

The relation between the exposure to mobbing and burnout levels of secondary school teachers

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Suggested Citation:

Tosten, R., Avci, Y. E. & Okcu, V. (2018). The relation between the exposure to mobbing and burnout levels of secondary school teachers. *International Journal of Learning and Teaching*. 10(4), 355–366.

Received from January 08, 2018; revised from April 22, 2018; accepted from September 13, 2018.

Selection and peer review under responsibility of Prof. Dr. Hafize Keser, Ankara University, Ankara, Turkey.

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Abstract

This research study was conducted to determine the relation between the level of burnout and the level of exposure to mobbing. The population of the research composed of 1,153 secondary school teachers working in Siirt city center in 2014–2015 academic year. As the number of teachers included in the research population is not high, sampling was not made and 354 of the distributed scales were analysed. In this study, ‘Negative Acts Questionnaire’ Scale was used to measure the frequency of teachers’ exposure to mobbing behaviours and to determine the teachers’ burnout levels, ‘Maslach Burnout Inventory’ (Educators Survey) was used. The results showed that teachers are exposed to negative behaviours under the sub-dimensions of ‘work-related mobbing’ and ‘mobbing directed at social relations’ at ‘occasional’ level. With regard to the burnout levels of the secondary school teachers, the highest value is observed in ‘emotional exhaustion’ sub-dimension, while the lowest is in ‘depersonalisation’; and the personal accomplishment is at a moderate level.

Keywords: Mobbing, burnout, secondary school, teacher.

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† This research prepared based on research it was presented as a verbal statement in the Conference: ‘5th World Conference on Educational Technology Researches’ held in 15–17 October 2015, Lefkosa, North Cyprus.

1. Introduction

In an organisational environment, many different variables may be argued to cause stress and burnout among the workers. One of these variables is mobbing. According to Leymann (1996), mobbing is a psychological violence observed as hostile and unethical practices applied systematically by one or several people to another person or other people. Mobbing is a kind of systematic and long-term behaviour that directly targets an employee and may cause psychological and physiological damage [4, 5]. Cobanoglu (2005) defines mobbing as a kind of abuse causing physical and emotional exhaustion, impairment and fear in individual(s) by exposing them to systematic pressure and diminishing their work performance and endurance with vicious attitudes and behaviours.

It is emphasised that in fields such as education and health providing service to society and where human relations are intense, workers are exposed to mobbing more (Ozen, 2007). In educational institutions, an excessive competitive atmosphere, mismanagement of the institution, unsuccessful leadership types, poor design of work, negative effect of psycho-social working environment on communication and cooperation processes, frequent inspection of teachers and an excessive autocratic structuring may be listed among the reasons of psychological violence (Matthiesen, Skogstad & Einarsen, 2010).

Burnout is one of the outgrowths of mobbing behaviour that slyly intrudes on the employees in schools. Burnout is defined as a reaction of an individual to excessive stress or dissatisfaction causing indifference to the job; and described it as an indisposition resulting from excessive commitment [Quoted by Yildirim (1996)]. Burnout that leads to refractory disorders such as psychosomatic disorders, depression, use of any harmful drugs, insomnia, family problems or loss of job has been frequently addressed and examined in recent years in terms of different sectors and professions [10].

As emotional and physical impairments caused by the exposure to mobbing in an organisational environment lead to stress and the feeling of burnout in the long-term, individuals exposed to mobbing may become desensitised to the occurrences around them, and therefore, may be unsuccessful (Kacmaz, 2005). In this research study (Metem, Unal, Akyuz & Kilic, 2015), it was stated that in line with the increase in the mobbing experience of teachers, their stress and burnout levels also increase. According to a research study (Karakus & Cankaya, 2012), there is a positive relation between the mobbing behaviours and burnout levels of the teachers. Similarly, the research study (Alkan, 2011) revealed a positive relation between the mobbing and emotional exhaustion and depersonalisation sub-dimensions of burnout and indicated that there is not a significant relation between mobbing and personal accomplishment. According to Filizova and Ay (2011), the research study carried out among teachers found out that there is a positive relation between mobbing and burnout. Results of the research study (Bucaklar, 2009) in Finland among the municipality workers and the research study (Varhama & Bjorkqvist, 2004) in the health sector in Norway pointed to a positive relation between the mobbing and burnout.

