

PSYCHOLOGICAL ABUSE IN HIGHER EDUCATION
IN RELATION TO LEADERSHIP AND ETHICAL CLIMATE

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ABSTRACT

PSYCHOLOGICAL ABUSE IN HIGHER EDUCATION IN RELATION TO LEADERSHIP AND ETHICAL CLIMATE

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In today's fast changing world, educational organizations and the individuals working in them have become a part of a competitive work atmosphere. In such kind of an environment, opposition with colleagues and supervisors is almost inevitable for some people. This friction sometimes reaches to such an unbearable extent that faculty academic staff has nothing left to do but run away from that organisation. This phenomenon is known as "mobbing, bullying or psychological abuse at workplace". It not only causes psychological and financial losses to individuals but also deals a serious blow to the effectiveness, reputation and finance of organizations. Though the issue has a dark and negative nature, the existence of preventive measures and related solutions can present themselves as lights of hope for targeted individuals and organizations.

This study aimed at exploring the strength of relationship between psychological abuse and the predictors of leadership and ethical climate in higher education through ordinal logistic regression analysis. The data were collected from 547 academicians in different faculties of 10 universities in Ankara, Turkey, in 2014.

The findings of the study suggested that there was a negative relationship between the outcome variable of psychological abuse and the predictors of leadership and ethical climate; academicians with the title of instructor (okutman) constituted the largest group to have been exposed to psychological abuse; academicians from all positions experience some kind of mobbing behavior; the older academicians get, the probability of being exposed to abusive behaviors decreases; females are more likely to be mobbed compared to males; mobbing is seen more in Education and Communication faculties and in total 21 % of the academicians have become the victims of psychological abuse in their departments.

Key words: psychological abuse, mobbing, leadership, ethical climate, higher education

ÖZ

YÜKSEK ÖĞRETİMDE PSİKOLOJİK TACİZİN LİDERLİK VE ETİK İKLİM İLE İLİŞKİSİ

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Herşeyin çok hızla değiştiği günümüz dünyası, eğitim örgütleri ve içindeki bireyleri bir mücadelenin içine sokmaktadır. Böyle bir ortamda, iş arkadaşları ve üstlerle olan sürtüşme bazı durumlarda neredeyse kaçınılmaz olabilmektedir. Bu durum bazen öyle dayanılmaz boyutlara ulaşmaktadır ki akademisyenlerin o kurumdan kaçmaktan başka şansları kalmamaktadır. Bu durum ulusal alan yazında “zorbalık, bezdiri, yıldırma, psikolojik taciz veya psikolojik şiddet” olarak bilinmektedir. Bu sorun bireyleri psikolojik ve finansal kayıplara uğratmakla kalmayıp kurumların da etkililiğine, ününe ve finansal durumuna ciddi bir darbe indirmektedir. Konunun karanlık ve olumsuz bir doğası olsa da, önleyici tedbirler ve çözümlerin varlığı, psikolojik tacizin hedefindeki bireylere ve bu konudan muzdarip kurumlara bir umut ışığı olmaktadır.

Bu çalışma, yüksek öğretimde psikolojik taciz ile liderlik ve etik iklim arasındaki ilişkinin gücünü sıralı lojistik regresyon analizi kullanarak ortaya koymayı amaçlamıştır. Veriler Ankara’daki 10 üniversitenin değişik fakültelerinden 2014

yılında toplanmıştır. Çalışmadan elde edilen bulgulara göre; psikolojik taciz ile liderlik ve etik iklim arasında olumsuz bir ilişki vardır; psikolojik tacize en çok okutman olanlar uğramaktadır; tüm pozisyonlardaki akademisyenler bir çeşit psikolojik taciz davranışına uğramaktadır; yaş arttıkça psikolojik tacize uğrama olasılığı azalmaktadır; erkeklere göre kadınlar psikolojik tacize daha fazla uğramaktadırlar; psikolojik taciz Eğitim ve İletişim fakültelerinde daha fazla görülmekte ve toplamda akademisyenlerin % 21'i psikolojik taciz kurbanı olmaktadır.

Anahtar kelimeler: psikolojik taciz, yıldırma, liderlik, etik iklim, yüksek öğretim

In dedication to my family, especially my mum.

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CHAPTER I

INTRODUCTION

This chapter presents the main problem of the study. While it starts with the background of the current study, it is continued with the purpose of the study. The chapter ends with explaining the significance of the study and definition of terms.

1.1 Background of the Study

It is one of the duties of educational organizations to maintain qualified staff in order to face the challenge of changing environmental circumstances, which can only be realized by setting the appropriate conditions for adaptation of the individuals to those changes and by encouraging a mutual desire of understanding among individuals at workplaces of different positions. However, the maintenance of this qualified human capital is not always easy and the tense relationships among colleagues and supervisors, the competitive work atmosphere and the demanding workload may sometimes lead to negative conditions. These phenomenon arising from these negative conditions is named as “mobbing”, “workplace bullying” or “psychological abuse / terror” in the related literature. According to the conceptual perspective of Leymann (1996, p.168), mobbing is defined as a psychological terror in working life which involves hostile and unethical communication directed in a systematic way by one or a few individuals mainly towards one individual in a frequent way (minimum six months).

The phenomenon of psychological abuse is as old as the mankind but the related research first started in 80s with Leymann. Following him, other Scandinavian researchers came such as Einarsen. Later on, the topic became to be talked in the UK by a freelance journalist Andrea Adams, who labeled the phenomenon as “bullying”. After these two countries, psychological abuse research has been done by scholars in Australia, New Zealand, South Africa, the European Union and Japan among others (Zapf, Einarsen, Hoel & Vartia, 2003).

Psychological abuse at work places can be seen in three forms; the one exerted by supervisors to subordinates, as “downward”; the one that the subordinates of the same or similar positions exert to each other, as “horizontal”; and the other is exerted by subordinates to supervisors, namely “upward ”. Research reveals that downward psychological abuse is the most prevalent form (Einarsen et al., 2003) and a U.K. survey shows that in 63 percent of abuse cases, the abuser was the manager with 83 percent (Vandekerckhove & Commers, 2003).

Leymann (1996, p.167) found that the “disastrous communication” in psychological abuse towards targets “quite often is done in a very sensitive manner”, where the words are spoken and written politely, with a smile. “Academic world”, which should normally be a platform of free expression, has already been turned out into an abusive environment. Westhues (2006b) has pointed out that more psychological abuse can take place in organizations where there is high job security, subjective performance measures and a bureaucratic structure. What he defines in this sentence perfectly matches with the structure of educational organizations and academia which have been claimed as places where psychological abuse can be seen more (Crawford, 1997). Similarly, Einarsen (1999) found out in his study that

teachers and university staff are among the employees who belong to the “most mobbed” group. Westhues (2005, p.46) helps us to visualize the implicit occurrence of academic mobbing with his following words: “Academic knives are more polished and keen than those made of steel, and they are thrown with such grace that targets sometimes scarcely know they have been stabbed in the back until their campus lives are lost”. Henry Kissinger (as cited in Westhues, 2008a, p.73) on the other hand, denotes the reason for these destroying knifings in the academic world as being trivial and not worth attempting for: “a recognition here, a slightly larger salary raise there, a somewhat better office, some empty honor farther away, and the smaller the stake, the more people will knife each other for it”. Whether these reasons are trivial or important, the effect they create quite strong enough to cause some academicians to be stigmatized and made unemployed.

When such serious phenomenon of psychological abuse in an organization is inspected, “how healthy a workplace” should also be examined. This can be realized by analyzing the way how the notion of “respect” among people is handled and how managerial practices take place there. This is because these will all together enable the continuity and endurance of that workplace. Within this light, Fuller (2010, p.60) defines “healthy work culture” as the one where “...everyone, regardless of rank, exhibits a questioning attitude. Only by continually demonstrating respect for all opinions and those who hold them, will an environment be maintained in which a spirit of respect can thrive” (p. 59). Fuller also adds that good management practices such as transparent decision making, accountability, responsibility, elimination of unnecessary hierarchy and celebrating cultural differences also foster an *open environment* that makes risky whistle blowing activities unnecessary. On the other

hand, organizations which lack an effective leader and provide little direction and encouragement for the faculty with minimal press for academic excellence, have *closed environments* and are described as *unhealthy* or *sick* (Hoy, Tarter & Kottkamp, 1997).

Whether the organizations are healthy, the leaders are effective or the supervisors treat the employees equally or not are indeed all suggestive of a theory called the Leader-Member Exchange (LMX) Theory, which has been chosen to set a more powerful ground to explain psychological abuse in this study. It is basically about leaders' developing different exchange relationships with their various followers (Pierce & Newstrom, 2003) who make up the *in-group* and the *out-group* members. In-group members experience less role-related stress (Lagace, Castleberry & Ridnour, 1993), receive more support from the leader (Graen, Novak & Sommerkamp, 1982), join the decision making process and are allowed some privileges at work which elevate them to the unofficial role of "trusted lieutenant" (Lunenburg & Ornstein, 2008). On the contrary, out-group members are kept within the narrow limits of a formal contract by the leader, where the members are being influenced by the legitimate authority rather than true leadership. Here, the supervisor-subordinate relationship affects job-satisfaction and performance (Lunenburg & Ornstein, 2008) and they are also more likely to report grievances (Cleyman, Jex & Love, 1993). What this study is concerned with are the notions of *justice* and *equity* that the theory is related to. In terms of the group's perception of organizational justice, it is necessary to consider whether fair procedures are followed and how it is communicated to the group. Equity is what one party gives to another as investments and the other getting them as returns (Dansereau, Alutto &

Yammarino, 1984). As a result of these investments and returns, each party needs to see the exchange (social and economic) as reasonably equitable or fair (Graen & Scandura, 1987). However, in the issue of psychological abuse, the targets of abuse do not perceive a fair attitude from the leader, which means an imbalance of investments and returns and an inequitable exchange between the parties. Literature bares some criticisms towards this approach as well. Vecchio (1997) states that it reinforces the special treatment of some work group members over others. As a result of this, the feeling of shame (Lewis, 2004), loss of pride (Martin & Martin, 2012), isolation and unfairness are being created, which then lead to obsessive thoughts and chronic anxiety (Vartia, 2001). These characteristics are so much in parallel with what targets of psychological abuse verbalize as psychological abuse is also associated with the negative and / or unequal treatment of some members in an organization by their supervisors.

Apart from the effect of unequal leadership practices, the “culture” of the workplace plays an important role in shaping good or abusive behaviors of individuals working there too. In support of this idea, Davenport and his friends (2002) suggested that dysfunctional organizational culture, which is stated as poor leadership, lack of recognition of achievement, work load and lack of managerial support appear to contribute to psychological abuse.

A similar concept to culture is the “climate” in a workplace. Organizational climate can be explained as the “shared perceptions of behavior” and it is more readily measured than culture. In other words, climate is less abstract and more descriptive than culture indicating fewer problems in terms of empirical studies. For this reason, rather than culture, climate has been used to predict psychological abuse

in this study. Moreover, climate has found out to be a strong predictor of psychological abuse at workplaces (Einarsen, 1999; Leymann, 1993). It has been suggested that (Lester, 2013), climates that are hostile are the ones where psychological abuse is tolerated. At a workplace, where there is no indication of a positive climate, the factors contributing to psychological abuse can easily be seen. Hornstein (1996, pp.79 - 80), referring to the importance of a positive climate of an organization has pointed out that, “unless the structure of the workplace is reformed according to a new social compact, encouraging cooperation, justice and a heightened and broadened sense of community, there will be no meaningful change in the occurrence of abuse”. Hence, there is a negative relationship between positive climate and psychological abuse as when the climate of the workplace gets better, abuse declines (Giorgi, 2010).

To put it in a nutshell, what is aimed in this study is to examine the climate in higher education organizations, focusing on mainly the working atmosphere of the supervisors and the subordinates as universities. Having examined the related research in this area, where it has been indicated that there is the role of unethical climate to pave the way to psychological abuse, it has been found meaningful to explore the ethical climate in relation to psychological abuse in this study.

To conclude, psychological abuse, which is known to be hostile and unethical communication at workplaces can be in different forms such as from bottom to the top, top to the bottom or in a horizontal way. The one from the supervisor to the subordinate has been the subject of this study. This phenomenon has been examined by many researchers all around the world. Though it is common in all workplaces, academic world has known to be the breeding ground for psychological abuse. The prevalence of this issue can be explained by organizational and leadership failures as

well as low ethical climate in organizations, which indicate an unhealthy work culture. As a remedy to this issue, since we are living in a fast changing world, the organizations and leaders need to adapt their ways of thinking accordingly. Considering this fact, Bolman and Deal (2003) have suggested leaders to mingle the four different frames of thinking and adopt them in suitable contexts when needed make more effective leaders, rather than just using a single approach. Thus, in this study, leadership styles of managers have been explored within the light of Bolman and Deal's (2003) theory of four frames whereas the ethical climate has been studied following Cullen, Victor and Bronson's (1993) ethical approach towards the concept

1.2 Purpose of the Study

In this study, the phenomenon of psychological abuse in higher education in relation to leadership and ethical climate was examined. The reason why these variables were chosen is that, leadership and ethical climate have found out to be strong predictors of psychological abuse at work places in the related literature. As for the covariates of seniority and position, among the demographic variables, they have been the determining predictors of psychological abuse, especially in higher education. For this reason, they were decided to be included into the study. For the other predictors such as age, gender, length of time spent in the profession, faculty type and so on, their contribution were examined in higher education context since there are different findings as regards their significance. In order to study these variables, a questionnaire made up of three scales was administered to the participants, the results of which was analyzed using Ordinal Logistic Regression. While determining for the related scales, the reliability and validity values in the original scales and whether they really cover the subject matter as a

whole were taken into consideration. In order to reach the purpose of the study, following research questions were developed:

1. What is the predictive value of leadership in relation to psychological abuse towards academicians?
2. What is the predictive value of ethical climate in relation to psychological abuse towards academicians?
3. Is there a significant difference between psychological abuse and the predictors of gender, age, title, position, seniority, experience in the current position, experience with the current manager, the type of the institution and the faculty?

1.3 Significance of the Study

The psychological and physical conditions of the individuals affect their work performance, self-esteem, efficiency and their relationships with people around them, which draws the attention to the social structure of the organizations. As literature suggests, these work atmospheres are very prone to psychological abuse behaviors which create stressful conditions that make the recipient feel upset, threatened and humiliated (Lyons, Tivey & Ball, 1995). Organizations, which are rather supposed to be places to support the performances and physical and psychological well-beings of their employees, are faced with the phenomenon of psychological abuse.

The ethical climate is related to the prevailing culture in an organization and accordingly, employees decide and learn how to behave there. Thus, it can be stated that, starting from the top management, if a culture supporting ethical values has been set in an organisation, the climate the employees feel will be that of a healthy

one, away from abusive behaviors. Here, apart from the necessity of creating an ethical climate to maintain bully-free organisations, the effect of managers or supervisors should not be neglected either. This is because, as indicated by research, supervisors are often the perpetrators of abusive behavior and that three out of four individuals reporting psychological abuse stated to have been abused by their managers (Hoel, Cooper, Faragher, 2001). Hence, studies reveal the relationship between psychological abuse with ethical climate and leadership clearly and how vital it is to maintain the desired atmosphere in an organization.

The reason why there is an increasing amount of research exploring the issue of psychological abuse at workplaces lies in the fact that it is a prevalent problem around the world. No sector can elude psychological abuse but especially educational organizations are among those which suffer from it the most. One reason for this is that there is a supervisor-subordinate relationship in higher education organisations which may sometimes lead to conflicting ideas or supervisors' dominating the subordinates. Though the literature suggests the existence of different types of psychological abuse such as downward (from managers towards subordinates), upward (from subordinates to managers) and horizontal (colleagues doing it to each other), studies (Hoel & Cooper, 2000; Hubert & Veldhoven, 2001; Namie, 2007; Zapf et al., 2003) show that there are more downward psychological abuse cases than the others. However, there is also research (Keashly & Neumann, 2010; Lester, 2013; Neumann, 2009) supporting that in academic settings, abusive behavior from colleagues or senior colleagues is more prevalent. Hence, this study aimed at viewing the issue from a wider perspective and include the mobbing cases from all levels to explore which one has more significance in higher education.

In a variety of studies, the effect of leadership styles and psychological abuse at workplaces has been investigated by scholars from the managers' point of view. Hence, this study is unique in terms of approaching the issue from the perspectives of academicians in a higher education context. The main contribution of this dissertation will be to introduce this new viewpoint to the literature. Secondly, the data suggested in the literature as regards its prevalence in higher education and in other sectors call for immediate attention so that precautions can be taken to prevent it. This can be quickened by increasing the number of studies as such. Thirdly, Turkey is still far behind the world in terms of presenting the necessary legal grounds (specific treatments for psychological abuse or independent organizations helping targets defend their rights) to the targets to cease the unjust treatment they are exposed to. Thus, it is hoped that an increase in the number of studies on psychological abuse at workplaces will help raise the awareness of the academic and managerial staff at universities and less people will feel the need to go to courts to claim their rights. Apart from this, in a country like Turkey, which is going through frequent changes in its education system, it is necessary to create healthy organizations to tolerate those changes and be affected by them at minimum level. Fourthly, with the informative effect of these kind of studies that is hoped to be achieved, the universities can start to generate healthy energy for the academicians rather than absorbing it. Fifthly, psychological abuse influences the effectiveness of managements and organizations negatively. For this reason, disabling psychological abuse and enabling ethical climate deserve+ more attention on the part of the leaders. Although the consequences of psychological abuse on academicians are serious, the number of reviews, qualitative or quantitative studies in literature is still limited to put the issue forward in higher education specifically. Thus, this study targets to

examine this phenomenon by bringing together two of the most significant predictors of psychological abuse as leadership and ethical climate and analyze them in quantitative terms relying on the opinions of academicians.

Lastly, the reason why this study takes place especially in “higher education” highlights the importance of examining the perspectives and experiences of the academicians considering their contributions to the different levels of the society. First of all, academicians have a positive impact on the learners at universities by guiding them to shape their future careers. Secondly, academicians need to fulfill the expectations of their supervisors by performing well at workplaces no matter what kind of treatment they have to bare. This reality deserves more focus to be put on academicians’ working environments. Finally, academicians have significant contributions to their societies which are shaped by the scientific developments taking place at universities. However, as if shouldering these responsibilities is not enough, they still encounter suppressive, intimidating and daunting behaviors at workplaces. They are harmed both psychologically and physically, which is inevitably reflected on their academic and personal lives.

1.4 Definition of Terms

Psychological Abuse: It is a kind of psychological terror which is repeated by employees or employers at workplace and it includes meanings of any kind of mal treatment, threat, abuse, humiliation that is being applied to employees by their supervisors, subordinates or co-workers (Tınaz, 2006).

Workplace Mobbing: Workplace mobbing, as one of the destructive behaviors among abusive supervision, occurs when an individual persistently, over a period of

time, is on the receiving end of negative actions from one or several others, in a situation where the one at the receiving end may have difficulty defending him or herself against these actions (Zapf & Einarsen, 2001). In this study, the phenomenon of mobbing will be mainly used as “psychological abuse” as it is more explanatory even to some members of the academic world. However, where other researchers mention other callings, they will take place in the study as well.

Academic mobbing: A non-violent, sophisticated, “ganging up” behavior adopted by academicians to “wear and tear” a colleague down emotionally through unjustified accusation, humiliation, general harassment and emotional abuse (Khoo, 2010, p. 61).

Instructor (“Okutman” in Turkish): They are the people who teach at universities and usually do the same job with other instructors (“Öğretim Görevlisi” in Turkish); i.e. they teach certain amount of hours to a certain group of people. The difference stated in the Higher Education law of 2547, the third item, the subparagraph of “n” is that while instructors (okutman) can teach in all faculties as they are appointed by the rectorates, others can only teach at the faculty or vocational school they belong to (Higher Education Law, 1981). These two types of instructors are below the academic position of assistant professors, associate professors and professors, who are also called instructors. These types of instructors (okutman) are not usually expected to have a PhD degree, though there are many people with PhDs. As it can be understood from these explanations, there has not been made a clear distinction between instructors as “okutman” and “öğretim görevlisi” in Turkey. However, to differentiate these two types of instructors from each other in the study, instructors

(öğretim görevlisi) will be mentioned as having PhD and the other type of instructors (okutman), without PhD.

Leadership: It is an act of having influence on the activities of an organized group in its attempts to set and achieve its goals (Stodgill, 1997).

Leadership Frames: Bolman and Deal (1991) categorize leadership styles under four frames:

The structural frame: It focuses on efficiency, structure, and policies in an organization where the leaders take rational decisions in terms of realizing organizational goals.

The human resource frame: It highlights the human element and builds the leadership style upon the interaction between individual and organizational needs. Organizational goals can only be reached when the work done is meaningful and when there is job-satisfaction.

The political frame: It emphasizes both negotiation and conflict among different groups for scarce resources where the leader is original and practical.

The symbolic frame: It pays attention to meaning and cherishes rituals, myths, ceremonies and other symbolic forms in the attainment of organisatioal goals.

Ethical Climate: Is the one where one learns to care and trust, accept diversity, learns and questions in flexibility, adopts shared aims, values and vision, where everyone has a voice in the governance because there is justice and equality of rights in this climate (Davies, Ellison & Bowring-Carr, 2005).

CHAPTER II

REVIEW OF LITERATURE

It was first with Leymann's (1996) explanations, systematic descriptions were made about psychological abuse. He describes this as the "workplace-related psychological problem" which he also calls as "ganging up on someone" and "psychological terror" (Leymann, 1996, p. 167). He states that "mobbing" was not previously used in this context in England. It was first used by Konrad Lorenz to describe animal group behavior; a smaller group of animals threatening a single larger group (Lorenz, 1991 as cited in Leymann, 1996, p.167). Later, this terminology of Lorenz was used for a very destructive behavior of small groups of children directed against a single child (Heinemann, 1972 as cited in Leymann, 1996, p.169). Leymann, following this tradition, took the word and applied it to similar behaviors at workplaces but did not choose the word "bullying" since he believed it to bring to mind "physical" violence, which he stated, is very seldom found in mobbing behavior (1996). Similar to Leymann (1996), some other researchers also claim that "mobbing" is different than "bullying" because it includes the process of "ganging-up" against someone, which does not exist in bullying as in bullying, the bully is alone (Sperry, 2009). Other than such kind of perspective differences, there are still more various views which suggest a semantic difference between the uses of two words. While "mobbing at work" has been used in some Scandinavian and German countries, in English-speaking countries "bullying at work" can be used

(Zapf et al., 2003). Einarsen and his friends (2003) describe bullying as a process:

Harassing, offending, socially excluding someone or negatively affecting someone's work tasks ... It has to occur repeatedly and regularly (e.g., weekly) and over a period of time (e.g., at least six months). Bullying is an escalating process in the course of which the person confronted ends up in an inferior position and becomes the target of systematic negative social acts. (p.15)

The explanation of abusive behavior is not limited to the two words of mobbing and bullying in the related literature. There are other words used some of which are harassment, maltreatment, deviance or as Lester (2013) suggests, emotional abuse, workplace aggression, incivility, psychological aggression, petty tyranny, abusive supervision, social undermining, generalized work harassment, scapegoating, workplace trauma, insidious work behavior, counterproductive work behavior, organizational misbehavior and desk rage. Among these words "harassment" is a frequently used word to define mobbing; however, when used alone, it may be misleading as people may get it as sexual harassment which is a more common connotation. What should be stressed here is the psychological nature of abusive behavior rather than the physical, though psychological abuse may have psychosomatic effects as well. While harassment can be used when the behavior is directed against someone because of their race, sex, disability, age or sexual orientation, bullying is based on individual factors such as personality traits, work position, or levels of competence in the job (Simpson & Cohen, 2004).

In Turkey, Tınaz (2006) coined the term "psychological abuse" to be used for mobbing. She defines it as a kind of psychological terror which is repeated by employees or employers at workplace including any kind of mal treatment, threat, abuse, humiliation that is being applied to employees by their supervisors,

subordinates or co-workers. As even in academic circles the term mobbing can sound unfamiliar, to make the phenomenon of abusive behavior as clear as possible, the term “psychological abuse” will mainly be used in this study though other wordings as they appear in the literature may also take place where necessary.

2.1 The Prevalence of the Phenomenon of Psychological Abuse at Work

Studies conducted on psychological abuse point out the prevalence and destructiveness of this issue. The growth of academic bully culture is said to be fueled by a variety of forces (Bolman & Gallos, 2011):

The rise in corporate culture mentalities and practices on college campuses, institutional shifts from a mission-driven to a market-driven focus that make things like rankings and status so important, and higher education practices like courting and appointing winner-take-all superstars. Big egos, weak faculty governance structures, a culture of individualism and tolerance within the academy for behaviors not accepted elsewhere also play a role (p.169).

A study conducted worldwide (Hodson, Roscigno & Lopez, 2006) in 148 organizations put forth that 49 percent of these organizations experience abuse on a routine basis. U.S. studies also give alarming results in that during any given 6 to 12 - month period, up to 13 percent of workers were bullied. This percentage increases significantly when those bullied at any time during their careers are counted as 30 percent in one of the studies (Lutgen-Sandvik, Tracey & Alberts, 2007) and 37 percent in another (Namie, 2007).

Literature bears more studies approaching the issue of psychological abuse from different perspectives ranging from bullying cases in the internet environment to the ones in the field of education. To start with, this phenomenon was examined (Topçu, 2008) with 717 adolescents in relation to empathy, gender and internet use.

Results of the study pointed out that the scores of males were higher than that of females, for both traditional and cyber bullying. Besides, males who had higher empathy scores reported to have less frequent traditional and cyber bullying experience.

Another similar research on cyber bullying (Stacey, 2008) reported how students were coping with the cyber world. After discussions with 74 students, aged from 10 to 17 in Australia, it was found out that most groups preferred to handle these issues themselves or with their friends rather than alerting their parents or teachers who may limit their technology access.

Other than cyber bullying, the problem has also been investigated in different public sectors. In a study in U.S., (Cortina, Magley, Williams & Langhout, 2001), 1180 public sector employees in Eighth Circuit Federal Court System were examined. The results revealed that two thirds of the employees reported incivility. This suggests a surprising finding that psychological abuse is prevalent in organizations whose main concern is “legality” as well.

Another research from the U.S. suggests that majority of psychological abuse cases are from the public sector (Martin & LaVan, 2010). When it comes to psychological abuse at work, U.S. data indicated 17 percent of the workers have been the victims of abuse (Namie, 2000). Yet another survey applied to 1100 employees in the community trust in the Southeast of England reported that 38 percent of the employees were exposed to and 42 percent witnessed psychological abuse of others (Quine, 1999).

Asunakutlu and Safran (2006) in their studies worked with 182 public sector employees composed of doctors, nurses and officials and examined the level and the types of psychological abuse together with conflict management strategies. They

found out that 40 percent of the employees agreed that psychological abuse was often experienced in the organization and that the most prevalent behavior of psychological abuse was the hinderence of the freedom of speech of the individuals. As a strategy to manage conflict, win-lose was the most commonly preferred one.

Karyağdı (2007) had a similar study in one of the public organisations in Malatya on 180 employees. The results suggested that about 30 percent of the employees were exposed to psychological abuse and that there was no relation between psychological abuse and age, gender and the number of years spent in the institution. It was also given that married participants were exposed to psychological abuse more than the single ones.

Hence, it is clear that psychological abuse is quite a common phenomenon all around the world including Turkey where people from different work groups either have been abused or have witnessed others being abused. The destructive effects of the issue reach both public and private institutions of all work fields including education with its academic staff at all levels. Even the field of law, where people should be looking for their rights and for equality, has taken its share of the phenomenon of psychological abuse.

2.2 Psychological Abuse in Education Sector and Specifically in Higher Education

As it has been examined through various studies, psychological abuse can be observed in different sectors and unfortunately, the field of education is not devoid of this issue. Hubert and Veldhoven (2001) in their research indicated that psychological abuse cases were observed the most in industry and in the field of education and managers were the mobbers in 37.7 percent of the cases in education.

Leymann's (1996) study revealed the prevalence of psychological abuse to be 14.1 percent out of 2400 psychological abuse victims in schools, universities and other educational institutions. Westhues (2005) in his research studied with university academic staff and exemplified some psychological abuse cases among them. Similarly, in a research conducted in Australian schools, (Riley, Duncan & Edwards, 2011) 67 percent of classroom teachers, 10 percent of support staff and 24 percent of principals and executives were reported to have experienced some kind of psychological abuse during their employment.

Turkey is one of those countries in the world where research on psychological abuse in education indicates alarming results. Relying on the findings of a study conducted in Bursa, 55 percent of the employees in full-time government organizations in education, health and security sectors experienced psychological abuse sometime during their lives (Bilgel, Aytac & Bayram, 2006). Similarly, the high levels of psychological abuse among teachers have been highlighted that one in every two primary school teachers is exposed to this problem (Korkmaz & Cemaloğlu, 2010). In another study (Yıldız, 2007) people from the education sector were reported to have been exposed to psychological abuse the most with 41.7 percent, followed by health and banking sectors.

Cemaloğlu (2007) examined the relationship between different variables and psychological abuse with 337 primary school branch and classroom teachers from 7 regions in Turkey. The results indicated that 50 percent of the Turkish primary school teachers had been exposed to the phenomenon of psychological abuse, which is not an amount to be despised. This study is significant in another aspect too that among classroom teachers, workplace bullying was found out to be more prevalent compared to the branch teachers.

To move on to psychological abuse in higher education specifically, Westhues (2006a) draws the attention to the main goal of universities to maintain the objectivity and freedom of mind, but not the allowance of subjectivity and dependent minds caused by psychological abuse. He adds that college and university campuses are perfect breeding grounds for the culture of psychological abuse. In parallel with this idea, the extent of the problem has been highlighted with another survey by Staffordshire University Business School, where 53 percent of the participants reported that they had been subjected to psychological abuse at work (Adams, 1992). Raskauskas (2006) have similarly found out that, 65.3 percent of the academic personnel were exposed to psychological abuse in New Zealand universities.

Aktop (2006) studied with 427 academicians in Anatolian University, Turkey, in order to examine the effect of faculties on exposure to psychological abuse but this did not indicate statistically significant results, though the Faculty of Communication had higher means. As regards age, academic staff belonging to the 36 – 40 age - group was found out to have exposed to psychological abuse more than the others. Gender was not found as a statistically significant predictor though females had higher means. In terms of academic title, experts had higher means for some psychological abuse behaviors.

Through the research by Tigrel and Kokalan (2009), we are informed about the prevalence of psychological abuse among academicians who work at three public and two private universities in İstanbul, Turkey. The results indicated that only 12 percent of the 103 people working as teaching assistants, assistant professors, and professors had been mobbed. This has two indications; the first is that the title or position of victims does not free the individuals from being mobbed, whether they are assistants or professors. The second indication is that a small percentage of

academicians have been mobbed. The reason why the number of academicians being abused is not many in some studies can be explained by the raised awareness levels of academicians (Atalay, 2010), which does not allow these kind of cases to take place. Apart from this result, 32 out of 103 respondents have answered most of the questions as “neutral”. This, according to the researchers, may have resulted from the lack of “trust” element in some academicians, who may have thought that their answers could have been seen by their supervisors and colleagues. Though this research could not reveal statistically significant results, it should be accepted that the sensitivity of the phenomenon of psychological abuse and the factor of trust issue in organizations can sometimes hinder the true results and they may be indicative of a suppressive culture in that organization. The research of Tigrel and Kokalan (2009) bares similarities with the one of this study in terms of the population and the subject matter. Güngör (2008) has also noted that psychological abuse is more prevalent among academicians compared to other educational staff.

Çögenli (2010), within the scope of his study worked with the academic staff ($n = 375$) at Atatürk University in Erzurum, Turkey. He found out that single, younger, lower-level academic staff are more prone to be exposed to academic psychological abuse. While the academicians in Education Faculty were among the most mobbed group for the sub-dimension of attacks towards showing one-self and communication and towards image-damaging behaviors, the ones in the Faculty of Communication and also in Economics and Administrative Sciences were among the least mobbed group.

Konaklı (2011) examined 24 public universities in Turkey and studied with 1044 academic staff in her study. The results indicated that lower-level academic staff was more exposed to academic psychological abuse, that psychological abuse

affected victims psychologically, physically and economically and that psychological abuse had negative consequences on the work-performance and family life of the victims. In addition, the academic staff who observed the process of psychological abuse had also been negatively affected.

Durgun (2011) had taken one public and three foundation (private) universities into her study with 108 academic staff working in Economic and Administrative Sciences Faculties in Turkey. According to the results, research assistants were the most negatively affected group from psychological abuse. Other implications were that psychological abuse was more prevalent in public universities and that there is a positive relationship between individual-level psychological abuse and the behavior of revenge.

Celep and Konaklı (2013) had interviews with eight academic staff ranging from professors to research assistants in Turkey. The upcoming results indicated that the academic staff were exposed to hostile behaviors regarding their work performances, individual characteristics and freedom to talk to their colleagues. They were also threatened and exposed to violence. The reason for this was stated by the participants as the academically incompetent staff having no problem-solving skills being assigned to managerial and academic positions. In addition to this, the mobbers having close relationships with the managerial staff and the two groups supporting each other can be given as some of the triggering factors of psychological abuse.

The phenomenon of psychological abuse has leadership and ethical implications at workplaces too, which can cause both material and psychological losses to individuals and organizations. Before analyzing the effects of leadership on

psychological abuse behaviors, it can be better to discuss first what leadership means and the necessary qualities that should be expected of a good leader in organisations.

2.3 Perceived Reasons of Psychological Abuse at Workplaces

The main causes of psychological abuse have found out to be (Leymann, 1990), *organizational factors relating to leadership, work-design and organizational culture*. *Envy* has been given among the top four reasons of faculty abuse and also in 68 percent of the reported cases, which is the same for the reason of *competition* for positions and status and the abuser being uncertain about themselves (Björkqvist et al., 1994; Lester, 2013; Vartia, 1996; Zapf, 1999). Envy and competition has also been cited by other researchers (Vartia, 1996; Westhues, 2005; Zapf, 1999) as the common reasons. Other perceived reasons for psychological abuse at workplaces show parallelism with what LMX Theory supports. These are stated (Einarsen, 2000) to be competition for tasks, status or advancement or competition for the supervisor's favor. Global economic environments, social and cultural tradition and climate have also been explained to contribute to psychological abuse at workplace (Lutgen - Sandvik & McDermott, 2008) in addition to unpredictable, chaotic workplaces where there is no job security (Lawrence, 2001). In addition to these reasons, Davenport and his friends (2002) have listed some other possible factors to cause psychological abuse at workplaces. The first of these is the "intensive stress" created by the high demands made on the people. The second is "monotony" at workplaces, which does not provide challenges and is repetitive. The third possible reason is "disbelief or denial by managers" of the problem of psychological abuse in that workplace because the board does not know how to deal with it and because it is easier to let go of the "difficult" employees (the victims) than the managers (mobbers). The fourth

reason is “an unethical activity” such as shady financial transactions being understood by an employee. The fifth reason is “a flat organization” leading some ambitious people to ask for promotions in the expense of impeding the well-being of others. The last factor behind psychological abuse can be “downsizing, restructuring or mergers” at workplaces which may cause elimination of positions and when these are done unthoughtfully, in order not to be eliminated themselves, employees may mob others.

Apart from the reasons of psychological abuse at workplaces in general, there is research specifically focusing on the reasons in academia. A study (Boyton, 2005) in higher education in Britain reported the reasons for psychological abuse behaviors as the mobber “not being trained (over 800 respondents only 37 percent had management training)”, “not managed” and the belief that “they can do it”. Westhues (2006c) has a long list of conditions that increase the vulnerability of psychological abuse in academe some of which are as follows: foreign birth and upbringing with a foreign accent; difference from most colleagues by sex, skin color, ethnicity or credentials and working under a dean or other administrator in favor of punishment. In addition to these conditions, more direct causes of academic psychological abuse can be referred to as: accomplishing so much success in teaching or research to cause envious feelings among colleagues; departing from political ideas which are accepted as correct by campus elites and possessing the knowledge of serious misdeed by locally powerful workmates can be counted (Westhues, 2006c).

As can be understood from the data, there are many preparatory factors behind psychological abuse ranging from the most significant ones as organizational culture and climate, competitive work atmosphere where power struggles are prevalent and to organizational change. Let alone all the factors, even the existence

of one factor alone is enough to cause conflict among individuals at workplaces leading to unwanted consequences.

2.4 Costs and Consequences of Psychological Abuse at Workplaces

The fact that psychological abuse does not have a universally accepted definition does not allow us to know if it is increasing or decreasing. However, we know that it can cause the working life of the target to be destroyed. On the other hand, the organizations face great turnovers and employee absences due to health problems (Einarsen & Raknes, 1997; Kaplan, 2010; Simon & Simon, 2006) such as chronic stress, high blood pressure, increased risk of coronary heart disease, alcohol abuse and suicide ideation (Lutgen - Sandvik & Sypher, 2009) and court cases (Bandow & Hunter, 2008).

To be more specific about the direct costs of psychological abuse to employees, the results of a study conducted by Namie and the Workplace Bullying and Trauma Institute can be examined. They have put forth that, 37 percent of the targets were fired or involuntarily terminated, 33 percent of them quit and 17 percent of the targets were transferred to another position (Simon & Simon, 2006). They also added that, once targeted, bullied individuals face a 70 percent chance of losing their jobs.

Swedish public statistics indicated that due to psychological abuse, 25 percent of workforce over the age of 55 retired early in 1992. Serious illnesses were seen in great proportion of these employees (10-20 percent) or else they committed suicide (Leymann, 1996).

There are also indirect costs of psychological abuse to organizations. In France, Economic and Social Council regarded psychological abuse as a highly

serious public matter whose organizational consequences can be detrimental to the good functioning of the company in terms of disorganization of production and financial losses (Bukspan, 2004). Apart from these, research shows that abusive behaviors result in decreased worker commitment and satisfaction and decrease in the quality standards, of creativity and productivity (Bassman, 1992), increased operating costs, loss of positive public relations, reduction in organizational citizenship behaviors (Lutgen - Sandvik & Sypher, 2009) and difficulty in recruiting staff due to word-spreads that the organization is an employee-abusive one (Lutgen - Sandvik & McGermott, 2008). For these reasons, if high standards and achievement are important criteria for the employer, it would not be wise to work with a bully as they are self-serving and costly to work with.

The research draws the attention to the incorrect reporting of psychological abuse cases. It has been greatly under reported usually out of fear that things will get worse, which caused psychological abuse to be described as silent epidemic (Namie & Namie, 2004). 95 percent of the targets kept silent as they believed that nothing would happen to the abusers and that they “could get away with it” (Kelly, 2012).

To conclude, though the definition of psychological abuse may lead to some confusion in terms of what falls into this category, there are some reported costs of it both for individuals and organizations. Individuals not only terminate their work lives, but their private lives are also affected negatively and they struggle with many kinds of health problems. Organizations find themselves having to cope with high numbers of turnovers, employee absences caused by health problems, legal cases, decrease in job satisfaction, job-performance, productivity, creativity and many more. However, if the targets know that there can be some remedies ranging from a

meeting discussion or termination of their contract, then they can feel more encouraged and safe to report such cases. Simon and Simon (2006) suggested that if employers do not address this destructive behavior, they will lose otherwise productive, most valuable and knowledgeable employees.

2.5 Management and Leadership

Though the role of managers and leaders may be seen as the same by some, it is not so indeed. Psychological abuse has been related with different concepts in academia, one of which is “leadership”. Before examining the relationship between psychological abuse and leadership, it is better to make the definition of leadership clear. Yukl (2010), argued that the definition of leadership is “arbitrary” and “very subjective”; like the commonly pronounced sentence. “I can’t define it but I know it when I see it” (Diamond, 1998, p.29). For Burns (1978), leadership is such a notion that it has been observed a lot but has not really been perceived in the world. Cuban (1988) describes leadership as bending the motivations and actions of others to achieve certain goals, which also implies taking initiatives and risks. However, some definitions are still more constructive and explanatory than others, like the Diamond’s (1998), who views leadership as the skills to motivate others to take action, to persuade others that prescribed tasks are done on time and in a particular way, and to get respect of others, especially those with whom one works and/or associates.

As mentioned earlier, leadership can be mixed with “management”, though there is a distinction between the two. According to Bush (2011), in leadership, the central concept is *influence* rather than *authority* but in management there is a direct link to positional authority. Leadership is linked to *values* and *purpose*, while

management to *implementation* or *technical issues* (Brundrett, 1998). For Kotter (1997), the distinction between the two is clear when separated according to the context: *strategic development* is a key function of leadership for change, while *day-to-day problem-solving* is a management function.

Though there may be differences between leadership and management, both are needed for a good organization. Bolman and Deal (2003) pointed out that over managed but under led organizations will lose their purpose or sense of spirit in the end and therefore the challenge of modern organizations is to have the objective perspective of the manager as well as the vision and commitment of a wise leader. Apart from Bolman and Deal's objective stance to leadership and management, what Southworth (2005) suggests in terms of how leadership can affect an organization is important too. He argues that the quality of leadership is important in making a difference to organizational health, performance, and growth. In support of Southworth's views, Bennis also emphasizes the necessity of having dominant leaders in the 21st century, not managers (Akçakaya, 2010).

Hence, the question comes to the point of discussion of how organisations should be managed or led wisely and effectively so that no psychological abuse behaviors are seen. Davenport and his friends (2002) focused on the factors leading to bad management or good leadership in organisations. They listed the qualities of a "bad management" as having hierarchical structures, no open-door policy, poor communication channels, poor conflict-solving abilities and no or ineffective conflict management or grievance procedures, weak leadership, scapegoat mentality, little or no team and no or ineffective diversity in education. On the other hand, organisations with "good leadership" focus on ethical principals, state that employees are their most

valuable assets and that empowerment is indispensable. Empowerment shows itself in good and open communication, participation in decision-making, conflict resolution, respecting and valuing diversity especially in ideas, in team-work and in allowing a high degree of autonomy and control (Davenport, Schwartz & Elliot, 2002). Smylie (1992) stated that, in schools where the principals have open, collaborative, facilitative and supportive relationships with the teachers, teachers appear more willing to participate in all areas of decision-making and the opposite happens when the relationship is closed, exclusionary and controlling. Gammage (1985) explained good school with good leaders who recognize the importance of relationships, enrichment and an interactive community.

2.6 The History of Leadership

Before we could even mention the effectiveness of leadership, leaders and their traits have always been the subject matter of researchers. It goes back to the time of Aristotle when he thought that people were born with leader traits. This idea that leadership factors are inherited brought the first generation of studies through “Trait Approach” which was so intense in late 1940s and 50s. Between 1904-1947, Ralph M. Stogdill, by reviewing 124 trait studies, classified the personal factors for leadership under five general categories as capacity, achievement, responsibility, participation and status (Hoy & Miskel, 2008). However, realizing that environmental factors play an important role, in addition to the personal roles, he added the situational components namely subordinate, organizational, internal and external environment too.

Rather than comparing leaders and non-leaders, the second generation of studies focused on the effectiveness of leadership, mainly under three categories:

personality, motivation and skills. After 40s till late 60s, the effectiveness of leadership was found out to rely on leader behaviors as well and this paved the way for the “Behavioral Approach”. It started with the studies at the Ohio State University by Andrew Halpin, who differentiated behaviors as initiating structure and consideration. In 80s, we see Blake and Mouton’s managerial grid which defines effective leaders as high on both production and concerns of people.

Starting from late 60s by Fiedler, till 80s, we see the “contingency models of leadership” to be dominant which defines effective leadership as a combination of both traits and skills of a leader and characteristics of a situation. These in turn, affect school climate and instructional organization, shaping teacher behavior and students’ learning experiences (Lunenburg & Ornstein, 2008). In relation to this, when we come to 2000s, we still see the important effect of external environment on leader behavior. This was emphasized by Yukl who proposed a three-category framework as task-oriented, relations-oriented and change oriented leadership (Hoy & Miskel, 2008).

Towards the end of 90s, “distributed leadership” models came out challenging the common assumption that a single person is responsible for change. Instead, this idea of leadership proposed to depend on more than one source. Emphasizing the importance of power distribution, Spillane (2006) suggested that, “... multiple formal and informal leaders and their followers mobilize to guide and do tasks necessary to transform or make major changes in their schools. Leadership activities are distributed in an interactive web of leaders, followers and situations”.

Building on James MacGregor Burns’ ideas on “transactional” and “transformational” leadership in political arena, Bass, towards the end of 90s, formed

a leadership model for social organizations which has three types as “laissez - faire”, transactional and transformational (Hoy & Miskel, 2008). Laissez - faire leadership can be described as the absence of leadership and thus, is the least effective. While in transactional leadership the motivating element for leaders is the reward for services, in transformational leadership, leaders motivate their followers by raising their awareness levels, emphasizing emotions and values, fostering capacity development, which help for high personal commitment to organizational goals and greater productivity (Leithwood & Jantzi, 2000).

There is another categorization by Bolman and Deal (2003) who present a comprehensive view of leadership by dividing leadership into four frames as “structural”, “human resources”, “political” and “symbolic”. What they call as “frames”, have been perceived as “perspective” by House, “metaphor” by Morgan and “paradigm” by Boyd (Bush, 2011). The need for frames has stated to have come out from the ambiguous, complex and turbulent nature of modern organizations, where too much is happening too fast for managers and thus there is the need to simplify things in the light of cognitive maps or frames (Bolman & Deal, 1992). The idea of using different frames at this point, presents different perspectives to these complexities as a way out.

According to this framework, the structural frame focuses on rationality, planning and policies. The leaders value performing analysis and data, set clear directions, hold people accountable for results, solve organizational problems through developing new policies or restructuring. It enables the leader to make use of the energy and the resources of the organization by wisely considering the prevailing circumstances, organization’s goals, technology and the environment (Bolman & Deal, 1992).

The political frame emphasizes conflicting interests for scarce resources, where managing these conflicts is the challenge of the leader (Bolman & Deal, 2003). The collision of power dynamics may be handled by the leader through a win-win approach. The satisfaction of the constituents can be guaranteed through just and efficient politics.

The symbolic leader, who encourages enthusiasm, shapes human behavior through symbols and culture and in this way forms a shared identity for the organization (Bolman & Deal, 1991). Policies and planning are kinds of ceremonies which both maintain legitimacy and also signal that all is well and improvement is just around the corner (Bolman & Deal, 2003). This is because symbolic frame sees the world as a chaotic place where predictability and facts are socially constructed and open to interpretation. For this reason, giving meaning to the events happening around us through symbols and images is important.

The human resources leader values the needs, feelings and relationships of people. Hence, the leader gives importance to empowerment and motivation of the members of an organization. In this type of frame, the aim is to maintain a good fit between the needs of the individual, which is to find their work meaningful and satisfying, and the needs of the organisations, which is to get the talent and energy they need to succeed (Bolman & Deal, 1992; Bolman & Deal, 2003).

As can be understood from the different frames of leadership, a good leader is the one who can adopt the necessary frame when needed; i.e. the one who can manifest a multi-frame approach. The ability to use multiple frames is a correlate of effectiveness (Bolman & Granell, 1999) as it enables the manager to “reframe”, which can be resembled to using multiple lenses when evaluating a situation.

Similarly, Leithwood and friends (1999) suggested that outstanding leadership necessitates a sensitive understanding of acting that goes together with context.

When positive qualities are attributed to leadership, it is difficult to juxtapose it with the phenomenon of psychological abuse although these two are associated with each other in the related literature. It would be more meaningful not to take leadership as a list of good personal qualities like capacity, achievement, responsibility, participation and status, as Stogdill suggests (Lunenburg & Ornstein, 2008) but rather something necessitating taking action in the face of unexpected situations at a workplace. Negligence of addressing these problems on time by a leader may result in destructive behaviors by the members of that organization, as a reaction to that leadership and those organizational problems. Similarly, for Leymann (1996), psychological abuse prevails due to helpless or uninterested management and extremely poorly organized working methods. Thus, it is not the list of qualities which makes a leader effective but his ability to approach different events from different perspectives or frames.

2.7 Leadership and Psychological Abuse at Work

Psychological abuse in large part is indicated to be an organizational problem (Bowie, Fisher & Cooper, 2005; Lewis & Orford, 2005). Leymann (1996) cites that poor organizational conditions (e.g. helpless management, poorly organized work, role conflict) are a factor to contribute to academic psychological abuse. This brings to mind the question whether managers can take the full responsibility of their employees as the heads of organizations or not. This is because managers are taken in granted to keep the workplace free of inappropriate behaviors since they are often

the first people to get into contact with in case of any employee concern. However, literature states it very clearly that psychological abuse is perceived as a *legitimate managerial style* and this unfortunately makes it difficult to have a policy on this issue (Martin & LaVan, 2010).

It has been reported by Davenport and his friends (2002) that poor management is one of the organizational causes of psychological abuse. In terms of the prevalence of the abuser supervisors over abusive colleagues, supervisors are more abusive with 50-80 percent than colleagues (Zapf et al., 2003). In accordance with this finding, in a different study, supervisors have been reported to be abusers in 60-80 percent of cases (Hoel & Cooper, 2000; Rayner, 1997) and in 72 percent of cases (Namie, 2007).

Knowing that manager-originated abuse is high in number, it is worth examining the consequences. Zellars, Tepper and Duffy's research (2002) explored the relationship between psychological abuse at workplaces and organizational citizenship behavior. The study was conducted with 373 U.S. Air National Guard members and their military supervisors. It revealed that if supervisors are less abusive, concerned with affection that is more positive and have more favorable justice perceptions, subordinates perform more organizational citizenship behavior. Hence, the study has made it clear the significant role of a manager in affecting a subordinate's adoption of an institution.

Moving on from the leader's effect on the institution and subordinates, O'Moore and Lynch (2007) examined 1057 workers in trade unions in Ireland. They found out that 71 percent of employees signaled a connection between psychological abuse, poor leadership and negative working environment.

In the field of education, rogue school leaders have been studied (Bubb, Earley & Totterdell, 2005) in terms of their accountability and responsibilities to 650 head teachers and induction tutors in 24 schools. The outcome suggested the necessity of preparing and training the head teachers to stress their responsibilities, to become aware of the importance of values and ethical leadership.

In another study, how school principals treat 50 elementary, middle / junior high school and high school teachers in the long-term has been explored (Blasé & Blasé, 2006). Through in-depth interviews, victims' actual experiences of being abused and its common effects on teachers' work were brought into light. Blase and Blase's research is similar to this study in terms of allowing the personal experiences of the abused individuals to become open; however, the fact that this study has taken its population from higher education constitutes the difference.

Psychological abuse has been studied with reads to different types of leadership behaviors too. Cemaloğlu (2011) concluded that transformational leadership increases the possibility of having healthy organizations and solves the problem of psychological abuse. However, an analysis (Cemaloğlu, 2007) with 500 teachers in primary schools in Ankara, Yozgat, Kastamonu and Van in Turkey, indicated that managers adopting laissez-faire leadership showed low level of leadership behaviors and teachers were exposed to middle level psychological abuse. Thus, it is indicated that there is a positive relationship between laissez faire leadership and psychological abuse. This finding is in congruence with Hoel and Salin's (2003), who found that laissez-faire and coercive leadership were associated with psychological abuse. In parallel with Hoel and Salin's finding, authoritarian way of settling conflicts has been associated with psychological abuse (O'Moore et

al.,1998), which causes a climate of fear, employees' abstaining from expressing their opinions and not getting involved in decision making processes (Vartia, 1996). Hence, what all these findings suggest is that, psychological abuse may be a result of highly aggressive leadership style, abuse of power as well as the manager being desperate to regain power (Bowie, Fisher & Cooper, 2005).

Kärreman (2011, p.170) while explaining that the aim of the bullies is "to undermine, coerce, exclude and silence" the employees, for this to be effective, it needs to be seen as *acceptable* and *reasonable* by followers. That is to say, the collective decision of the subordinates whether to approve or share the behaviors and cultural ideas of the leader is important. It is because only then the leaders' actions will gain legitimacy and meaning. This also indicates that employees should sometimes set themselves free of their subordinate positions to be vigilant to detect any possible manipulations or threats targeting their values.

To sum up, these results suggest the negative effect of bully leaders on organizational climate originating from their inadequate leadership skills in higher education. The reason of poor management in higher education has also been given (Wang & Berger, 2010) as the poor education system and lack of correct philosophies. The studies on the relationship between leadership and psychological abuse emphasize the importance of making leaders aware of their duty to make the work environment a healthy place to work at in terms of the relationships among the subordinates and between the subordinates and the supervisors.

2.8 Organizational Climate and Psychological Abuse at Workplace

Other than leadership, psychological abuse has also been linked with the concept of “organizational climate”. Organizational climate, which is possible to be taken as the *atmosphere* of a place, can be explained as all the elements helping to form the soul and identity in an organization. Climate can create a perception in its members about the feeling of being in that place. Roach and Kratochwill (2004) resemble the climate in an organization to the personality of an individual. For Lunenburg and Ornstein (2012), organizational climate is the quality of the environment in an organization, whereas for Halphin and Croft (as cited in Lunenburg & Ornstein, 2012, pp. 67), it is about the organization being open or closed. While an organization with an open climate is energetic, lively, moves towards its goals and provides satisfaction for group members’ social needs, the one with a closed climate is not moving and there the esprit is low because group members do not enjoy social-needs satisfaction and task-achievement satisfaction.

Certain climates at workplaces may promote or trigger psychological abuse in different ways. For instance, organizations which regard having an aggressive climate in interpersonal relationships as part of doing business may reward workplace psychological abuse with promotions, access to leadership and the granting of personal credibility or voice (Lutgen-Sandvik & Sypher, 2009). In other places, conflicts with colleagues and supervisors, which can also be called as “social stressors” for Zapf (1999), may form a climate to form workplace psychological abuse. Other than these, “lack of communication or destructive interaction” and “lack of social support” by colleagues can have a role in forming unsuitable climates to lead to psychological abuse at workplaces (Beehr, 1995; Davenport et al., 2002;

Keashly, Harvey & Hunter, 1997; Zapf, 1999). As a coping factor, while social support is even more effective than that of a supervisor or supporter from home (La Rocco, et al., 1980), the lack of social support prevents the victim to cope with the psychological abuse situation (Lewis & Orford, 2005; Leymann & Gustafson, 1996; Matthiesen, et al., 2003) and social exclusion can be counted as the potential cause of psychological abuse (Schuster, 1996). As the data suggest, psychological abuse is regarded as an extreme type of social stressor affecting the climate of the organization and having long-lasting effects on the victim.

It is worth mentioning the similarities and differences between organizational climate and “organizational culture” as they have connections with psychological abuse at workplaces. They have been described as overlapping concepts by theorists (Miner, 1995). Culture is defined as “the enduring sets of beliefs, values, ideologies and behaviors that distinguish one group of people from another” (Hofstede & Hofstede, 2005). For another, organizational culture is the shared philosophies, ideologies, beliefs, feelings, assumptions, expectations, attitude, norms and values (Schein, 2004). For Davenport and his friends (2002), if the culture of a workplace does not value cooperation and open communication, these places are potentially under risk of psychological abuse since they disregard safety and health precautions. To conclude the culture-climate discussion, Stover’s (2005) words are self-explanatory: "how students and staff members feel about their school is climate. Why they feel the way they do is determined by culture”.

What all these discussions on culture and climate indicate is that, culture, which can be taken as the established belief and value system in an organization, forms the climate in that place and climate is what and how people think about that place by making use of the sensations they get from there. In this sense, it is so

difficult to distinguish culture from the climate as they seem to affect each other and are also affected from each other.

When the relationship between the organizational culture and psychological abuse has been investigated, it is seen that “poorly defined cultural norms” are effective in the formation of abuse (Applebaum et al., 2012; O’Moore & Lynch, 2007). Those norms or rules of right for Foucault (1998) form the “contours of authority” which govern life within a social system. Foucault emphasizes that there lies the idea of “power” in the norms and the rules of right which people can use when they want to exert power on another in an unnoticeable way. Thus, what we can infer from here is that, the one on whom power is exerted, that is the targeted person, may only think that norms are being implemented without actually knowing that s/he is being exposed to a power exertion. In this sense, from Foucault’s explanation of power, a parallelism can be formed between downward psychological abuse and power relationship between the supervisor and the subordinate, where former is the abuser (mobber) and the latter is the abused (the target). The mobbers usually prefer to exert their power within the required norms, so that their power exertion will be legitimized and it will be difficult for the abused to defend herself or himself or to prove others that s/he is right. Otherwise, if the mobber had chosen an overt way of acting, then it would not have been a legitimate way to follow. Hence, through cultural norms, psychological abusers gain legitimacy to execute their illegal acts. This suggests the importance of contributing to the establishment of healthy and ethical climates in organizations not to allow psychological abuse behaviors to take place.

