A Study About Mobbing On Students, The Relationship Between Their Personality Traits And Mental Status

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Abstract

The purpose of this study is to assess the effect of psychological violence (mobbing) on the mood of students attending colleges and on how the mood affects their traits. In this context, the effect of the violence level as psychological impact on the mood of students was examined in the process of personality traits. The sample group of the study consists of 250

last class students studying at a social sciences vocational school in Antalya, Turkey. Behaviour scale for psychological violence, scale of personality characteristics and depression scale were used in the study. Perceptions of mobbing of the students came from rural areas with low-income are higher than city dwellers students with normal or high income levels. However, it was observed that male students were exposed to mobbing more than female students.

Keywords: Psychological violence, personality traits, mood

BACKGROUND

1. MOBBING

According to the International Labour Organisation (ILO), mobbing is defined as, " behavior in attitudes for the purpose of manifesting individual or group sabotage, revenge, cruel, malicious or insulting " (Karavardar, 2009). At the same time, mobbing is identified as a problem rapidly growing in workplaces by International Labour Organization. Mobbing, constituting behavior to the target person for humiliating and intimidating. This type of behavior are laid out with the open or secret using verbal or nonverbal behaviors (Lewis et al., 2002).

Mobbing is done expressing hostile and unethical communication in a systematic way in working life that is applied by one or a few people against a person to make one helpless and defenseless according Leymann'a (1996). Mobbing behavior is usually performed, covering a long period.

According Tınaz (2008), eight chapters are grouped under the facts underlying the mobbing behavior. These are:

- Enforcing individual to get the rule of group accepted
- To enjoy from hostility
- Only the pleasure
- Boredom
- Reinforce prejudices
- Believe that they have exclusive rights
- Selfishness

The risk of mobbing targets is valid for everyone in all businesses and cultures. Although mobbing process mechanism in the process develops in different ways in different offices typically it is observed in a very typical and a similar way. Four different types of individual are in danger of being victimized in workplaces (Huber, 1994):

Only one person: This person can be a single male / female working in an office whether he/she works with the large numbers of female or visa versa in a workplace.

A different person: any person who is non-fusible and different from others, This can be an individual dressed in a different manner as well as impaired or foreign person. Sometimes, being just one single person within married persons in an office, or being a married person within singles is a sufficient reason to be victim of mobbing. Mobbing possibility is very high of minority people to be involved in a group.

Successful people: has a major achievement, winning the admiration of the supervisor or direct administration of a customer or a person who praises, can easily envied by colleagues. All kind of games are played from behind of individuals, rumors can be removed and expose to work sabotage.

New particapated person: Prensence of a popular person working in that position before, or have very much liked than the new arrival one with higher quality than the other persons working there increases the risk of being victim of mobbing.

Workplace mobbing, takes place in four phases (Tınaz et al, 2008).

In the first stage, the conflict is in question

The second stage, there is the start of the workplace psychological harassment

The third stage, the introduction of business management and false ascription and definitions could be mentioned

In the fourth stage, there are moving away from working life

Mobbing, as the results of both the victim exposed to mobbing is of great importance both in terms of business (Tinaz, 2008). According to the report of the International Labour Organisation (1998), mobbing in terms of business, medium-and long-term, interpersonal relations, and undermine the entire business environment.

2. PERSONALITY

Personality is the own image factors affecting behaviors on thinking and feeling. The personality encompasses all the behaviors, which are constantly under the influence of internal and external stimuli of the individual constituting psychological, biological, genetic properties and all the abilities acquired, motives, emotions, desires, habits. (Tınar, 1999:93). However, people built distinctive form of a relation with other members which can be defined as a consistent and structured in internal and external environment (Cüceoğlu, 1997: 404).

Personality is the complex of the ensemble of a number of features. But all this came together and combined with an individual on the basis of features, mainly the issues related to the three main divisions. Generally, a double function, which may be associated with one of three slice. In fact, in this issue it is not possible to make a distinction in the form of clear and precise lines. This is an abstraction and generalizations to better understand the formation of personality. By such an approach, the concept consists of three slices. These are the character, temperament and talent. Interpersonal differences, differences in the relationship of these features will lead to differences or features (Erdogan, 1994: 244-245).

Character: Personality and the concept "character" is the most frequently used in the same sense, Character, refers to the social and moral property of personality. Character, is like a skeleton of personality. The concept of the character is closely related to social values and moral rules with its environment (Zel, 2001: 27).

