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“MOBBING” ACCORDING TO ADMINISTRATORS AND TEACHERS WORKING AT NON-FORMAL EDUCATION INSTITUTIONS

(Araştırma Makalesi)

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Abstract

The aim of this study is to reveal the opinions of managers and teachers working in non-formal education about mobbing. In this research, in which qualitative research method was used, the participants were determined by sampling easily accessible sampling methods. The study group of the research consists of 10 participants, 5 administrators and 5 teachers. The research is one of the qualitative research patterns in the science pattern. Therefore, a semi-structured interview form was prepared to collect data and the interview technique was used. The data were analyzed by content analysis technique. All the data obtained in the research were coded, various dimensions and themes suitable for these dimensions were determined in accordance with the purpose of the research, percentages and frequencies related to themes were calculated. According to the research result; Many of the administrators and teachers stated that there are various examples of such behaviors even if they are not exposed to daunting actions, and they stated that more research, legal regulation, precautionary and preventive intervention studies should be done on this subject.

Keywords: Non-Formal Education, Mobbing, Administrator, Teacher, Opinions.

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Yaygın Eğitimde Çalışan Yönetici ve Öğretmenlere Göre Mobbing

Öz

Bu çalışmanın amacı, yaygın eğitimde görevli yönetici ve öğretmenlerin mobbinge ilişkin görüşlerini ortaya konulmasıdır. Nitel araştırma yönteminin kullanıldığı bu çalışmada katılımcılar amaçlı örneklem yöntemlerinden kolayulaşılabilir durum örnekleme ile belirlenmiştir. Araştırmanın çalışma grubu 5 yönetici ve 5 öğretmen olmak üzere toplam 10 katılımcıdır. Araştırma nitel araştırma desenlerinden olgu bilim desenindedir. Bu nedenle çalışmada da veri toplamak amacıyla ile yarı yapılandırılmış görüşme formu hazırlanarak görüşme tekniği kullanılmıştır. Veriler içerik analizi tekniği ile çözümlenmiştir. Araştırmada elde edilen tüm veriler kodlanmış, araştırmanın amacına uygun olarak çeşitli boyutlar ve bu boyutlara uygun temalar saptanmış, temalara ilişkin yüzde ve frekanslar hesaplanmıştır. Araştırma sonucuna göre; yönetici ve öğretmenlerin birçoğu yıldırıcı eylemlere kendileri maruz kalmaya bile bu tür davranışların var olduğunu çeşitli örneklerle belirtmiş, bu konuya ilişkin daha fazla araştırma, yasal düzenleme, önlem ve koruyucu önlem çalışmalarının yapılması gerektiğini ifade etmişlerdir.

Anahtar Kelimeler: Yaygın Eğitim, Mobbing, Yönetici, Öğretmen, Görüşler.

1. Introduction

Ensuring work peace and good conditions are the primary factors that employees pay attention to and want in a work environment. The pressures on the employees are increasing day by day due to the reasons such as increasing the intense work pace, working hours, working environment, the direction and the way of communication with the other staff working, as well as the income of the individual working to sustain his life, living under better conditions. On the other hand, different thoughts, expectations, life plans, experiences and personalities come together in the business environment. In addition, employees may sometimes behave differently due to the organizational or social environment. However, unpleasantness can turn into conflict and, worse, psychological intimidation (Karavardar, 2010). In this regard, mobbing in the workplace is a major organizational problem that disrupts organizational health and negatively affects employee satisfaction and work peace (Tutar, 2004). It is the result of the combination of all psychological factors that lead to tension and a conflicting climate within the organization, intimidation, and harassment of another person or people with unpleasant, immoral and systematic words and behaviors; briefly, it is a process where they use psychological violence against others. The common aim is to move the victim elected from that workplace voluntarily or otherwise (Tınaz, 2008). This situation, which is seen in many sectors, is now common in educational organizations. Education employees who come together with different thoughts, expectations, life plans, experiences and personalities are at risk in the context of mobbing in the workplace.

Looking at the research on psychological intimidation and aggression towards education workers in general, although the research mainly deals with aggressive behaviors

and psychological intimidation at school, the interest of researchers in management and behavioral sciences has recently been the effects of these aggressive behaviors on employees and organization, it is observed that it shifts towards causes and consequences (Çelik, 2009).