Similarly, dragging the attention to the “power” element in supervisor-subordinate relationship, Vandekerckhove and Commers (2003) find the incomplete

realization of the work ethic, the failure to empower and inadequate transformation of leadership as the factors to blame in an organization in the face of psychological abuse. On the other hand, Sennett (1998) criticizes today's work ethic, which is spread into the culture. It is because it emphasizes perfectionism and risk-taking rather than encouraging stability, loyalty and hard-work and compliance.

To sum up, it can clearly be seen that climate in a workplace should be built on ethical norms and this should lead employees to question the suggested norms whether any kind of power exertion may have been disguised in the form of a rule of right. Thus, this necessitates people of all positions at a workplace to come to awareness in terms of respecting others' individuality, personal rights and beliefs. It is important to build such kind of a culture to affect the perception of those people positively about that workplace.

2.9 Ethical Climate and Psychological Abuse at Work

Shifting the focus from organizational climate more specifically to "ethical work climate", ethical climate is concerned with the ethical practices of the employees, observed misconduct by others, perceived pressures to compromise ethical standards as well as reasons for reporting the cases and not reporting (Furnham & Taylor, 2011). Just as when we are outdoors, our attitudes and behaviors are affected by many environmental factors, it is the same when we are indoors. When we are at a workplace, we are affected by the existing climate there. It is possible to think that a positive climate including the elements of trust and cooperation, has more chance to bring success to an organization than the one which is suppressive, controlling and having the element of mistrust. On the importance of

positive climate for a school, the words of a school principal in New Jersey can be taken as an example, as they are also valid for organizations: “It is true that instruction and curriculum are important, but neither can be effective unless the climate of the school /classroom is centered on respect, clear expectations, personal responsibility and recognition.” (Hinduja & Patchin, 2012) We cannot think that an organization has a positive climate without these listed elements. Hence, what is perceived or called as positive climate can be regarded as an ethical one.

When it comes to ethics, from a wider perspective, Davies and his colleagues (2005) describe an ethical organization as the one which learns to care and trust itself. This is because it trusts everyone in an atmosphere, which accepts diversity, has learning and questioning at heart manifested in flexibility, is essentially collegial with shared aims, values and vision and encourages everyone to have a voice in the governance because it is a consistent system of justice and equality of rights.

Negative social climate is claimed to be one of the strongest predictors of bullying (Einarsen, 1999; Leymann, 1990). A climate that condones bullying within a high-conflict, disorganized school environment tends to increase bullying. In other words, students who perceived their school’s climate to be more positive were significantly less likely to bully others at school and significantly fewer students reported experiencing bullying at schools that had better climate (Hinduja & Patchin, 2012).

For the relationship between adult bullying and climate, another study conducted (Zapf, Knorz & Kulla, 1996) with German targets indicated an escalation of negative social climate too. In this study, psychological abuse was more of a concern of the employees working in schools, health services and public

administration offices. The targets had little control over their time with high cooperation requirements, meaning that people had to work together. This inevitably caused more unresolved conflicts in the organizations, where conflict management is perceived as time consumption and this typically escalated psychological abuse. This outcome has also been supported by both Leymann (1990) and Einarsen and his colleagues (1994) that long-term unresolved interpersonal conflicts may end up with psychological abuse unless they are intervened and conflict-management strategies are taken.

Einarsen, Raknes and Matthiesen (1994), examined 2215 members of different labor unions in Norway. They concluded that psychological abuse existed in those workplaces. The main reasons of the issue were high levels of role conflict and dissatisfaction with social climate and leadership behaviors.

In another study (O'Moore et al., 1998), Irish targets described work places where psychological abuse was prevalent as highly stressful and competitive, managed by authoritative leadership, lacking a friendly climate and undergoing organizational changes. Some other researchers have pointed out the role of global competition on psychological abuse, forcing organizations to restructure with downsizing and putting pressure on the managers, whose leadership practices are affected negatively. This is inevitably reflected in the culture of the organization, which causes a negative climate (Bowie, Fisher & Cooper, 2005).

Last but not the least, it has been argued by Victor and Cullen (1988) that an ethical climate inside an organization provides employees with guidance for what to do in ethical situations. Hence, this solves ethical dilemmas (Furnham & Taylor, 2011) leaving no place for psychological abuse. It can be concluded that

organizations which fail to create a positive or ethical climate are doomed to meet increased psychological abuse cases unless they take the necessary measures (See Part 2.10 for remedies and solutions).

2.10 Cautions, Remedies and Suggestions for Solution

Before discussing the possible solutions to the problem, it would be meaningful to describe briefly what kind of abusive behaviors go under the title of psychological abuse at workplace. Verbal abuses, threats, continuous criticisms, undermining of work-performance, exclusion, marginalization and overloading with work (Vega & Comer, 2005) can all be given as examples of abusive behavior which humiliate the person.

There are ample measures that can be taken to create the necessary healthy and ethical climate for employees to work in. Though it has previously been stated that psychological abuse is an organizational problem, the efforts to stop and remedy abusive behaviors require not only the collaboration of top level leadership but also the middle-management and employees. Before the abusive action occurs, pointing out the importance of top-level commitment, Lutgen - Sandvik and Sypher (2009) stated the importance of the approach of the top-level management in their interactions with the other organizational members. In this process, adopting a top-down approach should be avoided so as to lift the communication climate to a positive level. For the middle-managers, it is advised (Tehrani, 2001) that they are provided with training and encouragement by upper management in the creation of a dignity-based climate, which can also include 360 degree evaluations, i.e. both employers and employees evaluating each other, to get a more comprehensive

picture of individual behavior. In order to identify problems and solutions, creating a cross-level and cross functional team, working collaboratively with external researchers or experts are among the alternatives presented (Lutgen - Sandvik & Sypher, 2009).

If and when abuse occurs and if it is not intervened, then all efforts to build a healthy climate will be in vain. Hence, the importance of having a firm management to put in action negative sanctions including employment termination even when the executives are the violators is emphasized (Crawford, 2001). Though this may stand as a challenge for top managers, it will increase their credibility to show that they are serious about fighting with this issue. To communicate the seriousness of the problem, the crucial parts of the development process have been analyzed as follows: creating anti-mobbing policies to make all staff be aware of its content, creating assessment teams and internal groups (non-supervisory staff, unions, supervisors, governing boards, legal counsel and human resources), external investigators overcoming employee doubts and teaching upper-managers how to more effectively deal with similar situations and confidential ombudspersons taking formal action if needed, improving leadership qualities and organizational climate, regulating organizational climate to embrace diversity and dignity of all members (Bowie, Fisher & Cooper, 2005; Lutgen - Sandvik & Sypher, 2009). In addition to policy training, on-going organization-wide training on workplace mobbing can be provided and respectful communication can be encouraged.

Middle - managers may also approach the phenomenon of psychological abuse from the perspective of conflict solution and making it a creative and innovative process enabling effective learning. As stated by Bolman and Gallos

(2011), the goal should not be to eliminate conflict and maintain silence but to enable individuals to learn and grow from their differences and allow organizations to extract the creative value hidden in them. Heffron (1989, p.185) contributes to this idea with the following words: “a tranquil, harmonious organization may very well be an apathetic, uncreative, stagnant, inflexible and unresponsive organization”. That is, he emphasizes being dynamic, empathetic and solution-centered over being silent and focused on sheer peace as they may not bring the organization the necessary push to move ahead and solve its problems.

It is undeniable that managers are also responsible for the psychological abuse behaviors at workplaces as they are the ones to determine the duties and the conditions of the employees. Hence, they need to approach abusive issues with common sense and adopt a humanitarian approach. It should not be forgotten that if the manager knows but remains silent on the face of psychological abuse, it means to support it passively. That is to say, provided that the existence of psychological abuse is not regarded as a problem in the institution; the problem will take its lead and be more difficult to solve (Davenport et al., 2002). Briefly, unless all parts of the organizations ranging from top-level management to non-managerial employees share a similar vision and determination, it is not possible to find a satisfactory solution to psychological abuse.

2.11 Summary of the Review of Literature

In this chapter, the literature regarding leadership and ethical climate predicting the psychological abuse at workplaces are taken into consideration in relation to different studies. Based on the related literature, it is possible to detect that

the phenomenon of psychological abuse is a serious issue at workplaces today just as it was in the past, which makes it a significant reason to work through and make more analysis about.

As the literature suggests, especially in the last 10 years, many studies have been conducted measuring psychological abuse with different variables and in different contexts such as schools, in the cyber world or at workplaces. However, unfortunately not many researchers have been interested in exploring the higher education population, though the literature is supportive of studies indicating academia as the breeding ground for psychological abuse. The literature also indicates that both leadership and ethical climate are strongly correlated with psychological abuse (Einarsen, 1999; Leymann, 1996). While it is more common to see studies examining the relationship between psychological abuse and leadership both in international and national literature, the ones on ethical climate have not constituted the subject matter of many studies. Considering the sensitivity of the topic, the most appropriate instruments have tried to be made a part of this study to serve the purpose of contributing to the empirical literature in the best possible way.

CHAPTER III

METHOD

In this chapter, methodical procedures are presented. The chapter presents the design of the study, the research questions, the operational definitions, population of the study and sample selection, data collection instruments, procedures for data collection, data analysis and limitations.

3.1 Design of the Study

For this study, correlational design has been used with the purpose of identifying the predictive value of leadership and ethical climate for psychological abuse. While survey technique is a commonly used one in the literature for the phenomenon of psychological abuse, some studies prefer to use qualitative methods and some others a combination of both. This study lends itself better to the use of a questionnaire through which the researcher gains an insight of how closely some responses are related to others and how responses vary within certain demographic variables or with measures of social, political or psychological variables (Krathwohl, 1998). It has been suggested by Borrego, Douglas and Amelink (2009) that quantitative research is not only a suitable method for deducing ideas and testing previously formed hypothesis, but its findings can also be generalized to a larger population from which inferences can be made. In the light of this explanation, the research questions in this study are suitable to be analyzed via quantitative research, which enables the researcher to collect data using Psychological Abuse Instrument

(PAI), Leadership Orientation Scale (LOS) and Ethical Climate Questionnaire (ECQ).

Data regarding the survey were collected at one point in time. The instrument was handed in to the participants both in envelopes and also via online forms through Google Docs at ten universities in Ankara, Turkey.

3.2 Operational Descriptions of the Variables

Operational definitions of the variables used in the study are as follows:

3.2.1 Psychological Abuse

This variable is the dependent variable of the study and it has four-dimensions measured by PAI. This instrument includes 30 items in the 5-point-likert type ranging from 1- Never, 2 – Occasionally, 3 - Once a month, 4 - Once a week and 5 - almost every day. The questions refer to various abusive behaviors that people face at workplaces. It aims to test whether the participants have been exposed to such kind of psychological abuse behaviors or not and if they have how many of them have and of what frequency.

Work Related Behaviors (Dimension 1) of the instrument questions matters in relation to work such as the mistakes one does, information hidden from a person, the quality and the quantity of work done and the value given to freedom of speech. This part is made up of 12 items. The highest possible score that can be obtained in this dimension is 60 and the lowest is 12. The higher the score, the more an instructor may be exposed to work-related abuse.

Excluding Behaviors (Dimension 2) dimension questions the excluding and blaming attitudes of the colleagues and supervisors both in social gatherings and in work-related activities. This dimension of the instrument has 7 items. The highest score that can be obtained in this dimension is 35 and the lowest is 7. The higher the score, the more an instructor experiences excluding behaviors.

Image-Damaging Behaviors (Dimension 3) dimension of the instrument refers especially to the physical or verbal behaviors aiming to harm one's image at workplace to reveal his/her private life and to make fun of that person's way of living and behaving in general. This dimension is made up of 7 items. The highest score to be obtained in this dimension is 35 and the lowest is 7. The higher the score, the more image-damaging behaviors an employee may be exposed to.

Verbal, Written and Visual Attacks (Dimension 4) dimension of the instrument refers to the verbal attacks like threatening words and behaviors and insulting written and visual documents. This dimension of the instrument includes 4 items. The highest score that can be got from this dimension is 20 and the lowest is 4. The higher the score is the more attacks a participant faces.

3.2.2 Leadership

This variable is one of the independent variables of the study. Four-dimensional LOS was used to measure this variable. This instrument includes 32 items in the 5 – point - likert type ranging from 1 - I totally disagree, 2 - I Disagree, 3 - I am indecisive, 4 - I agree and 5 - I totally agree. The main aim of the instrument is to measure the job-satisfaction of the academicians in relation to their opinions on the management, the colleagues, the workplace climate and the work itself. It also

questions the element of balance at workplace. These concepts were intended to be measured through the four - frames of leadership of Bolman and Deal (2003), namely the structural, human resources, political and symbolic frames, each of which refers to different kinds of leadership structures that managers can adopt. However, for the leadership scale, as a single factor structure was found in this study, no operational definitions have been given.

3.2.3 Ethical Climate

Ethical climate is the other independent variable of the study. Four-dimensional ECQ was used to measure this variable. This instrument includes 24 items in the 5 – point - likert type ranging from 1 - I totally disagree, 2 - I mostly disagree, 3 - I partially agree, 4 - I mostly agree and 5 - I totally agree. This instrument asks the participants to reflect their observations on the ethical climate of their departments.

Friendship, Team Interest (Dimension 1) dimension refers to caring for other colleagues and taking actions by thinking about the good of others. This part is made up of 6 items. The highest score to be obtained in this dimension is 30 and the lowest is 6. The higher the score, the more the friendship and team spirit is valued in a workplace.

Self-Interest (Dimension 2) dimension questions how much the employees value their personal interests in their departments. This part is made up of 2 items. The highest score that can be obtained in this dimension is 10 and the lowest is 2. The higher the score, the more the employees favor their own interests in a workplace.

Rules, Laws and Codes (Dimension 3) dimension aims to measure the importance of complying with the professional codes of conduct, the rules and laws at workplace. This part is made up of 8 items. The highest score that can be obtained in this dimension is 40 and the lowest is 8. The higher the score, the more rules and laws are taken into consideration in that workplace.

Social Responsibility and Efficiency (Dimension 4) dimension includes questions about taking the responsibility of the students and the society. It is also expected of the faculty to work efficiently and to find effective solutions to problems. This part is made up of 8 items. The highest score that can be obtained in this dimension is 40 and the lowest is 8. The higher the score, the higher the employee is expected to be responsible and efficient.

3.3 Research Questions

In order to predict the degree of psychological abuse on academicians, two predictors, leadership and ethical climate, and some covariates have been chosen relying on the literature. Three research questions were used as guidance in the study:

1. What is the predictive value of leadership in relation to psychological abuse towards academicians?
2. What is the predictive value of ethical climate in relation to psychological abuse towards academicians?
3. Is there a significant difference between psychological abuse and the predictors of gender, age, title, position, seniority, experience in the current position, experience with the current manager, the type of the institution and the faculty?

3.4 Population of the Study and Sample Selection

The data was collected in Turkey, the city of Ankara as it was feasible in terms of temporal and financial reasons. The *target population* was all the academicians in Ankara in 15 public and foundation (private) universities ($N=17.940$). This number was determined through the given data in the web sites of the universities, for this reason, it is limited with the frequency of the updates made on the online data by the universities.

Since it was not feasible to collect data from the entire population, an *accessible population* has been determined. However, there were some restrictions in doing so. Among 15 universities in Ankara (10 private, 5 public), 12 were sent requests by the researcher for the study to be conducted. The other three foundation universities have been excluded thinking that they are newly founded, have not started their education and in relation to this, the employment procedures have not been completed yet or that the departmental structures have not been truly formed in order for the academicians to give reliable answers to the questions. Among the 12 universities to which requests have been sent, 10 of them gave legal permission to conduct the study in their universities. Two of the foundation universities rejected the request. One reason they stated was the sensitivity of the topic of the study (psychological abuse) and the possible risk of damaging the privacy of the academic personnel. As a result, the study was conducted in the remaining 10 universities, five of which are public and the other five are foundation universities. Due to the fact that the number of the academic personnel in some foundation universities is not many, the academic personnel of one of the foundation universities have already been used in the data collection of the pilot study; i.e. that university is not included in the main

study. Thus, for the main study, there remained 9 universities where the data could be collected. The five of these universities were public and four were foundation.

The second criterion in determining the accessible population was about choosing the faculties and the kinds of academic personnel. The faculties were chosen taking into consideration the literature and also trying to stick to the principle that one faculty should exist in the other universities as well so that comparison can be made and representativeness can be maintained. Apart from this, the rectorate of some universities gave permission to apply the questionnaires provided that they are given to the faculties determined by them. In addition to this, in two public universities, though the university rectorates had given permission for the research, the management of The School of Foreign Languages did not let the questionnaires to be given to the instructors, stating the reason on behalf of the instructors that they had no time to answer the questionnaires. All these restrictions inevitably reduced the number of the participants to be reached.

Academics in both social sciences and science fields participated in the study but Medicine, Dentistry, Pharmacy, Veterinarian, Agriculture, Music and Stage Arts, Sports and Tourism Faculties have been excluded since those faculties do not exist in all universities and this would inevitably limit the possibility of making a comparison between the universities. As a result, faculty members in the faculties of Science, Humanities and Literature, Management, Political Sciences, Education, Communication, Law, Fine Arts - Design and Architecture, Engineering, Economic and Administrative Sciences, School of Foreign Languages (including Preparatory Schools and Modern Languages Departments), Humanities and Social Sciences, Technical Sciences, Commercial Sciences have been included in the study.

3.4.1 Population and Demographic Characteristics in the Pilot Study

The pilot study was carried out to measure the construct validity of three scales chosen for this study to determine how they would work in an academic context. For the pilot study, 330 questionnaires have been distributed in two foundation and one public university in Ankara, Turkey. Among the 330 questionnaires distributed, $n = 260$ participants have returned them with the response rate of about 79 %, 7 of which have been excluded from the study as they were not fully filled in. As a result, $n = 253$ of them could be used in the study. There are different views in the literature in terms of the necessary sample size. According to the “Rule of 150”, Hutcheson and Sofroniou (1999) recommends at least 150 - 300 cases, more toward the 300 end when there are a few highly correlated variables. Whereas the “Rule of 200” by Guilford (1954, p. 533) suggests that N should be at least 200 cases (also in Arrindell & Van der Ende, 1985; p. 166; MacCallum, Widaman, Zhang & Hong, 1999, p. 84). The “Rule of 250” by Cattell (1978) claims the minimum desirable N to be 250 (also in MacCallum et al., 1999, p. 84). The assumption in terms of the adequacy of the sample size is met since the instrument with the most items is 32, and according to the rules of thumb (Hair, Anderson, Tatham & Black, 2006), five times or ideally ten times of this number would be accepted as adequate. In this pilot study, sample size is more than five times of the variables and it also fits the Rule of 250.

Rather than the academicians in management duties, the ones in non-managerial duties have been reached as some questions necessitated the management of the departments to be evaluated by the participants. As a result, the questionnaires were given to the professors, associate professors, assistant professors, instructors,

research assistants and specialists on voluntary basis and they were collected back in the specified time by the researcher.

The frequency and the percentages of the gender, age, title, position, seniority, experience in the current position, experience with the current manager, the type of the institution and the type of the faculty of the participants are presented in the Table 3.1. Individual departments, though included in the questionnaire, were decided to be excluded from the analysis respecting the concerns of some academicians regarding their anonymity given the sensitive nature of the subject matter addressed.

Table 3.1

Demographic Characteristics of the Pilot Study Participants (n = 253)

Variables	Category	f	%
Gender	Male	99	39
	Female	154	61
Age	21-33	153	61
	34-46	75	30
	47 and above	25	10
Academic Title	Professor	12	5
	Assoc. Prof	17	7
	Doctor	37	15
	Instructor	20	8
	Research Ass.	133	53
	Instructor (okutman)	32	13
	Expert	2	0.8
Academic Position	Professor	12	5
	Assoc. Prof.	17	7
	Assistant Prof.	37	15
	Instructor	21	8
	Research Ass.	132	53
	Instructor (okutman)	31	12
	Expert	2	0.8
Seniority	less than1 year	16	6
	1-5 years	109	43
	6-10 years	66	26

Table 3.1 (continued)

Variables	Category	<i>f</i>	%
	11-15 years	31	12
	16-20 years	8	3
	21 years and above	23	9
Experience in the current post	less than 1 year	28	11
	1-5 years	132	52
	6-10 years	62	25
	11-15 years	14	6
	16-20 years	5	2
	21 years and above	10	4
Experience with the current manager	6 months	43	17
	1-5 years	179	71
	6-10 years	28	11
	11-15 years	2	8
	16-20 years	-	-
	21 years and above	1	4
The type of the institution	Public University	141	72
	Foundation University	112	44
The type of the Faculty/Institute Schools	Departments Reporting to Rectorate	16	6
	School of Civil Aviation	2	0.8
	Science and Literature	75	30
	School of Foreign Languages	39	16
	Education	67	27
	Engineering	39	15
	Fine Arts, Design & Architecture	11	4
	Law	3	1
	Social Sciences Institute	1	0.4

As presented in Table 3.1, in terms of “gender”, while the majority of the participants of the pilot study were female with $n = 154$ (61 %), the males constituted the rest of the population with $n = 99$ (39%).

In terms of the “age” of the participants, the ones between 21-33 years of age constituted the biggest group ($n = 153$, 61 %), followed by 34-46 age group ($n = 75$, 30 % and 47 and above age group ($n = 25$, 10 %).

As regards “title”, research assistants with $n = 133$ (53 %) contributed to the study more than the rest. They are respectively followed by 37 (15 %) doctors, 32 (13 %) instructors (okutman), 20 (8 %) instructors, 17 (7 %) associate professors, 12 (5 %) professors and 2 (0.8 %) experts respectively.

When “position” is checked, research assistants with $n = 132$ (52 %) contributed to the study more than the rest. They are respectively followed by 37 (15 %) assistant professors, 31 (12 %) instructors (okutman), 21 (8 %) instructors, 17 (7 %) associate professors, 12 (5 %) professors and 2 (0.8 %) experts respectively.

“Seniority” suggests that participants who spent between 1 - 5 years in the occupation formed the largest group ($n = 109$, 43 %) when compared to the respectively small group of 6-10 years ($n = 66$, 26 %), of 11 - 15 years ($n = 31$, 12 %), of 21 years and above ($n = 23$, 9 %), of less than 1 year ($n = 16$, 6 %) and of 16-20 years ($n = 8$, 3 %).

When the participants are compared as regards the “experience in their current post” from the longest time to the shortest time respectively, the group of 1 - 5 years was larger ($n = 132$, 52 %) than the group of 6 - 10 years ($n = 62$, 25 %), the group of less than one year ($n = 28$, 11 %), the group of 11 - 15 years ($n = 14$, 6 %),

the ones 21 years and above ($n = 10, 4 \%$) and finally the group of 16 - 20 years ($n = 5, 2 \%$).

The “experience with the current manager” indicated that the group of 1 - 5 years was more in number ($n = 179, 71 \%$) than the group of 6 months ($n = 43, 17 \%$), who was larger than the group of 6-10 years ($n = 28, 11 \%$). They were followed by 11 - 15 years ($n = 2, 8 \%$), 21 years and above ($n = 1, 4 \%$) and 16 - 20 years ($n = 0, 0 \%$) respectively.

In terms of “institutions”, 141 (56 %) of the participants were from public universities while 112 (44 %) of them were from foundation universities.

When it comes to “faculties”, the contribution with 75 (30 %) participants from Science and Literature Faculties was the highest among the others, which was followed by 67 (27 %) participants from the Faculty of Education, 39 (15 %) participants from the Faculty of Engineering and School of Foreign Languages, 16 (6 %) participants from the Departments Reporting to Rectorate, 11 (4 %) participants from the Faculty of Fine Arts, Design and Architecture, 3 (1 %) participants from the Faculty of Law, 2 (0.8 %) participants from the School of Civil Aviation and finally 1 (0.4 %) participants from the Social Sciences Institute.

3.4.2 Sampling and Population Demographic Characteristics in the Main Study

The samples have been chosen from the accessible population ($N = 3145$) through “stratified sampling” to increase the representativeness of the population. In stratified sampling, the strata should be determined according to a specific characteristic of the problem that is being explored. In this study, “academic title”

stands out as an important factor to determine the level of psychological abuse among employees. For this reason, data have been collected with the groups of people according to their titles. The same percentage (15%) from each category has been determined to give the questionnaires to; i.e. from the professors, associate professors, assistant professors, research assistants, instructors and specialists. For this to be done, all the universities in Ankara which accepted to join the research were included in sampling except a few faculties so as not to create validity problems since they had different subject areas (e.g. medicine, pharmacology, veterinarian).

First, out of the $N = 17.940$ target population, among the remaining 9 universities, the accessible population has been determined to be $N = 3145$. In this population, professors ($n = 452, 14.22\%$), associate professors ($n = 382, 12.01\%$), assistant professors ($n = 559, 17.58\%$), research assistants ($n = 1125, 35.38\%$), instructors and specialists ($n = 627, 19.72\%$) formed the total number and approximate percentage of $N = 3145, 100\%$. Then, from this total number of academicians, 15 percent from each category is calculated, which makes the following amount from each category: for professors ($n = 68$), associate professors ($n = 57$), assistant professors ($n = 84$), research assistants ($n = 170$), instructors and specialists ($n = 95$). Altogether, the total number of academicians to be reached makes $N = 474$. When 10 % data loss is taken into consideration, the sample size to be reached makes $N = 521$. Comrey and Lee states 500 as a very good sample size (as cited in Tabachnick & Fidell, 2001, p. 588). For the possibility of some data being excluded from the study, more samples have tried to be reached via hard and soft copy questionnaires which made, $N = 550$ in total. The data about the faculties and the type of the academic personnel are presented in Table 3.2.

Table 3.2

The Accessible Population in the Main Study

Faculties and Institutes	Titles and Accessible Population				
	Prof.	Assoc. Prof	Ass. Prof.	Res. Ass.	Instructors & Specialists
Science	58	30	16	118	23
Fine Arts, Design & Architecture	3	4	11	10	35
Engineering	76	54	64	121	31
Economics & Administrative Sciences	36	56	65	124	42
Education	150	114	202	365	144
Communication	13	19	15	50	17
Law	24	8	18	51	15
Management	7	14	22	17	5
Humanities & Literature	26	36	65	98	22
Political Sciences	40	23	44	111	20
School of Foreign Languages	-	-	7	-	261
Humanities & Social Sciences	13	18	25	54	3
Technical Sciences	-	-	-	-	3
Commercial Sciences	6	6	5	6	6
Total	452	382	559	1125	627 = 3145

In the main study, among the 546 hard copy questionnaires distributed, 480 were returned with about 88 % response rate. In addition to this, from the online questionnaires that had been sent, 70 questionnaires were returned. Together with the hard and soft copy, in total $n = 550$ questionnaires were received and 3 of them were

excluded since they were not completely filled in. As a result, $n = 547$ participants were included in the study. The data were collected during May - June 2013 - 2014.

In terms of the type of the academic personnel, it is the same as it was in the pilot study. The academicians in non-managerial duties formed the participant group in the main study, made up of professors, associate professors, assistant professors, instructors, research assistants and specialists.

3.5 Data Collection Instruments

In order to be able to conduct the study, first, permission of the Ethical Committee of Middle East Technical University was taken (Appendix A). An Informed Consent Form (Appendix B) was given to the participants to inform them about the identity of the researcher, the aim of the study and about the anonymity and confidentiality of the questionnaires to be filled in. The participants needed to read the information written and sign their names as an indication of their consent to participate in the study. In order to collect data, a Demographic Information Form (Appendix C) has been developed by the researcher by making use of the related literature.

In order to measure psychological abuse, leadership and ethical climate, 3 constructs have been used. The first one measures the criterion variable of psychological abuse, namely PAI (Appendix D). Before deciding on this scale, other scales in the literature have been examined. One of these is the Inventory of Psychological Terror – LIPT, developed by Leymann (1990) and made up of 45 items and 5 dimensions. Following this, there is the widely used one namely the Negative Acts Questionnaire (NAQ), composed of 22 items and developed by

Einarsen and Raknes (1997), which was designed for workplaces in general. There is also a scale (Toker, 2012) developed in Turkey. However, as it is specifically designed for elementary school teachers and managers, it did not match with the targeted sample of this study being the higher education instructors. This scale with 60 items would make the questionnaire to be used in this study quite a long one as there were also the Ethical Climate and Leadership scales that the participants had to answer. For these reasons PAI was decided to be made use of in this study to measure psychological abuse.

The second scale measures the predictor variable of leadership, namely LOS (Appendix, E) and the third one measures the other predictor variable of ethical climate, namely ECQ (Appendix F). The necessary ethical and legal permissions from the researchers have been taken to use the scales (Appendix G, H, I). The detailed information about the scales can be found in the following sections of this chapter.

3.5.1 Demographic Questions

In order to collect descriptive data about the participants, 10 questions have been prepared by the researcher on the gender, age, academic title, academic position, experience in the profession, experience in the current position, experience with the current manager, the type of the institution, the department and the type of the faculty. For privacy issues raised by the academics, the data for department have been excluded from the analysis. The frequency and the percentages of the following data are presented in Table 3.3.

In terms of “gender”, the majority of the participant academicians of the main study were female with 329 people (60 %), while males constituted the rest with 218 participants (40 %).

In terms of the “age” of the participants, the ones between 21 - 33 years of age constituted the biggest group ($n = 269$, 49 %), followed by 34 - 46 age group ($n = 180$, 33 %) and 47 and above age group ($n = 98$, 18 %).

As regards “title”, research assistants with 231 people (42 %), contributed to the study more than the rest. They were followed by 85 (16 %) doctors, 69 (13 %) professors, 57 (10 %) associate professors, 55 (10 %) instructors (okutman), 44 (8 %) instructors and 6 (1 %) experts respectively.

For the academic “positions”, research assistants with 234 people (43 %), contributed to the study more than the rest. They were followed by 88 (16 %) assistant professors, 69 (13 %) professors, 55 (10 %) instructors (okutman), 48 (9 %) associate professors, 44 (8 %) instructors and 9 (2 %) experts respectively.

“Experience in the profession” suggests that participants who spent between 1 - 5 years in the occupation ($n = 211$, 39 %) formed the largest group when compared to the comparatively small group of 6 - 10 years ($n = 97$, 18 %), of 21 and above years ($n = 95$, 17 %), of 16 - 20 years ($n = 57$, 10 %), of 11 - 15 years ($n = 56$, 10 %) and of less than 1 year ($n = 31$, 6 %).

When the participants are compared as regards the “experience in their current post”, the group of 1 - 5 years were respectively more in number ($n = 256$, 47 %) than the group of 6 - 10 years ($n = 88$, 16 %), the group of 21 and above years ($n = 67$, 12 %), of the ones less than one year ($n = 60$, 11 %), of the 11 - 15 years ($n = 39$, 7 %) who were followed by 16 - 20 years ($n = 37$, 7 %).

The “experience with the current manager” indicated that the group of 1-5 years were more in number ($n = 386, 71\%$) than the group of 6 months ($n = 83, 15\%$), who were larger than the group of 6 - 10 years ($n = 48, 9\%$). They were followed by 11 - 15 years ($n = 13, 2\%$), 16 - 20 years ($n = 11, 2\%$) and 21 years and above ($n = 6, 1\%$) respectively.

For the type of “institution”, 391 (72 %) of the participants were from public universities while 156 (28 %) of them were from foundation universities. In terms of the contribution from different “faculties, schools and institutions”, Education Faculties with 145 (27 %) participants were the highest among the others, which were respectively followed by 88 (16 %) participants from the Faculty of Engineering, 69 (13 %) from the Faculty of Science, 65 (12 %) from the Faculty of Economics and Administrative Sciences, 54 (10 %) from the School of Foreign Languages (Modern Languages and Preparatory Schools included), 28 (5 %) from the Faculty of Law, 22 (4 %) from the Faculty of Humanities and Literature, 21 (4 %) from the Faculty of Political Sciences, 19 (4 %) from the Humanities and Social Sciences, 18 (3 %) from the Faculty of Fine Arts, Design and Architecture, 14 (3 %) from the Faculty of Management, 3 (0.5 %) from the Faculty of Communication, 1 (0.2 %) from the Faculty of Technical Sciences and 1 (0.2 %) from the Faculty of Commercial Sciences.

Table 3.3

Demographic Characteristics of the Main Study Participants (n = 547)

<i>Variables</i>	<i>Category</i>	<i>f</i>	<i>%</i>
Gender	Male	218	40
	Female	329	60
Age	21-33	269	49
	34-46	180	33
	47 and above	98	18

Table 3.3 (continuation)

<i>Variables</i>	<i>Category</i>	<i>f</i>	<i>%</i>
Academic Title	Professor	69	13
	Assoc. Prof	57	10
	Doctor	85	16
	Instructor	44	8
	Research Ass.	231	42
	Instructor (okutman)	55	10
	Expert	6	1
Academic Position	Professor	69	13
	Assoc. Prof.	48	9
	Assistant Prof.	88	16
	Instructor	44	8
	Research Ass.	234	43
	Instructor (okutman)	55	10
	Expert	9	2
Seniority	less than1 year	31	6
	1-5 years	211	39
	6-10 years	97	18
	11-15 years	56	10
	16-20 years	57	10
	21 years and above	95	17
Experience in the current post	less than1 year	60	11
	1-5 years	256	47
	6-10 years	88	16
	11-15 years	39	7
	16-20 years	37	7
	21 years and above	67	12
Experience with the current manager	6 months	83	15
	1-5 years	386	71
	6-10 years	48	9
	11-15 years	13	2
	16-20 years	11	2
	21 years and above	6	1
The type of of the institution	Public University	391	72
	Foundation		
	University	156	29
The type of the Faculty/Institute Schools	Humanities & Literature	22	4
	Humanities & Social Sciences	19	4
	School of Foreign Languages	53	10

Table 3.3 (continuation)

<i>Variables</i>	<i>Category</i>	<i>f</i>	<i>%</i>
	Education	145	27
	Engineering	88	16
	Fine Arts, Design & Architecture	18	3
	Communication	3	0.5
	Technical Sciences	1	0.2
	Commercial Sciences	1	0.2
	Science	69	13
	Law	28	5
	Economic and Administrative Sciences	65	12
	Political Sciences	21	4
	Management	14	3

3.5.2 The Psychological Abuse Instrument (PAI) as the Instrument of the Outcome Variable

This instrument includes 30 questions in the 5 – point - likert type from 1 – Never, 2 – Occasionally, 3 - Once a month, 4 - Once a week and 5 - almost every day. It was originally developed by (Aziz, 1994, p. 97) in a 4 – point - likert type and then changed into a 5 – point - likert scale by Tınaz, Gök and Karatuna (2013). The questions test whether the participants have been exposed to psychological abuse or not and if they have, how many of them have been.

The first reason of using the PAI in this study is that, it has specifically been developed for Turkish employees with the aim of exploring their work conditions.

This has been thought to reflect the Turkish culture better than the ones developed abroad. The second reason is that, the nature of the questions measures the phenomenon of psychological abuse thoroughly, so it would pose an in-depth look into the problem. After finishing the 30 items in the instrument, participants are asked to answer 3 additional demographic questions to explore the gender and the number of the bullies and their position at the workplace so that more information could be attained as regards the nature of the abusers. The criteria to decide whether the participant has been the target of psychological abuse or not are as follows (Tınaz et al., 2013):

- to be exposed to psychological abuse behavior for at least six-months,
- to be exposed to at least two abusive behaviors,
- to be exposed to abusive behavior at least once a week.

Tınaz and her friends (2013), who have adapted the instrument from Aziz (1994), have tested it on 589 employees in a public organization in İstanbul in 2011. By using Principal Component Method, they found the Kaiser – Meyer - Oklin (KMO) value as 0.92. The result of the Barlett’s Test of Sphericity was significant with $p < .05$. The factor loadings ranged between .48 - .81. As a result of Varimax factor rotation, the factors explained 62.13 % of the variance. The reliability of the instrument indicated a Cronbach’s alpha value of $\alpha = .93$ for the whole scale and for the sub-dimensions $\alpha = .86$ for work-related behaviors (F1), $\alpha = .82$ for image-damaging behaviors (F2), $\alpha = .80$ for excluding behaviors (F3) and $\alpha = .69$ for verbal, written, visual attacks (F4).

In this current study, an EFA has been conducted in the pilot study as the participants were from a different sector, which would indicate different results.

While the KMO value was .88, the Barlett's Test of Sphericity was significant with $p < .05$. The factor loadings ranged between .41 - .90. As a result of Oblique (direct oblimin) factor rotation, the factors explained 64.25 % of the variance. For the reliability of the instrument Cronbach's alpha was $\alpha = .93$.

3.5.2.1 Univariate normality check

Univariate normality tests have been run to see if there is any violation or not. In relation to the desired values of +2.00 and -2.00, "Skewness" test results ranged between significant (Work - related behaviors - F1: 1.59, Verbally, written, visually attacking behaviors - F4: 1.62) and non-significant values (Excluding behaviors - F2: 5.93, Image-damaging behaviors - F3: 5.14) Likewise, considering the "Kurtosis" values greater than 10 as problematic (Kline, 2005), in this study, some values stood out to be significant (F1: 3.10, F4: 2.77) and some others non-significant (F2: 51.10, F3: 34.79). "Kolmogorov-Smirnov and Shapiro-Wilk" tests showed significant values $p < .05$, indicating non-normality for all sub-scales (Tables 2-5, Appendix J) though this is mentioned to be quite common in larger samples (Pallant, 2007).

When the "Q - Q plots" (Figures 1-4, Appendix J) were examined, there were some deviations from the line. The "histograms" (Figures 5-8, Appendix J) showed some cases towards the end of the positive end and some cases showing kurtotic values in the shape of peakedness. These results indicate the existence of a non-normal distribution. Though it is accepted to be quite common in the social sciences that variables are not normally distributed (Pallant, 2007), relying on the level of skewedness, the plots may be regarded as reflecting non-normality.

As there was skewness in the histograms the existence of possible “outliers” were also checked by comparing the value of the Mean of each dimension (X_{F1} : 13.85, X_{F2} : 9.34, X_{F3} : 6.97, X_{F4} : 8.20) with the 5% Trimmed Means (X_{F1} : 13.24, X_{F2} : 8.91, X_{F3} : 6.55, X_{F4} : 7.80). The results indicated not very different values from each other, thus, these cases have decided to be retained (Pallant, 2007).

3.5.2.2 Multivariate Normality

Mardia’s test was used to examine multivariate normality. The test showed a significant result indicating a non-normal multivariate distribution (Table 6, Appendix J). As a remedy for non-normality, Principle Axis Factoring (PAF) for data extraction method was used in EFA. Fabrigar, Wegener, MacCallum and Strahan (1999) suggested that when the multivariate normality is violated, PAF is a more robust technique to use. Since it allows for the factors to be correlated (Preacher & MacCallum, 2003), Oblique rotation (direct oblimin) was used.

3.5.2.3 Exploratory Factor Analysis (EFA) for the PAI in the Pilot Study

In the pilot study for the PAI, in order to confirm the validity, an EFA was done. Since there is not a fix factor structure in the literature as regards psychological abuse and since the answers of the academicians could differ from the officers working in a public institution - where the original study of this instrument has been conducted, an EFA was decided to be conducted. In this way, it was aimed to see the possible different factor structures of the instrument with the current data. Since the instrument had not been applied in an educational setting and especially higher education, some phrases have been reworded to better fit into the academic context.

Relying on the results of EFA, some questions have been deleted due to low factor loadings.

Some adaptations have been made in the scale resorting to expert opinion. The data are divided into two as before the EFA where some items have been reworded and after the EFA where some items have been excluded. Before the pilot study has been conducted, in question 7, the word “or” is added in between “impossible” and “illogical” since the sentence refers to two different notions. In question 10, since the sentence has a negative meaning, the words “all the” is omitted. In question 11, the word “rude” is changed with “in a telling-off manner” since being rude is a relative term and may mean differently to everyone. In question 19, meaning that the question asks about the workplace, the phrase “as if I do not exist” is changed into “as if the work I do is trivial” to stress the workplace environment. In question 23, “in a different environment” is added next to “in a different section” since this is an academic environment and it is not very common that people are moved to another section or department than their own. In question 26, “service” is replaced with “room or environment” to fit into the academic setting.

The 30 items of the PAI were subjected to Principle Axis Factoring (PAF) using SPSS 20. Prior to performing EFA, the suitability of data for factor analysis was assessed. Inspection of the correlation matrix (Table 7, Appendix J) revealed the presence of coefficients of $r = .30$ and above ($-.00 - .81$), indicating the existence of correlation among the variables (Hair et al., 2006). Adequacy of sample size was checked through KMO and Barlett’s Test. KMO value, which should be between 0 - 1 not to violate the assumption, indicated a good value (.88) in the initial analysis with six factors exceeding the threshold value of .60 (Kaiser 1970). Barlett’s test

should be statistically significant at $p < .05$ for the correlation matrix to be suitable for factor analysis and it resulted in a significant value of $p = .00$ in this study.

In the first analysis, PAF revealed the presence of six dimensions with eigenvalues exceeding 1, explaining the 68.17 % of the total variance (Table 8, Pattern Matrix; Table 9, Structure Matrix, Appendix J). Oblique rotation (direct oblimin) was performed to help the interpretation of the components and due to the expected correlation among variables in social sciences (Tabachnick & Fidell, 2007; Costello & Osborne, 2005). Inspection of the scree plot (Figure 9, Appendix J) did not reveal a single clear break (Thurstone, 1947) but a break after the second component and another break after the fifth component. As it has been suggested (Hair et al., 2006), scree test does not give an exact result; it is more obvious when sample size is larger, communality values are higher and each factor has several variables with high loadings (Gorsuch, 1983). Communalities were also checked with six dimensions and not all of them indicated high loadings (Table 10, Appendix J). Thus, further investigation was needed to make a decision. When the factor structures were examined, only two items loaded on the sixth dimension which was not optimal according to the rules of thumb (Hair et al., 2006; Pallant, 2007) unless they are highly correlated ($r > .70$) and relatively uncorrelated with other variables (Worthington & Whittaker, 2006). However, this was not the case in this extraction. There were also cross-loadings on the three dimensions which did not indicate a simple structure. This was not compatible with the previously adapted instrument either, where there was a four-dimension structure. For this reason, the extraction was forced for five factors and it accounted for 64.55 % of the total variance. In this structure, one of the items loaded with .25, which was below threshold for optimal

interpretability of .35 (Tabachnick & Fidell, 2007), .32 (Hair et al., 2006) or .30 (Costello & Osborne, 2005). Four-dimension extraction was tried and it accounted for 60.75 % of the total variance (Table 11, Structure Matrix, Appendix J). Although the amount of variance explained decreased compared to the previous trial, there was no problem with naming the dimensions. Some of the items loaded on different dimensions in this extraction compared with the original study's factor structures but this is quite normal considering the different population in this study. Nevertheless, extractions with three, two and one dimension were also tried in case better results could be obtained. When the three-dimension extraction was forced it accounted for the 55.42 % of the total variance indicating a decrease compared to the previous trial and it had many cross-loading items. When the two-dimension extraction was forced, the total variance explained decreased even more to 47.69 %. Finally, single-dimension extraction explained 36.86 % of the total variance giving the lowest value compared to the other trials.

Within the light of all these trials, four-factor extraction was decided to be used. The items (item 3, .30; item 14, .36; item 25, .39; item 30, .37) which were repeatedly giving low (< .40) loadings and low communalities (Table 3.4) were examined for possible deletion. Though it has been stated that having low to moderate communalities of .40 to .70 is more common in social sciences, it is suggested to explore for an additional factor (Costello & Osborne, 2005). Item 25 was decided to be used since the communality value was above .40 and by keeping it, the meaning loss would be avoided in the scale as what that question tested could not be compensated with another item. The analysis was repeated without the items 3, 14 and 30 and it showed that the total variance explained increased to 64.25 %,

giving a better result than when they were included in the study. As meaning wise the items 3, 14, 30 could be compensated with other items in the scale, they were excluded from the study. Then, the first dimension including 8 items explained 38.73 % of the variance. The second dimension including 8 items explained 11.68 % of the variance. The third dimension including 6 items explained 8.32 % of the variance and the fourth dimension including 5 items explained 5.52 % of the variance. As a result, four-factor structure with 27 items (excluding items 3, 14 and 30) was decided to be used for the CFA in the main study with a larger population.

Table 3.4

Pattern Matrix of PAI for 30 Items with Oblique Rotation of Four-Factor Solution

Items	Pattern Coefficients				Communalities
	Factor				
	1	2	3	4	Extraction
10	.84	.09	-.09	-.05	.68
8	.83	.02	-.06	.02	.68
9	.69	-.08	.09	.05	.53
5	.66	.15	.03	.02	.56
6	.64	.14	.05	-.00	.52
19	.60	.17	.18	-.26	.53
2	.57	-.10	-.01	.13	.36
7	.45	-.13	.05	.28	.37
29	.13	.87	-.07	-.15	.81
28	-.06	.86	-.12	.03	.67
24	-.14	.80	-.07	.05	.57
23	.11	.66	-.07	.03	.48
22	.25	.51	.27	-.26	.60
26	.24	.46	.39	-.18	.65
21	.26	.42	.08	.19	.46
25	.13	.39	.31	.07	.44
30	-.06	.37	.31	.21	.35
16	-.01	-.11	.89	.01	.75
17	-.03	-.11	.84	-.04	.63
20	.12	.04	.73	-.35	.61
15	.06	.00	.57	.42	.68
18	.21	.03	.54	.18	.56
27	-.02	.43	.49	.21	.63
11	.02	.05	.46	.43	.55
14	.07	.02	.36	.30	.32
4	.26	.26	-.03	.58	.64
12	.46	-.08	.08	.52	.68
13	.26	.22	.31	.43	.70

Table 3.4 (continuation)

Items	Pattern Coefficients				Communalities Extraction
	1	2	3	4	
1	.36	-.01	.07	.40	.43
3	.16	.01	-.00	.30	.15

Note. Factor loadings $\geq .30$ are in boldface

When the three items were excluded, the sizes of the remaining 27 items (between .44 - .85 for Dimension 1, between .42 - .86 for Dimension 2, between .46 - .90 for Dimension 3 and between .41 - .57 for Dimension 4) ranged from a fair to excellent relationship among the variables (Comrey & Lee, 1992). When the contents of the items were examined, they lent themselves to naming them without much difficulty. For Dimension 1, the contents of the 8 items suggested behaviors about the work, so it was named as “work-related behaviors”. For Dimension 2, the contents of the 8 items suggested mostly excluding behaviors so it was named as “excluding behaviors”. For Dimension 3, the contents of the 6 items suggested to passivize people by damaging their identities or images, so it was named as “image - damaging behaviors”. For Dimension 4, the contents of the 5 items were suggestive of intimidating a person by different kinds of attacks, so it was named as “verbally, written and visually attacking behaviors” (Table 3.5).

When a scale is selected reliability is also important, therefore Cronbach’s alpha values for the remaining 27 items were also checked (Table 5). Ideally, this value should be above .7 to be acceptable for a scale and above .8 to be preferable (Pallant, 2007). PAI has good internal consistency with Cronbach’s alpha coefficient of .93 for the whole scale. The values of the dimensions are as follows: F1 (Work-Related Behaviors): .84, F2 (Excluding Behaviors): .84, F3 (Image-Damaging

Behaviors): .84 and F4 (Verbally, Written, Visually Attacking Behaviors): .73, all showing strong reliability. When the Cronbach's alpha value was checked with the ones in the Alpha if Item Deleted column, no higher values could be found except for item 3 in Dimension 4. Since there was a slight difference (.07) between the alpha value of Dimension 4 (.732) and the value of item 3 (.739), item 3 was decided to be kept. It has also been suggested that (Pallant, 2007) only if the alpha value is low (< .7) the items can be removed.

Table 3.5

Sample PAI Items with Reliabilities ($\alpha = .93$)

<i>Reliability</i>	
$\alpha = .84$	
<i>PAI Components</i>	<i>Items</i>
<i>Word-related Behaviours</i>	2. I am given duties below my capacity. 4. Either wrong information is given about my work or the information is hidden. 5. My work-related questions or requests are left unanswered.
<i>Reliability</i>	
$\alpha = .84$	
<i>PAI Components</i>	<i>Items</i>
<i>Excluding Behaviors</i>	19. My success at work is being owned by others. 20. My colleagues refrain from working with me, being in the same project with me. 21. I am being forced to work in a different department or environment than my friends.
<i>Reliability</i>	
$\alpha = .84$	
<i>PAI Components</i>	<i>Items</i>
<i>Image-damaging Behaviors</i>	13. I am being talked with an insulting manner in front of others. 14. Insulting criticisms are being made about my physical appearance, behaviors or life style. 15. My physical appearance, behaviors or life style are being made fun of.

Table 3.5 (continuation)

<i>Reliability</i> $\alpha = .73$	
<i>PAI Components</i>	<i>Items</i>
<i>Verbally, Written and Visually Attacking Behaviors</i>	1. Every work I do is being unduly watched by others. 3. The mistakes I make are being reminded all the time or being criticized. 11. My decisions about work are being questioned recklessly.

3.5.2.4 Item – Parceling Method and CFA Fit Indices in the Main Study

Before doing conducting CFA, the item parceling procedure was used for two of the scales (PAI and LOS). Item parceling, which was first used by Catell (1956), has been adapted by researchers in different areas. In this analysis, instead of using individual item scores, the scores obtained from pre-formed parcels (group of items) are integrated into the analysis. The parcels are formed by averaging or summing scores from two or more items.

One of the reasons of using item parceling is to obtain more normally distributed data. When there is *non-normality*, chi-square test values are inflated and other fit indices are adversely affected but when the number of categories is increased, as we see in item-parceling, this bias decreases (Bandalos, 2002). *Greater reliability* is also indicated by using item parceling (Catell & Burdsall, 1975). As in item parceling, item parcels are used instead of individual items, the number of indicators is reduced which enables the researcher to get more stable parameter estimates (Bandalos & Boehm, 2008). Apart from advantages, there are also drawbacks of item parceling stated in literature such as item parcels reducing the number of data points to be fit and as a result, solutions not yielding as stringent as

an individual-itemed-analysis would give in SEM (Bandalos, 2002). The main reason why parcels were used in this study was to obtain parameters that are more normal. Parcels in this study were formed according to the factor loadings of the items; i.e. by summing the scores of items having close factor values.

When evaluating the model fit, recommendations of some rules of thumb were considered. McDonald and Ho (2002) suggest reporting Comparative Fit Index (CFI), Goodness of fit statistic (GFI), Non-Normed Fit Index (NFI) and Non-Normed Fit Index (NNFI). Hu and Bentler (1999) suggest presenting a two-indexed model such as Standardised Root Mean Square Residual (SRMR) with the NNFI (Tucker-Lewis Index-TLI) and Root Mean Square Error of Approximation (RMSEA) or the CFI. Kline (2005) advises to use the Chi-Square test, the RMSEA, the CFI and the SRMR. Mulaik, James, Alstine, Bennett, Lind and Stilwell (1989) note that it is possible to use parsimony fit indices such as PNFI; however, with caution as there is no rigid threshold level recommended for these indices. It is known that Chi-Square test is sensitive to sample size and when the sample size is large, it may give significant results (Tabachnick & Fidell, 2007). Therefore, other indices should be taken more seriously while evaluating the model fit together with the literature. When the problem with the limitation of chi-square test is noted in a study, Byrne (2010) suggests to present RMSEA, CFI and NNFI as a remedy. In this study, considering the recommendations of the rules of thumb, (Kline, 2005; Mulaik et al., 1989), the model chi-square, RMSEA, CFI, SRMR and PNFI values have been reported. The fit indices used in this study are as follows:

Model Chi-square (χ^2): It compares the observed covariance matrix with the expected covariance matrix. This value is zero when there is no difference between

the two matrices, which is the perfect fit. It is sensitive to the large correlations, which inflate the chi-square value and when the sample size is too large it may reject the model (Kline, 2005).

Root Mean Square Error of Approximation (RMSEA): It assesses how well a model fits into a population, not just the sample chosen (Hair et al., 2010). It takes into account the error of approximation in the population (Byrne, 2010). This discrepancy is expressed per degree of freedom making it sensitive to the number of estimated parameters in the model. Values less than .05 indicate good-fit, values ranging from .08 to .10 indicate mediocre fit or a reasonable error (Brown & Cudeck, 1993; Kline, 2005) and values greater than .10 poor fit (MacCallum, Browne & Sugawara., 1996).

Lower and Upper Limits (LO 90 and HI 90): These values contain the lower and upper limits, respectively, of a 90 % confidence interval around the population discrepancy (Byrne, 2010).

Comparative Fit Index (CFI): It is derived from the comparison of a hypothesized (tested) model with the independence (null) model. Previously $\geq .90$ cut - off value had been accepted as good (Hair, Black, Babin & Anderson, 2010, p.669) but the revised value is close to $\geq .95$ (Hu & Bentler, 1999).

Standardized Root Mean Square Residual (SRMR): It is an overall badness - of - fit measure based on the fitted residuals. While the zero value is the perfect model, values less than .05 are good fits and the ones less than .10 are considered favorable (Kline, 2005).

Parsimony Adjustment to the NFI (PNFI): In this analysis, degrees of freedom for the model is being evaluated compared to the baseline model. Mulaik and his friends (1989) note that it is possible to use this parsimony fit index; however, with caution as there is no rigid threshold level recommended for the parsimony indices. It is also known to be very sensitive to model size. It is accepted to be around the region of .50 (Mulaik et al., 1989).

3.5.2.5 Confirmatory Factor Analysis (CFA) for the PAI in the Main Study

Prior to conducting the CFA, missing data were checked using MCAR test and the results indicated no missing values. After that, CFA was conducted with the data in the main study to test four-factor structure of the PAI and to ensure construct validity of the scale. The dimensions were work-related behaviors, excluding behaviors, image - damaging behaviors and finally, verbal, written and visually attacking behaviors. AMOS 18 software was used to run CFA. SPSS 20 software was used to examine the internal consistency of the subscales indicated by the Cronbach's alpha values.

PAI indicated better results with item parcels than without. Thus, a few combinations of item groups were tried, such as grouping the items according to the size of the factor loadings, to their skewness values and according to their content, to see which one gives a better fit. As a result, better fits were obtained through random parceling by summing the items in the following parcels: Work-Related Behaviors (F1): Parcel 1(M1) items 9, 7, 8; Parcel 2 (M2) items 4, 17, 5; Parcel 3 (M3) items 2, 6; Excluding Behaviors (F2):Parcel 4 (M4) items 22, 26, 27; Parcel 5 (M5) items 21, 20, 24; Parcel 6 (M6) items 19, 23. Image - Damaging Behaviors (F3): Parcel 7 (M7)

items 14, 15, 18; Parcel 8 (M8) items 16, 13, 25. Verbally, Written and Visually Attacking Behaviors (F4): Parcel 9 (M9) items 3, 11, 12; Parcel 10 (M10) items 1 and 10 (Table 3.6).

In order to give information about the distribution of item parcels, Skewness and Kurtosis values were checked. Skewness values greater than 3 are regarded as skewed and the Kurtosis index greater than 10 indicates a problem (Kline, 2005). In the main study (Table 3.6), the Skewness values of the parcels ranged from 1.02 to 8.06 and Kurtosis values of the parcels ranged from .35 to 77.60. This indicates a deviation from the expected values indicating non-normality as presented in Table 3.6. As has been suggested before, item parceling was used as a remedy for non-normality.