Temperament: The second aspect of personality is mood. In fact, character significantly depends on temperament (temperament). Temperament is a significant aspect of continuous and cyclical. The behavior is seen as the evolution of social, moral aspects, temperament,

which is the continuous part of these aspects. The hereditary aspect of the property show individual attitudes, which should be considered as the propert of person.

Talent: is the most important skill constituting the third slices of personality. Talent, owned by an individual refers to the entire mental and physical abilities. It is all of the form of features to analyze, realize outcome and perform some of the facts, such as the totality of mental properties.

2.1. Personality Type A and B

The stress was firstly revealed by two cardiologists Friedman and Rosenman in the late 1960s. It is perceived to be the concept of "type A" and "type B" personality styles that has today wide acceptance (Luthans, 1995:406). Personality type has been closely associated with daily lives of individuals and at the levels of exposured stress. According to the findings on this subject, type A has higher heart disorders probability then type B. (Vecchio, 1995: 498).

In addition, in middle and lower echelons of organizations type A personality were more successful than individuals, but B personality individuals are more successful than A top-level, since they are patient and detailed thought. In this case, it is possible to say that might be more successful by making shifts individuals with Type A and type B in accordance with the requirements of time and environment,. However, it should be known that the probability of achieving seems within the individuals (Luthans, 1995: 407).

Behaviors of type A are aggressive, impatient and very much intended. They want to be more successful as quickly as possible. Lively, energetic feel, and hold themselves do not tolerate. With the behavior of type B is the individual, on the contrary less competitive, less devoted to work and less susceptible to time. Such people are in less conflict with time and more balanced to life and has very comfortable. Running in a stable speed and feel more confidence in himself. It can not be said A type more or less successful than B type person. In addition, Friedman and Rosenman said that there was no pure people as type A or type B, instead, it might have expressed more inclined to one of two types. For example, one often exhibits a type A personality traits, but can be a calm and quiet for a short time, in some cases he can even forget the time (Moorhead and Griffin, 1992: 463).

Personality type of discovered by researchers has been associated closely with eachother at both levels of exposure to stress in their daily lives of individuals. Following lists is the "Feel and the complex motion referred to as the properties of persons " type A and B by Rosenman Friedman and (Luthans, 1995: 304):

Tablo 1: A and Type B Personality Traits

Type A Personality Traits	**Type B Personality Traits**
They are in action every time.	They are interested in time
Quick walk.	Patient
Quick eat.	Do not like to brag.

Quick walk.	Do for fun, not to win games and sports.
Impatient.	Inside of a comfortable way to rest.
Do two things at a time.	Are not under the pressure of finishing the job immediately
There is no free time.	They are earnest persons.
The numbers are against the obsessions.	Never do not rush
Numbers tend to measure success	
Aggressive.	
Competitive.	
Are under continuous pressure of time	

3. DEPRESSION

Depression is a feeling of deep gloom, in a state of thought, speech and motion slowdown, recession, worthlessness, smallness, weakness, reluctance, thoughts and feelings of pessimism is a syndrome with symptoms such as slowing down the physiological functions (Öztürk, 1985). For example, fail in get a job, fall in entered an exam, losing-close relatives cause emotionally depression in situations. State of emotional distress can be short put, sometimes days, it can also take weeks or even months. Here are some of the features in humans depression (South, 2009: 307-308):

- oneself to feel worthless and inadequate,
- to lose the joy of life,
- self-constantly feeling tired,
- to look at people and events pessimistically,
- the person's continuous speech,
- to complain constantly.

The outer appearance of the person who is neurotic depression, usually depressed, sad and hopeless. There is a fake-view of depressive person with grotesqueness or expression-less face. Each event is seen from the pessimistic direction, he has no interested in any activity giving pleasure, may not be alone, can sit for hours by staring. He can complain of difficulties living in low concentrating. Sleep disturbances, restlessness, can cause symptoms such as irritability and internal tension (Kutash, 1965: 967).

According to the theory developed by Beck and his colleagues, depression is not mainly disorder of feeling it is a cognitive disorder. Three important cognitive disorders are refered to the formation of depression (Beck, 1979):

Person's self negative view: Depressive people feel algae itself, incomplete, defeated, serves as worthless and inadequate. Believes, and sees itself being no-loved rejects himself due to omissions.

Negative overview to experiences: Depressed people interpret it as an indication of the lack of environment interaction.

Negative look to the future: People desperate future, in the dark, deprived and feels frustrated.