Under the research, closely examining mobbing that slyly penetrates into the living spaces of organisations and its relation with burnout that may be an outgrowth of mobbing may contribute to understanding the problem. The research aims to highlight this harmful effect. Moreover, the research also aims to ensure a favourable organisational climate for teachers, and thus contribute to the improvement of the learning success of the students. Accordingly, this research was carried out to examine whether there is a relation between the exposure to mobbing among teachers and their burnout levels.

1.1. Mobbing

Meaning of mobbing covers any kind of behaviour, such as maltreatment by the seniors, the subordinates or colleagues at equal rank towards an employee (Matthiesen & Skogstad, 1998; Tinaz,

2006). The term mobbing derives from ‘mobile vulgus’ in Latin and in English, the verb ‘mob’ means gathering, attacking and disturbing people (Eser, 2014; Kirel, 2007).

Mobbing also called as psychological abuse at workplace begins when an individual is exposed to disrespectful and harmful behaviour and may even result in resignation by creating an aggressive atmosphere to impair the social reputation of the individual (Calis & Tokat, 2013; Cam, 2013; Oxford English Dictionary, 1989). Those who apply mobbing refers to mobbing with a narcissist tendency to force people to adopt their own norms as organisational rules, and to reinforce the social-ethnic prejudices; and these people enjoy being hostile and seek pleasure in boredom. Moreover, there are also other factors leading to the emergence of mobbing in the organisation. In general, these factors are related to the organisational policy, features and processes (Calis & Tokat, 2013; Cam, 2013; Leymann, 2014; Ozgan, Kara & Arslan, 2013).

Reasons of mobbing may be examined in two groups as individual and organisational factors. Within the scope of individual factors, people are disturbed based on what they represent rather than their own characteristics. Grudge, envy, great objectives and desire to compete are the main reasons for mobbing [2] (Karslioglu, 2011). In organisational factors, parameters such as the weakness of inter-organisational communication channels, excessive hierarchical structures, covert policies and leadership vulnerability are important (Oxford English Dictionary, 1989).

When the overall characteristics of people exposed to mobbing are examined, it is seen that they are mostly people with sound working principles and values, who do not sacrifice these principles and values; fulfill tasks very good or even perfect, are sensitive, helpful, hardworking, idealist; have positive relations with the people around and are loved by them (Acar, 2013; Alcan, Ozdemir, Basligil & Sevinctekin, 2013; Arpacioğlu, 2003; Kansu, 2014).

1.1.1. Sub-dimensions of mobbing

Even though sub-dimensions of mobbing is classified variously in the literature, this research study addresses only two sub-dimensions, as work-related mobbing and mobbing directed at social relations (Kansu, 2014). Branch defines work-related mobbing as hiding important information from the employee, continuously monitoring his work and gossiping about him (Okcu, 2011). Mobbing may be observed variously, as implying the employee that he is a liar, teasing him, gossiping about him or hindering his communication with other people, subjecting him to heavy workload, alienating him, subjecting him to verbal threat and making frequent and unnecessary controls (Branch, 2006). According to Einarsen and Raknes (1997), work-related mobbing covers prevention of teachers to obtain information that may affect their success, humiliation by employing them below their competences, assignment of tasks below their mastership/competences, gossiping about them, ignoring, excluding and disregarding them.

In terms of social relations, taking attention in a group, taking a place there and feeling himself important are among the most basic needs of an individual. Social relations are an important means of communication that makes the existence of an individual meaningful (Cemaloglu & Erturk, 2007; Toker Gokce, 2006). Mobbing may sometimes be directed at hindering the social relations that are among the basic needs of an employee (Toker Gokce, 2006). According to Einarsen and Raknes (1997), mobbing directed at social relations covers offensive terms and behaviours against one’s personality, attitude, private life, unpleasant jokes, excessive teasing and ridiculing, shouting at him and displaying momentary anger, pointing at him and bullying such as attacking one’s personal sphere, pushing or intercepting him.