Table 3.6

Item Parcels with Skewness and Kurtosis Values for the PAI in the Main Study (n = 547)

<i>Item parcels</i>	<i>Skewness</i>	<i>Kurtosis</i>	<i>Min</i>	<i>Max</i>
M1	1.34	1.53	3	15
M2	1.58	1.94	3	15
M3	1.02	.35	2	10
M4	8.06	77.60	3	15
M5	3.15	12.71	3	15
M6	2.39	6.76	2	10
M7	3.90	17.94	3	15
M8	3.10	10.65	3	15
M9	1.75	2.98	3	15
M10	1.63	2.57	2	10

To assess the model fit different perspectives have been examined and among these chi-square, RMSEA, CFI, SRMR and PNFI values have decided to be reported for the model relying mostly on Kline's (2005) suggestions. For chi-square test, as it is known to be sensitive to sample size and may give significant results with large

sample sizes (Tabachnick & Fidell, 2007), it is of secondary importance of referral in the analysis. As a remedy to this, RMSEA, CFI and TLI values are reported specifically (Byrne, 2010). From parsimonious fit indices, PNFI has also been reported knowing that it is also sensitive to model size and does not have a rigid threshold level (Mulaik et al., 1989).

Through CFA, item parcels were allowed to load on the hypothesized factors. In order to get a better fit, two errors ($\epsilon_4 - \epsilon_5$) were covaried. When evaluating the model fit, recommendations of the rules of thumb were considered and the model chi-square, RMSEA, CFI, SRMR and PNFI values were calculated.

The analysis resulted in values of $p = .00$, $\chi^2/df = 4.12$, RMSEA = .076, 90 % CI [.06 - .09], CFI = .98, TLI = .97, SRMR = .04, PNFI = .63, as presented in Table 3.7.

Table 3.7

CFA Results for the PAI

Scale	χ^2/df	RMSEA	LO	HI	CFI	TLI	SRMR	PNFI
PAI	4.12	.076	.06	.09	.98	.97	.04	.63

Considering the critical values recommended by the rules of thumb, a significant chi - square value χ^2 (119.58) has been obtained. The normed chi-square value χ^2/df (4.12) was between the suggested values of as low as 2 (Tabachnick & Fidell, 2007) and of as high as 5 (Wheaton, Muthen, Alwin & Summers, 1977). RMSEA (.08) is within the range of .05 - .10, indicating a fair / favorable / mediocre fit (Browne & Cudeck, 1993; Kline, 2005; McCallum et al., 1996). CFI (.98) > .90 - .95 range, a more than acceptable value has been obtained (Blunch, 2008; Hu &

Bentler, 1999). TLI (.97) > .95 is accepted as a good fit (Bentler, 1992). SRMR (.04) < .05 indicates a good fit (Hu & Bentler, 1999). PNFI (.63) > .60, as a parsimony based index, is regarded as good though there is no rigid threshold level (Mulaik et al., 1989). As a result, CFA for the PAI provided a satisfactory result in terms of the model fit. The standardized parameter estimates were also examined as presented in Figure 1.

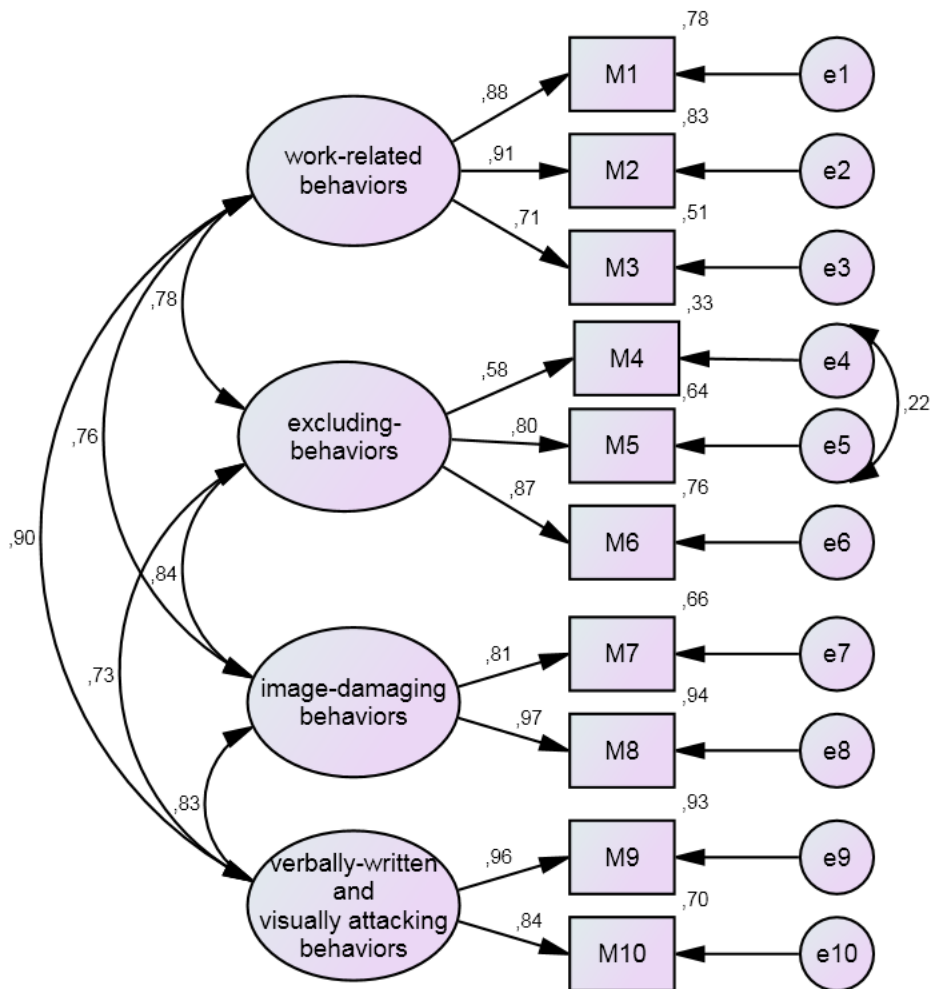


Figure 1 CFA for the PAI in the Main Study with Item Parcels

Note. * $p < .05$, M1 - M3: Work - Related Behaviors item parcels, M4 - M6: Excluding Behaviors item parcels, M7 , M8: Image - Damaging Behaviors item parcels, M9 , M10: Verbally, Written and Visually Attacking Behaviors item parcels

Apart from the model fit indices, related factors of the instrument have been measured by item parcels indicated through the standardized regression weights which should be .50 or ideally .70 or higher (Hair et al., 2010, p.709). In this study, they ranged from .58 to .97, all of which loaded well with statistically significant results. The results of the factor correlations indicated that they are empirically good constructs with statistically significant results. The estimated correlation between the dimensions of work-related behaviors and verbally, written and visually attacking behaviors was quite strong ($r = .90$), which may be regarded as a critical value to suggest significant differences in fit (Hair et al., 2010). However, as the VIF values were checked for the sub-dimensions of this scale, lower values than 10 were indicated (Cohen, West, Aiken & Cohen, 2003), which eliminated the problem of multicollinearity. Another reason of the high correlation is about the content of the items. Although Factor 4 is concerned with verbal, written and visual attacking behaviors, some items in this factor include some attacks related to the “work being done” which is what Factor 1 is named after. What is more, the high correlation between these two constructs confirms the theoretical model that PAI is based on since the items which appear in two different factors in this study, are under the same factor in the original scale, under work-related behaviors factor. This situation is the same for the high correlation (.84) between image-damaging behaviors (Factor 3) and excluding behaviors (Factor 2), as in the original study, the item which appears under excluding behaviors is taken as an image-damaging behavior in this study.

To explore the internal consistency of each subscale, Cronbach’s alpha coefficients were calculated. Ideally, this value should be .70 to be acceptable for a scale and above .70 to be preferable (Pallant, 2007; Hair et al., 2010). PAI has good internal consistency with Cronbach’s alpha coefficient of .93 for the whole scale.

Scale wise the results were as follows: work-related behaviors .87, excluding and attacking behaviors .80, passivizing, self-esteem shattering behaviors .87, suppressive and controlling behaviors .85, all showing strong reliability. Results indicated that all subscales indicated good scores (Kline, 2005).

3.5.3 The Leadership Orientation Survey (LOS) as the Instrument of the Predictor Variable

The scale has 32 questions in 5-point-likert type, from 1 - Totally disagree 2 - Disagree 3 - Indecisive 4 - Agree and 5 - Totally agree. The original scale of Bolman and Deal (1991) had 23 items in it and it had been applied in the United States to 1331 people and in Singapore to 1238 people. Later on Thompson (2005), who adapted this scale, increased the number of the total items to 32 and applied it to support staff and administrative staff including the management level in a college in the United States. Özcan and Balyer (2013) translated the scale into Turkish which has been used in this study. These researchers, by doing EFA and CFA for the scale, applied it to 534 primary education teachers in two different cities in Turkey. In their study, the KMO value has been stated as .97. The result of the Barlett's Test of Sphericity is significant with $p < .001$. The factor loadings range between .52 - .77. As a result of Varimax factor rotation, the factors explain 71.27 % of the variance. For the reliability of the instrument Cronbach's alpha is $\alpha = .98$ for the whole scale and for the sub-dimensions it is $\alpha = .93$ for the structural frame (F1), $\alpha = .95$ for the human resources frame (F2), $\alpha = .93$ for the political frame (F3) and $\alpha = .94$ for the symbolic frame (F4).

For this study, the KMO value is .98. The result of the Barlett's Test of Sphericity is significant with $p < .05$. The factor loadings range between .63 - .89. As a result of Varimax factor rotation, the factors explain % 68.78 of the variance. For the reliability of the instrument Cronbach's alpha is $\alpha = .99$.

The questions of the LOS have been adapted by Thompson (2005) to test the balanced or unbalanced nature of the climate in an institution through the perceptions of the participants with regard to the four frames of leadership of Bolman and Deal (1991) namely structural frame, human resources frame, political frame and symbolic frame of leadership. The first reason why the four-frame approach was chosen is that, it gives us an understanding of the complexity of behaviors of the organizations and the members working in them through examining different leadership types. The second reason is that, Bolman and Deal's frames of leadership have a strong theory behind which increases the reliability of the scale. Another reason is that, it had already been translated into Turkish, which was an advantage in terms of feasibility of time. The last but not the least, "leadership" is one of the strongest predictors of psychological abuse (Einarsen, 1999; Leymann, 1990) as the criterion variable of this study.

3.5.3.1 Univariate Normality Check

Univariate normality tests have been run to see if there is any violation or not. "Skewness" test indicated significant results as the value (-.40) was between +2.00 and -2.00, suggesting normality. "Kurtosis" value (-.28) was significant, smaller than 10, which did not indicate a problem (Kline, 2005).

“Kolmogorov-Smirnov and Shapiro-Wilk” tests showed significant values $p < .05$ (Table 1, Appendix K), indicating a non-normal distribution. Pallant (2007) argues that this is quite common in larger samples.

When the “Q-Q plot” (Figure 1, Appendix K) was examined, some of the cases were not on the line. The “histograms” (Figure 2, Appendix K) indicated an almost normal distribution, though it was not a perfect bell shape with some kurtotic cases and some values towards the negative end.

In order to check the existence of “outliers”, the value of the Mean (66.36) and the 5% Trimmed Mean (67.05) were compared. As the results did not indicate very different values from each other, these cases have decided to be retained (Pallant, 2007).

3.5.3.2 Multivariate Normality Check

Mardia’s test was used to examine multivariate normality. The test showed a significant result (Table 2, Appendix K) indicating a non-normal multivariate distribution. In case of non-normality, as a remedy, item-parceling method is suggested (Bandalos, 2002); for this reason, the items were collated in 7 parcels to get a better fit of the model.

3.5.3.3 EFA for the LOS in the Pilot Study

In order to confirm the validity, an EFA was conducted. As the answers of the instructors in higher education could differ from the ones in other sectors or workplaces such as the administrative and support staff in the USA and Singapore,

through an EFA, it was aimed to see the possible different factor structures of the instrument.

Since the instrument has shown inconsistent results in higher education in Turkey, some minor variations have been made to better fit it into the academic context. As the instrument was going to be given to the participants to evaluate their departments, some sentences were reworded. The words “my institution” which take place in all the sentences were changed into “departmental management” since the academicians were evaluating their departments in this study. In item 16, the words “positive or negative” were changed with “positive” as the sentence should test only one meaning, not both. The participant may say “yes” to positive but “no” to negative, then, it is not clear according to which word he is going to answer the question. In item 17, “opposition (competition)” was changed with “competition”, again to test a single meaning.

Prior to performing EFA with 32 items, the suitability of data for factor analysis was assessed. Inspection of the correlation matrix (Table 3, Appendix K) revealed the presence of coefficients of $r = .30$ and above (.41 - .86), indicating the existence of correlation among the variables (Hair et al., 2006). Adequacy of sample size was checked through KMO and Barlett’s Test. KMO value, which should be between 0 - 1 not to violate the assumption, indicated an excellent value of .98 exceeding the threshold value of .60 (Kaiser, 1970). Barlett’s test should be statistically significant at $p < .05$ for the correlation matrix to be suitable for factor analysis and it resulted in a significant value of $p = .00$ in this study.

EFA has been tried by using the eigenvalues greater than one option and for some other forced extractions. As the four leadership frames indicate items testing

different leadership styles, factor structures have been thought to be uncorrelated with each other. Thus, Varimax rotation with PAF as an extraction method has been tried. Varimax rotation had also been the preferred method for the study previously conducted in Turkey.

In the first trial, factors were not forced for a factor extraction other than eigenvalues exceeding 1. In this extraction, we can see in the Rotated Factor Matrix (Table 4, Appendix K) that all the items loaded on both factors at the same time, explaining the 72.89 % of the total variance. Examining also the Unrotated Factor /Component Matrix (Table 5, Appendix K) reveals a *single factor* structure as all the items loaded highly on one factor. Inspection of the scree plot (Figure 3, Appendix K) did not reveal a single clear break (Thurstone, 1947) but a sharp turn after the second and also the first component.

Relying on the literature, which indicates a 4-factor structure, more analyses with other extractions have been tried to find a similar and a simple structure. First, 4-factor extraction (Table 8) was forced and this indicated a single factor structure with 68.78 % variance being explained with communalities between .63 - .89 (Table 3.8). The results were the same with 5, 6 and 7 - factor extractions, i.e. a single factor structure.

Table 3.8

Factor Matrix Results for LOS with 32 Items using Oblique Rotation 4-Factor Extraction

Items	Factor Matrix Coefficients	Communalities
Factor		Extraction 1
Lead14	.89	.80
Lead5	.87	.76
Lead2	.87	.76
Lead24	.87	.75
Lead31	.86	.75
Lead3	.86	.74
Lead27	.86	.74
Lead21	.86	.74
Lead25	.85	.73
Lead11	.85	.73
Lead9	.85	.72
Lead15	.85	.72
Lead4	.85	.72
Lead7	.84	.71
Lead19	.84	.70
Lead22	.83	.69
Lead13	.83	.68
Lead20	.83	.68
Lead29	.82	.68
Lead16	.82	.68
Lead18	.82	.67
Lead6	.82	.67
Lead32	.81	.66
Lead28	.80	.64
Lead30	.80	.64
Lead1	.80	.64
Lead10	.79	.63
Lead12	.78	.61
Lead23	.77	.60
Lead26	.76	.58
Lead17	.71	.51
Lead8	.63	.40

Note. Factor loadings $\geq .40$ are bold faced.

When a scale is selected reliability is also important, therefore Cronbach's alpha values for the 32 items were checked (Table 3.9). Ideally, this value should be above .70 to be acceptable for a scale and above .80 to be preferable (Pallant, 2007). LOS has a good internal consistency with Cronbach's alpha coefficient of .99 for the whole scale. Although there are also some views claiming that high reliability may mean the construct measuring too specific (Briggs & Cheek, 1986) or that the content is narrow (Clark & Watson, 1995), considering the academicians' perceiving this scale as a single-dimension, i.e. not measuring different leadership types but only one type of leadership, the specificity of the construct suggesting high reliability is understandable. When the Cronbach's alpha value was checked with the ones in the Alpha if Item Deleted column, no higher values could be found. Thus, there was no item to be deleted.

Table 3.9

Sample LOS Items with Reliabilities

<i>Reliability</i>
$\alpha = .99$
<i>LOS Items</i>
1. The College has a clear structure and chain of command. 3. The College develops and implements clear, logical policies and procedures. 7. The College addresses problems with fact and reason. 2. The College sets specific, measurable goals and emphasizes employee accountability. 6. The College operates in a clear, logical and rational manner.
<i>LOS Items</i>
9. The College shows high levels of support and concern for employees. 17. The College anticipates and deals skillfully with institutional conflict. 19. The College shows exceptional ability to coordinate employees and resources to accomplish goals. 23. The College is very successful in dealing with conflict and opposition. 18. The College demonstrates political sensitivity and skill.

Table 3.9 (continuation)

Reliability
 $\alpha = .99$

20. The College shows exceptional ability to coordinate employees and resources to accomplish goals.

22. The College practices very skillful and shrewd.

Considering the different factor extraction trials with the aim of finding a simple structure, it can be concluded that the Leadership Scale of Bolman and Deal (1991) revealed a single-factor structure in this study with the data collected from higher education academic staff. In the original study of Thompson (2005) and the one conducted by Özcan and Balyer (2013), each of the four frames of political, symbolic, human resources and structural had been loaded with 8 items on 4 dimensions. However, there were deviations from that structure in this study. This may have more than one indication, which is explained in the following section.

3.5.3.4 Possible Indications of the EFA Results of the LOS

Leadership Orientations (Other) Survey of Bolman and Deal (1991) has been used in many studies (Bensimon, 1989; Mathis, 1999; Mosser, 2000; Scott, 1999; Small, 2002; Van der Veer, 1991) and they have found different frames as more dominant than the others. However, it has been stated that in higher education, human resource frame is the mostly used one by administrators (Borden, 2000; Cantu, 1997; Mosser, 2000; Small, 2002; Turley, 2002). Besides this, it is also interesting to see that quite a high percentage (50%) of academic staff is using multi-frame leadership (Borden, 2000; Mosser, 2000; Small, 2002).

In one of the studies (Al-Omari, 2013), leadership frames of school principals in Jordan was wanted to be identified using the perception of the teachers. The

results indicated that the leaders preferred structural, political, human resources, and symbolic frames respectively. In terms of gender; males preferred to use the frames more than the females.

Another study (Saeed, Qazi & Naeem, 2014) was conducted to 43 faculty members in two dental colleges in Lahore, Pakistan. In this study, Bolman and Deal's (1991) three-part questionnaire (Leadership Orientation Questionnaire-Self) had been used. The results indicated that while the dental college principals were perceived to be strongest by the faculty in the structural frame, human resources and symbolic frames respectively, they were perceived as the weakest in political frame.

A study (Arslan & Uslu, 2014) using LOS was conducted with 452 pre-service teachers in the Faculty of Education in Çanakkale Onsekiz Mart University, Turkey. The results revealed that the teachers as the leaders of the future, adopted respectively structural, human resources, political and symbolic leadership styles. Arcan and Uslu's study (2014), when compared with this current study, is limited to present the views of the teachers in only one of the faculties of a university. Thus, the same results may not have been found if conducted with more than one faculty and in different universities.

The findings of many studies as stated above may be in line with the original scale; however, not all the studies conducted may give compatible results. When it comes to the reason why the original 4 - factor structure, each having 8 items did not fit into this current study may be various. First of all, we need to remember that Thompson's (2005) adaptation of LOS includes some items assessing the "climate" of the institution, as well as leadership styles. Organizational climate means how

organizational members define and evaluate their environment on the basis of values and attitudes (Denison, 1996). This indicates the subjective nature of climate where members are vulnerable to be controlled and manipulated by others within an organization's decision-making mechanism, which makes the organizational climate to be greatly influenced by organizational leadership (Allen, 2003; Cameron & Smart, 1998; Johnsrud, 2002; Smart, 1990; Volkwein & Parmley, 2000). Parallel to this idea, Bolman and Deal (2003) have stressed the fact that the nature (can be interpreted as the culture and the climate) of organizations greatly influences how situations are defined. In this sense, the examination of climate may give one some data about the effectiveness of management or lack of necessary managerial behaviors in an organization. Within the scope of this study, this may mean that the academicians have been affected by the subjective nature of the climate in their departments, which has reflected on their answers. Considering the subjective and sensitive nature of the notion of climate, Thompson (2005) states that the same scale may have different results in different contexts. For instance, Thompson himself has applied this scale in a college which did not have a demographically diverse workforce large enough to make adequate assertions or examinations based on race/ethnicity. Thus, what he suggests is that the results will differ in larger campus settings with more diverse constituencies since employees of a smaller institution might be more susceptible to the effects of an organization's climate. He states that in a closer - knit "community" culture, strong professional and social relationships are important and these may have bearing on perceived organizational climate. However, a similar study within a large research university, where personnel may be less attuned to the leadership and decision-making processes of the institution may reveal different climate-related effects. In parallel to these examples regarding the

contextual differences affecting test results, the study by Özcan and Balyer (2013) was also conducted in a different context than that of this study. That scale was applied to primary school teachers and it complied with the results of the original scale. However, the ethos in a university context, the relationships within this type of institution, the expectations from academicians, the way their roles are defined, all differ from the ones those of primary school teachers. Taking into account Thompson's and Özcan and Balyer's studies, this study has not been conducted in a single small university but in 10 public and foundation universities, at least four of which with considerable size and participants with various demographic backgrounds working in different faculties and departments of all positions ranging from experts to professors. Thus, it can be stated that enough diversity is present in this study to influence the results which created a gap with the previous studies mentioned earlier.

Apart from the studies which found a good fit of the scales to their data, there are some other studies in the literature which have shown differences from the original scale of four dimensions. For instance, in one of the surveys conducted (Örücü, 2014), the leaders are the school managers ($n = 735$) of secondary education (having students between ages of about 15-18) from 12 different cities all around Turkey, who evaluated themselves with the Leadership Orientation Survey (Self) of Bolman and Deal (1991), different from the one used in this study where the faculty evaluated their leaders (department heads) at the universities. Parallel to the findings of this study, the one conducted by Örücü (2014) did not fit into the original scale either. In the original scale of Bolman and Deal, there were 4 sub-dimensions as the structural, political, symbolic and human resources; however, according to the results of the EFA and CFA analysis in the study of Örücü (2014), 3 sub - dimensions have

been determined with a different content (later named by the researchers as visionary leadership, participative leadership and sustaining leadership). Thus, the researcher ended up finding a different construct with a different number of dimensions and content. Though two studies may not be enough to make any conclusions, it can still be commented that at least in two studies conducted in Turkey, one in higher education, the other in secondary education, scales of Bolman and Deal (1991) did not fit into the Turkish education context.

Another research (Chang, 2004) used Bolman and Deal's (1991) four-frame analysis to examine the leadership styles of academic department chairs or heads and full time faculty ($n = 936$) (professors, associate professors, assistant professors, and instructors) of all the academic departments at Doctoral / Research Extensive Public Universities by Carnegie Classifications. It suggested that in terms of the four categories of leadership frames, chairs were perceived to use a "no-frame" category the most, followed by a single-frame and multi-frame category. The fact that the academicians have perceived their leaders to use "no-frame" is similar to what this current study has found out about.

As it can be seen, in a faculty context, there is not a consistent finding of Bolman and Deal's (1991) LOS instrument to analyze the leadership style of both "self" and the "other" both in Turkey and abroad. Some researchers have found compatible results with the original scale but some others, as it is in this current study too, have found the scale indicating a different structure.

3.5.3.5 CFA for LOS in the Main Study

Prior to the analysis, MCAR test was used to check for the missing data and the results indicated no missing values. In order to make sure the scale of LOS has

good construct validity for a single - factor structure with 32 items, CFA was conducted with the main study data. AMOS 18 software was used to run CFA. SPSS 20 software was used to examine the internal consistency of the subscales indicated by the Cronbach's alpha values.

To assess the model fit different perspectives have been examined and among these chi-square, RMSEA, CFI, SRMR and PNFI values have decided to be reported for the model relying mostly on Kline's (2005) suggestions. For chi-square test, as it is known to be sensitive to sample size and may give significant results with large sample sizes (Tabachnick & Fidell, 2007), it is of secondary importance of referral in the analysis. As a remedy to this, RMSEA, CFI and TLI values are reported specifically (Byrne, 2010). From parsimonious fit indices, PNFI has also been reported knowing that it is also sensitive to model size and does not have a rigid threshold level (Mulaik et al., 1989).

As has been suggested before, item parceling was used as a remedy for non-normality and also to obtain better model fits in the CFA. LOS suggested better results when item-parcelling method was used than when not. In total seven parcels were formed (Table 3.10) with the random inclusion of the following items: Parcel 1 (L1): items 1, 2, 3, 4, 5, 6; Parcel 2 (L2): 7, 8, 10, 12,14; Parcel 3 (L3): 9, 11, 13, 15, 16; Parcel 4 (L4): 17, 19, 21, 23, 24; Parcel 5 (L5): 18, 20, 22, 25, 27; Parcel 6 (L6): 26, 28, 30; Parcel 7 (L7): 29, 31, 32.

In order to give information about the distribution of item parcels, Skewness and Kurtosis values were checked. Skewness values greater than 3 are regarded as skewed and the Kurtosis index greater than 10 indicates a problem (Kline, 2005). In the main study, the Skewness values of the parcels ranged from -.50 to -.20 and

Kurtosis values of the parcels ranged from -.75 to -.48. These values do not indicate a deviation from the expected values as presented in Table 3. 10.

Table 3.10

Item Parcels with Skewness and Kurtosis Values for the LOS in the Main Study (n=547)

<i>Item parcels</i>	<i>Skewness</i>	<i>Kurtosis</i>	<i>Min</i>	<i>Max</i>
L1	-.40	-.69	3	15
L2	-.32	-.52	3	15
L3	-.24	-.75	2	10
L4	-.45	-.57	3	15
L5	-.38	-.63	3	15
L6	-.50	-.51	2	10
L7	-.20	-.48	3	15

When the CFA analysis was run, it was seen that RMSEA did not indicate a desired cut off value (McCallum et al., 1996), thus, modification indices were checked to identify the highest errors so that they could be tied to each other (Arbuckle, 2007). Examining the Modification Indices for suggested covariances, starting from the highest one, the related errors in the same dimensions have been tied with each other until an acceptable value for RMSEA has been reached. As the items in the same dimensions were tied to each other, what they tested was related to each other when comparisons were made with the original sub-dimensions. Through this process, the following items have been linked with each other respectively: ϵ 1 with ϵ 4, ϵ 3 with ϵ 4 and ϵ 2 with ϵ 6 (Figure 2). After connecting the errors, the model fit has been evaluated in the light of the recommendations of some rules of thumb. The analysis resulted in values of $\chi^2 / df = 3.34$, RMSEA = .066, 90% CI [.04 - .09], CFI = 1.00, TLI = 1.00, SRMR = .01, PNFI = .52, as presented in Table 3.11.

Table 3.11

CFA Results for the LOS in the Main Study

Scale	χ^2/df	RMSEA	LO	HI	CFI	TLI	SRMR	PNFI
LOS	3.34	.07	.04	.09	1.00	1.00	.01	.52

Considering the critical values recommended by the rules of thumb, a significant chi-square value χ^2 (36.78) has been obtained. The normed chi square χ^2/df (3.34) indicated to be between the suggested values of as low as 2 (Tabachnick & Fidell, 2007) and of as high as 5 (Wheaton et al., 1977). RMSEA (.07) >.05 indicates a favorable fit being between the < .05 - .10 range (Kline, 2005; McCallum et al., 1996). CFI and TLI being (1.00) > .90 is associated with a model that fits very well (Hair et al., 2010). SRMR (.01) < .05 indicated a very good fit (Hu & Bentler, 1999). PNFI (.52) < .60, as a parsimony based index, is regarded as good though there is no rigid threshold level (Mulaik et al., 1989). As a result, CFA for the LOS provided a good result with this model fit. The standardized parameter estimates were also examined as presented in Figure 2.

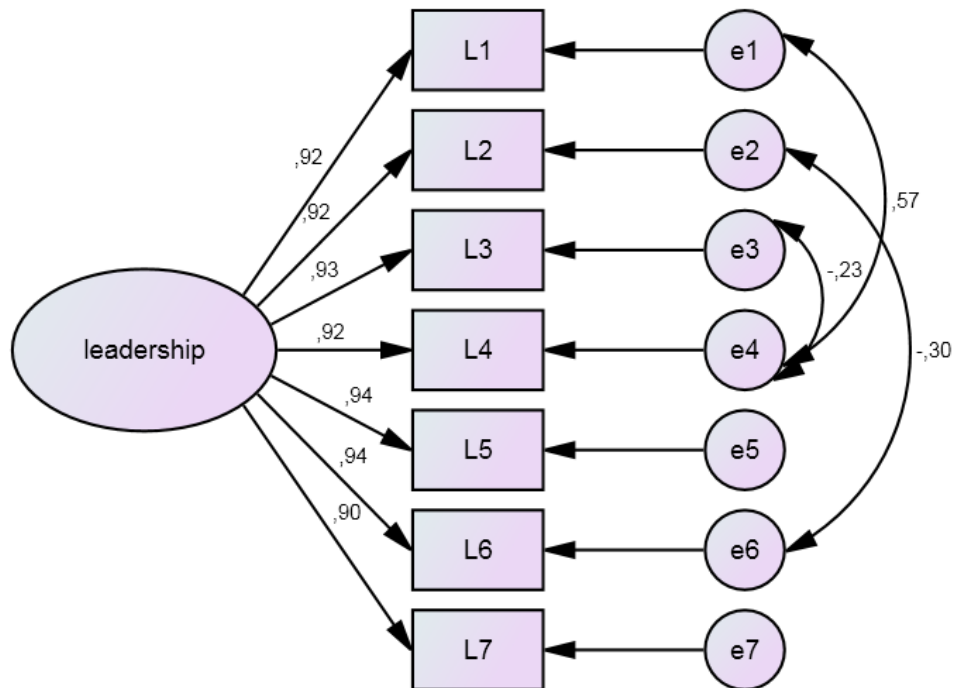


Figure 2 CFA for LOS in the Main Study with Item Parcels.

Apart from the model fit indices, through the standardized factor weights, related factors of the instrument have been measured (Figure 2). The standardized factor weights, which should be .50 or ideally .70 or higher, (Hair et al., 2010, p.709), ranged from .90 to .94, all loaded very strongly with statistically significant results. The results of the latent factor correlations indicated that they are empirically good constructs.

To explore the internal consistency of each subscale, Cronbach's alpha coefficients were calculated. Ideally, this value should be .70 to be acceptable for a scale and above .70 to be preferable (Hair et al., 2010; Pallant, 2007). LOS has good internal consistency with Cronbach's alpha coefficient of .99 for the whole scale. Results indicated that all subscales indicated scores (Kline, 2005).

3.5.4 The Ethical Climate Questionnaire (ECQ) as the Instrument of the Predictor Variable

The instrument is made up of 26 questions in 5 - likert type with 1 - I totally disagree, 2 - I mostly disagree, 3 - I partly agree, 4 - I mostly agree and 5 - I totally agree. It was originally developed by Victor and Cullen (1988) and then improved by Cullen, Victor and Bronson (1993). The Turkish translation was done by Eser (2007). The necessary permission from the researchers has been taken before using the scale. It was used to measure the ethical climate of the organization. Before it could be used in this study, some adaptations have been made in the content of the sentences to fit it into the higher education context by resorting to expert opinion.

The questions about ethical climate aim to test how the participants view their workplace in terms of ethical behaviors adopted by their colleagues and managers. The first reason why this instrument has been chosen is that, it specifically tests the existence of an ethical atmosphere in an organization which happens to be one of the strongest predictors of psychological abuse as the criterion variable of this study. The second reason is that, there are some climate scales in the related literature exploring the climate at workplaces such as the Organizational Climate Description for Elementary, Middle and Secondary Schools developed by Wayne Hoy or the Organizational Climate Index (OCI) developed by Hoy, Smith and Sweetland (2002). However, as these have been designed for elementary to middle school levels, the contents of the scales were not suitable to be used in higher education. Another reason was that, the one developed by Cullen, Victor and Bronson (1993) had already been translated into Turkish, which was an advantage in terms of feasibility of time.

Cullen, Victor and Bronson (1993) who improved the instrument tested it on 1167 employees in 12 organizations with not much of diversity among them, as the writers suggested. Eser (2007), who translated the scale into Turkish, applied it to 491 private and public sector employees of different positions in İstanbul. The KMO value has been stated as .92. The result of the Barlett's Test of Sphericity is significant with $p < .05$. The factor loadings range between .41 - .77. As a result of Varimax factor rotation, the factors explain 53.66 % of the variance. For the reliability of the instrument Cronbach's alpha is $\alpha = .90$ for the whole scale and for the sub-dimensions it was $\alpha = .83$ for laws, codes, rules (F1), $\alpha = .83$ for caring (F2), $\alpha = .84$ for responsibility and efficiency (F3) and, $\alpha = .66$ for self - interest (F4).

While in this study, the KMO value has been stated as .93. The result of the Barlett's Test of Sphericity is significant with $p < .05$. The factor loadings range between .42 - .93. As a result of Oblimin rotation, the factors explain 70.06 % of the variance. For the reliability of the instrument Cronbach's alpha is $\alpha = .94$

3.5.4.1 Univariate Normality for ECQ

Before conducting the EFA, univariate normality tests were run to see if there was any violation or not. "Skewness" test indicated significant (F2: .01, F4: -.04) and non-significant (F1: -.24, F3: -.58) results, some which were between + 2.00 and - 2.00, suggesting normality. "Kurtosis" values indicated non-significant (F1: -.51, F2: -.50, F3: .20, F4: -.12) results which were not greater than 10, indicating a normality (Kline, 2005).

Except some of the cases, in most of the cases “Kolmogorov-Smirnov and Shapiro-Wilk” tests showed mostly significant values $p < .05$, indicating non-normality (Tables 1 – 4, Appendix L).

When the “Q-Q plots” (Figures 1 - 4, Appendix L) were examined, some of the cases were not on the line. The “histograms” (Figures 5 – 8, Appendix L) though did not indicate a perfect bell shape, did not show a strong skewness either.

In order to check the existence of outliers, the value of the Means (F1: 25.32, F2: 13.93, F3: .21.78, F4:.19) and the 5% Trimmed Mean (F1: 25.46, F2: 13.89, F3: 21.95, F4: 19.01) were examined. The results did not indicate very different values from each other, thus these cases have decided to be retained (Pallant, 2007).

3.5.4.2 Multivariate Normality for ECQ

Mardia’s test was used to examine multivariate normality. The test showed a significant result (Table 5, Appendix L) indicating a non-normal multivariate distribution. As a remedy, Principle Axis Factoring (PAF) for data extraction method was used in EFA. Fabrigar, Wegener, MacCallum and Strahan (1999) suggested that when the multivariate normality is violated, PAF is a more robust technique to use. Since it allows for the factors to be correlated (Preacher & MacCallum, 2003), Oblique rotation (direct oblimin) was used.

3.5.4.3 EFA of ECQ in the Pilot Study

In the pilot study for the ECQ, in order to confirm the validity, an EFA was conducted. The answers coming from the academic environment would differ from the previously applied contexts like an accounting firm or employees in İstanbul

working in governmental or private sectors. Therefore, by conducting an EFA, it was aimed to see the possible different factor structures of the instrument. Since the instrument had not been applied in an educational setting, especially in higher education, some sentences have been reworded, rewritten or some extra items have been added to the scale to fit it into the academic context.

Before the pilot study has been conducted, the words “in this institution” which take place in all the sentences have been changed with “in this department” since the academicians were evaluating their departments in this study. The word “employees” which is written in most sentences has been changed with “instructors”. In item 4, there was a singular - plural incongruence in the translated version, it was made plural by changing it into “for other colleagues”. In item 11, “for employees” was replaced with “for each other” to make the meaning clearer. In item 12 and 25, “successful employees” was replaced with “the ones who were thought to be successful” since to say that someone is successful is a relative notion. In item 13, the words “it is expected to be considered” was not clear in terms of whom it was expected by, so it was changed into “... is considered”.

In the translated version of the scale, in responsibility and efficiency dimension (dimension 3), there were too similar items testing the same objective, so according to the translated scale, items 25 and 28 were rewritten to support the fourth dimension (self-interest) and extra two more items have been added for the same purpose. According to the rules of thumb, (Hair et al., 2006; Osborne & Costello, 2005; Pallant, 2007) it is not suggested to have only one or two items loaded in one dimension but at least 3 items. For this reason, instead of the deleted item 25, the new item 14 “the instructors support each other only for the matters they can benefit

from” is rewritten and instead of item 28, the new item 16 “it is regarded as normal that instructors are after their benefits” was rewritten to support the fourth dimension (self-interest) as there were only two items loaded there in the translated version. Still to compensate more for the inadequate number of items in the second dimension, item 19 “instructors are so much interested in their own good” has been added. In item 20 and 23, “customer and society” words were replaced with “students and society” to fit it into educational context. Item 24 as “it is expected of the faculty to behave according to their own moral values” has been added to support dimension four as well. As a result, two items have been rewritten (14, 16) and two items have been added (19, 24) to support dimension two. In total, the scale with 26 items was made ready for the EFA analysis.

The 26 items of the ECQ were subjected to Principle Axis Factoring (PAF) using SPSS 20. Prior to performing PAF, the suitability of data for factor analysis was assessed. Inspection of the correlation matrix (Table 6, Appendix L) revealed the presence of coefficients of $r = .30$ and above (ranging between $-.36 - .88$), indicating the existence of correlation among the variables (Hair et al., 2006). Adequacy of sample size was checked through KMO and Barlett’s tests. KMO value, which should be between 0 and 1 not to violate the assumption, indicated an excellent value (.93) in the final analysis exceeding the recommended value of .60 (Kaiser, 1970). Barlett’s test should be statistically significant at $p < .05$ for the correlation matrix to be suitable for factor analysis and it resulted in a significant value of $p = .00$ in this study.

In the first analysis, PAF revealed the presence of four dimensions (Table 3.12) with eigenvalues exceeding 1, explaining the 69.33 % of the total variance

(Table 7, Structure Matrix, Appendix L). To help the interpretation of the components, oblimin rotation was performed. Inspection of the scree plot (Figure 9, Appendix L) did not reveal a clear break (Thurstone, 1947) but the break seemed to be after the third component. Since scree plot is said to give inexact results (Hair et al., 2006) and is open to interpretation, at this point, literature has been taken into consideration. As the studies in the literature support a 4-factor structure, it was tried in this study as well and seen that a 4-factor structure was possible with some items loading on different dimensions compared to the original scale. Considering the different population and culture in this study, this difference can be acceptable. However, item 26 had a low factor loading (.39) and also low communality (.43) compared with the other items. As it is suggested to drop items loaded with 30's if there are other items loaded with 50's (Tabachnick & Fidell, 2007), item 26 was considered to be deleted after further analysis. Item 7 had also a low communality (.43) but as the factor loading value was acceptable (.49), it was decided to be left in the study. When the analysis was repeated without item 26, it showed that the total variance explained increased to 70.06 %, giving a better result when it had been included in the study. Thinking that even better results could be obtained, different factor extractions were tried such as 3 - factor extraction explaining 65 % of the variance and 2 - factor extraction explaining 59 % of the total variance.

Considering the decrease in the variance explained with these trials, previously tried 4 - factor extraction with 25 items, excluding item 26 seemed to be the best alternative to consider with the pilot study. When the factor structures were examined in the final analysis, the first factor included 8 items explaining 45 % of the variance. The second factor included 5 items explaining 59 % of the variance.

The third factor included 6 items explaining 65 % of the variance and the fourth factor included 6 items explaining 70 % of the variance. Hence, in the CFA with the main data, a four-factor structure without item 26 was decided to be used. When one item was excluded, the size of the remaining 25 items (F1: .50 - .81, F2: .64 - .93, F3: .50 - .78, F4: .42 - .77) (Table 8, Pattern Matrix, Appendix L) suggested a fair to excellent relationship among the variables (Comrey & Lee, 1992).

As to name the items, for Dimension 1, the contents of the 8 items suggested behaviors about team interest and friendship, so it was named as “friendship and team-interest”. For Dimension 2, the contents of the 5 items suggested individuality and thinking about oneself only, so it was named as “self-interest”. For Dimension 3, the contents of the 6 items suggested abiding by the rules and laws and professional codes, so it was named as “rules, laws and codes”. For Dimension 4, the contents of the 6 items were suggestive of taking the responsibility of the society, the students and efficiency at work, so it was named as “social responsibility and efficiency”.

Table 3.12

Pattern Matrix of ECQ for 26 Items with Oblimin Rotation in the Pilot Study

Items	Pattern Coefficients				Communalities Extraction
	Factor				
	1	2	3	4	
9	.80	-.07	.02	-.08	.75
6	.80	.01	-.18	.07	.73
11	.76	-.06	.04	-.17	.74
8	.74	-.04	-.16	.00	.71
19	.69	-.09	-.02	-.13	.67
4	.63	-.12	-.00	-.13	.58
13	.61	.05	-.05	-.21	.58
17	.49	-.09	-.23	-.18	.64
15	-.14	.93	-.10	-.02	.92
24	-.10	.92	-.09	-.05	.87
14	-.13	.90	-.09	-.05	.85
10	-.11	.74	-.01	.04	.63

Table 3.12 (continuation)

Items	Pattern Coefficients				Communalities
	Factor				
	1	2	3	4	Extraction
16	.25	.64	.15	.01	.40
2	-.17	-.00	-.77	-.15	.61
1	.22	.00	-.72	.17	.59
22	.01	-.01	-.72	-.10	.61
3	.02	.02	-.58	-.24	.56
5	.44	-.04	-.51	.10	.62
7	.18	-.02	-.49	-.06	.43
26	.20	-.05	-.39	-.21	.43
25	.02	.08	.02	-.77	.59
12	.05	.03	-.02	-.77	.64
21	.11	-.01	-.11	-.61	.56
20	.23	-.12	-.25	-.45	.65
23	.32	-.11	-.11	-.45	.60
18	.18	-.10	-.32	-.43	.64

Note. Factor loadings > .30 are in boldface

Before doing the reliability analysis, the negatively worded items of 10, 14, 15, 16 and 19 were reversed. Then, Reliability was checked through Cronbach's alpha values for the remaining 25 items (Table 3.13). Ideally, this value should be above .7 to be acceptable for a scale and above .8 to be preferable (Pallant, 2007). ECQ has good internal consistency with Cronbach's alpha coefficient of .94 for the whole scale. Factor wise, for Dimension 1, it was .94, for Dimension 2, it was .91, for Dimension 3 it was .87 and for Dimension 4 it was .89, all showing strong reliability. When these values were checked with the Alpha-if-Item-Deleted columns for each dimension, in Dimension 2, item 16 exceeded the alpha value with .93. If the alpha value had been low (< .70) we could remove this item (Pallant, 2007) but since it is not, it was decided to keep this item.

Table 3.13

Sample ECQ Items with Reliabilities ($\alpha = .94$)

<i>Reliability $\alpha = .94$</i>	
<i>ECQ Components</i>	<i>Items</i>
<i>Friendship and Team interest</i>	6. The most important concern is the good of all the instructors in the department. 9. In this department instructors look out for each other's good. 11. Instructors are very concerned about what is generally best for them in the company.
<i>Reliability $\alpha = .91$</i>	
<i>ECQ Components</i>	<i>Items</i>
<i>Self-Interest</i>	10. *In this department, instructors protect their own interest above other considerations. 14. *In this department, instructors support each other only for the matters they can personally benefit from. 15.*In this department, instructors are mostly out for themselves.
<i>Reliability $\alpha = .87$</i>	
<i>ECQ Components</i>	<i>Items</i>
<i>Rules, Laws and Codes</i>	1. Instructors are expected to comply with the law and professional standards over and above other considerations. 2. It is very important to follow strictly the department's rules and procedures here. 22. In this department, everyone is expected to stick by company rules and procedures.
<i>Reliability $\alpha = .89$</i>	
<i>ECQ Components</i>	<i>Items</i>
<i>Social Responsibility and Efficiency</i>	12. In this department, instructors who are thought to be successful are the ones who strictly obey the company policies. 21. In this department, the most efficient way is always the right way. 23. In this department, the instructors are actively concerned with the good of students and the society.

*reversed items

3.5.4.4 CFA of ECQ in the Main Study

CFA was conducted with the data in the main study to test four-factor structure of the ECQ indicated by the EFA of the pilot study with 25 items to ensure construct validity of the scale. The dimensions were friendship and team-interest

(F1), self - interest (F2), rules, laws and codes (F3) and social responsibility and efficiency (F4). AMOS 18 software was used to run CFA and to explore the internal consistency of each factor SPSS 20 was made use of.

First, missing data were checked using MCAR test and the results indicated no missing values. To assess the model fit different perspectives have been examined and among these chi-square, RMSEA, CFI, SRMR and PNFI values have decided to be reported for the model relying mostly on Kline's (2005) suggestions. For chi-square test, as it is known to be sensitive to sample size and may give significant results with large sample sizes (Tabachnick & Fidell, 2007), it is of secondary importance of referral in the analysis. As a remedy to this, RMSEA, CFI and TLI values are reported specifically (Byrne, 2010). From parsimonious fit indices, PNFI has also been reported knowing that it is also sensitive to model size and does not have a rigid threshold level (Mulaik et al., 1989).

As the results of CFA did not indicate a desired cut off value for RMSEA (McCallum et al., 1996), modification indices were checked to identify the highest errors so that they could be tied with each other (Arbuckle, 2007). Starting from the highest covariance, the errors which indicated a meaningful link in between in terms of meaning were tied with each other (Figure 3) provided that they were in the same dimension. Through this process, the following items were tied respectively: $\epsilon_4 - \epsilon_9$ (in Dimension 1: both are about considering the well-being of others at work), $\epsilon_{13} - \epsilon_{17}$ (in Dimension 1: both refer to effectiveness in finding solutions and making decisions), $\epsilon_{12} - \epsilon_{25}$ (in Dimension 4: both of the items refer to the successful people at work and the reasons of their success), $\epsilon_{18} - \epsilon_{21}$ (in Dimension 4: both are about efficiency at work), $\epsilon_3 - \epsilon_2$ (in Dimension 3: both items indicate the importance of

keeping in line with the laws, rules and professional standards), $\varepsilon_2 - \varepsilon_5$ (in Dimension 3: both indicate applying with the rules, laws and ethics in the department) and $\varepsilon_{22} - \varepsilon_7$ (in Dimension 3: both indicate following the rules, laws and procedures). After connecting the related errors, the model fit has been evaluated in the light of the recommendations of some rules of thumb. Relying on their suggestions, the analysis resulted in values of $p = .00$, $\chi^2/df = 4.48$, RMSEA = .08, 90 % CI [.08 - .08], CFI = .91, TLI = .90, SRMR = .10, PNFI = .76, as presented in Table 3.14.

Table 3.14

CFA for ECQ in the Main Study

Scale	χ^2/df	RMSEA	LO	HI	CFI	TLI	SRMR	PNFI
ECQ	4.48	.08	.08	.08	.91	.90	.10	.76

Considering the critical values recommended by the rules of thumb, a significant chi-square value χ^2 (1172.75) has been obtained. Normed chi square χ^2/df (4.48) indicated to be between the suggested values of as low as 2 (Tabachnick & Fidell, 2007) and of as high as 5 (Wheaton et al., 1977). RMSEA (.08) >.05 indicates a fair fit being between the < .05 - .10 range (Kline, 2005; McCallum et al., 1996). CFI (.91) \geq .90 is accepted as adequate (Bentler, 1992) as it is within the standard range of \geq .90 - .95 (Blunch, 2008). TLI (.90) \geq .90 indicates an adequate fit (Bentler, 1992). SRMR (.10) \leq .10 is also in an adequate fit range (Bentler, 1992). PNFI (.76) > .60, as a parsimony based index, is regarded as satisfactory though there is no rigid threshold level (Mulaik et al., 1989). As a result, CFA for the ECQ provided a satisfactory result with this model fit it presents. The standardized parameter estimates were also examined as presented in Figure 3.

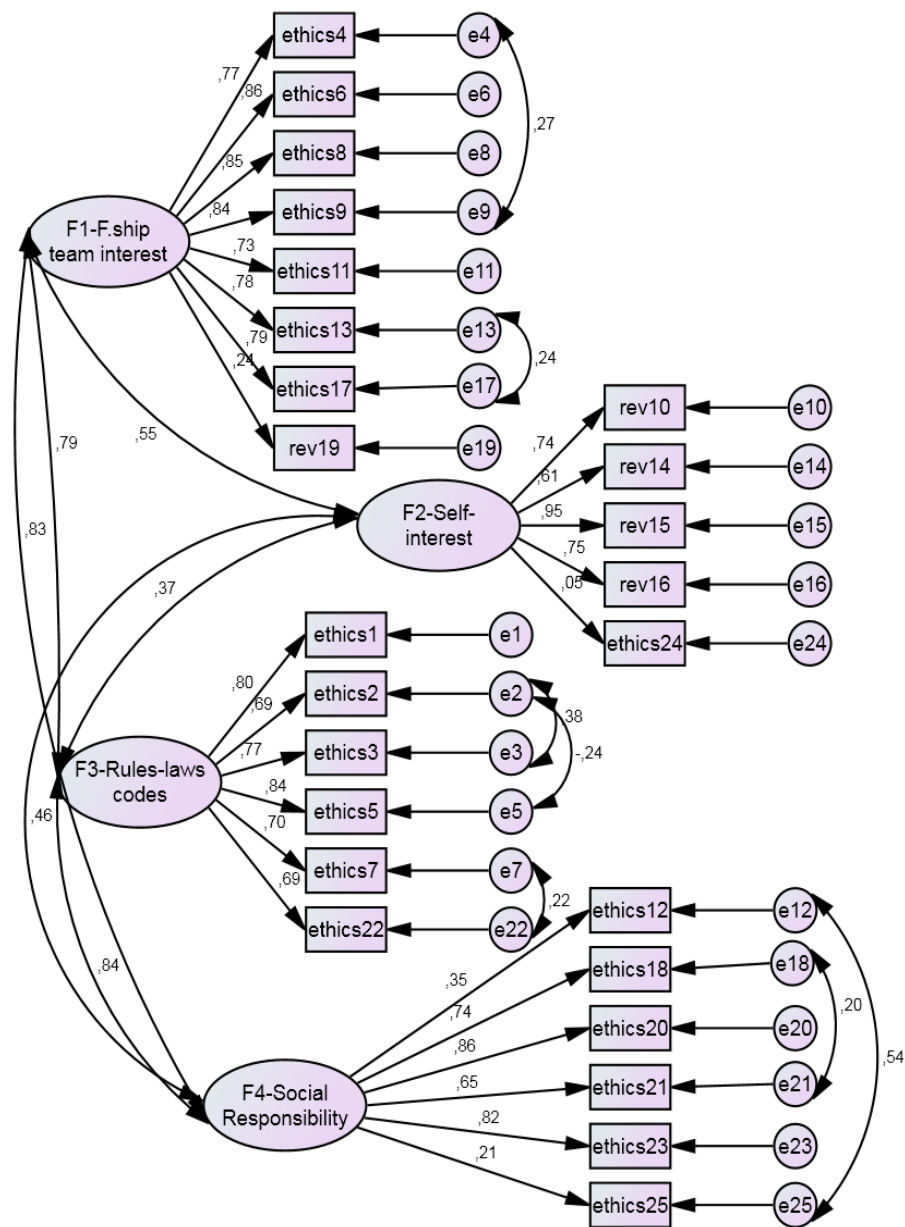


Figure 3 CFA for the ECQ in the Main Study for Four-Factor Model.
 Note. * $p < .05$, F1: Friendship and Team - Interest, F2: Self-Interest, F3: Rules, Laws and Codes, F4: Social Responsibility and Efficiency.

In addition to fit indices, standardized regression weights were also analyzed as suggested in Figure 3. Considering the literature (Kline, 2005) cut-off values have been given as such: coefficients $< .10$ indicate small effect; the ones around $.30$ indicate medium effect and coefficients $> .50$ indicate large effects. For others (Hair

et al., 2010, p.709), standardized regression weights should be .50 or ideally .70 or higher. As for ECQ, the effects of the coefficients ranged between very small (.05) to large (.95), all statistically significant. The results of the latent factor correlations indicated that they are empirically satisfactory constructs. The estimated correlations among the dimensions were within the range of $r = .37 - .84$. The highest correlation ($r = .84$) was between the dimensions of Rules, Laws, Codes (Factor 3) and Social Responsibility and Efficiency (Factor 4). This high correlation between these two constructs may be due to the content of the items in both dimensions which are generally related to the expected behaviors of the academics. Though the relevance of the behaviors is different in both dimensions; i.e. factor 3 covers the applications in terms of the formal rules and laws and factor 4 covers the one about social expectancies, social responsibility and efficiency were taken as similar to rules and laws by the academicians. This is supported by the study of Eser (2007), where some items appear under the other dimension.

To explore the internal consistency of each subscale, Cronbach's alpha coefficients were calculated. Ideally, this value should be .70 to be acceptable for a scale and above .70 to be preferable (Hair et al., 2010; Pallant, 2007). ECQ has good internal consistency with Cronbach's alpha coefficient of .94 for the whole scale. Scale wise the results were as follows: friendship and team-interest: .94, self-interest: .91, rules, laws and codes: .87, social responsibility and efficiency: .89, all showing strong reliability. Results indicated that all subscales indicated good scores (Kline, 2005).

3.6 Validity and Reliability

Convergent validity indicates the high correlation among the variables in a factor structure, which is indicated through factor loadings. In this study, the factor loadings for individual scales are: PAI from .49 to .90, LOS from .63 to .89 and ECQ from .42 to .93. These values suggest fair to excellent relationship among the variables (Comrey & Lee, 1992).

Discriminant validity refers to the factors being distinct and not being correlated with each other. This can be checked by examining the Pattern Matrix where the factors should load on one single factor but not two, or if there are cross-loadings, then the difference should be more than 0.20. In this study, the scale of PAI and ECQ have three cross-loadings in each but those values have more than 0.20 difference in between them indicating enough validity to discriminate between the items. As the scale of LOS had only one dimension, we need not evaluate it under this kind of validity. The correlations between items need also be checked from Factor Correlation Matrix, which should show values ranging between +1 / -1, so as not to suggest the risk of multicollinearity. The maximum correlation values among items in the scales (maximum $r = .81$ for PAI, $r = .88$ for ECQ and $r = .86$ for LOS) do not indicate this problem though they still show high correlation. The correlation between sub-dimensions have also been checked and the highest value indicated $r = .78$ between work-related behaviors sub-dimension and verbal, written and visually attacking behaviors sub-dimension of the outcome variable.

Face validity indicates if the items that come together in a factor make sense all together and if they can be named under the same factor name logically in terms of their meaning. In this study, considering PAI, some items loaded on different

factors when compared with the original study. However, thinking about the different group of participants, this is understandable. What is more, giving name to the items did not indicate a problem concerning most of the items. For LOS, as the EFA indicated a single-structure, face validity is not applicable. For ECQ, the items that were related to each other came together, which enabled naming the factors easily too.

The scales were also examined for *reliability* which is indicative of the consistency of errors in the items in each factor. This was tested in EFA through Cronbach's alpha values that need to be $> .70$ and preferably $> .80$ (Pallant, 2007) in order to be reliable. There also need to have at least three items in each factor (Costello & Osborne, 2005). Considering these criteria, the scales of PAI, $\alpha = .73 - .84$ and ECQ $\alpha = .87 - .94$ in this study indicated quite good values in terms of reliability. The scale of LOS had a very high ($\alpha = .99$) reliability which may be indicative of the construct measuring too specific (Briggs & Cheek, 1986) or that the content is narrow (Clark & Watson, 1995). However, considering the academicians' perceiving this scale as a single-dimension, i.e. not measuring different leadership types but only one type of leadership, this high reliability is understandable. When the Cronbach's alpha value was checked with the ones in the Alpha if Item Deleted column, no higher values could be found for deletion.

3.7 Procedures for Data Collection

The survey was conducted during the Academic Year of 2013 - 2014. After getting the approval from the Human Subject Ethics Committee from the Middle East Technical University (METU), the university rectorates of the twelve

universities where the research would be conducted was contacted by METU. After obtaining the necessary approvals from ten universities, the Directorates of student Affairs of the faculties in those universities were determined and data collection procedure started. In order to prevent threats to internal validity, the scales were administered in all universities by the researcher herself so that data collector and implementation biases have been discarded.