Personality traits may be a risk factor for depression. Difficulty in coping with stress and interpersonal relationships throughout the life of an individual creates a neurotic, dependent, obsessive, introverted, low self-esteem, non-aggressive, anxious, pessimistic personality traits, which are reported to be developing things more on the depression (Unal, 2000).

4. METHOD

4.1. Population and Sampling

The study population were consisted of students in the Akdeniz University. The sampling was done from the last grade students attending School of Social Sciences in Akdeniz University. Students was chosen from ones since students had spent more time. They could also better evaluate the school and their spiritual status behavior containing the mobbing. A total of 300 questionnaires were distributed to students, and of 300 questionnaire 271 could be received and was statistically evaluated by 90.3% ratio as re-cycle.

4.2. Data Collection Tool

Personal Information Form. In this form, questions are asked in order to obtain information the participants age, gender, reading program, income level, family, school and accomodation. Furthermore, questions were asked as "had they the opportunity what would be their choice?" to the students and to choose between two options was requested. The answers were evaluated to be "choice opportunity" score to these questions.

Mobbing Survey In the first running of questionnaire 45 questions covering the "psychological intimidation Leymann (LIPT) Scale" developed by the first researcher Leymann (1996) and 14 questions of Rakness Einarsen (1997) on mobbing and appropriate 40 questions of "Negative Behavior (NAQ) Scale" developed by Denise Salin (Salin, 2001) were used. These issues in the form of judgments took place in survey and answering were asked as the one mark of the options related to himself ¨to be "always", "often", "sometimes", "rarely" and "never". "5-point Likert Scale " was used to be scaling method of basic research.

Personality Questionnaire Personality type, is a modified version of the Jenkins activity survey (Jetkins, Ayzanski and Rosenman, 1971). In this study, to identify the personality on the structure of A and B, personality scale of Durna were used (Durna, 2004). 20 items were considered (Moorhead and Griffin, 1992: 465; Baltaş and Baltaş: 2000: 148-150) to be the personal characteristics of a scale containing. habits, attitudes towards time under various conditions, environment, relationships, thoughts and feelings about.

These issues in the form of judgments took place in survey and answering were asked as the one mark of the options related to himself ¨to be "always", "often", "sometimes", "rarely" and "never". "5-point Likert Scale " was used to be scaling method of basic research.

Analysis of Mental Status Questionnaire. Beck Depression Index (BDI) developed in order to measure emotional, cognitive, somatic, and motivational components by a self-report scale (Beck, 1961). BDI is one of the most frequently tools used giving information about himself on research and clinics. Although the main objective is to evaluate the symptoms of depression in a comprehensive way it is allow the assessment of cognitive content. The scale is composed of 21 items, two items on emotions, eleven items on cognitions, two-material behavior, five-item on physical symptoms, an item is divided to the symptoms within persons. A questionnaire consisting of 21 questions were used in the evaluation of BDI. Each item is composed of four head.

4.3. Data Analysis

For the purpose of the study, independent sample t test (Independent Samples T-Test) and one-way analysis of variance (ANOVA) were used. In making binary comparisons, Scheffe cases in homogeneity of variance; Tamhane test was used in cases not provided. The data was analyzed using SPSS 17.0 sofware by 0.05%. 0.05-0.01 levels of significance were considered during investigation.

5. RESULTS AND COMMENTS

5.1. Demographic Properties

Demographic findings on individuals included in the study are given in Table 1.

Table 1: Demographic Characteristics of Participants

Variable		N	%
Gender	Female	142	52,4
	Male	128	47,2
	Total	270	99,6
Age	18-19	70	25,8
	20-21	135	49,8
	22 and above	64	23,6
	Total	269	99,3
Programme	Education in the Daytime	143	52,8
	Education in the Evening	128	47,2
	Total	271	100
Income level	Low	54	19,9
	Medium	193	71,2

	High	23	8,5
	Total	270	99,6
Family's place of residence	Village	44	16,2
	County	32	11,8
	City	195	72,0
	Total	271	100
Staying with family	Yes	138	50,9
	No	132	48,7
	Total	270	99,6
Choose a school	1-4	183	67,5
	5-8	35	12,9
	9-12	37	13,7
	13 and above	16	5,9
	Total	271	100
What would be your choice if the opportunity	Same school	105	38,7
	Different school	166	61,3
	Total	271	100

