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The Relationship between Teachers' Mobbing Experiences, Organizational Silence, and Organizational Cynicism *

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Abstract

This research aimed to determine the relationship between teachers' mobbing experiences, organizational cynicism, and organizational silence. The research population consisted of 33,286 teachers working in public primary education institutions in the central districts of Ankara. The sample was determined using a multistage sampling method. A total of 403 teachers in 40 schools were selected using a stratified sampling method in the first stage and a simple random sampling method in the second stage. The Negative Acts Questionnaire (NAQ), Organizational Silence Scale (OSS), and Organizational Cynicism Scale (OCS) were used as data collection tools in the research. The results revealed that teachers were more exposed to negative treatment such as withholding information that affects performance, mocking, and teasing. Teachers exhibited silence behaviors mostly in the "administrative" dimension and, at least, in the "organizational culture" dimension. Teachers displayed fewer organizational silence behaviors. Teachers experienced mostly "behavioral" cynicism and the least "affective" cynicism. Teachers also displayed a low level of organizational cynicism. It was concluded that as teachers' mobbing levels rose, their level of organizational silence and cynicism increased.

Keywords: Mobbing, Organizational silence, Organizational cynicism

Introduction

According to research conducted in educational institutions with intense social relations, organizational cynicism, silence, and mobbing are frequently experienced (Cemaloğlu, 2011). Most employee problems originate from the organization itself. Mobbing is considered a natural result of organizational competition and has become a prevalent research topic in recent years. The term mobbing has drawn attention because most victims have begun to resign due to mobbing (Tınaz, 2006). Due to intensifying globalization and international competition, employees struggle to cope with both mobbing from top to bottom and horizontal mobbing, characterized by mutual competition and psychological pressure among employees to secure their jobs (İlhan, 2010).

Organizational silence stems from mobs, unfavorable working conditions, human relations, and wrong managerial decisions and practices. Organizational silence, mobbing, stress, conflict, and various concerns cause teachers to become introverted and display silence behaviors (Çakıcı, 2008). According to the studies, mobbing is prevalent in educational institutions; teachers do not struggle with negative behaviors, stress, fear, or anxiety but prefer to remain silent and withdraw from social interaction (Bayram, 2010; Kahveci, 2010; Yanık, 2012).

Unfavorable working conditions, unfair opportunities and treatments, managerial inadequacies of administrators (Bayram, 2010; Çakıcı, 2008), interpersonal problems, poor performance, and administrative problems (Bayram, 2010; Bildik, 2009; Yanık, 2012) are among the causes of organizational silence in educational institutions. Additionally, administrators' prejudices about teachers' being selfish and arrogant (Morrison & Milliken, 2000), communication barriers, oppressive management style, centralization, performance priority over human relations, individualism, ineffective conflict management, continuous supervision (Pinder & Harlos, 2001), demographic characteristics such as age, education status, gender, professional experience (Özgen & Sürgevil 2009), and organizational and managerial differences play a role in education employees' displaying organizational silence (Çakıcı, 2008).

As a result of organizational silence in educational institutions, teachers' organizational commitment declines (Oruç, 2013; Sağlam & Yüksel, 2015). Organizational silence affects education employees negatively and leads

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to low productivity and performance. The organizational commitment and sense of responsibility of teachers who experience organizational silence decline over time, their demand for early retirement increases, they come to work late, they have less self-confidence and job dissatisfaction and more professional incompetence, organizational cynicism, and fear of making mistakes (Cemaloğlu, 2011). There is a positive linear relationship between organizational silence and organizational cynicism, which emerges as a result of organizational silence, suggesting an interrelated change in both concepts (Nartgün & Kartal, 2013).

Organizational cynicism, which has a positive relationship with organizational silence, is a field of study with philosophical roots and a long history and has been a research topic in several fields, including religion, sociology, management, and psychology (Kalağan & Güzeller, 2010). It is among the topics that have been addressed due to its harmful effects on organizational dimensions in recent years (James, 2005; Kutaniş & Dikili, 2010). Organizational cynicism is generally defined as employees' negative attitudes toward an organization characterized by cognitive, affective, and behavioral dimensions (Dean et al., 1998). It refers to negative feelings and thoughts toward an organization due to perceived unfair treatment (Pelit & Ayduğan, 2011; Tokgöz and Yılmaz, 2008). Many factors can cause organizational cynicism, one of which is individual. Although certain variables such as gender, age, marital status, education status, and income were not found to be very influential on employees' organizational cynicism (Andersson & Bateman, 1997; Bommer et al., 2005; James, 2005), it was observed that male employees experienced more organizational cynicism than female employees (Kanter & Mirvis, 1989). Similarly, young employees experienced more cynicism than older adults (Delken, 2004; Pelit & Ayduğan, 2011), the single experienced more than the married (Çakır, 2007), and those with high income experienced more than those with low income (Kanter & Mirvis, 1989). The reasons for organizational cynicism can be listed as follows: psychological contract violations, conflict of purpose, insufficient social support, mobbing, long working hours, the sense of failure to meet personal expectations, organizational downsizing and restructuring, and cancellation of employment contracts (Eaton, 2000; Cartwright & Holmes, 2006; Pelit & Ayduğan, 2011).

The literature findings indicate that organizational cynicism leads to decreases in personal and organizational commitment, productivity, efficiency, job satisfaction, and education quality and triggers burnout, alienation, negative attitudes and behaviors, disappointment, and competitive and mocking behaviors among teachers (Abraham, 2000; Brandes et al., 1999; Eaton, 2000; Johnson & O'Leary-Keely, 2003; Kalağan, 2009; Wanous et al., 1994; Wanous et al., 2000).

Organizational cynicism is a result of mobbing (Cartwright & Holmes, 2006; Özler et al., 2010). Teachers who are mobbing victims believe there is no way out for them, and there is no honesty, justice, sincerity, or fairness in the organization where they are exposed to mobbing. Such a belief or perception gives rise to organizational cynicism in mobbing victims (Guastello et al., 1992; Davis & Gardner, 2004).

