		Mobbing	Self-Esteem	Org. Cynicism
	r	1	-0,482	0,531
Mobbing	p		0,000**	0,000**
	r		1	-0,346
Self-Esteem	p			0,000**
	r			1
Org. Cynicism	p			

** $p \leq 0.01$

The correlation results (Spearman) of the relationships between the scores of the bullying scale, self-esteem, and the organizational cynicism scale of the studied administrative staff are presented in Table 14.

According to the data in Table 14, a statistically moderate and negative correlation was found between the scores of the bullying scale and the self-esteem of the administrative staff involved in the study ($p \leq 0.01$). In other words, the higher the participants' bullying scale scores, the lower their self-esteem scores. Consistent with this finding, our sub-objective emerged.

A statistically significant, positive, and high relationship was found between the bullying scale scores of the administrative staff included in the study and the organizational cynicism scale scores ($p \leq 0.01$). Accordingly, the scores on the bullying scale of the administrative staff and the scores on the organizational

cynicism scale increase. Consistent with this finding, our sub-objective emerged.

There was a statistically significant, moderate, and negative correlation between participants' self-esteem and organizational cynicism scale scores ($p \leq 0.01$); it was found that as self-esteem increases, organizational cynicism scale scores decrease. Consistent with this finding, our sub-objective emerged.

4.2. Findings for Academic Staff

4.2.1. Introductory Characteristics of Academic Staff

In Table 15, the introductory characteristics of the academic staff included in the research are given.

Table 15 Introductory Characteristics of Academic Staff

	f	%
Gender		
Female	120	40,82
Male	174	59,18
Age		
≤ 37 years	154	52,38
38-47 years	83	28,23
> 48 years	57	19,39
Educational level		
AS/BA	16	5,44
MA/PhD	278	94,56
Residence		
Village/Town	48	16,33
Discript	143	48,64
City/Metropolitan	103	35,03
Working in hometown		
Yes	74	25,17
No	220	74,83
Service year		
1-4 years	51	17,35
5-9 years	90	30,61
10-14 years	64	21,77
15-19 years	23	7,82
20 years and above	66	22,45

Desire to change job		
Yes	70	23,81
No	224	76,19
Title		
Teach. Asst.	88	29,93
Faculty Member	138	46,94
Rsc. Assistant	68	23,13
According to work group (Academic)	294	65
Total	294	100,00

According to the results in the table, 40.82% of the academic staff participating in the study were female and 59.18% were male; 52.38% of them were below 37 years old, 28.23% were between 38-47 years old and 19.39% were above 48 years old.

Looking at the educational background of the participants, we find that 5.44% have associate degree/university degrees and 94.56% have graduate/doctorate degrees. 16.33% of the academic staff live in a village/town, 48.64% in a district, and 35.03% in a city/metropolis. Moreover, 25.17% of the institution where they work is in their home country while 74.83% do not live in their home country

When the distribution of academic staff in research is examined according to years of service, 17.35% of them have 1-4 years of service, 30.61% 5-9 years, 21.77% 10-14 years, 7.82%. It was found that 15-19 years and 22.45% of them were 20 years or more. While 23.81% of the participants are willing to change jobs, 76.19% are not willing to change jobs.

Most of the academic staff in the study, 47%, are faculty members. The remaining 30% of academic staff are lecturers and 23% are research assistants.

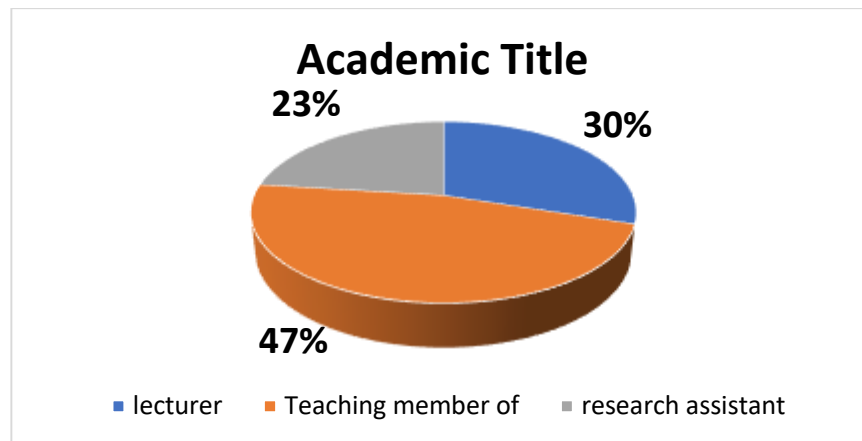


Figure 3 Titles of Academic Staff

In Figure 3, the distribution of the titles of the academic staff involved in the research is given. According to the analysed distribution, most of the academic staff in the study, namely 47%, are faculty members. The remaining 30% of the academic staff are lecturers and 23% are research assistants.

Academic Staff Mobbing Scale, Self-Esteem, and Organizational Cynicism Scale Scores

In Table 16, the mobbing scale based on the gender of the academic staff in the survey, self-esteem, and organizational cynicism scale for the comparison of Mann-Whitney U test score results are given.

Table 16 Mobbing Scale, Self-Esteem, and Organizational Cynicism Scale Scores of Academic Staff by Gender

	Gender	N	Ave.	St. Dev.	Med.	Ranking Ave.	Z	p
Mobbing	F	120	143,33	55,86	137	152,09	-0,768	0,442
	M	174	140,64	57,39	130	144,34		
Self-Esteem	F	120	22,42	4,93	23	145,43	-0,348	0,728
	M	174	22,90	4,58	23	148,93		
Org. Cynicism	F	120	27,33	7,21	26	158,22	-1,798	0,072
	M	174	26,05	7,00	25	140,11		

There was no statistically significant difference between the bullying scale scores according to the gender of the academic staff in the study ($p > 0.05$). The bullying scale scores of female and male academic staff are similar. In line with this finding, our sub-objective did not emerge.

Looking at the data obtained from the table, there is no significant difference between the self-esteem scores of participants according to gender ($p>0.05$). In line with this finding, our sub-objective did not emerge.

It was found that the difference between academic staff's scores on the Organizational Cynicism scale depending on their gender was not statistically significant ($p>0.05$). Participants' Organizational Cynicism scale scores were similar regardless of their gender. Consistent with this finding, our sub-objective did not emerge.

Table 17 Mobbing Scale, Self-Esteem, and Organizational Cynicism Scale Scores of Academic Staff by Age

	Age	N	Ave.	St. Dev.	Med	Ranking Ave.	χ^2	p	Dif.
Mobbing	≤ 37 years	154	148,11	57,68	138	158,25	5,301	0,071	
	38-47 years	83	133,41	48,03	131	137,81			
	> 48 years	57	136,63	64,08	128	132,56			
Self-Esteem	≤ 37 years	154	22,59	5,17	23	149,14	5,231	0,073	
	38-47 years	83	22,07	4,38	21	132,27			
	> 48 years	57	23,91	3,68	24	165,25			
Org. Cynicism	≤ 37 years	154	27,76	7,26	26	162,31	17,073	0,000**	a-b
	38-47 years	83	26,41	6,53	26	147,20			a-c
	> 48 years	57	23,60	6,67	22	107,93			

** $p\leq 0.01$ a: ≤ 37 years b: 38-47 years c: > 48 years

In Table 17, the results of the Kruskal-Wallis test for the comparison of mobbing scale, self-esteem, and organizational cynicism scale scores according to the age of the academic staff included in the research are given.

When Table 17 is examined, no statistically significant difference was found between the scores of the academic staff participating in the study from the mobbing scale according to their age ($p>0.05$). In line with this determination, our sub-purpose did not emerge.

There was no statistically significant difference between the self-esteem scores of the academic staff in the study according to their age ($p>0.05$). In other words, the self-esteem scores of the participants are similar regardless of age. In line with this determination, our sub-purpose did not emerge.

It was determined that there was a significant difference between the scores of the participants from the organizational cynicism scale according to their age ($p \leq 0.01$). The difference is due to participants under 37 years of age. The scores of academic staff under the age of 37 from the organizational cynicism scale are significantly higher than the scores of other age groups. In line with this determination, our sub-purpose emerged.

