

RESEARCH ARTICLE

Teachers' Opinions on Organizational Ostracism

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Submitted: 04.01.2021

Revision Requested: 03.03.2021

Revision Received: 15.03.2021

Published Online: 23.03.2021

Citation: Çelik Yılmaz, D., & Aydın, B. (2021). Teachers' opinions on organizational ostracism. *Political Economy and Management of Education*, 2(1), 14-31.

Abstract

The aim of this research is to examine the views of Turkish high school teachers about organizational ostracism. Case study and semi-structured interview form from qualitative research types were used in the research. 20 teachers determined by homogeneous sampling from purposeful sampling methods were included in the study. Data collected from volunteer teachers' forms were analyzed by descriptive analysis technique. According to the results of the research, the majority of the participating teachers stated that they were excluded, and the participants who stated that they were not excluded witnessed the exclusion of other teachers. Teachers generally choose silence and acceptance in order to deal with this situation, stating that ostracism affects the psychology of the teacher, and this problem disrupts the school climate. School administrators should take necessary precautions for the development of healthy communication climate among the teachers. If there is a healthy communication culture in an organization, people feel themselves as a part of this culture and as a result ostracism may be lessened. If there is a healthy communication culture in an organization, people feel themselves as a part of this culture and as a result ostracism may be lessened.

Keywords: *Exclusion, Organizational Ostracism, Ostracism, Teacher.*

Introduction

Ostracism

Human beings are naturally social and they are in need of communication. They build positive social relationships to meet their physical and social needs (Akın, Uysal, & Akın, 2016). Sheldon, Elliot, Kim, and Kasser (2001) grouped the psychological needs of people under 10 headings: autonomy, relevance, competence, self-esteem, popularity and effectiveness, physical competence, self-realization, material strength, security, and happiness. The necessity of belonging, which is defined as the need to be accepted by others, belonging to a group (Baumeister & Leary, 1995) and to maintain social ties with the groups to which it belongs (Baumeister & Tice, 1990), forms the basis of these requirements and shapes many social behaviors. The need for belonging comprises close, love-based and regular interaction with several people, regardless of negativity or complex factors. The need for belonging is the basis of motivation and has a great impact on human relationships (Baumeister & Leary, 1995). Failure to meet the need for belonging psychologically not only creates physical and mental negative effects but also causes negative behaviors (Bastian & Haslam, 2010; Nasir, Khaliq, & Rehman, 2017). One of the most important factors that prevent an individual from establishing positive relationships or desire to belonging to a group which is one of a human's basic needs, is social rejection or ostracism (Büyükcenci & Deniz, 2017).

Ostracism that can be experienced in every situation and environment where there is mutual communication from primitive communities to modern societies, from working environments to schools, formal or informal interpersonal relations (Williams, Cheung, & Choi, 2000), can be defined as the exclusion of a group member from the group to which it belongs, the rejection of an individual to an existing group or the exclusion of an existing group (Çeliköz & Türkan, 2017). Ostracism is the ignorance or neglect of the individual by others and it usually causes people to lose their self-confidence (Naz, Li, Khan, & Khan, 2017; Williams, 2007). People may experience ostracism at any time in their lives. Ostracism, which is more frequently encountered in childhood, can be experienced any point in a person's life (Akın, Uysal, & Akın, 2016) and may negatively affect social life, work performance, psychological or physiological status.

A person can be excluded by one person or by a group. People around him can treat the excluded individual as if he were absent and this physical or non-verbal unresponsiveness is a very serious problem for the exposed person. Ostracism, which can be expressed as an individual's or group's reaction to the other person by being unresponsive, includes mockery, ignorance in social situations, and countless active or passive rejection behaviors that the individual can see from people who are socially close to him (Akın, Uysal, & Akın, 2016). On the other hand, the constant change of people with whom the individual interacts is again insufficient to meet the need for belonging (Baumeister & Leary, 1995) and the result can be perceived as ostracism.