Mobbing is one of the potent factors that reduce teachers' organizational commitment and motivation, and teachers exposed to mobbing have negative attitudes toward school and experience psychological problems (Bowling & Beehr, 2006; Koç & Bulut, 2009; Toker Gökçe, 2012). The number of studies on organizational silence and cynicism (Schumann, Craig, & Rosu, 2014) or the relationship between teachers' mobbing, organizational silence, and organizational cynicism levels is minimal (Yıldız, 2013). Therefore, we aimed to determine the relationship between teachers' mobbing, organizational silence, and organizational cynicism and sought answers to the following questions:

1. What level of mobbing do teachers experience?
2. What level of organizational silence do teachers experience?
3. What level of organizational cynicism do teachers experience?
4. How do teachers' mobbing experiences affect their organizational silence and cynicism?

Method

Sampling

The research universe consisted of teachers working in public primary schools in Ankara. According to the data provided by the Ministry of National Education (MoNE), there were a total of 33286 teachers in the 25 districts covered. To recruit participants, single-stage or multistage sampling methods can be used in sample calculation (Cohen & Manion, 1989). In this study, the multistage sampling method was preferred. stratified and simple random sampling methods were employed in selecting the sample. A total of 403 teachers in 40 schools were selected using a stratified sampling method in the first stage and a simple random sampling method in the second stage.

Measures

Negative Acts Questionnaire (NAQ): Developed by Einarsen and Raknes (1997) to measure teachers' mobbing levels, NAQ was adapted into Turkish by Cemaloğlu (2007a). The scale had one factor and 22 items. Unlike the other scale items, the 22nd item was a two-point Likert type with "Yes" and "No" options ("Have you been exposed to physical abuse?"). Therefore, the 22nd item was not included in the factor analysis. The 21-item scale was in a five-point Likert-type format with (1) Never, (2) Sometimes, (3) Once a month, (4) Once a Week, and

(5) Everyday options. The Cronbach Alpha reliability coefficient was 0.94, and factor loads were between 0.59 and 0.87 in the Turkish version (Cemaloğlu, 2007a). It was a reliable instrument, as the reliability coefficient was recommended to be 0.70 and above for psychological tests (Büyüköztürk, 2012). According to Büyüköztürk (2012), items with a value of 0.30 and above have good distinctiveness power. In this study, the item-test correlation was between 0.52 and 0.73. Confirmatory factor analysis (CFA) was performed to test the scale's construct validity, and no missing values were found in the data set. In data sets with no missing data and good regression coefficients, a sample group of 150 people is sufficient to perform CFA (Muthen & Muthen, 2002). Accordingly, our sample group of 403 people was sufficient for CFA. The Mardia normality test results revealed that the data set did not have a normal distribution ($p < 0.05$), so covariance matrices were preferred (Şimşek, 2007). The Robust Maximum Probability Method (Kline, 2011) and CFA were applied to estimate the asymptotic covariance matrix for the construct validity of the data set.

Parameter estimates are significant at 0.01 when the t values are above 2.56 (Çokluk et al., 2012). However, t values less than 1.96 are statistically insignificant considering a margin of error of 0.05 (Jöreskog & Sörbom, 1993). Based on the CFA results, the t values of the latent variables explaining the observed variable were significant ($t > 2.56$, $p < 0.01$). Besides, in terms of standardized loads, there was a statistically significant relationship between each observed variable (item) and latent variable (dimension) ($r > 0.52$; $p < 0.01$). The biggest distinctiveness was measured in I17: 'Allegations and accusations against you' (58%) and at least in I1: 'Someone withholding information that affects your performance' (27%). The critical N value, suggesting the adequacy of the research sample, was 156.32. Accordingly, the number of participants in this study was sufficient. Table 1 shows the fit indices obtained from CFA.

Table 1. *Confirmatory Factor Analysis Fit Indices of the Negative Acts Questionnaire*

Model	χ^2	$(\chi^2/sd)^*$	RMSEA	SRMR	NNFI	CFI	GFI	AGFI
NAQ	613,77	3,25	0,08	0,07	0,97	0,98	0,77	0,72

* $sd = 189$, $p < 0,01$

As seen in Table 1, the single factor structure of the 21-item NAQ was validated, and it showed fit indices in the range of medium and good.

Organizational Silence Scale (OSS). OSS was developed by Daşcı and Cemaloğlu (2016) to measure organizational silence. It had 36 items and five dimensions: "individual" (8 items), "administrative" (6 items), "organizational culture" (8 items), "colleagues" (8 items), and "pressure groups" (6 items). Since the Ankara Provincial Directorate of National Education did not allow us to collect data from "pressure groups," this factor was removed from the scale, and the data were collected and analyzed accordingly. It was a 5-point Likert-type scale with (1) I totally disagree, (2) I disagree, (3) I partially agree, (4) I agree, and (5) I totally agree options. The Cronbach Alpha values of the original scale were 0.95, and it was measured at 0.98 for "individual" and "administrative," 0.97 for "organizational culture," 0.99 for "colleagues," and 0.98 for "pressure groups" dimensions. In this research, Cronbach's alpha coefficient was calculated at 0.93 for the total scale, and it was 0.81 for the "individual," 0.73 for the "administrative," 0.93 for the "organizational culture," and 0.82 for the "colleagues" dimensions. Item-test correlations ranged from 0.21 to 0.73. The preliminary CFA was applied to confirm the validity, and the results revealed no missing data in the data set. In data sets with no missing data, a sample group of 150 people is sufficient to perform CFA (Muthen & Muthen, 2002). Since there were 403 people in our sample, it was sufficient to perform CFA. The Mardia Normality Test results showed that the data set did not have a normal distribution ($p < 0.05$). If the normality assumption is not met, it is recommended to use covariance matrices (Şimşek, 2007). Therefore, the Robust Maximum Probability Method (Kline, 2011) was applied, and CFA was performed to estimate the asymptotic covariance matrix for the construct validity of the data set. Based on the preliminary CFA results, the t values of the latent variables explaining the observed variable were statistically significant ($t > 2.56$; $p < 0.01$). In terms of standardized loads, there was a significant relationship between each observed variable (item) and latent variable (dimension) ($r > 0.22$; $p < 0.01$). The critical N value, suggesting the adequacy of the research sample, was 156.32. Accordingly, the number of participants in this study was sufficient. Table 2 shows the fit indices obtained from CFA.

