Predictive Relationships Between Incivility Behaviors Faced by Guidance Counselors and Subjective Well-Being and Life-Domain Satisfaction

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Abstract

In this study, it was aimed to determine the predictive relationships between the incivility behaviors faced by guidance counselors and subjective well-being (SWB) and life-domain satisfaction. The design of the study was based on the relational survey model. The study group was selected using the disproportionate appropriate sampling method. A total of 350 (198 females and 152 males) guidance counselors, who were in charge in schools and the Guidance and Research Center, were recruited for this study. The "School Incivility Scale-SIS" developed by Yildirim, Unal and Surucu (2013) to measure the rude behaviors faced by guidance counselors, and the "Subjective Well-Being Scale" developed by Tuzgöl Dost (2005a) to determine the subjective well-being level, and "Personal Wellbeing Index-A" adapted into Turkish by Şimşek (2011) to determine satisfaction in life-domains were used to collect data. The results revealed that the most significant variable affecting the SWBs of guidance counselors was incivility, and there was a negative linear relationship between SWB and incivility. It was determined that the most important variable affecting life-domain satisfaction was SWB, and there was a positive linear relationship between life-domain satisfaction and SWB. It was determined that the second most important variable affecting life-domain satisfaction is incivility, and there is a negative linear relationship between life-domain satisfaction and incivility.

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INTRODUCTION

Civility is defined as treating others with respect and grace, grace and kindness (Turkish Language Association, 2011). Civility is a sign of respect for others, and Carter (1998) suggests that it is essential for living a life in common with others. Civility is a necessity of being human and good human relations in social life.

Andersson and Pearson (1999) suggest that civility must increase in the establishment and reconciliation of increasingly complex interactions. However, as Cortina, Magley, Williams, and Langhout (2001) argued that courteousness and kindness are rare in today's fast-paced work environments; instead, forms of interpersonal maltreatment are common. While the studies in the literature focus more on forms of maltreatment in the workplace such as mobbing, the need to understand subtler forms of maltreatment such as mistreatment behaviors is increasing (Cortina et al., 2001; Cortina, 2008). Andersson and Pearson (1999) commonly define to these subtler forms of workplace maltreatment as acts of incivility.

Incivility means being rude and disrespectful towards others, contrary to norms in interpersonal relationships (Andersson & Pearson, 1999). Incivility is created by rude, insensitive, disrespectful, and inconsiderate behaviors with ambiguous intent to harm individuals (Pearson, Andersson, & Porath, 2000). Lim, Cortina, and Magley (2008) suggest that unlike serious antisocial behaviors such as harassment, aggression or sabotage, incivility is seen as a milder deviant behavior with less obvious intention to harm. Andersson and Pearson (1999) also suggest that incivility is a deviant behavior such as aggression, but it is a behavior with less intense and uncertain intention to harm. The distinguishing feature of incivility is the uncertain intention to cause harm, perceived by the eyes of the target and/or the observers. In the case of incivility, the purpose is not clear and is subject to different interpretation.

Two defining components of incivility are behaviors with uncertain intention to harm the target and low intensity. Incivility is a subtle form of mistreatment that victims may not be aware of as uncivil behavior is indeed as much as workplace maltreatment (Lim et al., 2008). While forms of workplace maltreatment, such as physical aggression, more clearly indicate a clear goal of harm to the target, the purpose behind uncivil behavior is unclear. Since incivility is a vague form of maltreatment, it is difficult for the victim to determine whether the maltreatment was intentional (Cragg, 2018).

Common examples of incivility behavior are disregarding the efforts of others, sending e-mails or messages during meetings, talking to others, not listening, not believing others, not giving information, showing little or no interest in the thoughts of others, saying insulting words and avoiding someone (Porath & Pearson, 2010), writing bad and insulting notes or e-mails, treating others like children, scolding someone for an act in which they play no role, treating people quietly, publicly scolding someone, making unfounded accusations and spreading gossip (Pearson et al., 2000). As the examples show, incivility includes all kinds of subtle forms of harassment, such as gossiping, spreading rumors, or being rude, but it is not limited to verbal abuse that it also includes nonverbal behaviors such as excluding others and ignoring coworkers (Lim et al., 2008).

Incivility is related to some existing structures such as aggression and violence, but it differs from them (Andersson & Pearson, 1999; Pearson et al., 2000). Aggression is defined as behavior that aims to harm others physically or psychologically (American Psychological Association [APA], 2020a). While the purpose and goal of aggression is clear, the purpose of incivility is unclear. For example, ignoring others is a form of incivility. When someone ignores others, ignoring may be perceived differently by the target or observers, the purpose and goal of such uncivil behavior is unclear (Liu, Chi, Friedman, & Tsai, 2009). Violence is an extreme form of aggression such as assault, rape or murder (APA, 2020b). Compared with violence, incivility is much less intense and the intention to harm is unclear (Liu et al., 2009). Incivility cases are perceived as less damaging than

abuse in the workplace, but equally impede coworker relationships. Incivility is low in duration but high in frequency (Gupta & Kumari, 2020).