The history of exclusion or ostracism goes back to ancient times. The phenomenon of ostracism, which was used to remove the tyrannical rulers from power in 500 BC, continued with the excommunication authority of Christianity (Estévez & Serlin, 2013). Ostracism has taken its place in every period and was used to solve problems but it has created universal problems also. On the other hand, the first use of the concept in the social dimension began with Lenoir, who was

the Minister of State for Social Affairs during the Chirac government in the 1960s after the economic crisis and recession in France. Lenoir identified those who could not benefit from the results of economic growth as excluded people. According to this, those who are excluded from society were not only poor people but mentally disabled people, physically disabled people, very old people, abused children, substance addicts, suicidal people, criminals, single-parent families, marginalized people were also expressed as ostracism-prone people (Koşar, 2014). Today, ostracism is a universal phenomenon and can be seen in relation to different demographic characteristics such as gender and age. As a result, ostracism means that individuals or groups cannot benefit from education, health and cultural opportunities due to reasons such as unemployment, poverty, lack of education, disability and old age; they cannot participate in production activities and they cannot participate in decision-making processes (Karataşoğlu & İslamoğlu, 2016).

Human nature is not suitable for being alone, just like other social beings (Bakioğlu & Korumaz, 2014). Establishing mutual relationships and maintaining these relationships is the basic need for people. Social loneliness, which expresses the individual's being excluded from social networks, includes the inability of the individual to share daily issues, solve work-related problems, share his personal thoughts and spend healthy time with other people in the workplace (Bakioğlu & Korumaz, 2014). While social ties are the basic need of a person, depriving him of this bond will have devastating consequences if he is unable to meet his need (Akın, Uysal, & Akın, 2016). If the loneliness of the individual is the choice of other people, the pain that the person feels will be much more (Robinson, O'Reilly, & Wang, 2013). Social ostracism of individuals can prevent their full participation in social activities and eliminate the possibility of achieving personal goals (Silver, 2007). The alienation may occur when the perception of exclusion or the sense of loneliness emerges strongly in the social relations of individuals (Çelikkaleli & Tümtaş, 2017). This perception of loneliness and ostracism makes it difficult for a person to adapt to his social environment and may prevent him from revealing his/her skills and knowledge. Ostracism is distressing, because it restricts the four basic needs of man: the need to establish positive relationships with people (belonging), the need to believe that he is respected by the environment (self-esteem), the need to influence the social environment (control) and the need to avoid fear of death by making a significant difference in the world (meaningful existence) (Williams K. D., 2001; Gerber, Chang, & Reimel, 2017).

Ostracism has a psychological dimension and sociological dimension. While the psychological dimension can be defined as individual perceptions and problems, it can be thought that the sociological dimension is more concerned with the existence, actions, and sphere of influence of the excluded person and exclusive society. On the other hand, ostracism has four different characteristics. The first characteristic is visibility (physical, social, cyber), the second characteristic is being motivational (duty, punitive, defensive, indifferent), the third characteristic is quantity (from low to high), the fourth characteristic is clarity (from low to high) (Kumral, 2017). On the other hand, exclusion occurs in two ways (Robinson, O'Reilly, & Wang, 2013): a- Deliberate exclusion: The exclusionist is intentionally unresponsive to the opposite side and avoids communication. The unresponsiveness here is the silent response (Williams K. D., 1997). The exclusionist excludes the opposite side to ensure the continuity of him/her or the organization. b- Unintentional exclusion (Williams & Sommer, 1997; Sommer, Williams, Ciarocco, & Baumeister, 2001): this is the most common exclusion condition. The exclusive person does not consciously

isolate the other side. He can be very busy, forgetful, or worried, and these special situations can be misunderstood by the other person and perceived as ostracism.

Ostracism varies as a process and how long it will continue is determined by the people's response to the event. However, in general, the stages of ostracism can be listed as follows (Estévez & Serlin, 2013):

- A sense of surprise and strangeness: an awareness begins to occur in the excluded person. The first reaction is confusion due to the oddities in the relationship.
- Reflexive Stage: the excluded person begins to feel pain and helplessness. At this stage, the need for self-esteem, belonging, control and finding meaningful presence, as Williams (2007) stated, begins to be damaged.
- Reflective Stage (short-term reactions): in this stage, the person develops a strategy for isolation. There are two alternatives: either accepting a return to the former state or fighting the dominant group. Aggressive processes such as aggression, hostility, anxiety, uncertainty, sensitivity, rejection, and emotional exhaustion await the individual.
- Withdrawal, escape, explosion (long-term reactions): This is the point where the individual now sees the consequences of social rejection. The individual tried to reunite with the dominant group or failed after attempting to fight. It can adopt various alternatives such as resignation or accepting the situation as it is. Depression may accompany this stage.

