

EXAMINATION OF THE LEVELS OF BURNOUT OF PHYSICAL EDUCATION TEACHERS IN TERMS OF MOBBING³

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ABSTRACT

This study aims to determine the levels of occupational burnout of physical education (PE) teachers in terms of the mobbing variable. The research population is composed of 275 PE teachers working in the secondary and high schools affiliated to the Ministry of National Education in Ordu province (centrum) and the relevant districts in the 2012-2013 school year. And a total of 163 PE teachers working in Ordu province (centrum) and the relevant districts that have been selected by random sampling method constitute the research sample. Personal Information Form and Maslach Burnout Inventory-Educators Survey Form (MBI-ES) were used as data collection tools. Also Kruskal Wallis test was used for comparing three or more groups and Mann Whitney U test was used to determine between which groups the significant differences were found in Kruskal Wallis test. Considering the research findings, it was determined that "personal accomplishment" and "emotional exhaustion" are not affected by PE teachers' exposure to mobbing; while "depersonalization" level was found high.

Key Words: physical education teacher, burnout, mobbing

BEDEN EĞİTİMİ ÖĞRETMENLERİNİN MOBBİNG DEĞİŞKENİNE GÖRE TÜKENMİŞLİK DÜZEYLERİNİN İNCELENMESİ

ÖZET

Bu çalışmada beden eğitimi öğretmenlerinin mobbing değişkenine göre meslekteki tükenmişlik düzeylerinin belirlenmesi amaçlanmıştır. Araştırmanın evrenini 2012-2013 eğitim-öğretim yılında Ordu ili (merkez) ve ilçelerinde Milli Eğitim Bakanlığına bağlı orta ve lise okullarında görev yapan 275 beden eğitimi öğretmenleri oluşturmaktadır. Örneklemini ise, Ordu ili (merkez) ve ilçelerinde görev yapan rastgele yöntemle seçilen toplam 163 beden eğitimi öğretmeni oluşturmaktadır. Araştırmada veri toplama aracı olarak, Kişisel Bilgi Formu ve Maslach Tükenmişlik Envanteri-Eğitimci Formu kullanılmıştır. Verilerin analizinde, Üç veya daha fazla küme karşılaştırmaları için Kruskal Wallis analizi kullanılmıştır. Kruskal Wallis analizi sonucunda anlamlı bulunan farklılıkların hangi gruplar arasında olduğunu test etmek için Mann Whitney U testi kullanılmıştır. Araştırma sonuçlarına göre; "Kişisel başarı" ve "duygusal tükenme" beden eğitimi öğretmenlerinin mobbinge maruz kalma durumundan etkilenmezken, "duyarsızlaşma" düzeyi yüksek bulunmuştur.

Anahtar Kelimeler: Beden eğitimi öğretmeni, tükenmişlik, mobbing.

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INTRODUCTION

Occupation is the name of the title gained by a person as a result of the process that requires an intense training and hard work for to maintain his life. Teaching profession is one of the most tiring and exhausting occupations considering the difficulty of the conditions of the task and duty. The physical health and social relationships of teachers may impair in time as a result of adverse conditions and stress in the working environment (Gündüz, 2006). Majority of teachers define their jobs as stressful (Griffith, 1999).

Those who carry out and fulfill the most important and the most productive tasks among the employees of the education are teachers. Each and every element has a different significance and importance in achievement of the objectives of the education. However, teachers take on important tasks such as organizing and regulating educational environment, coordinating other elements related to the education, choosing the appropriate teaching methods, building human relations successfully and motivating students to learn. Due to these tasks of a teacher, it is accepted to be the most strategic element in fulfilling the objectives of education. A teacher is a person who is trained for and tasked with guiding lives of young people and children or giving direction to their education life.

The physical education and sports teaching is a profession with difficulties. In spite of everything, most of physical education and sports teachers desire to be known and called as people who are well-trained educators, apply an efficient physical education programme and attach value on their profession. Teachers should be much more willing in planning, application and evaluation stages of their tasks within the integrity of the education in order to deserve to be

called as the aforementioned manner (Tamer, 2001).

PE teachers help their students to raise and stand out themselves above the society and demonstrate their abilities and skills. Due to the education they received and structure of the courses; these are cheerful, tolerant and reassuring teachers who behave their students as their friend, establish good relations with their students, help them to solve their problems and know how to draw attention and describe the subjects in an interesting and attractive way (Koçak, 2002).

Stresses such as discipline problems of students, student apathy, very crowded classrooms and deficiency of the support of other officials, too much homework papers, too much measuring works, unwilling and halfhearted appointments, role conflicts and role confusions and criticism of teachers by public lead to burnout among teachers (Farber, 1984).

Burnout is defined as the states of "emotional exhaustion", "depersonalization" and "reduced personal accomplishment" emerging often in people who are serving in occupation groups which require mutual interaction especially with other people (Maslach, 1978).

According to Maslach; burnout is a syndrome that occurs along with reflection of feelings such as physical exhaustion, prolonged fatigue, helplessness and hopelessness seen in people who are obliged to work with the other people face to face continuously and exposed to emotional demands as a requirement of his job to the work performed, life and other people with negative attitudes (Maslach et. al. 1981).

The occupational burnout experienced by a teacher has a negative impact on personal health of teacher and educational process such as disruption of services provided to students (Baysal, 1995). The burnout of teacher can be cited as a negative example that is

developed in the body of reaction (mobbing) against stressful teaching conditions, students, teaching profession and lack of management support and management pressure (Tümekaya,1996). Mobbing, in the widest sense, means regular exposure of one or more individuals to emotionally harmful behaviors by one or more other individuals for almost six months. Intimidation is applied to the person targeted hostilely and immorally. As a result of this act, the person remains vulnerable and cannot get help within the organization (Leymann, 1996). To be able to talk about intimidation in a workplace, the exposed person must become unable to protect himself or herself from the negative behavior (Schuster, 1996; Leymann et. al. 1996).

It is stated in the researches conducted on this subject that teachers are intimidated by being ignored, being excluded, being exposed to violence, being abused, being rumored, being criticized in terms of occupational efforts and skills and by being asked for duties under their occupational levels and abilities (Hoel et. al. 2004), or being called with nicknames targeting their ethnicity or place of birth (Gökçe, 2012). It was founded that burnout caused by excessive workload, working conditions bringing pressure on teachers physically and psychologically, that teachers not to be able to get enough support from school administrators and other teachers adversely affect the job satisfaction and life satisfaction levels of teachers (Pranjic et. al. 2011).

Studies conducted in order to determine teachers' levels of occupational burnout have a great importance as they train the future generations. Teachers who always deal with other people and students may experience and live some problems depending on various reasons. In particular, these problems that will be experienced by teachers may adversely affect the broad masses. From this

viewpoint, the determination of teachers' levels of occupational burnout and taking the necessary measures and the implementation of these decisions taken as a result of evaluations can be said to have great importance as teachers play great role in education of a country. (Kale, 2007).

It was aimed to determine the PE teachers' levels of occupational burnout by the variable of mobbing in this study.

MATERIAL AND METHOD

A survey model based on quantitative data was used in this research that aims to describe the levels of burnout of PE teachers working in public schools affiliated to the Ministry of National Education in terms of teacher opinions (Izgar, 2001).

The research sample is composed of 163 teachers, 30 female (18.4%) and 133 male (81.6%), selected by random sampling method who work in the primary and secondary schools affiliated to the Ministry of National Education in Ordu province Centrum and the relevant districts in the 2012-2013 school year.

Personal Information Form developed by the researcher and Maslach Burnout Inventory (MBI) developed by Maslach and Jackson (1981) and adapted to Turkish by Ergin (1992) by conducting validity and reliability studies were used as data collection tools in the research.

MBI was originally developed for healthcare workers rendering service directly to people; but then, Maslach Burnout Inventory-Educators Survey Form (MBI-ES) was developed to research burnout syndrome among teachers. The only difference between MBI and MBI-ES is that the term "student" is used in MBI-ES items rather than "patient" or "client" used in MBI. MBI-ES comprises three sub-scales like MBI (Koçak, 2002). It is originally a 7-point Likert scale comprising 22 items and three sub-scales. These three sub-scales are as follows (Çam, 1989).

1. Emotional Exhaustion (EE)

Items 1, 2, 3, 6, 8, 13, 14, 16, 20: This sub-scale describes the feelings of being emotionally overburdened and exhausted by one's work.

2. Personal Accomplishment (PA)

Items 7, 9, 12, 17, 18, 19, 21: This sub-scale describes the feelings of competence and successful achievement in one's work.

3. Depersonalization (D)

Items 5, 10, 11, 15, 22: This sub-scale describes an unfeeling and impersonal response toward people who are usually the recipients of one's service and care. Internal consistency coefficients for EE, PA and D were found .83, .72 and .65, respectively. In our research, on the other hand, these figures are .82, .55 and .62 and the internal consistency coefficient of the survey is .66 (Izgar, 2001).