Relying on the pilot study, necessary changes and arrangements have been made about the content of the scales, approximate amount of time to fill in the questionnaire and how the questionnaires could be delivered more efficiently. Clear instructions about the purpose of the study, its anonymity, and confidentiality have been given to the participants both verbally and in a written way in the Informed Consent Form. Although the information would be kept confidential, most of the participants refused to fill in the Informed Consent Form as they were asked to write their names on them and sign the forms. Although the forms and the questionnaires would be kept separate from each other; i.e. the questionnaires of the participants and their Informed Consent Forms would not be matched with each other in order not to impair the feeling of mutual trust, the Informed Consent Forms have decided not to be used in the study.

For the pilot and the main study, enveloped questionnaires were handed in to the faculty by contacting them individually in their rooms and they were collected back on the same day or a week later on appointment basis. However, the main study taking place through the end of the semester, in May and June, made it difficult to reach as many participants as wanted due to time concerns since the academicians were either executing the finals and thus busy with preparing the exams or reading

the papers. For this reason, those academicians who had not been available then, were later decided to be reached via online survey system of Google Docs. The soft copy of the questionnaire has been prepared by the researcher and loaded into the system. After the initial e-mails had been sent to the academicians to inform them about the study, reminder e-mails were also sent a week later. Altogether, the data have been entered using IBM SPSS Statistics 20.

3.8 Data Analysis

First of all, the data have been cleaned for possible out of range values, for wrong entries and to manage missing variables (Tabachnick & Fidell, 2007). As a result, 7 cases were deleted from the pilot study and 3 cases were deleted from the main study. For the pilot study, EFA has been done for the PAI, the LOS and ECQ. According to the results of these analyses, some questions had to be rewritten or added. To examine the internal consistency and reliability, Cronbach's Alpha Coefficient and Pearson Correlational Coefficient were calculated.

For the main study, to see if the factor structures determined by the EFA on the PAI, LOS and ECQ indicated satisfactory model fits, CFA was conducted for each instrument. After that, in order to predict the role of leadership and ethical climate on psychological abuse in academia, as a correlational technique, ordinal logistic regression was conducted. The relationship between the demographic variables of gender, age, title, position, seniority, experience in the current position and with the current managers(s), the type of the institution and the faculty have been examined in relation to the dependent variable of psychological abuse.

Both descriptive and inferential statistics have been used to analyze the data in the pilot and the main study using IBM SPSS Statistics 20. The CFA for the LOS was analyzed through AMOS 18. The logistic regression analysis was conducted through STATA software version 12, OLOGIT procedure.

3.9 Limitations

The limitations of the current study are discussed below with regard to the internal and external validity threats.

3.9.1 Internal Validity Threats

There can be talked about internal validity threat if the discussions of the results of the study can be interpreted differently by different people. It has been suggested that (Gravetter & Forzano, 2011) a research can be devoid of internal validity provided that there is a single explanation for the research results. As the data were collected from 10 different universities, minor differences in the physical conditions of the universities may have affected the results of the study as an internal validity threat of location.

Subject characteristics can be another internal validity threat. As the demographic characteristics of the academics such as gender, age, position, time spent in the profession and so on reveal different information for each academician, these normally have the potential to affect the results of the study; however, when the subject matter of psychological abuse is taken into consideration, the literature poses different research findings as to the significance of each. Hence, the findings of this study will contribute to either the significant or the non-significant results causing no threat to validity.

Common method biases are regarded as (Podsakoff, MacKenzie, Lee & Podsakoff, 2003) one of the main sources of measurement error which threatens the validity of the conclusions about the relationships between the measures. Hence, in order to eliminate the threat, some remedies have been considered. One of the remedies is to obtain the measures of the predictor and criterion variables from different sources. That is, in order to obtain the data for psychological abuse, rather than resorting to the views of the abusers, the employees who witnessed or were exposed to abusive treatments were contacted. Likewise, for the measure of leadership, effects of leader behaviors on employee performance were obtained from the subordinates. In this way, the observed relationship between the predictor and criterion variable could be protected from bias of the rater. This eliminated the effects of consistency motifs, implicit theories, social desirability tendencies, dispositional and transient mood states, and any tendencies on the part of the rater to acquiesce or respond in a lenient manner (Podsakoff et al., 2003). Another remedy, which is concerned with protecting respondent anonymity was realised in this study through the explanations made to the participants in the beginning of the questionnaires that their answers would be kept confidential and that no identity information would be asked from them. In addition, the respondents being academicians gave allowance to assure them that there were no right or wrong answers and that they could answer questions as honestly as possible. These procedures have been gone through so that they don't have to edit their responses to be more socially desirable and lenient. The third remedy is to improve the items of the scales to reduce method biases. This has been realised by making the items as clear and specific as possible so that the items would mean the same for all the participants. Yet another remedy is about separation of measurement

according to certain qualities such as temporal, proximal, psychological, or methodological separation. However, due to disadvantages like the time lags reducing the salience of the predictor variable and also masking a relationship that really existed and psychological separation causing the intrusion of potentially contaminating factors, it was preferred not to make use of these remedies inspite of some advantages.

The data were collected both via hard and soft copy questionnaires. The hard copy questionnaires have been enveloped to maintain privacy of the participants; likewise, the online questionnaires have a share in maintaining privacy. However, it has also been mentioned that (Wright, 2005) soft copy questionnaires bare a threat of data validity, sampling issue, design and evaluation. The academics whom the soft copies were sent to were the ones who could not be reached face to face, which means they were the members of the same population. For this reason, it is not anticipated that the characteristics of those participants are different than the ones who filled in the hard copy versions. As regards design and evaluation, the same design has been kept and the evaluation was not different from the hard copy ones in the soft copy version.

All the printed versions of the questionnaires were handed in individually to the participants by the researcher except for a few of the Preparatory Schools, where the questionnaires were handed in to the participants by their department heads. This may be another limitation in terms of data collector characteristic as the academic staff of that depertmant may have felt restricted thinking that their identities could be revealed and that their answers may be viewed by their managers. Since the number

of the participants in this situation was not many in number, the effect would not be much among the overall data.

Another issue may originate from the fact that the scales were not specifically developed for Educational Administration and for higher education. However, in this study, the scales were evaluated from the perspective of educational administration and they were applied to academics, which may suggest another limitation.

The other limitation is that the leadership scale (LOS) indicated a different factor structure when applied to Turkish setting and to academics. Rather than 4-factor structure, single factor structure has been found which indicates the different perceptions of the sampling group composed of academicians. As a result, there occurred a gap in terms of evaluating the outcoming results of the analysis with the knowledge of a four-frame structure of Bolman and Deal (1991) but from a general leadership perspective.

In two of the scales, item-parceling method was used for different reasons. The main reason was to compensate non-normal data as parceling increases the number of categories to remedy inflated chi-square values stemming from non-normality (Bandalos, 2002). Parceling also makes it possible to get more stable parameters due to the reduction in the number of parameters (Bandalos & Boehm, 2008) and it increases reliability (Catell & Burdsall, 1975). However, this method is not without its drawbacks. It is indicated that item parcels reduce the number of data points to be fit and as a result, they cause the solutions not be as stringent as an individual-itemed-analysis would give (Bandalos, 2002).

Still another limitation is that the problem is analyzed relying on the perspectives of the subordinates (academicians with no management duty), not the

supervisors (the academicians working as managers), which may underestimate the other factors lying beneath the issue of psychological abuse. Thus, further studies are needed to be done through ethnographical or phenomenological method, covering the perspectives of the supervisors preferably in other sectors too.

Finally, the fact that the time period when the data were collected was the end of the semester, the academicians were dealing with their final exams and were quite hectic. Hence, the answers given to the main study may have been affected by the time concerns of the academicians.

3.9.2 External Validity Threats

External validity is the generalizability of the study results to other populations, conditions, experimenters, and so forth (Gravetter & Forzano, 2011). Although the data have been collected from the universities in Ankara, as the population shows variety in terms of their gender, age, titles, academic positions, experience and the faculties being worked in, it will be a factor to increase generalizability. However, some faculties such as Medicine, Dentistry, Pharmacy and some others had been excluded from the study as they did not exist in all the universities and would disable the possibility to make a comparison in between. This may have limited generalizability. On the other hand, the participants in the current study are from the capital city of Turkey, which is a more developed city when compared with some other cities in Turkey. This may suggest different attitudes toward how academics approach the issue of psychological abuse in their departments. This may be a factor to prevent the results being generalized to other populations.

CHAPTER IV

RESULTS

In this chapter the results of the study are presented. First descriptive statistics take place (means and standard deviations) and correlations between the variables have been given. Then assumptions for the logistic regression analysis have been evaluated. At the final stage, the results of the logistic regression analysis are presented to find an answer to the research questions of the study. The section ends with a summary of the results.

4.1 Data Screening

Before conducting the logistic regression analysis, the data have been screened considering some steps to be taken. In the first step, the negatively worded items were reversed to make the data ready for the analysis. In the second step, data were examined for missing values, normality, influential outliers and multicollinearity (Kline, 2005) through SPSS 20.

4.1.1 Missing Data

The questionnaires which had not been filled in fully ($n = 10$) were excluded from the study. Then, the Little's Missingness Completely at Random (MCAR) test was done. According to the results of the test, there were no missing values. Thus, the data were ready for further analysis.

4.1.2 Influential Outliers

Since logistic regression is a multivariate analysis, multivariate outliers were taken into consideration. In order to assess the results of the influential observations, first multivariate outliers have been examined by the value of Mahalanobis distance (Mahalanobis D^2), which is the distance of each observation from the mean center of multidimensional centrality (Hair et al., 2010). The result indicated that 7 cases were multivariate outliers exceeding the critical value 13.82, $p < .01$ (Table 1, Appendix L). These cases were checked whether they were also influential or not. When the Leverage statistic was evaluated, the highest value (.05) was below the threshold value of .50, not indicating a problem. In addition to this, the value of the Means and the 5% Trimmed Means were also compared and the results indicated not very different values from each other. Thus, these cases were decided to be retained (Pallant, 2007). When the Cook's distance value (.019) was calculated, it indicated 13 cases above the calculated value, but since the result is below the threshold value of 1, it did not cause a violation (Fox, 1991). DF Beta values were also checked and there were no cases > 1 . Therefore, it was decided to continue with the analysis without omitting any cases from the study.

4.1.3 Univariate and Multivariate Normality

The univariate and multivariate normality test results have been presented in Appendices J, K and L. For univariate normality, Skewness (asymmetry), Kurtosis (peakedness) values, and the Quantile by Quantile plots (Q-Q plots) were examined. Plots indicated departures from the line and some Skewness and Kurtosis values indicated out-of-the-range values. As the results suggested non-normal data, Kruskal

Wallis Test was used to see which of the predictors show significant results against the outcome variable (See Table 4.1).

For multivariate normality, Mardia's tests were conducted. The results indicated significant values suggesting non-normal multivariate distributions (Appendices J for PAI, K for LOS and L for ECQ). As a remedy, firstly, logistic regression was used which does not assume normality. Secondly, STATA program was used which has the robust option to handle non-normality and which uses maximum likelihood estimation with robust standard errors. This also avoids homoscedasticity problem and minimizes residuals to produce the logit coefficients (Hosmer & Lemeshow, 2004).

4.1.3.1 The Kruskal Wallis Test

After the normality analysis, since the results indicated non-normal data, Kruskal-Wallis H test was used to find out whether there are statistically significant differences between the two-predictor variables of leadership and ethical climate on the outcome variable of psychological abuse. The Kruskal-Wallis H test is a non-parametric version of One-way Anova test and it does not necessitate normality and is less sensitive to outliers.

As regards the assumptions of this test, firstly, the outcome variable should be measured on an ordinal or continuous scale. In this study, it was in the ordinal form. Secondly, the independent variables should consist of two or more categorical and independent groups. This is realized in this study as the data was collected from different titles of academicians such as professors, associate professors, assistant

professor and so on. Thirdly, the observations should be independent from each other, which has not been an issue in this study as the participants have been given the data individually having no contact with each other. Hence, in total there was no violation of the assumptions.

The outcome variable of psychological abuse and its four levels have been analysed using Kruskal Wallis test against each predictor variable to find out which ones show a statistically significant difference. Relying on the results (Table 4.1), the tests corrected for tied ranks have indicated significant values for the predictor variables of leadership and ethical climate and the covariates of gender (except the second level), age (except levels 2 and 3), title, position, seniority, experience in the current post (only for level 2) and faculty. On the other hand, statistically non-significant results have been found for the variables of experience with the manager and the institution. The highest differences have been found between the outcome variable of psychological abuse and the predictor of leadership, which is followed by the ethical climate variable. The proportion of variability in the ranked outcome variable accounted for the variable of leadership was the highest ($\chi^2 = 249.93$), indicating an extremely strong relationship between leadership and the work-related behaviors of psychological abuse.

Table 4.1

Kruskal Wallis Test for Psychological Abuse and Independent Variables

Variables	<i>p</i>	<i>df</i>	χ^2
Psychological Abuse and Leadership			
Work-related behaviors and leadership	.00	117	249.93

Table 4.1 (continuation)

Variables	<i>p</i>	<i>df</i>	χ^2
Excluding behaviors and leadership	.00	117	193.27
Image-damaging behaviors and leadership	.00	117	192.49
Verbally, written and visually attacking behaviors and leadership	.00	117	201.74
Psychological Abuse and Friendship and Team-Interest			
Work-related behaviors and friendship, team-interest	.00	32	164.09
Excluding behaviors and friendship, team-interest	.00	32	129.48
Image-damaging behaviors and friendship, team-interest	.00	32	124.91
Verbally, written and visually attacking behaviors and friendship, team-interest	.00	32	133.37
Psychological Abuse and Self-Interest			
Work-related behaviors and self-interest	.00	20	119.06
Excluding behaviors and self-interest	.00	20	107.96
Image-damaging behaviors and self-interest	.00	20	74.39
Verbally, written and visually attacking behaviors and self-interest	.00	20	91.91
Psychological Abuse and Rules, Laws, Codes			
Work-related behaviors and rules, laws, codes	.00	23	92.91
Excluding behaviors and rules, laws, codes	.00	23	68.58
Image-damaging behaviors and rules, laws, codes	.00	23	50.24
Verbally, written and visually attacking behaviors and rules, laws, codes	.00	23	58.89
Psychological Abuse and Social Responsibility and Efficiency			
Work-related behaviors and social responsibility and efficiency	.00	24	82.79
Excluding behaviors and social responsibility and efficiency	.00	24	72.60
Image-damaging behaviors and social responsibility and efficiency	.00	24	61.77
Verbally, written and visually attacking behaviors and social responsibility and efficiency	.00	24	62.92

Table 4.1 (continuation)

Variables	<i>p</i>	<i>df</i>	χ^2
Psychological Abuse and Gender			
Work-related behaviors and gender	.01	1	7.62
Excluding behaviors and gender	.29	1	1.11
Image-damaging behaviors and gender	.01	1	7.04
Verbally, written and visually attacking behaviors and gender	.00	1	14.76
Psychological Abuse and Age (21-23 years)			
Work-related behaviors and 21-33 years	.00	1	28.02
Excluding behaviors and 21-33 years	.40	1	.72
Image-damaging behaviors and 21-33 and above	.01	1	7.82
Verbally, written and visually attacking behaviors and 21-33 years	.00	1	27.36
Psychological Abuse and Age (34-46 years)			
Work-related behaviors and 34-46 years	.01	1	7.37
Excluding behaviors and 34-46 years	.18	1	1.77
Image-damaging behaviors and 34-46 and above	.02	1	5.13
Verbally, written and visually attacking behaviors and 34-46 years	.01	1	8.09
Psychological Abuse and Age (47 and above years)			
Work-related behaviors and 47 and above years	.00	1	12.77
Excluding behaviors and 47 and above years	.60	1	.28
Image-damaging behaviors and 47 and above years	.38	1	.76
Verbally, written and visually attacking behaviors and 47 and above years	.00	1	11.12
Psychological Abuse and Title			
Work-related behaviors and title	.00	6	39.47
Excluding behaviors and title	.00	6	20.25
Image-damaging behaviors and title	.01	6	16.70
Verbally, written and visually attacking behaviors and title	.00	6	34.89
Psychological Abuse and Position			
Work-related behaviors and position	.00	6	38.76
Excluding behaviors and position	.00	6	20.75
Image-damaging behaviors and position	.02	6	15.72

Table 4.1 (continuation)

Variables	<i>p</i>	<i>df</i>	χ^2
Verbally, written and visually attacking behaviors and position	.00	6	35.07
Psychological Abuse and Seniority			
Work-related behaviors and seniority	.00	5	29.61
Excluding behaviors and seniority	.03	5	12.68
Image-damaging behaviors and seniority	.02	5	13.87
Verbally, written and visually attacking behaviors and seniority	.00	5	23.33
Psychological Abuse and Experience in the Current Position			
Work-related behaviors and experience	.10	5	9.18
Excluding behaviors and experience	.02	5	13.64
Image-damaging behaviors and experience	.21	5	7.17
Verbally, written and visually attacking behaviors and experience	.08	5	9.82
Psychological Abuse and Experience with the Current Manager			
Work-related behaviors and experience with the manager	.09	5	9.41
Excluding behaviors and experience with the manager	.45	5	4.72
Image-damaging behaviors and experience with the manager	.85	5	2.02
Verbally, written and visually attacking behaviors and experience with the manager	.42	5	4.98
Psychological Abuse and Institution			
Work-related behaviors and institution	.04	1	4.15
Excluding behaviors and institution	.08	1	3.11
Image-damaging behaviors and institution	.11	1	2.51
Verbally, written and visually attacking behaviors and institution	.08	1	2.99
Psychological Abuse and Faculty			
Work-related behaviors and faculty	.00	13	41.23
Excluding behaviors and faculty	.00	13	46.86
Image-damaging behaviors and faculty	.00	13	35.87
Verbally, written and visually attacking behaviors and faculty	.00	13	43.32

4.2 Descriptive Statistics

The purpose of this study was to explore the predictor ability of leadership and ethical climate over the variable of psychological abuse. For the analysis, three scales were adapted to be applied to the participants consisting of 547 faculty staff

working in higher education sector, at four foundation and five public universities in Turkey, in the city of Ankara. All the three scales were in 5-point-likert type in which the higher mean values meant more psychological abuse behaviors and leadership behaviors the academicians were exposed to and more ethical climate they observed in their institutions. The mean and standard deviations, minimum and maximum values of the criterion and the predictor variables are presented in Table 4.2. SPSS 20 software was used to run the descriptive statistics analyses.

Table 4.2

Descriptive Statistics for the Scales in the Questionnaire (n = 547)

Variables and dimensions	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>Min</i>	<i>Max</i>
Psychological Abuse					
(F1) Work-related behaviors	15.01	6.96	13	8	40
(F2) Excluding behaviors	9.92	3.52	9	8	40
(F3) Image-damaging behaviors	7.60	3.53	6	6	30
(F4) Verbally, written, visually attacking behaviors	8.58	4.26	7	5	25
Leadership	101.89	32.65	103	32	160
Ethical Climate					
(F1) Friendship, team-interest	22.77	7.59	23	8	40
(F2) Self-interest	14.63	4.25	14	5	25
(F3) Rules, laws, codes	20.60	5.48	21	6	30
(F4) Social responsibility and efficiency	18.15	4.90	18	6	30

For the psychological abuse scale, the minimum and the maximum possible scores that can be obtained from the dimensions are as follows: work-related behaviors (12-60), excluding behaviors (7-35), image-damaging behaviors (7-35), verbally, written, visually attacking behaviors (4-20). For the leadership scale, there is single dimension. For the ethical climate scale, the minimum and the maximum possible scores that can be obtained from the dimensions are as follows: friendship, team-interest (6-30), self-interest (2-10), rules, laws and codes (8-40), social responsibility and efficiency (8-40).

The median, mean and standard deviation values of the predictor variables have been calculated in addition to the boxplots (Appendix M) to give information about the variability of scores. According to the analysis, the variable of leadership indicated the highest scores ($Mdn = 103$, $M = 101.89$, $SD = 32.65$). Then, predictor variable of ethical climate comes where the dimensions from the highest to the lowest are Friendship, team-interest ($Mdn = 23$, $M = 22.77$, $SD = 7.59$) followed by Rules, laws, codes ($Mdn = 21$, $M = 20.60$, $SD = 5.48$), Social responsibility and efficiency ($Mdn = 18$, $M = 18.15$, $SD = 4.90$) and finally Self-interest ($Mdn = 14$, $M = 14.63$, $SD = 4.25$). The outcome variable of psychological abuse has lower values than the other variables which are respectively as follows: Work-related behaviors ($Mdn = 13$, $M = 15.01$, $SD = 6.96$), Excluding behaviors ($Mdn = 9$, $M = 9.92$, $SD = 3.52$), Verbally, written, visually attacking behaviors ($Mdn = 7$, $M = 8.58$, $SD = 4.26$) and Image-damaging behaviors ($Mdn = 6$, $M = 7.60$, $SD = 3.53$).

4.2.1 Correlations among Variables

Non-parametric Spearman's Rho correlations were calculated to examine the relationships among the predictor variables of leadership and ethical climate (with the dimensions of Friendship and Team-Interest; Self-Interest; Rules, Laws and Codes; Social Responsibility and Efficiency) and the outcome variable of psychological abuse (with the dimensions of Work-Related Behaviors; Excluding Behaviors; Image-Damaging Behaviors; Verbally, Written and Visually attacking behaviors). The results of the correlation analysis are presented in Table 4.3.

Table 4.3

Non-parametric Spearman's Rho Correlations between Measures of Psychological Abuse, Ethical Climate and Leadership (n = 547)

Scale	1	2	3	4	5	6	7	8	9
1. Work-related behaviors (MobF1)	1	.64**	.65**	.78**	-.52**	-.43**	-.38**	-.35**	-.56**
2. Excluding behaviors (MobF2)		1	.64**	.60**	-.45**	-.40**	-.32**	-.28**	-.43**
3. Image-damaging behaviors (MobF3)			1	.72**	-.41**	-.35**	-.27**	-.26**	-.43**
4. Verbally, written, visually attacking behaviors (MobF4)				1	-.45**	-.39**	-.28**	-.30**	-.47**
5. Friendship, team-interest (Et.F1)					1	.57**	.65**	.65**	.68**
6. Self-interest (Et.F2)						1	.33**	.29**	.44**
7. Rules, laws and codes (Et.F3)							1	.69**	.51**
8. Social responsibility and Efficiency (Et.F4)								1	.49**
9. Leadership									1

Note. ** Correlation is significant at the .01 level (2-tailed).

Apart from different types of categorizations, in this study Cohen's (1988) standard has been taken into consideration to signify the strength of correlation among variables. According to this categorization, the relationships can be categorized as small ($r = .10$), medium ($r = .30$) and large ($r = .50$). As presented in Table 4.3, the correlation coefficients among all variables were statistically significant. The correlations among the outcome variable and the predictor variable of ethical climate had a negative relationship ranging between small to large strength ($r = -.26$ to $.69$, $p < .01$). This also means that ethical climate explains from 7% to 48% of the variance on the psychological abuse behaviors. The other predictor,

leadership had also a negative relationship indicating a medium to large ($r = -.43$ to $-.56$, $p < .01$) strength. This also suggests that leadership explains from 18% to 31% of the variance on the psychological abuse scale. This is regarded as quite a respectable amount of variance in social sciences (Pallant, 2007). The results showed that the more the academicians valued friendship and team interest, the less psychological abuse they observed in their institutions. This correlation was respectively lower in self-interest, rules, laws, codes and social responsibility and efficiency dimensions. For the predictor of leadership, the more academicians were subjected to leadership behaviors, the less psychological abuse behaviors they were exposed to.

4.3 Ordinal Logistic Regression Analysis

Having analysed whether there are statistically significant differences between the two independent variables through Kruskal Wallis Test, now there is the need to make further analysis to see the amount of relationship between the variables. As the outcome variable of psychological abuse has indicated a positive skew suggesting non-normal data, ordinal logistic regression was used as the most appropriate method for analysis which does not require normality. As the scale of the outcome variable is ordered (none, low level, medium level, high level, very high level), as a preferred model, ordinal regression has been chosen.

In order to achieve the ordinal outcome variable, the continuous data of psychological abuse were divided into five categories to spread the data evenly across by finding the 20th, 40th, 60th and 80th percentiles in order to define the ordinal categories. The first category of the ordinal response was set as less than or equal to the 20th percentile (0-20). The second category was set as above the 20th

and up to the 40th percentile (20-40). The third was set as above the 40th and up to the 60th percentile (40-60). The fourth category was defined as above the 60th and up to the 80th percentile (60-80), and the fifth group was defined as above the 80th percentile (80-100). In this way, the data are spread evenly among the five categories each of which indicates ~20% of the data.

4.3.1 Assumptions of the Ordinal Logistic Regression

In logistic regression, a linear relationship between the dependent and independent variables is not assumed, the dependent variables do not need to be normally distributed, there is no homogeneity of variance assumption which means that the variances may differ within categories, normally distributed error terms are not assumed and the independent variables do not have to be interval or unbounded (Wright, 1995).

However, there are some assumptions that need to be met before conducting the analysis as well. Firstly, logistic regression requires the outcome variable to be ordinal, which has been met in this study as it is ordered in a five-point likert style from none (1), low level (2), medium level (3), high level (4) and to very high level (5). Secondly, the model should be fitted accordingly to prevent the occurrence of over or under fitting model. To understand this, as a prior analysis, stepwise method has been used to see which predictor has a bigger contribution than the other. Thirdly, logistic regression assumes each observation to be independent from each other. This has been met in this study as most of the participants were alone in their rooms at the time of data collection and the questionnaires were given by the researcher to the participants individually. Fourthly, the assumption of

multicollinearity suggests that there should be no perfect linear relationship between two or more predictors; i.e. the predictors should not correlate too highly (Field, 2009). To examine this, inter-correlations of the variables were calculated by Spearman's Rho Correlation Coefficients. When the Correlation Matrix was checked (Table 4.3), psychological abuse scale was negatively and significantly correlated with leadership scale and ethical climate scale with its dimensions. Table 4.3 displays the relationship among the predictors with the highest correlation of .78 indicating no multi-collinearity. In addition to this, the correlations among the predictors were also checked and the results suggested that tolerance values (TOL) were $> .10$ and the VIF values were < 10 (Cohen et al., 2003) (See Table 4.4).

Table 4.4

Correlation Coefficients between the Outcome and the Predictor Variables to Show the Absence of Multicollinearity

Predictors	VIF	Tol
Psychological Abuse		
Work-related behaviors	3.31	.30
Excluding behaviors	2.39	.42
Image-damaging behaviors	3.31	.30
Verbally, written, visually attacking behaviors	3.86	.26
Ethical Climate		
Friendship, team-interest	3.11	.32
Self-interest	1.53	.66
Rules, laws and codes	2.35	.43
Social responsibility and efficiency	2.38	.42

Fifthly, a good number of cases to the number of predictors are required as maximum likelihood estimation is used in logistic regression analysis. 10 times the number of estimated model coefficients is needed (Hair et al., 2010), and for Hosmer and Lemeshow (2000) sample sizes greater than 400 are recommended. Sample size assumption has been met in this study with $n = 547$. Lastly, linearity of predictor

variables and log odds have been realized by transforming metric variables into ordinal variables (By assigning 0 to the first category and 1 to the others), through the STATA programme OLOGIT procedure, which divided the data into 5 equal parts of 20 % adding up to 100.

Overall, the results revealed that the assumptions for ordinal logistic regression have been met. This indicates that further analysis can be done. Therefore, ordinal logistic regression analysis has been conducted in the following section for the predictors of leadership, ethical climate and the covariates.

4.3.2 The Results of Ordinal Logistic Regression Analysis

The purpose of this study is to examine the probability of the possible main predictors of leadership and ethical climate together with the secondary predictors of gender, age, title, position, seniority, experience in the current post, experience with the current manager, institution and faculty in predicting psychological abuse (psychological abuse) with its four levels (work-related behaviors, excluding behaviors, image-damaging behaviors, verbal, written and visual attacks) in higher education in academic staff. Since some assumptions for normality have been violated, in order to understand the predictors' role with regards to the probability of psychological abuse, a non-parametric test of Ordinal Logistic Regression has been conducted via STATA OLOGIT procedure version 12 software.

The reference categories have been selected for each predictor and comparisons have been made between the reference categories and the significant predictors. The model came out to be jointly statistically significant at .001 level when psychological abuse and the predictors of leadership and ethical climate and

the secondary level predictors (covariates) of gender, age, title, position, seniority, experience in the current post, experience with the current manager, institution and the faculty were regressed. The output of the logistic regression analysis through STATA programme gives out the values for Wald's statistics (z value), probabilities, pseudo R^2 (MacFadden's R^2), coefficients and its standard errors, odds ratio and standard errors together with its confidence intervals. Therefore, the evaluation of the results of this study will be based on these values.

4.3.2.1 Findings for Psychological Abuse and the Predictor of Leadership

In order to test the research question 1 “How well can the leadership styles of the managers in academia predict the psychological abuse behaviors towards academicians?” ordinal logistic regression was conducted. The outcome variable of “psychological abuse” and the predictor of “leadership” were regressed over the total scores of both variables. According to the results (Table 4.5), the log likelihood Chi-Square test of Wald's $\chi^2_{(1)} = 128.62, p < .001$, indicated that the logit regression coefficient of the predictor of leadership was different from 0; i.e. the model with this predictor provides a better fit than the null model with no variable to predict the cumulative probability for psychological abuse. The likelihood ratio of the McFadden's R^2 ($R^2_{McFL} = .11$), suggests that the leadership predicted 11 % of the variability of the psychological abuse over its total score which can be regarded as a moderate fit since it is smaller than the excellent model fit criteria ($R^2 = 0.2 - 0.4$) of MacFadden (1973).

Table 4.5

Ordinal Logistic Regression Analysis Results for Psychological Abuse and the Predictor of Leadership

Variable	β (SE)	z	df	OR	95 % CI
Leadership	-.04 (.00)	-11.34	1	.96***	[.96, .97]

Note. $R^2_{McFL} = .11$ (McFadden's). Model $\chi^2_{(1)} = 128.62$, *** $p < .001$. Standard error is in brackets next to the regression coefficient.

The odds ratio has been examined and the result (Table 4.5) indicated that the more an academician observes a leadership behavior, the odds of that person being exposed to psychological abuse decreases by a factor of .96 all other factors being equal [(OR, .96; 95% CI, .96 - .97), $p < .00$]. That is if the manager shows a leadership quality, the possibility of being mobbed decreases by 4 %.

According to the classification table (Table 4.6), the model predicted 59.68 % of the cases correctly for the first category (I totally disagree), 32. 48 % of the cases for the second category (I disagree), the observed variables for the third category have not been predicted for the third category (I am indecisive) by the programme but for the fourth category as 35.48%, 40 % of the cases for the fourth category (I agree) were predicted correctly and 58.25% of the cases for the fifth category (I totally agree) were predicted correctly.

Table 4.6

The Observed and the Predicted Frequencies for Leadership by Logistic Regression

Observed		Predicted			Total	
		1	2	4		5
1	N	74			124	
	%	59.68			100	
2	N		38		117	
	%		32.48		100	
3	N			33	93	
	%			35.48	100	
4	N			44	110	
	%			40	100	
5	N				60	
	%				58.25	
Total	N	147	135	150	115	547
	%	26.87	24.68	27.42	21.02	100

4.3.2.2 Findings for Work-Related Behaviors (First Dimension of Psychological Abuse) and the Predictor of Leadership

In order to find an answer to the first research question, when “leadership”, as the first independent variable was regressed with the “work-related behaviors” as the first level of the outcome variable of psychological abuse, the log likelihood ratio Chi-Square test of Wald’s $\chi^2_{(1)} = 124.49, p < .001$, indicated that the logit regression coefficient of the predictor of leadership was different from 0; i.e. the model with this predictor provides a better fit than the null model with no variable to predict the cumulative probability for work-related behaviors. The likelihood ratio of McFadden’s $R^2 (R^2_{McFL} = .11)$, suggests that leadership variable in the model predicted 11 % of the variability with the work-related behaviors of psychological abuse which can be regarded as a moderate fit since it is smaller than the excellent model fit criteria ($R^2 = 0.2 - 0.4$) of MacFadden (1973).

Table 4.7

Ordinal Logistic Regression Analysis Results for Work-Related Behaviors and the Predictor of Leadership

Variable	β (SE)	z	df	OR	95 % CI
Leadership	-.04 (.00)	-11.16	1	.96***	[.96, .97]

Note. $R^2_{McFL} = .11$ (McFadden's). Model $\chi^2_{(1)} = 124.49$, *** $p < .001$. Standard error

is in brackets next to the regression coefficient.

In order to estimate the probability of “leadership” to predict the work-related behaviors, odds ratio has been examined and the results (Table 4.7) indicated that the more an academician observes a leadership behavior, the odds of that person being exposed to a work-related abusive behavior decreases by a factor of .96 all other factors being equal [(OR, .96; 95% CI, .96 - .97), $p < .001$]. That is the probability of being mobbed in terms of work-related behaviors decreases by 4 % with the use of leadership qualities by the manager.

4.3.2.3 Findings for Excluding Behaviors (Second Dimension of Psychological Abuse) and the Predictor of Leadership

In order to find an answer to the first research question, when “leadership”, as the first independent variable was regressed with the “excluding behaviors” as the second level of the outcome variable of psychological abuse, the log likelihood ratio Chi-Square test of Wald's $\chi^2_{(1)} = 102.56$, $p < .001$, indicated that the logit regression coefficient of the predictor of leadership, was different from 0; i.e. the model with this predictor provides a better fit than the null model with no variable to predict the cumulative probability for excluding behaviors. The likelihood ratio of McFadden's R^2 ($R^2_{McFL} = .09$), suggests that leadership variable in the model predicted 9 % of the

variability with the excluding behaviors of psychological abuse which can be regarded as a moderate fit since it is smaller than the excellent model fit criteria ($R^2 = 0.2 - 0.4$) of MacFadden (1973).

Table 4.8

Ordinal Logistic Regression Analysis Results for Excluding Behaviors and the Predictor of Leadership

Variable	β (SE)	z	df	OR	95 % CI
Leadership	-.03 (.00)	-10.13	1	.97***	[.96, .98]

Note. $R^2_{McFL} = .09$ (McFadden's). Model $\chi^2_{(1)} = 102.56$, *** $p < .001$. Standard error is in brackets next to the regression coefficient.

In order to estimate the probability of leadership to predict excluding behaviors, odds ratio has been examined and the results (Table 4.8) indicated that the more an academician observes a leadership behavior, the odds of that person being exposed to an excluding behavior decreases by a factor of .97 all other factors being equal [(OR, .97; 95% CI, .96 - .98), $p < .00$]. That is the probability of being mobbed in terms of excluding behaviors decreases by 3 % with the use of leadership qualities by the manager.

4.3.2.4 Findings for Image-Damaging Behaviors (Third Dimension of Psychological Abuse) and the Predictor of Leadership

In order to find an answer to the first research question, when “leadership”, as the first independent variable was regressed with the “image-damaging behaviors” as the third level of the outcome variable of psychological abuse, the log likelihood ratio Chi-Square test of Wald's $\chi^2_{(1)} = 82.21$, $p < .001$, indicated that the logit regression coefficient of the predictor of leadership was different from 0; i.e. the

model with this predictor provides a better fit than the null model with no variable to predict the cumulative probability for image-damaging behaviors. The likelihood ratio of McFadden's R^2 ($R^2_{McFL} = .11$), suggests that leadership variable in the model predicted 11 % of the variability with the image-damaging behaviors of psychological abuse which can be regarded as a moderate fit since it is smaller than the excellent model fit criteria ($R^2 = 0.2 - 0.4$) of MacFadden (1973).

Table 4.9

Ordinal Logistic Regression Analysis Results for Image-Damaging Behaviors and the Predictor of Leadership

Variable	β (SE)	z	df	OR	95 % CI
Leadership	-.03 (.00)	-9.07	1	.97***	[.96, .98]

Note. $R^2_{McFL} = .11$ (McFadden's). Model $\chi^2_{(1)} = 82.21$, *** $p < .001$. Standard error is in brackets next to the regression coefficient.

In order to estimate the probability of leadership to predict image-damaging behaviors, odds ratio has been examined and the results (Table 4.9) indicated that the more an academician observes a leadership behavior, the odds of that person being exposed to an image - damaging behavior decreases by a factor of .97 all other factors being equal [(OR, .97; 95% CI, .96 - .98), $p < .00$]. That is the probability of being mobbed in terms of image-damaging behaviors decreases by 3 % with the use of leadership qualities by the manager.

**4.3.2.5 Findings for Verbally, Written and Visually Attacking Behaviors
(Fourth Dimension of Psychological Abuse) and the Predictor of
Leadership**

In order to find an answer to the first research question, when “leadership”, as the first independent variable was regressed with the “verbally, written and visually attacking behaviors”, as the fourth level of the outcome variable of psychological abuse, the log likelihood ratio Chi-Square test of Wald’s $\chi^2_{(1)} = 93.11, p < .001$, indicated that the logit regression coefficient of the predictor of leadership was different from 0; i.e. the model with this predictor provides a better fit than the null model with no variable to predict the cumulative probability for verbally, written and visually attacking behaviors. The likelihood ratio of McFadden’s R^2 ($R^2_{McFL} = .08$), suggests that leadership variable in the model predicted 8 % of the variability with the verbally, written and visually attacking behaviors of psychological abuse which can be regarded as a moderate fit since it is smaller than the excellent model fit criteria ($R^2 = 0.2 - 0.4$) of MacFadden (1973).

Table 4.10

Ordinal Logistic Regression Analysis Results for Verbally, Written and Visually Attacking Behaviors and the Predictor of Leadership

Variable	β (SE)	z	df	OR	95 % CI
Leadership	-.03 (.00)	-9.65	1	.97***	[.96, .98]

Note. $R^2_{McFL} = .08$ (McFadden’s). Model $\chi^2_{(1)} = 93.11, *** p < .001$. Standard error is in brackets next to the regression coefficient.

In order to estimate the probability of leadership to predict the verbally, written and visually attacking behaviors, odds ratio has been examined and the results (Table 4.10) indicated that the more an academician observes a leadership

behavior, the odds of that person being exposed to verbally, written and visually attacking behaviors decreases by a factor of .97 all other factors being equal [(OR, .97; 95% CI, .96 - .98), $p < .00$]. That is the probability of being mobbed in terms of verbally, written and visually attacking behaviors decreases by 3 % with the use of leadership qualities by the manager.

4.3.2.6 Findings for Psychological Abuse and the Predictor of Ethical Climate

In order to test the research question 2 “How well can ethical climate in academia predict the psychological abuse behaviors towards academicians?” ordinal logistic regression was conducted. The outcome variable of “psychological abuse” and the predictor of “ethical climate” were regressed over the total scores of both variables. According to the results (Table 4.11), the log likelihood Chi-Square test of Wald’s $\chi^2_{(1)} = 138.15$, $p < .001$, indicated that the logit regression coefficient of the predictor of ethical climate was different from 0; i.e. the model with this predictor provides a better fit than the null model with no variable to predict the cumulative probability for ethical climate. The likelihood ratio of the McFadden’s R^2 ($R^2_{McFL} = .09$), suggests that ethical climate predicted 9 % of the variability of the psychological abuse over its total score which can be regarded as a moderate fit since it is smaller than the excellent model fit criteria ($R^2 = 0.2 - 0.4$) of MacFadden (1973).

Table 4.11

Ordinal Logistic Regression Analysis Results for Psychological Abuse and the Predictor of Ethical Climate

Variable	β (SE)	z	df	OR	95 % CI
Ethical climate	-.06 (.01)	-11.75	1	.94***	[.93, .95]

Note. $R^2_{McFL} = .09$ (McFadden's). Model $\chi^2_{(1)} = 138.15$, *** $p < .001$. Standard error is in brackets next to the regression coefficient.

The odds ratio has been examined and the result (Table 4.11) indicated that the more an academician thinks the climate is ethical, the odds of that person being exposed to psychological abuse decreases by a factor of .94 all other factors being equal [(OR, .94; 95% CI, .93 - .95), $p < .00$]. That is if the climate at workplace consists of more ethical climate qualities, the possibility of being mobbed decreases by 6 %.

According to the classification table (Table 4.12), the model predicted 61.29 % of the cases correctly for the first category (I totally disagree), 33.33 % of the cases for the second category (I somehow agree), for the third category (I agree a little) observed variables have not been predicted by the programme for the third but fourth category as 27.96 %, for the fourth category (I agree mostly) 30.91 % of the cases have been predicted correctly and 45.63% of the cases for the fifth category (I totally agree) have been predicted correctly.

Table 4.12

The Observed and the Predicted Frequencies for Ethical Climate by Logistic Regression

Observed		Predicted				Total
		1	2	4	5	
1	N	76				124
	%	61.29				100
2	N		39			117
	%		33.33			100
3	N			26		93
	%			27.96		100
4	N			34		110
	%			30.91		100
5	N				47	103
	%				45.63	100
Total	N	170	131	139	107	547
	%	31.08	23.95	25.41	19.56	100

4.3.2.7 Findings for Work-Related Behaviors (First Dimension of Psychological Abuse) and the Predictor of Ethical Climate with Dimensions

In order to test the research question 2 “How well can ethical climate in academia predict the psychological abuse behaviors towards academicians?” ordinal logistic regression was conducted. When the predictor of “ethical climate” with its four dimensions were regressed with the “work-related behaviors” as the first level of the outcome variable of psychological abuse, the log likelihood ratio Chi-Square test of Wald’s $\chi^2_{(4)} = 154.82, p < .001$, indicated that the logit regression coefficient of the predictor of ethical climate was jointly different from 0 for the levels of 1 and 2. That is, the full model with this predictor is a better fit than the null model with no independent variable in predicting the cumulative probability of work-related behaviors. The likelihood ratio of the McFadden’s $R^2 (R^2_{McFL} = .10)$, suggests that ethical climate variable in the model predicted 10 % of the variability with the work-related behaviors of psychological abuse which can be regarded as a moderate fit

since it is smaller than the excellent model fit criteria ($R^2 = 0.2 - 0.4$) of MacFadden (1973).

Table 4.13

Ordinal Logistic Regression Analysis Results for Work-Related Behaviors and the Predictor of Ethical Climate with its Four Dimensions

Variable	β (SE)	z	df	OR	95 % CI
Friendship, team interest	-.10 (.02)	-5.12	1	.91***	[.87, .94]
Self interest	-.08 (.03)	-3.23	1	.92***	[.87, .97]
Rules, laws and codes	-.03 (.02)	-1.33	1	.97	[.93, 1.01]
Social responsibility and efficiency	-.00 (.03)	-0.14	1	1.00	[.95, 1.05]

Note. $R^2_{McFL} = .10$ (McFadden's). Model $\chi^2_{(1)} = 154.82$, *** $p < .001$. Standard error is in brackets next to the regression coefficient.

In order to estimate the probability of “ethical climate dimension 1 (friendship and team-interest)” alone, to predict the work-related behaviors, odds ratio has been examined and the results (Table 4.13) indicated that one unit of increase in friendship and team-interest behavior of an academician decreases the odds of that person being exposed to a work-related abusive behavior by a factor of .91 all other factors being equal [(OR, .91; 95% CI, .87 - .94), $p < .02$]. That is, academics who are caring for friendship and team-interest in the department are 9 % less likely to be exposed to work-related abusive behavior.

In order to estimate the probability of “ethical climate level 2 (self-interest)” alone, to predict the work-related behaviors, odds ratio has been examined and the results (Table 4.13) indicated that one unit of increase in self-interest behavior of an academician decreases the odds of that person being exposed to a work-related abusive behavior by a factor of .92 all other factors being equal [(OR, .92; 95% CI,

.87 - .97), $p < .00$]. That is, academics being after their own self-interests in the department are 8 % less likely to be exposed to work-related abusive behaviors.

According to the results of the analysis (Table 4.13), level 3 (rules, laws, codes) and level 4 (social responsibility and efficiency) of ethical climate did not indicate significant results for work-related abusive behaviors.

4.3.2.8 Findings for Excluding Behaviors (Second Dimension of Psychological Abuse) and the Predictor of Ethical Climate with its Dimensions

In order to find an answer to the second research question, when the predictor of “ethical climate” with its four dimensions were regressed with the “excluding behaviors” as the second level of the outcome variable of psychological abuse, the log likelihood ratio Chi-Square test of Wald’s $\chi^2_{(4)} = 119.25, p < .001$, indicated that the logit regression coefficient of the predictor of ethical climate, was jointly different from 0 for the levels of 1 and 2; i.e. the model with this predictor provides a better fit than the null model with no variable to predict the cumulative probability for excluding behaviors. The likelihood ratio of the McFadden’s R^2 ($R^2_{McFL} = .10$), suggests that ethical climate variable in the model predicted 10 % of the variability with the excluding behaviors of psychological abuse which can be regarded as a moderate fit since it is smaller than the excellent model fit criteria ($R^2 = 0.2 - 0.4$) of MacFadden (1973).

Table 4.14

Ordinal Logistic Regression Analysis Results for Excluding Behaviors and the Predictor of Ethical Climate with its Four Levels

Variable	β (SE)	z	df	OR	95 % CI
Friendship and team interest	-.09 (.02)	-4.59	1	.91***	[.88, .95]
Self interest	-.11 (.03)	-4.28	1	.90***	[.85, .94]
Rules, laws and codes	-.03 (.02)	-1.13	1	.97	[.93, 1.02]
Social responsibility and efficiency	.01 (.03)	0.57	1	1.01	[.96, 1.07]

Note. $R^2_{McFL} = .10$ (McFadden's). Model $\chi^2_{(1)} = 119.25$, *** $p < .001$. Standard error is in brackets next to the regression coefficient.

In order to estimate the probability of “ethical climate level 1 (friendship and team-interest)” alone, to predict the excluding behaviors, odds ratio has been examined and the results (Table 4.14) indicated that one unit of increase in friendship and team-interest behavior of an academician decreases the odds of that person being exposed to excluding behaviors by a factor of .91 all other factors being equal [(OR, .91; 95% CI, .88 - .95), $p < .01$]. That is, academics caring for friendship and team-interest in the department are 9 % less likely to be exposed to excluding behaviors.

In order to estimate the probability of “ethical climate level 2 (self-interest)” alone, to predict the excluding behaviors, odds ratio has been examined and the results (Table 4.14) indicated that one unit of increase in self-interest behavior of an academician decreases the odds of that person being exposed to excluding behavior by a factor of .90 all other factors being equal [(OR, .90; 95% CI, .85 - .94), $p < .00$]. That is, academics being after their own self-interests in the department are 10 % less likely to be exposed to excluding behaviors.

According to the results of the analysis (Table 4.14), level 3 (rules, laws, codes) and level 4 (social responsibility and efficiency) of ethical climate did not indicate significant results for excluding behaviors.

4.3.2.9 Findings for Image-Damaging Behaviors (Third Dimension of Psychological Abuse) and the Predictor of Ethical Climate with its Dimensions

In order to find an answer to the second research question, when “ethical climate”, as the second predictor variable was regressed with the “image-damaging behaviors” as the third level of the outcome variable of psychological abuse, the log likelihood ratio Chi-Square test of Wald’s $\chi^2_{(4)} = 102.33, p < .001$, indicated that the logit regression coefficient of the predictor of ethical climate, was jointly different from 0 for the levels of 1 and 2. Thus, the full model with this predictor resulted in a better fit than the null model with no independent variable in predicting the cumulative probability of image-damaging behaviors. The likelihood ratio of the McFadden’s R^2 ($R^2_{McFL} = .11$), suggests that ethical climate variable in the model predicted 11 % of the variability with the image-damaging behaviors of psychological abuse which can be regarded as a moderate fit since it is smaller than the excellent model fit criteria ($R^2 = 0.2 - 0.4$) of MacFadden (1973).

Table 4.15

Ordinal Logistic Regression Analysis Results for Image-Damaging Behaviors and the Predictor of Ethical Climate with its Four Levels

Variable	β (SE)	z	df	OR	95 % CI
Friendship and team interest	-.10 (.02)	-4.76	1	.91***	[.87, .94]

Table 4.15 (continuation)

Variable	β (SE)	z	df	OR	95 % CI
Self interest	-.09 (.03)	-3.00	1	.92***	[.87, .97]
Rules, laws and codes	.00 (.03)	0.07	1	1.00	[.95, 1.05]
Social responsibility and efficiency	-.01 (.03)	-0.29	1	.99	[.94, 1.05]

Note. $R^2_{McFL} = .11$ (McFadden's). Model $\chi^2_{(1)} = 102.33$, *** $p < .001$. Standard error is in brackets next to the regression coefficient.

In order to estimate the probability of “ethical climate level 1 (friendship and team-interest)” alone, to predict the image-damaging behaviors, odds ratio has been examined and the results (Table 4.15) indicated that one unit of increase in friendship and team-interest behavior of an academician decreases the odds of that person being exposed to image-damaging behaviors by a factor of .91 all other factors being equal [(OR, .91; 95% CI, .87 - .94), $p < .01$]. That is, academics caring for friendship and team-interest in the department are 9 % less likely to be exposed to image-damaging behaviors.

In order to estimate the probability of “ethical climate level 2 (self-interest)” alone, to predict the image-damaging behaviors, odds ratio has been examined and the results (Table 4.15) indicated that one unit of increase in self-interest behavior of an academician decreases the odds of that person being exposed to image-damaging behavior by a factor of .92 all other factors being equal [(OR, .92; 95% CI, .87 - .97), $p < .01$]. That is, academics being after their own self-interests in the department are 8 % less likely to be exposed to image-damaging behaviors.

According to the results of the analysis (Table 4.15), level 3 (rules, laws, codes) and level 4 (social responsibility and efficiency) of ethical climate did not indicate significant results for image-damaging behaviors.

**4.3.2.10 Findings for Verbally, Written, Visually Attacking Behaviors
(Fourth Dimension of Psychological Abuse) and the Predictor of Ethical
Climate with Dimensions**

In order to find an answer to the second research question, when the predictor of “ethical climate” with its four dimensions were regressed with the “verbally, written and visually attacking behaviors” as the fourth level of the outcome variable of psychological abuse, the log likelihood ratio Chi-Square test of Wald’s $\chi^2_{(4)} = 124.91, p < .001$, indicated that the logit regression coefficient of the predictor of ethical climate, was jointly different from 0 for the levels of 1 and 2. Thus, the full model with this predictor is a better fit than the null model with no independent variable in predicting the cumulative probability of verbally, written and visually attacking behaviors. The likelihood ratio of the McFadden’s R^2 ($R^2_{McFL} = .08$), suggests that the ethical climate variable in the model predicted 8 % of the variability with the verbally, written and visually attacking behaviors of psychological abuse which can be regarded as a moderate fit since it is smaller than the excellent model fit criteria ($R^2 = 0.2 - 0.4$) of MacFadden (1973).

Table 4.16

Ordinal Logistic Regression Analysis Results for Verbally, Written, Visually Attacking Behaviors and the Predictor of Ethical Climate with its Dimensions

Variable	β (SE)	z	df	OR	95 % CI
Friendship and team interest	-.10 (.02)	-5.57	1	.90***	[.87, .94]
Self interest	-.08 (.02)	-3.29	1	.93***	[.88, .97]
Rules, laws and codes	.02 (.02)	0.77	1	1.02	[.97, 1.07]
Social responsibility and efficiency	-.01 (.02)	-0.28	1	.99	[.95, 1.04]

Note. $R^2_{McFL} = .08$ (McFadden’s). Model $\chi^2_{(1)} = 124.91, *** p < .001$. Standard error is in brackets next to the regression coefficient.

In order to estimate the probability of “ethical climate level 1 (friendship and team-interest)” alone, to predict the verbally, written, visually attacking behaviors, odds ratio has been examined and the results (Table 4.16) indicated that one unit increase in friendship and team-interest behavior of an academician decreases the odds of that person being exposed to verbally, written, visually attacking behaviors by a factor of .90 all other factors being equal [(OR, .90; 95% CI, .87 - .94), $p < .00$]. That is, academics caring for friendship and team-interest in the department are 10 % less likely to be exposed to verbally, written, visually attacking behaviors.

In order to estimate the probability of “ethical climate level 2 (self-interest)” alone, to predict the verbally, written, visually attacking behaviors, odds ratio has been examined and the results (Table 4.16) indicated that one unit of increase in self-interest behavior of an academician decreases the odds of that person being exposed to verbally, written, visually attacking behaviors by a factor of .93 all other factors being equal [(OR, .93; 95% CI, .88 - .97), $p < .00$]. That is, academics being after their own self-interests in the department are 7 % less likely to be exposed to verbally, written, visually attacking behaviors.

According to the results of the analysis (Table 4.16), level 3 (rules, laws, codes) and level 4 (social responsibility and efficiency) of ethical climate did not indicate significant results for verbally, written, visually attacking behaviors.

4.3.2.11 Findings for Work-Related Behaviors (First Dimension of Psychological Abuse) and the Predictor of Leadership and Ethical Climate with Dimensions

In order to find an answer to the first and second research questions together, this time it was tested how much of difference would the inclusion of both the first

predictor variable (leadership) and the second predictor variable (ethical climate) make in the model when regressed with the first dimension of the outcome variable (work-related behaviors). The log likelihood ratio Chi-Square test of Wald's $\chi^2_{(5)} = 200.51, p < .001$, indicated that the logit regression coefficient of the predictors of "leadership and ethical climate levels 1 and 2", were jointly different from 0. Thus, the full model with these predictors is a better fit than the null model with no independent variables in predicting the cumulative probability of work-related behaviors. The likelihood ratio of the McFadden's $R^2 (R^2_{McFL} = .13)$, suggests that these independent variables in the model predicted 13 % of the variability with the work-related behaviors of psychological abuse which can be regarded as a moderate fit since it is smaller than the excellent model fit criteria ($R^2 = 0.2 - 0.4$) of MacFadden (1973).

Table 4.17

Ordinal Logistic Regression Analysis Results for Work-Related Behaviors and the Predictors of Leadership and Ethical Climate with Dimensions

Variable	β (SE)	z	df	OR	95 % CI
Leadership	-.03 (.00)	-5.88	1	.97***	[.97, .98]
Friendship, team interest	-.05 (.02)	-2.26	1	.95***	[.91, .99]
Self interest	-.08 (.03)	-3.06	1	.93***	[.88, .97]
Rules, laws and codes	-.01 (.02)	-0.49	1	.99	[.95, 1.03]
Social responsibility and efficiency	.00 (.03)	0.07	1	1.00	[.95, 1.05]

Note. $R^2_{McFL} = .13$ (McFadden's). Model $\chi^2_{(1)} = 200.51, *** p < .001$. Standard error is in brackets next to the regression coefficient.

In order to estimate the probability of "leadership" alone, to predict the work-related behaviors, odds ratio has been examined and the results (Table 4.17)

indicated that the more an academician observes a leadership behavior, the odds of

that person being exposed to a work-related abusive behavior decreases by a factor of .97 all other factors being equal [(OR, .97; 95% CI, .97 - .98), $p < .00$]. That is the probability of being mobbed in terms of work-related behaviors decreases by 3 % with the use of leadership qualities by the manager.

In order to estimate the probability of “ethical climate level 1 (friendship and team-interest)” alone, to predict the work-related behaviors, odds ratio has been examined and the results (Table 4.17) indicated that one unit of increase in friendship and team-interest behavior of an academician decreases the odds of that person being exposed to a work-related abusive behavior by a factor of .95 all other factors being equal [(OR, .95; 95% CI, .91 - .99), $p < .02$]. That is, academics caring for friendship and team-interest in the department are 5 % less likely to be exposed to work-related psychological abuse.

In order to estimate the probability of “ethical climate level 2 (self-interest)” alone, to predict the work-related behaviors, odds ratio has been examined and the results (Table 4.17) indicated that one unit of increase in self-interest behavior of an academician decreases the odds of that person being exposed to a work-related abusive behavior by a factor of .93 all other factors being equal [(OR, .93; 95% CI, .88 - .97), $p < .00$]. That is, academics being after their own self-interests in the department are 7 % less likely to be exposed to work-related abusive behavior.

According to the results of the analysis (Table 4.17), level 3 (rules, laws, codes) and level 4 (social responsibility and efficiency) of ethical climate did not indicate significant results for work-related abuse.