Williams, (2007); Sommer, Williams, Ciarocco & Baumeister, (2001); Williams, (1997); Williams, (2001), examines the concept of ostracism under 3 subheadings and distinguishes them due to their specific characteristics: Ostracism, social exclusion, and social rejection. Social exclusion is thought to be a comprehensive phenomenon that indicates that the individual is left alone in any context and that no social communication is established. Ostracism is defined as ignoring, disregarding, or excluding an individual by a group or another individual. Social rejection occurs when a group or individual makes it clear that he does not want to relate to an individual because he does not possess the desired characteristics or is disliked. In social exclusion and social rejection, the group or individual who excludes often clearly expresses that the individual they exclude is unwanted, the individual excluded in ostracism is ignored without giving a clear reason (Kaya, 2012).

While the reasons why people choose ostracism instead of other ways of responding to a conflict are not clear, these reasons are listed as follows: punitive attitudes, attitudes to calm down or gain time for the anger of the other person, defensive, unintentional and role-playing. (Williams, 1997; Sommer, Williams, Ciarocco, & Baumeister, 2001).

Organizational ostracism

Organizational communication is a critical factor in the successful execution of organizational activities, especially in stressful periods (Grice, Gallois, Jones, Paulsen, & Callan, 2006). Psychological status of individuals has gained importance with human factor coming to the forefront in achieving the objectives of the organization. Any event or situation that negatively affects the psychology and motivation of the employee will remove the organization from its target. The dimension of the relationship between the employees and the healthy relations directly

affects the performance of the individual. Organizational ostracism is one of the important factors that affect the psychological health, behavior and even performance of the employee by reducing the opportunity of social interaction in the workplace (Erkutlu & Chafra, 2016).

Organizational ostracism started to attract attention by researchers in the 1970s. (Kumral, 2017). The exclusion, bullying, intimidation, and mobbing processes are becoming more widespread in today's competitive business world. Employees may exhibit negative attitudes and behaviors in order to adapt to competition and to leave colleagues behind the race. It can be said that individuals who exhibit behaviors or incompatibilities contrary to organizational culture and climate are often excluded. Individual goals, as well as organizational objectives, should be satisfied, members of the organization should be able to express their opinions and thoughts without hesitation and the creativity of the members should be supported in order to increase the interest and commitment of the members of the organization to the organizational objectives, to enable them to adopt the organizational objectives and to increase the adaptability of the organization to the environment (Altinkurt, 2014).

Organizational ostracism can also take the form of formal and non-formal. Formal ostracism is the deprivation, isolation, and divestment of support from formal processes within the organization. Non-formal ostracism takes place in subjects such as not including the individual in the decisions taken, hiding important meetings and issues, restricting the authority and responsibilities, and strict supervision of the subordinate-parent relationship (Halis & Demirel, 2016).

Ostracism in the workplace threatens the individual's social relationships and causes employees to question the meaning and efforts of self-perception (Nasir, Khaliq, & Rehman, 2017). The results of organizational ostracism, defined as a social punishment (Estévez & Serlin, 2013), include stress, deteriorating health conditions, pessimistic work attitudes, detrimental psychological behaviors, dismissal and reduced performance (Naz, Li, Khan, & Khan, 2017). The combination of such unwanted results is proof that attention should be paid to the issue.

Ostracism can be quite ambiguous in organizational settings and this uncertainty increases the level of stress in the excluded individual (Estévez & Serlin, 2013). Narcissistic personality and behavior of individuals are seen as factors that negatively affect communication, impair trust and cause organizational ostracism (Erkutlu & Chafra, 2016; Mlika, Khelil, & Salem, 2017; Kumral, 2017). According to social psychological theories, individuals evaluate their own perceptions in their environment with the help of their internal monologues. These assessments are the universally based methodology that individuals use to analyze their place in groups and organizations (Ceylan & Şenyüz, 2003). With this method, a person can organize his social relations by understanding whether he is accepted in the organization or not and to what level he belongs to the organization. It can be said that how positive and healthy the relationship is, the response of the employee will be evenly positive with the environment.

In organizations, the state of social non-engagement usually occurs as a result of inactivity, not as a result of any movement. Ostracism is a lack of positive interest rather than the sum of negative responses. This lack leads to confusion of meaning. This uncertainty may be due to reasons of ostracism or whether there is ostracism or not (Robinson, O'Reilly, & Wang, 2013). In other words, there is no need for negative behavior for exclusion, not exhibiting any behavior and being unresponsive may also initiate the exclusion process. Ostracism is not always easily or

directly observable by third parties. In addition, organizational ostracism has perceptual components that differ from individual to individual. That is, the way an individual perceives ostracism may not coincide with another (Kumral, 2017). This may also be related to whether the ostracism event is intentional or unintentional. The awareness rate of intentional ostracism may be considered to be more realistic, but individual features, characteristics and psychological conditions of individuals play an important role when they perceive that they are excluded in the process of unintentional ostracism.

