



# Investigation of the Relationship Between Psychological Intimidation And Alienation From Work to Which Classroom Teachers Are Exposed Dec

**Hüsne Aydın**

Sınıf Öğretmeni

[husneaydin34@gmail.com](mailto:husneaydin34@gmail.com), ORCID:0009-0004-5932-1121

## Abstract

In this study, which aims to examine the basic characteristics of classical management theories in educational management, not only the characteristics and basic characteristics of classical management theories will be mentioned, but also the total management theories will be contacted. Classical Management Theories are theories that try to reach a single management theory by explaining the functions and principles of management. Classical management theorists have defended the view that what is good for the organization is also good for the employee by putting the organization at the center in the understanding of total quality management. They have generally approached the organization from a mechanical point of view, focusing especially on the organizational structure; they have accepted the unmanned organization view. However, the pressure created on the organization by the rapidly falling economic earnings and the need for more employment prevented the studies on the subject. Within the framework of total quality management, he considered the individual within the organization as a productivity tool or machine and evaluated his expectations, needs, cultural differences in a minimal way. Besides, the fact that they see

management as a profession, support managers with some principles and techniques, guide them, show them Deceptions, can be counted among the contributions of classical management theorists to the science of management. It is obvious that classical management theories are competent in the field of total quality management. It is possible to see the effects of classical management theories in the application of total quality management understanding to all areas of life. With the approach, the efficiency-oriented life fashion has dominated; all elements in working and business life have attracted attention in terms of productivity.

**Key Words:** Classroom Teacher, Psychological Intimidation, Alienation from Work

### **Sınıf Öğretmenlerinin Maruz Kaldığı Psikolojik Yıldırma İle İşe Yabancılaşma Arasındaki İlişkinin İncelenmesi**

#### **Özet**

Bu araştırma, sınıf öğretmenlerinin maruz kaldığı psikolojik yıldırma ile işe yabancılaşma arasındaki ilişkiyi öğretmen görüşlerine dayanarak ortaya koymayı amaçlamaktadır. Araştırma verileri İstanbul'daki ilkokullarda görev yapan 12 sınıf öğretmeninden toplanmıştır. Araştırma tarama modeli ile yapılmış, korelasyonel bir çalışmadır. Araştırma verilerini toplamak için öğretmenlerin psikolojik yıldırma düzeylerini ölçmek üzere; Gökçe (2006) tarafından geliştirilen “İş yerinde yıldırma ölçeği” ile öğretmenlerin işe yabancılaşma düzeylerini ölçmek için Elma (2003), tarafından geliştirilen “İşe yabancılaşma ölçeği” kullanılmıştır. Araştırmada elde edilen veriler SPSS (Statistical Package for Social Sciences) for Windows 21.0 programı kullanılarak analiz edilmiştir. Her iki ölçekten elde edilen bulguların, eğitim düzeyi, mesleki kıdem ve yaş değişkenlerine göre farklılaşıp farklılaşmadığını belirlemek üzere tek yönlü varyans analizi (ANOVA), cinsiyet ve medeni durum değişkenine göre farklılaşıp farklılaşmadığını belirlemek için t-testi uygulanmıştır. Araştırma sonucunda; sınıf öğretmenlerinin maruz kaldığı psikolojik yıldırma düzeyi ile güçsüzlük, anlamsızlık ve yalıtılmışlık alt boyutları arasında pozitif yönde güçlü bir ilişki bulgulanırken, psikolojik yıldırma düzeyi ile okula yabancılaşma alt boyutu arasında anlamlı bir ilişki tespit edilememiştir. Ayrıca araştırmada öğretmenlerin psikolojik yıldırma düzeyini “Çok zayıf” olarak yaşadıkları, işe yabancılaşma boyutunda ise en çok “okula yabancılaşma” alt boyutunu “Orta” düzeyde yaşadıkları tespit edilmiştir. Araştırma bulguları göstermektedir ki; İlkokul öğretmenlerinin maruz kaldığı psikolojik yıldırma düzeyi arttıkça, işe yabancılaşma düzeyi de artmaktadır. Bunun için, örgütlerde psikolojik yıldırmanın önlenmesi amacıyla tedbirler alınması, tüm toplumun katlanmak zorunda olduğu olumsuz sonuçların bertaraf edilmesine katkı sağlar.