Incivility can be initiated by a variety of resources in the workplace, such as a coworker or supervisor, (Cragg, 2018) and can also be exhibited by clients (Schilpzand, De Pater, & Erez, 2016). The incivility behavior of coworkers and clients decreases the work commitment and performance of the employees, but the incivility behavior of the coworker has a higher effect on work commitment and performance (Wang & Chen, 2020).

Experience of incivility behavior varies with age, gender, racial/ethnic and professional seniority at institution. Researches showed that females in workplaces were more targets for incivility behaviors than males (Cortina, 2008; Pearson et al., 2000). Reio and Sanders-Reio (2011) also reached that males were more exposed to supervisor incivility behaviors and females to coworker incivility behaviors. On the other hand, Pearson and Porath (2005) stated that a young, female, and low-status newcomer to the organization might be the target of incivility. Cortina (2008) also stated that racial/ethnic group members were more frequently exposed to incivility behaviors.

Workplace incivility is a common phenomenon in today's organizations (Lata & Chaudhary, 2020). Incivility, if ignored in the early stages, can be the beginning of many crimes such as harassment and bullying. An overlooked incivility disrupts organizational health and individual health and harms organizations (Gupta & Kumari, 2020). Incivility has negative consequences for the mental and physical health of the target (Lim et al., 2008) and may reduce well-being off the work (Nicholson & Griffin, 2015). In addition, incivility can lead to increased employee absenteeism and decreased organizational commitment, job satisfaction, and work efficiency (Andersson & Pearson, 1999). Jiménez, Bregenzer, Leiter, and Magley (2018) suggest that low-intensity incivility has enough power to impair the quality of business life of the receivers. Caza and Cortina (2007) claim that incivility violates the norms of mutual respect and evokes feelings of injustice. Uncivil behaviors trigger the perception of social exclusion. That is, incivility goals make them feel socially rejected as if they were inappropriate or not belonging to the organization. Incivility means that its target is not worthy of proper respect for a skilled member of the perpetrator's social group (Jiménez et al., 2018). This situation leads to antisocial behavior in people against threats to their identity (Aquino & Douglas, 2003).

Cortina, et al. (2001) examined the effect of incivility on employees' well-being and found that incivility is associated with impaired health. In addition, the results of the research revealed that employees who experienced incivility were negatively affected by their occupational and psychological well-being, had psychological distress and job withdrawal such as depression and anxiety, decreased job satisfaction and job performance, and increased turnover intentions (Cortina et al., 2001; Lim et al., 2008; Porath & Pearson, 2010). Baker and Kim (2020) also found that incivility affects psychological well-being (PWB) and work quality-of-life (WQOL) of employee.

Incivility is thought to be related to the subjective well-being (SWB) of the individual. SWB, also called happiness in everyday speech, is the name given to various forms of happiness (Diener, 2019; Diener, 2000). Diener (2019) defined happiness or SWB as a process and stated that it is caused by some internal and external causes and in turn affects people's behavior and physiological states, so high SWB is not only a pleasant result, but also it is an important factor in future success.

Diener, Lucas and Oishi (2002) conceptualized SWB as the tendency to evaluate the life of the individual as happy or satisfactory in general terms, life satisfaction, the presence of positive effects such as enthusiasm in the individual's life, and the absence of negative effects such as anger. The concept of SWB, in the most general sense, is a general evaluation of the feelings and thoughts of the individual regarding his/her life. However, it also includes happiness, peace, satisfaction and life satisfaction (Diener, Oishi, & Lucas, 2003). SWB is a broad concept that includes people's emotional responses, field satisfaction and global life satisfaction decisions (Diener, Suh, Lucas, & Smith, 1999).

Diener (1984) explains SWB with criteria such as experiencing more positive emotions and getting satisfaction from life.

SWB, which is an evaluation of the positive and negative effects of life in terms of satisfaction and balance, has a hedonistic perspective such as having pleasure, experiencing positive affect, reaching life satisfaction, and avoiding negative emotions (Keyes, Shmotkin, & Ryff, 2002; Huta & Waterman, 2014). The combination of experiencing less negative affectivity as well as experiencing more positive emotions and achieving high life satisfaction is expressed as SWB (Keyes et al., 2002). The life satisfaction dimension of the SWB refers to the cognitive evaluation of the quality of life according to the criteria chosen by the individual (Diener, 1984). Positive affectivity includes feelings such as joy, trust and satisfaction; negative affectivity reflects negative emotions such as fear, anger, sadness, guilt and hate (Diener et al., 1999). It is seen that positive-negative affect and life satisfaction, which are components of SWB and various satisfaction domains. These are domains that increase the SWB level of the individual such as work, family, friendship relations, the group to which the individual belongs, health, money and leisure time, as well as affecting the individual's mental health (Tülek, 2011).