Organizational ostracism defined as being ignored by one or more employees or being excluded from the group (Kumral, 2017), seems to be related to the Intimidation-Mobbing processes that have been studied in recent years. Bullying and mobbing are one step ahead of ostracism (Estévez & Serlin, 2013). Although intimidation is intense in organizations, organizational management often ignores or is not interested in the problem. Sometimes intimidation spreads insidiously and quietly and becomes insoluble. Characteristic definition of intimidation is long-term exposure to negative behavior. Contrary to the conflict between those working in the organization, intimidation is the targeting of one or more people by others and systematic aggression against them. However, mobbing is seen not only as exclusion but also as a series of disturbing behaviors such as gossiping, subjective evaluation of organizational performance, attacking private life, physical attack, attacking beliefs and values (Cemaloğlu, 2007). Commitment to expected patterns of behavior and the social balance being critical for organizational productivity and success indicate that the response to ostracism may be in the form of positive social behaviors such as higher compliance and cooperation, or in the form of anti-social behaviors such as aggression and hostility (Kumral, 2017). The excluded person may have to comply with the standards and rules of the dominant group, or, by doing the opposite, endeavor to be accepted by some sort of war against the group (Williams K. D., 2001). Regardless of which party is the winner of the war, it can be said that the organizational climate is the loser. As long as any conflict between employees is not managed well, it will not only harm the individual but also create organizational losses.

Ostracism is functional for the existence of the group (Büyükcebeci & Deniz, 2017), but it is a dangerous situation for the excluded members because the lack of protection and support of the group reduces the individual's chances of survival and thus reduces the chance of transferring his/her genes to the next generation (Kaya, 2012). In addition to studies showing that ostracism results in negative social behaviors, there are also studies pointing out that it may lead to an increase in positive social behaviors. Examples of positive social behaviors posed by the threat of ostracism include trying to re-connect with exclusive people, helping exclusive groups or persons, cooperating with them, following the norms and decisions of the group, and increasing altruist behaviors. Contrary to the general literature, some studies have shown that people with ostracism do not experience depressive or aggressive processes (Mlika, Khelil, & Salem, 2017).

Ostracism in education

Education is a communication activity and teaching is a communicative profession (Tepeli & Arı, 2011). Teachers who interact intensively with people need to acquire adequate social skills to establish healthy relationships, make efforts to solve the problems encountered, stand in the face of negative situations, not to reflect this to their environment and to be a good model (Nacar &

Tümkiye, 2011). Due to its nature, the teaching profession needs the ability not only to convey information but also to set an example in terms of its social relationships. On the other hand, the fact that the profession is completely based on human communication emphasizes the importance and critical structure of communication skills

Organizational climate, which is considered as the key to organizational success, is also of great importance in schools. The positive interpersonal relationships established in the school not only create a sense of community but also a sense of commitment and belonging (Smith and Sadhu, 2004). By developing healthy working climates in the organizations, the employee feels like he belongs to the organization, he owns and embraces the goals and these characteristics are among the prerequisites for organizational success. In this context, it would be right to say that teachers have fulfilled their needs of belonging with social relations they have established in their working environments and that if there are any problems during this process, they will be affected negatively. According to Balcı (1991), a teacher is a reliable person, an effective colleague, and a social participant (cited by Bakioğlu & Korumaz, 2014). Therefore, the level of social relations that the teacher will establish with colleagues in the workplace and the participatory attitude to the social groups can be evaluated as a return of the profession.

Ostracism problems that negatively affect a person's psychological state, work motivation and health are also a serious threat to education workers. (Erkutlu & Chafra, 2016). Ostracism is thought to have a multidimensional and dynamic structure that covers interrelated situations and processes, inter-individual relations and organizational dynamics. (Halis & Demirel, 2016).

Williams and Nida (2011), who define individuals as long-term ostracism as “social death”, state that persons exposed to long-term ostracism develop antisocial behaviors. Considering that teachers do all their professional actions through sociality, it can be said that ostracism situation will create very negative consequences firstly in individual and then in educational environments.