Table 18 Mobbing Scale, Self-Esteem, and Organizational Cynicism Scale Scores by Educational Status of Academic Staff

	Level of Edu.	N	Ave.	St. Dev.	Med	Ranking Ave.	χ^2	p
Mobbing	BA	16	145,25	44,88	137	160,63	-0,635	0,525
	MA/PhD	278	141,53	57,36	133	146,74		
Self-Esteem	BA	16	18,94	6,86	20	98,91	-2,357	0,018*
	MA/PhD	278	22,92	4,49	23	150,30		
Org. Cynicism	BA	16	24,56	7,96	22	109,19	-1,857	0,063
	MA/PhD	278	26,69	7,05	26	149,71		

* $p \leq 0.05$

Table 18 shows the results of the Mann-Whitney U test for the comparison of mobbing scale, self-esteem, and organizational cynicism scale scores according to the educational status of the academic staff within the study.

When the table was examined, it was found that the difference between the academic staff participating in the research according to their educational status from the mobbing scale was not at a statistically significant level ($p > 0.05$). Regardless of education level, the mobbing scale scores of the participants are similar. In line with this determination, our sub-purpose did not emerge.

It was determined that there was a statistically significant difference between the self-esteem scores of the participants according to their educational status ($p < 0.05$). The self-esteem scores of the academic staff with undergraduate education status are lower than the participants with graduate/doctorate education. In line with this determination, our sub-purpose emerged.

There was no significant difference between the scores obtained from the organizational cynicism scale according to the educational status of the academic staff who were the subject of the research ($p > 0.05$). The

organizational cynicism scale scores of the participants were found to be similar regardless of their educational status. In line with this determination, our sub-purpose did not emerge.

Table 19 Mobbing Scale, Self-Esteem, and Organizational Cynicism Scale Scores of Academic Staff by Living Environment

	The setting	N	Ave.	St. Dev.	Med.	Ranking Ave.	χ^2	p
Mobbing Scale	a	48	130,52	60,36	107	126,53	5,230	0,073
	b	143	139,52	53,37	135	145,52		
	c	103	150,04	58,75	137	160,01		
Self-Esteem	a	48	21,69	5,36	22	133,78	3,858	0,145
	b	143	23,17	4,75	24	157,22		
	c	103	22,52	4,32	22	140,40		
Org. Cynicism	a	48	25,63	5,23	26	137,64	2,014	0,365
	b	143	26,28	6,72	25	144,31		
	c	103	27,42	8,26	26	156,52		

* $p \leq 0.05$ ** $p \leq 0.01$ a: Village/Town, b: District, c: City/Metropolitan

The Kruskal-Wallis test results regarding the comparison of the mobbing scale, self-esteem, and organizational cynicism scale scores of the academic staff who are the subject of the research according to the living environment are given in Table 19.

When the findings obtained from Table 19 are examined, there is no significant difference between the scores of the academic staff in the study according to the environment they live in from the mobbing scale ($p > 0.05$). In line with this determination, our sub-purpose did not emerge.

It was determined that there was no statistically significant difference between the self-esteem scores of the participants according to the living environment ($p > 0.05$); Self-esteem scores were found to be similar regardless of the living environment. In line with this determination, our sub-purpose did not emerge.

There was no statistically significant difference between the scores of the academic staff in the study from the organizational cynicism scale according to the living environment ($p > 0.05$). The scores of the participants from the organizational cynicism scale were found to be similar regardless of the

environment they lived in. In line with this determination, our sub-purpose did not emerge.

Table 20 Mobbing Scale, Self-Esteem, and Organizational Cynicism Scale Scores of Academic Staff by Being in their Hometown of the Institution

	Academic Staff's Institution Being in their Hometown.	N	Ave.	St. Dev.	Med.	Ranking Ave.	Z	p
Mobbing	Yes	91	127,40	34,32	124,00	74,07	-1,451	0,147
	No	65	139,77	51,69	141,00	84,71		
Self- esteem	Yes	91	21,66	5,35	21,00	76,35	-0,706	0,480
	No	65	22,08	5,64	23,00	81,52		
Org. Cynicism	Yes	91	28,01	6,55	27,00	83,93	-1,781	0,075
	No	65	26,63	6,60	25,00	70,90		

* $p \leq 0.05$ ** $p \leq 0.01$

In Table 20, the results of the Mann-Whitney U test for the comparison of mobbing scale, self-esteem, and organizational cynicism scale scores according to whether the academic staff included in the study are in their hometown are given.

Looking at the table, it was determined that the difference between the scores of the participants from the mobbing scale was statistically significant ($p < 0.05$), depending on whether the institution worked in their home country. The mobbing scale scores of the academic staff whose institution is in their home country are lower than the scores of the other participants. In line with this determination, our sub-purpose emerged.

There was no significant difference between the self-esteem scores of the academic staff included in the study, depending on whether they were in the hometown of the institution ($p < 0.05$). In line with this determination, our sub-purpose did not emerge.

It was determined that there was a statistically significant difference between the scores of the academic staff from the organizational cynicism scale, depending on whether the institution they worked in was in their home country ($p \leq 0.01$). The organizational cynicism scale scores of the participants whose institution is in their home country, and the scores of the participants whose

institution is not in their home country are significantly lower. In line with this determination, our sub-purpose emerged.

Table 21 Mobbing Scale, Self-Esteem, and Organizational Cynicism Scale Scores of Academic Staff by Academic Title

	Academic title	N	Ave.	St. Dev.	Med.	Ranking Ave.	χ^2	p	Dif.
Mobbing	a	88	133,88	49,46	131	138,39	13,671	0,001**	a-c
	b	138	135,47	55,86	130	136,85			
	c	68	164,62	61,68	159	180,90			
Self-Esteem	a	88	22,09	4,66	22	136,26	2,293	0,318	
	b	138	23,09	4,56	24	153,51			
	c	68	22,71	5,12	23	149,86			
Org. Cynicism	a	88	25,51	6,76	25	134,99	15,475	0,000**	a-c
	b	138	25,64	6,64	26	138,02			
	c	68	29,84	7,55	28	182,93			

** $p \leq 0.01$ a: Teaching asst., b: Faculty Member c: Research asst.

In Table 21, the results of the Kruskal-Wallis test for the comparison of mobbing scale, self-esteem, and organizational cynicism scale scores according to the academic title of the academic staff participating in the research are given.

When the findings obtained from Table 21 are examined, it has been determined that there is a statistically significant difference between the scores of the academic staff in the study according to their academic titles from the mobbing scale ($p \leq 0.01$). The difference is due to the participants who are research assistants. The mobbing scale scores of the participants whose titles are research assistants are significantly higher than the scores of the participants whose title is lecturer and lecturer. In line with this determination, our sub-purpose emerged.

There was no statistically significant difference between the self-esteem scores of the academic staff in the study according to their academic title ($p > 0.05$). In line with this determination, our sub-purpose did not emerge.

According to the test results, the difference between the scores of the participants from the organizational cynicism scale according to their academic title was found to be statistically significant ($p \leq 0.01$). The difference stems from

the participants whose academic title is research assistant. In line with this determination, our sub-purpose emerged.

Organizational cynicism scale scores of the participants who are research assistants are significantly higher than the other participants.

Table 22 Mobbing Scale, Self-Esteem, and Organizational Cynicism Scale Scores of Academic Staff by Year of Service

	Year of Service	N	Ave.	St. Dev.	Med.	Ranking Ave.	χ^2	p	Dif.
Mobbing	a	51	152,65	57,29	150,00	167,57	11,354	0,023*	a-c
	b	90	149,49	58,76	138,00	159,09			a-e
	c	64	127,17	39,43	128,00	130,79			
	d	23	147,96	50,90	137,00	161,91			
	e	66	134,68	66,34	122,00	127,36			
Self-Esteem	a	51	21,53	5,17	22,00	128,74	5,483	0,241	
	b	90	22,52	4,97	23,00	144,70			
	c	64	22,94	4,83	24,00	154,06			
	d	23	22,26	4,62	22,00	137,52			
	e	66	23,77	3,74	24,00	162,93			
Org. Cynicism	a	51	27,57	7,48	28,00	160,63	10,002	0,040*	a-e
	b	90	27,63	7,59	26,00	159,34			
	c	64	26,38	4,71	26,00	147,48			
	d	23	27,30	7,88	27,00	151,37			
	e	66	24,29	7,43	24,00	119,89			

* $p \leq 0.05$ a: 1-4 years, b: 5-9 years, c: 10-14 years, d: 15-19 years, e: 20 years and above

In Table 22, the results of the Kruskal-Wallis test for the comparison of the mobbing scale, self-esteem, and organizational cynicism scale scores of the academic staff included in the study are given.