In examining the demographic characteristics of respondents, 52.4% of respondents indicating gender females, 47.2% percent is composed of males. 25.8% of the participants examined the age groups' range as 18-19 ages, 20-21 ages by 49.8% and the age above of 22 by 23.6%. 52.8% of the participants are attending day-school, 47.2% percent are in the night - academic programs. In terms of income levels, 19.9% of respondents were reported to be low, 72.2% percent moderate and 8.5% is seen to have high levels of income. Participants' families, 16.2% percent in the villages, and 11.8% lived in towns by 72% in cities of the respondents live together with their families by 50.9% and 48.7% lives in an environment separated from their families. The participants prefers are examined in view of attending school as a choice, 67.5% percent of those who chose the first of four preference, 12.9% percent of those who chose between the fifth and the eighth choice, those who choose between nine and twelve chosen by 13.7%, and 5.9% is between 13 and further chooser. Participants had the opportunity to make a choice again, 38.7% was stated to "would choose the same school", and 61,3% had "would choose another school,".

5.2. Results on gender differentiation

Table 2: The Independent Samples T Test Results of The Students Regarding Their Personality, Depression and Perception of Mobbing According to Gender Variable

	Level	N	Mean	Std. Deviation	Std. Error Mean	df	t	P
Personality	Female	132	61,9167	10,22274	,88978	257	-1.643	,102
	Male	127	63,8976	9,12943	,81011			
Mobbing	Female	140	50,1786	12,93162	1,09292	263	-4,198	,000**
	Male	125	61,8000	29,76873	2,66260			
Depression	Female	134	30,3209	8,26588	,71406	259	-,864	,388
	Male	127	31,2520	9,13563	,81066			

**. The mean difference is significant at the 0.01 level.

When the Table 2 is examined, a significant difference is not found between personality and depression according to gender variable. On the other hand, perception of male students on mobbing are higher than female students at 0.01 significant level.

5.3. Results on differentiation by age

Table 3: ANOVA Analysis on Personality, Depression and Perception of Mobbing in terms of Age.

Age		Sum of Squares	df	Mean Square	F	Sig.
Personality	Between Groups	361,885	2	180,943	1,913	,150
	Within Groups	24119,882	255	94,588		
	Total	24481,767	257			
Mobbing	Between Groups	423,625	2	211,813	,391	,677
	Within Groups	141383,068	261	541,698		
	Total	141806,693	263			
Depression	Between Groups	9,349	2	4,674	,061	,941
	Within Groups	19579,155	257	76,183		

Age		Sum of Squares	df	Mean Square	F	Sig.
Personality	Between Groups	361,885	2	180,943	1,913	,150
	Within Groups	24119,882	255	94,588		
	Total	24481,767	257			
Mobbing	Between Groups	423,625	2	211,813	,391	,677
	Within Groups	141383,068	261	541,698		
	Total	141806,693	263			
Depression	Between Groups	9,349	2	4,674	,061	,941
	Within Groups	19579,155	257	76,183		
	Total	19588,504	259			

When the Table 3 is examined, a significant difference is not found between depression, personality and mobbing according to age variable of the students in ANOVA analysis.

5.4. Findings related to differentiation by program category

Table 4: The Independent Samples T Test Results of The Students Regarding Their Personality, Depression and Perception of Mobbing According to Program Category Variable

	Level	N	Mean	Std. Deviation	Std. Error Mean	df	t	P
Personality	Daytime	137	61,7372	9.63547	0.82321	258	-1,909	,057*
	Evening	123	64,0407	9.80415	0.88401			
Mobbing	Daytime	139	54,2518	22.85274	1.93834	264	-1,061	,290
	Evening	127	57,2677	23.47658	2.08320			
Depression	Daytime	135	30,1630	8.65957	0.74530	260	-1,227	,221
	Evening	127	31,4803	8.70582	0.77252			

***.** The mean difference is significant at the 0.05 level.

When the Table 4 is examined, a significant difference is not found between mobbing and depression according to program category variable. On the other hand, perception of evening program students on personality are slightly higher than daytime program students at 0.05

significant level. Accordingly, the evening education students can be said to be prone to Type A students of daytime education can be said to be prone to Type B personality traits.

5.5. Implications for differentiation according to the category of income Level

Table 5: ANOVA Analysis on Personality, Depression and Perception of Mobbing in terms of Family Income.