The aim of this study

The aim of this study is to examine teachers' views on organizational ostracism and its effects on them.

Method

In this section of the study research design, study group, data collection tool and data analysis will be given.

Research design

This study is a case study which is one of the qualitative research types. Case study research, which is a type of pattern in qualitative research and which can be both product and object of the research, is a qualitative approach in which the researcher collects detailed and in-depth information about real life, a current limited situation or multiple constrained situations over a given time, through multiple sources of information, and presents a situation description or situation themes (Creswell, 2016).

Study group

Since the aim of this study is to examine a specific phenomenon in depth rather than generalize directly to the population, and the opinions of teachers who are ostracized or witnesses are especially important, 20 teachers determined by homogeneous sampling from purposeful sampling methods were included in the study. Purposeful sampling method was used to identify the participants. The purposive sampling method is to identify the characteristics of the researcher's population of interest and to describe and understand the people or situations being investigated deeply, rather than a direct generalization of the research results with the participants with these characteristics (Ekiz, 2013).

Table 1. *Participant Teachers*

Code	Branch	Length of service	GENDER
K1	Geography	17	Male
K2	Turkish Literature	14	Female
K3	Turkish Literature	18	Male
K4	History	16	Male
K5	Mathematics	18	Female
K6	Turkish Literature	13	Female
K7	Mathematics	14	Male
K8	History	15	Female
K9	Chemistry	23	Male
K10	Mathematics	15	Female
K11	Philosophy	15	Male
K12	Turkish Literature	32	Male
K13	English	23	Female
K14	English	2	Male
K15	History	15	Female
K16	History	16	Male
K17	Religion	2	Male
K18	Mathematics	14	Male
K19	Computer Sciences	16	Female
K20	English	11	Female

Data collection tool

Interview technique was used to determine teachers' views towards organizational ostracism. During the development of the semi-structured interview form used in the research, the related literature was searched and questions were formulated in line with the conceptual framework.

Validity-reliability analysis

The concepts of internal validity, external validity and reliability used in quantitative research are replaced by the facts of credibility, transportability, reliability and verifiability in qualitative research (Merriam, 2015). Criteria for valid and reliable qualitative research are detailed reporting of the collected data and explaining how the results were achieved (Yildirim & Lightning, 2013). Participant confirmation, colleague confirmation and expert review are considered necessary for

validity, which is expressed as an objective observation of the subject that the researcher is interested in as much as possible. The findings of this study were generated from data collected through semi-structured interview forms. Internal validity, expert opinion, participant confirmation, support of findings with direct citations, data collection tool and consistency of findings with the relevant field letter were tried to be provided. For external validity (Merriam, 2015), which is related to the generalization of research results, all stages of the research were followed by field experts and these stages were shared in detail in the research. In order to ensure internal validity, 2 professors and 1 associate professor from BAIBU who are experts in the field of Educational Management and supervision were consulted and finalized questions were presented to the participants in the light of their opinions.

Data analysis

Data collected from volunteer teachers' forms were analyzed by descriptive analysis technique. When analyzing the views of the participating teachers and students, the teachers were shown by coding as K1, K2 ... in order to de-identify their identities. The common views of the teachers were shown in the tables under the codes created by direct opinions were supported. Since one participant stated more than one opinion in the tables, total opinion was not taken. As some of the questions posed to the teachers gave similar results on similar subjects, their analyzes were conducted together. In the interview form, the teachers were asked the following questions:

1. What is Ostracism? How do you explain and realize it?
2. Have you ever been excluded in your business life? Can you explain your experiments?
3. How do you react when you feel excluded?
4. How do you respond to a teacher's ostracism at your school when you witness ostracism?
5. How do excluded people deal with this situation at schools?
6. What are the individual and institutional effects of teachers' abstraction or ostracism in the school setting?
7. What can be done to prevent teachers from being exposed to ostracism at schools?

Findings

In this section, the findings of the teachers' answers to the questions about ostracism are given.

Findings of teachers' opinions about what ostracism is.

The following table shows the opinions of teachers about the question "What do you think ostracism is?"