Table 2. *Confirmatory Factor Analysis Fit Indices of the Organizational Silence Scale*

Model	χ^2	$(\chi^2/sd)^*$	RMSEA	SRMR	NNFI	CFI	GFI	AGFI
OSS: Preliminary CFA	1800.18	4.51	0.09	0.08	0.93	0.93	0.72	0.67

* $sd = 399$, $p < 0,01$

According to the data in Table 2, the 4-dimension structure of the OSS, including 30 items, showed fit indices in the range of medium to poor, and it was a valid tool. Then, secondary factor analysis was applied. Since the data set did not meet the normality assumptions, the Robust Maximum Probability method was preferred (Kline, 2011; Şimşek, 2007) to estimate the asymptotic covariance matrix. Based on the secondary CFA results, the t values of the latent variables explaining the observed variable were statistically significant ($t > 2.56$; $p < 0.01$). The first item in each dimension was the observed variable set at 1. In terms of standardized loads, there was a

significant relationship between each observed variable (item) and latent variable (dimension) ($r > 0.21$; $p < 0.01$). Accordingly, the most significant distinctiveness was measured in item OSS25: "If I share any problem at school with my colleagues, I could be ostracized" (71%) and the least in item OSS6: "I can easily communicate with others about school problems" (5%). The critical N value, suggesting the adequacy of the research sample, was 105.69. Accordingly, the number of participants in this study was sufficient. Table 3 shows the fit indices obtained from the secondary CFA.

Table 3. Secondary Confirmatory Factor Analysis Indices of Organizational Silence Scale

Model	χ^2	$(\chi^2/sd)^*$	RMSEA	SRMR	NNFI	CFI	GFI	AGFI
OSS: Secondary CFA	1804.01	4.49	0.09	0.08	0.93	0.93	0.72	0.68

*sd = 401, $p < 0,01$

As seen in Table 3, the 4-factor structure of the OSS had fit indices in the range of medium to poor, suggesting the scale's validity.

Organizational Cynicism Scale (OCS). Developed by Brandes, Dharwadkar, and Dean (1999), OCS was adapted into Turkish by Kalağan (2009). It had three dimensions and 13 items: "cognitive" (5 items), "affective" (4 items), and "behavioral" (4 items). It was a 5-point Likert scale with (1) I totally disagree, (2) I disagree, (3) I partially agree, (4) I agree, and (5) I totally agree options. The Cronbach Alpha reliability coefficient was 0.93 for the original scale, 0.91 for the "cognitive," 0.95 for the "affective," and 0.87 for the "behavioral" dimension. In this study, it was measured at 0.94 for the total scale, 0.93 for the "cognitive," 0.97 for the "affective," and 0.91 for the "behavioral" dimension. The item-test correlations ranged from 0.50 to 0.80. The preliminary CFA was applied to confirm the scale's validity, and the results revealed no missing data in the data set. In data sets with no missing data, a sample group of 150 people is sufficient to perform CFA (Muthen & Muthen, 2002). Since there were 403 people in our sample, it was sufficient to perform CFA. The Mardia Normality Test results showed that the data set did not have a normal distribution ($p < 0.05$). If the normality assumption is not met, it is recommended to use covariance matrices (Şimşek, 2007). Therefore, the Robust Maximum Probability Method (Kline, 2011) was applied, and CFA was performed to estimate the asymptotic covariance matrix for the construct validity of the data set. Based on the preliminary CFA results, the t values of the latent variables were statistically significant ($t > 2.56$; $p < 0.01$), and there was a significant relationship between each observed variable (item) and latent variable (dimension) ($r > 0.70$, $p < 0.01$). The critical N value, suggesting the adequacy of the research sample, was 105.96. Accordingly, the number of participants was sufficient. Table 4 shows the fit indices obtained from the preliminary CFA.

Table 4. Preliminary CFA Indices of the Organizational Cynicism Scale

Model	χ^2	$(\chi^2/sd)^*$	RMSEA	SRMR	NNFI	CFI	GFI	AGFI
OCS: Preliminary CFA	243.42	3.93	0.09	0.06	0.98	0.98	0.88	0.82

*sd = 62. $p < 0.01$

According to the data in Table 4, the 3-dimensional structure of the 13-item OCS had good fit indices, proving the scale's validity. Therefore, secondary factor analysis was applied, and an asymptotic covariance matrix was used. Based on the secondary CFA results, the t values of the latent variables explaining the observed variable were statistically significant ($t > 2.56$; $p < 0.01$). The first item in each dimension was the observed variable set at 1. In terms of standardized loads, there was a significant relationship between each observed variable (item) and latent variable (dimension) ($r > 0.70$, $p < 0.01$). The most exceptional items related to organizational cynicism were I6: 'I get angry when I think about my workplace,' I7: 'I get furious when I think about my workplace' and I8: 'I get nervous when I think about my workplace (92%); the least distinctive item was I11: 'When the conversation comes to my workplace, my colleagues and I wink at each other implicitly' (49%). The critical N value was calculated at 150.96, suggesting a sufficient number of participants in the sample. Table 5 shows the fit indices obtained from the secondary CFA.