4.3.2.12 Findings for Excluding Behaviors (Second Dimension of Psychological Abuse) and the Predictor of Leadership and Ethical Climate with Dimensions

It was tested how much of difference would the inclusion of both the first predictor variable (leadership) and the second predictor variable (ethical climate) make in the model when regressed with the second dimension of the outcome variable (excluding behaviors). The log likelihood ratio Chi-Square test of Wald's $\chi^2_{(5)} = 149.21, p < .001$, indicated that the logit regression coefficient of the predictors of "leadership and ethical climate levels 1 and 2", were jointly different from 0. Thus, the full model with these predictors is a better fit than the null model with no independent variables in predicting the cumulative probability of excluding behaviors. The likelihood ratio of the McFadden's $R^2 (R^2_{McFL} = .13)$, suggests that these independent variables in the model predicted 13 % of the variability with the excluding behaviors of psychological abuse which can be regarded as a moderate fit since it is smaller than the excellent model fit criteria ($R^2 = 0.2 - 0.4$) of MacFadden (1973).

Table 4.18
Ordinal Logistic Regression Analysis Results for Excluding Behaviors and the Predictors of Leadership and Ethical Climate

Variable	β (SE)	z	df	OR	95 % CI
Leadership	-.02 (.00)	-5.20	1	.98***	[.97, .99]
Friendship, team interest	-.06 (.02)	-2.79	1	.94***	[.91, .98]
Self interest	-.10 (.03)	-4.02	1	.90***	[.86, .95]
Rules, laws and Social responsibility and efficiency	-.01 (.02)	-0.36	1	.99	[.95, 1.04]
	.02 (.03)	0.88	1	1.02	[.97, 1.08]

Note: $R^2_{McFL} = .13$ (McFadden's). Model $\chi^2_{(1)} = 149.21, *** p < .001$. Standard error is in brackets next to the regression coefficient.

In order to estimate the probability of “leadership” alone, to predict the excluding behaviors, odds ratio has been examined and the results (Table 4.18) indicated that the more an academician observes a leadership behavior, the odds of that person being exposed to a excluding behaviors decreases by a factor of .98 all other factors being equal [(OR, .98; 95% CI, .97 - .99), $p < .00$]. That is the probability of being mobbed in terms of excluding behaviors decreases by 2 % with the use of leadership qualities by the manager.

In order to estimate the probability of “ethical climate level 1 (friendship and team-interest)” alone, to predict the excluding behaviors, odds ratio has been examined and the results (Table 4.18) indicated that one unit of increase in friendship and team-interest behavior of an academician decreases the odds of that person being exposed to an excluding behavior by a factor of .94 all other factors being equal [(OR, .94; 95% CI, .91 - .98), $p < .01$]. That is, academics caring for friendship and team-interest in the department are 6 % less likely to be exposed to excluding abusive behaviors.

In order to estimate the probability of “ethical climate level 2 (self-interest)” alone, to predict the excluding behaviors, odds ratio has been examined and the results (Table 4.18) indicated that one unit of increase in self-interest behavior of an academician decreases the odds of that person being exposed to an excluding abusive behavior by a factor of .90 all other factors being equal [(OR, .90; 95% CI, .86 - .95), $p < .00$]. That is, academics being after their own self-interests in the department are 10 % less likely to be exposed to excluding abusive behaviors.

According to the results of the analysis (Table 4.18), level 3 (rules, laws, codes) and level 4 (social responsibility and efficiency) of ethical climate did not indicate significant results for excluding behaviors.

4.3.2.13 Findings for Image-Damaging Behaviors (Third Dimension of Psychological Abuse) and the Predictor of Leadership and Ethical Climate with its Dimensions

It was tested how much of difference would the inclusion of both the first predictor variable (leadership) and the second predictor variable (ethical climate) make in the model when regressed with the third dimension of the outcome variable (image-damaging behaviors). The log likelihood ratio Chi-Square test of Wald's $\chi^2_{(5)} = 127.16, p < .001$, indicated that the logit regression coefficient of the predictors of "leadership and ethical climate levels 1 and 2", were jointly different from 0. Thus, the full model with these predictors is a better fit than the null model with no independent variables in predicting the cumulative probability of image-damaging behaviors. The likelihood ratio of the McFadden's $R^2 (R^2_{McFL} = .15)$, suggests that these predictor variables in the model predicted 15 % of the variability with the image-damaging behaviors of psychological abuse which can be regarded as a moderate fit since it is smaller than the excellent model fit criteria ($R^2 = 0.2 - 0.4$) of MacFadden (1973).

Table 4.19

Ordinal Logistic Regression Analysis Results for Image-Damaging Behaviors and the Predictors of Leadership and Ethical Climate

Variable	β (SE)	z	df	OR	95 % CI
Leadership	-.02 (.00)	-5.42	1	.98***	[.97, .99]
Friendship, team interest	-.06 (.02)	-2.74	1	.94***	[.90, .98]
Self interest	-.08 (.03)	-2.65	1	.92***	[.87, .98]
Rules, laws and codes codes	.02 (.03)	0.69	1	1.02	[.97, 1.07]
Social responsibility and efficiency	.00 (.03)	0.03	1	1.00	[.95, 1.06]

Note: $R^2_{McFL} = .15$ (McFadden's). Model $\chi^2_{(1)} = 127.16, *** p < .001$. Standard error is in brackets next to the regression coefficient.

In order to estimate the probability of “leadership” alone, to predict the image-damaging behaviors, odds ratio has been examined and the results (Table 4.19) indicated that the more an academician observes a leadership behavior, the odds of that person being exposed to image-damaging behaviors decrease by a factor of .98 all other factors being equal [(OR, .98; 95% CI, .97 - .99), $p < .00$]. That is the probability of being mobbed in terms of image-damaging behaviors decreases by 3 % with the use of leadership qualities by the manager.

In order to estimate the probability of “ethical climate level 1 (friendship and team-interest)” alone, to predict the image-damaging behaviors, odds ratio has been examined and the results (Table 4.19) indicated that one unit of increase in friendship and team-interest behavior of an academician decreases the odds of that person being exposed to image-damaging behaviors by a factor of .94 all other factors being equal [(OR, .94; 95% CI, .90 - .98), $p < .01$]. That is, academics caring for friendship and team-interest in the department are 6 % less likely to be exposed to image-damaging behaviors.

In order to estimate the probability of “ethical climate level 2 (self-interest)” alone, to predict the image-damaging behaviors, odds ratio has been examined and the results (Table 4.19) indicated that one unit of increase in self-interest behavior of an academician decreases the odds of that person being exposed to an image-damaging behavior by a factor of .92 all other factors being equal [(OR, .92; 95% CI, .87 - .98), $p < .01$]. That is, academics being after their own self-interests in the department are 8 % less likely to be exposed to image-damaging behaviors.

According to the results of the analysis (Table 4.19), level 3 (rules, laws, codes) and level 4 (social responsibility and efficiency) of the ethical climate variable did not indicate significant results for image-damaging behaviors.

**4.3.2.14 Findings for Verbally, Written, Visually Attacking Behaviors
(Fourth Dimension of Psychological Abuse) and the Predictor of
Leadership and Ethical Climate with Dimensions**

It was tested how much of difference would the inclusion of both the first predictor variable (leadership) and the second predictor variable (ethical climate) make in the model when regressed with the fourth dimension of the outcome variable (verbally, written and visually attacking behaviors). The log likelihood ratio Chi-Square test, Wald's $\chi^2_{(5)} = 156.79, p < .001$, indicated that the logit regression coefficient of the predictors of "leadership and ethical climate levels 1 and 2", were jointly different from 0. Thus, the full model with these predictors is a better fit than the null model with no independent variables in predicting the cumulative probability of verbally, written and visually attacking behaviors. The likelihood ratio of the McFadden's R^2 ($R^2_{McFL} = .10$), suggests that these independent variables in the model predicted 10 % of the variability with the verbally, written and visually attacking behaviors of psychological abuse which can be regarded as a moderate fit since it is smaller than the excellent model fit criteria ($R^2 = 0.2 - 0.4$) of MacFadden (1973).

Table 4.20

Ordinal Logistic Regression Analysis Results for Verbally, Written, Visually Attacking Behaviors and the Predictors of Leadership and Ethical Climate

Variable	β (SE)	z	df	OR	95 % CI
Leadership	-.02 (.00)	-4.89	1	.98***	[.97, .99]
Friendship, team interest	-.06 (.02)	-3.09	1	.94***	[.90, .98]
Self interest	-.07 (.02)	-2.83	1	.93***	[.89, .98]
Rules, laws and codes	.03 (.02)	1.46	1	1.03	[.99, 1.08]
Social responsibility and efficiency	.00 (.02)	0.05	1	1.00	[.96, 1.05]

Note: $R^2_{McFL} = .10$ (McFadden's). Model $\chi^2_{(1)} = 156.79, *** p < .001$. Standard error is in brackets next to the regression coefficient.

In order to estimate the probability of “leadership” alone, to predict the verbally, written and visually attacking behaviors, odds ratio has been examined and the results (Table 4.20) indicated that the more an academician observes a leadership behavior, the odds of that person being exposed to verbally, written and visually attacking behaviors decrease by a factor of .98 all other factors being equal [(OR, .98; 95% CI, .97 - .99), $p < .00$]. That is the probability of being mobbed in terms of verbally, written and visually attacking behaviors decreases by 2 % with the use of leadership qualities by the manager.

In order to estimate the probability of “ethical climate level 1 (friendship and team-interest)” alone, to predict the verbally, written and visually attacking behaviors, odds ratio has been examined and the results (Table 4.20) indicated that one unit increase in friendship and team-interest behavior of an academician decreases the odds of that person being exposed to verbally, written and visually attacking behaviors by a factor of .94 all other factors being equal [(OR, .94; 95% CI, .90 - .98), $p < .00$]. That is, academics caring for friendship and team-interest in the department are 6 % less likely to be exposed to verbally, written and visually attacking behaviors.

In order to estimate the probability of “ethical climate level 2 (self-interest)” alone, to predict the verbally, written and visually attacking behaviors, odds ratio has been examined and the results (Table 4.20) indicated that one unit of increase in self-interest behavior of an academician decreases the odds of that person being exposed to a verbally, written and visually attacking behaviors by a factor of .93 all other factors being equal [(OR, .93; 95% CI, .89 - .98), $p < .01$]. That is, academics being after their own self-interests in the department are 7 % less likely to be exposed to verbally, written and visually attacking behaviors.

According to the results of the analysis (Table 4.20), level 3 (rules, laws, codes) and level 4 (social responsibility and efficiency) of the ethical climate variable did not indicate significant results for verbally, written and visually attacking behaviors.

4.3.2.15 Findings for Work-Related Behaviors (First Dimension of Psychological Abuse) and the Covariates

In order to test the research question 3 “Is there a significant difference with regard to age, gender, academic title, academic position, seniority, experience in the current post, experience with the current manager, the type of the institution, the type of the faculty and the levels of psychological abuse behavior?”, ordinal logistic regression was conducted. It was tested how much of difference would the inclusion of the covariates of gender, age, title, position, seniority, experience in the current post, experience with the current manager, institution and faculty make in the model when regressed with the first dimension of the outcome variable (work-related behaviors). The log likelihood ratio Chi-Square test, Wald’s $\chi^2_{(44)} = 953.27, p < .001$, indicated that the logit regression coefficient of the covariates (for the below mentioned levels of age, title, position, experience with the manager and faculty) were jointly different from 0. Thus, the full model with these predictors is a better fit than the null model with no independent variables in predicting the cumulative probability of work-related behaviors. The likelihood ratio of the McFadden’s R^2 ($R^2_{McFL} = .17$), suggests that these independent variables in the model predicted 17 % of the variability with the work-related behaviors of psychological abuse which can be regarded as a moderate fit since it is smaller than the excellent model fit criteria ($R^2 = 0.2 - 0.4$) of MacFadden (1973).

Table 4.21

Ordinal Logistic Regression Analysis Results for Work-Related Behaviors and the Covariates

Variable	β (SE)	z	df	OR	95 % CI
Gender (Base category: Male)					
Female	.24 (.19)	1.24	1	1.27	[.87, 1.86]
Age (Base category: 21-33 years)					
34-46	-.51 (.34)	-1.48	1	.60	[.31, 1.18]
47 and above	-1.47 (.00)	-2.34	1	.23***	[.07, .79]
Title (Base category: Professor)					
Associate professor	-.00 (.92)	.00	1	1.00	[.17, 6.03]
Assistant professor	-.28 (.68)	-0.41	1	.76	[.20, 2.89]
Instructor (PhD)	-.92 (1.18)	-0.78	1	.39	[.04, 4.00]
Research assistant	-.22 (1.95)	-0.11	1	.80	[.02, 36.8]
Instructor (no PhD)	12.12 (1.32)	9.15	1	183574***	[13705, 2459]
Expert	1.68 (.75)	2.25	1	5.38***	[1.24, 23.3]
Position (Base category: Professor)					
Associate professor	-.01 (.89)	-0.01	1	.99	[.17, 5.63]
Assistant professor	.77 (.00)	1.45	1	2.16	[.76, 6.13]
Instructor (PhD)	1.06 (1.06)	0.99	1	2.88	[.36, 23.2]
Research assistant	.82 (1.83)	0.45	1	2.27	[.06, 82]
Instructor (no PhD)	-13.44 (1.08)	-12.42	1	1.45e-06***	[1.74e-07, .00]
Expert	(omitted)				
Seniority (Base category: Less than 1 year)					
1-5 years	-.76 (.58)	1.30	1	2.14	[.68, 6.71]
6-10 years	-.04 (.67)	0.06	1	1.04	[.28, 3.88]
11-15 years	-.15 (.75)	-0.20	1	.86	[.20, 3.74]
16-20 years	-.18 (.78)	-0.23	1	.84	[.18, 3.85]
21 and above	.62 (.93)	0.66	1	1.85	[.30, 11.53]
Experience in the current post (Base category: Less than 1 year)					
1-5 years	-.12 (.49)	-0.25	1	.89	[.34, 2.30]
6-10 years	.32 (.58)	0.56	1	1.38	[.45, 4.28]
11-15 years	.86 (.67)	1.29	1	2.37	[.64, 8.82]
16-20 years	.30 (.67)	0.45	1	1.36	[.36, 5.07]
21 and above	.57 (.88)	0.65	1	1.76	[.32, 9.83]
Experience with the current manager (Base category: 6 months)					
1-5 years	.34 (.31)	1.12	1	1.41	[.77, 2.58]
6-10 years	1.00 (.48)	2.08	1	2.71***	[1.06, 6.9]
11-15 years	.73 (.57)	1.29	1	2.08	[.68, 6.34]
16-20 years	.02 (.68)	0.03	1	1.01	[.27, 3.84]
21 and above	1.00 (1.00)	0.10	1	1.10	[.15, 7.94]
Institution (Base category: Public University)					
Foundation University	.17 (.23)	0.75	1	1.19	[.97, .99]

Table 4.21 (continuation)

Variable	β (SE)	z	df	OR	95 % CI
Faculty (Base category: Engineering)					
2 Management	-.66 (.56)	-1.17	1	.52	[.17, 1.56]
3 Science	-.09 (.36)	-0.24	1	.92	[.45, 1.86]
4 Law	-.51 (.39)	-1.30	1	.60	[.28, 1.29]
5 Humanities and Literature	.56 (.54)	1.03	1	1.75	[.60, 5.06]
6 Economics and Administrative Sciences	-.29 (.32)	-0.90		.75	[.40, 1.40]
7 School of Foreign Languages	1.20 (.66)	1.80	1	3.32	[.90, 12.22]
8 Fine Arts, Design and Architecture	-.37 (.60)	-0.61	1	.69	[.21, 2.26]
9 Political Sciences	-.25 (.51)	-0.49	1	.78	[.29, 2.10]
10 Education	.29 (.30)	0.97	1	1.33	[.74, 2.39]
11 Humanities and Social Sciences	.31 (.76)	0.40	1	1.36	[.74, 2.39]
12 Communication	2.40 (.60)	4.00	1	11.06***	[.31, 6.07]
13 Technical Sciences	1.69 (.52)	3.25	1	5.43***	[3.40, 35.95]
14 Commercial Sciences	-14.62 (1.19)	-12.28	1	4.45e-07***	[4.32e-08, 4.59e-06]

Note: $R^2_{McFL} = .17$ (McFadden's). Model $\chi^2_{(1)} = 953.27$, *** $p < .001$. Standard error is in brackets next to the regression coefficient.

The results of the analysis (Table 4.21) indicated that when the covariate of “age” has been regressed, one unit of increase in the age group of “47 years and above” suggested a decrease in the odds of that person being exposed to work-related abusive behaviors by a factor of .23 [(OR, .23; 95% CI, .07 - .79), $p < .02$]. That is, according to the reference category of 21-33 years of age, being in the group of 47 years and above, which is composed of the oldest group of academicians, decreases the probability of being exposed to work-related abusive behavior by 77 %. Thus, the older people get, the less likely they are to experience a work-related abusive behavior. The second level of age, i.e. 34-46 age - group, was not a significant predictor for work-related behaviors.

When another covariate, “title” has been examined (Table 4.21), according to the reference category of professor, the odds of an “instructor (without PhD)” being

mobbed in relation to work related behaviors is 183574 times greater than of a professor [(OR, 183574; 95% CI, 13704.52 - 2459000), $p < .00$], which is an extremely high value, more than 100 %. According to the reference category of professor, the odds of a “specialist” being mobbed in relation to work related behaviors is 5 times greater than of a professor [(OR, 5.38; 95% CI, 1.24 – 23.35), $p < .03$]. The other levels of title were not significant predictors for work-related behaviors.

When the covariate of “position” has been examined (Table 4.21), according to the reference category of professor position, being an “instructor (no PhD)” decreases the probability of being exposed to work-related behaviors of psychological abuse by .00 [(OR, 1.45e-06; 95 % CI, 1.74e-07 – .00), $p < .00$]; however, this is a very small contribution to explain the variability on the outcome variable. Thus, working in an instructor “position” has a less negative effect on work-related abuse compared with having the “title” of instructor and being a specialist in Turkey, as they had higher probabilities. The other levels of position were not significant predictors.

When the predictor of “experience with the current manager” has been regressed (Table 4.21), according to the reference category of six months, “working with the manager between 6-10 years” increases the probability of being exposed to work-related abusive behaviors two times [(OR, 2.72; 95% CI, 1.06 - 6.97), $p < .04$]. This means that academicians working with their managers for less than 6 years or more than 10 years are less likely to be exposed to work-related abusive behavior. The other levels of experience with the manager were not significant predictors.

As the last category of analysis (Table 4.21), for the predictor of “faculty”, according to the reference category of engineering, being an academician in “communication” faculty increases the probability of being exposed to work-related behaviors of psychological abuse 11 times [(OR, 11.06; 95% CI, 3.40 - 35.95), $p < .00$]. For “technical sciences”, according to the reference category of engineering, being an academician increases the probability of being exposed to work-related abuse 5 times [(OR, 5.43; 95% CI, 1.96 - 15.07), $p < .00$]. For “commercial sciences”, according to the reference category of engineering, being an academician decreases the probability of being exposed to work-related abusive behavior by .00 [(OR, 4.45e-07; 95% CI, 4.32e-08 – 4.59e-06, $p < .00$); however, this is a very small contribution to explain the variability on the outcome variable. The other levels of faculties were not significant predictors.

To sum up, according to the odds ratio evaluation, for the work-related behavior level of psychological abuse, being an “instructor (no PhD)” was the most important predictor of the model, which meant that academicians having the title of instructor had more than 100 % higher likelihood of being mobbed than the other academicians of different titles. The predictors of seniority, experience in the current post and institution type (public or foundation) were not significant predictors.

4.3.2.16 Findings for Excluding Behaviors (Second Dimension of Psychological Abuse) and the Covariates

In order to test the research question 3, it was analysed how much of difference would the inclusion of the covariates of gender, age, title, position, seniority, experience in the current post, experience with the current manager, institution and faculty make in the model when regressed with the second dimension

of the outcome variable (excluding behaviors). The log likelihood ratio Chi-Square test, Wald's $\chi^2_{(44)} = 863.52$, $p < .001$, indicated that the logit regression coefficient of the covariates (for the below mentioned levels of title, position, experience in the current post, experience with the current manager and faculty) were jointly different from 0. Thus, the full model with these predictors is a better fit than the null model with no independent variables in predicting the cumulative probability for excluding behaviors. The likelihood ratio of the McFadden's R^2 ($R^2_{McFL} = 0.15$), suggests that the relationship between the excluding behaviors and these covariates in the model predicted 15 % of the variability which can be regarded as a moderate fit since it is smaller than the excellent model fit criteria ($R^2 = 0.20 - 0.40$) of MacFadden (1973).

Table 4.22

Ordinal Logistic Regression Analysis Results for Excluding Behaviors and the Covariates

Variable	β (SE)	z	df	OR	95 % CI
Gender (Base category: Male)					
Female	.03 (.20)	0.13	1	1.03	[.69, 1.53]
Age (Base category: 21-33 years)					
34-46	-.04 (.44)	-0.10	1	.96	[.41, 2.26]
47 and above	-.98 (.70)	-1.41	1	.37	[.97, 1.47]
Title (Base category: Professor)					
Associate professor	-13.12 (1.07)	-12.23	1	2.01e-06***	[2.45e-07, .00]
Assistant professor	-13.21 (.93)	-14.26	1	1.84e-06***	[3.00e-07, .00]
Instructor (PhD)	-14.00 (1.04)	-13.49	1	8.34e-07***	[1.09e-07, 6.38e-06]
Research assistant	-14.82 (1.40)	-10.57	1	3.66e-07***	[2.35e-08, 5.71e-06]
Instructor (no PhD)	-15.01 (1.84)	-8.14	1	3.01e-07***	[8.11e-09, .00]
Expert	1.27 (1.22)	1.05	1	3.57	[.33, 38.60]

Table 4.22 (continuation)

Variable	β (SE)	z	df	OR	95 % CI
Position (Base category: Professor)					
Associate professor	13.16 (1.10)	12.01	1	519169.8***	[60617.83, 4446501]
Assistant professor	13.66 (.90)	15.22	1	853598.2***	[14709797, 4953397]
Instructor (PhD)	14.26 (1.01)	14.12	1	1556034***	[214999.4, 1.13e+07]
Research assistant	15.45 (1.33)	11.65	1	5141893***	[381590.5, 6.93e+07]
Instructor (no PhD) Expert (omitted)	14.24 (1.71)	8.33	1	1535587***	[.33, 38.60]
Seniority (Base category: Less than 1 year)					
1-5 years	-.26 (.60)	-0.43	1	.77	[.24, 2.52]
6-10 years	-1.14 (.71)	-1.59	1	.32	[.08, 1.30]
11-15 years	-1.17 (.82)	-1.43	1	.31	[.06, 1.54]
16-20 years	-1.07 (.89)	-1.20	1	.34	[.06, 1.97]
21 and above	-.16 (.89)	-0.18	1	.85	[.15, 4.92]
Experience in the current post (Base category: Less than 1 year)					
1-5 years	.81 (.46)	1.77	1	2.24	[.92, 5.48]
6-10 years	1.60 (.56)	2.85	1	4.96***	[1.65, 14.88]
11-15 years	1.98 (.64)	3.10	1	7.23***	[2.07, 25.19]
16-20 years	1.86 (.70)	2.66	1	6.48***	[1.63, 25.72]
21 and above	2.64 (.63)	4.20	1	13.99***	[4.09, 47.89]
Experience with the current manager (Base category: 6 months)					
1-5 years	-.48 (.32)	-1.51	1	.62	[.33, 1.15]
6-10 years	-.10 (.49)	-0.21	1	.90	[.35, 2.34]
11-15 years	-.57 (.76)	-0.74	1	.57	[.13, 2.52]
16-20 years	-1.53 (.96)	-1.60	1	.21	[.03, 1.42]
21 and above	-2.68 (.77)	-3.47	1	.07***	[.02, .31]
Institution (Base category: Public University)					
Foundation University	.36 (.25)	1.47	1	1.44***	[.89, 2.34]
Faculty (Base category: Engineering)					
2 Management	.09 (.75)	0.12	1	1.09	[.25, 4.77]
3 Science	.54 (.37)	1.46	1	1.71	[.83, 3.51]
4 Law	.44 (.40)	1.08	1	1.55	[.70, 3.42]
5 Humanities and Literature	.98 (.55)	1.77	1	2.65	[.90, 7.83]
6 Economics and Administrative Sciences	.13 (.35)	0.36	1	1.14	[.57, 2.27]
7 School of Foreign Languages	.58 (.69)	0.84	1	1.78	[.46, 6.83]
8 Fine Arts, Design and Architecture	.54 (.61)	0.88	1	1.71	[.52, 5.61]
9 Political Sciences	.37 (.59)	0.64	1	1.45	[.46, 4.58]
10 Education	1.00 (.30)	3.35	1	2.73***	[1.52, 4.92]
11 Humanities and Social Sciences	.42 (.51)	0.82	1	1.52	[.56, 4.16]
12 Communication	3.19 (.68)	4.69	1	24.32***	[6.42, 92.17]
13 Technical Sciences	.88 (.72)	1.22	1	2.42	[.59, 10.01]

Table 4.22 (continuation)

Variable	β (SE)	z	df	OR	95 % CI
14Commercial Sciences	-13.51 (1.19)	-11.32	1	1.36e-06***	[1.31e-07, .00]

Note: $R^2_{McFL} = .15$ (McFadden's). Model $\chi^2_{(1)} = 863.52$, *** $p < .001$. Standard error is in brackets next to the regression coefficient.

When the covariate of “title” has been examined (Table 4.22), according to the reference category of professor, one unit increase in being an associate professor [(OR, 2.01e-06; 95% CI, 2.45e-07 - .00), $p < .00$], an assistant professor [(OR, 1.84e-06; 95% CI, 3.00e-07 - .00), $p < .00$], an instructor (with PhD) [(OR, 8.34e-07; 95% CI, 1.09e-07 - 6.38e-06), $p < .00$], a research assistant [(OR, 3.66e-07; 95% CI, 2.35e-08 - 5.71e-06), $p < .00$] and an instructor (no PhD) [(OR, 3.01e-07; 95% CI, 8.11e-09 - .001), $p < .00$] is associated with a decrease in the probability of being exposed to excluding behaviors by .00 ; however, these are very small contributions to explain the variability on the outcome variable. Being a specialist was not a significant predictor for excluding behaviors.

When the covariate of “position” has been examined (Table 4.22), according to the reference category of professor position, being an assistant professor increases the probability of being exposed to excluding behaviors by 853598.2 [(OR, 853598.2; 95 % CI, 147097 – 4953397), $p < .00$], being an associate professor increases the probability of being exposed to excluding behaviors by 519169.8 [(OR, 519169.8; 95 % CI, 60617.83 – 4446501), $p < .00$], being a research assistant increases the probability of being exposed to excluding behaviors by 5141893 [(OR, 5141893; 95 % CI, 381590.5 – 6.93e+07), $p < .00$], being an instructor (with PhD)

increases the probability of being exposed to excluding behaviors by 1556034 [(OR, 1556034; 95 % CI, 214999.4 – 1.13e±07), $p < .00$] and being an instructor (no PhD) increases the probability of being exposed to excluding behaviors by 1535587 [(OR, 1535587; 95 % CI, 53706.79 – 4.39e±07), $p < .00$]. The specialist level has been omitted by the analysis due to inadequate number of individuals. This result is interesting to see that all these academicians reported to have been mobbed with ignorable amount of significany when their title was concerned; however, when academics' positions were asked, the significance level increased considerably.

“Experience in the current post” has been the other predictor that has been examined (Table 4.22) and according to the reference category of less than one year, “working from 21 and more years” increases the probability of being exposed to excluding behaviors 14 times [(OR, 13.99; 95% CI, 4.09 - 47.89), $p < .00$]. Experience in the current post “between 11-15 years”, according to the reference category of less than one year, working from 11-15 years increases the probability of being exposed to excluding behaviors seven times [(OR, 7.23; 95% CI, 2.07 - 25.19), $p < .00$]. For experience in the current post “between 16-20 years”, according to the reference category of less than one year, working from 16-20 years increases the probability of being exposed to excluding behaviors 6 times [(OR, 6.48; 95% CI, 1.63 - 25.72), $p < .01$]. For experience in the current post between “6-10 years”, according to the reference category of less than one year, working from 6-10 years increases the probability of being exposed to excluding behaviors 5 times [(OR, 4.96; 95% CI, 1.65 - 14.88), $p < .00$]. The group of 1-5 years of experience was not a significant predictor for excluding behaviors.

Another predictor of “experience with the current manager” has been regressed and the results (Table 4.22) indicated that according to the reference category of 6 months, one unit of increase in working with the manager between “21 and more years” is associated with a decrease in the probability of being exposed to excluding behaviors by .07 [(OR, .07; 95% CI, .02 - .31), $p < .00$]. Other levels of experience with the current manager were not significant predictors for excluding behaviors.

When the last predictor, “faculty” has been examined (Table 4.22), for “communication faculty”, according to the reference category of engineering, being an academician increases the probability of being exposed to excluding behaviors 24 times [(OR, 24.32; 95% CI, 6.42 - 92.17), $p < .00$]. For “education faculty”, according to the reference category of engineering, being an academician increases the probability of being exposed to excluding behaviors 2 times [(OR, 2.73; 95% CI, 1.52 - 4.92), $p < .00$]. For “commercial sciences”, according to the reference category of engineering, being an academician decreases the probability of being exposed to excluding behaviors .00 times [(OR, 1.36e-06; 95% CI, 1.31e-07 - .00), $p < .00$]; however, this is a very small contribution to explain the variability on the outcome variable. Other levels of faculty were not significant predictors for the level of excluding behaviors.

To sum up, for the excluding behaviors level of psychological abuse, according to the odds ratios, “assistant professor” was the most important predictor of the model, which meant that academicians working in this position had 853598.2 times higher likelihood of being mobbed via excluding behaviors than the other

academicians of different positions. The predictors of gender, age, seniority and institution were not significant predictors for the levels of excluding behaviors.

4.3.2.17 Findings for Image-Damaging Behaviors (Third Dimension of Psychological Abuse) and the Covariates

It was tested how much of difference would the inclusion of the covariates of gender, age, title, position, seniority, experience in the current post, experience with the current manager, institution and faculty would make in the model when regressed with the third dimension of the outcome variable (image-damaging behaviors). The log likelihood ratio Chi-Square test, Wald's $\chi^2_{(44)} = 520.45, p < .001$, indicated that the logit regression coefficient of the covariates (for the below mentioned levels of experience in the current post and faculty) were jointly different from 0. Thus, the full model with these predictors is a better fit than the null model with no independent variables in predicting the cumulative probability for image damaging behaviors. The likelihood ratio of the McFadden's $R^2 (R^2_{McFL} = 0.18)$, suggests that the relationship between the image-damaging behaviors and these covariates in the model predicted 18 % of the variability which can be regarded as a moderate fit since it is smaller than the excellent model fit criteria ($R^2 = 0.2 - 0.4$) of MacFadden (1973).

Table 4.23

Ordinal Logistic Regression Analysis Results for Image-Damaging Behaviors and the Covariates

Variable	β (SE)	z	df	OR	95 % CI
Gender (Base category: Male)					
Female	.33 (.23)	-8.35	1	1.39	[.88, .97]

Table 4.23 (continuation)

Variable	β (SE)	<i>z</i>	<i>df</i>	OR	95 % CI
Age (Base category: 21-33 years)					
34-46	-.22 (.47)	-0.47	1	.80	[.32, 2.02]
47 and above	-.16 (.74)	-0.22	1	.85	[.20, 3.65]
Title (Base category: Professor)					
Associate professor	1.06 (3.05)	0.35	1	2.89	[.01, 1132.49]
Assistant professor	2.20 (3.09)	0.71	1	9.06	[.02, 3851]
Instructor (PhD)	.54 (2.81)	0.19	1	1.72	[.01, 427]
Research assistant	1.71 (3.07)	0.56	1	5.53	[.01, 2279]
Instructor(no PhD)	.74 (3.03)	0.24	1	2.10	[.01, 790]
Expert	1.36 (1.06)	1.18	1	3.88	[.49, 31]
Position (Base category: Professor)					
Associate professor	-.65 (3.08)	-0.21	1	.52	[.00, 216]
Assistant professor	-1.25 (3.10)	-0.40	1	.29	[.00, 125]
Instructor (PhD)	-.49 (2.85)	-0.17	1	.61	[.00, 162]
Research assistant	-.02 (.00)	-0.17	1	.60	[.00, 254]
Instructor (no PhD)	-.52 (3.09)	-0.45	1	.27	[.00, 83.8]
Expert	(omitted)				
Seniority (Base category: Less than 1 year)					
1-5 years	.37 (.60)	0.62	1	1.45	[.45, 4.70]
6-10 years	-.32 (.69)	-0.46	1	.73	[.19, 2.83]
11-15 years	-.60 (.82)	-0.74	1	.55	[.11, 2.71]
16-20 years	.01 (.84)	0.01	1	1.01	[.20, 5.23]
21 and above	-.33 (1.03)	-0.32	1	.72	[.09, 5.40]
Experience in the current post (Base category: Less than 1 year)					
1-5 years	.62 (.48)	1.30	1	1.86	[.73, 4.76]
6-10 years	1.46 (.61)	2.40	1	4.30***	[1.30, 14.20]
11-15 years	1.26 (.72)	1.76	1	3.53	[.87, 14.43]
16-20 years	1.04 (.73)	1.42	1	2.82	[.68, 11.78]
21 and above	1.91 (.83)	2.30	1	6.77***	[1.33, 34.59]
Experience with the current manager (Base category: 6 months)					
1-5 years	-.06 (.38)	-0.16	1	.94	[.45, 1.99]
6-10 years	-.00 (.56)	-0.00	1	1.00	[.34, 2.97]
11-15 years	.26 (.74)	0.35	1	1.30	[.31, 5.49]
16-20 years	-.74 (.96)	-0.77	1	.48	[.07, 3.12]
21 and above	-.11 (1.00)	-0.11	1	.90	[.13, 6.36]
Institution (Base category: Public University)					
Foundation University	.32 (.28)	1.16	1	.38	[.80, 2.38]
Faculty (Base category: Engineering)					
2 Management	.22 (.69)	0.32	1	1.24	[.32, 4.84]
3 Science	.46 (.41)	1.14	1	1.59	[.72, 3.53]
4 Law	-.98 (.71)	-1.39	1	.37	[.09, 1.50]
5 Humanities and Literature	.52 (.66)	0.80	1	1.69	[.47, 6.09]
6 Economics and Administrative Sciences	.38 (.41)	0.93	1	1.46	[.66, 3.23]
7 School of Foreign Languages	1.60 (.88)	1.81	1	4.97	[.88, 28.06]

Table 4.23 (continuation)

Variable	β (SE)	z	df	OR	95 % CI
8 Fine Arts, Design and Architecture	.39 (.64)	0.61	1	1.48	[.42, 5.20]
9 Political Sciences	.45 (.58)	0.78	1	1.57	[.50, 4.91]
10 Education	.86 (.34)	2.51	1	2.36***	[1.21, 4.63]
11 Humanities and Social Sciences	.81 (.59)	1.38	1	2.25	[.71, 7.16]
12 Communication	1.90 (1.10)	1.73	1	6.72	[.78, 58.09]
13 Technical Sciences	-12.84 (1.25)	-10.27	1	2.64e-06***	[2.28e-07, .00]
14 Commercial Sciences	-13.15 (1.23)	-10.73	1	1.94e-06***	[1.75e-07, .00]

Note: $R^2_{McFL} = .18$ (McFadden's). Model $\chi^2_{(1)} = 520.45$, *** $p < .001$. Standard error is in brackets next to the regression coefficient.

The predictor of “experience in the current post” has been regressed (Table 4.23) and according to the reference category of less than 1 year, “experience for 21 or more years” increases the probability of being exposed to image-damaging behaviors 6 times [(OR, 6.77; 95% CI, 1.33 - 34.59), $p < .02$]. That is, the academicians who had worked for 21 or more years are six times more likely to be exposed to image damaging behaviors than all other academics who worked less. According to the reference category of less than 1 year, “experience in the current post between 6-10 years” increases the probability of being exposed to image-damaging behaviors four times [(OR, 4.30; 95% CI, 1.30 - 14.20), $p < .02$]. Other levels of experience were not significant predictors for image-damaging behaviors.

When the last predictor “faculty” has been examined (Table 4.23), for the faculty of “education”, according to the reference category of engineering, being an academician increases the probability of being exposed to image-damaging behaviors 2 times [(OR, 2.36; 95% CI, 1.21 - 4.63), $p < .01$]. For “technical sciences”, according to the reference category of engineering, being an academician in this faculty decreases probability of being exposed to image-damaging behaviors by .00

[(OR, 2.64e-06; 95% CI, 2.28e-07 - .00), $p < .00$]; however, this is a very small contribution to explain the variability on the outcome variable. For “commercial sciences”, according to the reference category of engineering, being an academician in this faculty decreases the probability of being exposed to image-damaging behaviors by .00 [(OR, 1.94e-06; 95% CI, 1.75e-07 - .00), $p < .00$]; however, this is a very small contribution to explain the variability on the outcome variable.

To sum up, for the image-damaging behaviors level of psychological abuse, according to the odds ratios, “experience in the current post for 21 or more years” was the most important predictor of the model, which meant that academicians having worked for 21 or more years had 6.77 times higher likelihood of being mobbed due to image-damaging behaviors than the other academicians of different number of years of experience. The predictors of gender, age, title, position, seniority, experience with the current manager and institution were not significant predictors for the levels of image-damaging behaviors.

4.3.2.18 Findings for Verbally, Written, Visually Attacking Behaviors (Fourth Dimension of Psychological Abuse) and the Covariates

It was tested how much of difference would the inclusion of the covariates of gender, age, title, position, seniority, experience in the current post, experience with the current manager, institution and faculty would make in the model when regressed with the fourth dimension of the outcome variable (verbally, written, visually attacking behaviors). The log likelihood ratio Chi-Square test, Wald’s $\chi^2_{(43)} = 124.16$, $p < .001$ indicated that the logit regression coefficient of the covariates (for the below mentioned levels of gender, age, title, experience in the current post and

faculty) were jointly different from 0. Thus, the full model with these predictors is a better fit than the null model with no independent variables in predicting the cumulative probability for verbally, written and visually attacking behaviors. The likelihood ratio of the McFadden's R^2 ($R^2_{McFL} = 0.13$), suggests that the relationship between the verbally, written, visually attacking behaviors and these covariates in the model predicted 13 % of the variability which can be regarded as a moderate fit since it is smaller than the excellent model fit criteria ($R^2 = 0.2 - 0.4$) of MacFadden (1973).

Table 4.24

Ordinal Logistic Regression Analysis Results for Verbally, Written, Visually Attacking Behaviors and the Covariates

Variable	β (SE)	z	df	OR	95 % CI
Gender (Base category: Male)					
Female	.47 (.18)	2.52	1	1.59***	[1.11, 2.29]
Age (Base category: 21-33 years)					
34-46	-.74 (.35)	-2.11	1	.48***	[.24, .95]
47 and above	-1.32 (.54)	-2.46	1	.27***	[.09, .77]
Title (Base category: Professor)					
Associate professor	2.38 (1.21)	1.96	1	10.84***	[1.00, 117.23]
Assistant professor	1.55 (1.20)	1.29	1	4.72	[.45, 49.79]
Instructor (PhD)	.71 (1.00)	0.70	1	2.03	[.28, 14.60]
Research assistant	.68 (1.37)	0.50	1	1.98	[.13, 29.10]
Instructor (no PhD)	1.17 (1.54)	0.76	1	3.23	[.16, 65.46]
Expert	1.03 (.76)	1.35	1	2.80	[.63, 12.46]
Position (Base category: Professor)					
Associate professor	-1.95 (1.25)	-1.56	1	.14	[.01, 1.65]
Assistant professor	-.76 (1.18)	-0.65	1	.47	[.05, 4.70]
Instructor (PhD)	-.19 (1.02)	-0.19	1	.82	[.11, 6.03]
Research assistant	-.30 (1.35)	0.23	1	1.36	[1.00, 18.98]
Instructor (no PhD)	-1.32 (1.42)	-0.93	1	.27	[.02, 4.36]
Expert	(omitted)				
Seniority (Base category: Less than 1 year)					
1-5 years	.64 (.51)	1.25	1	1.89	[.70, 5.14]
6-10 years	1.00 (.57)	0.17	1	1.10	[.36, 3.36]
11-15 years	.25 (.63)	0.39	1	1.28	[.38, 4.36]
16-20 years	.58 (.70)	0.83	1	1.79	[.46, 7.03]
21 and above	.73 (.80)	0.92	1	2.08	[.44, 9.94]

Table 4.24 (continuation)

Variable	β (SE)	z	df	OR	95 % CI
Experience in the current post (Base category: Less than 1 year)					
1-5 years	.46 (.38)	1.22	1	1.59	[.76, 3.35]
6-10 years	-.74 (.44)	1.66	1	2.09	[.88, 5.00]
11-15 years	1.14 (.58)	1.95	1	3.12***	[.99, 9.82]
16-20 years	.97 (.52)	1.86	1	2.63	[.95, 7.27]
21 and above	1.12 (.62)	1.82	1	3.09	[.92, 10.38]
Experience with the current manager (Base category: 6 months)					
1-5 years	.01 (.30)	0.04	1	1.01	[.56, 1.82]
6-10 years	.44 (.41)	1.07	1	1.55	[.69, 3.48]
11-15 years	.06 (.63)	0.10	1	1.07	[.31, 3.64]
16-20 years	-.91 (.83)	-1.10	1	.40	[.08, 2.03]
21 and above	-.26 (.69)	-0.37	1	.77	[.20, 3.01]
Institution (Base category: Public University)					
Foundation University	.21 (.23)	0.90	1	1.23	[.78, 1.95]
Faculty (Base category: Engineering)					
2 Management	-1.13 (.52)	-2.16	1	.32***	[.12, .90]
3 Science	.38 (.37)	1.04	1	1.46	[.71, 3.01]
4 Law	-.19 (.38)	-0.49	1	.83	[.40, 1.74]
5 Humanities and Literature	.43 (.50)	0.86	1	1.53	[.58, 4.07]
6 Economics and Administrative Sciences	-.00 (.33)	-0.01	1	1.00	.52, 1.91]
7 School of Foreign Languages	-.67 (.64)	1.04	1	1.95	[.56, 6.88]
8 Fine Arts, Design and Arc.	-.39 (.58)	-0.68	1	.67	[.22, 2.11]
9 Political Sciences	-.57 (.49)	-1.17	1	.57	[.22, 1.47]
10 Education	.42 (.28)	1.51	1	1.53	[.97, .99]
11 Humanities and Social Sciences	.59 (.59)	1.00	1	1.80	[.88, 2.64]
12 Communication	1.97 (.95)	2.07	1	7.15***	[.57, 5.72]
13 Technical Sciences	.23 (.65)	0.35	1	1.26	[1.11, 46.06]
14 Commercial Sciences	-13.74 (1.16)	-11.87	1	1.08e-06***	[1.12e- 07, .00]

Note. $R^2_{McFL} = .13$ (McFadden's). Model $\chi^2_{(1)} = 124.16$ *** $p < .001$. Standard error is in brackets next to the regression coefficient.

One of the covariates of “gender” has been regressed and according to the reference category of male, being a “female” increases the probability of being exposed to verbally, written and visually attacking behaviors by 1 time [(OR, 1.59; 95% CI, .1.11 - .2.29), $p < .01$]. (Table 4.24)

When the covariate of “age” has been examined, the odds ratio results (Table 4.24) indicated that one unit of increase in the age group of “34-46” is associated with a decrease in the probability of being exposed to psychological abuse by 52 % [(OR, .48; 95% CI, .24 - .95), $p < .04$]. Secondly, the odds ratio results indicated that one unit of increase in the age group of “47 years and above” is associated with a decrease in the probability of being exposed to verbally, written, visually attacking behaviors by 73 % [(OR, .27; 95% CI, .09 - .77), $p < .01$]. That is, according to the reference category of 21-33 years of age, being 34-46 years old and being 47 years and above decreases the probability of being exposed to psychological abuse.

As being the other covariate, “title” has been examined according to the reference category of professor, the results (Table 4.24) indicated that being an “associate professor” increases the probability of being exposed to verbally, written and visually attacking behaviors by 10.84 [(OR, 10.84; 95% CI, .1.00 - .117.23), $p < .05$]. Other levels of title were not significant predictors for verbally, written and visually attacking behaviors.

Another covariate “experience in the current post” has been regressed and according to the reference category of less than one year, “working in the same job between 11-15 years” increases the probability of being exposed to verbally, written and visually attacking behaviors 3 times [(OR, 3.12; 95% CI, .99 - 9.82), $p < .05$]. Other levels of experience in the current post were not significant predictors for verbally, written and visually attacking behaviors (Table 4.24).

The regression results for the “faculty” (Table 4.24) suggested for “communication” that according to the reference category of engineering, being an academician increases the probability of being exposed to psychological abuse 7

times [(OR, 7.15; 95% CI, 1.11 - 46.06), $p < .00$]. For “commercial sciences”, according to the reference category of engineering, being an academician decreases the probability of being exposed to psychological abuse by .00 [(OR, 1.08e-06; 95% CI, 1.12e-07 - .00), $p < .00$]; however, this is a very small contribution to explain the variability on the outcome variable. For “management”, according to the reference category of engineering, one unit of increase in management is associated with a decrease in the probability of being exposed to verbally, written and visually attacking behaviors by 68 % [(OR, .32; 95% CI, .12 - .90), $p < .03$].

To sum up, for the verbally, written and visually attacking behaviors level of psychological abuse, according to the odds ratios, the title of “associate professor” was the most important predictor of the model, which meant that academicians with this title had 10.84 times higher likelihood of being mobbed than the other academicians of different titles.

The predictors of position, seniority, experience with the current manager and institution were not significant predictors for the level of verbally, written and visually attacking behaviors.

4.3.2.19 The Results of the Analysis for the Gender, Position and the Number of Abusers

Following the Psychological Abuse Instrument, in another part (Part B, C, D) three extra questions were asked to the participants. For Part B, the participants were asked the gender of the bullies, for Part C, the position of the bullies at work place and for Part D, the number of the bullies were questioned as can be seen in Table 25.

Table 4.25

The Frequency and the Percentage of the Gender, Position and the Number of Abusers (n = 547)

Variables	Category	<i>f</i>	%
Gender	Male	96	18
	Female	95	17
	Both Male and Female	223	41
Position	Manager	97	18
	Same-position Academic Personnel	54	10
	Upper-position Academic Personnel	105	19
	Administrative Personnel	10	2
	Manager and Same-position Ac. Pers.	45	8
	Manager and Upper-position Ac. Personnel	37	7
	Manager and Administrative Personnel	3	0.5
	Manager, Same and Upper-position Ac. Pers.	19	4
	Same and Upper-position Ac. Pers.	23	4
	Manager, Upper-position Ac. Pers. and Admin. Pers.	4	0.7
	Whole Staff	9	2

Table 4.25 (continuation)

Variables	Category	<i>f</i>	%
The number of Abusers	Upper-position Ac. Pers. and Admin. Pers.	2	0.4
	Same-position Ac. Pers. and Admin.Pers	2	0.4
	Manager, Same-position Ac. Pers. and Admin.Pers.	1	0.2
	1-5 people	357	65
	6-10 people	36	7
	11-15 people	9	2
	16-20 people	3	0.5
	21 and above	4	0.7

According to the results (Table 4.25), out of $n = 547$ participants only 414 of them (76 %) answered the questions for Parts B, C and D. For Part B, the findings indicated that the category of abusers which is composed of both male and females constituted the largest one ($n = 223$, 41 %) compared to the female abusers ($n = 96$, 18 %) who were slightly more than the male abusers ($n = 95$, 17 %).

When the results (Table 4.25) for Part C were analysed, $n = 411$ (75 %) participants in total gave an answer. The findings suggested that the participants who were abused by the upper-position academic personnel constituted the largest group ($n = 105$, 19 %) compared to the ones who were abused by their managers ($n = 97$, 18 %), which was respectively followed by the ones who were abused by the same-position academic personnel ($n = 54$, 10 %), by both the manager and the same-position academic personnel ($n = 45$, 8 %), by both the manager and upper-position academic personnel ($n = 37$, 7 %), by both the same and upper-position academic personnel ($n = 23$, 4 %), by the manager, the same and upper-position academic

personnel ($n = 19$, 4 %), by the administrative personnel ($n = 10$, 2 %), by the whole staff ($n = 9$, 2 %), by the manager, the upper-position academic personnel and the administrative personnel ($n = 4$, 0.7 %), by both the manager and the administrative personnel ($n = 3$, 0.5 %), by the upper-position academic personnel and administrative personnel ($n = 2$, 0.4 %) which was the same with the ones abused by the same-position academic personnel and administrative personnel and finally the manager, the same-position academic personnel and administrative personnel ($n = 1$, 0.2 %).

For Part D, in total $n = 409$ (75 %) participants filled in this part (Table 4.25). Out of this amount, the ones who said that the abusers were between 1-5 people constituted the largest group ($n = 357$, 65 %) compared to the 6-10 people group ($n = 36$, 7 %), respectively followed by 11-15 people group ($n = 9$, 2 %), 21 people and above group ($n = 4$, 0.7 %) and finally 16-20 people group ($n = 3$, 0.5 %).

4.3.2.20 The Results of the Analysis for the Number of Targets of Psychological Abuse

In order to decide how many of the participants were exposed to psychological abuse and how many of them became the direct targets of psychological abuse, the criteria which had been set by Tinaz and her friends (2013) were used. According to these criteria, for a person to be called a target, that person should have been experiencing the negative behaviors for at least six months, should have been exposed to at least two psychological abuse behaviors and the frequency of these behaviors should have been at least once a week. Based on these criteria, the questionnaires have been examined and the results indicated that out of $n = 547$ participants, $n = 113$ (21 %) of them had become the targets of psychological abuse.

Among all the abusive behaviors included in the instrument, the most frequently marked abusive behaviors, starting from “occasionally”, were respectively as follows (Table 4.26): my work is watched more than necessary, my work-related suggestions and ideas are not considered, I am given work below my capacity and qualifications, my work-related questions and demands are not answered, my opinions are not asked in work-related matters, I am given jobs either illogical or impossible to get in time, my responsibilities are narrowed or taken away from me, my mistakes are either reminded all the time or criticized, my work-related decisions are questioned inappropriately, I am either given wrong information about work or the information is hidden from me.

Table 4.26

The Most Frequently Experienced Abusive Behaviors by the Participants Starting from “Occasionally” (n = 547)

Abusive Behaviors	%				
	Never	Occasionally	Once a month	Once a week	Almost everyday
1. My work is watched more than necessary	35	42	9	8	6
9. My work-related suggestions and ideas are not considered	40	37	13	6	5
2. I am given work below my capacity and qualifications	36	35	13	10	7
5. My work-related questions and demands are not answered	48	33	9	5	5
7. My opinions are not asked in work-related matters	42	33	12	8	6
6. I am given jobs either illogical or impossible to get in time	50	31	9	6	4
8. My responsibilities are narrowed or taken away from me	60	31	7	3	3

Table 4.26 (continuation)

Abusive Behaviors	%				
	Never	Occasionally	Once a month	Once a week	Almost everyday
3. My mistakes are either reminded all the time or criticized	55	30	8	3	1
11. My work-related decisions are questioned inappropriately	60	27	7	4	3
4 I am either given wrong information about work or the information is hidden from me	57	26	8	4	4

4.3.2.21 Summary of the Results

Ordinal logistic regression has been conducted in order to investigate the effect of a number of factors on the likelihood of the participants being exposed to psychological abuse. The model contained two predictor variables (leadership and ethical climate) and nine covariates (gender, age, title, position, seniority, experience in the current position, experience with the current manager, institution and faculty).

Logistic regression analyses results (Table 4.27) indicated that the predictors of leadership and ethical climate (dimensions of friendship, team-interest and self-interest) were statistically significant and negatively correlated with the outcome variable of psychological abuse. It was found out that the more leadership behaviours the academics detected in their departments and the more they valued their own and colleagues' interests, the less abusive behaviours they were exposed to.

When the covariates were examined in terms of statistically significant results (Table 4.27), *gender* appeared to be a statistically significant result in terms of female academicians having been exposed to verbally, written and visually attacking behaviors more than their male colleagues. For the same dimension of psychological

abuse, the academicians who were between the *age* group of 34-46 and 47 and above indicated statistically significant results for increasing exposure to psychological abuse.

While the academicians having the *title* of instructor (no PhD) and expert reported facing exposure to work-related abusive behaviors, the associate professors were exposed to verbally, written and visually attacking abusive behaviours. The academicians in the *position* of associate professors, assistant professors, instructors, research assistants, instructors (okutman) had reported to have been exposed to excluding abusive behaviors specifically.

The academicians who *worked with their current managers* between 6-10 years said to have been exposed to work-related abusive behaviors. In terms of *work experience in the current post*, the academics between 6-10 years of experience reported to have been exposed to work-related, excluding and image-damaging abusive behaviors; the ones between 11-15 years of experience reported to have been the targets of excluding and verbally, written and visually attacking behaviors; the academics between 16-20 years of experience in the current post reported to have been exposed to excluding behaviors and the ones who worked between 21 years and above said to have been the targets of excluding behaviors and image-damaging behaviors.

Institution wise, only for the excluding behaviors dimension, the academicians in the foundation universities reported to have been exposed to abusive behaviors with statistically significant results. In terms of different *faculties*, Faculty of Communication reported abusive behaviors in all dimensions but image-damaging behaviors, Faculty of Education reported abusive behaviors for the dimension of excluding behaviors and image-damaging behaviours and the Faculty of Technical

Sciences reported abusive behaviors for the dimension of work-related behaviors.

Seniority did not reveal statistically significant results for any dimension of the criterion variable.

The second part of the research explored people from which gender exerted more psychological abuse behaviors around, from which position and the number of the abusers. According to the findings, academics stated to have been exposed to psychologically abusive behaviors by both men and women the most, followed by males and females with 0.10 difference in percentage. In terms of the position of the abusers, academics reported to have been abused the most by upper-position academic personnel, followed by their managers, same position academic personnel and by both upper-position academics and their managers. Most of the academics said that the abusers were 1-5 people in number, which constitutes the minimum number of people in the questionnaire. This suggests that psychologically abusive behaviors were not executed by a large group of people very frequently but rather by one or a few people. Overall, out of $n = 547$ participants, $n = 113$ (21 %) of the academicians reported to have been the targets of psychological abuse.