1.2. Burnout

The concept of ‘burnout’ used in the occupational context was defined most generally by Maslach and Jackson [2]. Maslach and Jackson defined burnout as ‘a syndrome with physical and mental aspects covering physical exhaustion, long-term fatigue, desperation, despair and negative attitudes

towards his job, life and the other people'. Burnout is defined as 'being unsuccessful, fraying, decrease of energy and power and a state of exhaustion in the internal resources of a person, as a result of unsatisfied desires' (Surgevil, 2006). It may be stated that individuals with burnout syndrome begin to lose their life energies (Barutcu & Serinkan, 2008), constantly have negative feelings and are desperate in daily life (Cam, 1995).

1.2.1. Sub-dimensions of burnout

According to Maslach [2], burnout is a three-dimensional syndrome. These dimensions are emotional exhaustion covering the feeling of fatigue, excessive emotional impairment, lack of energy and apathy during and after the work [40] (Akca, 2008; Cordes & Dougherty, 1993; Erturk & Kececioğlu, 2012; Ozer, 1998), depersonalisation covering the indifference to work and colleagues, tendency to use offensive language and to be alone (Surgevil, 2006; Torun, 1995) and the feeling of low personal accomplishment (Akca, 2008; Ergul, Saygin & Tosten, 2013; Telman & Unsal, 2004).

According to some researchers (Cam, 1991; Izgar, 2003), indications of burnout are classified as physical, behavioural and physiological. Prominent factors of physical indications are fatigue, insomnia and headache (Dilsiz, 2006); and that of behavioural indications are temper, apathy, touchiness and worry. Moreover, family problems, depression and psychological disorders may be listed as prominent factors of psychological indications (Sabuncuoğlu, 1996).

1.3. Relation between mobbing and burnout

As burnout syndrome is related to the efficiency of the employee, it has the effect to cause material and nonmaterial loss in organisations (Marasli, 2003). Accordingly, it is important to take notice of this risk that is possible to emerge as a result of employees' exposure to mobbing to a great extent. Among the related research studies carried out in Turkey, there is a large number of research studies addressing the concept of mobbing (Acar, 2013; Cayvarli, 2013; Dikmetas, Top & Ergin, 2011; Ertek, 2009; Ocak, 2008) and similarly, the relational studies cover research studies examining the relation between the mobbing and burnout [10, 56] (Cakiroglu & Tengilimoglu, 2014; Candan & Ince, 2014; Colakoglu & Yilmaz, 2014; Dursun, 2012; Filizoz, B. & Ay, 2011; Mete et al., 2015). Studies carried out in Turkey as regards the different business sectors, pointed to a positive and medium level relation between the mobbing and burnout. This research also aims to examine the relation between mobbing and burnout that may be an outgrowth of mobbing, in educational institutions. Both at the individual and organisational level, problems of individuals who are exposed to mobbing and who are suffering from burnout syndrome are similar.

1.4. Objective of the research

The main objective of this research is to determine the relation between the level of exposure to mobbing among the secondary school teachers and their burnout levels. Within this framework, the following questions were tried to be replied:

1. What is the level of exposure to mobbing among secondary school teachers?
2. What is the burnout level of secondary school teachers?
3. Is there a significant relation between the level of exposure to mobbing among secondary school teachers and their burnout levels?
4. Based on the perceptions of secondary school teachers, are the mobbing behaviours a significant predictor of burnout?

2. Method

2.1. Research model

This research is in relational screening model. Relational screening model is a research model aiming to determine the existence and/or level of covariance between two or more variables. In other words, relational (correlational) research studies are research studies carried out to identify the relation between two or more variables and to find clues regarding the cause-effect relation (Buyukozturk, Kilic Cakmak, Akgun, Karadeniz & Demirel, 2014).