**Anahtar Kelimeler:** Sınıf Öğretmeni, Psikolojik Yıldırma, İşe Yabancılaşma

## **Introduction**

The results of the researches made as related with psychological mobbing (intimidation) in many European countries in recent years reveal the phenomenon of psychological intimidation has reached up to very serious extent. Any social and cultural changes being experienced to-day have been effecting the organizations, and the competitive environment such created triggering social terror which we call psychological intimidation as well. Common opinion surmised in the researches internationally made has suggested that the victims of psychological mobbing (intimidation) are much more than those of other violence and harassment (Tınaz, Bayram and Ergin, 2008).

On the other hand, psychological mobbing (intimidation) being experienced in educational organizations has also been alienating the teachers who are the most important manpower of this sector from their roles in social development, and causes their alienation to the job that they perform. Elma (2003) describes alienation-to-job in such a way that employee finds his/her job unmeaning, and feels himself/herself weak and isolated, and perceives himself/herself as a simple part of the system to which he/she belongs.

## **Purpose of the Research**

In this research it has been aimed that the influence of the phenomenon of psychological mobbing (intimidation) taking part frequently made in the European countries in recent years and becoming more importance day by day in Turkey as well on elementary school teachers will be studied.

## **Importance of the Research**

As per provision of the Law No. 6287 dated 30.03.2002 about the Making of Amendments in Elementary and Secondary Education Law and Some Laws as published and come into effect in the Official Gazette No. 28261 dated 11.04.2012, the educational system has been determined as

4+4+4, and the education of 12 years has been made compulsory.

This compulsory education covers 4 years of elementary, 4 years of secondary and 4 years of high school education. Although these kinds of works and studies are observed as related with this subject-matter in the sectors such as municipality, agriculture, health and tourism as well as at the levels of secondary, high school and university of the educational system, such any work which is to be made on the teachers working at the first stage (elementary school) of the education system has not been encountered. Therefore, it is thought that this research will be the first work made in this field in Turkey.

## **Field Literature Review**

### **Concept of Psychological Mobbing and Alienation-to-Job**

The word “Mob” which is derived from the term “Mobile vulgus” in Latin means “the Fickle Crowd” or “Gang” in English who applies outlaw violence. And the Word “Mobbing” means psychological violence, siege, harassment and intimidation, etc. (Oxford Advanced Learner’s Dictionary, p. 819, akt. Tınaz vd. 2008).

Leymann (2007) explains psychological mobbing as psychological terror coming up as a result of that, in any workplace, one person or more disturb and harass another person systematically by establishing a hostile and unethical communication (Tınaz, Bayram, Ergin, 2008).

And Mikkelsen and Einarsen (2002) describes psychological mobbing actions as exposure to repetitive negative behaviors for long time such as cruel treatment, threat, accusation, gossip, humiliation and so on (akt. Ertürk 2005).

And the term “alienation” means, in a most general sense, that a human being is alienated from others or from a definite environment or process (Marshall, 1999; akt. Şimşek, Çelik, Akgemci and Fettahlıoğlu, 2012).

Alienation in the field of education is that negative attitudes are developed against education as a result of that educational organizations lose their function in social and economic respects, and

that stakeholders find educational events and activities unmeaning, and that employees separate from the said organizations (Kılıç, 2007; akt. Kılçık 2011).

## **Method**

This research in which the relationship between psychological mobbing (intimidation), to which elementary school teachers are exposed, and alienation-to- job is studied is a correlational work made through a reviewing (scanning) model.

## **Universe and Sampling**

The research's universe involves the class teachers working at the elementary schools in Istanbul Province in the 2022-2023 education- training term. Within this context, 12 class teachers working at the state elementary schools located in Istanbul forms the working universe. In the research, 12 teachers were reached through a simple random sampling method.

## **Data Collecting Tools**

In our present research, “the scale for intimidation in workplace” developed by Gökçe (2006) and “the scale for alienation-to-job” developed by Elma (2003) were used.