According to the data obtained from the test results, a statistically significant difference was found between the scores of the academic staff within the scope of the study from the mobbing scale according to their years of service ($p < 0.05$). The mobbing scale scores of academic staff with 1-4 years of service are higher than those with 10-14 years of service and 20 years or more. In line with this determination, our sub-purpose emerged.

There was no statistically significant difference between the self-esteem scores of the academic staff in the study according to their years of service ($p > 0.05$). In line with this determination, our sub-purpose did not emerge.

It was determined that the difference between the scores of the participants from the organizational cynicism scale according to the years of service was at a significant level ($p < 0.05$). The organizational cynicism scale scores of academic staff with 1-4 years of service are higher than those of academic staff with 20 years or more of service. In line with this determination, our sub-purpose emerged.

Table 23 Mobbing Scale, Self-Esteem and Organizational Cynicism Scale Scores According to Academic Staff's Desire to Change Jobs

	Desire to Change Job	n	Ave.	St. Dev.	Med.	Ranking Ave.	Z	p
Mobbing	Yes	70	170,59	54,83	160,5	196,51	-5,527	0,000**
	No	224	132,72	54,31	126,5	132,18		
Self-Esteem	Yes	70	21,04	4,92	22	121,95	-2,888	0,004**
	No	224	23,22	4,55	23	155,48		
Org.Cynicism	Yes	70	30,36	7,58	30,5	190,43	-4,847	0,000**
	No	224	25,39	6,53	25	134,08		

** $p \leq 0.01$

The Mann-Whitney U test results regarding the comparison of mobbing scale, self-esteem, and organizational cynicism scale scores according to the willingness to change jobs of the academic staff included in the study are given in Table 23.

When Table 23 is examined, it is seen that the difference between the scores of the academic staff in the study according to their willingness to change jobs is at a statistically significant level ($p \leq 0.01$). The mobbing scale scores of academic staff who want to change jobs are higher than those who do not want to change jobs. In line with this determination, our sub-purpose emerged.

A statistically significant difference was found between the self-esteem scores of the academic staff included in the study according to their willingness to change jobs ($p \leq 0.01$). Participants who want to change jobs have lower self-esteem scores than participants who do not want to change jobs. In line with this determination, our sub-purpose emerged.

It was determined that there was a significant difference between the scores of the participants in the organizational cynicism scale, according to their willingness to change jobs ($p \leq 0.01$). Organizational cynicism scale scores of

academic staff who want to change jobs are higher than academic staff who do not want to change jobs. In line with this determination, our sub-purpose emerged.

Table 24 Relationships between Academic Staff Mobbing Scale, Self-Esteem, and Organizational Cynicism Scale Scores

		Mobbing	Self-Esteem	Org. Cynicism
Mobbing	r	1	-0,162	0,638
	p		0,005**	0,000**
Self-Esteem	r		1	-0,163
	p			0,005**
Org. Cynicism	r			1
	p			

** $p \leq 0.01$

Table 24 shows the relationships between the mobbing scale, self-esteem, and organizational cynicism scale scores of the academic staff included in the study.

According to the correlation results in the table, a statistically significant, low-strength, and negative correlation was found between the mobbing scale scores of the academic staff in the study and their self-esteem scores ($p \leq 0.01$). Accordingly, as the mobbing scale scores of the participants increase, their self-esteem scores decrease. In line with this determination, our sub-purpose emerged.

In addition, statistically significant, strong, and positive correlations were found between the scores of the academic staff on the mobbing scale and the scores on the organizational cynicism scale ($p \leq 0.01$). In other words, as the mobbing scale scores of the participants increase, the organizational cynicism scale scores also increase. In line with this determination, our sub-purpose emerged.

A statistically significant, low, strong, and negative relationship was found between the self-esteem scores of the academic staff and the organizational cynicism scale scores ($p \leq 0.01$). Accordingly, as the self-esteem scores of the academic staff increase, the organizational cynicism scale scores decrease. In line with this determination, our sub-purpose emerged.

4.3. Mobbing Scale, Self-Esteem and Organizational Cynicism Scale Scores of Administrative Staff and Academic Staff

Table 25 shows the results of the Mann-Whitney U test used to compare the mobbing scale, self-esteem, and organizational cynicism scale scores of the administrative staff and academic staff participating in the research.

Table 25 Comparison of Mobbing Scale, Self-Esteem and Organizational Cynicism Scale Scores of Academic and Administrative Staff

	Group	N	Ave.	St. Dev.	Med.	Ranking Ave.	Z	P
Mobbing	Admin.	156	132,55	42,71	130,00	217,22	-0,983	0,325
	Academic	294	141,73	56,69	135,00	229,89		
Self-Esteem	Admin.	156	21,83	5,46	22,00	212,42	-1,558	0,119
	Academic	294	22,70	4,72	23,00	232,44		
Org. Cynicism	Admin.	156	27,44	6,59	27,00	238,42	-1,537	0,124
	Academic	294	26,57	7,10	26,00	218,65		

According to Table 25, it was determined that there was no statistically significant difference between the mobbing scale, self-esteem and organizational cynicism scale scores of the staff included in the study according to the study group ($p > 0.05$). It was observed that the scores of the administrative staff and academic staff included in the study were similar on the mobbing scale, self-esteem, and organizational cynicism scale. In line with this determination, our sub-purpose has not emerged.

Table 26 Relationships Between Academic and Administrative Staff Mobbing Scale, Self-Esteem, and Organizational Cynicism Scale Scores

		Mobbing	Self-Esteem	Org. Cynicism
Mobbing	r	1	-0,249	0,598
	p		0,000**	0,000**
Self-Esteem	r		1	-0,231
	p			0,000**
Org. Cynicism	r			1
	p			

** $p \leq 0.01$

Table 26 shows the relationships between the mobbing scale, self-esteem, and organizational cynicism scale scores of the administrative and academic staff included in the study.

A statistically significant, low, and negative correlation was found between the mobbing scale scores and self-esteem scores of the administrative and academic staff included in the study ($p \leq 0.01$). Accordingly, as the mobbing scale scores of the participants increase, their self-esteem scores decrease. In line with this determination, our sub-purpose has emerged.

Statistically significant, strong, and positive correlations were found between the scores the participants got from the mobbing scale and the scores they got from the organizational cynicism scale ($p \leq 0.01$). As the mobbing scale scores of the participants increase, the organizational cynicism scale scores also increase. In line with this determination, our sub-purpose has emerged.

A statistically significant, low, and negative correlation was found between the participants' self-esteem scores and their organizational cynicism scale scores ($p \leq 0.01$). Accordingly, as the participants' self-esteem scores increase, their organizational cynicism scale scores decrease. In line with this determination, our sub-purpose has emerged.

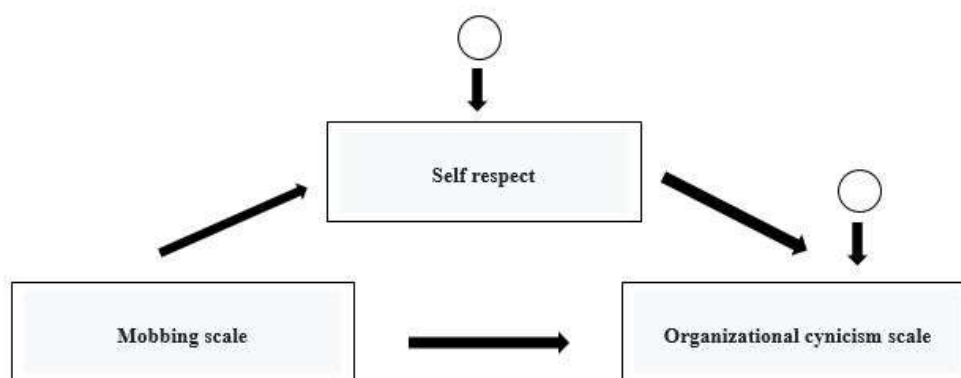


Figure 4 The Effect of Academic and Administrative Staff Mobbing Scale on Self-Esteem and Organizational Cynicism Scale and the Effect of Self-Esteem on Organizational Cynicism

According to Figure 4, while the mobbing scale scores of the participants predicted their self-esteem scores negatively ($\beta = -0.25$; $p < 0.05$), they predicted

the organizational cynicism scale scores positively ($\beta=0.58$; $p<0.05$). . In addition, the scores of the participants from the self-esteem scale predict the organizational cynicism scale scores negatively ($\beta=-0.09$; $p<0.05$). According to this, the participants' exposure to mobbing lowers their self-esteem and increases organizational cynicism. However, organizational cynicism in individuals with high self-esteem in line with this determination, our sub-objectives in question has not emerged.