2.2. Research population and sample

Research population of this research study composed of 1,153 teachers who are working in 24 secondary schools in the central district of Siirt during 2014 and 2015 school year. As the number of teachers included in the research population is not high, sampling was not made. Data of 753 teachers who did not fill or did not want to fill in the forms or who filled in deficiently were excluded from the evaluation. Data of 400 teachers were found eligible for analysis.

Nearly, 48 (37%) of the teachers who participated in the research were female, while 252 (63%) were male. When the distribution by the marital status variable is examined, it is seen that the ratio of married teachers who participated in the research was 65%, while 35% was single. When the distribution by the seniority variable is examined, it is seen that the ratio of teachers in the seniority group of 1–10 years (264 teachers) was 66%, while those in the seniority group of 11 years or above was 34% (136 teachers).

2.3. Data collection tools, validity and reliability study

2.3.1. Negative acts questionnaire scale

In order to measure the frequency of exposure to negative acts under the sub-dimensions of work-related mobbing and mobbing directed at social relations, 'Negative Acts Questionnaire Scale' (NAQS) developed by Einarsen and Raknes (1997) was utilised. Negative Acts Questionnaire Scale is a five-point Likert Scale answered and graded as daily (5), weekly (4), monthly (3), now and then (2) and never (1). In the validity and reliability study, two factors were determined in NAQS. Total variance explained by the first factor, work-related mobbing, was 33.64% and the eigenvalue of this factor was 10.80. Variance explained by the second factor, mobbing directed at social relations was 14.82% and the eigenvalue of this factor was 6.79. Total variance explained by both dimensions was 48.46%. First factor was related to mobbing directed at social relations and composed of 15 items. Factor loads varied between 0.49 and 0.76. Second factor concerns work-related mobbing. In this dimension, six items were included. Factor loads of the items under work-related mobbing varied between 0.45 and 0.73. In order to determine the reliability of NAQS, Cronbach Alpha coefficient was utilised. Cronbach Alpha coefficient of internal consistency was measured both for the whole scale and for each sub-dimensions separately and specified as a criteria of reliability. Internal reliability coefficients of these two sub-dimensions were 0.85 in the dimension of mobbing directed at social relations and 0.74 in the dimension of work-related mobbing. In all dimensions of the scale, item-test correlation of 21 items varied between 0.45 and 0.76.

2.3.2. Maslach burnout scale

Maslach Burnout Scale developed by Maslach and Jackson (1981) and which is used widely to determine the burnout levels of teachers is composed of 22 items in total and addresses burnout in three sub-dimensions. In Maslach Burnout Inventory (MBI), items under the sub-dimensions of emotional burnout and depersonalisation were scored alike, while the items under personal accomplishment were subjected to adverse scoring, and the total score is obtained (Izgar, 2003). High score obtained in the sub-dimensions of emotional exhaustion and depersonalisation and low score

obtained in personal accomplishment scale point to burnout. Medium level scores in all three scales correspond to medium level burnout levels. Validity and reliability coefficients of MBI in teachers were determined by Maslach and Jackson. Reliability coefficient of the scale was 0.88 for emotional exhaustion, 0.83 for personal accomplishment and 0.72 for depersonalisation sub-dimension. The scale was tried to be adapted to Turkey by Girgin and Baysal (2006). Girgin determined reliability coefficient as 0.87 for emotional exhaustion, 0.74 for personal accomplishment and 0.63 for depersonalisation. However, Baysal stated it as 0.74 for emotional exhaustion, 0.77 for personal accomplishment and 0.75 for depersonalisation (Girgin & Baysal, 2006). Under this research, in the validity and reliability study of MBI, it was determined that the scale has a three-factor structure. Total variance explained by the first factor, emotional exhaustion was 19.69% and the eigenvalue of this factor was 7.91. Variance explained by the second factor, depersonalisation dimension of burnout was 10.31% and the eigenvalue of this factor was 5.01. Variance explained by the third factor, personal accomplishment dimension of burnout was 7.02% and the eigenvalue of this factor was 3.78. Total variance explained by three dimensions was 37.02%. First factor was related to emotional exhaustion and composed of nine items. Factor loads varied between 0.45 and 0.81. Second factor concerns depersonalisation dimension. In this dimension, five items were included. Factor loads in the depersonalisation dimension varied between 0.46 and 0.76. Third factor refers to personal accomplishment and includes eight items. Factor loads in the personal accomplishment dimension varied between 0.57 and 0.81. In the research, Cronbach Alpha reliability coefficient of MBI was determined as 0.79 for emotional exhaustion, 0.67 for depersonalisation sub-dimension and 0.74 for personal accomplishment sub-dimension.