In the study of Çiçek (2006), the psychological behaviors faced by teachers in primary schools; discontinuation of speech, shouting, scolding, unfair evaluation of effort and success, underestimation of success, giving the person and tasks that do not comply with his ability to fail the individual, not giving important tasks, excluding the person in question, not talking to him, putting pressure on the speakers and provoking him is done. However, in the study conducted by Çivilidağ and Sargın (2011), it was tried to determine the level of exposure of teachers working in different secondary education institutions to workplace mobbing, according to the results obtained from the research; According to school type and gender variable, it was determined that the mean scores of psychological harassment (mobbing) in the workplace did not show a significant difference, while there were significant differences according to the professional seniority variable. In a study that attracts attention, Koç and Urasoğlu (2009), on the other hand, work in private education institutions where teachers under the age of 25 who are working in secondary education institutions, where mobbing applied to secondary education teachers are mostly related to the quality of life of teachers and where mobbing is applied mostly to male teachers, is exposed to more mobbing. It was emphasized that teachers are exposed to more mobbing than teachers working in public schools.

According to the research conducted by Cemaloğlu and Ertürk (2008) on teachers and school administrators working in primary schools, according to school principals, deputy principals and teachers, "Show yourself and communication", "Social relations", "Reputation attack", "Life It was stated that they were exposed to more intimidation in terms of "quality and professional status", and that most of the mobbing behaviors faced by teachers were practiced by school principals, and assistant principals were mostly intimidated by school principals. According to Yaman (2009), in education organizations, it is thought that this kind of communication / interaction with the members of the organization and perception of these relations, investigating the reasons and examining the methods of coping will be very useful in terms of increasing the efficiency and performance of the organization. According to different types and reasons, psychological intimidation in the workplace brings economic and social costs to the victim, the society, to the organization. Because psychological violence leads to deterioration of the people's morale from beginning to end, consuming their energy unnecessarily, decreasing their performance, and dealing with psychological and physical diseases. This process can continue repeatedly at the workplace. In the workplaces, even if bullies or victims change, the phenomenon of mobbing continues to flow. The negative cost paid by the mobbing victim is paid to both the organization and the whole community. Mobbing is one of the factors that negatively affect motivation and productivity in workplaces. Financial losses are a waste of time, the loss of social capital and the positive return of human capital

(labor). Groeblinghoff et al. (1996) stated that mobbing mostly causes psychological and physical illnesses, and then the problems that individuals bring to their potential, creativity and professional production, and that professional and material harm can cause long-term social exclusion and even suicide of the individual. The effects of intimidation on the individual, organization and society are the main items to be examined first. Therefore, the answer to the following question was sought in this study:

2. What are the opinions of the Administrators and Teachers in the Non-Formal Education Institutions regarding the Intimidation Behavior?

3. Method

Research Design

This study is a case study using a descriptive screening model in which a case or subject is defined separately (Karasar, 2009). In order to do that description profoundly, the qualitative research technique was used in the study. The study was carried out in phenomenological design, which is among qualitative research designs (Turgut, 2009). Thus, interview technique was used in the study to collect data and for that purpose, a semi-structured interview form was prepared.

Study Group

Study group consisted of individuals working at and attending courses in a school, which provides informal education in Konyaalti district of Antalya province. In addition, the participants were determined by the easy-to-reach case sampling, which is among the purposeful sampling methods. The participants were coded as; A1, A2, A3, A4, A5, T1, T2, T3, T4, T5 according to the order of interviews (Kus, 2007; Mason J. 2002; Patton, 1990; Rubin & Rubin, 1995; Yildirim & Simsek, 2006).

Data Collection Tools

Interview questions were prepared on the basis of a literature review and were examined by a field expert. The questions were finalized based upon the feedback received from these interviews. There are ten interview questions in the interview form. The semi-structured interview form included questions about the views of shareholders on utilization of educational technologies in informal education institutions. The participants who were considered for the interview were informed about the purpose of the study and those wanting to participate in the study were determined on voluntary basis. The researcher took notes synchronously with the interviews. The interviews lasted for approximately 30-50 minutes. They were conducted in offices in the course centers between May and June 2019.

Data Analysis

In the study, the qualitative data acquired from the interviews were analyzed using content analysis, which is composed of the stages of coding, finding themes, organizing the data according to codes and themes (Balci, 2004; Yildirim&Simsek, 2011). The interviews recorded were put in writing by the researchers in computer environment. Then, all the data acquired in the study were read many times and coded. While coding, various dimensions were determined in accordance with the purpose of the study and themes were determined for these dimensions. Another researcher recoded the interview texts to provide reliability of the analyses. In order for validity and reliability to provide objectivity in a good qualitative study (Morse, Barrett, Mayan, Olson and Spiers, 2002) a consensus was considerably achieved between codings of the researcher and another expert to a large extent and it was concluded that the process of coding was performed in a reliable way. Also, reliability of the comparative agreement between codings was determined by two independent researchers by calculating the Cohen's Kappa consistency coefficient in the SPSS 21.00 packaged software.

Ethical Text

In this article, journal writing rules, publishing principles, research and publishing ethics rules, journal ethics rules are followed.

4. Results

Distribution of Participants According to Demographic Features

The distribution of the participants by age, gender, marital status, educational status, professional service period, management period, task, staff status and class variables are shown in table 1 as follows:

Table 1. Distribution of Participants by Demographic Features

Variable	Code	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	f	%
Age	22-42		√									1	30
	42-60			√	√	√						3	30
	60+	√					√	√	√	√	√	6	60
Gender	F			√	√	√	√	√			√	6	60
	M	√	√						√	√		4	40
Marital Status	S			√	√							2	40
	M	√	√			√	√	√	√	√	√	8	80
Educational Background	High School						√	√	√	√	√	5	50
	Undergraduate and above	√	√	√	√	√						5	50
Duration of Professional Service	1-5											0	0
	6-10		√									1	10
	11-15											0	0
	16-20											0	0
	20+	√		√	√	√	√	√	√	√	√	9	90
Staff Condition	Staffed	√	√									2	20
	Secondment			√	√	√	√	√	√	√	√	8	80

As is seen in Table 2, majority of the participants were above 42 years of age. Their genders were equally distributed and most of them were married. Majority of the administrators and teachers working in courses had a seniority for 20 years and more and had bachelor's degree. Most of them were working with secondment, whereas, administrators were staffed. The study was examined in two different stages as administrators and teachers in charge of courses and students attending courses, in groups.

Mobbing Behaviors According to Administrator ' Opinions

According to the managers, intimidation actions and the themes emerging related to these actions are shown in Table 2 as follows.

Table 2. Mobbing Behaviors According to Administrator' Opinions

Themes	F	Administrator	%
Creating an isolated work environment, pacifying employees, throwing them back, ignoring them	2	A1, A2,	40
Making the hierarchical structure felt in every area, reflecting it, making it feel in the physical structure of the institution	3	A2, A5,A3	60
Direct intervention in private life, making inquiries and suggestions on this subject	2	A3, A5	40
Walking on the employee, making jokes of physical violence,	3	A1, A2, A3	60
Applying to brute force	3	A2, A3, A4	60
Questioning his religious beliefs and actions	2	A1, A2	40
Questioning the political view, union discrimination, thinking that the institution represents a certain union	5	A1, A2, A3, A4, A5	100
Resentment and hostilities between managers and employees	2	A1, A2,	40
Shouting as verbal aggression, speaking out loud, speaking	5	A1, A2, A3, A4, A5	100
Extracting and spreading unfounded rumors	3	A1, A2, A4	60
Disclosing private information, sharing with others	3	A2, A3, A5	60
Excessive control and improper control	2	A1, A5	40
Uncertainty in the distribution of tasks, the descriptions of the duties are not explanatory, and which office does not know which works and transactions	2	A1, A5	40
Heavy criticism, implied words and verbal threat availability	4	A1, A2, A5,A4	80

According to the opinions of the managers in Table 2, when the definition of mobbing is grouped; "Creating an isolated business environment, disabling employees, throwing them into the background, ignoring them, making the hierarchical structure feel in every area, reflecting it, making it feel in the physical structure of the institution, directly interfering with private life, making inquiries and suggestions about this issue, walking on the employee, physical making jokes of violence, pretending to attack, resorting to brute force, keeping physical violence confidential, not leaving witnesses while practicing, questioning the religious beliefs and actions of the employee, questioning the political view, union discrimination, thinking that the institution represents a certain union, the

rulership between managers and employees hostilities, shouting as verbal aggression, spoken loudly, speaking, rumoring and spreading unfounded rumors, exposing private information of the employee, sharing with others, excessive control and unwarranted control, task distribution uncertainty, job descriptions not being descriptive, not knowing which office to do what job and operations, making heavy criticism, implicit words and verbal threats”. The opinions of the managers regarding the offensive behavior types are as follows:

“It may not have been done to me, but it's in general. It is a mobbing to be polled at 8 in the morning and checks at 5 in the evening. Mobbing is also for unplanned meetings when the evening is going out of the kuum. Everyone has a family of houses, we are already in the institution for 8 hours, what is the signed meeting after 5 in the evening? ”Y1

“The principle of impartiality is not complied with ... You are not from us. Political pressure was very high in the past. They were even said to be out of business. They wanted to take their men. My friend is my friend understanding.

“In general, I do not pressure, I try to provide a comfortable environment. I think it should be done by talking, not shouting, but the opposite happens, I know that defense is asked immediately. The success is right from the top to the top, so the more comfortable the subordinate is, the more comfortable the top is, I have this thought, but the more I can apply it is discussed. ”Y3

“It depends on perceptions whether it is mobbing. We try to act as a guide, but not every manager guides. What someone calls guidance says the other person does not intimidate. People's expectations and needs, and the ability to withstand certain things, should not be overlooked. ”Y4

“Excess duty, irrelevant duty, may not define the job, do not allow, can be managed daily but does not allow, subject to strict control. He keeps his room under constant surveillance, enters his room, calls by phone frequently. He often calls to his presence and finds criticism with heavy words. Despite doing your job, he wants more details, dislikes, spoils his writings, draws, repeats, sends and wants again. ”Y5

Mobbing According to Teacher Views

According to the opinions of the teachers, psychological intimidation behaviors and the themes formed are shown in table 3 as follows:

Table 3. Mobbing Behaviors According to Teachers' Opinions

Themes	F	Teacher	%
Creating an isolated work environment, pacifying employees, throwing them back, ignoring them	4	T1, T2, T3, T4	80
Don't walk on it, don't pretend to attack	2	T4, T3	40
Questioning his religious beliefs and actions	2	T2, T1	40
Questioning the political view, union discrimination, thinking that the institution represents a certain union	2	T1, T2	40
Shouting as verbal aggression, speaking out loud, speaking	3	T1, T3, T5	60
Extracting and spreading unfounded rumors	4	T1, T2, T4, T5	80
Excessive authoritarian attitude	3	T1, T3, T2	60
Uncertainty in task distribution, descriptions of job descriptions are not known, which people do not know which jobs and transactions to do	3	T2, T3, T5	60
To make fun of their views and thoughts	1	T4, T1	40
Chore, giving meaningless and long-term work and processes to sustain, loading	4	T1, T2, T3, T4	80
Ignoring, ignoring, acting insensitive	2	T1, T4	40
Speaking from behind	4	T1, T2, T3, T5	80
Preventing personal and professional development opportunities	2	T3, T4	40
Restrict and block the movement area of employees	2	T1, T3	40
Demonstrating humiliating attitudes of employees, offending their subordinates	2	T1, T4, T5	60

According to the teachers in Table 3, when the definition of psychological intimidation is grouped; "Creating an isolated business environment, pacifying employees, throwing them back, ignoring them, walking on them, pretending to attack them, questioning their religious beliefs and actions, questioning the political view, union discrimination, thinking that the institution represents a certain union, shouting as verbal aggression, speaking loudly, speaking, making and disseminating unfounded rumors, excessive authoritarian attitude, uncertainty in task distribution, lack of descriptive job descriptions, unknown which people to do what work and operations, ridicule with their views and thoughts, making nonsense, drudgery, pointless to maintain and giving long-term jobs and transactions, loading, ignoring, ignoring, acting insensitive, speaking behind,

blocking personal and professional development opportunities, restricting the mobility of employees, blocking employees Drive behave in a way, not subordinate to offend "themes was obtained. Teachers' views on mobbing behavior are as follows:

"Undefined job definitions, political pressures, union distinctions, ambiguous and tiring meaningless tasks, establishing extreme superiority, not wanting in the institution due to differences, discrimination, thinking that the institution represents a certain union, excluding those who belong to different unions, leaving them alone."
P1

"There is an excessive workload, everyone thinks that their job is more important. There are pressures. I think the distribution of duties is wrong. I also think that I am working in jobs below my capacity, I am a person who has worked in many different places before, even I have taught abroad. It is a sad situation for a teacher, I think I do not deserve this situation, I could be evaluated in a different way." S2

"Not speaking, ignoring, ignoring, ignoring ideas by looking at your face. Verbal violence, scolding, pressure, constant control, etc. We had a manager especially in past years, he likes to shout out everyone inside, and when he was told about this situation, my voice was not shouting like that. This is not something to be admitted. Even once he realized that he wouldn't want my wife to be treated like that, so I apologize. So he is aware of what he is doing, he is shouting consciously." S3

"Any emotional behavior to intimidate the other person. This can be anything. There are many different situations that hurt people, but the most important is to impose worthlessness on someone. I think this is the worst." P4

"No, I have not seen, if people do their part, there is no such problem anyway. I have never had a fight with any manager until now, for example, the current teachers get into the discussion immediately when they don't want to, they fight, I do not find it right, it is not right to go into a dialogue with a manager." P5

5. Conclusion

Considering the results of the study in general, the themes of "questioning political opinion", "union discrimination", "thinking that the institution represents a certain union" and "outing as verbal aggression", "addressing loudly and speaking" were mentioned by all managers. Themes such as "making jokes of physical violence, pretending to attack", "resorting to brute force", "keeping physical violence confidential, not leaving witnesses

while practicing", "revealing and disseminating unfounded rumors" and "exposing private information about the employee, sharing with others" It has been stated as completely and absolutely daunting behavior by. The phenomenon of intimidation, which is expressed as the pressure and coercion of employees in organizations, creates many negative results. It is very important in this regard to realize intimidation that can have serious negative effects on individual and organizational and even social levels, to determine the causes and develop measures (Tetik, 2010). In a similar study, Gökçe (2006), in his research on teachers and administrators in public and private schools; concluded that female teachers are exposed to mobbing behaviors related to communication, social and professional issues, and male teachers are exposed to personal and violent mobbing behaviors, and teachers are exposed to more mobbing behaviors than managers and women. In addition, in research, the dimensions of mobbing; There was a statistically significant positive relationship between victims, personal causes, communication reasons and psychological reasons, sub-dimensions of mobbing, personal reasons. Among the methods of combating mobbing in the research; It has been revealed that employees use strategies to maintain loyalty and ignore.

According to the opinions of the managers, employees are exposed to mobbing in different ways. According to Gökçe (2008) and other similar studies, the manager who wants to apply mobbing does this in a way. This situation, which is noticed by the employees, attracts the attention of the managers. Sometimes it is a suggestive look, gestures and facial expressions, sometimes a rising tone of sound, and sometimes timeless warning notes and warnings can be a harbinger of intimidation. In other words, the manager who wants to intimidate achieves this in some way. Although managers accept this situation, they know that, regardless of the type, amount and direction of intimidation, more or less, all daunting behavior affects employees in negative commentary. Teachers, on the other hand, are uncomfortable with being exposed to isolated work environment and being sent to remote course areas. This situation mostly results from the physical structure of the institution. In fact, administrators complain about this situation and think that it prevents their cooperation with master trainers and teachers and makes their control difficult. In this directional communication that starts unhealthy, the messages received and the feedbacks can sometimes be perceived as intimidation.

In the study conducted by Yaman, Vidinlioğlu and Çitelel (2010), teachers were exposed to intimidation by managers, colleagues, parents, students and servants. They have been found to experience discrimination, communication barriers, humiliation and verbal intimidation. In addition, teachers are exposed to psycho violence; not to be a spectator to events; inexperience; be tolerant; take it from below; not being able to get a ready answer; They argued that it was suppressing the feeling of crushing and showing humility / humility. Therefore, as a result, information should also be given about the mobbing behaviors in the educational institutions, the personality characteristics prone to intimidation, the types of intimidation and the ways to cope with the intimidation, especially by giving information about the causes and prevention of intimidation. It is

thought that researchers need to continue similar studies examining mobbing, mobbing process, personality traits affecting mobbing and mobbing results, and more different studies.

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Üniversitemiz Eğitim Fakültesi Eğitim Bilimleri Bölümü öğretim üyesi **Doç. Dr. Süleyman KARATAŞ**'ın yürütücülüğünü üstlendiği, *"Mobbing' According to Administrators and Teachers Working at Non-Formal Education Institutions (Yaygın Eğitimde Çalışan Yönetici ve Öğretmenlere Göre Mobbing)"* konulu çalışmanın, fikri hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğun başvurucaya ait olmak üzere, proje süresince uygulanmasının etik olarak **uygun olduğuna** oy birliği ile karar verilmiştir.

e-İmzalıdır

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