The fact that the positive emotions of the individual are higher than the negative ones and the higher life satisfaction indicates that SWB is high (Malkoç, 2011). High SWB depends on the superiority of pleasant affectivity over unpleasant affectivity and the positive cognitive judgment of the quality of individual's life. Cognitive judgment about positive emotions and satisfaction can be related to various life-domains, and their total reflects general life satisfaction (Tuzgöl Dost, 2005b). Individuals with high SWB feel pleasant emotions and evaluate life events positively. Individuals with low SWB feel unpleasant emotions by describing life conditions and events as undesirable situations (Myers & Diener, 1995). Diener (1984) and Myers and Diener (1995) state that individuals with higher SWB are more functional both socially, professionally and physically.

People's SWB levels are affected by both internal factors such as personality and feeling, and external factors such as the society in which they live. Some of the main determinants of SWB are an individual's innate temperament, the quality of his/her social relationships, the society he/she lives in, and his/her ability to meet basic needs (Diener, 2019). Diener et al. (1999) claim that even if living conditions do not automatically lead to joy or despair, they can affect SWB.

Studies generally reveal a low level of correlation between SWB and demographic variables such as age, gender, race, education, income level and marital status (Diener, Osihi, & Lucas, 2003). Cenkseven and Akbaş (2007) revealed that socio-economic level is a significant predictor of SWB. Diener et al. (1999) concluded that there is a correlation between education and SWB. Deniz, Karakuş, Traş, Eldeleklioğlu, Özyeşil, and Hamarta (2013) also found a significant correlation between SWB and life satisfaction.

Life satisfaction, one of the key components of SWB, reflects a series of judgments about various aspects of an individual's life (Ilies, Yao, Curseu, & Liang, 2018). Life satisfaction represents the cognitive aspect of SWB, one of the concepts related to human happiness, and it is the cognitive evaluation of the individual's life (Diener, Emmons, Larsen, & Griffen, 1985). Life satisfaction can be perceived as a measure of an individual's overall life assessment (Rode, 2004). Diener et al. (1999) argues that life satisfaction includes satisfaction with current life, desire to change life, satisfaction from the past, satisfaction with the future, and the views of one's relatives about that individual's life.

Life satisfaction is the evaluation of individual's own life in contexts such as social relationships, occupational life, physical health, and earnings (Diener et al., 1999). Life satisfaction is a general assessment of the whole life in which individuals focus particularly on their wishes/needs and harmony with their assets (Çekici, Aydın Sünbül, Malkoç, Aslan Gördesli, & Arslan, 2019). It is generally accepted that the less inconsistency between the desires and achievements of the individual, the more life satisfaction will be (Diener et al., 2003). Pavot and Diener (1993) argue that it is possible

to compare an individual's perceived living conditions with a self-administered standard or set of standards, and the degree to which these conditions meet these standards indicates his/her high life satisfaction. Therefore, life satisfaction is a conscious cognitive judgment of a person's life in which judgment criteria depend on the person. Life satisfaction judgments are based on comparing individual's circumstances to the idealized standard. This judgment about the satisfaction level of people is related to their current situation (Naz, 2015).

Researchers distinguish between life-domain satisfaction and global life satisfaction. While life-domain satisfaction refers to satisfaction in certain domains of an individual's life such as job, marriage and income, global life satisfaction is much broader and consists of a comprehensive judgment of an individual's life (Sousa & Lyubomirsky, 2001). Abstract indicators such as hereditary tendencies, norms, perspective on life and personal beliefs are effective in evaluations of global life satisfaction. On the other hand, life-domain satisfaction reflects more concrete experiences. Global life satisfaction is associated with important positive and negative events. Life-domain satisfaction is often explained by daily experiences. Especially social relations and social support are the most important reasons for the high life-domain satisfaction and global life satisfaction. Although there is a strong relationship between global life satisfaction and life-domain satisfaction, it has been revealed that there are different concepts. While global life satisfaction is related to personality, life-domain satisfaction is related to conditions (Şimşek, 2011).

Studies have revealed that individuals tend to show similar levels of satisfaction over time and in many life-domains (Naz, 2015). A correlation has been found between work and life satisfaction findings (Diener et al., 1999). Şimşek (2011) determined that positive relationships and information flow in the workplace increase life satisfaction. Stones and Kozma (1986) found that people who are satisfied with their lives tend to find more satisfaction in their jobs. Şimşek (2011) indicates that increasing life satisfaction will prevent the occurrence of many individual and social problems and will facilitate the resolution of problems.