2.4. Data collection and analysis

Scales were applied to 1,153 teachers in total working in 24 primary schools in the central district of Siirt. After the application, forms that were not filled or filled deficiently were sorted out and the data in the rest 400 forms were evaluated. Data collected in the research were analysed with the descriptive (definitive) statistical techniques (frequency, percentage, average standard deviation) and SPSS 16 statistical package program was used to determine the correlation between the variables and for multiple regression analysis. In analyses, $p \leq 0.05$ and $p \leq 0.01$ levels were taken as basis.

3. Findings

3.1. Findings regarding the exposure of teachers to mobbing behaviours and their burnout levels

Below given Table 1 displays the descriptive statistics of exposure to mobbing and burnout levels of secondary school teachers participated in the research study.

Table 1. Descriptive statistics concerning the mobbing experience and burnout levels of the teachers, on the basis of the perceptions of secondary school teachers

Dimensions	\bar{x}	Ss
Sub-dimensions of mobbing		
Work-related mobbing	1.63	0.51
Mobbing directed at social relations	1.34	0.50
Sub-dimensions of burnout		
Emotional exhaustion	2.78	0.79
Depersonalisation	2.19	0.73
Personal accomplishment	3.62	0.62

As seen in the above given Table 1, the average of the scores presented by secondary school teachers, which was ($\bar{x} = 1.63$, $S = 0.51$) for the work-related mobbing and ($\bar{x} = 1.34$, $S = 50$) for the mobbing directed at social relations reveals that the teachers experience mobbing 'now and then'. Considering the distribution by burnout levels of the secondary school teachers, displayed in the

above given table, the highest score is observed in emotional exhaustion ($\bar{x} = 2.78, S = 0.79$), while the lowest in depersonalisation ($\bar{x} = 2.19, S = 0.73$) sub-dimension. It was determined that the personal accomplishments ($\bar{x} = 3.62, S = 0.62$) of the secondary school teachers are not at a very good level. In other words, these may be construed as teachers have exhausted their emotional resources, have difficulty in getting into contact with other people and consider themselves as incompetent for a good performance.

3.2. Findings regarding the correlation between mobbing and sub-dimensions of burnout

Below given Table 1 displays the findings regarding the relation between the mobbing and burnout variables.

Table 2. Relations between mobbing, job satisfaction and burnout variables

Variables	Sub-dimensions of burnout		
Sub-dimensions of mobbing	Emotional exhaustion	Depersonalisation	Personal accomplishment
Work-related mobbing	0.32**	0.46**	-0.30**
Mobbing directed at social relations	0.39**	0.48**	-0.34**

* $p \leq 0.05$; ** $p \leq 0.01$.

Similarly, a positive and medium level relation was reported between the exposure to work-related mobbing and mobbing directed at social relations among the secondary school teachers, and emotional exhaustion ($r = 0.32, p < 0.01$; $r = 0.39, p < 0.01$) and depersonalisation ($r = 0.46, p < 0.01$; $r = 0.48, p < 0.01$) sub-dimensions of burnout. However, a negative and low level of relation was noted between the exposure to work-related mobbing and mobbing directed at social relations among teachers, and the personal accomplishment ($r = -0.30, p < 0.01$; $r = -0.34, p < 0.01$) sub-dimension of burnout.

3.3. Findings of the regression analysis of the variables

Table 3 displays the results of the regression analysis carried out to determine the mobbing perception of the secondary school teachers as a predictor of burnout.