Table 2. Teachers' views on the definition of the phenomenon of ostracism

Teachers' views	n
Being ignored	19
Being excluded from a group	13
Being ignored by management	12
Not being invited to social events	11
Not being asked for his ideas, not being given importance to his ideas	10
Exposure to critical and aggressive attitudes	10

In Table 2, when teachers' opinions about the definition of ostracism are examined, the most repeated opinions are; being ignored (= 19), being excluded from a group (= 13), being ignored by the management (= 12), not being invited to social activities (= 11), Not being asked for his ideas, not being given importance to his ideas (n = 10), and being exposed to critical and aggressive attitudes (n = 10). One of the participating teachers, K3, emphasizes the meaning of ostracism as deprivation from the social environment by saying that "Ostracism is the building of invisible walls around you. Ostracism is an example of not being included in a chat, not being invited to a meeting at school or outside, or even not being informed of official tasks". The teacher K7 used the following statements to describe ostracism: "Staying outside the group means not being able to fit in. The excluded person is treated as non-existent, often criticized and left completely alone at school due to severe groupings." K15 states that ostracism means not only being left alone but also communication problems with other people saying that "Being left alone in school, not receiving even the greetings, being rejected by students and being constantly criticized by people can be accepted as ostracism." According to the opinions of the participating teachers, ostracism is disturbing and isolating for each individual. Teachers' description of the phenomenon of ostracism coincides with the definitions in the literature (Akin, Uysal, & Akin, 2016; Estévez & Serlin, 2013; Robinson, O'Reilly, & Wang, 2013; Silver, 2007) and the phenomenon is similar in both theory and practice.

Findings on whether or not teachers experience ostracism in their business life

The following table shows the opinions of teachers about the question "Have you ever been excluded in your working life?"

Table 3. Teachers' views on ostracism experiences in the working environment

	Teachers' views	n
In the working environment	I was excluded	13
	I wasn't excluded	7
	I witnessed	4

In Table 3, the opinions of teachers about the experiences of ostracism experienced in their working environments are given. While the number of teachers who said "I was excluded in my work environment" was 13, 7 teachers stated that they were not excluded; 4 teachers stated that they witnessed ostracism even though they did not experience it personally. K5 stated that he had a problem with ostracism in his school and he had difficulty in the process; as a result, he stated

that he could exhibit similar attitudes by saying “I was severely excluded because of a small problem with my colleague at the school where I worked. The school management ignored the situation. At first, this situation affected my psychology very badly and I became almost unable to do my job. But in the process, I learned to ignore the situation and now I exclude those who excluded me.” K18 stated that he witnessed ostracism and this process also affected his relationships by saying “Although I do not experience ostracism myself, I witness another teacher in my school being severely excluded. This situation caused the excluded person to behave against the norms and values of the school. Although I try to remain neutral, I have a distant relationship with that person.” The fact that 13 of the 20 teachers who participated in the research had experienced ostracism in their professional life seems to be high. Starting from the fact that both psychological and social effects of ostracism on individuals are destructive (Kaya, 2012), it is worrisome that so many teachers have experienced the phenomenon of ostracism at any point in their professional life. According to this result, it can be thought that excluded people may have a tendency to exclude other people in their future life and the problem will grow.

Teachers' reactions to situations where they are excluded or others are excluded and findings on coping with this problem

The following table shows the opinions of teachers about the following questions: “How do you react when you feel excluded from school? How do you react when another teacher in your school is excluded? How do excluded people in schools deal with this situation?”

Table 4. Teachers' reactions to situations where they are excluded or others are excluded and findings on coping with this problem

	Teachers' view	n
When s/he is excluded	I try to understand why	15
	I feel pessimistic, depressed, sad	11
	I isolate myself, stay unresponsive	6
	I approach other groups	2
When someone else is excluded	I support the excluded person if the reasons for ostracism are unjust	13
	If ostracism has justified reasons, I establish a distant relationship	8
	I mediate	7
Coping methods	Self-abstraction, acceptance	10
	Communicate, attempt to correct	8
	Giving attention to other areas	6
	To be included in other groups	3
	School change	1

In Table 4, teachers' reactions to ostracism and coping methods are given under 3 themes. Firstly, in the theme of teachers' reactions when they were excluded, the participants explained their reactions to ostracism; I try to understand why (n = 15); I feel pessimistic, depressed, sad (n = 11), abstracting myself, staying unresponsive (n = 6). In the theme of their reactions to the exclusion of another, they stated their opinions as I support the excluded person if the causes of ostracism are unjust (n = 13); if ostracism has justified reasons, I establish a distant relationship (n =