Table 5. Secondary CFA Indices of the Organizational Cynicism Scale

Model	χ^2	$(\chi^2/sd)^*$	RMSEA	SRMR	NNFI	CFI	GFI	AGFI
OCS: Secondary CFA	243.42	3.93	0.09	0.06	0.98	0.98	0.88	0.82

*sd = 62. $p < 0.01$

According to Table 5, the 3-dimensional structure of the 13-item OCS had good fit indices, suggesting the scale's validity.

Data Analysis

The researcher administered data collection tools, and the data were analyzed using the SPSS and LISREL 8.80 programs. Descriptive statistics were preferred for the first, second, and third sub-problems, and fit indices in the structural equation model were examined for the fourth sub-problem. Structural equation models (SEM) are a statistical approach to testing the models with causal relations between observed and latent variables

(Kline, 2011). Latent variables are assumed to exist in theory and can be measured through observed variables, which are the items used in the measurement tool (Şimşek, 2007).

One-way arrows in SEM indicate a one-way linear relationship; each arrow points out a hypothesis. Each is considered a path ($X \rightarrow Y$) (Kline, 2011), and whether each path coefficient is significant, in other words, whether each latent variable statistically predicts an observed variable, is checked (Şimşek, 2007). The LISREL program allows calculating the path coefficients and fitting statistics to test a model. The goodness of fit statistics show the consistency between a theoretical model and data. They point out the coherence between the two matrices (observed and latent variables) (Çokluk et al., 2012).

The fit indices include χ^2 (Chi-Square), RMSEA, SRMR, NNFI, CFI, GFI, and AGFI. The χ^2 value is the criterion of the goodness of fit (Çelik & Yılmaz, 2013) and denotes whether the original matrix is different from the default matrix. It shows the significance level of regression coefficients and gives information about a model. It also predicts the accuracy of an entire model (Kline, 2011). Since the value of χ^2 is sensitive to sample size, it is recommended to use other indicators. A relatively high χ^2/sd value indicates a poor fit (Tabachnick & Fidell, 2007). In large samples, χ^2/sd is acknowledged as a criterion for significance (Çokluk et al., 2012). It is suggested to consider other fit indices in addition to the χ^2 value, which is challenging to measure. Before statistical analyses, we checked whether there were missing values and found no missing values in the data sets. If there is a non-parametric distribution, the outlier automatically disappears. Therefore, the univariate and multivariate normality of the data were evaluated in order to test the normality assumption:

Table 6. Univariate Normality Test Results Regarding Continuous Variables

Variable	Skewness		Kurtosis		Skewness and Kurtosis	
	Z	p	Z	p	Chi-Square	p
NAQ	99.099	0.00	31.485	0.00	10811.861	0.00
OSS	77.952	0.00	23.787	0.00	6642.286	0.00
OCS	41.809	0.00	20.515	0.00	2168.888	0.00

As seen in Table 6, the univariate normality assumption was not met ($p < 0.05$), so a multivariate normality test was performed.

Table 7. Mardia's Multivariate Normality Test Results Regarding Continuous Variables

Value	Skewness		Kurtosis			Skewness and Kurtosis	
	Z	p	Value	Z	p	Chi-Square	p
1893.79	178.64	0.00	5286.30	32.04	0.00	32937.06	0.00

Table 7 showed that the multivariate normality assumption was not met ($p < 0.05$). Therefore, the Weighted Least Squares estimation method, recommended for nonparametrically distributed data, was used (Kline, 2011). Accordingly, 403 questionnaires were evaluated regarding the missing value, outlier, and normality, and the necessary conditions for data analysis were met.

Findings

Table 8. Teachers' Mobbing Levels

Factor / Item	\bar{X}	S
I1	1.74	0.92
I2	1.36	0.71
I3	1.62	0.89
I4	1.54	0.76
I5	1.63	0.83
I6	1.55	0.75
I7	1.23	0.51
I8	1.49	0.66
I9	1.24	0.58
I10	1.25	0.60
I11	1.36	0.62
I12	1.45	0.61
I13	1.52	0.71
I14	1.64	0.73
I15	1.36	0.67
I16	1.51	0.76
I17	1.33	0.65
I18	1.50	0.78

I19	1.41	0.75
I20	1.21	0.55
I21	1.45	0.70
Total	1.45	0.48

I22. Have you been exposed to physical abuse? Yes: 61 (15.1%) No: 342 (84.9%)

As seen in Table 8, the teachers were most exposed to 'someone withholding information that affects your performance' ($\bar{X}=1.74$) and least exposed to 'being exposed to excessive teasing and sarcasm' ($\bar{X}=1.21$). According to the standard deviation values, the most homogeneous distribution was found in 'making insulting and humiliating remarks about your personality (e.g., habits and manners), attitude, or privacy' ($S=0.51$), and the most heterogeneous distribution was measured in 'someone withholding information that affects your performance' ($S=0.92$). In other words, teachers were more exposed to negative treatment that would affect their performance, such as hiding information, than to teasing and sarcasm.

Table 9. Teachers' Organizational Silence Levels

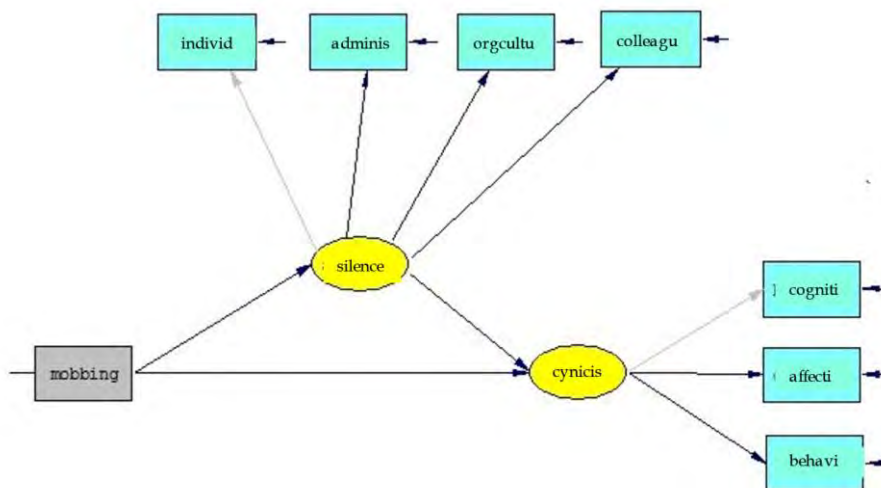
Factor / Item	\bar{X}	S
Individual	2.16	0.64
Administrative	2.34	0.69
Organizational Culture	1.95	0.76
Colleagues	2.20	0.68
General	2.17	0.60