Table 3. Results of the multiple regression analysis regarding the prediction of emotional exhaustion, depersonalisation and personal accomplishment sub-dimensions of burnout

	Predictor variable (Mobbing)	β	t	p
Predicted variable (emotional exhaustion dimension) $R = 0.192 R^2 = 0.137 F_{(2-397)} = 14.351$	Work-related mobbing	0.22	4.77	0.00**
	Mobbing directed at social relations	0.06	1.20	0.22
Predicted variable (depersonalisation dimension) $R = 0.285 R^2 = 0.103 F_{(2-397)} = 33.124$	Work-related mobbing	0.36	7.78	0.00**
	Mobbing directed at social relations	0.15	3.18	0.01**
Predicted variable (personal accomplishment dimension) $R = 0.177 R^2 = 0.108 F_{(2-397)} = 12.262$	Work-related mobbing	-0.07	-1.43	0.02**
	Mobbing directed at social relations	-0.01	-1.29	0.04**

$p \leq 0.05^*$ and $p \leq 0.01^{**}$.

As seen in Table 3, when the results of the multiple regression analysis regarding the prediction of emotional exhaustion dimension of burnout are examined, a significant relation ($R = 0.192 R^2 = 0.137 F_{(2-397)} = 14.351$) is determined between the emotional exhaustion dimension and the variables of

work-related mobbing and mobbing directed at social relations. In Table 3, F value indicates that as a whole, the independent variables included in the regression significantly predict the dependent variable. 14% of the total variance is explained in the emotional exhaustion dimension of burnout with the mentioned two variables. According to the standardised regression coefficient (β), the relative order of importance of predictor variables on emotional exhaustion dimension is determined as work-related mobbing and mobbing directed at social relations, respectively. Based on the results of the multiple regression analysis, it is seen that the sub-dimension of work-related mobbing ($p \leq 0.01$) significantly predicts emotional exhaustion. In other words, it may be concluded that based on the perceptions of the secondary school teachers, in line with the increase in the work-related mobbing behaviors, burnout at the emotional exhaustion dimension may also increase.

As seen in Table 3, when the results of the multiple regression analysis regarding the prediction of depersonalisation, a sub-dimension of burnout are examined, a significant relation ($R = 0.285$ $R^2 = 0.103$ $F_{(2-397)} = 33.124$) is determined between the depersonalisation dimension and the variables of work-related mobbing and mobbing directed at social relations. Ten percent of the total variance is explained in the depersonalisation sub-dimension of burnout with the mentioned two variables. According to the results of the analysis, the sub-dimensions of work-related mobbing and mobbing directed at social relations significantly predict the burnout at the depersonalisation sub-dimension ($p \leq 0.01$). In other words, it may be concluded that based on the perceptions of the secondary school teachers, in line with the increase in the exposure to work-related mobbing and mobbing directed at social relations, burnout at the depersonalisation dimension may also increase.

When the results of the multiple regression analysis regarding the prediction of personal accomplishment, a sub-dimension of burnout are examined, a significant relation ($R = 0.177$ $R^2 = 0.108$ $F_{(2-397)} = 12.262$) is determined between the personal accomplishment dimension and the variables of work-related mobbing and mobbing directed at social relations. Eleven percent of the total variance is explained in the personal accomplishment sub-dimension of burnout with the mentioned two variables. According to the results of the analysis, the sub-dimensions of work-related mobbing and mobbing directed at social relations significantly predict the burnout at the personal accomplishment sub-dimension ($p \leq 0.01$). In other words, it may be concluded that based on the perceptions of the secondary school teachers, in line with the increase in the exposure to work-related mobbing and mobbing directed at social relations, burnout at the personal accomplishment dimension may diminish.