Table 4.27

Statistically Significant Results of Ordinal Logistic Regression Analysis Based on the Outcome Variable of Psychological Abuse with Sub-Categories

Work-related Behaviors:

Variable	β (SE)	z	df	OR	95 % CI
Leadership	-.04 (.00)	-11.16	1	.96***	[.96, .97]
<i>Note.</i> $R^2_{McFL} = .11$. Model $\chi^2_{(1)} = 124.49$, *** $p < .001$.					
Friendship, team interest	-.10 (.02)	-5.12	1	.91***	[.87, .94]
Self- interest	-.08 (.03)	-3.23	1	.92***	[.87, .97]
<i>Note.</i> $R^2_{McFL} = .10$. Model $\chi^2_{(1)} = 154.82$, *** $p < .001$					

Table 4.27 (continuation)

Variable	β (SE)	z	df	OR	95 % CI
Age (Base category: 21-33 years)					
47 and above	-1.47 (.00)	-2.34	1	.23***	[.07, .79]
Title (Base category: Professor)					
Instructor (no PhD)	12.12 (1.32)	9.15	1	183574***	[13705, 2459]
Expert	1.68 (.75)	2.25	1	5.38***	[1.24, 23.35]
Position (Base category: Professor)					
Instructor (no PhD)	-13.44 (1.08)	-12.42	1	1.45e-06***	[1.74e-07, .00]
Experience with the current manager (Base category: 6 months)					
6-10 years	1.00 (.48)	2.08	1	2.71***	[1.06, 6.97]
Faculty (Base category: Engineering)					
13 Communication	2.40 (.60)	4.00	1	11.06***	[.31, 6.07]
14 Technical Sciences	1.69 (.52)	3.25	1	5.43***	[3.40, 35.95]
15 Commercial Sciences	-14.62 (1.19)	-12.28	1	4.45e-07***	[4.32e-08, 4.59e-06]
<i>Note.</i> $R^2_{McFL} = .17$. Model $\chi^2_{(1)} = 953.27$, *** $p < .001$					
Excluding Behaviors:					
Leadership	-.03 (.00)	-10.13	1	.97***	[.96, .98]
<i>Note.</i> $R^2_{McFL} = .09$. Model $\chi^2_{(1)} = 102.56$, *** $p < .001$.					
Friendship, team interest	-.09 (.02)	-4.59	1	.91***	[.88, .95]
Self-interest	-.11 (.03)	-4.28	1	.90***	[.85, .94]
<i>Note.</i> $R^2_{McFL} = .10$. Model $\chi^2_{(1)} = 119.25$, *** $p < .001$					
Title (Base category: Professor)					
Associate professor	-13.12 (1.07)	-12.23	1	2.01e-06***	[2.45e-07, .00]
Assistant professor	-13.21 (.93)	-14.26	1	1.84e-06***	[3.00e-07, .00]
Instructor (PhD)	-14.00 (1.04)	-13.49	1	8.34e-07***	[1.09e-07, 6.38e-06]
Research assistant	-14.82 (1.40)	-10.57	1	3.66e-07***	[2.35e-08, 5.71e-06]
Instructor (no PhD)	-15.01 (1.84)	-8.14	1	3.01e-07***	[8.11e-09, .00]
Position (Base category: Professor)					
Associate professor	13.16 (1.10)	12.01	1	519169.8***	[60617.83, 4446501]
Assistant professor	13.66 (.90)	15.22	1	853598.2***	[14709797, 4953397]
Instructor (PhD)	14.26 (1.01)	14.12	1	1556034***	[214999.4, 1.13e+07]
Research assistant	15.45 (1.33)	11.65	1	5141893***	[381590.5, 6.93e+07]

Table 4.27 (continuation)

Variable	β (SE)	z	df	OR	95 % CI
Instructor (no PhD)	14.24 (1.71)	8.33	1	1535587***	[.33, 38.60]
Experience in the current post (Base category: Less than 1 year)					
6-10 years	1.60 (.56)	2.85	1	4.96***	[1.65, 14.88]
11-15 years	1.98 (.64)	3.10	1	7.23***	[2.07, 25.19]
16-20 years	1.86 (.70)	2.66	1	6.48***	[1.63, 25.72]
21 and above	2.64 (.63)	4.20	1	13.99***	[4.09, 47.89]
Experience with the current manager (Base category: 6 months)					
21 and above	-2.68 (.77)	-3.47	1	.07***	[.02, .31]
Institution (Base category: Public University)					
Foundation University	.36 (.25)	1.47	1	1.44***	[.89, 2.34]
Faculty (Base category: Engineering)					
10 Education	1.00 (.30)	3.35	1	2.73***	[1.52, 4.92]
13 Communication	3.19 (.68)	4.69	1	24.32***	[6.42, 92.17]
15 Commercial Sciences	-13.51 (1.19)	-11.32	1	1.36e-06***	[1.31e-07, .00]
<i>Note:</i> $R^2_{McFL} = .15$. Model $\chi^2_{(1)} = 863.52$, *** $p < 0.001$					
Leadership	-.03 (.00)	-9.07	1	.97***	[.96, .98]
<i>Note:</i> $R^2_{McFL} = .11$. $\chi^2_{(1)} = 82.21$, *** $p < 0.001$					
Image-Damaging Behaviors:					
Friendship and Team-interest	-.10 (.02)	-4.76	1	.91***	[.87, .94]
Self-interest	-.09 (.03)	-3.00	1	.92***	[.87, .97]
<i>Note:</i> $R^2_{McFL} = .11$. Model $\chi^2_{(1)} = 102.33$, *** $p < .001$.					
Experience in the current post (Base category: Less than 1 year)					
6-10 years	1.46 (.61)	2.40	1	4.30***	[1.30, 14.20]
21 and above	1.91 (.83)	2.30	1	6.77***	[1.33, 34.59]
Faculty (Base category: Engineering)					
10 Education	.86 (.34)	2.51	1	2.36***	[1.21, 4.63]
14 Technical Sciences	-12.84 (1.25)	-10.27	1	2.64e-06***	[2.28e-07, .00]
15 Commercial Sciences	-13.15 (1.23)	-10.73	1	1.94e-06***	[1.75e-07, .00]
<i>Note:</i> $R^2_{McFL} = .18$. Model $\chi^2_{(1)} = 520.45$, *** $p < .001$.					

Table 4.27 (continuation)

Verbally, Written and Visually Attacking Behaviors:

Variable	β (SE)	z	df	OR	95 % CI
Leadership	-.03 (.00)	-9.65	1	.97***	[.96, .98]
<i>Note: $R^2_{McFL} = .08$. Model $\chi^2_{(1)} = 93.11$, *** $p < .001$</i>					
Friendship and Team-interest	-.10 (.02)	-5.57	1	.90***	[.87, .94]
Self-interest	-.08 (.02)	-3.29	1	.93***	[.88, .97]
<i>Note. $R^2_{McFL} = .08$. Model $\chi^2_{(1)} = 124.91$, *** $p < .001$.</i>					
Gender (Base category: Male)					
Female	.47 (.18)	2.52	1	1.59***	[1.11, 2.29]
Age (Base category: 21-33 years)					
34-46	-.74 (.35)	-2.11	1	.48***	[.24, .95]
47 and above	-1.32 (.54)	-2.46	1	.27***	[.09, .77]
Title (Base category: Professor)					
Associate professor	2.38 (1.21)	1.96	1	10.84***	[1.00, 117.23]
Experience in the current post (Base category: Less than 1 year)					
11-15 years	1.14 (.58)	1.95	1	3.12***	[.99, 9.82]
Faculty (Base category: Engineering)					
2 Management	-1.13 (.52)	-2.16	1	.32***	[.12, .90]
13 Communication	1.97 (.95)	2.07	1	7.15***	[.57, 5.72]
15 Commercial Sciences	-13.74 (1.16)	-11.87	1	1.08e-06***	[1.12e- 07, .00]
<i>Note. $R^2_{McFL} = .13$. Model $\chi^2_{(1)} = 124.16$, *** $p < .001$</i>					

CHAPTER V

DISCUSSION

This chapter is allocated to present the discussions and implications of the results of the current study. Initially, within the light of the literature, study results have been discussed. Then, in order to offer suggestions for further research, implications of these results are presented.

5.1 Discussion of the Results on the Predictors

When the results of this study and the ones in the literature have been compared, some parallel and contrary findings have come out. To start with the relationship between the outcome variable of psychological abuse and the predictor of **leadership**, this study revealed that the faculty staff was less likely to be exposed to psychological abuse behaviors when they saw their leader (their head) presenting some kind of leadership qualities. This finding is in parallel with what Leymann (1996) had suggested that the existence of unskilled or uninterested management increases the possibility of more psychological abuse cases to be seen in those institutions.

In terms of the **ethical climate**, an increase in the ethical behaviors of the colleagues and the management is likely to lead to a decrease in the psychological abuse behaviors. Hence, a negative relationship is evident between the two variables. In this study, the sub - dimensions which indicated statistically significant results were the friendship and team - interest and self-interest. The findings suggested that

the faculty who valued their own interests but also their colleagues' interests in the department were less likely to be exposed to abusive behaviors compared to the other levels of ethical climate. That is, if employees are vigilant of their rights and avoid being submissive, then the risk of being abused is less. The other explanation may be that a person who is interested in one's own well-being more than the others' may not perceive or care about the possible psychological abuse behaviors around. On the other hand, in terms of the other finding that caring about the colleagues' interests lowers the risk of psychological abuse, is not a surprising result and it is in compliance with the related research (Applabaum, Deguire & Lay, 2005). It is because when there is solidarity among academicians, they will value each other's rights and needs more and in such kind of a place, less or no psychological abuse will take place. If examined from the other way round, violence, which is present in most forms of psychological abuse, is opposed to the responsible relationship with other people that form the basis of ethics (Rhodes, Pullen, Vickers, Clegg & Pitsis, 2010). Thus, the result of the study can be explained with both solidarity and responsible behaviors among colleagues, which are not assumed to lead to abusive behaviors.

Gender as a criterion variable appeared as a statistically significant predictor in this study only for the dimension of verbally, written and visually attacking behaviors. The results indicated that female academicians are more likely to be exposed to abusive behaviors compared to males through speech, writing and visual means. However, the probability was not very high (1.59 %) and this significance may also be explained with the higher representation of women (60 %) in this study compared to men (40%). This finding that women are mobbed more than men in the same and different dimensions has been supported by the studies of some researchers

(Bingöl, 2007; Cayvarlı, 2013; Konaklı, 2011; Namie & Namie, 1999). Some may explain this situation with the claim that women have been taught to be less self-assertive and less aggressive than men (Bjorkqvist, 1994). This finding may be explained by women being more emotional than men and being affected by the negativities happening around them more. What is more important to consider is the cultural structure of Turkey, where some girls are raised by their families to serve for their brothers, fathers, and then their future sons and husbands. This culture degrades women's position in the society, which may cause women to be suppressed more by men or even by their own sex. On the other hand, those women who have been exposed to that suppression for a long time may inevitably act submissively in their workplaces too. However, the discussion whether women or men are exposed to psychological abuse more has not resulted in a conclusive argument as there are studies which report both women and men being abused with the same amount (Gökçe, 2006; Rayner, 1997). The rate of representation of either of the sexes in that institution may be an explanation for the difference in between. The research findings of Fettahlıoğlu (2008) reveal an opposing finding with those of this study. In that study, it was found out that out of 70 mobbed academicians 46 were males and 24 were females. This finding is in parallel with the research results of Ertürk (2005), who concluded in his study that men are exposed to psychological abuse behaviors more than women are. In parallel with the finding of the current study that women are mobbed more than men with a small percentage (1.59 %) difference, there is another study (Cemaloğlu, 2007), which claims that there is no relation between gender and psychological abuse.

Age, has been found out as a significant predictor in this study for the two dimensions. For the dimension of work-related behaviors, the academicians between

the ages of 47 and above were less likely to be exposed to abusive behaviors. This finding is consistent with the ones in some other studies (Bingöl, 2007; Cayvarlı, 2013; Çögenli, 2010). This may be because an academician at that age has probably become experienced enough to produce satisfactory work, which leaves no ground for the manager to exert more pressure on that person. From the perspective of a younger abuser colleague, a 47 - year old / older person may be found too experienced and knowledgeable to be a rival, which may lessen the probability of exerting pressure. Similarly, the academicians in the middle category of 34-46 age group and the oldest category of 47 and above were less likely to be abused compared to their younger colleagues in the dimension of verbally, written and visually attacking behaviors. This finding has also been supported in Fettahlioğlu's (2008) study where it was suggested that the more time one spends in the profession, the less risk that person has in terms of exposure to abuse. One reason of this may be the unsecure working conditions of younger academicians. Another possible reason is that the managers may manipulate the younger academicians more easily by talking to them or through written ways to make them do some extra or unwanted duties, compared with the older or more experienced academicians. That is, the older people get, the more difficult it is for the managers to deal with them, which is also because academic title becomes higher with the increasing age. For this reason, the managers may be directing their attention to the younger ones. The opposite of this finding that older employees are mobbed more than the younger ones (Einarsen & Skogstad, 1996), has found its place in the literature too. The explanation is that more experienced or knowledgeable people at workplaces may be seen as threats to authority (Crawford, 1997) and thus managers may want to get rid of them. Similar to this finding, in one of the studies in Turkey (Gökçe, 2006), the teachers between

the ages of 31-35 have reported to be exposed to different kinds of psychological abuse more than the ones in other age groups. Lower age groups have also been reported for more abusive behavior. Leymann's (1996) findings in Sweden suggested that employees between 21-30 age - group are mobbed more than the others. Similarly, the findings of Çögenli (2010) indicate that academicians belonging to the age group of 29 or lower are more likely to be mobbed. This may be because the managers think the younger ones need to learn more and improve themselves and hence they may have more expectations from those people. This can cause the younger instructors feel the abuse more than the others. On the other hand, the youngest age group of 21-33 year-olds did not reflect a significant result in terms of being mobbed more or less than the others in this current study. Yet, in another study (Cemaloğlu, 2007), it has been put forth that there is no relation between age and psychological abuse.

In this study, academic **title** came out as an important factor to determine the level of psychological abuse among academicians. Instructors (okutman) were incomparably more likely to be exposed to psychological abuse behaviors in their departments for the work-related and excluding behaviors dimensions. This may be due to their working conditions. First of all, this position is peculiar to Turkey and it suggests that these people cannot benefit from the opportunities that other academicians are making use of. To give an example, at the first place, their salaries are lower though some may have done their masters and /or PhD degrees and may be contributing to the academia by writing articles or joining conferences about their own fields. Secondly, in some institutions these instructors are not given the right to benefit from discounts in private health insurance system while other academicians are. In addition to this, there may be some other benefits specific to the institutions

such as discounts in kindergartens for the children of instructors. Some of the instructors in the study may have been subjected to these disadvantageous situations. Thirdly, some of them are not given the time and / or the budget to go to conferences in and out of Turkey for paper presentations or to do research in another country during the academic year as opposed to other academicians with higher titles. Fourthly, unless they get PhD degree or find a position as an assistant professor, there is no chance to go up the stairs of the academy for instructors. To sum up, as instructors are not given the same rights with the other academics, their image in the eyes of the manager may have already been degraded to “can easily be manipulated or suppressed”one. This and all these factors may be consistent with the findings coming out in the literature. Experts also reported to have been 5 times more likely to be exposed to work-related abusive behaviors but not to other kinds of abusive behavior. Çögenli (2010) in his study have found out that the instructors, research assistants and experts who have the lowest academic titles were exposed to psychological abuse behaviors the most for the sub-categories of psychologically and physically attacking behaviors and the ones related to work and standard of living. This result is consistent with Cayvarlı (2013) and Konaklı’s (2011) study examined with different sub-categories like threat and violence, where research assistants constituted the highest group of targets. In this current study, for the sub-dimension of excluding behaviors, all academicians stated to have been exposed to psychological abuse except the experts. Experts are fewer in number which may be the reason why they were not exposed to this behavior. However, in parallel to the finding that all other academicians were exposed to excluding behaviors, the related literature indicates that psychological abuse can be seen in every position including the professors. Likewise, in one of the studies, (Westhues, 2006c) professors were

stated to have been mobbed more than five percent during their careers. However, there is an inconsistent finding too, such as the one indicated by Çögenli (2010) where professors constitute the least mobbed group for most of the attacking abusive behaviors. In this current study, for the sub-dimension of verbally, written and visually attacking behaviors, only associate professors reported to have been 11 times more likely to be exposed to abuse. This high number can originate from different reasons one of which may be the personal conflicts between the instructor and the management or the colleagues in academia. These may set a block in front of the instructor to climb the academic ladders. The other may be about the vagueness in the job-descriptions in academia in Turkey, which may cause people to feel that they are being mobbed. The duties like photocopying for a senior academic or teaching in the place of a senior academic can be tolerated by the lower-level academic staff such as the research assistants owing to the insufficiency of the employee conditions. However, as people go up the academic ladder and see the same kind of duties being expected of that person, especially after the person has become an associate professor, the probability that these kind of behaviors can be regarded as psychological abuse increases. The person cannot bare the idea of dealing with such kind of burden after having got the title of associate professor. Thinking that the same person has been bearing the same burden since being a research assistant, it is not difficult to understand how the person feels after all those years; like the final straw. Yet another reason can be the excessive number of professors and assistant professors occupying the positions in most universities especially state universities and not having adequate number of associate professors. For this reason, professors can refrain from many academic and administrative duties whereas the associate professors who are few in number cannot. As the professorship

positions are full in most universities and there may not be the possibility to give that position to every associate professor, there is also the fear of being mobbed among associate professors that they may be sent to other universities. Last but not the least, as professors usually have administrative duties, associate professors are expected to deal with tasks like Bologna Process, total quality studies or opening a new programme. Upon these, the increasing expectations of the universities and the Higher Education Council can be counted. In short, these kind of expectations can cause associate professors to experience psychological abuse more than the others.

Just like academic title, the academic **positions** of the academicians constitute an important part of the statistically significant results. Except the experts who constitute a small portion of the samples, according to the reference category of professors, academicians of all categories reported to have been the targets of excluding abusive behaviors. In terms of the assistant professors, the fact that assistant professorship is not a permanent but a transitory position to the associate professorship and is an unguaranteed one, degrades these academicians to an easy – to - mob position in the eyes of the managers or the colleagues just like the instructors. For these reasons they may have reported being exposed to excluding behaviors. The next category to have reported psychological abuse behaviors is the associate professors. It is known that some associate professors are not given the position of professorship because of their clashing political or personal opinions with the management although they have merited the position with their credentials. The other finding that the instructors with PhD and the research assistants are among the disadvantaged groups to be the targets of excluding-abusive behaviors, has been supported by some studies too (Fettahlioğlu, 2008; Lester, 2013). To explain the

reason of the abuse, it may be said that the most common complaint heard from the research assistants is their advisors' or the higher level faculty staff exerting pressure on them by making them do the duties that are not included in their job descriptions. In terms of work-related abuse, instructors (okutman) were significantly less likely to be mobbed when their position is concerned; however, this is a very small contribution to explain the variability on the outcome variable. This significance may be due to the nature of their work characteristics which is not similar to that of an assistant professor or an associate professor. That is, instructors' position does not necessarily change in academia in parallel with their experience but an associate professor would most probably like to become a professor, which may be a reason for that person to be mobbed by the others.

Seniority did not indicate a statistically significant result in this study. This may be because the participants were asked to respond to the questions thinking about their service in the department only during the last six-month period. This makes the total number of years they spent in the profession less important compared to the years they spent in their current job only and with their current manager. About the possibility of being mobbed in terms of the length of experience in the profession in general, the finding of Fettahlioğlu (2008) suggests that the more you get experienced, the less abused you are by others.

Work experience in the current position indicated statistically significant results for different dimensions. The academicians between 6-10 years of experience in the current post reported to have been exposed to work-related (5 times more likely), and excluding and image-damaging behaviors (4 times more likely); the academicians with 11-15 years of experience reported to have been the targets of

work-related (7 times more likely), excluding behaviors and verbally, written and visually attacking behaviors (3 times more likely); the academicians between 16-20 years of experience in the current post reported to have been exposed to work-related (6 times more likely) and excluding behaviors and the ones who worked between 21 years and above said to have been the targets of work-related (14 times more likely), excluding and image-damaging behaviors (7 times more likely). The overall finding suggests that the more an academician stays in the same position, the higher there is the possibility of being mobbed especially due to work-related abuse. This result finds itself support in the related literature (Einarsen, 1999; Jawahar, 2002; Holton, 1998) which states that the longer a person works in the same workplace and have more interactive relationships, the higher the possibility of being abused.

When it comes to the **work experience with the current manager**, the faculty who worked with their managers from 6 to 10 years were two times more likely to have been exposed to work-related psychological abuse behaviors compared to the ones who worked less than six years or more than 10 years. 6 to 10 - year period can be a get-to-know and adaptation period for both the academician and his or her manager in terms of work-related matters and these may cause problems which may have not yet been resolved. However, at the same time, it is not that much of a long time to accept the other person as how she or he is. Hence, it may be a period somewhere between being rebellious and being submissive as regards the academician, which may create a reason to be mobbed on the part of the managers. For the academics, who work with their current manager for 21 years or more, there is less possibility to be mobbed in terms of excluding behaviors, which may be

explained with the completion of get-to-know period between the manager and the academician.

Institution was found out to be a statistically significant predictor in this study for the sub-dimension of excluding behaviors. According to the results, the academicians working at foundation universities reported to have been exposed to excluding behaviors 1 time more than the ones in the public universities. The reason may be about the job-security issue which is not guaranteed in foundation universities in Turkey in contrast to public universities. For any reason, the academics in foundation universities may feel themselves excluded or are literally excluded and feel the threat of job loss. This is in contrast with some of the findings suggested in the related literature (Einarsen, Hoel, Zapf & Cooper, 2010; Salin, 2001) that psychological abuse is more in public sector than in private sector though it can exist in all sectors.

As the last predictor, **faculty** was a statistically significant predictor in terms of indicating a positive relationship with the psychologically abusive behaviors. The academicians in the faculties of Communication reported to be exposed to abusive behaviors in all dimensions (except image-damaging behaviors) with higher percentages compared to the other 13 faculties. This finding has been supported in the literature (Aktop, 2006) that the academicians in the faculties of Communication had higher means compared to the means of other academicians in different faculties, for attacking behaviors and work-related behaviors, though without statistical significance. The other faculty which comes second in terms of high percentages of psychological abuse is the faculty of Education for the dimensions of excluding and image-damaging behaviours. This result is partially consistent with the study of

Çögenli (2010) as in that study Education Faculty was reported to be among the mobbed ones too. However, in Çögenli's (2010) study, the academics in Education Faculty were among the most mobbed ones as regards image-damaging and psychologically and physically attacking behaviors. The finding about the Education Faculty is both surprising and not. It is surprising since an unwanted, abusive behavior of psychological abuse is seen in this faculty which should ideally serve for forming and teaching correct behavior patterns to students. However, in terms of the literature it is not that surprising since education as a sector has been reported to be one of the riskiest sectors for psychological abuse (Einarsen et al., 2010), of aggression and unpleasant behavior (Hubert & Van Veldhoven, 2001). Positive relationship has also been observed between work-related abusive behaviors and psychological abuse in the faculty of Technical Sciences. On the other hand, negative relationship has been indicated between abusive behaviour and some other faculties. In other words, for all dimensions of abusive behaviour, academicians in the faculty of Commercial Sciences reported statistically significant results with very minor contributions to the variance to explain exposure to less abusive behavior. Likewise, the faculty of Technical Sciences reported less possibility to be exposed to image-damaging behaviors with ignorable significance. Lastly, the faculty of Management indicated less risk for abuse for verbally, written and visually attacking behaviors.

5.2 Discussion of the Study Results about the Demographic Information of the Abusers

Following the PAI, three questions had been asked to the participants to evaluate their abusers in terms of their gender, position and number. For the **gender** of abusers, study results indicated that abusers being both male and female

constituted a higher portion (41%) than female abusers (18 %) and male abusers (17 %). These data suggest partial support to the findings of Fettahlioğlu (2008), as he has found in one of the universities he studied with that abuse from both males and females is more in number. However, there are also other studies indicating more men to be the perpetrators (Einarsen et al., 2010).

As regards the **position** of the abusers, upper-position academic personnel (19%) and the managers (18 %) constitute the top group of abusers with very similar percentages followed by the same-position academic personnel (10 %). Similar to these findings, Einarsen (1999), who studied with wide range of sectors, found out in his study that the abusers were more from managers and colleagues. Consistently, abusers were the managers the most in the study of Yıldız (2007) and the one in Tanoğlu (2006) which was conducted in one of the universities in Turkey with the abusers being the managers more. In other studies, the amount of gap in terms of “who abuses more” may be wider just like in Atalay’s (2010) research where the managers were again found out to be the top abusers (84%) compared to the colleagues (16%). The difference may be due to the chosen sample category which is made up of workers and officers. As these groups of people have their unions, there may be more solidarity among them which can be a factor to lessen the amount of psychological abuse among them. Similarly, another study (Einarsen & Skogstad, 1996) conducted with 8000 employees in Norway states that 54% of the targets have been mobbed by their managers at workplace. It has also been suggested in literature that (Celep & Konaklı, 2013; Dost & Cenkseven, 2007) managers’ oppressing the academic staff and behaving unfairly in Turkish universities cause problems in terms of psychological abuse. Managers’ being the mobbers can be explained by the notion

of power and how it is used by the beholder of the power. Although power can be a necessary element to be successful and effective, if it is misused, it can be a matter of concern as well. One of the reasons of psychological abuse for Crawford (1997) is the fact that the owner of power, who is psychologically weak and who does not have the ability to lead (Zapf, 1999), cannot control the primitive instincts in him or her and exerts psychological abuse behavior on the successful employee so as to force the employee quit the job to strengthen his own status.

In terms of the **number of abusers**, the results of this study indicate the largest group (65%) is composed of 1 to 5 people, which is consistent with the findings in the literature (Fettahlioğlu, 2008; Lester, 2013) that the largest group of abusers (45.5 %, 14.5%) is made up of 2 - 4 or 3 and more people. While this result may mean only a few people for some departments where many academicians exist, for others which have in total 5 academicians, it may mean a large group of people not to be despised of.

5.3 Discussion of the Study Results about the Number of Targets and the Most Frequent Behaviors

In order to decide how many of the participants became the direct targets of psychological abuse, that person should be experiencing the negative behaviors for at least six months, should be exposed to at least two psychological abuse behaviors and the frequency of these behaviors should be at least once a week. Based on these criteria, the questionnaires have been examined and the results indicated that out of $n = 547$ participants, $n = 113$ (21 %) of them had become the targets of psychological abuse. This is a higher percentage compared to national literature in Turkey with

15.8 % or with 12 % (Tigrel & Kokalan, 2009). In the international literature, this number is ranging from 8% to 32 % (Lester, 2013), which can even reach to 65 % (Raskauskas, 2006). In average, the finding of this study is unfortunately not a low number to be ignored.

Among all the abusive behaviors included in the instrument, the most frequently marked abusive behaviors were respectively as follows: “my work is being watched more than necessary, my work-related suggestions and ideas are not considered, I am given work below my capacity and qualifications, my work-related questions and demands are not answered, my opinions are not asked in work-related matters, I am given jobs either illogical or impossible to get in time, my responsibilities are narrowed or taken away from me, my mistakes are either reminded all the time or criticized, my work-related decisions are questioned inappropriately, I am either given wrong information about work or the information is hidden from me”. As can be seen from the out-coming items, the work-related ones have the priority over the non-work-related items in the list, which is in parallel with the findings of Salin (2001).

5.4 Interpretation of the Results Pertaining to the Leadership Scale of Bolman and Deal

In this study, EFA results for leadership scale indicated different results than the one in the original scale of Bolman and Deal (1991) in terms of the 4-factor structure. The data in the main study, collected from 9 universities from the faculty staff in the city of Ankara, Turkey, indicated a single-factor structure. This may be explained via different reasons the first of which is the changing climate of the

institutions. Climate, that is the atmosphere or the perceived environment by the employees, may be affected by the behaviors of individuals or even the leadership style in that institution. Hence, the prevalent and the preferred leadership style is a factor to determine how people feel about that place. In this sense, it is very normal for the academic staff in this study to perceive the existing leadership in their departments different than in any other workplace and sector and this they have naturally reflected in their responses in the study. This has also found a support in the literature which suggests the subjective nature of climate changing from one setting to another leading to the attainment of different results from the scale measuring it (Thompson, 2005). Thus, thinking of the flat structure in universities, one does not expect them to be led by a top-down management dominating over the faculty. What is more, the nature of the work of the faculty staff does not lend itself to a very close relationship with the manager in their departments as the faculty staff is responsible for their courses and academic research but not what the leader does or should do. Another thing to affect the difference in responses may be the size of the institutions which are quite large compared to other kinds of organizations and this is indicative of the changing demographic backgrounds of the faculty staff to present diversity in their perspectives. There is also support from the literature (Örücü, 2014) that for the scale (Leadership Orientation Survey - Self) of Bolman and Deal (1991), through which school managers in 12 different cities in Turkey evaluated themselves, a 3-factor structure with a different content (named by the researchers as visionary, participative and sustaining leadership) was found opposed to the original scale which had 4-factor structure. As indicated by the research, the leadership scale neither fits in a university setting nor a school setting in Turkey, it brings into mind

the effect of “culture” factor, which is different than the society the scale was developed in.

Last but not the least, department heads in Turkish universities are not appointed by a council which sets the criteria including leadership skills and other necessary personal and academic qualities for being the head of a department. Instead, academics in the departments choose the head of the department among themselves based on a voting system which does not usually depend on pre-defined rigid criteria. What is more, some micro politics going on in the background may also be effective in the voting system, which has been mentioned in the literature to trigger psychological abuse (Ma, Karri, & Chittipeddi, 2004; Zapf & Einarsen, 2003). These may be among those reasons why the “awareness of leadership” on the part of the department heads and academic staff is not strong in Turkish universities, which may pave the way to poor leadership and psychological abuse.

Though more studies conducted in Turkey may be necessary to come to a conclusion, still the existence of two studies, one in higher education, the other in secondary education, having applied two versions (for Self and Others) of the same scale may be indicative of a misfit to the Turkish education context.

5.5 Implications for Practice

The phenomenon of psychological abuse is a very frequently seen one at workplaces of any kind leading to disastrous results ranging from termination of employees’ work to even committing suicide. There are many parties who are involved in this process such as the academicians themselves, the lower, middle and top level management and even the governments. Multi-level involvement in the

issue necessitates effective managerial initiatives to be taken and applications to be followed in all workplaces but specifically in higher education where the dynamics should be based on ethical principles.

There are some measures that can be taken practically at all levels in higher education, which would be more effective *before* abusive action occurs. The first thing to be done is faculty members' educating themselves about psychological abuse. This is because not all academicians know the difference between congenial debate, conflict and bullying and how to respond to situations at work (Lester, 2013). This will allow them to recognize and label the abusive behavior correctly. Next, the priority at the organizational level should be to commit for a non-abusive environment starting from the top-level management (Lutgen - Sandvik & Sypher, 2009). It is known that in healthy organisations the culture is based on verbally direct communicators where confrontation has a positive connotation (Lester, 2013). Still another measure is to avoid a top-down approach, which is of high importance so as to maintain a positive climate. In addition to this, acceptance of the phenomenon of psychological abuse by the manager willing to do take action constitutes an important part of the solution or else the problem will grow more (Davenport et al., 2002) as it runs the risk of the new faculty and graduate students to perpetuate the bully culture (Twale & DeLuca, 2008). In order to obtain a dignity-based climate, it is suggested to provide trainings including 360 degree evaluations (2001). Furthermore, policies against psychological abuse can be developed and adopted by everyone at the organization. As the literature suggests (Lester, 2013), there have been psychological cases in Virginia, University of North Florida and at Rutgers University, which have set an example to many institutions to take campus wide

measures such as organizing campaigns and legislation addressing the significance and prevalence of psychological abuse on their campuses. Among these measures were the Project Civility campaign created by Rutgers University to promote niceness on their campus. Another is the cultural change initiative started by Prince George's Community College including videos, posters, flyers and programmes to introduce a new code of conduct which is posted around campus and in all course syllabi. Legislation that has passed in New Jersey demands psychological abuse policies to be formed and training for faculty and staff to be held in K-12 schools and higher education.

If the abusive behaviors cannot be stopped, then it is inevitable that there will be some negative consequences. Research (Lester, 2013) suggest that the target of abusive behavior talking to the perpetrator to stop the behaviors does not solve the problem but on the contrary, makes it worse (39% said talking made it worse), which is not only approved by the targets but also the witnesses (36% said talking made it worse). Thus, in order to deal with them, some measures need to be taken starting from the top to the bottom levels in organisations. First of all, it is known that psychological abuse is highly correlated with leadership changes and resource shortages (Hoel & Salin, 2003). Hence, it is necessary for the ones in leadership positions in higher education to consider their policies proactively to create more civil cultures and find ways to manage the abusers on the campus (Lester, 2013). The victimization of the employees should be stopped in the best possible way with the managerial decisions that need to be taken. This may even mean to end the contracts of the abusers, which Crawford (2001) suggests may include the abusive executives too. This is a necessary action to show how seriously the management takes the issue

at hand. At a university setting, this may also suggest investigating the psychological abuse case via a disciplinary committee and taking the necessary steps accordingly. In addition to these, non-managerial assessment and counseling teams can be created, external investigators can be got in touch with to assist for being more effective in abuse cases, confidential ombudspersons can be contacted with incase formal action is needed (Bowie, Fisher & Cooper, 2005; Lutgen - Sandvik & Sypher, 2009). What should continuously be run are the organization-wide trainings on psychological abuse to ensure respectful communication (Keashly & Neumann, 2005) and to develop leadership skills of the managers so that healthy climates can be attained. Last but not the least, the positive effect of witnesses should also be taken seriously in psychological abuse cases in terms of preventing and managing abuse (Keashly & Neumann, 2007) and also in legitimizing and validating targets' experiences (Lester, 2013).

As conflict is natural in workplaces, the aim should not be to eliminate it and silence people but to let individuals learn from their differences, respect each other and show tolerance to each other for the issues rising from the differences. Hence, dynamic and solution-focused institutions are less likely to let abusive environments grow.

5.6 Recommendations for Further Research

Taking into account the limitations of this study, some suggestions for future studies can be given. Firstly, in the current study, data were collected from a single city in Turkey. Hence, coverage of the study in the further research can be extended to other cities too so as to reach to a better understanding of the predictors examined.

Secondly, as this study did not include a qualitative perspective, further studies can include that dimension as well to get a more in-depth idea about the extent of the phenomenon of abusive behaviors in academia.

Thirdly, this study examined the issue of psychological abuse from the perspectives of the faculty staff who did not have a managerial position. Hence, the perspective of the managers is missing in the study. This gap can be closed by having an interview with the managers in relation to the responses of the faculty staff. In this sense, the variables predicting psychological abuse need to be explored.

Fourthly, this study provided empirical evidence to some of those variables affecting abusive behavior. These are the leadership perspective on abusive behavior and how ethical universities are as workplaces for the academicians to spend huge amount of their time in. As in the literature, both leadership and ethical climate appear as strong predictors for psychological abuse, they have been chosen for this study. Since this study with this sample suggested moderate fits for all sub-dimensions of psychological abuse, other predictors to affect abusive behaviors can be explored with higher education staff from different regions of Turkey.

Finally, this study contributed to the application of the three scales in higher education environment specifically. This indicated different results for the Leadership Orientation Scale. What the exploratory factor analysis indicated for this scale was a single-factor structure contrary to the original four-factor structure. Thus, other researchers may also try using the original scale in other higher education institutions to see if they get the same results or not. Alternatively, a scale designed specifically for higher education environment would be a wise idea as it has been observed in this study that the dynamics of higher education show variety to other sectors and even to the other levels of education.

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APPENDICES

APPENDIX A: PERMISSION OF THE ETHICAL COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



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Sayı: 28620816/14 - 36

09.01.2014

Gönderilen : Doç. Dr. Cennet Engin Demir
Eğitim Bilimleri

Gönderen : Prof. Dr. Canan Özgen
IAK Başkanı

İlgi : Etik Onayı

Danışmanlığını yapmış olduğunuz Eğitim Bilimleri Bölümü öğrencisi Burcu Erdemir'in "Türkiye'de Yüksek Öğretimde Psikolojik Yıldırma ile Liderlik ve Sosyal Sistem Arasındaki İlişki" isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

09/01/2014

Prof. Dr. Canan Özgen
Uygulamalı Etik Araştırma Merkezi
(UEAM) Başkanı
ODTÜ 06531 ANKARA

APPENDIX B: INFORMED CONSENT FORM

Gönüllü Katılım Formu

Bu çalışma, Orta Doğu Teknik Üniversitesi, Eğitim Bilimleri Bölümü, Eğitim Yönetimi ve Planlaması Programı, doktora tezi kapsamında yürütülmektedir. Çalışmanın amacı, üniversitelerdeki öğretim elemanlarının, bölümlerindeki yönetici davranışları, liderlik ve sosyal sistem hakkındaki görüşlerine ilişkin bilgi toplayarak bu değişkenler arasındaki ilişkiyi incelemektir. Çalışmaya katılım tamamen gönüllülük esasına dayanmaktadır. Anketleri cevaplamak yaklaşık 10 dakikanızı alacaktır. Anketlerde, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamen gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecek ve elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır.

Anketlerde kişisel rahatsızlık yaratacak hiçbir unsur bulunmamaktadır. Ancak katılım esnasında herhangi bir nedenden dolayı rahatsızlık hissederseniz cevaplamayı yarıda bırakabilirsiniz. Çalışma hakkında daha fazla bilgi almak ve bu çalışmayla ilgili sorularınız için doktora öğrencisi Burcu Erdemir (E-posta: burcuerdemir@yahoo.com ve erdemirburcu@gmail.com) ile iletişim kurabilirsiniz.

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

.....

---/---/----

.....

APPENDIX C: DEMOGRAPHIC INFORMATION FORM

Sayın Öğretim Elemanı,

Bu çalışmaya katılabilmemiz için şu anda bağlı olduğunuz yöneticinizle en az 6 aydır çalışıyor olmanız gerekmektedir.

Bu anket, üniversitelerdeki öğretim elemanlarının bölümlerindeki yönetici davranışları, liderlik ve sosyal yapı hakkındaki görüşlerine ilişkin bilgi toplamak amacı ile hazırlanmıştır. Anket 4 bölümden oluşmaktadır. Ankette kimliğinizi belirten hiçbir bilgi istenmemektedir. Elde edilecek olan bilgiler, yalnızca bilimsel amaçlar için kullanılacak, gizli tutulacak, kesinlikle kurumunuzla **paylaşılmayacaktır.** Anketin doldurulması yaklaşık 15 dakika sürmektedir. Lütfen bütün soruları yanıtlayınız. Bu araştırmaya vereceğiniz katkı için şimdiden teşekkür ederim.

Burcu ERDEMİR

ODTÜ Eğitim Bilimleri Bölümü
Eğitim Yönetimi ve Planlaması Programı

Doktora
Öğrencisi

e-posta:

burcuerdemir@yahoo.com

Not: Anketin konusu dahilinde araştırmacı ile “karşılıklı mülakat” yapmak isterseniz kendisine yukarıdaki e-posta adreslerinden ulaşabilirsiniz.

BÖLÜM 1

1. Cinsiyetiniz:

Erkek Kadın

2. Yaş grubunuz:

21-33 34-46 47 ve üstü

3. Akademik Ünvanınız:

Profesör Doçent Doktor Öğr.Gör. Arş. Gör.
 Okutman Uzman

4. Kadro Ünvanınız:

Profesör Doçent Yrd.Doç. Öğr.Gör. Arş.Gör. Okutman Uzman

5. Mesleki kıdeminiz:

1 yıldan az 1-5 yıl 6-10 yıl 11-15 yıl 16-20 yıl 21 yıl ve üstü

6. Halen yaptığınız görevdeki hizmet süreniz:

1 yıldan az 1-5 yıl 6-10 yıl 11-15 yıl 16-20 yıl 21 yıl ve üstü

7. Şu anki yöneticinizle çalışma süreniz:

6 ay 1-5 yıl 6-10 yıl 11-15 yıl 16-20 yıl 21 yıl ve üstü

8. Çalıştığınız kurumun türü:

Devlet Üniversitesi Vakıf Üniversitesi

9. Çalıştığınız Fakülte / Yüksekokul adı:

.....

10. Bölümünüz:

.....

APPENDIX D: PSYCHOLOGICAL ABUSE INSTRUMENT (PAI)

BÖLÜM 2

A) **Son altı ayda** bölümünüzde aşağıda belirtilen davranışlara maruz kalma sıklığınıza ilişkin seçeneği (X) işareti ile işaretleyiniz. Lütfen, her bir ifadeyi yanıtlayınız ve hiç birini boş bırakmayınız.

	Hiçbir zaman	Nadiren	Ayda bir defa	Haftada bir defa	Hemen her hafta
	1	2	3	4	5
1. Yaptığım her iş gereğinden fazla izleniyor.	()	()	()	()	()
2. Mesleki becerilerimin, kapasitemin altında işler veriliyor.	()	()	()	()	()
3. Onur kırıcı işler yapmam isteniyor.	()	()	()	()	()
4. Yaptığım hatalar durmadan hatırlatılıyor veya eleştiriliyor.	()	()	()	()	()
5. İşimle ilgili yanlış bilgi veriliyor veya bilgiler saklanıyor.	()	()	()	()	()
6. İşle ilgili soru ve taleplerim yanıtsız bırakılıyor.	()	()	()	()	()
7. Yetiştirilmesi imkânsız veya mantıksız işler veriliyor.	()	()	()	()	()
8. İşle ilgili konularda söz hakkı verilmiyor.	()	()	()	()	()
9. Sorumluluklarım daraltılıyor veya elimden alınıyor.	()	()	()	()	()
10. İşle ilgili öneri ve görüşlerim dikkate alınmıyor.	()	()	()	()	()
11. Benimle bağırılıp çağırılarak, beni azarlar tarzda konuşuluyor.	()	()	()	()	()
12. İşe ilişkin kararlarım yerli yersiz sorgulanıyor.	()	()	()	()	()
13. Bana olumsuz mimik ve bakışlar yöneltiliyor.	()	()	()	()	()
14. Özel yaşamımla ilgili konuşulmasını istemediğim hassas konular açığa çıkarılıyor.	()	()	()	()	()
15. Benimle herkesin önünde aşağılayıcı bir üslupla konuşuluyor.	()	()	()	()	()
16. Dış görünüşüme, hal ve hareketlerime veya yaşam tarzıma ilişkin hakaret boyutuna varan eleştiriler yapılıyor.	()	()	()	()	()
17. Dış görünüşümle, hal ve hareketlerimle veya yaşam tarzımla alay ediliyor.	()	()	()	()	()
18. İşyerimde yaşanan her türlü problemin sorumlusu olarak görülüyorum.	()	()	()	()	()
19. İşyerinde sanki yaptığım işler önemsizmiş gibi davranılıyor.	()	()	()	()	()
20. İşyerinin kutlamalarına benim dışımda herkes çağrılıyor.	()	()	()	()	()
21. İşle ilgili başarılarım, başkalarınca sahipleniliyor.	()	()	()	()	()
22. İş arkadaşlarım benimle birlikte çalışmaktan, aynı projede yer almaktan kaçınıyor.	()	()	()	()	()
23. İş arkadaşlarımdan ayrı bir bölümde veya ortamda çalışmaya zorlanıyorum.	()	()	()	()	()
24. Cinsel içerikli davranışlara maruz kalıyorum.	()	()	()	()	()
25. Hakımda asılsız söylentiler çıkartılıyor veya dedikodum yapılıyor.	()	()	()	()	()
26. Başka bir odaya veya ortama girdiğimde konuşmalar hemen kesiliyor veya konu değiştiriliyor.	()	()	()	()	()
27. Tehditkar davranışlar yöneltiliyor.	()	()	()	()	()
28. E-postama veya ofisime aşağılayıcı, hakaret içeren resim veya yazılar gönderiliyor.	()	()	()	()	()

29. Akıl sağlığımanın yerinde olmadığına dair yorumlar yapıyor.	()	()	()	()	()
30. Başka bir merkeze/servise gitmem, emeklilik talebinde bulunmam veya işten ayrılmam gerektiği konusunda telkin ve yorumlarda bulunuluyor.	()	()	()	()	()

A bölümünde 2-5 dereceleri arası cevabınız varsa, aşağıdaki B, C, D şıklarını da cevaplandırınız, ancak A bölümünde hep 1. dereceyi cevapladıysanız, B, C, D şıklarını boş bırakınız.

B) Yukarıdaki davranışları sergileyen kişilerin cinsiyeti:

Kadın Erkek Kadın ve Erkek

C) Yukarıdaki davranışları sergileyen kişi(lerin) iş yerindeki pozisyonu:

Yönetici Benimle aynı pozisyondaki akademik personel

Benden üst pozisyondaki akademik personel İdari personel

D) Yukarıdaki davranışları sergileyen kişilerin sayısı:

1-5 kişi 6-10 kişi 11-15 kişi 16-20 kişi 21 kişi ve üstü

APPENDIX E: LEADERSHIP ORIENTATION SURVEY (LOS)

BÖLÜM 3

Aşağıdaki sorular bölümünüzdeki yöneticinizin liderlik özelliklerini belirlemek amacı ile hazırlanmıştır. Her bir özellik için yöneticinize uygun gördüğünüz seçeneği (X) işareti ile işaretleyiniz. Lütfen, her bir ifadeyi yanıtlayınız.

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
	1	2	3	4	5
1. Bölüm yönetimi açık ve anlaşılır bir yönetim yapısına sahiptir.	()	()	()	()	()
2. Bölüm yönetimi spesifik ve ölçülebilir hedefler koyar ve çalışanların hesap verebilirliğini önemser.	()	()	()	()	()
3. Bölüm yönetimi açık, mantıklı politikalar, kurallar belirler ve bunları uygular.	()	()	()	()	()
4. Bölüm yönetimi dikkatli bir planlama ve zamanlama yapar.	()	()	()	()	()
5. Bölüm yönetimi problem çözmeye mantıklı bir analiz ve dikkatle yaklaşır.	()	()	()	()	()
6. Bölüm yönetimi açık, mantıklı ve rasyonel bir şekilde çalışır.	()	()	()	()	()
7. Bölüm yönetimi problemlere gerçekçi ve mantıksal bir biçimde yaklaşır.	()	()	()	()	()
8. Bölüm yönetimi detaylara ve özene aşırı dikkat eder.	()	()	()	()	()
9. Bölüm yönetimi çalışanlarını destekler ve onlara ilgi gösterir.	()	()	()	()	()
10. Bölüm yönetimi açık ve işbirliğine dayalı ilişkiler yoluyla güven oluşturur.	()	()	()	()	()
11. Bölüm yönetimi çalışanların ihtiyaçlarına ve duygularına yüksek düzeyde hassasiyet ve ilgi gösterir.	()	()	()	()	()
12. Bölüm yönetimi çalışanların kararlara katılımını yüksek düzeyde teşvik eder.	()	()	()	()	()
13. Bölüm yönetimi işini iyi yapan herkesi takdir eder.	()	()	()	()	()
14. Bölüm yönetimi çalışanların fikir ve düşüncelerini kabul eder.	()	()	()	()	()
15. Bölüm yönetimi yardımsever ve uyumlu bir ortam oluşturur.	()	()	()	()	()
16. Bölüm yönetimi çalışanların olumlu geribildirimlerini teşvik eder.	()	()	()	()	()
17. Bölüm yönetimi kurumsal rekabeti öngörür ve bunları başarıyla yönetir.	()	()	()	()	()
18. Bölüm yönetimi olaylara ilişkin politik duyarlılık ve beceriler gösterir.	()	()	()	()	()
19. Bölüm yönetimi hedeflerini gerçekleştirmede çalışanlar ve kaynakları koordine etmek için çaba gösterir.	()	()	()	()	()
20. Bölüm yönetimi güçlü bir destek sağlamak için çevresindeki kurum ve kuruluşlarla iyi ilişkiler geliştirir.	()	()	()	()	()
21. Bölüm yönetimi çevreyle becerikli ve akıllı ilişkiler yürütür.	()	()	()	()	()
22. Bölüm yönetimi gerekli yardım ve destek toplama konusunda çok etkilidir.	()	()	()	()	()
23. Bölüm yönetimi çatışma ve muhaliflerle baş etme konusunda çok başarılıdır.	()	()	()	()	()
24. Bölüm yönetimi işbirliğini teşvik etme konusunda çok etkileyici ve	()	()	()	()	()

ikna edicidir.					
25. Bölüm yönetimi güçlü, bir vizyon ve misyon fikri oluşturur.	()	()	()	()	()
26. Bölüm yönetimi sadakat ve coşkuyu teşvik eder.	()	()	()	()	()
27. Bölüm yönetimi amaç ve değerler konusunda etkileyici bir model olarak işlev görür.	()	()	()	()	()
28. Bölüm yönetimi heyecan verici yeni fırsatlar yaratmak için geleceğe yönelik projeksiyonlar oluşturur.	()	()	()	()	()
29. Bölüm yönetimi çalışanları ellerinden gelenin en iyisini yapmaları konusunda teşvik eder.	()	()	()	()	()
30. Bölüm yönetimi yaratıcı ve hayal gücü yüksek bir şekilde çalışır.	()	()	()	()	()
31. Bölüm yönetimi güdüleyici ve ilham verici bir ortamı teşvik eder.	()	()	()	()	()
32. Bölüm yönetimi çekici ve cazibeli bir çevreye sahiptir.	()	()	()	()	()

APPENDIX F: ETHICAL CLIMATE QUESTIONNAIRE (ECQ)

BÖLÜM 4

Aşağıdaki sorular çalıştığınız bölüme yönelik sosyal yapının özelliklerini belirlemeye yöneliktir. Uygun gördüğünüz seçeneği (X) işareti ile işaretleyiniz. Lütfen, her bir ifadeyi yanıtlayınız ve hiç birini boş bırakmayınız.

	Hiç katılmıyorum	Çok az katılmıyorum	Biraz katılmıyorum	Otlukça katılmıyorum	Tamamen katılmıyorum
	1	2	3	4	5
1. Bölümde, öğretim elemanlarından en önemli beklenti her şeyden önce mesleki standart ve kurallara uymalarıdır.	()	()	()	()	()
2. Bölümde, kural ve prosedürlere sıkı sıkıya uymak çok önemlidir.	()	()	()	()	()
3. Bölümde, öğretim elemanlarından yasal ve mesleki standartları sıkı sıkıya takip etmeleri beklenir.	()	()	()	()	()
4. Bölümde, öğretim elemanları, öncelikle, başka çalışma arkadaşları için en iyi olanı göz önünde bulundurlar.	()	()	()	()	()
5. Bölümde, mesleki kanun ya da etik kurallar öncelikli olarak göz önünde bulundurulur.	()	()	()	()	()
6. Bölümde en önemli husus tüm öğretim elemanlarının iyiliğinin gözetilmesidir.	()	()	()	()	()
7. Bölümde, bir kararla ilgili olarak ilk göz önünde bulundurulmuş husus, kanunları ihlal edip etmediğidir.	()	()	()	()	()
8. Bölümde, her bir öğretim elemanı için en iyisini yapmak öncelikli öneme sahiptir.	()	()	()	()	()
9. Bölümde, öğretim elemanları, diğer çalışanlar için en iyi olanı göz önüne alırlar.	()	()	()	()	()
10. Bölümde, öğretim elemanları kendi çıkarlarını her şeyin üstünde tutarlar.	()	()	()	()	()
11. Bölümde herkes, birbirleri için genelde en iyisi ne ise onunla ilgilenir.	()	()	()	()	()
12. Bölümde, başarılı olduğu düşünülenler, kurum politikalarına sıkı sıkıya uyanlardır.	()	()	()	()	()
13. Bölümde kararlar alınırken her bir öğretim elemanı düşünülür.	()	()	()	()	()
14. Bölümde, öğretim elemanları sadece kişisel fayda sağlayacakları konular için birbirlerine destek olurlar.	()	()	()	()	()
15. Bölümde, öğretim elemanları çoğunlukla kendilerini düşünürler.	()	()	()	()	()
16. Bölümde, öğretim elemanlarının kendi çıkarlarını gözetmeleri normal karşılanır.	()	()	()	()	()
17. Bölümde sorunlara daima etkin çözümler aranır.	()	()	()	()	()
18. Bölümde öğretim elemanlarının başlıca sorumluluğu, öncelikle verimliliği göz önüne almaktır.	()	()	()	()	()
19. Bölümde, öğretim elemanları kendileri için iyi olanla çok ilgilidirler.	()	()	()	()	()
20. Bölümde, her zaman, öğrenci ve toplum için doğru olanın yapılması beklenir.	()	()	()	()	()
21. Bölümde en verimli yol, her zaman en doğru yol olarak kabul edilir.	()	()	()	()	()
22. Bölümde, öğretim elemanlarının kurum kural ve prosedürlerinden ayrılmaması beklenir.	()	()	()	()	()

23. Bölümde, öğretim elemanları aktif olarak öğrencinin ve toplumun menfaati ile ilgilirlir.	()	()	()	()	()
24. Bölümde, öğretim elemanlarından kendi kişisel ve ahlaki değerlerine göre davranmaları beklenir.	()	()	()	()	()
25. Bölümde, başarılı olduğu düşünölenler, yazılı talimatlara göre hareket edenlerdir.	()	()	()	()	()
26. Bölümde, öğretim elemanlarından beklenen, herşeyden önce verimli bir şekilde çalışmaktır.	()	()	()	()	()

APPENDIX G: PERMISSION FOR THE PSYCHOLOGICAL ABUSE INSTRUMENT

Pınar TINAZ

Kime: Burcu Erdemir

Burcu Hanım merhaba,

Ölçeğin revize edilmiş halini ve ayrıca ölçek için kaynak göstereceğiniz makaleyi ekte gönderiyorum. Ölçekte frekans analizi yapıp, en az bir davranışa maruz kalan kişileri, "mobbing davranışlarına maruz kalanlar" olarak isimlendirebilirsiniz. Ancak, "mağdur" olarak tanımlayacaksanız, aşağıda yer alan kriterleri kullanmanızı öneririm. Zaten makaleyi okuyunca da göreceksiniz.

- Psikolojik taciz davranışlarına en az altı ay boyunca maruz kalmak (soru formunda bu şekilde belirtiyoruz);

- En az iki psikolojik taciz davranışına maruz kalmak ve

- Söz konusu davranışlarla en az haftada bir sıklıkta karşılaşmak

Ekleri açtığınız zaman bana bildirmenizi rica edeceğim. Ölçeği kullandığınız takdirde bize kaynak olarak bildirmenizi de ayrıca arkadaşlarım ve kendi adıma rica ediyorum. Teşekkür ederim

İyi çalışmalar dilerim.

--

Prof. Dr. PINAR TINAZ

İş Psikoloğu

www.pinartinaz.com

APPENDIX H: PERMISSONS FOR THE LEADERSHIP ORIENTATION SURVEY

Michael Thompson

Kime: Burcu Erdemir

Dear Ms. Erdemir:

Thank you for your email message and request to use the Leadership Orientation Survey for your dissertation. You have my consent. Good luck with your research. If you have an opportunity, I would enjoy learning about your research project when completed.

Best wishes,

Michael D. Thompson, Ed.D.

Assistant Vice President for Institutional

Research, Planning and Evaluation

PO Box 2900

Illinois Wesleyan University

Bloomington, IL 61702-2900

Office: 309-556-1041

Fax: 309-556-1725

Email: mthomps4@iwu.edu

KENAN ÖZCAN

Kime: Burcu Erdemir

Sayın meslektaşım;

Sizin mailinizden sonra biz bir daha orijinal makaleden kontrol ettik, Aydın Balyer hocamız aynı zamanda dil bilimcidir."the college" kavramı bu ölçekte kurumum anlamında kullanılmıştır. Bu ölçeği kullanabilirsiniz. Bölüm iklimini araştırmak istiyorsanız, tezinizde "ölçeğin Türkçeye uyarlanmış şeklinde bölüm iklimi ölçüleceği için "kurum yerine bölüm" ifadesi ölçeği uyarlayan öğretim elemanlarından izin alınarak değiştirilmiştir şeklinde bir ifade de yazmanız gerekir diye düşünüyorum. Tabi ki bölümlerde bir örgüt olduğuna göre iklimi belirlenebilir. Bu ölçeği belirttiğim şekilde açıklama yazarak kullanabilirsiniz. Bunu tabiki araştırmada kullanılan ölçme aracı başlığı altına yazmanız gerekir. Bence bir okulun veya fakültenin ikliminin belirlenmesi yanında sadece bölüm iklimi de bu ölçekle belirlenebilir.

İyi çalışmalar, başarılar

Kenan ÖZCAN, Adıyaman Üniversitesi Eğitim Fakültesi

APPENDIX I: PERMISSIONS FOR THE ETHICAL CLIMATE QUESTIONNAIRE

Cullen, John Brooks

Kime: Burcu Erdemir

Hello,
Please feel free to use the questionnaire.

You can get the ECQ in a Psy Reports article we did in 93...slightly updated from the ASQ version. You have our permission to use it.

In return if you translate the questionnaire please send us a copy with permission to use it and share with other colleagues

You can get most of my pubs on ethical climate including the psy reports article and a recent meta analysis at:

www.cb.wsu.edu/~cullenj/articles/article_index.htm

You might want to check out the following for more validation work:
Stone, R. W., & Henry, J. W. (2003). Identifying and developing measures of information technology ethical work climates. *Journal of Business Ethics*, 46(4), 337-350.

Peterson, D. K. (2002). The relationship between unethical behavior and the dimensions of the ethical climate questionnaire. *Journal of Business Ethics*, 41(4), 313-326.

Good luck and let us know what you find.
If you translate the questionnaire, please provide me a copy to share with other researchers.