The literature reveals that the incivility behaviors that employees encounter in the work environment have a negative effect on their SWB and therefore their life satisfaction. In this study, it was aimed to determine the predictive relationships between the incivility behaviors faced by guidance counselors and SWB and life-domain satisfaction, and to test the model created based on this correlation.

Researches in workplaces have generally focused on serious antisocial behaviors such as aggression, harassment and mobbing. However, less is known about subtler harassment such as incivility (Jiménez et al., 2018; Karim, Bibi, Rehman, & Khan, 2015). Studies conducted in Turkey have focused on mobbing, violence and aggression etc. (Solmuş, 2005; Uzbaş, 2009; Ançel, Yuva, & Öztuna, 2012; Hasta & Güler, 2013; Yenilmez & Seferoğlu, 2013: Horzum & Ayas, 2013; Özdevecioğlu, Can, & Akın, 2013; Uysal, Ekici, Önal, & Kulakoğlu, 2019). A clear analysis of the current situation is needed to develop interventions in the field of incivility (Jiménez et al., 2018). Andersson and Pearson (1999) argue that organizations that want to reduce incivility should address interpersonal rude behaviors quickly and fairly. Otherwise, expectations and norms throughout the organization will be eroded. The potential relationships between incivility and more intense forms of maltreatment should be of great interest to researchers who are investigating aggressive behavior in organizations, as well as managers committed to preventing aggression and violence in the workplace.

Considering the inadequacy of research on incivility, this study is expected to fill the gap in the literature and contribute to the literature on incivility behaviors in general and incivility behaviors faced by guidance counselors in particular. In addition, considering the predictive effects of incivility behaviors faced by guidance counselors according to the results of this study, it will contribute to the development and initiation of studies aimed at increasing the SWB and life-domain satisfaction levels of guidance counselors in schools. In addition, it is thought that the results of this research will guide administrators and planners in preventing incivility behaviors faced by guidance counselors, will

contribute to the development and initiation of studies to increase the SWB and life-domain satisfaction levels of guidance counselors in schools, and thus their task performance will increase.

METHOD

Research Model

This study, which aims to determine the predictive relationships between the incivility behaviors faced by guidance counselors and SWB and life-domain satisfaction, is in the relational surveying model, which is a subtype of the general surveying model. General surveying models are survey studies conducted in order to reach a general judgment about the population on the whole of the population or on a group of samples or samples taken from the population. General surveying models allow single or relational surveys (Karasar, 2015). In the study, the relational survey model, which is a subtype of the survey model, was used. Relational survey is a research model conducted to determine the correlation between two or more variables and to obtain clues about cause and effect (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz, & Demirel, 2008).

Study Group

The study group was selected using the disproportionate appropriate sampling method. A total of 350 (198 females and 152 males) guidance counselors, who were in charge in preschools, primary schools, secondary schools, high schools and equivalent schools affiliated to the state in different regions of Turkey and the Guidance and Research Center, were recruited for this study. Participants had 1-27 years professional seniority.

Data Collection Instruments

In the study, the "School Incivility Scale-SIS" to measure the incivility behaviors faced by guidance counselors, and the "Subjective Well-Being Scale" to determine their subjective well-being level, "Personal Wellbeing Index-A" to determine satisfaction in life-domains and a "Personal Information Form" developed by the researchers were applied to sample.

School Incivility Scale-SIS: The scale was developed by Yildirim, Unal and Surucu (2013) to measure the prevalence of rude behavior in schools. It is a 19-item, 5-point Likert-type, three-dimensional scale including trivialization, ignoring and privacy invasion. The respondents were asked how often they encountered each item in the SIS in the last year. Responses to the items were rated as 1=never, 2=rarely, 3=sometimes, 4=usually, and 5=always. As a result of the exploratory factor analysis conducted to determine the validity of the scale, it was determined that the KMO value was .97. In line with this finding, it was concluded that the sample size was "perfectly adequate" for factor analysis (Şencan, 2005; Tavşancıl, 2006). Also, according to Bartlett's test of sphericity, the chi-square value was found to be significant ($\chi^2_{(780)}$= 3,07; p<.01). Accordingly, it was accepted that the data were obtained from multivariate normal structure. The first of the determined factors explains 33.46% of the total variance regarding the scale, the second explains 20.19% and the third 17.08%. The total variance explained by these three factors is 70,73%. Item total correlation values of all items in the scale were calculated between 0,59 and 0,81. The independent sample t-test values of the significance between the item average scores of the lower 27% and upper 27% groups formed according to the total scores of the scale are significant for all items in the scale (p <.001). This result shows that all items have distinctive features. There is a significant relationship at the level of 0.01 between the sub-dimensions of SIS. The Cronbach's Alpha internal consistency coefficient calculated based on item analysis to test the reliability of the scale is .94 for the trivialization, dimension, .88 for the ignoring dimension and .87 for the privacy invasion dimension. The data obtained show that the items in the scale have high validity and are aimed at measuring the same behavior and have construct validity and reliability to measure rude behaviors in school. SIS is a valid and reliable scale to measure incivility behaviors in

schools according to the findings (Yildirim, Unal, & Surucu, 2013). In this study the Cronbach's Alpha reliability coefficient of the scale was calculated as .91 and it was found to be reliable.

Subjective Well-Being Scale: The scale developed by Tuzgöl Dost (2005a) consists of 46 items and 12 sub-dimensions that include personal judgments about life-domains and positive and negative emotions. The response system is a five-point Likert scale for each statement: "(5) Completely Suitable", "(4) Mostly Suitable", "(3) Partially Suitable", "(2) Somewhat Suitable" and "(1) Not Suitable at all". The score of each item varies between "5 and 1". The scale items are 26 positive and 20 negative statements. Negative statements are scored by reversing. The lowest score is 46 and the highest score is 230 that can be obtained from the scale. High scores indicate high subjective well-being level. In the factor analysis study conducted to test the validity of the Subjective Well-Being Scale, the KMO coefficient was found to be .861, and the Bartlett test was found to be significant. The scale was accepted to have a general factor besides having 12 factors. The Cronbach's Alpha reliability coefficient of the scale was calculated as .93 and the Pearson Product-Moment Multiplication Correlation coefficient was calculated as .86 as a result of the test-retest method. Reliability coefficients show that the scale can be used safely to measure the subjective well-being levels of university students. It would be beneficial to carry out validity and reliability studies on different age groups and samples (Tuzgöl Dost, 2005a). In this study the Cronbach's Alpha reliability coefficient of the scale was calculated as .94 and it was found to be reliable.

Life-Domain Satisfaction Scale (Personal Wellbeing Index-A): The scale, translated into Turkish and adapted by Şimşek (2011), was developed by the International Wellbeing Group (2006) based on the Comprehensive Quality of Life Scale (Cummins, 1997). The scale measures well-being in 8 basic domains of life with 8 questions in total and has a 0-10 degree; 0: Totally Insatiable, 10: Fully Satisfied. There is also a question that measures general life well-being. 8 factors in the scale explain 30% to 60% of the variance regarding the whole life satisfaction. The item "Your understanding of holiness and how satisfied you are with your religion", which is one of these factors and was added to the scale later, was not included in this study because it does not affect the variance of life satisfaction in the Australian sample and may cause drawback for the sample. Life-domains measured with a total of 7 questions are living standards, personal health, success in life, personal relationships, personal security, community connectivity and future security. These domains can unite under a general well-being factor. In studies conducted in Australia, the Cronbach's Alpha coefficient was calculated between .70 and .85, and the test-retest reliability was reported as .84 in 1-2 weeks. The scale has a parallel test validity of .78 with the Satisfaction with Life Scale of Diener et al. (1985) (International Wellbeing Group, 2006). The Cronbach Alpha of Turkish version of the test is .87 and parallel test validity with The Satisfaction with Life Scale (Diener et al., 1985) is .75. The average of 7 items (M = 7.06, SD = 1.64) in the score range of 0-10 in the Life-Domains Satisfaction Scale is 70.6 out of 100 (Şimşek, 2011). In this study the Cronbach's Alpha reliability coefficient of the scale was calculated as .90 and it was found to be reliable.

Data Collection and Analysis

In order to collect the data, measuring instruments consisting of the School Incivility Scale, Subjective Well-Being Scale, Life-Domain Satisfaction Scale and personal information form were applied to the guidance counselors in the study group using the disproportionate sampling method. Guidance counselors working in different regions of Turkey were reached by e-mail and the scales were applied on a volunteer bases via Google Drive. The research data were analyzed using the SPSS package program. The predictive relationships between the incivility behaviors faced by the guidance counselors and the domains of subjective well-being and life-domain satisfaction were analyzed using the AMOS 16 Software within the "Structural Equation Model". Structural equation modeling is a statistical approach that reveals the causal and reciprocal relationships between observed and latent variables to test a theoretical model (Schumacker & Lomax, 2004). AMOS Software is also used to reveal the data observed in the study and the relationships between latent variables (Dilmaç & Özkan, 2019). The statistical significance level of the data in the study was determined as p<0.01.

FINDINGS

In the last model obtained as a result of the analysis of the data (X^2 = 611,5014, df = 216, p <.001), three exogenous (trivialization, ignoring, privacy invasion) and twenty endogenous (comparing their life with their own past and the life of others, positive and negative emotions, goals, self-confidence, optimism, activities of interest, friendships, future outlook, family relationships, envy of others' life, coping with life's difficulties, pessimism) and (general satisfaction, living standards, personal health, success in life, personal relationships, feeling secure community membership, future security) data was included. Each of the ways shown in the model was found to be statistically significant. The Bentler-Bonett Normed Fit Index (NFI), The Tucker-Lewis Coefficient Fit Index (TLI), and other fit indexes showed that the model fit well (Table 1). Each of the two-way correlations between the endogenous data in the model has high values and is statistically significant.

Table 1. Statistical values regarding the fit indexes of the structural equation model

Indexes	Good Fit Values	Acceptable Fit Values	Fit Index Values of the Model
(X^2/df)	≤ 3	$\leq$ 4-5	2.83
RMSEA	≤ 0.05	0.06-0.08	0.07
SRMR	≤ 0.05	0.06-0.08	0.05
IFI	≥ 0.95	0.94-0.90	0.92
GFI	≥ 0.90	0.89-0.85	0.86
TLI	≥ 0.95	0.94-0.90	0.90

When the fit values in Table 1 were examined, it was found that X^2/df=2.83, RMSEA=0.07, SRMR=0.05, IFI=0.92, GFI=0.86, TLI=0.90. In general, the results show that the model has the desired level of fit values (Bollen, 1989; Browne & Cudeck, 1993; Byrne, 2010; Hu & Bentler, 1999; Kline, 2011; Tanaka & Huba, 1985). The tested single factor model was shown in Figure 1. All paths shown in the model are significant at the 0.001 level.
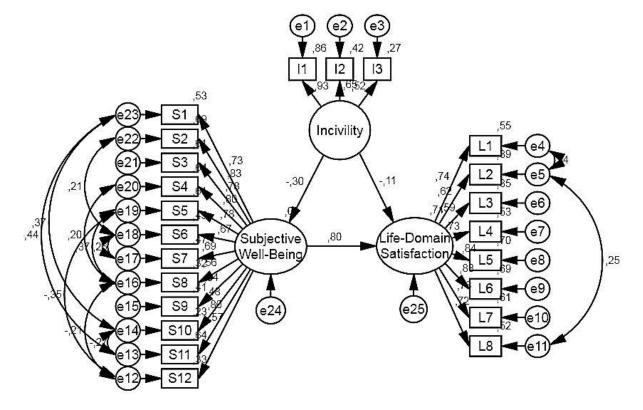

Figure 1. Path analysis for the model

Table 2. Model for the predictive relationships between incivility, subjective well-being and life-domain satisfaction

Predictive Variable	Dependent Variable	Total Impact	Direct Impact	Indirect Impact	Standard Error	Critical Value
Incivility	Subjective Well-Being	-0.30	-0.30	0	0.01	-4.42*
Incivility	Life Satisfaction	-0.35	-0.11	-0.24	0.01	-2.78*
Subjective Well-Being	Life Satisfaction	0.80	0.80	0	0.10	9.67*

*p<0.01

When the model in the figure is examined, it is seen that the most important independent variable (t=-4.42 p<0.01) that affects the SWBs of guidance counselors is the incivility variable. The correlation coefficient value for this factor was found to be β=-.030. When the predictive relationships between guidance counselors' SWBs and the incivility variable were examined, it was determined that there was a negative linear relationship. The findings reveal that with the increase in incivility faced by guidance counselors, their SWB will decrease.

It is seen that the most important independent variable affecting life-domain satisfaction in the model (t=9.67, p<0.01) is the subjective well-being variable. The correlation coefficient value for this factor was determined as β=0.80. When the predictor relationships between guidance counselors' life-domain satisfaction and SWBs were examined, it was determined that there was a positive linear relationship. The findings show that as the guidance counselors' subjective well-being increases, life-domain satisfaction levels will also increase.

In addition, it is seen that the second most important variable (t=-2.78, p<0.01) that affects the life-domain satisfaction level in the tested model is the incivility variable. The correlation coefficient value for this factor was determined as β=-0.11. When the predictive relationships between guidance counselors' life-domain satisfaction and incivility were examined, it was determined that there was a negative linear relationship. The findings show that life-domain satisfaction will decrease with the increase in incivility that guidance counselors are exposed to.

DISCUSSION AND CONCLUSION

As a result of the analysis of the research data, it is seen that the most important independent variable affecting the SWBs of the guidance counselors is the incivility variable. When the predictive relationships between guidance counselors' SWBs and the incivility variable were examined, it was determined that there was a negative linear relationship. The findings reveal that with the increase in incivility faced by guidance counselors, their SWBs will decrease.

Similar to the findings of the research, Nicholson and Griffin (2015) concluded that incivility was negatively related to situational well-being and psychological detachment in their study. In addition, the results highlight the continued impact of rudeness and disrespect on workers' well-being in the workplace. Tortumlu and Taş (2020) found that the variables of incivility behavior and loneliness in professional life significantly affected happiness in the workplace. Their result showed that incivility behaviors and loneliness decreased happiness, while incivility behaviors increased loneliness in professional life. In the study conducted on healthcare home workers, it was seen that incivility was ranked among the factors that negatively affected the subjective well-being of the participants (Sağlam, 2020). In their research, Caza and Cortina (2007) stated that more attention should be paid to minor rudeness, ridicule and exclusion in organizations, and although it is seemingly insignificant, this may have a profound negative effect on individual well-being of incivilities. Jamal and Siddiqui (2020) and Kundu and Tuteja (2020) stated that experiencing incivility at work increased the likelihood of emotional exhaustion. Amanullah (2021) also concluded that workplace incivility mediated the relationship between passive leadership and emotional exhaustion of employees.

Analysis of the research findings obtained by Hwang, Yoon, and Lee (2020) showed a significant correlation between organizational incivility, job stress, psychological exhaustion, courage and job satisfaction. It was also found that organizational incivility had a significant effect on job stress, psychological exhaustion, courage and job satisfaction. He, Walker, Payne, and Miner (2020) also reported that incivility in the workplace was associated with numerous negative job (job satisfaction, exhaustion) and non-job (conflict with family, life satisfaction) outcomes. Schilpzand et al. (2016) claimed that incivility is a costly and common workplace behavior with significant negative emotional, cognitive, and behavioral consequences for goals, witnesses, and provokers. Therefore, it is important to continue research efforts that seek to improve our understanding of incivility in the workplace and can help reduce this harmful behavior in its different forms. Likewise, Jiménez et al. (2018) stated that a clear analysis of incivility behaviors in the workplace is the key factor in developing effective interventions in the work environment. In this respect, it is important to reveal the relationship between incivility and SWB that emerged with this research.

Ensuring minimal incivility in the workplace is the most important measure an organization can do (Gupta & Kumari, 2020). Organizations can reduce incivility by implementing civility interventions such as Civility, Respect, Engagement in the Workforce (CREW). CREW's aim is to increase workplace politeness by improving the interpersonal climate in workgroups (Osatuke, Moore, Ward, Dyrenforth, & Belton, 2009). Cragg (2018) supports that if organizations can help employees become stronger, individuals can be happier and healthier employees by perceiving fewer examples of incivility in the workplace. The findings of the study conducted by Ayrancı and Kumral (2020) clearly indicated that the perception of rude and negative behaviors was a motivating element of the participants' reluctance to be in the work environment. As a result of the studies of Leiter, Laschinger Day, and Oore (2011) and Leiter, Day, Oore, and Laschinger (2012), it was determined that the civility intervention program reduced the incivility frequency in the workplace and increased the well-being of the employees. Meier and Gross (2015) argued that an indirect way to reduce incivility in the workplace is to reduce work stress. Lee (2020) determined that incivility and work stress showed a significant negative correlation with teacher competence, and that work stress had a mediating effect on the relationship between incivility and teacher competence. Çiçek and Çiçek (2020) found that the relationship between workplace incivility and creative employee performance was mediated by leader-member interaction. They also stated that although incivility behavior negatively affected the creativity of the employee, positive interaction between the leader and followers might eliminate this negativity. In addition to these, the leader has the potential to overcome this situation by managing the incivility in the workplace as well as managing many negativities and conflicts. Reducing incivility in the workplace by various methods will contribute to the increase of employees' SWBs individually and organizationally, and thus to be more productive.

Another result that emerged in the analysis of the data is that the most important independent variable affecting life-domain satisfaction is the SWB variable. When the predictor relationships between guidance counselors' life-domain satisfaction and SWBs were examined, it was determined that there was a positive linear relationship. The findings reveal that as the SWBs of guidance counselors increase, their life-domain satisfaction level will also increase.

In parallel with this finding. as stated in the introduction, Myers and Diener (1995) concluded that individuals with high SWB feel pleasant emotions and evaluate life events positively. Individuals with low SWB, on the other hand, describe life conditions and events as undesirable situations and feel unpleasant emotions such as depression and anger. Therefore, an individual's high SWB will perceive the events in work and non-work life more positively and will make them happier, healthier and more productive. Similar to the study results, Diener (2019) concluded that people with high SBW function healthier and more effectively than people who are chronically stressed, depressed or angry.

Contrary to the finding obtained in this study, Suh, Diener, and Fujita (1996) stated that changes in life events can change the SWB level of the person, at least temporarily. People experience a high SWB when they feel many positive and little negative emotions, engage in engaging activities,

experience many joys and little pain, and are satisfied with their lives (Diener, 2000). Positive events such as success and promotion are likely to increase a person's SWB. Negative events such as getting low mark may decrease a person's SWB (Suh et al., 1996). From another point of view, the high level of satisfaction and positive feelings obtained by the individual as a result of the general evaluation of life indicates that the SWB level is high (Myers & Dinner, 1995). According to the findings of his study, Alghamdi (2015) claims that life satisfaction is related to behavior in the workplace, including job satisfaction, and this affects the mental and physical health and well-being of the employees. This information differs with the finding that the most important independent variable affecting life-domain satisfaction is the SWB variable. This situation can be interpreted as life-domain satisfaction and SWB are related to each other, life-domain satisfaction affects SWB, and SWB affects life-domain satisfaction.

According to the last result of the analysis of the research data, it is seen that the second most important variable affecting the life-domain satisfaction level is the incivility variable. When the predictive relationships between guidance counselors' life-domain satisfaction and incivility were examined, it was determined that there was a negative linear relationship. The findings show that life-domain satisfaction will decrease with the increase in incivility that guidance counselors are exposed to.

As a result of the research conducted by Hwang et al. (2020), it was determined that incivility negatively affected life satisfaction, and incivility had a negative correlation with life satisfaction. In addition, as a result of the research, it was seen that the incivility of the manager has a negative effect on life satisfaction. In other words, manager incivility experienced by office workers directly affects life satisfaction. The analysis results of the research findings made by Withrow (2014) also suggest that manager incivility may mediate or partially mediate the relationship between customer/coworker incivility and life satisfaction. In this case, the life-domain satisfaction of employees who are exposed to incivility behaviors in the business environment is negatively affected. For example, the life-domain satisfaction of individuals who are subjected to incivility behavior such as silent responses in the work environment, ignoring, interfering with others, making other interviews during the meeting, bad glances or texting at inappropriate times will decrease. As stated in the interpretation of the first finding, reducing incivility with civility intervention programs in the work environment will contribute to the increase in life-domain satisfaction of the employees, and thus, their satisfaction from life events. Çebi Karaaslan, Çalmaşur, and Emre Aysin (2021) also included employment status satisfaction as one of the influential factors on life satisfaction. In other words, employment status satisfaction has an effect on life satisfaction. However, according to the results of the research conducted by Miner, Settles, Pratt-Hyatt and Brady (2012), it showed that there was no relationship between incivility level and life satisfaction in those with higher perception of organizational support. According to this result, it can be said that incivility will not have a negative effect on life-domain satisfaction in cases where employees' perception of organizational support is increased. Baker and Kim (2020) reached that administrative procedural and emotional support significantly affected the employee's psychological well-being (PWB) and work quality-of-life (WQOL) levels. In short, emotional and procedural support has a significant interaction effect on PWB and WQOL.

The findings of this study can be an important indicator for successful counseling practice and positive mental health. Based on the results of this study, it should be taken into consideration by the relevant institutions and individuals that the experience of guidance counselors to less incivility is important in increasing their subjective well-being and life satisfaction. In schools, the most important role belongs to the principal. In addition, other teachers, students and parents are also likely to be exposed to incivility behavior in the schools of guidance counselors who are exposed to incivility behavior. School principals can be role model to all employees by exhibiting civil behaviors first. Besides, they can make civil behavior a part of school culture by accepting and popularizing it as the value of the school. When acting civil is a part of the school culture, the school may become a more productive organization, as all the positive effects of civil behavior will appear on all employees, together with the guidance counselor.

Determining the sources of incivility behaviors faced by guidance counselors, determining the rules to prevent these behaviors and preparing awareness and regulatory programs for those who exhibit these behaviors, increasing interpersonal relations and communication skills, making corrective activities by making use of seminars and trainings to be organized on these issues will prevent guidance counselors from being exposed to incivility. Therefore, it will contribute to increasing their subjective well-being and life satisfaction.

No matter who starts incivility, it can do the same damage to both parties. For this reason, the person should avoid incivility behaviors regardless of the position in the institution. In this context, by investigating who (school principal, vice principal, teachers, other employees, students and parents) exhibits incivility behaviors towards guidance counselors, training activities can be conducted for employees who exhibit more incivility behavior.

The situations of fulfilling the duties of guidance counselors who are exposed to less incivility, have high subjective well-being and life satisfaction and their reflection on the students can be examined in the future.

The results obtained by doing similar studies on different groups, teachers in different branches and employees of different institutions can be compared with the results of this study.

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