## **Findings**

Of the teachers who participated in the research, the levels of “Weakness” ( $X= 1,718$ ,  $ss=0,764$ ); “Senselessness” ( $X = 1,483$ ,  $ss=0,595$ ); “Isolatedness” ( $X = 1,565$ ,  $ss=0,599$ ) are very weak; and the level of “Alienation to school” ( $X = 2,730$ ,  $ss=0,813$ ) is medium; and the level of Psychological mobbing exposed” ( $X = 1,14$ ,  $ss=0,475$ ) as determined.

At the end of the one directional variance analysis (ANOVA) made with the aim to determine whether or not the averages of psychological mobbing behavior points of the teachers who participated in the research shows a meaningful differentness according to the variable of educational level, the different between group averages has been found meaningful statistically ( $F(2,12) = 5,17; p < 0.05$ ).

With the aim to determine the origins of such differences, the supplementary post- hoc analysis was made. The psychological mobbing points ( $X = 1,59, ss=0,67$ ) of the teachers whose educational levels are master degree have been found meaningfully higher than the psychological mobbing points ( $X = 1,23, ss=0,43$ ) of the teachers whose educational levels are bachelor's degree.

At the end of the one directional variance analysis (ANOVA) made with the aim to determine whether or not the averages of weakness sub-dimension points of the teachers who participated in the research shows a meaningful differentness according to the variable of educational level, the different between group averages has been found meaningful statistically ( $F(2,12) = 4,54; p < 0.05$ ).

With the aim to determine the origins of such differences, the supplementary post-hoc analysis was made. The weakness sub-dimension points ( $X = 2,22, ss=0,55$ ) of the teachers whose educational levels are master degree have been found meaningfully higher than the psychological mobbing points ( $X = 1,70, ss=0,766$ ) of the teachers whose educational levels are bachelor's degree.

At the end of the one directional variance analysis (ANOVA) made with the aim to determine whether or not the averages of senselessness sub-dimension points shows an differentness according to the variable of educational level, the difference between group averages has been found meaningful statistically ( $F(2,12) = 1,14; p > 0.05$ ).

At the end of the one directional variance analysis (ANOVA) made with the aim to determine whether or not the averages of isolatedness sub-dimension points shows an differentness according to the variable of educational level, the difference between group averages has been found meaningful statistically ( $F(2,12) = 5,96; p < 0.05$ ).

With the aim to determine the origins of such differences, the supplementary post-hoc analysis was made. The weakness sub-dimension points ( $X = 2,05, ss=0,79$ ) of the teachers whose educational levels are master degree have been found meaningfully higher than the weakness sub-

dimension points ( $X = 1,54$ ,  $ss=0,54$ ) of the teachers whose educational levels are bachelor's degree.

At the end of the one directional variance analysis (ANOVA) made with the aim to determine whether or not the averages of alienation-to-school sub-dimension points shows an differentness according to the variable of educational level, the difference between group averages has been found meaningful statistically ( $F(2,12) = 6,09$ ;  $p>0.05$ ).

With the aim to determine the origins of such differences, the supplementary post- hoc analysis was made. The alienation-to-school sub-dimension points ( $X = 2,79$ ,  $ss=0,84$ ) of the teachers whose educational levels are master degree have been found meaningfully higher than the alienation-to-school sub-dimension points ( $X = 2,17$ ,  $ss=0,84$ ) of the teachers whose educational levels are bachelor's degree.

At the end of the one dimensional variance analysis (ANOVA) made with the aim to determine whether or not the averages of the points of exposition to psychological intimidation of the teachers who participated in the research show a meaningful differentness according to the variable of Professional seniority, the difference between group averages has been found meaningful statistically ( $F(5,12) = 6,52$ ;  $p<0.05$ ).

With the aim to determine the origins of such differences, the supplementary post-hoc analysis was made. The exposition to intimidation points ( $X= 1,55$ ,  $ss=0,64$ ) of the teachers whose professional seniority period is 21-25 years have been found meaningfully higher than the exposition to intimidation points of the teachers whose professional seniority period is lower ( $F(5,12) = 4,24$ ;  $p<0.05$ ).

With the aim to determine the origins of differences, the supplementary post-hoc analysis was made. The teachers whose professional seniority period is 6-10 years ( $X= 1,98$ ,  $ss=0,97$ ) suffer from weakness much more as compared to others.