John Cullen

Kimden: Gül Eser <guleser@marmara.edu.tr>
Kime: Burcu Erdemir <burcuerdemir@yahoo.com>
Gönderildiği Tarih: 12 Aralık 2013 19:12 Perşembe
Konu: Re: Etik iklim olcegi kullanim izni

Merhaba Burcu Hanım,
Öncelikle onay almak için başvurduğunuz için teşekkür ederim. Bu ölçek benim hiç tahmin etmediğim bir ilgi gördü. Bazı tezlerde kaynak dahi gösterilmeden kullanıldı. Özel bir formatta yazılı bir izin gerekli mi bilemiyorum ama kaynak göstermek suretiyle elbette kullanabilirsiniz. Belirttiğiniz değişiklikler de uygun gözüküyor. Yüksek lisans tezimi 2007'de tamamladığım için detayları şuanda aklımda değil. Tez yök'ün sitesinde erişime açıktır. Tezi incelemenize rağmen sorularınıza cevap bulamadıysanız yardımcı olmaktan mutluluk duyarım.

Öğr.Gör.Dr. Gül Eser
T.C. Marmara Üniversitesi
İF- İşletme Bölümü
Yönetim ve Organizasyon Anabilim Dalı

**APPENDIX J: PSYCHOLOGICAL ABUSE INSTRUMENT (PAI)
UNIVARIATE NORMALITY RESULTS FOR THE PILOT STUDY**

Selected Output

Table 1
7 Observations with the largest Mahalonobis Distances

Rank = 1	Case # 384	Mahal D sq= 27.21
Rank = 2	Case # 241	Mahal D sq= 25.23
Rank = 3	Case # 486	Mahal D sq= 18.96
Rank = 4	Case # 227	Mahal D sq= 16.20
Rank = 5	Case # 39	Mahal D sq= 15.72
Rank = 6	Case # 338	Mahal D sq= 14.79
Rank = 7	Case # 442	Mahal D sq= 13.90

Table 2
Univariate Normality Tests of PAI (F1- Work-related Behaviors)

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MOBF1	,149	253	,000	,854	253	,000

a. Lilliefors Significance Correction

Table 3
Univariate Normality Tests of PAI (F2- Excluding Behaviors)

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MOBF2	,325	253	,000	,466	253	,000

a. Lilliefors Significance Correction

Table 4
Univariate Normality Tests of PAI (F3- Image Damaging Behaviors)

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MOBF3	,350	253	,000	,423	253	,000

a. Lilliefors Significance Correction

Table 5
Univariate Normality Tests of PAI (F4- Verbally, Written and Visually Attacking Behaviors)

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
MOBF4	,179	253	,000	,822	253	,000

Figure 1

Q-Q Plot for PAI - Factor 1

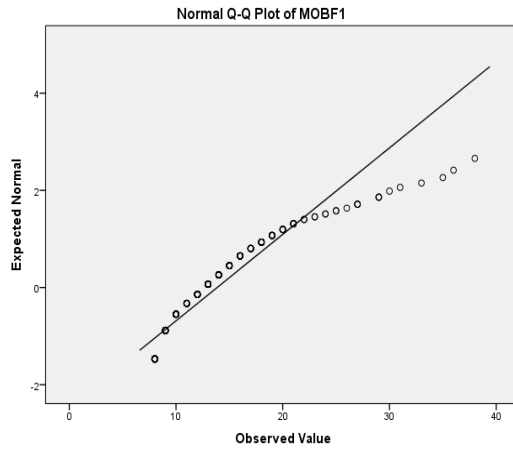


Figure 3

Q-Q Plot for PAI - Factor 3

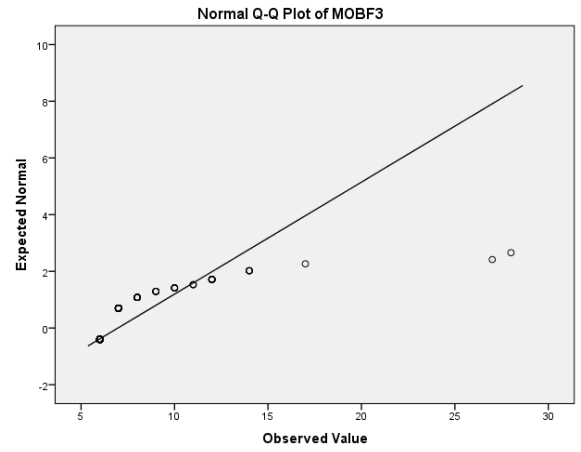


Figure 2

Q-Q Plot for PAI - Factor 2

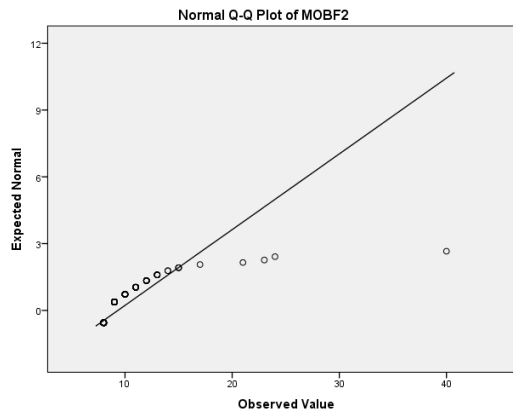


Figure 4

Q-Q Plot for PAI - Factor

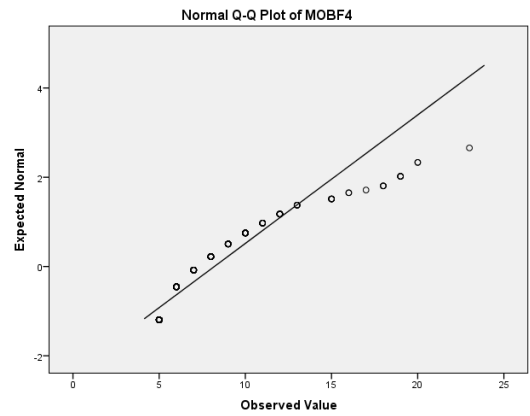


Figure 5

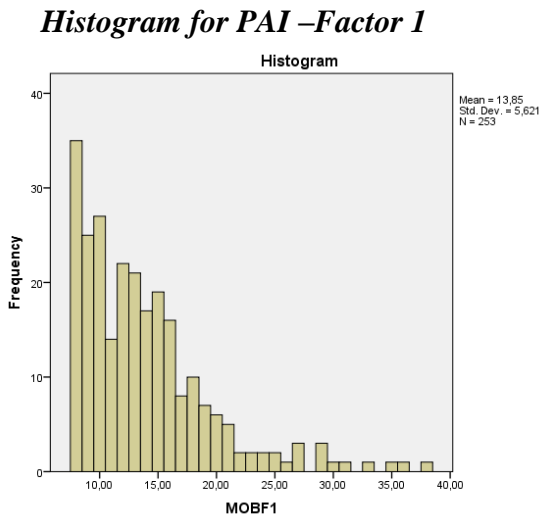


Figure 7

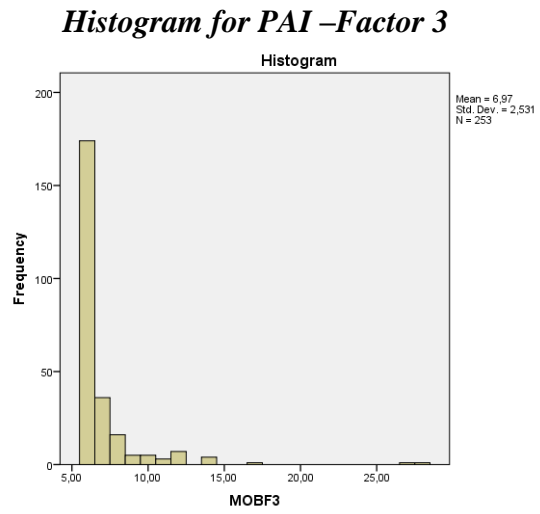


Figure 6

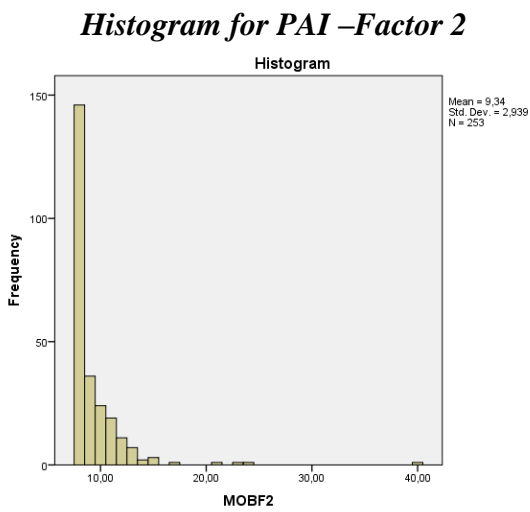


Figure 8

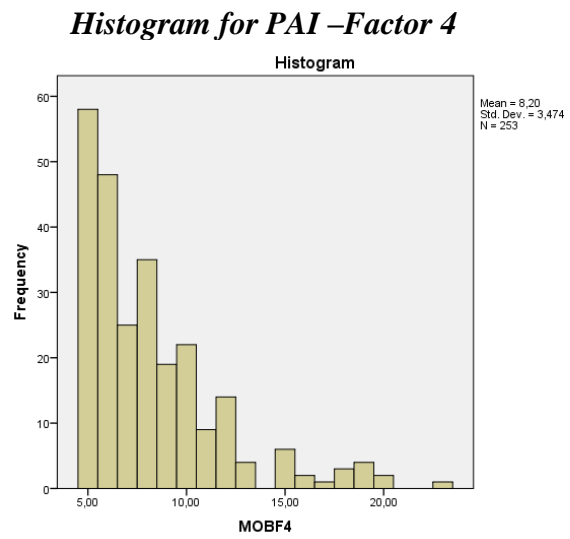


Table 6
Multivariate Normality Test for PAI
Mardia's Test for PAI

b2p	N(b2p)	p
2129.22	212.22	.00

EFA Results for PAI

Table 7
Correlation Matrix for the Pilot Study of PAI

Items	Items														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Yaptığım her iş gereğinden fazla izleniyor.	1														
2. Mesleki becerilerimin, kapasitemin altında işler veriliyor.	.40	1													
3. Yaptığım hatalar durmadan hatırlatılıyor veya eleştiriliyor.	.56	.33	1												
4. İşimle ilgili yanlış bilgi veriliyor veya bilgiler saklanıyor.	.37	.35	.45	1											
5. İşle ilgili soru ve taleplerim yanıtız bırakılıyor.	.33	.36	.37	.69	1										
6. Yetiştirilmesi imkânsız veya mantıksız işler veriliyor.	.43	.34	.44	.46	.51	1									
7. İşle ilgili konularda söz hakkı verilmiyor.	.43	.53	.49	.56	.52	.37	1								
8. Sorumluluklarım daraltılıyor veya elimden alınıyor.	.43	.43	.38	.50	.50	.33	.59	1							
9. İşle ilgili öneri ve görüşlerim dikkate alınmıyor.	.36	.44	.45	.58	.55	.34	.75	.61	1						
10. Benimle bağırılıp çağırılarak beni azarlar tarzda konuşuluyor.	.38	.29	.47	.27	.34	.22	.33	.37	.34	1					
11. İşe ilişkin kararlarım yerli yersiz sorgulanıyor.	.56	.48	.61	.46	.47	.53	.52	.50	.48	.52	1				
12. Bana olumsuz mimik ve bakışlar yöneltiliyor.	.46	.36	.61	.50	.48	.43	.55	.48	.52	.58	.64	1			
13. Benimle herkesin önünde aşağılayıcı bir üslupla konuşuluyor.	.42	.29	.45	.40	.37	.30	.42	.50	.34	.67	.52	.67	1		
14. Dış görünüşüme, hal ve hareketlerime veya yaşam tarzıma ilişkin hakaret boyutuna varan eleştiriler yapılıyor.	.23	.22	.19	.29	.34	.26	.27	.34	.21	.50	.34	.49	.61	1	
15. Dış görünüşümle, hal ve hareketlerimle veya yaşam tarzımla alay ediliyor.	.19	.22	.19	.25	.28	.26	.23	.17	.18	.41	.29	.44	.48	.81	1
Items	16	17	18	19	20	21	22	23	24	25	26	27			
16. İşyerimde yaşanan her türlü problemin sorumlusu olarak görülüyorum.	1														
17. İşyerinde sanki yaptığım işler önemsizmiş gibi davranılıyor.	.57	1													
18. İşyerinin kutlamalarına benim dışımda herkes çağırılıyor.	.48	.40	1												
19. İşle ilgili başarılarım, başkalarınca sahipleniliyor.	.51	.54	.42	1											
20. İş arkadaşlarım benimle birlikte çalışmaktan aynı projede yer almaktan kaçınıyor.	.48	.40	.54	.45	1										
21. İş arkadaşlarımdan ayrı bir bölümde veya ortamda çalışmaya zorlanıyorum.	.41	.32	.48	.37	.54	1									
22. Cinsel içerikli davranışlara maruz kalıyorum	.31	.28	.48	.35	.27	.40	1								
23. Hakkimda asılsız söylentiler çıkartılıyor veyadedikodum yapılıyor	.45	.52	.49	.53	.53	.37	.39	1							
24. Başka bir odaya veya ortama girdiğimde konuşmalar hemen kesiliyor veya konu değiştiriliyor.	.50	.52	.55	.53	.61	.39	.46	.70	1						
25. Tehditkar davranışlar yöneltiliyor.	.60	.56	.56	.57	.49	.41	.37	.66	.65	1					
26. E-postama veya ofisime aşağılayıcı hakaret içeren resim veya yazılar gönderiliyor.	.38	.22	.48	.39	.31	.43	.60	.36	.37	.42	1				
27. Akıl sağlığımın yerinde olmadığına dair yorumlar yapılıyor.	.45	.28	.57	.35	.44	.48	.52	.41	.41	.42	.62	1			

Table 8
*Pattern Matrix of the PAI with 30 Items,
 6 Dimensions (Initial trial)*

Item	Factor					
	1	2	3	4	5	6
10	.87	.05	-.08	.05	.08	.00
8	.83	.01	-.03	.03	.04	.11
19	.70	.14	.20	-.01	.18	-.12
9	.67	-.14	.01	.15	-.02	.00
5	.59	.10	.01	.05	-.15	.02
6	.55	.11	.06	-.02	-.23	.02
2	.47	-.07	.04	-.04	-.16	.21
28	-.02	.91	-.01	.00	.06	.17
24	-.07	.77	-.05	.12	.05	.04
29	.21	.76	-.07	.08	-.02	-.20
23	.06	.65	.00	-.04	-.19	.07
22	.27	.45	.27	-.04	-.12	-.20
26	.19	.35	.30	.04	-.35	-.29
16	-.02	-.04	.89	.13	.02	.23
17	-.03	-.06	.78	.12	-.01	.12
20	.17	.01	.63	.02	-.05	-.25
15	.05	-.14	.22	.67	-.08	.06
11	.03	-.07	.15	.67	.01	.12
27	.04	.25	.15	.65	.00	-.17
30	.04	.23	.04	.60	.17	-.07
4	.16	.13	-.26	.51	-.25	.20
18	.14	-.17	.20	.48	-.34	-.24
13	.21	.13	.10	.48	-.14	.21
1	.23	-.09	-.10	.32	-.29	.14
14	-.03	-.00	.23	.26	-.22	.19
25	-.05	.32	.23	.04	-.59	-.09
21	.14	.31	-.06	.19	-.44	-.06
7	.26	-.13	.03	.06	-.40	.25
3	.10	.12	.09	.02	.02	.50
12	.29	-.10	-.04	.29	-.30	.36

Table 9
Structure Matrix of PAI with 30 Items,
6 Dimensions (Initial trial)

Item	Factor					
	1	2	3	4	5	6
10	.85	.29	.19	.41	-.33	.15
8	.84	.23	.22	.43	-.37	.26
5	.72	.31	.26	.43	-.46	.14
9	.72	.09	.26	.45	-.37	.18
19	.70	.37	.40	.35	-.19	-.06
6	.69	.30	.28	.38	-.50	.13
12	.59	.03	.20	.58	-.59	.55
2	.55	.05	.18	.29	-.40	.33
28	.25	.87	.10	.22	-.11	.02
29	.41	.86	.16	.29	-.20	-.26
24	.18	.75	.08	.24	-.08	-.07
23	.33	.68	.14	.24	-.31	.01
22	.48	.61	.45	.32	-.32	-.22
26	.52	.56	.52	.42	-.53	-.25
16	.33	.08	.91	.52	-.27	.20
17	.28	.06	.81	.45	-.24	.11
20	.34	.20	.72	.32	-.23	-.25
15	.45	.08	.51	.80	-.41	.23
27	.44	.47	.48	.76	-.31	-.07
11	.39	.10	.41	.75	-.31	.27
13	.61	.31	.40	.75	-.51	.35
18	.50	.11	.51	.67	-.56	-.03
4	.51	.27	.07	.65	-.52	.38
30	.32	.38	.30	.62	-.12	-.01
14	.30	.09	.37	.46	-.40	.27
25	.38	.45	.42	.40	-.67	-.04
21	.49	.46	.22	.46	-.59	.04
7	.46	-.03	.17	.32	-.55	.39
1	.48	.06	.14	.50	-.51	.32
3	.25	.09	.12	.23	-.17	.45

Figure 9
Scree Plot for PAI

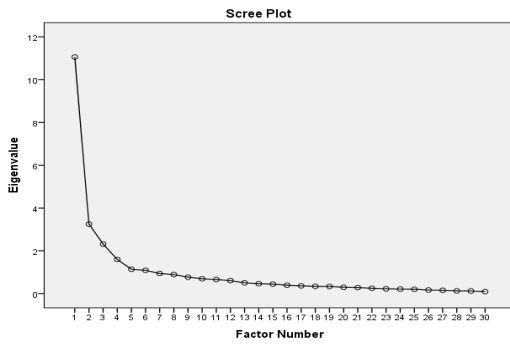


Table 10
*Communalities of PAI with 30 Items,
6 Dimensions (Initial trial)*

<u>Item</u>	<u>Extraction</u>
1	.44
2	.38
3	.30
4	.64
5	.56
6	.53
7	.45
8	.71
9	.55
10	.73
11	.59
12	.69
13	.70
14	.34
15	.71
16	.91
17	.70
18	.67
22	.60
23	.51
24	.58
28	.78
29	.81
19	.59
20	.59
21	.54
25	.64
26	.73
27	.71
30	.46

Table 11
*Structure Matrix of PAI with
 30 Items, 4 Dimensions (Final trial)*

Item	Factor			
	1	2	3	4
8	.82	.31	.33	.32
10	.81	.37	.31	.25
5	.73	.40	.38	.28
9	.72	.20	.39	.32
6	.71	.39	.38	.26
19	.64	.42	.44	.02
13	.64	.43	.59	.62
2	.58	.12	.25	.33
7	.53	.06	.28	.45
29	.37	.89	.21	-.06
28	.22	.81	.11	.04
24	.15	.74	.12	.04
23	.33	.69	.18	.10
22	.46	.66	.47	-.07
26	.52	.65	.59	.04
21	.52	.56	.37	.33
25	.44	.53	.50	.22
30	.30	.45	.44	.29
16	.36	.15	.86	.22
17	.30	.13	.79	.15
20	.33	.27	.71	-.13
15	.48	.22	.71	.59
18	.53	.28	.69	.39
27	.43	.58	.65	.34
11	.41	.22	.59	.57
14	.35	.17	.47	.42
12	.65	.15	.39	.70
4	.56	.39	.30	.69
1	.53	.17	.32	.55
3	.28	.09	.15	.36

**APPENDIX K: LEADERSHIP ORIENTATION SURVEY (LOS)
UNIVARIATE NORMALITY RESULTS FOR THE PILOT STUDY**

Selected Output

Table 1
Univariate Normality Tests of LOS

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
LEADTOTAL	,061	253	,025	,973	253	,000

a. Lilliefors Significance Correction

Figure 1
Q-Q Plot for LOS

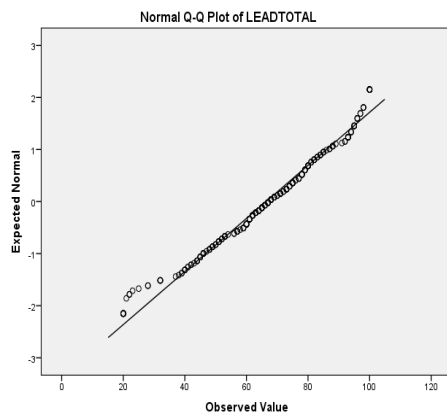


Figure 2
Histogram for LOS

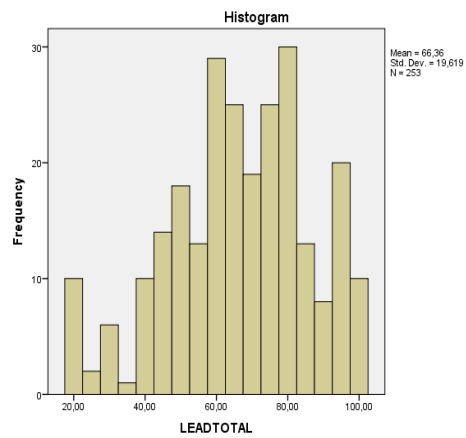


Table 2
Multivariate Normality Test for LOS

Mardia's Test for LOS

b2p	N(b2p)	p
1409.83	54.87	.00

EFA Results for LOS

Table 3
Correlation Matrix for the Pilot Study

<u>Items</u>	<u>Items</u>															
Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Bölüm yönetimi açık ve anlaşılır bir yönetim yapısına sahiptir.	1															
2. Bölüm yönetimi spesifik ve ölçülebilir hedefler koyar ve çalışanların hesap verebilirliğini önemser.	.85	1														
3. Bölüm yönetimi açık, mantıklı politikalar, kurallar belirler ve bunları uygular.	.81	.86	1													
4. Bölüm yönetimi dikkatli bir planlama ve zamanlama yapar.	.71	.80	.77	1												
5. Bölüm yönetimi problem çözmeye mantıklı bir analiz ve dikkatle yaklaşır.	.77	.83	.84	.79	1											
6. Bölüm yönetimi açık, mantıklı ve rasyonel bir şekilde çalışır.	.70	.78	.76	.81	.80	1										
7. Bölüm yönetimi problemlere gerçekçi ve mantıksal bir biçimde yaklaşır.	.76	.80	.79	.76	.85	.77	1									
8. Bölüm yönetimi detaylara ve özene aşırı dikkat eder.	.52	.54	.55	.56	.57	.54	.55	1								
9. Bölüm yönetimi çalışanlarını destekler ve onlara ilgi gösterir.	.72	.79	.72	.71	.74	.73	.73	.55	1							
10. Bölüm yönetimi açık ve işbirliğine dayalı ilişkiler yoluyla güven oluşturur.	.62	.65	.66	.63	.65	.66	.65	.58	.69	1						
11. Bölüm yönetimi çalışanların ihtiyaçlarına ve duygularına yüksek düzeyde hassasiyet ve ilgi gösterir.	.66	.75	.74	.77	.72	.72	.68	.52	.78	.66	1					
12. Bölüm yönetimi çalışanların kararlara katılımını yüksek düzeyde teşvik eder.	.65	.67	.69	.66	.72	.64	.71	.57	.64	.66	.69	1				
13. Bölüm yönetimi işini iyi yapan herkesi takdir eder.	.65	.73	.71	.69	.68	.68	.63	.50	.72	.67	.75	.61	1			
14. Bölüm yönetimi çalışanların fikir ve düşüncelerini kabul eder.	.78	.82	.82	.79	.83	.76	.80	.54	.77	.70	.78	.72	.75	1		
15. Bölüm yönetimi yardımsever ve uyumlu bir ortam oluşturur.	.70	.77	.71	.74	.78	.75	.76	.48	.81	.65	.78	.67	.76	.82	1	
16. Bölüm yönetimi çalışanların olumlu geribildirimlerini teşvik eder.	.66	.71	.69	.74	.73	.71	.71	.41	.73	.64	.75	.65	.72	.77	.78	1
<u>İtems</u>	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
17. Bölüm yönetimi kurumsal rekabeti öngörür ve bunları başarıyla yönetir.	1															
18. Bölüm yönetimi olaylara ilişkin politik duyarlılık ve beceriler gösterir.	.85	1														
19. Bölüm yönetimi hedeflerini gerçekleştirmede çalışanlar ve kaynakları koordine etmek için çaba gösterir.	.81	.86	1													
20. Bölüm yönetimi güçlü bir destek sağlamak için çevresindeki kurum ve kuruluşlarla iyi ilişkiler geliştirir.	.71	.80	.77	1												
21. Bölüm yönetimi çevreyle becerikli ve akıllı ilişkiler yürütür.	.77	.83	.84	.79	1											
22. Bölüm yönetimi gerekli yardım ve destek toplama konusunda çok etkilidir.	.70	.78	.76	.81	.80	1										
23. Bölüm yönetimi çatışma ve muhaliflerle baş etme konusunda çok başarılıdır.	.76	.80	.79	.76	.85	.77	1									
24. Bölüm yönetimi işbirliğini teşvik etme konusunda çok etkileyici ve ikna edicidir.	.52	.54	.55	.56	.57	.54	.55	1								
25. Bölüm yönetimi güçlü, bir vizyon ve misyon fikri oluşturur.	.72	.79	.72	.71	.74	.73	.73	.55	1							
26. Bölüm yönetimi sadakat ve coşkuyu teşvik eder.	.62	.65	.66	.63	.65	.66	.65	.58	.69	1						
27. Bölüm yönetimi amaç ve değerler konusunda etkileyici bir model olarak işlev görür.	.66	.75	.74	.77	.72	.72	.68	.52	.78	.66	1					
28. Bölüm yönetimi heyecan verici yeni fırsatlar yaratmak için geleceğe yönelik projeksiyonlar oluşturur.	.65	.67	.69	.66	.72	.64	.71	.57	.64	.66	.69	1				
29. Bölüm yönetimi çalışanları ellerinden gelenin en iyisini yapmaları konusunda teşvik eder.	.65	.73	.71	.69	.68	.68	.63	.50	.72	.67	.75	.61	1			
30. Bölüm yönetimi yaratıcı ve hayal gücü yüksek bir şekilde çalışır.	.78	.82	.82	.79	.83	.76	.80	.54	.77	.70	.78	.72	.75	1		
31. Bölüm yönetimi güdüleyici ve ilham verici bir ortamı teşvik eder.	.70	.77	.71	.74	.78	.75	.76	.48	.81	.65	.78	.67	.76	.82	1	
32. Bölüm yönetimi çekici ve cazibeli bir çevreye sahiptir.	.66	.71	.69	.74	.73	.71	.71	.41	.73	.64	.75	.65	.72	.77	.78	1

Table 4
*Rotated Factor Matrix Results for LOS with 32 Items using Oblique
 Rotation Eigen values greater than 1 Extraction*

Items	Rotated Factor Matrix		Communalities
	Coefficients		
	Factor		
	1	2	Extraction
Lead22	.77	.40	.76
Lead20	.75	.41	.74
Lead32	.75	.40	.72
Lead24	.74	.48	.78
Lead30	.73	.40	.69
Lead31	.73	.49	.77
Lead28	.72	.41	.68
Lead25	.72	.49	.75
Lead27	.71	.50	.76
Lead18	.69	.47	.69
Lead26	.68	.39	.62
Lead21	.67	.55	.74
Lead23	.66	.43	.62
Lead29	.66	.50	.69
Lead17	.64	.36	.54
Lead10	.61	.50	.63
Lead19	.61	.57	.70
Lead13	.60	.57	.68
Lead8	.45	.44	.40
Lead2	.43	.82	.85
Lead5	.45	.79	.83
Lead7	.43	.77	.78
Lead1	.38	.77	.73
Lead3	.46	.77	.80
Lead6	.40	.76	.74
Lead14	.52	.75	.83
Lead15	.49	.72	.76
Lead4	.50	.71	.75
Lead9	.54	.67	.74
Lead16	.53	.64	.68
Lead11	.58	.63	.73
Lead12	.52	.59	.62

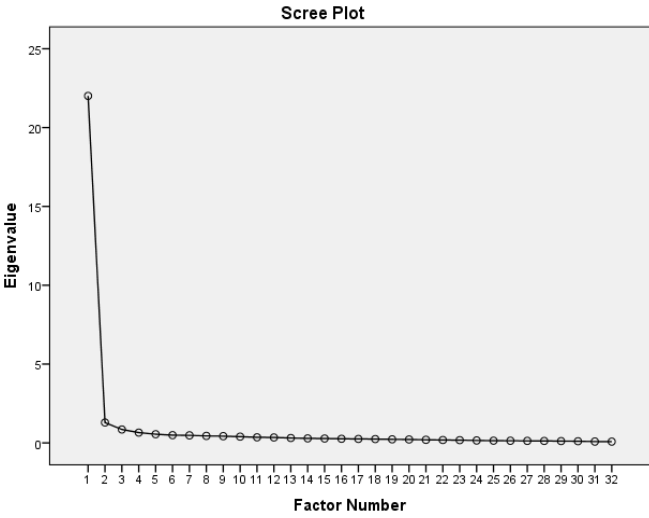
Note: Factor loadings $\geq .30$ are in boldface

Table 5
Unrotated Factor (Component) Matrix
(Eigenvalues greater than 1- Factor Extraction)
2 Dimensions

	Factor Matrix	
	Factor	
	1	2
Lead14	.894	-.187
Lead5	.874	-.257
Lead2	.873	-.297
Lead24	.866	.160
Lead31	.865	.151
Lead3	.862	-.237
Lead27	.860	.126
Lead21	.859	.064
Lead25	.854	.144
Lead11	.853	-.057
Lead15	.850	-.186
Lead9	.850	-.111
Lead4	.850	-.172
Lead7	.844	-.258
Lead19	.835	.009
Lead22	.833	.249
Lead13	.826	.003
Lead20	.826	.228
Lead29	.823	.093
Lead16	.822	-.095
Lead6	.818	-.270
Lead18	.817	.137
Lead32	.815	.227
Lead1	.802	-.296
Lead28	.801	.205
Lead30	.801	.219
Lead10	.790	.062
Lead12	.782	-.065
Lead23	.773	.150
Lead26	.761	.189
Lead17	.713	.182
Lead8	.629	-.006

Figure 3

Scree plot for LOS



**APPENDIX L: ETHICAL CLIMATE QUESTIONNAIRE (ECQ)
UNIVARIATE NORMALITY RESULTS FOR THE PILOT STUDY**

Selected Output

Table 1

Univariate Normality Tests of ECQ – Factor 1: Friendship and team interest

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
EtF1Total	,050	253	,200*	,982	253	,002

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 2

Univariate Normality Tests of ECQ – Factor 2: Self - interest

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
EtF2Total	,072	253	,003	,982	253	,003

a. Lilliefors Significance Correction

Table 3

Univariate Normality Tests of ECQ – Factor 3: Rules, laws and codes

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
EtF3Total	,104	253	,000	,968	253	,000

a. Lilliefors Significance Correction

Table 4

Univariate Normality Tests of ECQ – Factor 4: Social responsibility and efficiency

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
EtF4Total	,069	253	,005	,985	253	,011

a. Lilliefors Significance Correction

Figure 1
Q-Q Plot for ECQ-Factor 1

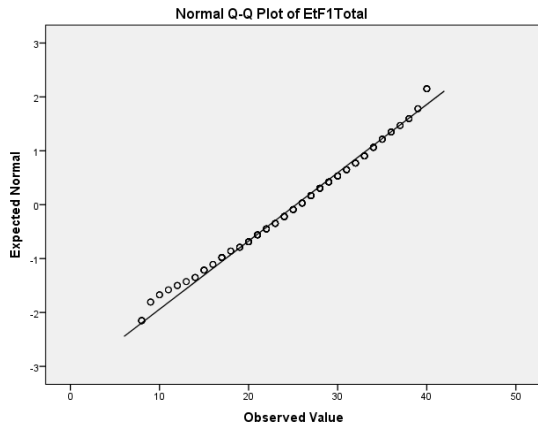


Figure 3
Q-Q Plot for ECQ-Factor 3

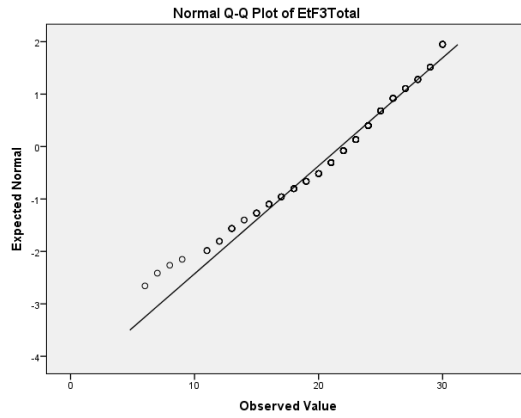


Figure 2
Q-Q Plot for ECQ-Factor 2

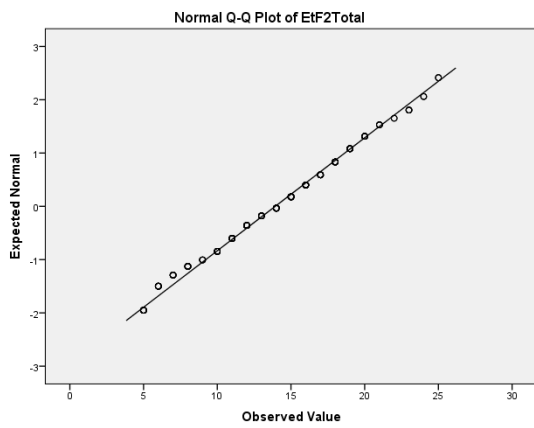


Figure 4
Q-Q Plot for ECQ-Factor 4

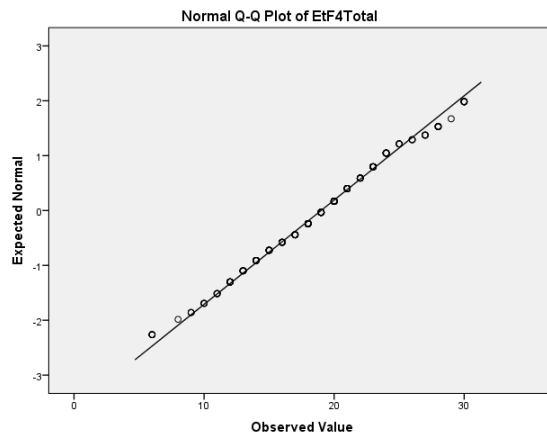


Figure 5
Histogram for ECQ-Factor 1

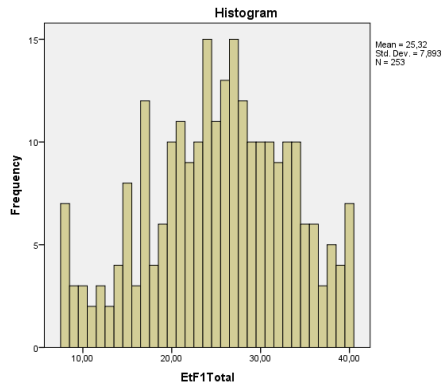


Figure 6
Histogram for ECQ-Factor 2

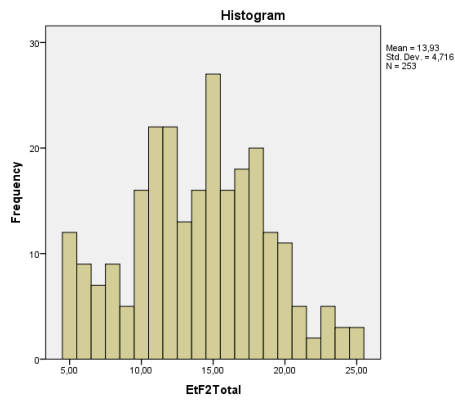


Table 5
Multivariate Normality Test for ECQ

Mardia's Test for ECQ

b2p	N(b2p)	p
779.70	22.66	.00

Results for the EFA of ECQ

Table 6
Correlation Matrix for ECQ in the Pilot Study

Items	1	2	3	4	5	6	7	8	9	10	11	12		
1. Bölümde, öğretim elemanlarından en önemli beklenti her şeyden önce mesleki standart ve kurallara uymalarıdır.	1													
2. Bölümde, kural ve prosedürlere sıkı sıkıya uymak çok önemlidir.	.56	1												
3. Bölümde, öğretim elemanlarından yasal ve mesleki standartları sıkı sıkıya takip etmeleri beklenir.	.50	.67	1											
4. Bölümde, öğretim elemanları, öncelikle, başka çalışma arkadaşları için en iyi olanı göz önünde bulundururlar.	.38	.33	.47	1										
5. Bölümde, mesleki kanun ya da etik kurallar öncelikli olarak göz önünde bulundurulur.	.56	.48	.56	.57	1									
6. Bölümde en önemli husus tüm öğretim elemanlarının iyiliğinin gözetilmesidir	.50	.35	.40	.63	.63	1								
7. Bölümde, bir kararla ilgili olarak ilk göz önünde bulundurulanan husus, kanunları ihlal edip etmediğidir.	.50	.42	.43	.33	.57	.51	1							
8. Bölümde, her bir öğretim elemanı için en iyisini yapmak öncelikli öneme sahiptir.	.52	.36	.43	.62	.59	.74	.40	1						
9. Bölümde, öğretim elemanları, diğer çalışanlar için en iyi olanı göz önüne alırlar.	.41	.33	.42	.72	.55	.71	.39	.76	1					
10. Bölümde, öğretim elemanları kendi çıkarlarını her şeyin üstünde tutarlar.	-.21	-.10	-.20	-.35	-.35	-.33	-.21	-.34	-.36	1				
11. Bölümde herkes, birbirleri için genelde en iyisi ne ise onunla ilgilenir.	.43	.29	.40	.67	.53	.70	.45	.73	.81	-.30	1			
12. Bölümde, başarılı olduğu düşünülenler, kurum politikalarına sıkı sıkıya uyanlardır.	.31	.40	.48	.41	.39	.42	.41	.43	.44	-.14	.50	1		
Items	13	14	15	16	17	18	19	20	21	22	23	24	25	26
13. Bölümde kararlar alınırken her bir öğretim elemanı düşünülür.	1													
14. Bölümde, öğretim elemanları sadece kişisel fayda sağlayacakları konular için birbirlerine destek olurlar.	-.15	1												
15. Bölümde, öğretim elemanları çoğunlukla kendilerini düşünürler.	-.22	.88	1											
16. Bölümde, öğretim elemanlarının kendi çıkarlarını gözetmeleri normal karşılanır.	-.01	.49	.54	1										
17. Bölümde sorunlara daima etkin çözümler aranır.	.62	-.31	-.35	-.02	1									
18. Bölümde öğretim elemanlarının başlıca sorumluluğu, öncelikle verimliliği göz önüne almaktır.	.50	.23	-.23	-.12	.61	1								
19. Bölümde, öğretim elemanları kendileri için iyi olanla çok ilgilidirler.	.63	-.33	-.35	-.10	.67	.61	1							
20. Bölümde, her zaman, öğrenci ve toplum için doğru olanın yapılması beklenir.	.60	-.21	-.25	-.12	.61	.66	.58	1						
21. Bölümde en verimli yol, her zaman en doğru yol olarak kabul edilir	.47	-.08	-.10	-.06	.48	.67	.47	.60	1					
22. Bölümde, öğretim elemanlarının kurum kural ve prosedürlerinden ayrılmaması beklenir.	.36	-.13	-.14	-.10	.48	.53	.40	.57	.40	1				
23. Bölümde, öğretim elemanları aktif olarak öğrencinin ve toplumun menfaati ile ilgilenirler.	.60	-.24	.27	-.08	.63	.59	.60	.82	.53	.48	1			
24. Bölümde, öğretim elemanlarından kendi kişisel ve ahlaki değerlerine göre davranmaları beklenir.	-.16	.92	.90	.51	-.29	-.19	-.29	-.22	-.09	-.14	-.24	1		
25. Bölümde, başarılı olduğu düşünülenler, yazılı talimatlara göre hareket edenlerdir.	.41	.02	-.00	.09	.45	.45	.35	.45	.51	.36	.45	.04	1	
26. Bölümde, öğretim elemanlarından beklenen, herşeyden önce verimli bir şekilde çalışmaktır.	.45	-.17	-.18	-.15	.54	.63	.45	.59	.58	.58	.56	-.20	.34	1

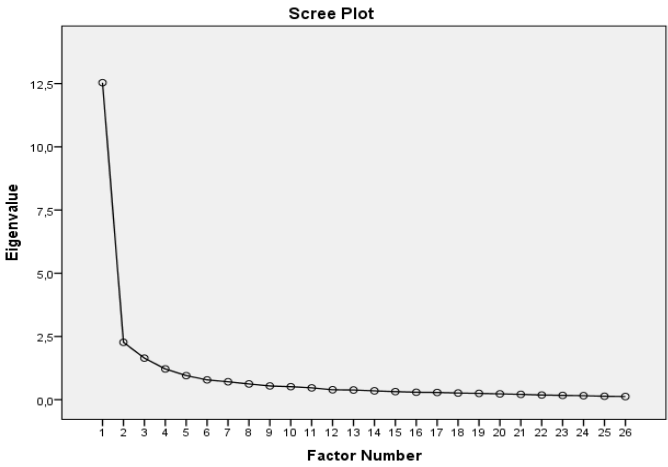
Table 7
*Structure Matrix of ECQ with 26 Items,
 4 Dimensions*

Item	Factor			
	1	2	3	4
9	.86	-.34	-.45	-.52
11	.85	-.31	-.45	-.57
6	.84	-.28	-.54	-.45
8	.83	-.32	-.54	-.48
19	.80	-.33	-.46	-.52
4	.75	-.34	-.43	-.49
17	.74	-.31	-.50	-.58
13	.73	-.17	-.46	-.56
15	-.38	.95	.17	.07
24	-.33	.93	.14	.02
14	-.35	.92	.15	.03
10	-.37	.78	.24	.15
16	-.04	.59	.16	-.01
22	.43	-.18	-.78	-.48
2	.31	-.13	-.77	-.46
1	.50	-.22	-.74	-.33
3	.44	-.13	-.72	-.56
5	.66	-.29	-.70	-.41
26	.54	-.23	-.54	-.44
7	.48	-.20	-.63	-.42
12	.46	-.04	-.44	-.80
25	.41	.02	-.38	-.77
21	.50	-.12	-.49	-.73
20	.64	-.28	-.63	-.71
18	.61	-.26	-.65	-.70
23	.66	-.27	-.53	-.68

Table 8
*Pattern Matrix of the ECQ with 25
 Items, 4 Dimensions*

Item	Factor			
	1	2	3	4
9	.81	-.07	.03	-.08
6	.80	.02	-.17	.07
11	.76	-.05	.05	-.17
8	.74	-.04	-.14	.00
19	.98	-.09	-.02	-.13
4	.30	-.12	-.02	-.13
13	.13	.05	-.05	-.21
17	.50	-.09	-.22	-.18
15	-.14	.93	-.09	-.02
24	-.10	.92	-.09	-.05
14	-.12	.90	-.08	-.05
10	-.11	.74	-.00	.04
16	.24	.64	.19	.01
2	-.17	-.01	-.78	-.16
1	.23	.00	-.71	.16
22	.03	-.01	-.69	-.10
3	.01	.02	-.60	-.25
5	.44	-.04	-.52	.10
7	.19	-.02	-.50	-.07
12	.04	.03	-.03	-.77
25	.02	.08	.01	-.77
21	.13	-.01	-.09	-.60
20	.25	-.11	-.23	-.44
23	.34	-.11	-.09	-.44
18	.20	-.10	-.30	-.42

Figure 7
Screeplot for ECQ



APPENDIX M: BOX PLOTS

Table 1
Box plot for Work-related behaviors (F1) and Leadership

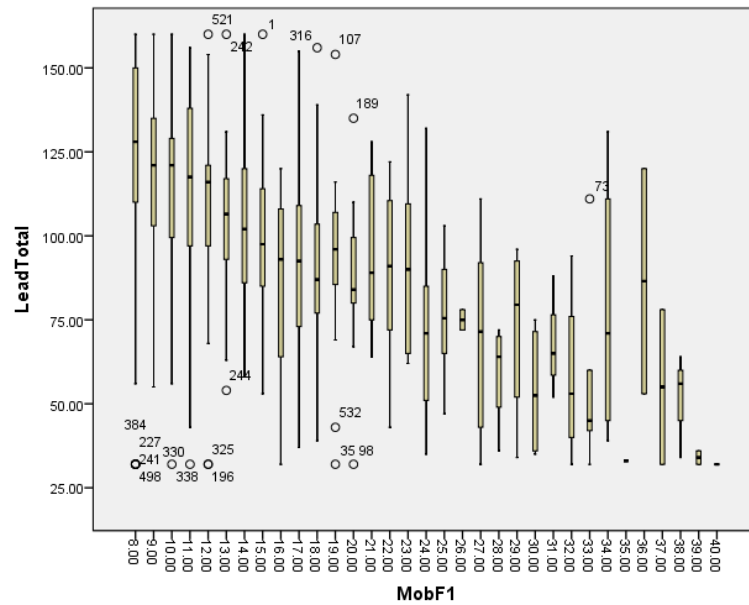


Table 2
Box plot for Excluding behaviors (F2) and Leadership

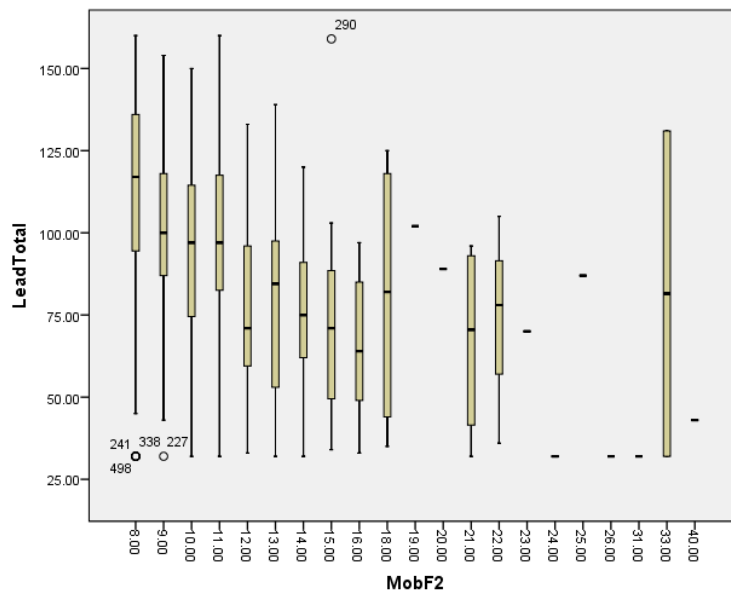


Table 3
Box plot for Image-damaging behaviors (F3) and Leadership

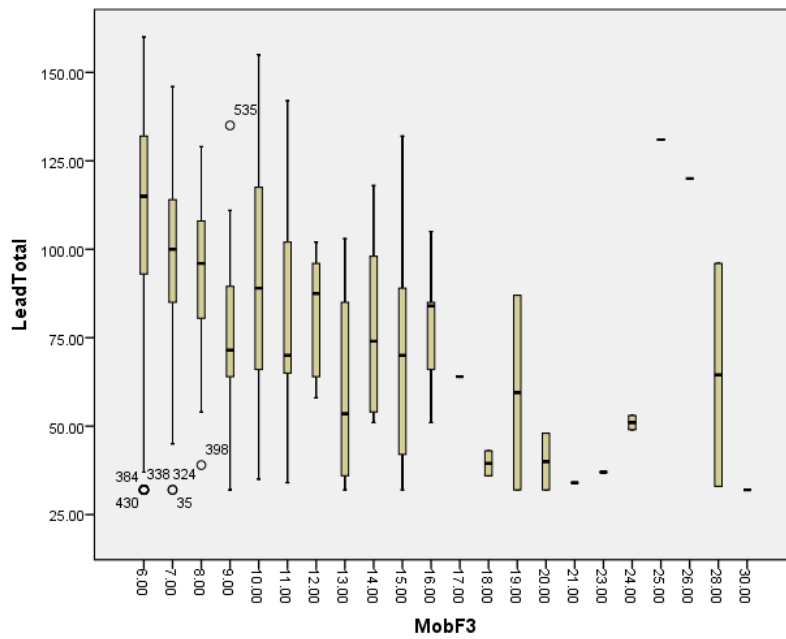


Table 4
Box plot for Verbally, written, visually attacking behaviors (F4) and Leadership

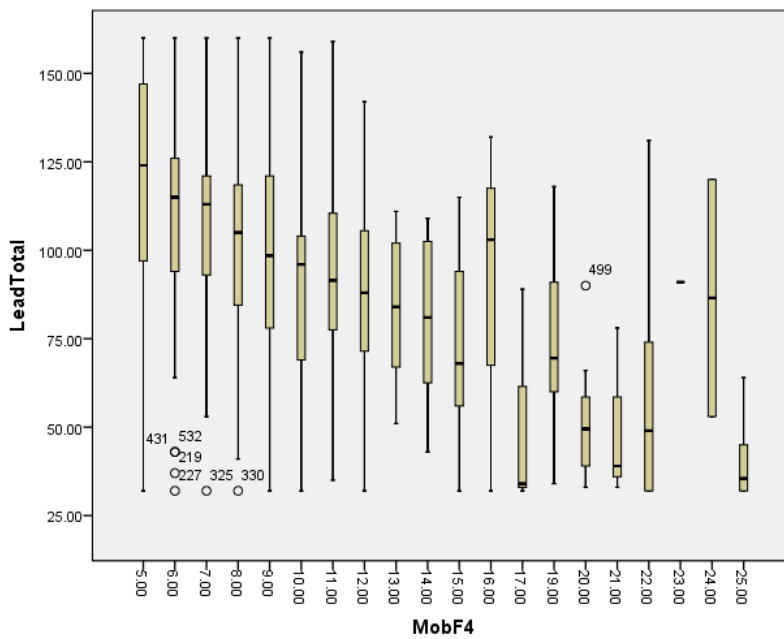


Table 5
Box plot for Psychological Abuse (total score) and Friendship and team Interest (F1)

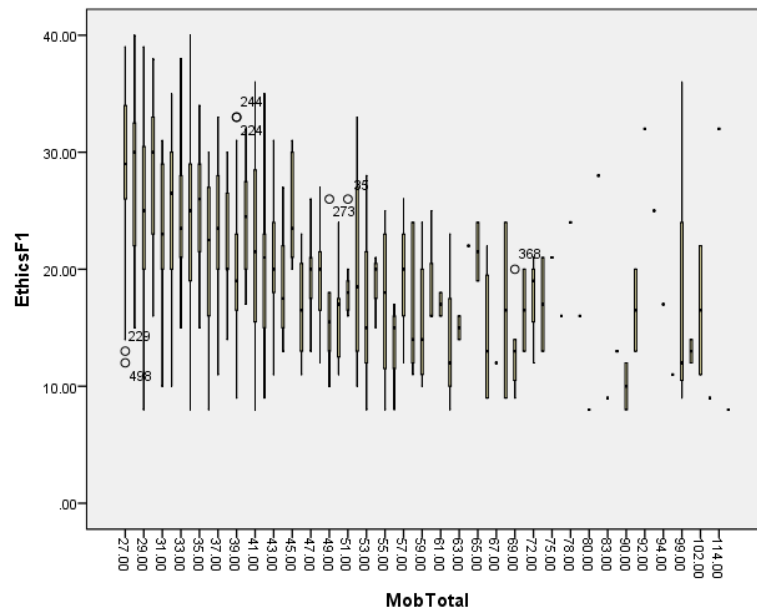


Table 6
Box plot for Psychological Abuse (total score) and Self interest (F2)

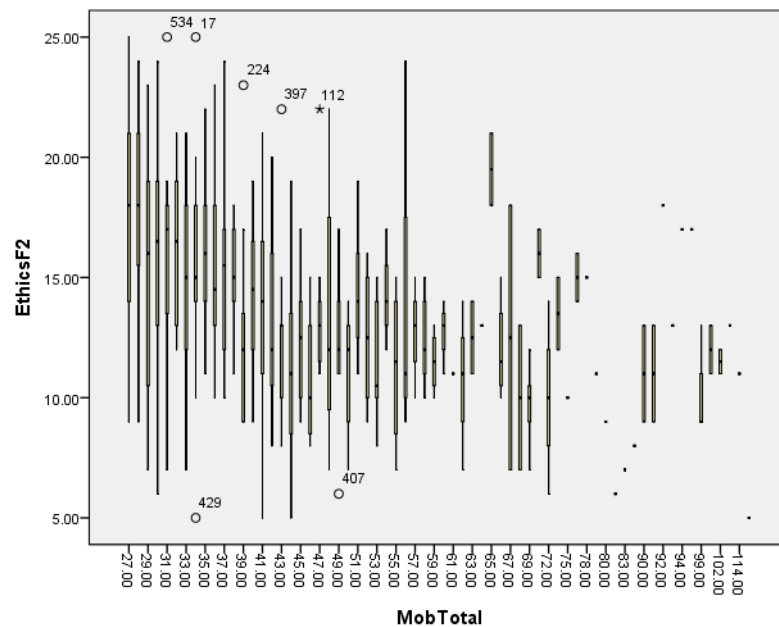


Table 7
Box plot for Psychological Abuse (total score) and Rules, Laws, Codes (F3)

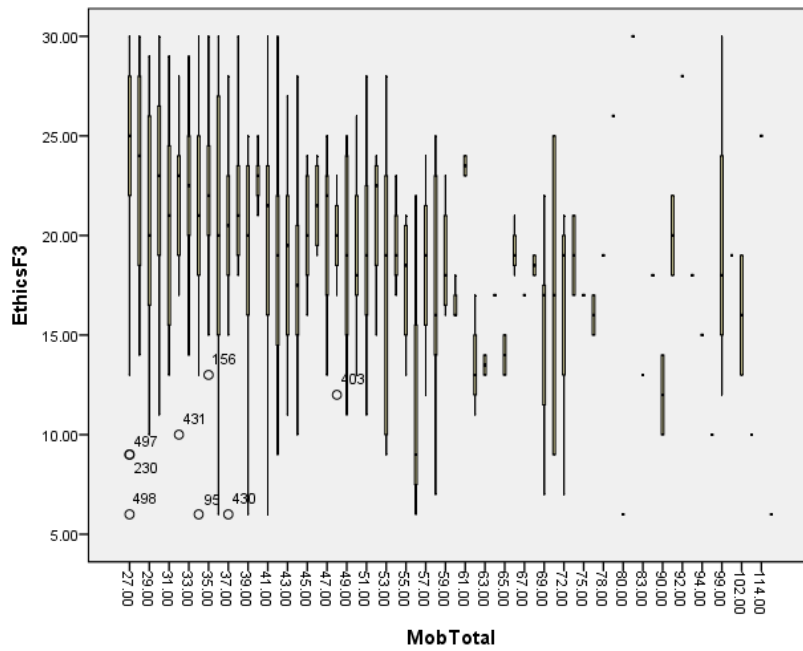
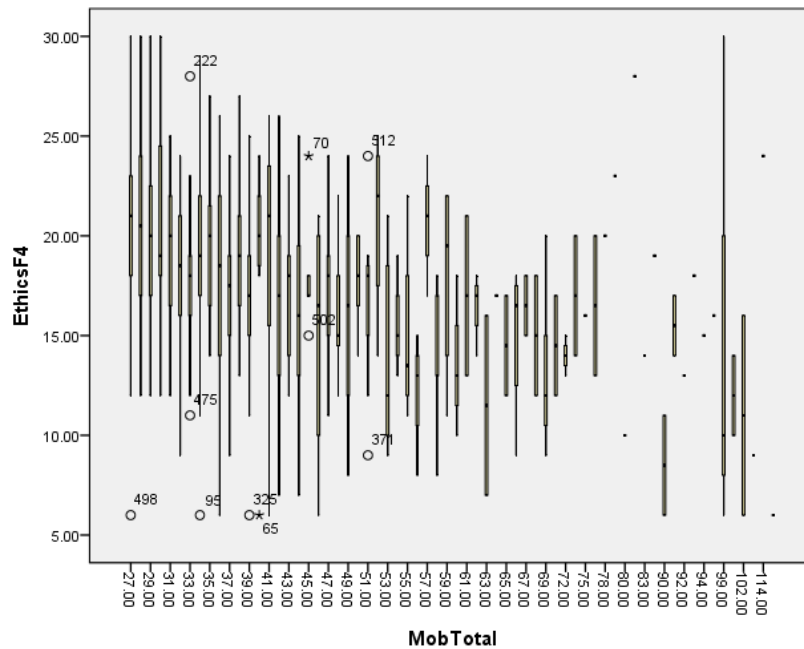


Table 8
Box plot for Psychological Abuse (total score) and Social responsibility and efficiency (F4)



APPENDIX N: TÜRKÇE ÖZET
YÜKSEK ÖĞRETİMDE PSİKOLOJİK TACİZİN
LİDERLİK VE ETİK İKLİMLE İLİŞKİSİ

GİRİŞ

Herşeyin çok hızla değiştiği günümüz dünya, eğitim örgütleri de dahil olmak üzere kurumları ve bu kurumlarda çalışan bireyleri, yaşamlarını sürdürebilmek adına, bir mücadelenin içine sokmakta ve bu hızlı çarkın birer parçası haline getirmektedir. Ancak bu durumun sürekliliği, işveren ve çalışan veya çalışan ve iş arkadaşları arasında baş edilmesi hiç de kolay olmayan bazı anlaşmazlıklar yaratmakta, hatta mağdur kişinin psikolojisini ve beden sağlığını bozma noktasına gelmektedir. Bahsi geçen durum uluslararası alan yazında “mobbing”, “bullying” veya “psikolojik taciz” olarak yer bulmaktadır. Bu sorun diğer kurumlara olduğu gibi yüksek öğretim kurumlarına da maddi kayıplar ve insan kaynakları kayıpları yaşatırken, kurumun etkililiğine ve itibarına da ciddi şekilde sekte vurmaktadır.