CHAPTER 5

DISCUSSION

The influence of some concepts on a person's socio-economic life is quite large. The concepts of self-esteem, organizational cynicism, and bullying are among the very important concepts in this regard. Self-esteem is one of the most studied topics in the field of psychology. Experts in this field stated that self-esteem is very important for our mental health (Yılmaz, Ekmekçi, İlgen, & Çalık, 1994).

Moreover, in recent years, the importance of concepts such as organizational cynicism and bullying became evident in studies that examined the factors affecting employee performance (Nazir, Ungku, Nawab, & Shah 2016; Yildirim, 2017). Moreover, the concepts of self-esteem, organizational cynicism, and bullying can be related to concepts such as productivity, job satisfaction, or performance. In this context, the present study primarily sought to answer the question of whether there is a relationship and effect between our baseline variables of self-esteem, organizational cynicism, and bullying. In addition, socio-demographic variables, and statistical differentiation of the variables in the study were examined. In this context, the research findings were evaluated and answers to the research questions regarding the research model were sought.

The main objective of our study is: "There is a significant difference, relationship, and effect between self-esteem, organizational cynicism and bullying level of the staff working in the universities in the Eastern Black Sea region". From the findings obtained, it appears that the concepts of self-esteem, organizational cynicism, and bullying are interrelated and influence

each other. Bullying of academic and administrative staff who participated in the study negatively affected their self-esteem and increased their organizational cynicism. This is an expected situation. No study was found in the literature that examined this relationship. Therefore, the results of our study are expected to contribute to the literature. In this part of the study, the relationships between demographic characteristics and variables were discussed in light of the literature.

Many variables affect self and self-esteem. One of them is gender (Yörükoğlu, 2000). Self-esteem can affect the whole life. One of these factors is the factors related to whether a person is a man or a woman (Erozkan, 2009). The reason for the higher mean scores of self-esteem of female administrators compared to male administrators can be seen in the fact that female administrators have problems with institutional affiliation (external factors) rather than external factors (internal factors). The results of self-esteem in our study were compared with the literature. The study of Öner-Altiok, Ek & Koruklu (2010) showed that female students had higher self-esteem than male students. Long (1995) found that girls had higher self-esteem than boys about teachers' statements. It can be said that the results of these studies overlap with the results of the current study.

In our study, it was found that gender variable does not affect organizational cynicism. Many individual factors influence the cynical behaviour of people in organizations. Turan (2011) states that gender factor is one of the items that can influence organizational cynical behaviour, although not at a significant level. Erbil (2013) stated that the reason for a higher level of organizational cynicism is that they have difficulty in providing guidance compared to men. According to the study of Long (2015), the general cynical attitudes of teachers differ significantly according to gender. The results of these studies do not coincide with the results of our study. The reasons for this difference should be investigated in future studies. The reason for this difference could be due to the limitations of the study.

In this study, which we conducted to reveal that mobbing is related to the gender factor, no relationship was found between the two factors. In the

literature review, the following studies were identified: Chappell and Di Martino (2006) found that women with managerial jobs are more likely to encounter mobbing elephants. Vartia (1996) showed that there was no significant difference between mobbing and gender. In the study that Gökçe investigated psychological harassment in the workplace on primary school teachers and school administrators in 2006; it has been observed that there is no significant difference between the psychological harassment rates of teachers in the workplace in terms of gender (Toker, 2006). Cemaloğlu and Ertürk (2007) found that there is a significant relationship between mobbing and gender. Alğan (2017) concluded that men are more exposed to mobbing than women. He also revealed in his study that the perception of intimidation verbs varies according to the gender of the teachers. Hauge, Skogstad, and Einersen (2009) emphasized that the attackers were mostly male employees and that the employees who were exposed to mobbing could also apply mobbing in the process (Hauge, Skogstad, & Einersen, 2009).

In the study of Yıldırım (2017) investigating mobbing on gender, it was concluded that mobbing is based on gender and that women especially face bullying by their superiors. In the study conducted by Namie and Sandvik (2010), it was determined that male employees were more victims of mobbing. Kütükçü's (2015) study concluded that women are more likely to encounter mobbing than men. When the results of the studies are examined, it is seen that there are results that overlap and do not overlap with our current research. The reasons why some of the results obtained are different should be examined in future studies. The difference may be due to the limitations of the study.

It is thought that the reason why the academic and administrative staff have higher averages in the organizational cynicism perceptions of the staff, who are relatively low in age, is since the staff has not yet formed a sense of belonging to the institution. When the literature on the mobbing scale, self-esteem scale, and organizational cynicism scale of academic and administrative staff according to the age variable was examined, a study was conducted with the participants between the ages of 18-26 As a result, it was

stated that there was a significant relationship between the students' self-esteem levels. In these studies, a different result was obtained from our study (Lian 2008). Yiğit (2010) concluded that there was no change in self-esteem levels according to age. It is seen that these results are consistent with the findings of our study.

There are studies in the literature examining the relationship between organizational cynicism and the age variable. Altınöz, Çöp, and Sığındı (2011) observed that cynical behaviours decrease as the age elements of the employees increase. As employees get older, they become more conscious and do not approach cynical behaviours. The fact that the employees are aware of what they want as their age increases and that they can exist within this purpose is one of the important factors in the decrease of cynical behaviours. According to Çakır's (2001) study, it is understood that the age factor in which it is examined affects organizational cynicism in general. Mirvis and Kanter's (1991) study determined that there is a negative relationship between age and organizational cynicism. It is seen that the results obtained from the studies overlap with the results of the current study.

When mobbing and age factors were correlated, the following results were obtained: According to the results of our study, mobbing and age factor could not be correlated. In the literature; In the study that Gökçe's (2006) psychological harassment in the workplace on primary school teachers and school administrators in 2006; concluded that the age variable of teachers' psychological harassment rates in the workplace is different (Toker, 2006). In their experimental research on psychological harassment against academicians, Özyer and Orhan (2012) determined that the age range with which teachers are most affected by mobbing is 25-45, and they made the following determination: "As the age range increases, this effect decreases". Nanto (2015) found that the mobbing situations faced by teachers differed significantly according to the age of the teachers and that teachers between the ages of 20-29 were more exposed to mobbing than teachers in other age groups. According to the statistical result of Kaya's (2014) study, there is no significant change in mobbing faced by preschool and kindergarten

teachers according to age variables. As can be seen, there are studies in the literature that give similar results to our study, as well as studies that differ. The reasons for the differences between the findings of our study and some studies in the literature should be examined in future studies. The difference in results may be due to the limitations of the study.

It has been observed that administrative staff with higher education levels exhibit more cynical behaviours. In addition, it has been observed that academic staff with higher education levels have higher self-esteem. The reason for this situation may be the job satisfaction and satisfaction of the academic and administrative staff with higher education levels and the feeling of having a perfectionist personality.

Many variables seriously affect self and self-esteem. One of them is education (Yörükoğlu, 2000). Self-esteem can affect the whole life. One of these elements is the factors related to the academic success of the person (Erozkan, 2009). Öner-Altiok, Ek and Koruklu's (2010) study showed that those who are in the last year of school have higher self-esteem levels than those who are new to the school, and undergraduate students compared to associate degree students. The result here is in line with the self-esteem result of the academic staff. Yiğit (2010) stated that while there is no effect on a father's education, in cases where the mother's education level is high, the level of self-esteem will increase in the same way. In this study, results were obtained that education affects self-esteem. The education level of the people structurally affects the attitudes and actions of the people in their professional life.