A four-point Likert scale—never, rarely, sometimes, always—was used to determine the mobbing variable by the question “Have you been exposed to mobbing (psychological violence) at work from superordinates?” developed by the researcher based on expert opinions.

Data collection tool was applied by the researcher to the teachers in the sample group. SPSS 16.0 software package was used in the research. Frequency and percentage distributions that describe the demographic characteristics of PE teachers were determined. Kruskal Wallis test, equivalent to ANOVA non-parametric, was used for comparing three or more groups. And Mann Whitney U test was used to determine between which groups the significant differences were found in Kruskal Wallis test. The level of significance for statistical analyses was set at 0.05 and 0.01 in the research.

FINDINGS

Table 1: Frequency Distributions in terms of Demographic Characteristics of the Research Subjects and Occupational Variables

Variables		f	%
Gender	Male	133	81,6
	Female	30	18,4
	Total	163	100
Age	20–29	25	15,4
	30–39	101	62,30
	40 ⁺	36	22,3
	Total	162	100
Civil Status	Married	127	77,9
	Single	34	20,9
	Divorced	2	1,2
	Total	163	100
Educational Level	Undergraduate	151	92,6
	Graduate	12	7,4
	Total	163	100
School Type	Secondary School	88	54,0
	High School	75	46,0
	Total	163	100
Mobbing	Never	96	58,9
	Rarely	19	11,7
	Sometimes	42	25,8
	Always	6	3,7
	Total	163	100

Of the total research subjects, 81.6% are male, 62.30% are in the age group 30-39 years, 77.9% are marries, 54% work in secondary school and 3.7% said they are “always” exposed to mobbing.

Table 2: Comparing the Levels of Burnout of Teachers with the Mobbing Variable

Sub-scale	Mobbing	N	Mean Rank	SD	χ^2	P	Significance
Emotional Exhaustion	Never	96	74,27	3	6,753	0,080	-
	Rarely	19	91,82				
	Sometimes	42	91,87				
	Always	6	105,58				
Depersonalization	Never (1)	96	75,26	3	9,424	0,024*	1-4
	Rarely (2)	19	87,97				2-4
	Sometimes (3)	42	87,76				3-4
	Always (4)	6	130,67				
Personal Accomplishment	Never	96	84,70	3	5,182	0,159	-
	Rarely	19	84,37				
	Sometimes	42	80,75				
	Always	6	40,00				

P<0.01 - P<0,05

No statistically significant difference was found in the opinions of teachers concerning emotional exhaustion (χ^2 (sd=3, n=163)=,753; p=0,080>0,05) and personal accomplishment (χ^2 (sd=3, n=163)=5,182; p=0,159>0,05) sub-

scales in terms of the mobbing variable. On the other hand, it was determined that there's a statistically significant difference in their opinions concerning depersonalization (χ^2 (sd=3, n=163)=9,424; p=0,024<0,05).

Table 3: Mann-Whitney U Test Results concerning Depersonalization Sub-scale in terms of the Mobbing Variable

Sub-scale	Mobbing	N	Mean Rank	Rank Sum	U	P
Depersonalization	Never (1)	96	49,57	4759,00	103,000	0,008*
	Always (4)	6	82,33	494,00		
	Rarely (2)	19	11,24	213,50	23,500	0,031*
	Always (4)	6	18,58	111,50		
	Sometimes (3)	42	22,75	955,50	52,500	0,021*
	Always (4)	6	36,75	220,50		

P<0.01 - P<0,05

In table 3, Mann Whitney U test was used to determine between which groups the significant difference was found in depersonalization sub-scale point averages of teachers and the

mobbing variable. Mean ranks of the research subjects who answered "always" are higher than the ones' who said "never," "rarely" and "sometimes."

DISCUSSION AND CONCLUSION

Considering these results, PE teachers who say they are "always" exposed to mobbing have a higher level of burnout than the ones who say they are "never," "rarely" or "sometimes" exposed to mobbing.

The relations between the sub-scales of burnout have been researched by many scientists in recent years and a negative relation was found between emotional exhaustion and depersonalization. On the other hand, positive relations were determined between mobbing and emotional exhaustion, depersonalization and reduced personal accomplishment

(Borritz et al., 2005; Borritz et al., 2006a; Borritz et al., 2006b; Bukspan, 2006b; 397, Demirel and Yoldaş, 2008; Zapf, 1999; Zapf and Gross, 2001). This finding is parallel to other findings in the literature.

It was determined in this research that mobbing has an impact on burnout among teachers in depersonalization sub-scale. In this sense, taking high and significant relationships between teachers' perceptions of burnout and mobbing into consideration at the point of withdrawal of burnout and mobbing perceptions of employees serving in schools primarily including teachers can be thought to be important. Our country must give due importance to the education sector with regard to the job psychology such as burnout and intimidation that can cause psychological and psychiatric problems on employees because as we know that education sector is the one and only way to train the future generations.

Any other study could not be found as a result of literature review performed by us about the variable of exposure of PE teachers to mobbing' effects to burnout.

A news item experienced in our country and appeared on media was as follows: "5 teachers who psychologically abused teacher Fahrinisa İçten by implementing mobbing and had made her 'unhappy and abhorring life' appeared before judge with facing up to 12 years imprisonment. The trials of 4 teachers including 1 director who put psychological pressure on literature teacher Fahrinisa İçten to ask to be appointed to another school have been started. The respondents denied the accusations at the trial in Bakırköy 4th High Criminal Court but the Forensics reported that Ms. İçten is psychologically abused and 'unhappy and abhorring life' and had been exposed to mobbing. Fahrinisa İçten who had been serving as literature teacher at İstanbul Bakırköy Anatolian Vocational High School for 1,5 years placed a

charge against the school principal Mehmet K. and deputy principals Sebahattin T. and Abidin T. and teachers Candan S. and Ayfer K. who so-called to implement abuse to the teacher. 5 teachers appeared before the judge by facing up to 12 years imprisonment due to 'torture to public officials'. The court suspended the proceeding by giving a ruling that a Social Service Specialist to stand ready for the next hearing and witnesses to be heard. According to indictment, teachers who were speaking with Fahrinisa İçten were also threatened with investigation. School principal claimed that Ms. İçten had violated the principle of impartiality while grading and filed an application and admitted to the Provincial Directorate of National Education for her to get 1-year degradation and 4 times of warning punishment as well as to be appointed to another school" http://www.memurlar.net/haber/191517/7_sayfa).

(<http://www.internethaber.com/adli-tip-mutsuz-etmeyi-mobbing-nedeni-saydi-335985h.htm>).

Dick et al. (2001) founded as a result of their study that they conducted on effects of job stress and intimidation on teachers in England that they could not continue to work in school more days as a result of stress caused by fatigue and physical suffering on teachers. These behaviors affecting the health of employees also adversely affect the productivity of organizations and the organizations have difficulties to achieve their objectives because of these behaviors. Besides, they founded that teachers are intimidated by administrators by 'behaving as if they do not exist' and 'criticizing unfairly' and intimidated by other teachers by 'backbiting' and 'excluding from social activities such as parties and meetings'.

Zapf (1999) stated as a result of his study conducted in order to determine the reasons of mobbing that victims told

their enemies want to throw them out of the organization and galvanize the other employees into action against them by affecting these people. The climate of organization, high level of stress, time pressure and organizational problems are also shown as the other causes of mobbing. Organizational problems are stated to be effective in experiencing intimidation.

The study conducted by Spratlan (1995) on 806 academicians in U.S. indicated that 23% of academicians were exposed to abuse in their workplaces for the first 18 months of their employment.

O'Conner (2004) has founded as a result of his study in the field of education that teachers are intimidated by school administrators, supervisors, families, students and colleagues (Ocak, 2008).

Adverse and negative pressures of school administrators, heads of parent-teacher associations and parents on teachers may cause burnout for teachers. Accidents in the workplace, emotional-sexual abuses and unfair treatment may lead to traumatic results on employees. Thus, people may lose business productivity and experience burnout.

In conclusion, a significant relationship was found between the PE teachers'

levels of burnout and the variable of mobbing. For this reason, teachers may experience depersonalization and may be indifferent to students. Therefore, no matter what happens, school managements should not exercise emotional pressure on their employees and commit violence. Traumas experienced by teachers who are exposed to psychological violence in workplace should be taken into consideration by the administrators. The administrators should be trained for them to recognize the severity of problems which may arise as a result of emotional violence and also in the subject of mobbing that has passed into law, today. Either institutions within the body of organizations or independent units should be established related to the subject in order to determine the existence of psychological violence in workplace and also to prevent this kind of violence.

School administrators should not avoid to appreciate the positive behaviors of teachers both verbal and the other ways and support and motivate their employees.

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