As seen in Table 9, the "administrative" organizational silence behaviors of the teachers ($\bar{X}=2.34$) were more prevalent than those categorized under the "colleagues" ($\bar{X}=2.20$), "individual" ($\bar{X}=2.16$), and "organizational culture" dimensions ($\bar{X}=1.95$). Besides, the most homogeneous distribution was found in the "individual" dimension ($S=0.64$), and the most heterogeneous distribution was in the "organizational culture" dimension ($S=0.76$). Accordingly, teachers exhibited mainly "administrative" organizational silence behavior and at least "organizational culture." It can be inferred that teachers' organizational silence behaviors were 'low.'

Table 10. Teachers' Organizational Cynicism Levels

Factor / Item	\bar{X}	S	Factor / Item	\bar{X}	S	Factor / Item	\bar{X}	S
Cognitive	2.16	0.89	Affective	1.72	0.91	Behavioral	2.27	0.92
I1	2.18	1.11	I6	1.73	0.96	I10	2.02	1.00
I2	2.11	1.03	I7	1.70	0.91	I11	2.05	1.03

According to the data in Table 10, teachers' "behavioral" cynicism behaviors ($\bar{X}=2.27$) were more common than "cognitive" ($\bar{X}=2.16$) and "affective" cynicism behaviors ($\bar{X}=1.72$). The most heterogeneous distribution was observed in the behavioral cynicism dimension ($S=0.92$). It can be suggested that teachers exhibited behavioral cynicism most frequently and affective cynicism the least. It was also determined that teachers' organizational cynicism behaviors were 'low.' Path analysis was conducted to determine the effects of teachers' mobbing experiences on organizational silence and cynicism behaviors. Path analysis reveals predictor variables' direct and indirect effects on predicted variables. The conceptual model is shown in Figure 1:



As understood from the conceptual model in Figure 1, teachers' perceptions of mobbing affected their organizational silence, and organizational cynicism levels and organizational silence predicted the cynicism level. Teachers' mobbing experiences also, directly and indirectly, affected their organizational cynicism. In the model, one latent variable (mobbing) was exogenous, and two latent variables (organizational silence and cynicism) were endogenous. The independent latent variable "mobbing" was explained by itself (one dimension). The "individual," "administrative," "organizational culture," and "colleagues" indicators explained the latent dependent variable "organizational silence," while "cognitive," "affective," and "behavioral" indicators explained the dependent latent variable "organizational cynicism." As a result of the analysis, it was concluded that the data set did not meet the multivariate normality assumption ($p < 0.05$). Detailed information is given in Table 11 below. The Weighted Least Squares estimation method was used for non-normally distributed data (Kline, 2011). The structural model is presented in Figure 7, and the representation of SEM is shown in Figure 8. First, the findings regarding the suitability of SEM were evaluated. Kline (2011) recommends using the χ^2/sd ratio as a criterion for model fit. The χ^2/sd value was measured at 4.37, indicating good fit indices (Sümer, 2000). Then, alternative fit indices in the model were examined.

Table 11. *Fit Indices of the Model*

χ^2	$(\chi^2/sd)^*$	RMSEA	SRMR	NNFI	CFI	GFI	AGFI
78.71	4.37	0.09	0.24	0.73	0.83	0.95	0.90

*sd = 18. $p < 0.01$

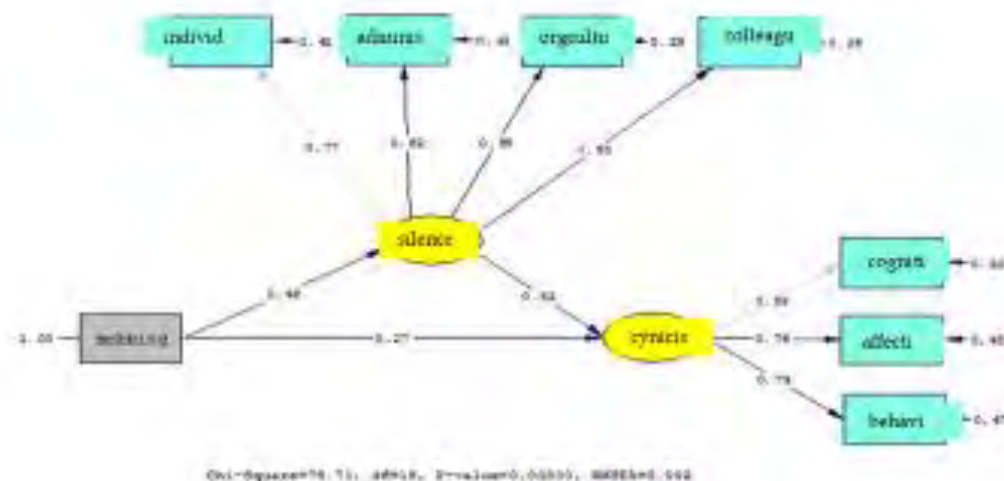
According to Table 11, the model generally had good fit indices, suggesting an acceptable and valid model. The critical N value, proving the adequacy of the research sample, was 178.77. Accordingly, the number of participants in this study was sufficient. Table 12 shows the SEM results.