8); I mediate (n = 7). In coping with ostracism, the most repetitive views of participant teachers were: self-abstraction, acceptance (n = 10); communicating, attempting to correct (n = 8); focus on other areas (n = 6); and inclusion in other groups (n = 3). When the findings are examined, the first reaction of teachers to their exclusion is to seek reasons and then they start to feel unhappy and alone. One participant, K19, stated that he had a passive response to ostracism by saying “When I feel outcast, I feel sad and retire to my shell. I don't try to force myself to be accepted.” K17 states that he makes self-criticism first and then regulates his reaction with these words “When excluded, I first question myself and try to correct my errors. If I'm not wrong, I ignore the situation.” K15, who witnessed the exclusion of another person, said that “When I see another person being excluded, I approach the situation in a distance and keep my communication limited”; K13 said that “I try to approach the excluded person warmly. Knowing that this is a difficult situation, I support and even try to mediate” These are answers of two different views. Mediation can be considered as the most reasonable way to eliminate ostracism.

In order to cope with this situation, teachers state that some of them have closed themselves to external factors and some of them are looking for communication ways to solve the problem. Given the possible negative consequences of emotions and behaviors of withdrawn individuals, the presence of teachers who choose the way of communication is promising. Because the first step in preventing ostracism and decreasing its prevalence is through correct and healthy communication channels. K6 gives a concrete example for this situation by saying “Excluded persons either get lonely or counter-attack and form their own groups. This situation causes problems to grow in school.” The fact that ostracism has become a vicious circle can create irreversible consequences, both individually and organizationally. In this context, it can be stated that the individual effort of teachers is very important and necessary.

Findings on the individual and institutional effects of teachers' exposure to ostracism or abstraction in the school environment.

In the table below, there are views related to the answers to the question of What are the individual and institutional effects of teachers' exposure to ostracism or abstraction in the school environment?

Table 5. *Teachers' views on the individual and institutional effects of ostracism in schools*

Teachers' Views		n
Individual effects	Unhappy and inefficient teachers	16
	A negative image of teachers in the eyes of students	7
	A negative climate in the school	13
Institutional Effects	Lack of corporate culture	11
	The decrease in corporate success	7
	Increased grouping	5
	Inequality in the distribution of tasks	2
	Decrease in cooperation	2

Table 5 shows the views of teachers on the individual and institutional effects of ostracism in schools. According to the teachers' views, the individual effects center upon unhappy and

inefficient teachers (n=16) and negative image of teachers in the eyes of students (n=7). The institutional effects are a negative climate in school (n=13), lack of corporate culture (n=11), decrease in corporate success (n=7), increased grouping (n=5), inequality in the distribution of tasks (n=2) and decrease of cooperation (n=2). Teachers stated that the individual effect of ostracism on teachers has negative effects on the environment and the institution. K1 stated that "The biggest negative effect of ostracism is the teacher's determination to work. The excluded teacher runs away from school, causing failure on a teacher-by-teacher basis and then throughout the school." K5 said that "There is definitely a negative environment and unhappy individuals in schools where teachers or management choose to exclude. The failure of the educators, who should be an example to the student, causes harm to the students as well." K20 stated that "Unhappy teacher will create unhappy students. Even a person feels bad; this is an urgent problem to be solved because the school will move away from its ultimate goal". These teachers point out that this negative situation has an infectious effect. K12 states that the authority of ostracism is the school administration by saying "Since the negative mood of the excluded teacher will be reflected in the whole school climate, its impact is widespread. In this case, the management's attitude will prevent infectiousness" It is known that organizational support and executive support have a significant effect on the desired positive behaviors of employees in the workplace (Hitlan & Noel, 2009). In this context, it can be stated that the existence of managers providing healthy organizational climate conditions is important for achieving organizational goals.

Findings of teachers' suggestions to prevent ostracism

In the table below, there are views related to the answers to the question of "What can be done to prevent the teachers from being exposed to ostracism in schools?"

Table 6. Teachers' opinions on measures to prevent ostracism

	Teachers' opinions	n
Managerial dimension	An effective communication network should be created	12
	Collective social activities should be organized	10
	An objective and egalitarian approach should be taken by the managers	9
	Corporate identity should be established	6
	Orientation work should be organized for new teachers	5
	Problems should be addressed directly	4
Communicative dimension among the teachers	Friendly, helpful and warm attitudes and behaviors should be exhibited	16
	Everyone should be compatible with the general climate of the environment	14
	Everyone should be open to communication and behave professionally	13