This situation allows the level of education to affect the attitudes of organizational cynicism (Çetinkaya, 2014). The education level and content of the person are among the important variables that affect the employee's thoughts, attitudes, and expectations towards the institution (Delken, 2004). Lobnikar and Pagon (2004) observed that police officers with higher levels of education were more cynical than their friends with lower levels of education. In these studies, as the level of education increases, the level of cynicism decreases (Lobnikar & Pagon, 2004). Tokgöz and Yılmaz (2008)

found that the level of cynicism increases as the level of education increases. Tükeltürk, Perçin, and Güzel (2009) found a relationship between organizational cynicism and the education levels of hotel employees. Kalağan and Güzeller (2010) found a significant relationship between the level of organizational cynicism of teachers and their educational status. There are studies in the literature that cannot detect a significant difference between organizational cynicism and education level (Anderson & Bateman, 1997; Boomer, Rich & Rubin, 2005; Efilti, Gonen & Unal, 2008; James, 2005). In the study conducted by Helvacı and Çetin (2012), no significant change was found in the judgments of organizational cynicism according to educational status. The cynicism levels of the administrators were determined to be low according to the aim and teachers' perceptions (Polacant, 2012). There was no significant difference between educational status differences and organizational cynicism. As can be seen, there are studies in the literature that give similar results to our study, as well as studies that differ. The reasons for the differences between the data we obtained because of our research and some findings in the literature should be examined in future studies. The reason for the difference in the findings may be due to the limitations of the research.

The relationship between mobbing and education factors has been determined in the literature as follows. In the study of Ertürk (2011), it was observed that compared to teachers in primary education institutions, assistant school principals, principals, and administrators with graduate education were more exposed to mobbing than administrators with undergraduate and associate degrees education. According to the conclusion of Erdogan (2012), it was concluded that mobbing perception levels vary among the study groups, depending on the education level. In a study conducted by chafer, Korn, Smith, and Simon (2004), it was determined that the participants were bullied both in primary and secondary school during their education process (S, 2004). Kaya's (2014) 's study showed that there is a significant relationship between educational status and mobbing. Alğan's (2017) 's study revealed that the comprehension of mobbing verbs varies according to the education level of the teachers. For Dinçkal (2017), there is no significant change

according to the educational status variables of mobbing faced by teachers. It can be said that the results of the research partially overlap with the results of the current study. The reasons why the findings we obtained as a result of our study are different from some studies in the literature should be examined in future studies. The difference in results may be due to the limitations of the study.

It has been observed that academic and administrative staff display less cynical behaviours as their years of service increase. In addition, it has been observed that staff with relatively fewer service years are exposed to more mobbing. As the source of this result, it can be shown that the mobbing behaviours faced by the staff with low years of service cause the staff to exhibit cynical behaviours. The correlation findings of the study also support this result.

In this study, which we conducted to reveal that self-esteem is related to the factor of years of service, no relationship was found between the two factors. In the literature, no study has been found that examines the relationship between the years of service factor and the self-esteem of academic and administrative staff. Therefore, the findings of our study are expected to contribute to the literature.

When the studies in the literature that include the relationship between mobbing scale and organizational cynicism scale according to the years of service of academic and administrative staff, the following findings have been reached:

Persons with relatively longer working hours may ignore problems to a certain extent with the experience they have gained in the organization and may not be swayed by organizational cynicism. In addition, young people with fewer working hours see more problems in the organization and show a stronger struggle against organizational cynicism (Polat, Meydan, & Tokmak, 2010). Delken (2004) conducted a study on call centre employees, there is a serious relationship between the organizational cynicism level of the staff and the length of service. For this reason, it is seen that the feeling of optimism is

preferred over organizational cynicism at the beginning of his professional life, and organizational cynicism is much more popular in the following years. O'Connell, Holzman, and Armandi (1986) found a significant relationship between years of service and organizational cynicism and concluded that employees with less than nine years of service or more than 15 years of service have lower organizational cynicism behaviours. Kalağan and Güzeller (2010) found a significant relationship between teachers' organizational cynicism level and their professional seniority. According to the results of the research, it was determined that the level of organizational cynicism increased as the professional seniority of the teachers decreased. Uysal and Yıldız (2014) could not find a significant relationship between organizational cynicism and working time in their studies. It can be said that the results obtained partially overlap with the results of our research. The reason for the partial difference in the results may be due to the limitations of the research.

Studies examining the relationship between mobbing and length of service or seniority are available in the literature. Alğan's (2017) study revealed that the comprehension of mobbing verbs varies according to the seniority of the teachers. In the results of the study conducted by Erçetin, Homedoğlu, and Çelik in 2008, it was determined that those who have been working for many years are more exposed to psychological violence (Erçetin, Hamedoğlu & Çelik, 2008).

In the study of Yıldırım and Eken (2014), it was seen that teachers working between 9-12 years were exposed to mobbing behaviour more than other teachers with a term of office. Dinçkal's (2017) study revealed that there was no significant change according to the seniority variable of mobbing faced by teachers. Kaya's (2014) study showed no significant change according to the variable of seniority. Accordingly, when we look at the studies on mobbing and length of service, it is seen that there are results that do not overlap with our research. The reason for some differences between the results of the study may be due to the limitations of the research.

The reason why the self-esteem levels of the administrative staff living in the cities/metropolitan cities are lower, but the mobbing and cynicism levels are higher, is that the population density in such places is high, the competition conditions are difficult, the feeling of alienation is high, the living conditions, and the cosmopolitan structure. is considered.

According to the living environment, no study has been found that examines the levels of mobbing, organizational cynicism, and self-esteem of academic and administrative staff. Although this seems to be a limiting factor in associating the results of the research with the literature, it is thought that our study will be important in terms of contributing to the literature.

It is thought that the reason why the organizational cynicism and mobbing perceptions of civil servants are higher than those who work in other titles is that they are at relatively lower levels in the organizational hierarchy. In terms of academic staff, the reason for the high organizational cynicism and mobbing perceptions of the staff of research assistants and lecturers is like the result in the administrative staff variable; It is thought that the staff working in the staff of research assistants and lecturers are at relatively lower levels in the hierarchy of the institution.

According to the title in the literature, no study has been found examining the relationship between mobbing, organizational cynicism, and self-esteem of academic and administrative staff. Therefore, the findings of our study are expected to contribute to the literature.

It is thought that the reason why the academic staff whose institution is not in their home country exhibit more cynical behaviours and similarly higher mobbing perceptions may be due to lack of self-confidence and feeling of alienation. In addition, the higher anxiety and stress levels of this person can be seen as another reason for this result.

In the literature, no study has been found that examines the relationship between mobbing, organizational cynicism, and self-esteem of academic and administrative staff with the question of whether the institution you work in is

in your home country. Therefore, the findings of our study are expected to contribute to the literature.

Administrative staff who wanted to change jobs showed more cynical behaviour. This result is to be expected because individuals who are unhappy in their workplace are likely to have more negative emotions.

Academic staff who wanted to change jobs showed more cynical behaviours and were exposed to more mobbing. It can be expected that individuals experiencing mobbing exhibit more cynical behaviours, resulting in reluctance and low job satisfaction and job satisfaction. We can say that the reason for not being able to overcome this situation is his low self-esteem.

According to the study group, there was no difference in terms of self-esteem, organizational cynicism, and mobbing variables of academic and administrative staff. This result is unexpected because the staff rights and social status of the administrative staff are more inadequate than the academic staff. This result may be due to the limitations of the study.

When the mobbing scale, self-esteem and organizational cynicism scale results of academic staff and administrative staff were compared with the findings of our study, findings like the results we obtained from our study were found in the literature (Kalay, Oğrak, & Nişancı, 2014; Ayduğan 2012).

CHAPTER 6

CONCLUSION AND SUGGESTIONS

In the conclusion part of the study, both the definition and theoretical information in the first parts and the findings obtained because of the survey application were evaluated together. In the appendix, the contributions, and original aspects of the study, which were prepared with solution suggestions to help researchers who plan to benefit from this study for various purposes in the future, are included in this section. In addition, bibliography, appendices, and other titles are also included in this section.

6.1. Conclusion

At the end of the study on self-esteem, organizational cynicism and mobbing levels of academic and administrative staff working in Eastern Black Sea universities is there a difference, relationship, and effect on each other between self-esteem, organizational cynicism, and mobbing levels of academic and administrative staff? questions were answered.

As a result of the findings obtained in the study, it is understood that the concepts of self-esteem, organizational cynicism, and mobbing are related to each other. As the level of mobbing against the employees increases, the self-esteem of the employees decreases, and the level of organizational cynicism increases. On the other hand, as the self-esteem of the employees increases, the level of organizational cynicism decreases. As it can be understood from here, self-esteem has a significant impact on the ability of a person to cope with some difficulties. A person with high self-esteem can stand stronger against the negative elements that may be encountered.

Looking at the results of the research, it has been seen that some demographic factors are related to the concepts of self-esteem, organizational cynicism, and mobbing. As a result of the study, the self-esteem point averages of female administrative staff are higher than male staff. Organizational cynicism of academic and administrative staff is related to the age factor. The training of administrative staff shows that organizational cynicism is in a relationship with the education factor. According to the educational status of the academic staff, it has been determined that there is a relationship between self-esteem and education factors. It is seen that the factor of service years of the administrative staff is in a relationship with organizational cynicism. Mobbing and organizational cynicism were found to be associated with the factor of years of service according to the academic staff's years of service. As it can be understood from the scores of the academic staff from the mobbing and organizational cynicism scale and the results of their self-esteem scores, it was concluded that the living environment was effective for all three concepts. It was determined that there was only a difference between the mobbing scale and the self-esteem scores of the administrative staff.

In the research, according to the institution being studied in its own country; As can be understood from the scores of the administrative staff from the mobbing scale, the scores they got from the organizational cynicism scale, and the results of their self-esteem scores, the fact that the institution they work in their home country does not lead to the conclusion that it is effective for all three concepts. For academic staff, a difference was found between mobbing and organizational cynicism and the fact that the universities they work in are in their hometowns. Considering this situation, when the results are evaluated, it does not have a negative effect in general that the institution where the employees are assigned is not in their hometown.

In the research, it was concluded that the titles of the administrative staff are effective on the concepts of mobbing, self-esteem, and organizational cynicism. In academic staff, it was determined that only mobbing and organizational cynicism were associated with the title factor. This result shows that the title of academic staff does not affect self-esteem.

As it can be understood from the scores of the academic staff on the mobbing and organizational cynicism scales and their self-esteem scores, it was concluded that the desire to change jobs was effective for all three concepts. Among these three concepts, only organizational cynicism was found to be effective on the administrative staff's willingness to change jobs. This situation shows that the administrative staff does not lose their self-esteem even if they are mobbed and do not think of changing jobs due to this mobbing.

As understood from research results, self-esteem, organizational cynicism, and mobbing is understood that the concept of employees working on is quite effective and seriously affect their lives. The fact that these concepts have more positive reflections on employees in this context will also affect business life more positively.

6.2. Suggestions

Suggestions at the social policy level

Since there are serious deficiencies at the point of associating the concepts of self-esteem, organizational cynicism, and mobbing in the literature, these issues may need to be associated with each other in a much more comprehensive way. In addition, while these concepts are associated with some demographic factors in the literature, it can be concluded that demographic factors are very limited.

It is thought that associating demographic factors by using more in studies will contribute more to many issues. When we evaluate the results related to self-esteem in our study, it can be understood that self-esteem has an important place in terms of human psychology. It can be understood that self-esteem has a huge impact on one's family and social life. If we think in this context, associating self-esteem with many psychological factors may serve to better understand this issue. The concept in question can be effective in determining the person's attitude to both his health and mobbing, organizational cynicism, and similar situations. Having high self-esteem can help a person naturally

solve many of his problems, which are caused by internal and external factors. Conversely, it may cause him to experience the problem minimally. Therefore, to increase the level of self-esteem of the person, it should be tried to contribute to the self-esteem by supporting the person with in-service training in the formation process of the person's character. Apart from this, parents should be given training on how to behave towards children regarding the development of self-esteem. Of course, this may reveal the fact that the parent should receive such training beforehand. An individual with high self-esteem may become more resistant to factors such as mobbing and cynicism that he encounters in his life, and this situation may even motivate himself and help him to be successful.

As a result, programs that will positively affect self-esteem can be determined, and high self-esteem can be contributed by providing this training, especially in the education community and in-service or certified training, for example, in public education centres. Ways should be sought to provide working individuals with a technological and legal perspective on how they should behave in the face of organizational cynicism. The effect of the concept of organizational cynicism starting from the individual can indirectly affect the whole society. It can also have consequences that directly affect the person's family. When evaluated from this point of view, it may be necessary to underline that the exact framework of organizational cynicism should be determined, how it should be understood from a psychological point of view, and its legal dimension should be fully outlined. Preventing cynicism before it occurs can be much better in terms of its results.

Since managers in public institutions and the management mechanism in private enterprises stay away from concepts that may cause the employee's sense of cynicism to increase, training can be given to managers in this regard, as this will increase productivity in business life. Apart from this, it may be necessary to underline that there should not be a feeling of hatred towards institutions due to deficiencies and mistakes arising from the person at all costs and that it is imperative to act and work with the principle of professional ethics without damaging the sense of belonging to the institution. Considering the

findings related to mobbing in our study and similar findings in the literature, it may be necessary to reveal concrete rules regarding mobbing in the legal system in our country and international law. After the legal framework of mobbing is not drawn and the appropriate sanctions are not determined, it may be difficult to solve the problems related to mobbing. In addition, since mobbing has serious effects on the person, both individually and organizationally, and these effects will negatively affect both the health of the person and indirectly the health of the society and the efficiency of the institution, it has been observed from the studies that mobbing is done more from the top to the bottom by drawing the attention of the people who cause mobbing, especially within the framework of the concept of mobbing. we can understand. It may be necessary to evaluate the results of mobbing by giving training to the management mechanism about mobbing and associating the related concept with other concepts that correspond to it in professional life. By preventing mobbing with both in-service activities and legal regulations, the negativities that have arisen for the person and the organization can be eliminated. In this context, as a result of the findings we obtained from our study, the differences between the academic and administrative staff were eliminated, and especially at the points where we saw that the academic staff have a more positive working potential, to determine a working strategy for the administrative staff to reach this level, and to make the appropriate programs and plans, and to determine the experiences of the administrative staff. problems may be minimized.

Recommendations to field experts

When the findings of academic and administrative staff, which are the groups compared in our study, are examined, it can be understood that there is a direct relationship with both mobbing and self-esteem when the results related to organizational cynicism are examined. The level of organizational cynicism may decrease in people with high self-esteem. Therefore, since the level of self-esteem of each person may be different, the level of cynicism may also be different. In this case, the person's cynical behaviour can cause very serious problems. Since the level of organizational cynicism of people who are mobbed increases, the relationship between the concept of organizational

cynicism and such concepts and its consequences may need to be examined sufficiently. Because when we look at the definitions made in the literature and the findings of the studies, the results of organizational cynicism can have important results both individually and organizationally.

Institutions can be informed about the concept in question, as a better understanding of the concept of organizational cynicism, which directly affects human health and working life in the organization, may cause irreversible problems in terms of its results. In addition, it may be necessary to draw attention to the concept of cynicism in labour law. If the concept of organizational cynicism, which has serious effects in business life, develops due to reasons originating from the institution, it may be necessary to determine the legal equivalent of this issue. In addition, if the sense of cynicism is increasing due to individual reasons, it may be necessary to allow each employee to receive psychological support to get rid of the consequences that may cause negative situations in working life and seriously affect human health.

Suggestions to researchers

Differences between academic and administrative staff between the concepts of mobbing, self-esteem, and organizational cynicism should be eliminated positively and no differences should be observed between the study groups. Elimination of these differences among staff can make positive contributions to the institution. Work rights should not differ by the workgroup. It may be necessary to highlight an environment suitable for our age, which will not cause mobbing and organizational cynicism within the scope of human rights and apply it equally to all staff. The establishment of this environment may depend primarily on the managers of the institution. It can be contributed to the development of methods to minimize these problems by including the managers of the institutions in certain training programs. In addition, these issues can be guaranteed by law, unfortunately, many problems related to our working life, especially in labour law, may not be solved or fully underlined. The inadequacy of the rules of law in return for some events may cause these problems to occur constantly. In the final analysis, these

problems can be eliminated much more by law and deterrence can be increased with appropriate penalties.

When the relationship between the concepts is associated with other demographic factors, it can provide a perspective on many issues, especially the business world, and the possible negative effects of these concepts can be prevented. Considering the limitations of our research, it may be necessary to carry out studies with a wider perspective. The negativities related to the concepts in question, which are prevented by the rules of law, may not adversely affect the concepts such as teamwork and productivity in business life. Both individual and institutional success and quality can increase further. In short, high self-esteem can lower the level of mobbing and organizational cynicism. Therefore, concepts related to legal rules and appropriate training methods can be drawn to the positive point in the process.