Income		N	Mean	Std. Deviation		Sum of Squares	df	Mean Square	F	P
Personality	Low	52	64,6731	10,12611	B. Groups	259.011	2	129.506	1,370	,256
	Middle	184	62,4076	9,61227	W. Groups	24207.089	256	94.559		
	High	23	61,3478	9,69821	Total	24466.100	258			
	Total	259	62,7683	9,73806						
Mobbing	Low	54	61,4074	27,20399	B. Groups	6312.071	2	3156.036	6,090	,003**
	Middle	188	52,7074	17,27366	W. Groups	135784.555	262	518.262		
	High	23	66,8696	43,04575	Total	142096.626	264			
	Total	265	55,7094	23,20010						
Depression	Low	54	34,5185	10,54504	B. Groups	957.217	2	478.608	6,598	,002**
	Middle	184	29,7500	7,70866	W. Groups	18715.895	258	72.542		
	High	23	30,2174	9,40965	Total	19673.111	260			
	Total	261	30,7778	8,69861						

****.** The mean difference is significant at the 0.01 level.

When the Table 5 is examined, there is no differences between the income levels of students and perceptions of the personality. A significant difference were observed between perceptions of depression and mobbing at the 0.01 level. High income group to the students' exposure to mobbing rate is higher than others. Depression levels of low-income group are higher than other income groups of students.

5.6. Findings about where her family lives differentiation by category

Table 6: ANOVA Analysis on Personality, Depression and Perception of Mobbing in terms of Family's Place of Residence.

Family's place of residence		N	Mean	Std. Deviation		Sum of Squares	df	Mean Square	F	P
Personality	Village	42	63.5000	9.83337	B. Groups	132.235	2	66,117	,692	,502
	County	32	64.4063	8.59429	W. Groups	24564.977	257	95,584		
	City	186	62.4032	9.94872	Total	24697.212	259			
	Total	260	62.8269	9.76504						
Mobbing	Village	44	65,5227	29.93286	B. Groups	5143.399	2	2571.699	4,938	,008**
	County	30	52,5667	15.15138	W. Groups	136975.323	263	520.819		
	City	192	53,9271	21.92216	Total	142118.722	265			
	Total	266	55,6917	23.15809						
Depression	Village	41	33,7073	11.44387	B. Groups	444.633	2	222,316	2,989	,052*
	County	32	31,2188	8.48427	W. Groups	19267.047	259	74,390		
	City	189	30,1005	7.92152	Total	19711.679	261			
	Total	262	30,8015	8.69044						

***.** The mean difference is significant at the 0.05 level.

****.** The mean difference is significant at the 0.01 level.

When the Table 6 is examined, there is no differences between family's place of residence and perceptions of the personality. A significant difference is observed between perceptions of mobbing at the 0.01 level and a partial difference is observed in the perceptions of depression at 0.05 level. Rural origin students' perceptions of mobbing were higher than other students. However, students' with rural origin perceptions of depression were slightly higher that of the other students.

5.7. Implications for School Choice Opportunity differentiation by category

Table 7: ANOVA Analysis on Personality, Depression and Perception of Mobbing in terms of the Opportunity to Choose.

your choice if the opportunity		N	Mean	Std. Deviation	Std. Error Mean	df	t	P
Personality	1,00	103	63,1359	9,77296	,96296	258	,413	,680
	2,00	157	62,6242	9,78579	,78099			
Mobbing	1,00	103	54,8835	21,06773	2,07586	264	-,452	,652
	2,00	163	56,2025	24,43640	1,91401			
Depresyon	1,00	104	30,0288	8,11741	,79598	260	-1,168	,244
	2,00	158	31,3101	9,03701	,71895			

6. CONCLUSION

School life, constitutes an environment in which students spend a large portion of their days. The Students who have different ideas, expectations, experiences, personalities, lives and the life plans come together in the school life. Despite these differences, unintended consequences can occur within these persons who have to do training together. Students can exhibit undesirable behavior against student friends due to the problems living in private lives, targets they want to reach.

Due to differences in behavior lasting persistent and long period may cause psychological intimidation and mobbing. For this reason, students are exposed to many adverse conditions and behaviors under intense stress experienced in the school environment. This behavior causes being unhappy of students exposed to mobbing, which leads to both psychologically and physically disorder.

At the end of this study it has been understood that many students against negative behavior exhibit different responses by the effect of personality traits. According to results of study, type A personality characteristics which have higher prone to perceptions of mobbing than students prone to personality related to type B.

Perceptions of mobbing of the students came from rural areas with low-income are higher than city dwellers students with normal or high income levels. However, it was observed that male students were exposed to mobbing more than female students.

As a result, school boards should support the students on how begining and continue of mobbing process can be prevented. Psychological resistance, searching of possessed rights, perceived social support and measurements to copy with stress and awareness should be raised by education programs.

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