Table 12. *SEM Results of the Model*

Latent / Observed Variables	t-value *	Standardized Loads	R ²
<i>Mobbing</i>			
<i>Organizational Silence</i>			
Individual		0.77	0.59
Administrative	16.98	0.82	0.67
Organizational Culture	18.30	0.85	0.72
Colleagues	16.53	0.85	0.72
<i>Organizational Cynicism</i>			
Individual		0.82	0.67
Affective	11.81	0.74	0.55
Behavioral	10.76	0.73	0.53
Structural Relations		t-value*	Standardized Loads
mobbing → organizational silence		8.69*	0.46
mobbing → organizational cynicism		3.62*	0.27
organizational silence → organizational cynicism		7.79*	0.53
Structural Equations			R ²
organizational silence = 1.14 x mobbing			0.21
organizational cynicism = 1.28 x mobbing			0.26
organizational cynicism = 0.54 x organizational silence + 0.67 x mobbing			0.48

* $p < 0.01$





In an analysis of the LISREL program, beta (β) is the regression coefficient of a dependent (internal) latent variable on another latent dependent variable. Gamma (γ) is the regression coefficient of an independent (external) latent variable on a latent dependent variable. (R²), defined as the explained variance, shows the extent of changes observed in the variables in the structural equation model. The factor loads between a latent variable and an observed variable are shown by lambda (λ) (Çelik & Yılmaz, 2013). In light of our findings, the best indicators of organizational silence were the “organizational culture” ($\lambda=0.85$; $t=18.30$) and “colleagues” dimensions ($\lambda=0.85$; $t=16.53$). The best indicator of organizational cynicism was the “cognitive” dimension ($\lambda=0.82$). Accordingly, a moderate, positive, and statistically significant correlation existed between mobbing and organizational silence ($\gamma=0.46$; $t=8.69$). It suggests that a 1-point increase in mobbing results in a 0.46-point increase in organizational silence, or vice versa. Thus, it can be inferred that as teachers' mobbing level increases, their organizational silence levels increase. A low, positive, statistically significant correlation was found between mobbing and organizational cynicism ($\gamma=0.27$; $t=3.62$). A 1-point increase in mobbing causes a 0.27-point increase in organizational cynicism, or vice versa. Accordingly, as teachers' mobbing levels increase, so do their organizational cynicism levels. A moderate, positive, and statistically significant correlation was measured between organizational silence and organizational cynicism ($\beta=0.53$; $t=7.79$), which signals that a 1-point increase in organizational silence causes a 0.53-point increase in organizational cynicism or vice versa. As teachers' organizational silence levels increase, their organizational cynicism levels also increase.

Teachers' mobbing levels ($\gamma=0.46$) explained 21% of their organizational silence acts. Additionally, teachers' mobbing levels ($\gamma=0.27$) explained 26% of their organizational cynicism acts. It was determined that mobbing ($\gamma=0.27$) and organizational silence ($\beta=0.53$) explained 48% of organizational cynicism. It can be interpreted that 48% of the total change in organizational cynicism is explained by the direct effect of mobbing and organizational silence latent variables and also by the indirect effect of mobbing on silence. It can be suggested that organizational silence alone has a significant and predictive effect on organizational cynicism, and as teachers' mobbing levels increase, so do their organizational silence and cynicism levels.

Discussion

This research explored the relationship between teachers' mobbing levels and organizational cynicism and silence behaviors. According to the findings of the first sub-problem, the negative treatment that teachers were most exposed to was I1, I14, I5, and I2. "They were least exposed to I20, I7, and I9 and "I10. The analysis results revealed that teachers were exposed to a “low” level of mobbing, which overlaps with the findings reported by several studies in the literature (Alkan et al., 2011; Beşoğlu, 2014; Boydak Ozan & Nanto, 2017; Cemaloğlu, 2011; Cemaloğlu & Kılınç, 2012; Cerit, 2013; Ehi, 2011; Einarsen & Rakness, 1997; Ergener, 2008; Gündüz & Yılmaz, 2008; Karyagdi, 2007; Kılınç, 2009; Kul, 2010; Okçu & Çetin, 2017; Onbaş, 2007; Şener, 2013; Yıldırım & Eken, 2014). Teachers' exposure to mobbing is unethical and worrisome. Studies show most teachers have been exposed to at least one mobbing behavior throughout their careers (Aksu & Balcı, 2009; Blase & Blase, 2002; Cemaloğlu, 2007a; Hubert & Van Veldhoven, 2001), which points out the presence of a problem in a school environment. Mobbing is directly related to the school environment (Toker Gökçe, 2008). For instance, Cemaloğlu and Kılınç (2012) revealed mobbing was less common in schools where safety and ethics were prevalent. Ergener (2008) similarly found “none” or “very low” levels of mobbing in safe schools. Although the mobbing levels were different in our and Ergener's study (2008), the common findings of both studies in schools suggested that teachers were mostly ignored or ostracized. Toker Gökçe (2008) argued that the reason for mobbing is often jealousy. In such situations of jealousy, a mobbing victim has characteristics that the aggressor does not have, which is unacceptable for the aggressor. Additionally, the teaching profession

requires expertise, which leads to a competitive environment in educational institutions. It can be indicated that in organizations where school administrators trust the expertise of teachers and build a tolerant school climate, mobbing rarely occurs.