In Table 6, teachers' views on measures to prevent Ostracism are given under two themes, administrative and inter-teacher communication dimensions. The opinions of the participating teachers for the measures that can be taken in the administrative dimension are as follows: An effective communication network should be created (n=12), collective social activities should be organized (n=10), an objective and egalitarian approach should be taken by the managers (n=9),

corporate identity should be established (n=6), orientation work should be organized for new teachers (n=5) and problems should be addressed directly (n=4). One of the participants, K8, stated that the healthy school climate and culture created by the school administration would be the solution for ostracism as "In order to prevent ostracism, the biggest duty belongs to the administrative staff. School administrators have to create an environment in the school that everyone will accept and will be accepted." K14, on the other hand, asserts that the social activities to be organized by the school administration will make teachers' communication more effective and that the social activities organized by the school administration will replace ice-breaking activities for teachers and lead to healthy communication. In terms of communication between teachers, the views of the participating teachers are as follows: "Friendly, helpful and warm attitudes and behaviors should be exhibited (n=16), everyone should be compatible with the general climate of the environment (n=14) and everyone should be open to communication and behave professionally (n=13)". K 17 states that not only the managers but also the teachers have responsibilities in ostracism by saying: "Teachers need to behave respectfully and humanely, especially to newly-arrived teachers or those who are different from them. This is again the work of education. No matter how proper we teachers behave, our students will show similar attitudes. The teacher should consider the importance of his / her role and act accordingly" K1 also emphasizes the importance of maintaining the rules and culture established by the school administration by teachers in the formation of anti-ostracism school climate with his words "If everyone in the school knows that they will express themselves respectfully and obey this rule, this will avoid possible problems".

Results and Discussion

According to the results of the study, participants expressed Ostracism as being ignored and being pushed to loneliness. The majority of the participant teachers stated that they were ostracized. They also stated that being excluded has serious negative effects both on individual and institutional basis. Ignoring or being treated differently is seen as a social exclusion as well as dehumanization (Bastian & Haslam, 2010). Organizational ostracism is that an individual or group avoids interacting with other individuals, although socially possible (Robinson, O'Reilly, & Wang, 2013). It was stated that ostracism had negative effects on the psychology of teachers and then this would disturb the school climate. Social rejection or ostracism of the individual can lead to many maladaptive behaviors and psychological problems (Mlika, Khelil, & Salem, 2017; Akin, Uysal, & Akin, 2016). Ostracism in the workplace, which is also defined as cold violence, is a very disturbing experience for teachers, and failure to take the necessary precautions to this respect (Liu & Xia, 197-201) may have negative consequences not only for teachers but also for all stakeholders of the school. Excluded teachers stated that they usually prefer silence and acceptance in order to cope with this. Since this situation can be perceived as normalizing behavior rather than solving the problem, it is noteworthy that precautions should be taken. Participating teachers see school administrators as the solution authority of the problem of ostracism. It is emphasized that the managers working in the construction of healthy communication environments in the school should intervene in the problems of ostracism with the right methods. Teachers who participated in the research mentioned the responsibilities of teachers as well as managerial responsibilities

among the measures that could be taken against ostracism and stated that being open to communication would be the first step.

Human nature is unique with its features such as sensuality, compassion, cognitive capacity and being oriented to action, and exclusion ignores and devalues this uniqueness (Bastian & Haslam, 2010). The schools that are expected to prepare students for life should be kept from negative behavioral models like ostracism for the continuation of the schools as livable places. The first pioneer of educating individuals who respect diversity is aware of multiculturalism and values people is the idealization of the school environment. None is perfect, but the understanding that each individual's presence is precious should be among the fundamental beliefs of schools in order to improve institutions. If these conditions are met, it can be stated that the number of exclusionary or excluded teachers, students or administrators will be reduced and the fact of ostracism will be distanced from normality.

Recommendations

In light of the findings of the research, the following recommendations were developed:

1. School administrators should take necessary precautions for the development of healthy communication among the teachers. If there is a healthy communication culture in an organization, people feel themselves as a part of this culture and as a result ostracism may be lessened. In addition, to give equal opportunity and right to speak to each teacher, they can keep the school environment lively and warm with social activities that will facilitate teachers' adaptation.
2. Teachers can participate in communication seminars at regular intervals in order to use the correct communication methods among each other.
3. Emergency action plans should be prepared in order to prevent the spread of ostracism problems in the school. Crisis management techniques can be used.
4. Renewal of the research topic by quantitative or mixed method can contribute to the field, as it will provide more in-depth information about the ostracism of teachers.

Acknowledgements

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

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