

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 & İz, 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-Sandviket 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 & Kılıç, 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:

Sublevels of perception of mobbing and job burnout of mathematics teachers

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

	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

Sublevels	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

Sublevels	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		

*p<0,05

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	\bar{X}	sd.	f	p	Groups that have a difference
Emotional Exhaustion	Less than 5 years	29	2,50	1,07	7,830	0,000*	Less than 5 years<5-10 years Less than 5 years<15-20 years 5-10 years>10-15 years 5-10 years>more than 20 years 15-20 years>more than 20 years
	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			
Depersonalization	Less than 5 years	29	2,36	1,18	7,674	0,000*	5-10 years<15-20 years 10-15 years<15-20 years 15-20 years>more than 20 years
	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			
Personal Accomplishment	Less than 5 years	29	5,25	1,05	2,152	0,075	
	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			
Burnout	Less than 5 years	29	3,37	0,78	3,331	0,011*	Less than 5 years<15-20 years 15-20 years>more than 20 years
	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			

*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 variable. sublevels regarding the educational background

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

	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	0,063	0,950
	Male	103	1,24	0,38		
Quality of life and professional satisfaction	Female	140	1,38	0,61	-0,213	0,832
	Male	103	1,39	0,61		
Mobbing	Female	140	1,40	0,32	-0,708	0,479
	Male	103	1,43	0,40		

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	\bar{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	\bar{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 <10-15 years 10-15 years> 15-20 years 10-15 years> More than 20 years
	5-10	69	1,27	0,32			
	10-15	71	1,42	0,37			
	15-20	36	1,22	0,16			
	More than 20 years	38	1,25	0,27			
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			

Quality of life-professional satisfaction	Less than 5 years	29	1,29	0,46	0,390	0,816	
	5-10	69	1,44	0,67			
	10-15	71	1,38	0,56			
	15-20	36	1,33	0,62			
	More than 20 years	38	1,42	0,69			
Mobbing	Less than 5 years	29	1,40	0,35	0,217	0,929	
	5-10	69	1,42	0,35			
	10-15	71	1,40	0,33			
	15-20	36	1,38	0,41			
	More than 20 years	38	1,45	0,35			

*p<0,05

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 Faculty> Master's degree
	Faculty	200	1,70	0,56			
	Master's degree	25	1,68	0,59			
Social relationships	Education institute	18	1,37	0,29	46,848	0,000*	Education institute> Faculty Education institute> Master's degree Faculty> Master's degree
	Faculty	200	1,34	0,32			
	Master's degree	25	1,12	0,18			
Reputational attack	Education institute	18	1,30	0,36	2,666	0,050	
	Faculty	200	1,26	0,39			
	Master's degree	25	1,09	1,35			
Quality of life-professional satisfaction	Education institute	18	1,77	0,87	16,812	0,000*	Education institute> Faculty Education institute> Master's degree Faculty> Master's degree
	Faculty	200	1,39	0,60			
	Master's degree	25	1,10	0,22			
Mobbing	Education institute	18	1,50	0,42	18,393	0,000*	Education institute <Faculty Education institute> Master's degree Faculty> Master's degree
	Faculty	200	1,90	0,30			
	Master's degree	25	1,24	0,21			

*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.

Table 13: ANOVA Results of Mobbing Perception of Teachers 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.

Table 14: ANOVA Results of Mobbing Perception Sublevels of Teachers 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 $p < 0,01$)

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.

When Table 15 is examined, it can be seen that there is a significant relationship between emotional exhaustion and depersonalization levels ($r = 0,360$,

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%.

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

Results and Discussion

When the teachers' burnout perception and its

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. However, it is possible to find studies in the literature that show the difference in burnout perceptions according to the gender variable. Otacıoğlu (2008) identified that music teachers' burnout levels differ according to the gender variable. Çapulcuoğlu and Gündüz (2013) identified in their studies that the highschool students' burnout levels vary according to the gender variable. Başol and Altay (2009) identified in their studies that the burnout levels of managers in education and teachers differ 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 that music teachers' burnout levels differ according to the school type 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. 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. Hacicaferoğlu (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. Hacicaferoğlu (2013) identified that the teachers' mobbing perception levels do not differ according to the work duration variable.

It can be seen that the scores of 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. Hacicaferoğlu (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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