The findings of the second sub-problem imply that the teachers' organizational silence behaviors in the "administrative" dimension were higher than those in the "colleagues," "individual," and "organizational culture" dimensions. It was concluded that the teachers exhibited mostly silence behaviors in the "administrative" dimension and at least those in the "organizational culture" dimension. It was found that teachers exhibited a "low" level of organizational silence behaviors. Research shows that organizations generally have a low tolerance for criticism and dissenting opinions. The reasons for employee silence involve negative past experiences, lack of trust in managers, fear of ostracism, and the risk and fear of disturbing personal relationships (Alioğulları, 2012). Our findings showed that the risk of talking frankly in schools, authoritarian administrators, low administrative performance, and fear of ostracism are among the main reasons for organizational silence. In this sense, the attitudes of school administrators play a critical role in teachers' organizational silence. Taşkiran (2010) found that employees generally exhibited indecisive attitudes towards organizational silence. Similarly, Yüksel (2014) examined teachers' organizational silence in terms of administrative and organizational factors and the dimensions of lack of experience, fear of ostracism, and deterioration of relations, and concluded that teachers exhibited low levels of silence behaviors in all dimensions. Nartgün and İşleyici (2013) determined that the teachers had a "moderate" level of organizational silence behaviors. Similarly, in some studies, teachers exhibited low organizational silence behaviors (Bildik, 2009; Oruç, 2013). Accordingly, it can be argued that teachers tend to remain silent due to concerns such as unreliable administrators, fear of ostracism, and an insecure school environment. Morrison and Milliken (2000) emphasize that some prefer not to express their opinions for fear that they will get them into trouble.

According to the findings regarding the third sub-problem, teachers' cynicism behaviors categorized in the "behavioral" dimension were higher than those in the "cognitive" and "affective" dimensions. Accordingly, teachers exhibited behavioral cynicism at most and affective cynicism at least. It was measured that teachers' organizational cynicism behaviors were at a "low" level, which is in parallel with the findings in the literature (Kalağan, 2009; Kalay et al., 2012; Karyağdı, 2007; Kaygısız & Doğan, 2012; Kul, 2010). In some studies, it was moderate (Daşçı, 2014; Kılınç, 2009; Gündüz & Yılmaz, 2008; Onbaş, 2007; Okçu, 2011). Despite the differences in statistical rates, our findings were familiar with other findings. For example, some studies (Cemaloğlu, 2007b; Toker Gökçe, 2006) revealed a moderate level of mobbing among teachers. Teachers are expected to have less organizational cynicism for an effective teaching process. In other words, a high perception of organizational cynicism may lead to negative attitudes, low teaching motivation, avoidant behaviors, low organizational justice perception, and prejudices regarding the fact that there would not be a fair distribution of tasks. It may cause teachers to feel estranged from school and have low motivation and productivity.

The findings regarding the fourth sub-problem indicate that teachers' perceptions of mobbing affected organizational silence and cynicism. A moderate, positive, and statistically significant relationship was found between mobbing and organizational silence. In this sense, it is assumed that organizational silence predicted cynicism and that the mobbing experiences of teachers directly or indirectly affected organizational cynicism. Accordingly, a 1-point increase in mobbing may cause a 0.46-point increase in organizational silence. As teachers' mobbing levels increase, so do their organizational silence levels.

Additionally, a low, positive, statistically significant relationship existed between mobbing and organizational cynicism. It can be inferred that as teachers' mobbing increases, their organizational cynicism also increases. We found a moderate, positive, and statistically significant relationship between organizational silence and organizational cynicism, and a 1-point increase in organizational silence may lead to a 0.53-point increase in organizational cynicism.

Conclusion

We concluded that teachers were mainly exposed to information-hiding behaviors, underestimation of their ideas and opinions, and gossip and rumors about them. They were rarely exposed to intimidating behaviors such as teasing and mockery, finger-pointing, invasion of personal space, pushing, blocking the way, and insults and humiliation about their personalities or private lives. The reasons behind organizational silence involve that they do not want to be the ones who give the bad news, believe that nothing will change, and are worried that social media shares might be used against them. The reasons behind organizational cynicism include that what is said and what is done are different, teachers feel anxious when they think about their workplace, and they talk about how things are run. Mobbing victims in schools choose organizational silence and cynicism as a way out. Teachers experiencing organizational cynicism have poor motivation and performance and spread that school's negative reputation and image to others.

Implications

In light of the research results and findings, awareness-raising training on mobbing can be organized for school administrators and teachers. Similarly, meetings, conferences, and events can be planned to increase teachers', administrators', students', and parents' awareness of the effects of mobbing. Professional help can be offered to mobbing victims. Public information events can be organized with the MoNE to prevent school mobbing and create a healthy school climate. Besides, school psychological counselors can intervene in cases of mobbing within the scope of their duties and responsibilities. Sanctions against mobbing can be imposed as well.

In line with the findings of organizational silence, awareness-raising conferences and panels can be arranged for school administrators and teachers. Teachers' knowledge and skills can be enhanced thanks to anger control, stress management, and effective communication training. A small community can be established to help potentially silent individuals get legal support. It is also essential to gain awareness that teachers guide future generations so that they should not remain silent. However, the research results show that teachers do not remain silent in the face of unfavorable school events, so they should be supported to improve their self-confidence and self-efficacy.

Following the findings of organizational cynicism, cynical behaviors can be minimized in a democratic school climate where teachers express themselves and feel valued. Additionally, the inclusion of teachers in the decision-making process helps them see their functioning and possible outcomes.

The active participation of teachers in decision-making in schools and a democratic school climate where others' ideas and opinions are welcome are essential. School administrators should plan educational activities inclusively, positively impacting teacher and student performances. An open and frank communication culture is critical for schools, where everyone can express their opinions. Administrators and teachers should be open to criticism and create a reassuring atmosphere in schools. Since school administrators' leadership styles, attitudes, and behaviors influence teachers' organizational silence and cynicism, in-service training can be planned for school administrators. The professional development of teachers and school administrators can be supported by postgraduate education programs to gain a scientific understanding of organizational culture.

Author(s) Contribution Rate

This article is a part of the master's thesis of the first author Songül Akkoç, which was accepted at Gazi University, Institute of Educational Sciences. Prof. Dr. Necati Cemaloğlu is the advisor of the thesis.

Conflicts of Interest

There is no conflict of interest in this study.

Ethical Approval

During the preparation of the thesis, necessary permissions were obtained from the Ethics Committee of Gazi University.

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Appendix I. Teachers' Mobbing Levels

Factor / Item	n	\bar{X}	S
1. Someone withholding information that affects your performance	403	1.74	0.92
2. Being recruited in tasks below your qualification	403	1.36	0.71
3. Being forced to work below your competence	403	1.62	0.89
4. Replacing your important responsibilities with less important and unpleasant tasks	403	1.54	0.76

5. Gossiping and spreading rumors about you	403	1.63	0.83
6. Being ignored and ostracized	403	1.55	0.75
7. Making insulting and humiliating remarks about your personality (e.g., habits and manners), attitude, or privacy	403	1.23	0.51
8. Being yelled at or exposed to anger (or greed)	403	1.49	0.66
9. Intimidating behaviors such as finger-pointing, invasion of personal space, pushing, blocking your way	403	1.24	0.58
10. Others' hinting or signaling you to quit your job	403	1.25	0.60
11. Being exposed to constant reminding you of your mistakes	403	1.36	0.62
12. Underestimation or disregard of your suggestions and facing hostile reactions	403	1.45	0.61
13. Endless criticism of your work or effort	403	1.52	0.71
14. Underestimation of your ideas and opinions	403	1.64	0.73
15. Being exposed to jokes (pranks) by people you do not get along with	403	1.36	0.67
16. Being given inappropriate tasks or excessive workload	403	1.51	0.76
17. Allegations and accusations against you	403	1.33	0.65
18. Excessive monitoring of your work	403	1.50	0.78
19. Being exposed to pressures not to claim your rights (e.g., sick leave, vacation entitlement, travel allowance)	403	1.41	0.75
20. Being exposed to excessive teasing and sarcasm	403	1.21	0.55
21. Being exposed to an unmanageable workload	403	1.45	0.70
Total		1.45	0.48
22. Have you been exposed to physical abuse?	Yes: 61 (15.1%) No: 342 (84.9%)		

Appendix II. Teachers' Organizational Silence Levels

Factor / Item	n	\bar{X}	S
Individual		2.16	0.64
1. I hesitate to express school problems.	403	1.99	0.97
2. I ignore some problems at school to protect myself.	403	2.06	0.96
3. Even if I have different solutions to problems, I follow the majority.	403	2.67	1.09
4. I do not want to be the one who gives the bad news.	403	2.92	1.25
5. I am introverted, which prevents me from interfering with problems.	403	1.88	1.05
6. I can easily communicate with others about school problems.	403	2.22	1.26
7. Although I have reasonable opinions about improving our school, I do not share them with others.	403	1.92	1.00
8. I isolate myself from the school environment.	403	1.66	0.86
Administrative		2.34	0.69
9. I hesitate to talk to school principals about unfavorable situations.	403	1.87	0.95
10. I do not talk to school principals about the issues that would ruin our relationship.	403	2.14	1.08
11. I do not hesitate to warn our principals if they make mistakes.	403	3.11	1.28
12. I find it disrespectful to appeal a decision taken by our school principal.	403	2.21	1.10
13. I can easily communicate with our principal.	403	2.23	1.31
14. I do not want to show my weaknesses to the school principal.	403	2.51	1.24
Organizational Culture		1.95	0.76
15. It is not worthwhile to talk about school problems.	403	1.87	1.01
16. No one asks for my opinion about solutions to school problems.	403	2.03	1.04
17. No one asks for my opinion in making decisions.	403	2.00	0.97
18. Even if I share my ideas, nothing changes.	403	2.28	1.05
19. I lose others' trust and respect if I express school problems.	403	1.84	0.96
20. If I talk about problems at school, I get ostracized.	403	1.75	0.85
21. If I talk about problems at school, my workload increases.	403	1.94	0.91
22. I do not find the school environment reassuring.	403	1.90	0.98
Colleagues		2.20	0.68
23. Even if I have a different opinion from my colleagues, I do not share mine.	403	1.83	0.88
24. I do not talk to my colleagues about disruptive issues.	403	2.26	1.12
25. If I share any problem at school with my colleagues, I could be ostracized.	403	1.85	0.87
26. My colleagues do not like to talk about the problems at school.	403	2.00	0.98
27. My colleagues and I do not strive to find solutions to problems at school.	403	2.19	1.23
28. When we encounter a problem at school, we exchange ideas to solve it.	403	2.33	1.23
29. I cannot comment on my colleagues' behaviors that I disapprove of.	403	2.53	1.18

30. I cannot express my opinions on social media (e.g., Facebook and Twitter) as they might be used against me.	403	2.66	1.29
General		2.17	0.60

Appendix III. Teachers' Organizational Cynicism Levels

Factor / Item	n	\bar{X}	S
Cognitive		2.16	0.89
1. What is said and done is different in my workplace.	403	2.18	1.11
2. There is little in common between the policies, goals, and practices of my workplace.	403	2.11	1.03
3. If I am told that my workplace will do something, I doubt it will happen.	403	2.09	0.97
4. What is expected from employees and the rewarded behavior is different in my workplace.	403	2.25	1.11
5. I see little consistency between what is said to be done and what actually happens.	403	2.17	1.04
Affective		1.72	0.91
6. I get angry if I think about my workplace.	403	1.73	0.96
7. I get furious if I think about my workplace.	403	1.70	0.91
8. I feel nervous if I think about my workplace.	403	1.70	0.93
9. I feel anxious if I think about my workplace.	403	1.74	0.97
Behavioral		2.27	0.92
10. I complain to my friends about what happens at work.	403	2.02	1.00
11. When the conversation comes to my workplace, my colleagues and I wink at each other implicitly.	403	2.05	1.03
12. I talk to others about how things are run in my workplace.	403	2.67	1.21
13. I criticize my workplace's policies and practices with others.	403	2.34	1.17
General		2.05	0.78