Leymann (1996, s.168) “psikolojik taciz” ’in tanımını “temelde bir bireye, bir veya birden fazla kişi tarafından sistematik olarak, sıklıkla (ez az altı ay) yöneltilen düşmanca ve etik olmayan iletişim” olarak yapmaktadır. Dünyada 1980’lerde duyulmaya başlayan psikolojik taciz kavramı konusundaki farkındalık Türkiye’de 2000’li yıllardan sonra bu alanda bilimsel yayınların artması ve konunun medyada daha fazla yer bulmasıyla yükselişe geçmiştir. Tüm sektörlerde karşılaşılabilen bu problem, daha çok teşkilat yapısının sıkı olduğu, hiyerarşik ve feodal kurumlarda görülmektedir (McCulloch, 2010). Eğitim sektörü de bunlardan biridir. Öğretmenler

arasında iş yerinde psikolojik tacize sıklıkla rastlanıldığı ve ilk öğretim seviyesindeki öğretmenlerin %50'sinin bu sorunla karşılaştığı görülmektedir (Korkmaz & Cemaloğlu, 2010). Akademisyenliğin de psikolojik tacizin en çok yaşandığı mesleklerden biri olduğunu söyleyebiliriz. Akademik alanda yıldırmaı araştıran Westhues (2006), iş güvenliğinin yüksek, performans ölçütlerinin göreceli olduğu, bireysel ve kurumsal hedeflerin kişileri zorladığı, kar amacı gütmeyen kuruluşlarda, özel şirketlere göre psikolojik tacizin daha çok görüldüğünü söyler. Bu kriterlerin yüksek öğretim kurumlarıyla örtüştüğünden yola çıkarak, üniversite kampüslerini, “psikolojik taciz kültürünün var olabileceği mükemmel yerler” olarak tanımlar. Benzer bir şekilde, Einarsen (1999) de çalışmasında öğretmen ve üniversite çalışanlarının psikolojik tacize en çok uğrayan grup olduğunu tespit etmiştir. Akademisyenlerin, çeşitli çalışmalarda anlatıldığı gibi, değişik sebeplerle hedef haline getirilmesi ve hatta işsiz kalmalarına sebep olunması, örneklem grubu olarak bu çalışmada akademisyenlerin seçilmesinin önemini vurgulamaktadır.

Yapılan değişik araştırmalar, bu kadar ciddi bir sorun olarak karşımıza çıkan psikolojik taciz konusunu neden-sonuç ilişkisi açısından ve iş tatmini, motivasyon, örgüt yapısı gibi farklı değişkenlerle olan ilişkisi açısından konu almışlardır. Bu çalışmada ise, psikolojik taciz ile arasındaki ilişkinin araştırılacağı değişkenler “liderlik stili” ve etik iklimidir. Liderlik, farklı tanımları olan bir kavram olmakla birlikte “bir grubun hedeflediği amacı elde etme sürecinde, grubun hareketleri üzerinde etkili olma durumu” olarak ifade edilebilir (Stogdill, 1997). Liderler, başarılı olmaları halinde, kurumları ve hatta kurumların en önemli unsurları olan bireyleri değiştirebilirler. Liderlerin insanlar üzerinde yaratacakları olumlu etkiler, o kurumda pozitif ve sağlıklı bir kültürün oluşumuna katkıda bulunabileceği gibi,

kurumun etkililiđi ve verimliliđini de arttırır (Hoerr, 2005). Bu sebepten olsa gerek ki, başarılı liderlik yapısının olduđu kurumlarda psikolojik tacize rastlanmamaktadır.

Liderlerin etkili olup olmadıkları veya çalışanlarına eşit davranıp davranmadıkları konusu Lider-Üye Etkileşimi Teorisi (Leader-Member Exchange Theory-LMX) çerçevesinde ele alınabilir. Teori temelde, liderlerin çalışanlarını “grup içi” ve “grup dışı” olmak üzere iki kategoriye ayırmaları ve bu gruplara yönelik olan davranışlarının zaman içinde farklılaşması düşüncesine dayanır. Grup içi üyelerin liderle daha iyi ilişkileri vardır, karar alma mekanizmasına dahil edilirler ve kendilerine tanınan bazı hak veya ayrıcalıklardan faydalanırlar. Bu bireylerin motivasyon faktörleri daha yüksektir, daha az görev kaynaklı stres yaşarlar (Lagace, Castleberry & Ridnour, 1993) ve grup dışı bireylere göre liderden daha fazla ilgi ve destek görürler (Graen, Novak & Sommerkamp, 1982). Buna karşın, grup dışı bireyler, liderle daha kısıtlı ve resmi bir ilişki yürütürler ve gerçek bir liderden ziyade, yasal bir otoritenin etkisi altında çalışırlar. Bu tarz bir ilişki, iş tatminini, performansı ve işe bağlılığı olumsuz yönde etkilemektedir (Lunenburg & Ornstein, 2008). Liderin farklı uygulamalarının adil olup olmadığının tartışıldığı bir kurumda zaman içinde adalet kavramı tamamıyla yok olma tehlikesi altındadır. Lider ve çalışanın karşılıklı alışverişindeki adaletsiz tutum, “liderin tutarlı olması gerektiđi” (Schein, 2004) savıyla örtüşmediđi gibi yerini zaman içinde psikolojik tacizin hakim olduđu bir ortama bırakmaktadır. Çünkü artık bu ortamda farklı biçimde davranılan iki grup vardır ve bu davranışlar grup dışı olan grupta, utanç (Lewis, 2004), gurur kırılması (Martin & Martin, 2012), dışlanmışlık ve adaletsizlik duygularını yaratmakta ve bunlar da kronik endişeye sebebiyet vermektedir (Vartia, 2001).

Liderler görevlerini yerine getirirken, otoriter, karizmatik, dönüşümcü, geleneksel, etik, kültürel ve vizyoner gibi deđişik liderlik biçimlerine bürünürler. Bu

tanımlamaların dışında, Bolman ve Deal (2003), lider düşünceleri ve hareketlerini liderlik stilleriyle ilgili olarak dört çerçeve altında toplamıştır. “Yapısal Çerçeve” hedef belirlemeyi ve bu doğrultuda ilerlemeyi, akılcılığı ve resmi ilişkiler yoluyla liderliği vurgularken, “İnsan Kaynakları Çerçevesi” birey ve kurumun ihtiyaçları arasında bağlantı kurmayı ve insanlara kendilerini iyi hissettirerek iş yaptırmanın yolunu buldurmayı amaçlar. “Politik Çerçeve”, zıt grupların kıt kaynaklar ve güç için mücadelesini, pazarlığı ve uzlaşabilmeyi öne çıkarırken, “Sembolik Çerçeve” sadakate, değerlere, ritüellere ve diğer sembolik unsurlara önem verir. Bolman ve Deal, başarılı bir yöneticinin, içinde bulunduğu şartlara göre, bu liderlik stillerinden uygun olanını veya olanlarını seçip, yol haritasını belirlemesi gerektiğini ve ancak çoklu çerçeveyi uygulayabilen yöneticilerin örgütün karmaşık ve derin yapısını anlayabileceğini vurgulamaktadırlar. Dolayısıyla, bu dört liderlik çerçevesinin, bir örgütte liderin ilgilenmesi gereken dört ayrı alana işaret ettiğini ve yerinde uygulanırsa hepsinin gerekli olduğunu söyleyebiliriz. Etkili bir liderlik ile psikolojik tacizin bağdaşmayacağını düşünürsek bu liderlik çerçevelerinden herhangi birini uygulayan bir yöneticinin idare ettiği bir kurumda psikolojik yıldırmanın olmadığını varsayabiliriz.

Psikolojik tacizin oluşmasında etkisi olduğu araştırmacılarca kanıtlanmış faktörlerden bir diğerinin de “işyeri iklimi” olduğunu bilmekteyiz (Einarsen, 1999; Leymann, 1993). Bir işyerinde iklim, ortak davranış algısı olarak açıklanabilir. İşyerinde işbirliği, adalet ve topluluk bilinci gibi kavramların varlığı “etik” bir iklimi işaret etmektedir. Hornstein (1996) tarafından da belirtildiği gibi, pozitif bir anlayışla yeni bir sosyal yapı inşa edilmediği sürece psikolojik tacizin önüne geçmede önemli bir değişiklik de kaydedilemeyecektir. Görüldüğü üzere, pozitif veya etik iklim ve psikolojik taciz arasında ters yönde bir ilişki vardır.

Nasıl dışarıdayken tavır ve davranışlarımız çevresel koşullardan ve iklimden etkileniyorsa, içeride, bir kurumda çalışırken de o kurumun ikliminden etkilenmesi doğaldır. Güven ve işbirliğine dayalı, olumlu bir iklim, baskıcı, kontrolcü ve güvensiz bir iklime göre, içinde bulunulan kuruma daha fazla başarı getirecektir. Olumlu iklimin okul için önemini New Jersey'deki bir okul müdürü şöyle açıklamıştır: "Eğitim ve müfredatın önemli olduğu doğrudur ancak okulun ve sınıfın iklimi, saygı, açık beklentiler, kişisel sorumluluk ve onaylama üzerine kurulmadığı sürece hiçbiri etkili olamaz." (Hinduja & Patchin, 2012). Bir okul için gerekli olan pozitif iklim koşulları, aslında herhangi bir işyerinin etkililiği için de gereklidir. Dolayısıyla, pozitif iklim derken, etik olanın kastedildiğini de düşünmeliyiz. Davies ve arkadaşları (2005), etik kurumları, birbirini önemseyen, birbirine güvenen, farklılığı kabul eden, ortak amaçları, değerleri, vizyonu olan ve adalet ve eşit haklara inandığı için yönetimde herkesin görüşünü dile getirdiği kurumlar olarak tanımlamışlardır. Etik olmayan, negatif iklimler ise, psikolojik tacizin en kuvvetli yordayıcılarından biri olarak kabul edilir (Einarsen, 1999; Leymann, 1990).

Çalışmanın Amacı

Bu çalışmanın amacı, liderlik ve etik iklimin psikolojik tacizi yordama gücünü yönetim kadrosunda yer almayan akademisyenler arasında incelemektir. Bu inceleme için Psikolojik Taciz Ölçeği (PTÖ), Liderlik Oryantasyon Ölçeği (LOÖ) ve Etik İklim Anketi (EİA) kullanılmıştır. Ana değişkenlerin yanı sıra, demografik bilgileri içeren bazı eş değişkenlerin etkisi de çalışmanın sınırları içindedir.

Alan yazında psikolojik taciz ile liderlik konusunu inceleyen bazı çalışmalar bulunsa da, bunlar konuyu çoğunlukla ilk ve orta öğretim okullarında ele almışlardır. Psikolojik taciz konusu, akademisyenler arasında sıklıkla yaşanmasına rağmen, alan yazındaki çalışmalarda yüksek öğretim boyutunun incelenmesi eksik kalmıştır. Bu

çalışma ile bu açığın giderilmesine katkıda bulunması amaçlanmıştır. Bunu yaparken de çok araştırılmayan bir grup olan akademisyenleri örneklem olarak tercih etmiştir. Buradan hareketle, bu çalışmada aşağıdaki sorulara yanıt aranması planlanmaktadır:

1. Yüksek öğretimde akademisyenlerde görülen psikolojik tacizin yordanmasında yöneticilerin liderlik stilleri ne kadar güçlü bir etkendir?
2. Yüksek öğretimde akademisyenlerde görülen psikolojik tacizin yordanmasında etik iklim ne kadar güçlü bir etkendir?
3. Psikolojik tacizin boyutları ile cinsiyet, yaş, akademik kadro, kıdem, mevcut kadrodaki tecrübe, mevcut yönetici ile tecrübe, kurum yapısı ve fakülte açısından önemli bir fark var mıdır?

Çalışmanın Önemi

Akademisyenlerin bilimsel çalışmalarla topluma yön vermedeki etkileri, gençlerin geleceklerini şekillendirmedeki yol gösterici rolleri ve tüm bunları yaparken psikolojik taciz de dahil olmak üzere zaman zaman zor koşullarla mücadele etmek zorunda kalmaları göz önünde bulundurulduğunda, bu çalışmanın akademisyenler arasında yapılmasının önemi daha net anlaşılmaktadır. Özellikle vurgulanması gereken nokta, ast üst ilişkilerinin var olduğu akademik ortamın, psikolojik tacize zemin hazırladığının yapılan çalışmalarla ortaya konmuş olmasıdır.

Diğer bir önemli husus ise, psikolojik taciz konusunun, Türkiye ve dünyada farklı değişkenlerle beraber incelenmiş olması, ancak konuyu incelerken liderlik ve etik iklim değişkenlerinin etkisinin bir arada tartışıldığı bir çalışma yapılmamış olmasıdır. Bunun yanında, psikolojik taciz konusu, hem Türkiye’de hem de dünyada daha çok ilköğretim düzeyindeki öğretmenler veya okul müdürleri üzerinde incelenmiş, ancak yüksek öğretimde nadiren ele alınmıştır. Diğer bir nokta,

literatürde de yer aldığı üzere, psikolojik taciz ile iş yerlerinde ve özellikle akademik dünyada çok sık karşılaşılmakta, bu sorun akademisyenlerin iş ve özel yaşamları olumsuz yönde etkilenmekte ve meslekten uzaklaşmalarına neden olacak kadar ciddi sonuçlar doğurmaktadır. Bu sebeple, konuya dikkat çekilerek sorunun oluşmasına engel olunmasında ve hatta yasal anlamda alınabilecek tedbirlerin hızlandırılmasında daha çok yayın yapılmasının önemi büyüktür. Son olarak, eğitim sisteminde sıklıkla değişiklik yaşayan Türkiye gibi bir ülkenin, bu değişikliklere kolayca uyum sağlayabilecek ve çalışanlarının kendilerini tehdit altında hissetmedikleri sağlıklı örgütlere ve bu örgütlerin çalışabilir halde olmasını sağlayacak sağlıklı çalışanlara ihtiyacı vardır. Dolayısıyla, psikolojik tacizin oluşmasının önüne geçilmesi ve tam olarak ortadan kaldırılması için, en alt kademededen, en üst kademeye kadar tüm çalışanlar üzerlerine düşen görevi yapmalıdırlar.

YÖNTEM

Araştırmanın Deseni

Bu çalışmada, liderlik ve etik iklimin psikolojik tacizi yordamadaki etkisini belirlemek üzere korelasyonel desen kullanılmıştır. Çalışmada kullanılan araştırma sorularına kantitatif bir araştırma şekliyle ve PTÖ, LOÖ ve EİA kullanılarak yanıt aranmıştır. Veriler katılımcılardan tek seferde toplanmıştır. Pilot ve ana çalışma için hazırlanan anketler, Ankara'da on üniversitede bulunan katılımcılara hem kapalı zarf içinde hem de Google Docs aracılığıyla internet ortamında ulaştırılmıştır.

Değişkenler

Çalışmada bağımlı değişken olarak psikolojik taciz kullanılırken, bağımsız değişkenler liderlik ve etik iklim olarak belirlenmiştir. Bunların dışında, cinsiyet,

yaş, unvan, akademik kadro, mesleki tecrübe, güncel kadrodaki tecrübe süresi, güncel yöneticiyle çalışmada tecrübe süresi, kurum türü ve fakülte gibi eş değişkenlerin de etkisi test edilmiştir.

Çalışmanın Grubu

Bu araştırmada hedef popülasyon, Ankara'da bulunan toplam 15 vakıf ve devlet üniversitesindeki akademisyenlerdir ($N = 17.940$). Tüm popülasyondan data toplamak mümkün olmayacağından ulaşılabilecek grup belirlenmiştir. 15 üniversiteden (10 vakıf, 5 devlet) 3 tanesi yeni kuruldukları için, akademik kadrolarının tamamlanmamış olması, bölüm yapılarının tam olarak şekillenmemiş olması ve bu nedenlerle akademisyenlerden sorulara sağlıklı cevaplar alınamayacağı düşüncesiyle, çalışma dışında bırakılmıştır. Geri kalan 12 üniversiteye çalışmaya katılmaları için resmi yazıyla talepte bulunulmuştur. Yazı gönderilen 12 üniversiteden 10 tanesinden resmi yollardan onay yazısı alınmıştır. İki vakıf üniversitesinden biri konunun hassasiyetinin akademisyenlere zarar verebileceği gerekçesiyle çalışma talebini reddetmiştir. Diğer üniversiteler reddetme gerekçelerini sunmamışlardır. Sonuç olarak çalışma 5'i devlet, 5'i de vakıf olmak üzere 10 üniversitede gerçekleştirilmiştir. Vakıf üniversitelerinden birinin akademisyen sayısı az olması nedeniyle bu üniversite sadece pilot çalışmada kullanılabilmiştir. Pilot çalışma verileri 2 vakıf, bir devlet üniversitesinden $n = 253$ kişiden toplanmıştır. Ana çalışmanın verileri 4 vakıf, 5 devlet üniversitesinden toplam $n = 547$ kişiden toplanmıştır.

Fakülteler belirlenirken, temsil edilebilirliğin sağlanması amacıyla mümkün olduğunca tüm üniversitelerde var olanların seçilmesine özen gösterilmiştir. Ancak bazı üniversite rektörlüklerinin anketin verileceği fakülteler konusunda kısıtlamaya

gitmeleri, daha az katılımcıya ulaşmak konusunda etkili olmuştur. Bir başka kısıtlama, bir devlet üniversitesinin Yabancı Diller Bölümü'nden gelmiştir. Rektörlük izni olmasına rağmen, bölüm başkanı kararı ile akademisyenlere anket uygulamasına onay verilmemiştir. Tüm bu nedenler ulaşılabilir katılımcı sayısını azaltan nedenlerdir. Bu kriterlere göre, Tıp, Dişçilik, Eczacılık, Veterinerlik, Ziraat, Müzik ve Sahne Sanatları, Spor ve Turizm Fakülteleri tüm üniversitelerde olmadığı ve karşılaştırma imkanı olmayacağı için çalışma dışında bırakılmıştır. Çalışmada yer alan fakülteler Fen, Beşeri Bilimler ve Edebiyat, İşletme, Siyasal Bilgiler, Eğitim, İletişim, Hukuk, Güzel Sanatlar ve Mimarlık, Mühendislik, İktisadi ve İdari Bilimler, Yabancı Diller (Hazırlık ve Modern Diller Bölümleri dahil), İnsan ve Toplum Bilimleri, Teknik Bilimler ve Ticari Bilimler 'den oluşmaktadır..

Veri Toplama Aracı

Ortadoğu Teknik Üniversitesi Etik Kurul'undan Gönüllü Katılım Formu alınmıştır. Bu form katılımcıyı çalışmanın amacı, araştırmacının kimliği ve anket cevaplarının gizliliği hakkında bilgilendirmektedir. Anket katılımcılara gizlilik esasına dayalı olarak kapalı zarf içinde verilmiş ve aynı şekilde kendilerinden toplanmıştır. Ankette ilk olarak katılımcıların özel bilgilerini doldurdıkları Demografik Bilgi Formuyla başlamakta ve takiben bağımlı değişkeni test eden PTÖ ve bağımsız değişkenleri test eden LOÖ ve EİA'dan oluşmaktadır.

Psikolojik Taciz Ölçeği dört boyutludur ve PTÖ ile ölçülmüştür. Ölçek, Tınaz, Gök ve Karatuna (2013) tarafından geliştirilmiş, psikometrik değerlendirmeler sonucunda geçerli ve güvenilir bir ölçme aracı olduğu bulunmuştur. Bu ölçek 5'li likert tipinde hazırlanmış (1 – Asla, 2 – Nadiren, 3 – Ayda bir, 4 – Haftada bir 5 – Hemen hemen her gün) ve 30 maddeden oluşmaktadır. Sorular, bireylerin iş yerinde

karşılaştıkları çeşitli psikolojik taciz davranışlarına yöneliktir. Amaç, bireylerin bu tip davranışlara maruz kalıp kalmadıklarını ve eğer kaldılarsa kaç kişinin hangi sıklıkla kaldığını belirlemektir.

İşe Yönelik Davranışlar (Boyut 1) boyutu, kişinin işyerinde yapabileceği hatalara, kendisinden saklanan bilgilere, yapılan işin miktar ve kalitesine yönelik maddeler içerir. 12 maddeden oluşur, alınabilecek en yüksek puan 60 ve en düşük puan 12' dir.

Dışlayan Davranışlar (Boyut 2) boyutu, iş arkadaşları ve yöneticilerin dışlayan ve suçlayan türde davranışlarını test edici niteliktedir. 7 maddeden oluşur, alınabilecek en yüksek puan 35 iken en düşük puan 7' dir.

İmaj Zedeleyici Davranışlar (Boyut 3) boyutu bireyin işyerinde imajını sarsmaya yönelik fiziksel ve sözel davranışları içerir. 7 maddeden oluşur, alınabilecek en yüksek puan 35 iken en düşük puan 7' dir.

Sözel, Yazılı ve Görsel Saldırı (Boyut 4) boyutu, tehdit edici sözler ve davranışlar ve aşağılayıcı yazılı ve görsel malzemeleri içeren maddelere yöneliktir. 4 maddeden oluşur, alınabilecek en yüksek puan 20 iken en düşük puan 4' tür.

Liderlik Oryantasyon Ölçeği dört boyutludur ve LOÖ ile ölçülmüştür. Thompson (2005) tarafından geliştirilen, Özcan ve Balyer (2013) tarafından Türkçe' ye uyarlanan ölçek, 5' li Likert tipinde hazırlanmış (1- Kesinlikle katılmıyorum'dan 5- Kesinlikle katılıyorum'a uzanan bir skalada) ve 32 maddeden oluşmaktadır. Psikometrik değerlendirmeler sonucunda geçerli ve güvenilir bir ölçme aracı olduğu bulunmuştur. Ölçeğin amacı akademisyenlerin çalıştıkları bölümlerdeki yöneticileri ve iş arkadaşlarını işyerindeki liderlik uygulamaları, işyerinde denge unsuru ve aynı zamanda iklim açısından değerlendirmektir. Bu kavramlar, Bolman ve Deal

(2003)'ın drtl liderlik erevesinde belirtilen ve hepsi ayrı liderlik biimlerine iaret eden yapısal, insan kaynakları, politik ve sembolik liderlik biimleri aısından ele alınmıtır. Ancak liderlik leęi, faktr analizi sonularında tek yapı ortaya koyduęu iin bu leęe ait ilevsel (operasyonel) tanımlamalar yapılmayacaktır.

Etik İklım Anketi drt boyutludur ve EİA ile llmtr. Cullen, Victor ve Bronson (1993) tarafından gelitirilen ve Eser (2007) tarafından Trke' ye uyarlanan lek, 5'li Likert tipinde hazırlanmı (1 = Hi katılmıyorum'dan 5 = Tamamen katılıyorum'a uzanan bir skaladadır), 26 maddeden olumaktadır. Psikometrik deęerlendirmeler sonucunda geerli ve gvenilir bir lme aracı elde edilmitir. Bu lek, bireylerin blmlerindeki etik iklimle ilgili olarak gzlemlerini yansıtmasını saęlayan maddeleri ierir.

Arkadalık ve Takım Faydası (Boyut 1) i arkadalarının iyilięini gzetmeye ynelik maddeler iermektedir. Bu boyut 6 maddeden oluur. Alınabilecek en yksek puan 30 iken, en dk puan 6'dır.

Kiisel Fayda (Boyut 2) boyutu blmde bireylerin kendi faydalarına olabilecek konulara ne kadar nem verdiklerini sorgulamaktadır. Bu boyut 2 maddeden oluur. Alınabilecek en yksek puan 10 iken, en dk puan 2'dir.

Kurallar, Kanunlar ve Yasalar (Boyut 3), ie ait yasalar ve kurallara ynelik maddeler ierir. Bu boyut 8 maddeden oluur. Alınabilecek en yksek puan 40 iken, en dk puan 8'dir.

Sosyal Sorumluluk ve Verimlilik (Boyut 4) boyutu, ęrenci ve topluma karı olan sorumlulukların yerine getirilme derecesini ler. Problemlere etkili zmler bulabilmeleri amacıyla, akademisyenlerden verimli alımaları da beklenir. Bu boyut 8 maddeden oluur. Alınabilecek en yksek puan 40 iken, en dk puan 8'dir.

Veri Toplama Süreci

Araştırma 2013 - 14 Akademik Dönemi'nde toplanmıştır. ODTÜ Etik Komite' sinden onay alındıktan sonra, çalışmanın yapılması planlanan 12 üniversitenin rektörlük birimleriyle iletişime geçilmiştir. 10 üniversiteden resmi onay geldikten sonra, veri toplama süreci başlamıştır. İç geçerlilik sorunlarından olan veri toplayıcı yanlılığı ve uygulama tehdidini önlemek amacıyla, verilerin tamamı araştırmacı tarafından toplanmıştır. Pilot çalışma sonrası, ölçeklerle ilgili gerekli değişiklikler uzman görüşü ve anket sahiplerinden izin alınarak yapılmıştır.

Kapalı zarflara konulan anketler, katılımcılarla bireysel olarak verilmiş ve randevu usulü kendilerinden aynı gün veya bir hafta sonra geri toplanmıştır. Ancak, ana çalışma için veri toplama sürecinin dönem sonu olan Mayıs ve Haziran aylarına denk gelmesi, verilerin daha az kişiden toplanma sorununu da beraberinde getirmiştir. Zira bu sırada akademisyenler, final sınavlarını hazırlamakta veya sınav kağıtlarını okumaktaydılar ve zaman sıkıntısı çekmekteydiler. Bu sebeple, yüz yüze görüşme ile ulaşılamayan akademisyenlere internet ortamında Google Docs programına aktarılan aynı içerikteki anketle ulaşılmaya çalışılmıştır. İlk gönderilen e-posta ile çalışmadan haberdar edilen akademisyenlere, hatırlatma amacıyla ikinci bir e-posta bir hafta sonra gönderilmiştir.

Ulaşılabilir evrendeki katılımcılara ($N = 3145$) iki farklı örneklem metodu kullanılarak erişilmiştir. İlk metot, evrenin temsil oranını arttırmak için Tabakalı Rastgele örneklem olarak seçilmiştir. Tabakalı Rastgele Örneklem, araştırılan problemin karakteristik özelliklerinden yola çıkılarak oluşturulmuştur. "Akademik unvan" çalışanlar arasında psikolojik tacizin boyutunu belirleme açısından önemli gözükmektedir. Bu sebeple veriler, katılımcıların akademik unvanları göz önüne

alınarak toplanmıştır. Tabakalı rastgele örnekleme göre, her unvan kategorisinden eşit sayıda (%15) anket toplanması gerekmektedir. Bu kategorileri profesörler, doçentler, yardımcı doçentler, araştırma görevlileri, öğretim görevlileri, okutmanlar ve uzmanlar oluşturmaktadır. Ancak %15 rakamını belirlerken, ikinci metot olan Kademeli Rastgele Örnekleme metodundan yararlanılmıştır. Bunun için Ankara'da çalışmaya katılmayı kabul eden tüm üniversiteler (geçerlik sorunları nedeniyle çalışma dışı bırakılanlar hariç) çalışmaya dahil edilmiştir. Akademisyenlerden yönetici görevi de olanlardan veri toplanmıştır.

Ulaşılması gereken katılımcı sayısı $n = 474$ olarak hesaplanmıştır ancak %10'luk veri kaybı da dikkate alındığında bu sayı $n = 521$ 'ye yükselmiştir. Comrey ve Lee'de 500 rakamını iyi bir katılımcı sayısı olarak ifade etmişlerdir (Tabachnick & Fidell, 2001, s. 588). Bazı katılımcıların anketlerinin çalışma dışı bırakılma olasılığı da düşünüldüğünde, ulaşılması planlanan rakam $n = 550$ olmuştur. Ana çalışmada 546 anket dağıtılmış, 480 tanesi % 88 yanıt oranıyla geri dönmüştür. İnternet ortamında gönderilen anketlerden ise 70 adet anket geri dönmüştür. Toplamda hedeflenen $n = 550$ ankete ulaşılmıştır. Ancak bunlardan 3 tanesi tam doldurulmadığı için çalışmadan çıkarılmıştır. Sonuç olarak çalışmaya dahil edilen anket sayısı $n = 547$ adettir.

Verilerin Analizi

Veriler temizlendikten sonra, anketlerin eksik doldurulmasından dolayı, pilot çalışmadan 7, ana çalışmadan da 3 katılımcıya ait veri silinmiştir. Pilot çalışmada PTÖ, LOÖ ve EİA için açımlayıcı faktör analizi (AFA) yapılmış, bunun sonuçlarına göre anket sahiplerinden izin alınarak ve uzman görüşüne başvurulularak bazı maddelerdeki ifadeler akademik ortama uygun hale getirilmiş ve etik iklim anketine

de bir alt boyutu desteklemek için madde eklenmiştir. İç geçerlilik ve güvenilirlik için Cronbach Alpha ve Pearson korelasyon katsayısı değerleri hesaplanmıştır. Ana çalışmada AFA'da çıkan faktör yapılarının tatminkar modellere işaret edip etmediğini saptamak için her bir ölçek için doğrulayıcı faktör analizi (DFA) yapılmıştır. Değişkenlerin istatistiksel olarak anlamlı bir fark yaratıp yaratmadığına bakmak için parametrik olmayan bir test olan Kruskal Wallis Testi yapılmıştır. Anlamlı sonuçlar elde edildiğini gördükten sonra, liderlik ve etik iklimin psikolojik tacizi yordamadaki gücünü saptayabilmek için korelasyonel bir teknik olan sıralı lojistik regresyon analizi yapılmıştır. Bunun yanı sıra, bu analizde, ortak değişken olan cinsiyet, yaş, unvan, akademik kadro, mesleki tecrübe, güncel kadrodaki tecrübe süresi, güncel yöneticiyle çalışmada tecrübe süresi, kurum türü ve fakülte adı ile psikolojik taciz arasındaki ilişkilere de bakılmıştır. Verilerin analizinde IBM SPSS Statistics 20, AMOS 18 ve STATA programı 12. sürümü, OLOGIT prosedüründen yararlanılmıştır.

BULGULAR

a. Betimsel Sonuçlar

Çalışmanın amacı, liderlik ve etik iklim değişkenlerinin psikolojik tacizi yordayıcı özelliğini araştırmaktır. Bunun için üç adet ölçek kullanılmış ve Ankara'da dört devlet, beş vakıf üniversitesinde çalışan 547 akademisyene uygulanmıştır.

Buna göre, ortalaması en yüksekten en düşüğe göre değişkenler sırasıyla liderlik ($Mdn = 103$, $M = 101.89$, $SD = 32.65$), etik iklim değişkeninde Arkadaşlık ve Takım Faydası alt boyutu ($Mdn = 23$, $M = 22.77$, $SD = 7.59$), Kurallar, Kanunlar, Yasalar alt boyutu ($Mdn = 21$, $M = 20.60$, $SD = 5.48$), Sosyal Sorumluluk ve Verimlilik alt boyutu ($Mdn = 18$, $M = 18.15$, $SD = 4.90$) ve son olarak Kişisel Fayda

alt boyutudur ($Mdn = 14$, $M = 14.63$, $SD = 4.25$). Diğer deęişkenlere göre psikolojik taciz deęişkeni daha düşük ortalamalara sahiptir. Yüksekten düşüęe sırasıyla psikolojik taciz ölçeęinin boyutlarının deęerleri şu şekildedir: İşe Yönelik Davranışlar ($Mdn = 13$, $M = 15.01$, $SD = 6.96$), Dışlayıcı Davranışlar ($Mdn = 9$, $M = 9.92$, $SD = 3.52$), Sözel, Yazılı ve Görsel olarak Saldırgan Davranışlar ($Mdn = 7$, $M = 8.58$, $SD = 4.26$) ve İmaj Zedeleyen Davranışlar ($Mdn = 6$, $M = 7.60$, $SD = 3.53$)

Deęişkenler arasındaki ilişkinin kuvvetini incelemek için parametrik olmayan Spearman's Rho korelasyonu hesaplanmış ve çıkan ilişkinin kuvveti Cohen'in (Cohen, 1988) standartlarına göre küçük ($r = .10$), orta ($r = .30$) ve büyük ($r = .50$) olarak sınıflandırılmıştır. Deęişkenler arası tüm ilişkiler istatistiksel olarak anlamlı bulunmuştur. Baęımlı deęişken olan psikolojik taciz ve baęımsız deęişken olan etik iklim arasında negatif yönde ve kuvveti küçükten büyüęe uzanan ($r = -.26$ ile $.69$, $p < .01$) bir ilişki bulunmuştur. Bu aynı zamanda etik iklimin psikolojik tacizi yordamada % 7 ila % 48' lik bir varyans açıkladıęı anlamına da gelmektedir. Diğer bir baęımsız deęişken olan liderlik de negatif yönde ve kuvveti ortadan büyük seviyeye uzanan ($r = -.43$ ile $-.56$, $p < .01$) bir ilişkiye işaret etmektedir. Liderlik deęişkeninin psikolojik tacizi açıklamakta % 18 ila % 31' lik bir varyansa sahip olduęunu söyleyebiliriz. Bu yüzdeler sosyal bilimlerde oldukça iyi olarak ifade edilmektedir (Pallant, 2007). Çıkan sonuçlara göre, akademisyenler arkadaşlık ve takımın faydasını düşünerek hareket ederlerse daha az psikolojik tacize uğrama eğilimindedirler. Bu oran kişisel fayda, kurallar, kanunlar, yasalar ve sosyal sorumluluk ve verimlilik boyutlarında daha düşüktür. Liderlik deęişkeni için de akademisyenlerin çalıştıkları bölümde liderlik davranışlarını gözlemlene oranları arttıkça psikolojik tacize uğrama olasılıkları azalmaktadır.

Üç ölçek için de AFA yapılmıştır ve istenen aralıklarda değerler elde edilmiştir. PTÖ için yapılan AFA sonuçlarına göre, KMO .88, Barlett testi anlamlı ve faktör yükleri .41 - .90 aralığında bulunmuştur. Oblik döndürme sonucunda faktörler varyansın % 64.25' ini açıklamış ve güvenilirlik katsayısı .93'dür. LOÖ için KMO .98, Barlett testi anlamlı ve faktör yükleri .63 - .89 aralığında bulunmuştur. Varimax döndürme sonucunda faktörler varyansın % 68.78' ini açıklamış ve güvenilirlik katsayısı .93 olarak bulunmuştur. EİA için KMO .93, Barlett testi anlamlı ve faktör yükleri .42 - .93 aralığında bulunmuştur. Oblimin döndürme sonucunda faktörler varyansın % 70.06' sını açıklamış ve güvenilirlik katsayısı .94'dür.

Daha iyi bir model elde edebilmek için PTÖ ve LOÖ için madde parselleme metodu (item-parcelling metot) kullanılmıştır. Buna göre PTÖ için kovaryanslar arası bir adet bağlama işlemi yapılmıştır. DFA analizi sonuçları, tavsiye edilen (Byrne, 2010; Kline, 2005; Mulaik et al., 1989) sınırlar içinde tatminkar sonuçlar ortaya koymuştur: $p = .00$, $\chi^2/df = 4.12$, RMSEA = .076, 90 % CI [.06 - .09], CFI = .98, TLI= .97, SRMR = .04, PNFI = .63.

LOÖ için DFA analizinde kovaryanslar arasında üç adet bağlama yapılmış ve iyi sonuçlar elde edilmiştir. Bulgular kabul edilen sınırlar içinde şu şekildedir: $p = .00$, $\chi^2/df = 3.34$, RMSEA = .066, 90% CI [.04 - .09], CFI = 1.00, TLI= 1.00, SRMR = .01, PNFI = .52.

EİA için de DFA analizi yapılırken kovaryanslar arası yedi bağlama yapılmış ve sonuçlar ortalama değerde bir modeli göstermektedir. Bulgular istenen sınırlar içinde şu şekildedir: $p = .00$, $\chi^2/df = 4.48$, RMSEA = .08, 90 % CI [.08 - .08], CFI = .91, TLI=.90, SRMR = .10, PNFI = .76.

b. Psikolojik Taciz Analizi

Çalışmanın amacı öncelikle temel değişkenler olan liderlik ve etik iklimin alt boyutlarıyla beraber psikolojik tacizi yordamadaki başarısını ortaya koymak, daha sonra ise eş değişkenlerle (cinsiyet, yaş, akademik kadro, kıdem, mevcut kadrodaki tecrübe, mevcut yönetici ile tecrübe, kurum yapısı ve fakülte) bağımlı değişken arasındaki ilişkiyi incelemektir. Normallik varsayımlarından bazıları ihlal edildiği için parametrik olmayan testlerden biri olan Sıralı Lojistik Regresyon testi kullanılmıştır.

Analize geçmeden önce bazı varsayımların karşılanıp karşılanmadığına bakılması gerekmektedir. Lojistik regresyon varsayımlarına göre, bağımlı ve bağımsız değişkenler arası doğrusal bir ilişki, normal bir dağılım ve homojen bir varyans dağılımı aranmamaktadır (Wright, 1995). Ancak karşılanması gereken birtakım varsayımlar da vardır. İlk olarak, bağımlı değişken sıralı olmalıdır ki bu varsayım bu çalışmada 5'li likert ölçeği tipinde hiç yok (1), düşük seviyede (2), orta seviyede (3), yüksek seviyede (4) ve çok yüksek seviyede (5) şeklindeki dağılımla karşılanmıştır. İkinci olarak, modele gerekli sayıda değişen eklenmelidir. Bu sayı ne fazla ne de yetersiz olmalıdır. Bu varsayımı ihlal etmemek adına literatür incelenmiş ve yordama gücü yüksek olan değişkenler çalışmaya dahil edilmiştir. Üçüncü olarak, her bir gözlemin diğerinden bağımsız olarak yapılması gerekmektedir. Bunu sağlamak için, katılımcılara birbirinden bağımsız olarak ve kendi çalışma odalarında ulaşılmıştır. Dördüncü olarak, çoklu bağlantı sorununun olup olmadığına parametrik bir test olmayan Spearman's Rho Korelasyon Katsayısı analiziyle bakılmıştır. Buna göre, psikolojik taciz değişkeninin liderlik ve etik iklim ile istatistiksel olarak anlamlı ve negatif bir ilişki içinde olduğu tespit edilmiş ve en yüksek ilişki .78 olarak görülmüştür. Değişkenler arası korelasyon tolerans değeri

TOL > .10 ve VIF < 10 değeri ile de incelendiğinde, kabul edilen sınırlar içinde kaldığı görülmüştür (Cohen et al., 2003). Beşinci olarak yeterince kişiden veri toplanmış olması gerekmektedir. Bu varsayın da maksimum olabilirlik tahmini (maximum likelihood estimation) kullanılarak doğrulanmıştır. Ayrıca örneklem sayısı 400'ü geçtiğinden (Hosmer & Lemeshow, 2000), bu varsayım bir sorun teşkil etmemektedir. Son olarak, sürekli değişkenler sıralı değişkene dönüştürülerek (ilk kategori 0, diğerleri 1) bağımlı değişkenin doğrusal olması varsayımı da yerine getirilmiştir. Tüm varsayımlar yerine getirildikten sonra lojistik regresyon analizi yapmak için bir engel kalmamıştır. STATA programında yapılan lojistik regresyon analizi sonucunda, Wald istatistiği değerleri (z değeri), olasılıklar, pseudo R² (MacFadden's R²) değerleri, katsayılar, standart hatalar, göreceli olasılıklar oranı (odds ratio) ve güvenlik aralıkları elde edilmiştir.

Regresyon analizine göre, bağımlı değişken olan psikolojik taciz ile bağımsız değişkenler olan liderlik ve etik iklimin karşılaştırılması sonucu ortaya çıkan model, .001 seviyesinde birleşik istatistiksel anlamlılık göstermiştir. Bu sonuca göre, liderlik davranışlarının görüldüğü bölümlerde, psikolojik taciz davranışlarında düşüş eğilimi görülmüştür. Bu durum, “Akademide psikolojik taciz ile liderlik ters orantılıdır” hipotezini de doğrular niteliktedir. Aynı şekilde, etik iklimin yaygın olduğu kurumlarda psikolojik taciz davranışlarında azalma eğilimi vardır. Bu da ikinci hipotez olan “Akademide psikolojik taciz ile etik iklim ters orantılıdır” ifadesini haklı çıkarmıştır.

Eş değişkenler de istatistiksel anlamlılık açısından incelenmiştir. Öncelikle *cinsiyet* değişkeni analiz edildiğinde kadın akademisyenlerin daha fazla sözel, yazılı ve görsel şiddete maruz kalmaları istatistiksel olarak anlamlı sonuçlar ortaya koymuştur. Aynı açılarından *yaş* değişkeni incelendiğinde, 34 - 46 ve 47 yaşından

büyük olan akademisyenlerde psikolojik taciz görülme olasılığında düşüş görülmüştür.

Unvan açısından anlamlılığa bakıldığında, okutmanlar ve uzmanların işe yönelik şiddete, doçentlerin ise sözel, yazılı ve görsel şiddete maruz kalma olasılıklarının daha fazla olduğu görülmüştür. *Akademik kadro* açısından incelendiğine, doçentler, yardımcı doçentler, öğretim görevlileri, araştırma görevlileri ve okutmanlar dışlayıcı davranışlara maruz kaldıklarını belirtmişlerdir. *Mevcut yöneticiyle çalışma süresi* istatistiksel anlamlılık açısından incelendiğinde, 6-10 yıl arasında çalışmış olanların işe yönelik şiddet davranışlarına maruz kaldıkları görülmüştür. *Mevcut görevdeki tecrübe süresine* bakıldığında, 6-10 yıl boyunca mevcut işlerinde çalışmış olanların işe yönelik, dışlayıcı ve imaj zedeleyici şiddet davranışlarına, 11-15 yıl arası mevcut işlerinde çalışmış olanların dışlayıcı ve sözel, yazılı ve görsel şiddet davranışlarına, 16-20 yıl arası mevcut işlerinde çalışmış olanların dışlayıcı davranışlara ve 21 yıl ve daha fazla mevcut işlerinde çalışmış olanların dışlayıcı ve imaj zedeleyici davranışlara maruz kalma olasılıklarının daha fazla olduğu ortaya çıkmıştır. *Kurum türü* istatistiksel anlamlılık açısından analiz edildiğinde, sadece dışlayıcı davranışlar açısından, vakıf üniversitelerinin psikolojik taciz davranışlarına maruz kaldıkları yönünde anlamlı sonuçlar elde edilmiştir. *Fakülte* değişkeni incelendiğinde ise, imaj zedeleyici davranışlar alt boyutu dışında tüm alt boyutlarda İletişim Fakülteleri akademik personelinin psikolojik tacize daha fazla uğrama olasılığı anlamlı sonuçlar vermiştir. Eğitim Fakülteleri de dışlayıcı davranışlar ve imaj zedeleyici davranışlar açısından mağduriyet yaşayan fakültelerdendir. Teknik Bilimler Fakülteleri'nin işe yönelik alt boyutuyla ilgili olarak taciz davranışlarına maruz kaldığı görülmüştür. *Kıdem*, istatistiksel olarak anlamlı bulunmamıştır.

Araştırmanın ikinci kısmında ise hangi cinsiyete ve akademik kadroya sahip bireylerin daha çok psikolojik taciz uygulama eğiliminde olduklarını ve bunların sayılarını tespit etmeye yönelik analizler yapılmıştır. Analiz sonuçlarına göre, akademisyenler, 0.1 farkla hem kadın hem de erkekler tarafından en çok psikolojik taciz davranışlarına maruz kalmışlardır. Akademik kadro açısından, akademisyenler en çok sırasıyla kendisinden üst akademik kadroya sahip bireyler tarafından, yöneticileri tarafından, aynı akademik kadrodaki bireyler ve hem üst akademik kadro hem de yöneticileri tarafından psikolojik tacize maruz kaldıklarını ifade etmişlerdir. Çoğu akademisyen tacizcilerin en düşük sayıyı gösteren kategori olan 1-5 kişi arasında olduğunu belirtmiştir, Toplamda, tüm katılımcı sayısının ($n = 547$) % 21'inin ($n = 113$) psikolojik taciz mağduru olduğu çalışma sonucunda ortaya çıkmıştır. Bunu hesaplarken, kriter olarak en az iki taciz davranışına haftada en az bir kez maruz kalmak esas alınmıştır.

TARTIŞMA

Literatüre dayanarak sonuçlar değerlendirildiğinde, bazı sonuçlarda paralellik, bazılarında ise farklılık dikkati çekmektedir. *Liderlik* değişkeni açısından bakıldığında, akademisyenler herhangi bir liderlik davranışına maruz kaldığında psikolojik tacize uğrama olasılığında azalma görülmüştür. Bu da katılımcıların yöneticilerinden üzerlerine düşen lider vasıflarından bir veya birkaçını göstermelerini beklediklerini ortaya koymuştur. Bu sonuç Leymann'ın (1996) araştırmasında ifade ettiği şekilde yeteneksiz ve ilgisiz yöneticilerin varlığının psikolojik tacizi arttırdığı bulgusuyla örtüşmektedir. Liderlik gibi, *etik iklim* değişkeni ile de psikolojik taciz arasında ters yönde bir ilişki saptanmıştır. Anlamlı çıkan alt boyutlar, arkadaşlık ve takım faydası ve kişisel faydadır.

Cinsiyet açısından her ne kadar bu çalışmada kadınlar erkeklere göre (sadece sözel, yazılı ve görsel saldırı davranışları boyutu) daha fazla psikolojik tacize maruz kalıyor çıksa bile, alan yazındaki çalışma sonuçları bu konuda bir fikir birliğini yansıtmamaktadır. *Yaş* değişkeni sadece iki alt boyut açısından anlamlı bulunmuştur. Bulunan sonuca göre, yaş arttıkça psikolojik tacize uğrama olasılığı azalmaktadır ki bu sonuç alan yazınla benzerlik göstermektedir. *Akademik unvan* istatistiksel olarak anlamlı bulunmuştur. Okutmanların işe yönelik ve dışlayıcı davranışlar açısından kayda değer bir oranda daha fazla psikolojik tacize uğradığı bulgularla ortaya konmuştur. İşe yönelik taciz davranışlarına uzman unvanına sahip olanlar da maruz kalmaktadır. Bu sonuçlar literatürde başka çalışmalarla desteklenirken, araştırma görevlilerini de bu gruba dahil eden çalışmalar vardır. İlginç bir sonuç ise, dışlayıcı davranışlar açısından dikkat çekmektedir. Uzmanlar dışında tüm kategorideki akademisyenlerin bu tarz davranışlara maruz kaldıkları sonucu ortaya çıkmıştır. Bu sonucu alan yazın da destekler niteliktedir. Zira profesörler dahil her pozisyondaki akademisyenin psikolojik tacize uğrayabileceği belirtilmektedir. Ancak profesörlerin en az psikolojik tacize uğradığı şeklinde aksi yönde bulgular da mevcuttur. Sözel, yazılı ve görsel taciz davranışları açısından ise, doçentlerin 11 kez daha fazla psikolojik tacize maruz kalmaları dikkat çekici bulgular arasındadır. *Akademik pozisyon* da unvan gibi önemli bir bulgudur. Uzmanlar dışında profesörlük referans kategorisine göre, tüm kategorideki akademisyenlerin psikolojik tacize uğrama olasılıkları istatistiksel olarak anlamlı bulunmuştur. *Mevcut kadroda çalışma* süresi arttıkça psikolojik tacize uğrama olasılığı da artmaktadır. Bu sonuç da literatürle örtüşmektedir. Devlet ve vakıf üniversitesi farkına bakıldığında, vakıf üniversitesindeki akademisyenlerin psikolojik tacize daha çok uğraması sadece 1 kat daha fazla bir oranda anlamlı sonuç vermiştir. Yapılan diğer çalışmalar, iki sektörde

de psikolojik tacizin görülebileceğini vurgularken, bazı çalışmalar devlette daha fazla olduğunu ortaya koymuştur. *Fakülte* değişkeni ise İletişim fakültesinin en çok psikolojik taciz görülen fakülte olduğu bulgusunu istatistiksel olarak anlamlı kılmıştır. Bu bulguyu aynı şekilde Eğitim fakülteleri takip etmektedir. Bu sonuçlar literatürle örtüşmektedir. Ticari Bilimler, Teknik Bilimler ve İşletme fakültelerinde psikolojik tacize uğrama olasılığı birkaç alt boyut dışında anlamlı görülmemektedir.

Bu çalışmada Bolman ve Deal (1991) tarafından geliştirilmiş olan Liderlik Oryantasyon Ölçeği için pilot datadaki verilerle yapılan AFA sonuçları orijinal ölçekteki gibi dört yerine tek boyutta anlamı sonuçlar ifade etmiştir. Bunun sebeplerinden biri, kurum içinde çalışanlarca farklı algılanan, liderlik şekillerini bile etkileyen kurum iklimi ve kültürü olabilir. Literatürde de iklimin göreceli bir yapıya olduğu ve değişik ortamlarda değişik sonuçlara yol açabileceği vurgulanmıştır (Thompson, 2005). Diğer bir sebep olarak, akademisyenlerin yaptıkları işin doğası gereği yöneticinin görevlerinin neler olduğu ile çok yakından ilgilenmek yerine, öğrencileri, verecekleri dersler ve kendi akademik çalışmalarına yoğunlaşmaları gösterilebilir. Bu açıklama akademisyenlerin kendilerinin verdiği geri dönütlerle de doğrulanmıştır. Başka bir etkili faktör, üniversitelerde diğer kurumlara göre oldukça fazla sayıda kişi çalışması ve dolayısıyla bu kişilerin demografik yapılarının birbirlerinden çok farklı olabileceğidir. Bakış açılarındaki farklılığın verecekleri cevaplara da yansıtacağını düşünürsek, çıkan sonuçların hiç de anlamsız olmadığını anlayabiliriz. Benzeri bir sonuç, yine Bolman ve Deal'a ait, benzer maddeleri içeren, ancak bu sefer yöneticinin kendini değerlendirdiği (Self) bir ölçeğin kullanıldığı bir çalışmada (Örücü, 2014) ortaya çıkmıştır. Bu çalışma, Türkiye çapında 12 şehirden seçilen 735 ortaokul müdürüne uygulanmış ve orijinal ölçekteki dört boyutun aksine

farklı içeriklerle üç boyut bulunmuştur ve bu içeriğe ait boyutlara farklı isimler verilmiştir.

Öneriler

Kuram ve uygulamaya yönelik öneriler aşağıda verilmiştir.

1. İlerideki çalışmalardan toplanacak veriler genellenebilirliği arttırmak adına, tek şehirle kısıtlı kalmayıp değişik bölgelerden seçilen birden çok şehri kapsayabilir.
2. Bu çalışma konuya nicel açıdan yaklaşmıştır. Diğer çalışmalar, nicelin yanında nitel boyutu da göz önüne alarak daha derinlemesine bir analiz yapabilirler. Konunun hassasiyeti, Mülakat yöntemi, konunun hassasiyeti bakımından derinlikli sorulara daha sağlıklı bir şekilde cevap bulunabilmesini mümkün kılacaktır.
3. Bu çalışma yöneticilik görevi de olan akademisyenleri incelemeye almadığından yöneticilik de yapan akademisyenlerin perspektifi ileriki çalışmalarda ele alınabilir.
4. Literatürde liderlik ve etik iklim psikolojik tacizi yordamada önemli birer değişken olarak öne çıkmaktadır ancak DFA sonuçları, iki değişkenin de orta derecede kuvvetli modeller olduğunu ortaya koymuştur. Bu sebeple daha iyi model uyumları yakalamak açısından başka değişkenler de incelenebilir.
5. Bu çalışmada için seçilen ölçekler özellikle yüksek öğretimde kullanılmıştır. Bu sebeple olduğu düşünülmektedir ki Liderlik Oryantasyon Ölçeği orijinalinden farklı olarak tek boyutlu olarak çıkmıştır. Diğer araştırmacılar aynı ölçeği farklı kurumlarda deneyerek aynı sonuca varırlarsa, bu ölçeğin Türk kültürüne uyumlu olup olmadığı konusunda daha net bir yargıya

ulařılabilir. Alternatif olarak, yksek ğretimde psikolojik tacizi lmek zere bir lek geliřtirilmesi fikri de alana nemli bir katkı saęlayacaktır.

APPENDIX O: CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Erdemir, Burcu

E-mail address: burcuerdemir@yahoo.com

EDUCATION

Degree	Institution	Year of Graduation
M.A.	English Language and Lit., Atılım University, Ankara	Course load completed 2010
M.S.	European Studies, METU, Ankara	2005
B.S.	English Language and Literature, Hacettepe University, Ankara	1997
High School	Arı College, Ankara	1993

PROFESSIONAL EXPERIENCE

Year	Place	Enrollment
2014- Present	TED University, English Language School (Preparatory School and Freshman)	Instructor
2012-13	İstanbul Kemerburgaz University School of Foreign Languages (Preparatory School and Freshman)	Instructor
2008-10	TED Ankara College, Primary Education	English Teacher
2006-08	İstanbul Bilgi University, English Language Programme	Instructor
2000-03	Bilkent University, English Language Programme	Instructor

1997-99 Ankara University, English Language Instructor
Programme and TÖMER Language Center

PUBLICATIONS

1. ECER (European Conference on Educational Research), Poor Leadership and Organisational Culture Behind the Issue of Psychological Abuse in Academia, Porto, 28 August - 5 September 2014.
2. Psychological abuse in higher education and legal measures in the world and in Turkey, *Journal of Higher Education*, 2012; 2(3), 151-158.
3. İnönü University, 7. National Educational Administration Congress, Psychological Abuse in Higher Education and Legal Measures in the World and in Turkey, 24-26 May 2012.

SCHOLARSHIPS and AWARDS

Year	Place	Field
2011 (3 months)	University of London, Center for Leadership	Erasmus Scholarship for Internship
2005 (2 weeks)	Roma University, La Sapienza	Jean Monnet Scholarship. Research Paper: “Enlargement of the EU”
2000 (1 month)	Istituto Europeo Florence, Italy	Italian Language Scholarship
1999 (6 months)	ATAUM, Ankara, Turkey	The Best Paper Award: “European Community Citizenship”

FOREIGN LANGUAGES

Advanced Level English, Intermediate Level German and Italian

HOBBIES

Foreign languages, sports, traveling, charcoal drawing, marbling, photography

APPENDIX P: TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü

Sosyal Bilimler Enstitüsü

Uygulamalı Matematik Enstitüsü

Enformatik Enstitüsü

Deniz Bilimleri Enstitüsü

YAZARIN

Soyadı:

Adı :

Bölümü:

TEZİN ADI (İngilizce):

TEZİN TÜRÜ: Yüksek Lisans Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: