A Study on the Relationship between Mobbing and Professional Burn out Perceptions of Secondary School Mathematics Teachers

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Abstract
This study aims to evaluate the relationship between mobbing perception and job burnout of secondary school mathematics teachers. Another subject of the study is to find out whether mobbing and burnout perception differs according to gender, marital status, teachers’ professional experience, educational background, staff position, and school type variables. The demographical information form developed by the researchers, Maslach Burnout Inventory-Educators Survey, developed by Maslach and Jackson (1981), and Mobbing Scale developed by Cemaloğlu and Ertürk (2007) were used as data collection tools. The study was conducted using the survey method. The study participants included 243 mathematics teachers working in public and private secondary schools in a city centre of a province in the Eastern Anatolia Region of Turkey. Although the study findings of burnout perceptions of mathematics teachers do not differ significantly according to the variables of gender, and educational background, they differ according to the variables of marital status, professional experience, staff position, and school type. Mobbing perceptions of mathematics teachers differ according to sub-levels of all variables but the variable of gender and staff position. In addition, a significant relationship has been identified between the mobbing and burnout perceptions of secondary school mathematics teachers. In addition, it has been determined that mathematics teachers’ mobbing perceptions are significant predictors of burnout perceptions.

Keywords: Mobbing, Burnout, Mathematics education.

Introduction
Mobbing in Mathematics Education

Mobbing can occur at schools, anywhere at school, somewhere else than schools, or online for anyone (Field, 2007). Mobbing is an English concept derived from the word mob, which is mostly encountered in social sciences. The word mob means malicious rudeness, attacking, innuendo, lynching, and noise. (Alderson & Iz, 1990). Mobbing includes immoral and hostile behavior by one person, or a group executed systematically on a vulnerable individual.

To define such behaviors as mobbing, these behaviors must be repeated at least once a week for at least six months (Leymann, 1996). International Labor Organization (ILO) characterizes increased mobbing as a problem in workplaces (Karavardar, 2009).
According to the latest research, mobbing is a frequent problem in workplaces in many countries. It has been found out that 37% percent of the 146 million people working in the USA experience mobbing (Lutgen-Sandvik et al., 2009). Leymann determined that 3.5% of the 4.4 million employees (154,000 people) were the victims of mobbing in the work environment in his study, examining mobbing in 1996 (Leymann, 1996).

**Burnout in Mathematics Education**

Problems such as issues between schools and parents, teachers and students, discipline issues of students, the overload of bureaucratic issues, difficulties in getting promotions, inadequate community support, criticism of the community, oppression of political and social authorities on education institutions arise in mathematics education (Campbell, 1983). Changes in mathematics educational administration from past to present brought along various problems for teachers. In addition to academic expertise, being responsible for student success in central exams, insufficient resources to meet the needs of students, and not being able to receive adequate financial and moral support are the main problems of teachers today (Avcı & Seferoğlu, 2011). These problems experienced by teachers can cause burnout. In their report on the psychological problems encountered in workplaces, ILO identified mobbing and burnout as an increasing problem worldwide (Chappell & DiMartino 2006). The most widely accepted definition of the concept of burnout belongs to Christina Maslach, one of the most prominent researchers in this field and who developed the Maslach Burnout Inventory (Ergin, 1993). According to Maslach, burnout is a psychological condition that occurs in the long term in response to factors that increase mental tension in the working environment (Maslach, 2003). People who must work to lead their lives experience problems due to many factors such as working conditions, personal situations, and environmental effects. This causes stress and the workplace to be stressful and causes employees to work in such a stressful place (Sezgin & Kılç, 2012). At this point, both the institution and the individual can suffer as a result of burnout. In addition, as burnout decreases the efficiency of the service, the people who receive services may also be affected (Sönmez, 2006).

**Theoretical Framework and Literature Review**

Maslach and Jackson divided the concept of burnout into three factors: emotional exhaustion, depersonalization, and a sense of low personal accomplishment (Maslach & Jackson 1981; Maslach et al., 2001; Maslach & Zimbardo, 1982). Emotional exhaustion refers to the decrease in the emotional and physical resources of the individual and the stress caused by burnout (Maslach et al., 2001; Wright & Douglas, 1997). In the second dimension of burnout, the emotionally exhausted individual decreases their communication with the people around them and then becomes psychologically distanced from them and becomes depersonalized (Cordes & Dougherty, 1993; Maslach et al., 2001; Maslach & Zimbardo, 1982). Depersonalization refers to the negative, harsh behavior of an individual towards the people one serves and one’s unresponsiveness to the work the person does (Maslach et al., 2001; Wright & Douglas, 1997). In the last phase, personal success, burnout causes the individual to evaluate oneself negatively and feels inadequate at work. The individual also starts thinking that one fails in personal relationships at work (Maslach et al., 2001; Maslach & Zimbardo, 1982; Wright & Douglas, 1997). For these reasons, in the study, the relationship between secondary school mathematics teachers’ mobbing perceptions and their professional burnout was investigated along with its sub-dimensions.

When the literature review was conducted, the fact that there was no study investigating the relationship between mobbing perception and professional burnout on secondary school mathematics teachers in terms of demographic variables determined in this study strengthens the original aspect of the study.

**Aim and Sub-problems of the Study**

The study aims to evaluate the relationship between the perception of mobbing and job burnout of secondary school mathematics teachers. The answers to the following sub-problems were sought in accordance with this general aim:

1. What is the level of mobbing?
2. Do the levels differ according to variables such as gender, marital status, professional experience, educational background, staff status, and school type?

3. What is the correlation between mobbing and burnout?

4. Do mobbing perceptions predict professional burnout perceptions?

**Research Model**

The research is conducted using the survey model to identify the perception of mobbing and job burnout of 243 secondary school mathematics teachers. The relational survey method is preferred if the relationship between concepts will be determined in survey method studies. This method is used to determine the relationship between variables and estimate the possible results. The relationship level between two or more variables is tried to be measured using statistical tests (URL-1, 2020). Therefore, the relational survey method is used in this research to determine the existence of change and the level of more than two variables together (Karasar, 1999).

**Study Group**

The research study group included 243 mathematics teachers (140 females and 103 males) working in private and public secondary schools affiliated with the Ministry of National Education, located in a city center in a province in the Eastern Anatolia region of Turkey during the 2018-2019 academic year. An appropriate sampling method was preferred as the sampling method, and the available teachers among the mathematics teachers working in the city were included in the research. The appropriate sampling method is to choose the sampling group among the easily accessible and executable units due to the limitations of time, money, and workforce (Büyüköztürk, 2015).

**Data Collection Tools**

**Maslach Burnout Inventory-Educators Survey**

İnce and Şahin adapted the Maslach Burnout Inventory-Educators Survey into Turkish in 2015, which was developed by adapting the Maslach Burnout Inventory by Maslach and Jackson (1981) to the teachers. The scale is of the 7-Likert type and consists of 22 items in total. The sublevels of the scale are emotional exhaustion, depersonalization, and a sense of low personal accomplishment. The Cronbach’s Alpha Coefficient regarding the sublevels of the scale is 0.90, 0.82, and 0.79, respectively (İnce and Şahin, 2015).

**Mobbing Scale**

The Mobbing Scale developed by Cemaloğlu and Ertürk (2007) is of the 5-Likert type and consists of 52 items. The Cronbach Alpha’s reliability coefficient is calculated as 0.94. The scale has a four-factor structure. These factors are self-presentation and communication, social relationships, reputational attack and quality of life, and professional satisfaction.

**Personal Information Form**

The personal information form developed by the researchers is a form prepared by conducting a literature review to learn demographic information of teachers. In this form, there are six questions seeking answers to teacher’s gender, age, marital status, professional experience, staff position, and the school type that they work at. After the form was prepared, it was submitted to the expert opinion of three academics in mathematics education, and structure and content validity were provided.

**Data Analysis**

Skewness values of Maslach Burnout Inventory-Educators Survey ranged between -0.005 and 0.411, and the kurtosis values ranged between -0.507 and 0.428. Also, the skewness values for the Mobbing Scale ranged between -0.466 and 0.088, and the kurtosis values ranged between -0.621 and 0.364. The Q-Q plot graph, which was examined together with the skewness and kurtosis values, determined that the points obtained from the data were on or close to the 45-degree line. Therefore, it was decided that the data were distributed normally. In addition, the Levene test was conducted to determine whether the variances were distributed homogeneously. Since the result of the Levene test was p>0.05 for Maslach Burnout Inventory-Educators Survey (Z=1.091, p=0.133) and the Mobbing Scale (Z=0.283, p=0.179), it was determined that the variances were distributed homogeneously (Büyüköztürk, 2015). Shapiro-Wilk test was conducted after the Levene analysis to determine whether the data were
distributed normally. Since the result of the Shapiro-Wilk test was p>0.05 for each data set of the Maslach Burnout Inventory-Educators Survey and Mobbing Scale, it was determined that the data were distributed normally. As the data showed normal distribution, ANOVA and Tukey test in multiple groups with more than two independent variables, and t-test for equal variance assumed in binary groups were decided to be used (Büyüköztürk, 2015). In addition, correlation and regression analysis were used for the relationship between the variables. Two hundred forty-eight teachers filled out the forms voluntarily within the scope of the research. Five of the forms were excluded from the study due to incorrect or incomplete filling, and a total of 243 forms were evaluated.

**Findings**

Table 1 shows the descriptive statistics regarding the teachers’ burnout perception and sublevels.

Table 1: Descriptive statistics of burnout perceptions and sublevels of teachers

| Sublevel                  | N   | \(\bar{X}\) | sd. |
|---------------------------|-----|-------------|-----|
| Emotional exhaustion      | 243 | 3.26        | 1.60|
| Depersonalization         | 243 | 2.10        | 0.97|
| Personal accomplishment   | 243 | 5.45        | 0.92|
| Burnout                   | 243 | 3.60        | 0.77|

When Table 1 is examined, it can be seen that the mean score of the teachers’ burnout perception is \(\bar{X}=3.26\). When the sublevel mean scores are examined, other findings include the personal accomplishment sublevel being the highest mean score (\(\bar{X}=5.45\)) and followed by burnout sublevel (\(\bar{X}=3.60\)), and depersonalization sublevel being the lowest mean score (\(\bar{X}=2.10\)) Table 2 shows the t-test of teachers’ burnout perception and sublevels regarding the gender variable.

Table 2: T-test Results of Burnout Perceptions and Sublevels of Teachers Regarding the Gender Variable

| Sublevel                  | Groups  | N   | \(\bar{X}\) | sd. | t   | p   |
|---------------------------|---------|-----|-------------|-----|-----|-----|
| Emotional Exhaustion      | Female  | 140 | 3.36        | 1.63| 0.116| 0.236|
|                           | Male    | 103 | 3.11        | 1.54|     |     |
| Depersonalization         | Female  | 140 | 2.03        | 0.94| -1.192| 0.234|
|                           | Male    | 103 | 2.18        | 1.01|     |     |
| Personal Accomplishment   | Female  | 140 | 5.52        | 0.83| 1.502| 0.135|
|                           | Male    | 103 | 5.34        | 1.02|     |     |
| Burnout                   | Female  | 140 | 3.64        | 0.77| 0.910| 0.364|
|                           | Male    | 103 | 3.55        | 0.77|     |     |

When Table 2 is examined, it can be seen that the teachers’ burnout perception and its sublevels do not differ according to the gender variable. Table 3 shows the T-test results regarding the teachers’ perception of burnout sublevels according to the marital status variable.

Table 3: T-test Results of Burnout Perceptions and Sublevels of Teachers Regarding the Marital Status Variable

| Sublevel                  | Groups  | N   | \(\bar{X}\) | sd. | t   | p   |
|---------------------------|---------|-----|-------------|-----|-----|-----|
| Emotional Exhaustion      | Female  | 140 | 3.36        | 1.63| 0.116| 0.236|
|                           | Male    | 103 | 3.11        | 1.54|     |     |
| Depersonalization         | Female  | 140 | 2.03        | 0.94| -1.192| 0.234|
|                           | Male    | 103 | 2.18        | 1.01|     |     |
| Personal Accomplishment   | Female  | 140 | 5.52        | 0.83| 1.502| 0.135|
|                           | Male    | 103 | 5.34        | 1.02|     |     |
When Table 3 is examined, it can be seen that the scores regarding the depersonalization and personal accomplishment sublevels of teachers’ burnout perception showed a statistically significant difference in favor of single teachers according to the marital status variable (p<0.05). Emotional exhaustion does not show a significant difference according to the marital status variable. Table 4 shows the ANOVA results of teachers’ burnout perception sublevels regarding the professional experience variable.

| Table 4: ANOVA Results of Burnout Sublevels of Teachers Regarding the Teachers’ Professional Experience Variable |
| --- |
| **Groups** | **N** | **X** | **sd.** | **f** | **p** | **Groups that have a difference** |
| **Emotional Exhaustion** | | | | | | |
| Less than 5 years | 29 | 2,50 | 1,07 | | | |
| 5-10 | 69 | 3,90 | 1,63 | | | |
| 10-15 | 71 | 3,13 | 1,70 | | | |
| 15-20 | 36 | 3,66 | 1,41 | | | |
| More than 20 years | 38 | 2,53 | 1,28 | | | | 7,830 0,000* Less than 5 years<5-10 years 5-10 years<15-20 years 5-10 years>10-15 years 5-10 years>more than 20 years 15-20 years>more than 20 years |
| **Depersonalization** | | | | | | |
| Less than 5 years | 29 | 2,36 | 1,18 | | | |
| 5-10 | 69 | 1,91 | 0,83 | | | |
| 10-15 | 71 | 1,91 | 0,92 | | | |
| 15-20 | 36 | 2,81 | 1,14 | | | |
| More than 20 years | 38 | 1,93 | 0,52 | | | | 7,674 0,000* 5-10 years<15-20 years 10-15 years<15-20 years 15-20 years>more than 20 years |
| **Personal Accomplishment** | | | | | | |
| Less than 5 years | 29 | 5,25 | 1,05 | | | |
| 5-10 | 69 | 5,35 | 0,93 | | | |
| 10-15 | 71 | 5,95 | 0,87 | | | |
| 15-20 | 36 | 5,25 | 0,82 | | | |
| More than 20 years | 38 | 5,70 | 0,92 | | | | 2,152 0,075 |
| **Burnout** | | | | | | |
| Less than 5 years | 29 | 3,37 | 0,78 | | | |
| 5-10 | 69 | 3,72 | 0,79 | | | |
| 10-15 | 71 | 3,54 | 0,73 | | | |
| 15-20 | 36 | 3,90 | 0,85 | | | |
| More than 20 years | 38 | 3,39 | 0,64 | | | | 3,331 0,011* Less than 5 years<15-20 years 15-20 years>more than 20 years |

*p<0.05

When Table 4 is examined, it can be seen that the scores regarding emotional exhaustion and depersonalization sublevels of teachers’ burnout perception showed a statistically significant difference in favor of the teachers who are more experienced professionally according to the professional experience variable (p<0.05). When the emotional exhaustion sublevel difference is considered in terms of professional experience, those whose professional experience is less than five years, 5-10 and 15-20 years, 5-10 years and 10-15 years and more than 20 years, and 15-20 years live more burnout in that order. There is a significant difference between those with 5-10 years of experience and 10-15 years of experience and 15-20 years of experience in the depersonalization sublevel and those with 15-20 years of experience and more than 20 years of experience, respectively. There are no significant differences regarding the professional experience variable for personal accomplishment. Table 5 shows...
ANOVA results of the teachers’ burnout perception sublevels regarding the educational background variable:

Table 5: ANOVA Results of Burnout Perception Sublevels of Teachers Regarding the Educational Background Variable

| Groups                      | N   | $\bar{x}$ | sd. | f     | p    |
|-----------------------------|-----|-----------|-----|-------|------|
| **Emotional Exhaustion**    |     |           |     |       |      |
| Education institute         | 18  | 3,59      | 1,61| 0,498 | 0,608|
| Faculty                     | 200 | 3,22      | 1,62|       |      |
| Master’s degree             | 25  | 3,36      | 1,57|       |      |
| **Depersonalization**       |     |           |     |       |      |
| Education institute         | 18  | 1,92      | 0,97| 0,333 | 0,717|
| Faculty                     | 200 | 2,11      | 0,98|       |      |
| Master’s degree             | 25  | 2,12      | 0,93|       |      |
| **Personal Accomplishment** |     |           |     |       |      |
| Education institute         | 18  | 5,52      | 0,70| 1,061 | 0,348|
| Faculty                     | 200 | 5,41      | 0,96|       |      |
| Master’s degree             | 25  | 5,69      | 0,72|       |      |
| **Burnout**                 |     |           |     |       |      |
| Education institute         | 18  | 3,68      | 0,78| 0,548 | 0,650|
| Faculty                     | 200 | 3,72      | 0,58|       |      |
| Master’s degree             | 25  | 3,72      | 0,46|       |      |

Table 5 shows that the teachers’ burnout perception scores, emotional exhaustion, depersonalization, and personal accomplishment do not show a statistically significant difference according to the educational background variable (p>0,05). Table 6 shows the ANOVA results of teachers’ burnout perception sublevels regarding the staff position variable.

Table 6: ANOVA Results of Burnout Perception Sublevels of Teachers Regarding the Staff Position Variable

| Groups          | N   | $\bar{x}$ | sd. | f     | p    |
|-----------------|-----|-----------|-----|-------|------|
| **Emotional Exhaustion** |     |           |     |       |      |
| Tenured         | 220 | 3,30      | 1,57| 1,500 | 0,238|
| Non-tenured     | 15  | 3,15      | 1,49|       |      |
| Stipend         | 8   | 2,31      | 0,00|       |      |
| **Depersonalization** |     |           |     |       |      |
| Tenured         | 220 | 2,07      | 0,93| 4,006 | 0,246|
| Non-tenured     | 15  | 2,70      | 0,88|       |      |
| Stipend         | 8   | 1,62      | 0,00|       |      |
| **Personal Accomplishment** |     |           |     |       |      |
| Tenured         | 220 | 5,43      | 0,91| 1,916 | 0,171|
| Non-tenured     | 15  | 5,29      | 0,85|       |      |
| Stipend         | 8   | 6,04      | 0,00|       |      |
| **Burnout**     |     |           |     |       |      |
| Tenured         | 220 | 3,59      | 0,79| 0,684 | 0,506|
| Non-tenured     | 15  | 3,67      | 0,72|       |      |
| Stipend         | 8   | 3,33      | 0,77|       |      |

Table 6 shows that the sublevel scores regarding the teachers’ burnout perception and emotional exhaustion, depersonalization, and personal accomplishment do not show a statistically significant difference according to the staff position variable (p>0,05). Table 7 shows the ANOVA results of teachers’ burnout perception sublevels according to the school type variable.
Table 7: ANOVA Results of Burnout Perception Sublevels of Teachers According to School Type Variable

| Sublevels            | Groups   | N  | $\bar{X}$ | sd.   | t          | p    |
|----------------------|----------|----|-----------|-------|------------|------|
| Emotional Exhaustion | Private  | 39 | 2,87      | 1,63  | -1,632     | 0,104|
|                      | Public   | 204| 3,33      | 1,58  |            |      |
| Depersonalization    | Private  | 39 | 1,80      | 0,75  | -2,073     | 0,039*|
|                      | Public   | 204| 2,15      | 1,00  |            |      |
| Personal Accomplishment | Private  | 39 | 5,35      | 1,01  | -0,722     | 0,471|
|                      | Public   | 204| 5,46      | 0,90  |            |      |
| Burnout              | Private  | 39 | 3,34      | 0,79  | -2,280     | 0,023*|
|                      | Public   | 204| 3,65      | 0,76  |            |      |

*p<0,05

It can be seen that the scores regarding teachers’ burnout perceptions and depersonalization sublevels showed a statistically significant difference in favor of the teachers working in public schools according to the school type variable (p<0,05) when Table 7 is examined. Emotional exhaustion and personal accomplishment do not show a significant difference regarding the school type variable. Table 8 shows the descriptive statistics regarding the teachers’ mobbing perception and its sublevels.

Table 8: The Descriptive Statistics of the Teachers’ Mobbing Perception and its Sublevels

| Sublevels                                  | N   | $\bar{X}$ | sd. |
|--------------------------------------------|-----|-----------|-----|
| Self-presentation and communication        | 243 | 1,69      | 0,55|
| Social relationships                        | 243 | 1,32      | 0,32|
| Reputational attack                         | 243 | 1,24      | 0,37|
| Quality of life-professional satisfaction   | 243 | 1,38      | 0,61|
| Mobbing                                    | 243 | 1,41      | 0,35|

When Table 8 is examined, it can be seen that the mean score of teachers’ mobbing perception is $\bar{X}$=1,41. Another finding is that the mean scores of self-presentation and communication sublevels are the highest ($\bar{X}$=1,69), followed by the mean scores of quality of life-professional satisfaction sublevel ($\bar{X}$=1,38) and the reputational attack sublevel has the lowest mean scores ($\bar{X}$=1,24). Table 9 shows the t-test results of teachers’ mobbing perception sublevels regarding the gender variable.

Table 9: T-test Results of Mobbing Perception Sublevels of Teachers Regarding the Gender Variable

| Sublevels                                  | Groups   | N  | $\bar{X}$ | sd.   | t          | p    |
|--------------------------------------------|----------|----|-----------|-------|------------|------|
| Self-presentation and communication        | Female   | 140| 1,67      | 0,52  | -0,497     | 0,620|
|                                           | Male     | 103| 1,71      | 0,59  |            |      |
| Social relationships                        | Female   | 140| 1,29      | 0,23  | -1,485     | 0,069|
|                                           | Male     | 103| 1,37      | 0,40  |            |      |
| Reputational attack                         | Female   | 140| 1,24      | 0,36  |            |      |
|                                           | Male     | 103| 1,24      | 0,38  |            |      |
| Quality of life and professional satisfaction| Female  | 140| 1,38      | 0,61  |            |      |
|                                           | Male     | 103| 1,39      | 0,61  |            |      |
| Mobbing                                    | Female   | 140| 1,40      | 0,32  | -0,708     | 0,479|
|                                           | Male     | 103| 1,43      | 0,40  |            |      |

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When Table 9 is examined, it can be seen that the teachers’ mobbing perceptions and the sublevels do not differ according to gender variable. Table 10 shows the t-test result of the teachers’ mobbing perceptions and their sublevels regarding the marital status variable.

**Table 10: T-test Result of Mobbing Perceptions and Sublevels of Teachers Regarding the Marital Status Variable**

| Sublevels                          | Groups       | N   | X    | sd. | t    | p     |
|-----------------------------------|--------------|-----|------|-----|------|-------|
| Self-presentation and communication | Single       | 86  | 1,58 | 0,50| -2,313| 0,022*|
|                                  | Married      | 157 | 1,75 | 0,57|      |       |
| Social relationships              | Single       | 86  | 1,32 | 0,24| -0,225| 0,822 |
|                                  | Married      | 157 | 1,33 | 0,35|      |       |
| Reputational attack               | Single       | 86  | 1,21 | 0,33| -1,054| 0,293 |
|                                  | Married      | 157 | 1,26 | 0,39|      |       |
| Quality of life and professional satisfaction | Single | 86  | 1,29 | 0,50| -1,720| 0,087 |
|                                  | Married      | 157 | 1,43 | 0,66|      |       |
| Mobbing                           | Single       | 86  | 1,35 | 0,29| -2,099| 0,037*|
|                                  | Married      | 157 | 1,44 | 0,38|      |       |

*p<0,05

When Table 10 is examined, it can be seen that the scores regarding teachers’ mobbing perception and self-presentation and communication sublevels show a significant difference in the advantage of the married group according to the marital status variable (p<0,05). Other sublevels did not show a significant difference regarding the marital status variable. Table 11 shows the ANOVA results of teachers’ mobbing perception sublevels regarding the professional experience variable.

**Table 11: ANOVA Results of Mobbing Perception Sublevels of Teachers Regarding Professional Experience Variable**

| Sublevels                          | Groups               | N   | X    | sd. | f    | p     | Groups that have a difference |
|-----------------------------------|----------------------|-----|------|-----|------|-------|------------------------------|
| Self-presentation and communication | Less than 5 years   | 29  | 1,72 | 0,56| 0,896| 0,467 |                               |
|                                  | 5-10                 | 69  | 1,69 | 0,48|      |       |                               |
|                                  | 10-15                | 71  | 1,60 | 0,45|      |       |                               |
|                                  | 15-20                | 36  | 1,76 | 0,70|      |       |                               |
|                                  | More than 20 years   | 38  | 1,78 | 0,67|      |       |                               |
| Social relationships             | Less than 5 years   | 29  | 1,82 | 0,29| 4,523| 0,002*| 5-10 years                   |
|                                  | 5-10                 | 69  | 1,27 | 0,32|      |       | 10-15 years>                 |
|                                  | 10-15                | 71  | 1,42 | 0,37|      |       | 15-20 years>                 |
|                                  | 15-20                | 36  | 1,22 | 0,16|      |       | 10-15 years>                 |
|                                  | More than 20 years   | 38  | 1,25 | 0,27|      |       | More than 20 years           |
| Reputational attack              | Less than 5 years   | 29  | 1,16 | 0,18| 1,792| 0,131 |                               |
|                                  | 5-10                 | 69  | 1,29 | 0,38|      |       |                               |
|                                  | 10-15                | 71  | 1,19 | 0,16|      |       |                               |
|                                  | 15-20                | 36  | 1,20 | 0,43|      |       |                               |
|                                  | More than 20 years   | 38  | 1,34 | 0,60|      |       |                               |
When Table 11 is examined, it can be seen that the scores regarding social relationships sublevel of the teachers’ mobbing perception showed a statistically significant difference in favor of the teachers who have less professional experience according to the professional experience variable \((p<0.05)\). It can be seen that this difference occurs between the groups that have 5-10 years and 15-20 years of professional experience, 10-15 years and 15-20 years of professional experience, and 10-15 years and more than 20 years of professional experience respectively when the professionally experienced groups that have a difference is researched. There is not a significant difference in self-presentation and communication, reputational attack, quality of life and professional satisfaction regarding professional experience variables. Table 12 shows the ANOVA results of the teachers’ mobbing perception sublevels regarding educational background variables.

Table 12: ANOVA Results of Mobbing Perception Sublevels of Teachers Regarding Educational Background Variable

| Sublevels                              | Groups                     | N   | \(\bar{x}\) | sd  | \(f\)   | \(p\)   | Groups that have a difference                                      |
|----------------------------------------|----------------------------|-----|-------------|-----|---------|---------|-------------------------------------------------------------------|
| Self-presentation and communication    | Education institute       | 18  | 1,57        | 0,43| 5,590   | 0,001*  | Education institute
|                                        | Faculty                   | 200 | 1,70        | 0,56|         |         | <Faculty Faculty> Master’s degree                                 |
|                                        | Master’s degree           | 25  | 1,68        | 0,59|         |         | Master’s degree                                                  |
| Social relationships                   | Education institute       | 18  | 1,37        | 0,29| 46,848  | 0,000*  | Education institute education institute>
|                                        | Faculty                   | 200 | 1,34        | 0,32|         |         | Faculty Education institute Master’s degree Faculty> Master’s degree |
|                                        | Master’s degree           | 25  | 1,12        | 0,18|         |         | Master’s degree                                                  |
| Reputational attack                    | Education institute       | 18  | 1,30        | 0,36| 2,666   | 0,050   | education institute                                                  |
|                                        | Faculty                   | 200 | 1,26        | 0,39|         |         | <Faculty Faculty> Master’s degree                                   |
|                                        | Master’s degree           | 25  | 1,09        | 1,35|         |         | Master’s degree                                                  |
| Quality of life-professional satisfaction | Education institute       | 18  | 1,77        | 0,87| 16,812  | 0,000*  | Education institute education institute>
|                                        | Faculty                   | 200 | 1,39        | 0,60|         |         | Faculty Education institute Master’s degree Master’s degree        |
|                                        | Master’s degree           | 25  | 1,10        | 0,22|         |         | Master’s degree                                                  |
| Mobbing                                | Education institute       | 18  | 1,50        | 0,42| 18,393  | 0,000*  | Education institute education institute>
|                                        | Faculty                   | 200 | 1,90        | 0,30|         |         | <Faculty Education institute Master’s degree Faculty> Master’s degree |
|                                        | Master’s degree           | 25  | 1,24        | 0,21|         |         | Master’s degree                                                  |

*p<0.05
When Table 12 is examined, it can be seen that the scores of teachers’ mobbing perceptions and the sublevels usually show a statistically significant difference in favor of the teachers who are graduates of an education institute and faculty according to the educational background variable (p<0,05). It can be seen that this difference is between the people who have an educational background of an education institute, faculty, and master’s degree. Table 13 shows the ANOVA results of the teachers’ mobbing perception regarding the staff position variable.

| Sublevels                             | Groups       | N     | \( \bar{X} \) | sd.  | f     | p      |
|---------------------------------------|--------------|-------|---------------|------|-------|--------|
| Self-presentation and communication   | Tenured      | 220   | 1,58          | 0,48 | 0,352 | 0,618  |
|                                       | Non-tenured  | 15    | 1,62          | 0,52 |       |        |
|                                       | Stipend      | 8     | 1,76          | 0,50 |       |        |
| Social relationships                   | Tenured      | 220   | 1,19          | 0,47 | 0,511 | 0,714  |
|                                       | Non-tenured  | 15    | 1,27          | 0,41 |       |        |
|                                       | Stipend      | 8     | 1,32          | 0,38 |       |        |
| Reputational attack                   | Tenured      | 220   | 1,28          | 0,41 | 1,493 | 0,344  |
|                                       | Non-tenured  | 15    | 1,34          | 0,53 |       |        |
|                                       | Stipend      | 8     | 1,16          | 0,22 |       |        |
| Quality of life and professional satisfaction | Tenured  | 220   | 1,32          | 0,59 | 0,201 | 0,869  |
|                                       | Non-tenured  | 15    | 1,35          | 0,51 |       |        |
|                                       | Stipend      | 8     | 1,10          | 0,49 |       |        |
| Mobbing                               | Tenured      | 220   | 1,41          | 0,35 | 0,075 | 0,928  |
|                                       | Non-tenured  | 15    | 1,43          | 0,37 |       |        |
|                                       | Stipend      | 8     | 1,39          | 0,37 |       |        |

Table 13 shows that there is no statistically significant difference in scores of the quality of life-professional satisfaction, reputational attack, social relationships, self-presentation and communication, and teachers’ mobbing perception sublevels regarding the staff position variable (p>0,05). Table 14 shows the ANOVA results of the teachers’ mobbing perception sublevels regarding the school type variable.

| Sublevels                             | Groups       | N     | \( \bar{X} \) | sd.  | t     | p      |
|---------------------------------------|--------------|-------|---------------|------|-------|--------|
| Self-presentation and communication   | Private      | 39    | 1,66          | 0,55 | -0,348| 0,728  |
|                                       | Public       | 204   | 1,70          | 0,55 |       |        |
| Social relationships                   | Private      | 39    | 1,23          | 0,25 | -1,895| 0,059  |
|                                       | Public       | 204   | 1,34          | 0,33 |       |        |
| Reputational attack                   | Private      | 39    | 1,14          | 0,15 | -1,886| 0,060  |
|                                       | Public       | 204   | 1,26          | 0,39 |       |        |
| Quality of life and professional satisfaction | Private  | 39    | 1,20          | 0,45 | -2,017| 0,045* |
|                                       | Public       | 204   | 1,42          | 0,63 |       |        |
| Mobbing                               | Private      | 39    | 1,31          | 0,45 | -2,467| 0,016* |
|                                       | Public       | 204   | 1,43          | 0,63 |       |        |

*\( p<0,05 \)
When Table 14 is examined, it can be seen that the teachers’ mobbing perceptions and quality of life-professional satisfaction scores show a statistically significant difference in favor of the teachers working in public schools according to the school type variable ($p<0.05$). Self-presentation and communication, social relationships, and the reputational attack did not significantly differ regarding the school type variable. Table 15 shows the correlational relationship between the teachers’ burnout perception and its sublevels and mobbing perception and its sublevels.

**Table 15: The Correlational Relationship between the Teachers’ Burnout Perception and Sublevels and Mobbing Perception and Sublevels**

|       | EE   | DEP  | PA   | SPC  | SR   | RA   | QLPS | MOB  | BUR  |
|-------|------|------|------|------|------|------|------|------|------|
| EE    | 1    |      |      |      |      |      |      |      |      |
| DEP   | 0.360* | 1    |      |      |      |      |      |      |      |
| PA    | 0.052 | -0.107 | 1    |      |      |      |      |      |      |
| SPC   | 0.253* | 0.055 | -0.242* | 1    |      |      |      |      |      |
| SR    | -0.042 | 0.176* | -0.236* | 0.279* | 1    |      |      |      |      |
| RA    | -0.021 | -0.035 | 0.016 | 0.254* | 0.443* | 1    |      |      |      |
| QLPS  | 0.052 | -0.061 | -0.125 | 0.524* | 0.498* | 0.601* | 1    |      |      |
| MOB   | 0.105 | 0.025 | -0.195* | 0.738* | 0.659* | 0.713* | 0.897* | 1    |      |
| BUR   | 0.857* | 0.622* | 0.387* | 0.101 | -0.049 | -0.023 | -0.039 | 0.312* | 1    |

(Emotional Exhaustion: EE, Depersonalization: DEP, Personal Accomplishment: PA, Self-presentation and Communication: SPC, Social Relationships: SR, Reputational Attack: RA Quality of Life-Professional Satisfaction: QLPS, Mobbing: MOB, Burnout: BUR, *$p<0.05$ and $p<0.01$)

When Table 15 is examined, it can be seen that there is a significant relationship between emotional exhaustion and depersonalization levels ($r=0.360$, $p<0.05$ and $p<0.01$) of burnout perception. In addition, there are significant relationships between mobbing perception and its sublevels. Moreover, there is a significant relationship between mobbing perception and burnout perception ($r=0.312$, $p<0.05$ and $p<0.01$). After the correlation analysis, regression analysis was conducted to determine the ability of the mobbing perception to predict burnout, and the findings are given in Table 16.

**Table 16: The Ability of the Mobbing Perception to Predict Burnout Perception**

| Variable                | Variance Source | Total of Squares | df | Mean Scores of Squares | f    | p     | R     | R2    |
|-------------------------|-----------------|------------------|----|------------------------|------|-------|-------|-------|
| Perception of Mobbing-Burnout | Regression      | 3.589            | 1  | 3.589                  | 17.654 | 0.000 | 0.050 | 0.250 |
| Error                   |                 | 146.567          | 241| 0.608                  |       |       |       |       |
| Total                   |                 | 150.156          | 242|                        |       |       |       |       |

When Table 16 is examined, it can be seen that mobbing perception significantly predicts the burnout perception ($F(1, 241)=17.654; p=0.000$). When the regression relationship between the variables is examined ($R=0.050$, $R^2=0.250$, $p=0.000<0.01$), it can be seen that the ability of mobbing perception to predict burnout perception is approximately 25%.

**Results and Discussion**

When the teachers’ burnout perception and its descriptive statistics are examined, it can be seen that the personal accomplishment sublevel has the highest mean score, and followed by the burnout sublevel; meanwhile, the depersonalization sublevel has the lowest mean score. In other words, teachers associate their burnout mostly with personal accomplishment and least with depersonalization. Being susceptible to burnout perception and feeling that they are not accomplished enough could be the reason for the previous statement. It is possible to
find similar studies when the literature is reviewed. Mete et al. (2015) identified in their studies that the teachers’ burnout perception is low. Aksu and Baysal (2005) identified in their studies that emotional burnout and depersonalization scores of primary school principals’ regarding burnout perception are low, while personal accomplishment scores are high.

When the results of teachers’ burnout perception and its sublevels are examined, it can be seen that the burnout perceptions do not differ according to the gender variable. In other words, burnout levels and sublevels show similar characteristics regarding the gender variable. The reason for this may be that the male and female teachers having similar burnout perceptions. Besides, the teachers working in the same institutions can be seen as another reason. It is possible to find comparable studies when the literature is reviewed. Alkan et al. (2011) identified in their studies that the teachers’ burnout levels do not differ according to the gender variable. Kutsal and Bilge (2012) identified in their studies that the high school students’ burnout perceptions do not differ according to the gender variable. Ören and Türkoğlu (2006) identified in their studies that the pre-service teachers’ burnout perceptions, emotional exhaustion, depersonalization, and personal accomplishment sublevels do not show a difference according to the gender variable. Aksu and Baysal (2005) identified in their studies that the primary school principals’ burnout perceptions, emotional exhaustion, depersonalization, and personal accomplishment sublevels do not show a difference according to the gender variable. Aksu and Baysal (2005) identified in their studies that the primary school principals’ burnout perceptions, emotional exhaustion, depersonalization, and personal accomplishment sublevels do not show a difference according to the gender variable. Aksu and Baysal (2005) identified in their studies that the primary school principals’ burnout perceptions, emotional exhaustion, depersonalization, and personal accomplishment sublevels do not show a difference according to the gender variable. Ören and Türkoğlu (2006) identified in their studies that the pre-service teachers’ burnout perceptions, emotional exhaustion, depersonalization, and personal accomplishment sublevels do not show a difference according to the gender variable.

A statistically significant difference is seen regarding depersonalization and personal accomplishment scores in favor of single teachers when the sublevels of burnout perception concerning the teachers’ marital status variable is considered. The emotional exhaustion sublevel did not show a significant difference regarding the marital status variable. The relation between perception of personal accomplishment and marital status or the marital status affecting the susceptibility level may be the reason. It is possible to find studies that correspond to or show similarities or contrasts with the study findings when the literature is reviewed. Başol and Altay (2009) identified in their study that the teachers’ and principals’ burnout levels differ according to the marital status variable. Otacıoğlu (2008) identified that music teachers’ burnout levels differ according to the marital status variable. Alkan et al. (2011) also determined in that teachers’ burnout levels differ according to the marital status variable.

When the results of the sublevels of teachers’ burnout perceptions according to professional experience variable were examined, their scores on burnout perceptions and emotional exhaustion and depersonalization sublevels showed a statistically significant difference in favor of those with higher professional experience according to the professional experience variable. A significant difference was not detected in the personal accomplishment sublevel according to the professional experience variable. The reasons for these results may be increased emotional exhaustion and depersonalization as professional experience increases or teachers regarding themselves more successful as they practice teaching long years. It is possible to find studies that correspond to or show similarities with these results when the literature is reviewed. Aksu and Baysal (2005) identified in their research that the primary school principals’ emotional exhaustion, depersonalization, and personal accomplishment sublevels of burnout perception differ according to professional experience.

It can be seen that the scores regarding burnout perceptions and emotional exhaustion, depersonalization, and personal accomplishment did not show a statistically significant difference according to the educational background variable when the results of sublevels of teachers’ burnout perceptions are examined. Rather than the teachers’ educational background, the institution that the teachers work at, or many other factors might be
the reason for teachers’ burnout perception. It is possible to find studies that correspond to or show similarities or contrasts with the study findings when the literature is reviewed. Aksu and Baysal (2005) identified in their studies that primary school principals’ emotional exhaustion, depersonalization, and personal accomplishment of burnout perceptions differ according to the educational background variable. Alkan et al. (2011) identified in their studies that teachers’ burnout levels do not vary according to the educational background variable.

It can be seen that scores regarding burnout perceptions and emotional exhaustion, depersonalization, and personal accomplishment sublevels did not show a statistically significant difference according to the staff position variable when the results of sublevels of teachers’ burnout perceptions regarding the staff position variable are examined. In other words, the staff position that the teachers are assigned to did not affect their burnout perception. It is possible to find studies that correspond to or show similarities with the study findings when the literature is reviewed. Alkan et al. (2011) identified in their studies that the teachers’ burnout levels do not differ according to the staff position variable.

It can be seen that scores regarding burnout perceptions and depersonalization sublevels showed a statistically significant difference in favor of the teachers working in public schools according to the school type variable when the results of sublevels of the teachers’ burnout perceptions are examined. Emotional exhaustion and personal accomplishment did not show a significant difference regarding the school type variable. In other words, teachers who work in public schools have a higher perception of burnout than teachers working in private schools. It is possible to find studies that correspond to or show similarities or contrasts with the study findings when the literature is reviewed. Otacıoğlu (2008) identified in their studies that music teachers’ burnout levels differ according to the marital status variable. Çapulcuoğlu and Gündüz (2013) identified in their study that highschool students’ burnout levels vary according to the school type variable. Alkan et al. (2011) identified in their studies that the teachers’ burnout levels do not differ according to the school type variable.

It is concluded that self-presentation and communication sublevels have the highest mean scores. It is followed by the quality of life-professional satisfaction sublevels and the mean scores of reputational attack are the lowest. In other words, it can be said that self-presentation, communication, quality of life, and professional satisfaction are essential to identify mobbing perceptions of teachers. It is possible to find studies that correspond to or show similarities with the study findings when the literature is reviewed. Mete et al. (2015) identified in their studies that teachers’ mobbing perceptions are at a low level. Koç and Urasoğlu-Bulut (2009) identified in their studies that teachers’ mobbing perceptions are at a moderate level.

It can be seen that teachers’ mobbing perceptions and their sublevels do not differ according to the gender variable when the results of the sublevels of teachers’ mobbing perceptions regarding the gender variable are evaluated. In other words, mobbing perceptions and their sublevels show similarities regarding the gender variable. While choosing the research sample, being selected from similar/partner institutions without gender discrimination may have similar mobbing perceptions in this way. It is possible to find studies that correspond to or show similarities with the study findings when the literature is reviewed. Alkan et al. (2011) identified in their studies that teachers’ mobbing perception levels do not differ according to the gender variable. Koç and Urasoğlu-Bulut (2009) identified in their studies that teachers’ mobbing perception levels do not differ according to the gender variable. Hacıcaferoğlu (2013) identified in the studies that teachers’ mobbing perception levels do not differ according to the gender variable. Çomak and Tunç (2012) identified in their studies that teachers’ mobbing perception levels do not differ according to the gender variable.

It can be seen that the scores regarding the mobbing perception and self-presentation sublevels showed a statistically significant difference in favor of the married teachers according to the marital status variable when the results of sublevels of teachers’ mobbing perceptions according to the marital status variable are examined. Other sublevels did not show a significant difference regarding the marital status variable.
variable. The reason for these results could be that married people have more responsibilities and, therefore experience problems in self-presentation and communication. It is possible to find studies that correspond to or show similarities with the study findings. Alkan et al. (2011) identified in their studies that teachers’ mobbing perception levels differ according to the marital status variable. However, it is also possible to find studies in the literature putting forward that the mobbing perception does not differ according to the marital status variable. Hacıcaferoğlu (2013) identified in the study that the teachers’ mobbing perception levels do not differ according to the marital status variable.

It can be seen that scores regarding social relationships sublevel of mobbing perceptions show a statistically significant difference in favor of the teachers who are less experienced professionally according to the professional experience variable when the results of sublevels regarding the teachers’ mobbing perceptions according to the professional experience variable examined. According to the professional experience variable, self-presentation and communication, reputational attack, and quality of life-professional satisfaction scores and mobbing scores did not show a statistically significant difference. Professional experience affecting the mobbing perception may be the reason for these results. It is possible to find studies that correspond to or show similarities or contrasts with the study findings when the literature is reviewed. Çomak and Tunç (2012) identified in their studies that the teachers’ mobbing perception levels differ according to the professional experience variable. Hacıcaferoğlu (2013) identified that the teachers’ mobbing perception levels do not differ according to the professional experience variable.

It can be seen that scores regarding mobbing perceptions and sublevels usually showed a statistically significant difference in favor of education institute and faculty graduates according to the educational background variable when the results of teachers’ mobbing perceptions and its sublevels according to the educational background variable are examined. The higher the education level, the lower the mobbing perception may be the reason for this result. It is possible to find studies that correspond to, show similarities or contrasts with the study findings when the literature is reviewed. Alkan et al. (2011) identified in their studies that the teachers’ mobbing perception levels do not differ according to the educational background variable. Hacıcaferoğlu (2013) identified that the teachers’ mobbing perception levels do not differ according to the educational background variable.

It can be seen that the scores regarding mobbing perceptions, self-presentation and communication, social relationships, reputational attack and quality of life-professional satisfaction did not show a statistically significant difference according to the staff position variable when the results of the sublevels of teachers’ mobbing perceptions according to the staff position variable are examined. The reason for this result might be that mobbing perception being affected by humane and other causes about the institutions that the teachers work, rather than the staff position. It is possible to find studies that correspond to or show similarities with the study findings when the literature is reviewed. Alkan et al. (2011) identified in their studies that the teachers’ mobbing perception levels do not differ according to the staff position variable. However, it is possible to find studies in the literature identifying that the teachers’ mobbing perception differs according to the staff position variable. Çomak and Tunç (2012) identified in their studies that the teachers’ mobbing perception levels differ according to the staff position variable.

It can be seen that the scores regarding mobbing perceptions and quality of life-professional satisfaction sublevels showed a statistically significant difference in favor of teachers working in public schools according to the school type variable when the results of the sublevels of the teachers’ mobbing perceptions according to the school type variable are examined. Self-presentation and communication, social relationships, and reputational attack sublevels did not significantly differ regarding the school type variable. The reason for these results may be that teachers working in public schools think that they are exposed to more mobbing. It is possible to find studies that correspond to or show similarities or contrasts with the study findings when the literature is reviewed. Alkan et al.
(2011) identified in their studies that the teachers’
mobbing perception levels do not differ according
to the school type variable. Koç and Urasoğlu-Bulut
(2009) identified in their studies that the teachers’
mobbing perception levels do not vary according to
the school type variable.

There is a significant relationship between
the emotional exhaustion and depersonalization
levels of burnout perception when the correlational
relationship between sublevels of the teachers’
burnout perceptions and mobbing perceptions.
There are significant relationships between mobbing
perception and all its sublevels. In addition, there
are significant relationships between mobbing
perception and burnout perception. Additionally,
the study has concluded that mobbing perception
significantly predicts burnout perception. In other
words, mobbing perception is a significant precursor
of burnout perception. The reason for these results
can be that mobbing perception revealing burnout.
It is possible to find studies that correspond to or
show differences with the study findings when the
literature is reviewed. Karakuş and Çankaya (2012)
and Tanhan and Çam (2011) put forward in their
studies that there is a positive and strong relationship
between mobbing and burnout. Ay and Filizöz (2011)
put forward in their studies that there is a medium-
level positive relationship between mobbing and
burnout. It is possible to find studies in the literature
showing a low-level relationship or no relationship
at all. Çakıroğlu and Tengilimoğlu (2014) put
forward that there is a weak correlation relationship
between mobbing and burnout. Mete et al. (2015)
identified in their studies that there is a weak but
positive relationship between mobbing and burnout
perception. Bernotaite and Malinauskiene (2017)
identified in their studies that there are no significant
differences between mobbing and burnout.

Limitations and Recommendations

The following recommendations have been made
within the scope of the findings of the study:
1. Mobbing perceptions and burnout of teachers
were examined according to different variables
within the study, and the study resulted in
significant differences. Seminars that can
positively affect and shape teachers’ mobbing,
and burnout perceptions can be delivered by
considering the variables of the study.
2. The study resulted in a significant difference
between mobbing and burnout perception.
Therefore, the direction of this relationship, the
size, and the direct and indirect effects can be
researched again.
3. The study identified that mobbing is a precursor
of burnout. Therefore, mobbing perceptions
can be taken into consideration while providing
solutions for teachers’ burnout perceptions.

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