4. Conclusion, discussions and suggestions

As a result of the research, it has been determined that based on the perceptions of the secondary school teachers, teachers are exposed to mobbing 'now and then'. This finding is parallel with the findings of the research studies carried out by Acar (2013), Cemaloglu (2011), Einarsen and Raknes (1997), Gunduz and Yilmaz (2008), Karyagdi (2007), Kilinc (2009), Kul (2010), Onbas (2007), Yildirim and Eken (2014). Considering the answers of the secondary school teachers regarding the behaviours under the work-related mobbing dimension, it has been stated that teachers are exposed to mobbing but this level of exposure is low. According to the results of the research study, secondary school teachers are exposed to mobbing behaviours directed at social relations dimension 'now and then'. This finding is similar to the findings of the research studies carried out by Acar (2013), Cemaloglu (2011), Ergener (2008), Erturk (2005), Gunduz & Yilmaz (2008), Kilinc (2009), Leymann (1996), Okcu (2011), Onbas (2007), Saglam Cicek (2008), Yildirim and Eken (2014). Exposure to mobbing directed at social relations dimension among the teachers indicates that they are exposed to mobbing from top to bottom and horizontal mobbing and that these two types of mobbing are more common in educational institutions. Intimidation of teachers by their colleagues in schools may be caused by the differences in the education understanding.

When the perceptions of the secondary school teachers regarding their burnout levels are examined, it is seen that emotional exhaustion among the teachers is at 'medium level', while it is at 'low level' in the depersonalisation sub-dimension; and at 'good level' in personal accomplishment

sub-dimension. This may be construed as teachers have exhausted their internal resources, have difficulty in getting into contact with other people and consider themselves as incompetent for a good performance. When the results concerning the burnout levels of the secondary school teachers are examined, it is found out that emotional exhaustion sub-dimension has the highest value, while the depersonalisation has the lowest. Findings of this research are also supported by the findings of Acar Arasan (2010), Budakoglu (2011), Cerit (2008), Kepekcioglu (2009), Ozguner (2011), Yildiz (2011). It is stated that the medium level of emotional exhaustion determined among the secondary school teachers may be explained with the problems in the triangle of school, student and parents; and mostly by the inadequacies and disappointments related with the teaching profession. Moreover, it is also noted that excessive workload and stress may cause teachers to feel exhausted emotionally. Good level of personal accomplishment determined among the secondary school teachers may be construed as a positive development.

As a result of the research, it has been determined that there is a positive and medium level relation between the exposure to work-related mobbing and mobbing directed at social relations among the teachers, and their burnout levels at emotional exhaustion and depersonalisation sub-dimensions. Moreover, it has also been determined that there is a negative and medium level relation between the exposure to work-related mobbing and mobbing directed at social relations among the teachers, and their burnout levels at personal accomplishment sub-dimension. In many research studies carried out both domestically and at abroad in different business sectors [10,56] (Alkan, 2011; Bucaklar, 2009; Cakiroglu & Tengilimoglu, 2014; Candan & Ince, 2014; Colakoglu & Yilmaz, 2014; Dursun, 2012; Erguner, 2014; Filizoz & Ay, 2011; Karakus & Cankaya, 2012; Mete et al., 2015; Tanhan & Cam, 2011), a positive relation has been determined between the mobbing behaviours and burnout, research study (Kacmaz, 2005) revealed that in line with the increase in the level of exposure to mobbing among teachers, their stress and burnout levels also increase. Therefore, results of the studies in the literature support the results of this research. According to a study (Mete et al., 2015), mobbing has a significant and positive relation only with the 'emotional exhaustion' sub-dimension of burnout; and the relation between mobbing and 'personal accomplishment' and 'depersonalisation' sub-dimensions is not at a significant level.

According to the results of the regression analysis, work-related mobbing and mobbing directed at social relations significantly predict the emotional exhaustion, depersonalisation and personal accomplishment sub-dimensions of the burnout. In other words, based on the perceptions of the secondary school teachers, in line with the increase in the behaviours under work-related mobbing and mobbing directed at social relations, burnout levels at emotional exhaustion and depersonalisation sub-dimensions also increase but there may be a decrease in the behaviours observed in the personal accomplishment sub-dimension. In conclusion, it may be argued that mobbing which negatively affects the human resources, quality and success by slyly penetrating into the living spaces of schools leads to an increase in the burnout levels of the teachers.

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