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APPENDIXES

Annex 1 – THE PARTICIPANT INFORMATION FORM

Dear Participant,

This form is designed to statistically test the research model of self-esteem to measure the relationship of self-esteem with organizational cynicism and mobbing of organizational cynicism. The results will only be used for scientific purposes and the answers will be evaluated only by the researcher. The answers you give in scales and interviews will definitely stay hidden. The questionnaire is entirely held for scientific purposes. Your respondents are sincere and correct, voluntarily, it will ensure that these survey results are used as useful information for the community. Please leave the questions you don't know or answer your responses, please. The questionnaire is fully based on a voluntary basis. If you give false or deceptive information, all efforts about the study will be wasted. The forms are mixed and will be collected without any sign of you, will not be opened until the envelopes reach the evaluation centre, the castings will be completely confidential. The questionnaire will be evaluated by a neutral science organization that will not exceed school administrations and families. If you have any complaints regarding the study, please do not hesitate to contact Taner EROL, one of the research of this study (taner.erol@erdogan.edu.tr)

Thank you for your valuable time and interest.

Professor Dr. Mehmet ÇAKICI
Near East University
General psychology
meh_cakici@yahoo.com

Taner EROL
Near East University
General psychology, PhD student
taner.erol@erdogan.edu.tr

Annex 2 – Personal Information Form

This form is prepared by Taner EROL.

1	Your gender: <input type="checkbox"/> female <input type="checkbox"/> male
2	Your age: <input type="checkbox"/> 18-37 <input type="checkbox"/> 38-47 <input type="checkbox"/> over 48
3	Your training status is: <input type="checkbox"/> Pre-License / License <input type="checkbox"/> Master / PhD
4	Environment: <input type="checkbox"/> the village-town <input type="checkbox"/> district <input type="checkbox"/> city-metropolitan
5	Is the institution you work in at your own hometown? <input type="checkbox"/> Yes <input type="checkbox"/> No
6	What is your title if you are administrative staff at the institution you are working? <input type="checkbox"/> Officer / Computer Operator <input type="checkbox"/> Chef <input type="checkbox"/> Technician / Technician <input type="checkbox"/> Principal / Department <input type="checkbox"/> Secretary of Faculty / School Secretary of Secretary / MYO Secretary/ Institute <input type="checkbox"/> Other What is your title if you are academic staff at the institution you are working? <input type="checkbox"/> Instructor <input type="checkbox"/> Lecturer <input type="checkbox"/> Research Officer
7	How much is your service year? <input type="checkbox"/> 1-4 years <input type="checkbox"/> 5-9 years <input type="checkbox"/> 10-14 years <input type="checkbox"/> 15-19 years <input type="checkbox"/> 20 years and above
8	Would you like to change your work though it is possible? <input type="checkbox"/> Yes <input type="checkbox"/> No
9	What is your study group? <input type="checkbox"/> Academic <input type="checkbox"/> administrative

Annex 3 – Rosenberg Self-esteem Scale

Below is a number of statements. You are marking the requested statements carefully and putting it in the box opposite to the option that is best suited to you.

	SO WRONG	WRONG	TRUE	SO TRUE
1. I find myself as valuable as at least other people.				
2. I think I have some positive features.				
3. I usually tend to see myself as a failed person.				

Annex 4– Organizational cynicism scale

Below is a number of statements. You are marking the requested statements carefully and putting it in the box opposite to the option that is best suited to you.

		I never disagree	I do not agree	I partially agree with	I agree	I totally agree
1	At the school I work, many people believe that things will be better.					
2	I stopped making suggestions to improve the school I work.					
3	At the school I work, it is very difficult to be hopeful about the future because people's attitude is bad.					

Annex 5 –Mobbing scale

Below is a number of statements. You are marking the requested statements carefully and putting it in the box opposite to the option that is best suited to you.

		I never disagree	I do not agree	I partially agree with	I agree	I totally agree
1	Emotional attack on one or a few					
2	Management does not listen to our complaints					
3	The reason in the institution is experiencing an unknown morale depression					

The scale is scored between "Strongly Agree = 5" and "Strongly Disagree = 1". We offer our thanks.

Annex 6 –Rosenberg self esteem scale permit

26.07.2021

Recep Tayyip Erdoğan Üniversitesi Posta - Re: ölçek izni hakkında



Taner Erol <taner.erol@erdogan.edu.tr>

Re: ölçek izni hakkında

1 mesaj

Taner Erol <taner.erol@erdogan.edu.tr>

12 Kasım 2018 15:32

Alıcı: Türkiye Çocuk ve Genç Psikiyatrisi Derneği <cogepder@gmail.com>

Sayın Yetkili

Rosenberg Benlik Saygısı Ölçeğini kullanmak için **Türkiye Çocuk ve Genç Psikiyatrisi Derneği'ne 50 TL'lik bağış yapılmıştır**. Kullanım için gerekli iznin ve ölçeğin sorularının paylaşılmasını talep ediyorum.

Teşekkür ederim.

Dekont **ektedir**...**Öğr.Gör. Taner EROL**

Basın Yayın Enformasyon ve Halkla İlişkiler Müdürü

Fener Mahallesi / Zihni Derin Yerleşkesi / REKTÖRLÜK

MERKEZ / RİZE**(0464) 223 41 70****(0464) 223 61 26 (16 55)**

Taner Erol <taner.erol@erdogan.edu.tr>, 12 Kas 2018 Pzt, 16:31 tarihinde şunu yazdı:

Sayın Yetkili

Rosenberg Benlik Saygısı Ölçeğini kullanmak için **Türkiye Çocuk ve Genç Psikiyatrisi Derneği'ne**

50 TL'lik bağış yapılmıştır. Kullanım için gerekli iznin ve ölçeğin sorularının paylaşılmasını talep ediyorum.

Teşekkür ederim.

Öğr.Gör. Taner EROL

Basın Yayın Enformasyon ve Halkla İlişkiler Müdürü

Fener Mahallesi / Zihni Derin Yerleşkesi / REKTÖRLÜK

MERKEZ / RİZE**(0464) 223 41 70****(0464) 223 61 26 (16 55)**

Türkiye Çocuk ve Genç Psikiyatrisi Derneği <cogepder@gmail.com>, 7 Kas 2018 Çar, 10:45 tarihinde şunu yazdı:

Ölçeği'n kullanım hakları Türkiye Çocuk ve Genç Psikiyatrisi Derneği'ne verilmiştir.

Ölçeği ve değerlendirme formunu Dernek'e 50 TL bağış karşılığında

alabilirsiniz'. Hesap numarası ektedir.teşekkürler

Taner Erol <taner.erol@erdogan.edu.tr>, 7 Kas 2018 Çar, 08:58 tarihinde şunu yazdı:

Saygıdeğer Yetkili,

Yapacağım akademik çalışmamda 1986 yılında geçerlilik ve güvenilirlik çalışmasını yaptığınız Rosenberg Benlik Saygısı Ölçeğini kullanmak istiyorum. Kullanım için gerekli iznin ve ölçeğin sorularının paylaşılmasını talep ediyorum. Uygun görmeniz beni mutlu edecektir.

Saygılar sunar, cevabınızı beklerim.

Öğr.Gör. Taner EROL

Basın Yayın Enformasyon ve Halkla İlişkiler Müdürü

Fener Mahallesi / Zihni Derin Yerleşkesi / REKTÖRLÜK

MERKEZ / RİZE**(0464) 223 41 70****(0464) 223 61 26 (16 55)**

Annex 7 –Organizational cynicism scale permit

26.07.2021

Recep Tayyip Erdoğan Üniversitesi Posta - YNT: Örgütsel Sinizm Ölçeği İzni hakkında



Taner Erol <taner.erol@erdogan.edu.tr>

YNT: Örgütsel Sinizm Ölçeği İzni hakkında

1 mesaj

Gamze Kalagan Kasalak <gamzekalagan@akdeniz.edu.tr>

5 Kasım 2018 21:28

Alıcı: Taner Erol <taner.erol@erdogan.edu.tr>

Sayın Hocam,
Uyarlamasını gerçekleştirdiğim ölçeği kullanabilirsiniz. Yalnız iki ölçek uyarlamam var. Birisi yüksek lisans tezimde ekler kısmında yer almakta. Erişime açıktır. Kolaylıkla bulabilirsiniz. Diğer de C.O.Güzeller ile yaptığımız bir araştırma makalesinde yer almakta. Ona da google scholar dan kolayla erişebilirsiniz. Her iki araştırmada erişim açısından kolaylıkla temin edebilirsiniz.
İyi çalışmalar dilerim.
Dr. Gamze Kasalak

Kimden: Taner Erol [taner.erol@erdogan.edu.tr]

Gönderildi: 05 Kasım 2018 Pazartesi 11:04

Kime: Gamze Kalagan Kasalak

Konu: Örgütsel Sinizm Ölçeği İzni hakkında

Saygıdeğer Hocam,

Yapacağım akademik çalışmamda geçerlilik ve güvenilirlik çalışmasını yaptığınız Örgütsel Sinizm Ölçeğini kullanmak istiyorum. Kullanım için gerekli iznin ve ölçeğin sorularının paylaşılmasını talep ediyorum. Uygun görmeniz beni mutlu edecektir.

Saygılar sunar, cevabınızı beklerim.

Öğr.Gör. Taner EROL

Basın Yayın Enformasyon ve Halkla İlişkiler Müdürü

Fener Mahallesi / Zihni Derin Yerleşkesi / REKTÖRLÜK

MERKEZ / RİZE

(0464) 223 41 70

(0464) 223 61 26 (16 55)

Önemli Duyuru: Bu elektronik postadaki bilgiler ve ekteki dosyalar sadece ilgili alıcılar içindir. Eğer bu e-postanın ilgili alıcısı ya da ilgililere ulaştırmakla yükümlü kişi değilseniz, içindekileri başka bir tarafla paylaşmadan, e-postayı sisteminizden hemen silmeniz ve e-postayı yanıtlarak ya da e-postada belirtilen numarayı arayarak göndereni bilgilendirmeniz gerekmektedir. Gönderildikten sonra e-postada değişiklik yapılması, virüsten dolayı e-postanın hasar görmesi ya da kaybolması durumlarında sorumluluk kabul edilmemektedir. Bu e-postada yer alan görüşler yazara ait olup, Recep Tayyip Erdoğan Üniversitesi'ni bağlamamaktadır.

Important Notice: The information in this email and any attachments is for the sole use of the intended recipient(s). If you are not an intended recipient, or a person responsible for delivering it to an intended recipient, you should delete it from your system immediately without disclosing its contents elsewhere.

Annex 8 –Mobbing scale permit

26.07.2021

Recep Tayyip Erdoğan Üniversitesi Posta - Re: ölçek izni



Taner Erol <taner.erol@erdogan.edu.tr>

Re: ölçek izni

1 mesaj

Taner Erol <taner.erol@erdogan.edu.tr>
 Alıcı: Havva Öztürk <havvaotzurt@hotmail.com>

6 Ocak 2021 23:31

Çok teşekkür ederim hocam, eksik olmayın .

6 Oca 2021 Çar 23:31 tarihinde Havva Öztürk <havvaotzurt@hotmail.com> şunu yazdı:

Sayın Taner Erol,
 Ölçeğimizi kullanabilirsiniz. Ölçek ve ilgili bilgileri bulabileceğiniz makale ektedir.

Kolaylıklar ve başarılar dilerim.

Prof.Dr. Havva ÖZTÜRK
 Karadeniz Teknik Üniversitesi
 Sağlık Bilimleri Fakültesi
 Farabi cad. 61080 Trabzon
 GSM: 0 505 4990493

Prof.Dr. Havva ÖZTÜRK
 Karadeniz Technical University
 Health Science Faculty
 Farabi cad. 61080 Trabzon/Turkey

Gönderen: Taner Erol <taner.erol@erdogan.edu.tr>
 Gönderildi: 6 Ocak 2021 Çarşamba 10:53
 Kime: havvaotzurt@hotmail.com <havvaotzurt@hotmail.com>
 Konu: ölçek izni

Saygıdeğer Hocam,

Yapacağım akademik çalışmamda geçerlilik ve güvenilirlik çalışmasını yaptığınız Mobbing Ölçeğini kullanmak istiyorum. Kullanım için gerekli iznin ve ölçeğin sorularının paylaşılmasını talep ediyorum. Uygun görmeniz beni mutlu edecektir.

Saygılar sunar, cevabınızı beklerim.

Öğr.Gör. Taner EROL
 Basın Yayın Enformasyon ve Halkla İlişkiler Müdürü
 Fener Mahallesi / Zihni Derin Yerleşkesi / REKTÖRLÜK
 MERKEZ / RİZE

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Önemli Duyuru: Bu elektronik postadaki bilgiler ve ekteki dosyalar sadece ilgili alıcılar içindir. Eğer bu e-postanın ilgili alıcısı ya da ilgililere ulaştırmakla yükümlü kişi değilseniz, içindekileri başka bir tarafla paylaşmadan, e-postayı sisteminizden hemen silmeniz ve e-postayı yanıtlarak ya da e-postada belirtilen numarayı arayarak göndereni bilgilendirmeniz gerekmektedir. Gönderildikten sonra e-postada değişiklik yapılması, virüsten dolayı e-postanın hasar görmesi ya da

CURRICULUM VITAE

In 1981, he was born in Rize, he completed its first, middle and high school education in Rize ', in 2006, he graduated from Marmara University Faculty of Communication to Public Relations and Promotion. In 2011 (Niğde) Ömer Halis Demir University Institute of Social Sciences Management and Organization The Master of Management and Organization has completed pedagogical and formation training at the University of Recep Tayyip Erdogan. In 2021, he completed the University of Sociology at Ataturk University. He received family counseling in 2021. TRNC is currently in the field of general psychology at the Nekeyıǵu University.

In 2008, RTEU Social Sciences Vocational School of Vocational School, Public Relations and Presentation Department and RTEU Press the Directorate of Release Information and Public Relations Directorate. Currently maintains his duty at the same university.

The published book, book division, corner writing, papers and articles are married at Taner Erol and two children.

PLAGIARISM

AN INVESTIGATION OF SELF-ESTEEM, ORGANIZATIONAL CYNICISM AND MOBBING LEVELS OF STAFF AT THE EASTERN BLACK SEA UNIVERSITIES

ORJİNALLİK RAPORU

%**9**

BENZERLİK ENDEKSİ

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İNTERNET KAYNAKLARI

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YAYINLAR

%**2**

ÖĞRENCİ ÖDEVLERİ

BİRİNCİL KAYNAKLAR

1

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İnternet Kaynağı

<%**1**

5

www.researchgate.net

İnternet Kaynağı

<%**1**

6

Submitted to Girne American University

Öğrenci Ödevi

<%**1**

7

Polatcan, Mahmut, and Osman Titrek. "The Relationship between Leadership Behaviors of School Principals and their Organizational Cynicism Attitudes", Procedia - Social and Behavioral Sciences, 2014.

Yayın

<%**1**

ETHICAL COMMITTEE APPROVAL



BİLİMSEL ARAŞTIRMALAR ETİK

KURULU

05.03.2019

Sayın Taner Erol

Bilimsel Araştırmalar Etik Kurulu'na yapmış olduğunuz YDÜ/SB/2019/344 proje numaralı ve **“Doğu Karadeniz Üniversitelerindeki Akademik Ve İdari Personelin Benlik Saygısı, Örgütsel Sinizm Ve Mobbing Düzeylerinin Karşılaştırılması”** başlıklı proje önerisi kurulumuzca değerlendirilmiş olup, etik olarak uygun bulunmuştur. Bu yazı ile birlikte, başvuru formunuzda belirttiğiniz bilgilerin dışına çıkmamak suretiyle araştırmaya başlayabilirsiniz.

- Veri toplanacak kurumlardan izin alınması gerekmektedir.

Doçent Doktor Direnç Kanol

Bilimsel Araştırmalar Etik Kurulu Raportörü

Direnç Kanol

Not: Eğer bir kuruma resmi bir kabul yazısı sunmak istiyorsanız, Yakın Doğu Üniversitesi Bilimsel Araştırmalar Etik Kurulu'na bu yazı ile başvurup, kurulun başkanının imzasını taşıyan resmi bir yazı temin edebilirsiniz.