At the end of the one dimensional variance analysis (ANOVA) made with the aim to determine whether or not the averages of the senselessness sub-dimension points of the teachers who participated in the research show a meaningful differentness according to the variable of professional seniority, the difference between group averages has been found meaningful statistically ( $F(5,12) = 5,57$ ;  $p<0.05$ ).

The teachers whose professional seniority period is 1-5 years ( $\bar{X} = 1,853$ ,  $ss=0,899$ ) live the feeling of senselessness much more than others. At the end of the one dimensional variance analysis (ANOVA) made with the aim to determine whether or not the averages of the isolatedness sub-dimension points of the teachers who participated in the research show a meaningful differentness according to the variable of professional seniority, the difference between group averages has been found meaningful statistically ( $F(5,12) = 1,96$ ;  $p > 0.05$ ).

At the end of the one dimensional variance analysis (ANOVA) made with the aim to determine whether or not the averages of the alienation-to-school points of the teachers who participated in the research show a meaningful differentness according to the variable of professional seniority, the difference between group averages has been found meaningful statistically ( $F(5,12) = 8,48$ ;  $p < 0.05$ ).

With the aim to determine the origins of such differences, the supplementary post-hoc analysis was made. The teachers whose professional seniority period is 1-5 years ( $\bar{X} = 3,055$ ,  $ss=0,709$ ) alienates to school much more than others.

At the end of the one dimensional variance analysis (ANOVA) made with the aim to determine whether or not the averages of the points of exposure to psychological intimidation of the teachers who participated in the research show a meaningful differentness according to the variable of age, the difference between group averages has not been found meaningful statistically ( $F(2,12) = 2,26$ ;  $p > 0.05$ ).

At the end of the one dimensional variance analysis (ANOVA) made with the aim to determine whether or not the averages of the weakness sub-dimension points of the teachers who participated in the research show a meaningful differentness according to the variable of age, the difference between group averages has been found meaningful statistically ( $F(2,12) = 4,83$ ;  $p < 0.05$ ). With the aim to determine the origins of such differences, the supplementary post-hoc analysis was made. The teachers who are under age of 40 ( $\bar{X} = 1,89$ ,  $ss=0,79$ ) suffer from weakness much more than others. ( $F(2,12) = 2,59$ ;  $p > 0.05$ ). At the end of the one dimensional variance analysis (ANOVA) made with the aim to determine whether or not the averages of the points of the isolatedness points show a meaningful differentness according to the variable of age, the difference between group averages has been found meaningful statistically ( $F(2,12) = 4,13$ ;  $p < 0.05$ ).

The teachers whose ages vary between 41 and 50 ( $\bar{X} = 1,60$ ,  $ss=0,51$ ) live the feeling of



isolatedness much more than others. At the end of the one dimensional variance analysis (ANOVA) made with the aim to determine whether or not the averages of the alienation sub-dimension points show a meaningful differentness according to the variable of age, the difference between group averages has been found meaningful statistically ( $F(2,12) = 7,66; p < 0,05$ ).

With the aim to determine the origins of such differences, the supplementary post-hoc was made. The teachers who are under age of 40 ( $\bar{X} = 2,85, ss = 0,77$ ) alienate to school much more than others.

At the end of the t-test made with the aim to determine whether or not the levels of exposure to psychological robbing of the teachers who participated in the research show a meaningful differentness according to the variable of gender the difference between group averages has been found meaningful statistically ( $t(260) = -5,086; p < 0,05$ ).

The points of level of exposure to intimidation of men ( $\bar{X} = 1,43, ss = 0,65$ ) have been found meaningfully higher than the points of level of exposure to intimidation of women ( $\bar{X} = 1,14, ss = 0,23$ ). At the end of the t-test made with the aim to determine whether or not the weakness sub-dimension points of the teachers who participated in the research show a meaningful differentness according to the variable of gender the difference between group averages has been found meaningful statistically ( $t(260) = -3,57; p < 0,05$ ).

With the aim to determine the origins of such differences, the supplementary post-hoc analysis was made. The weakness points of men ( $\bar{X} = 1,91, ss = 0,88$ ) have been found meaningfully higher than the weakness points of women ( $\bar{X} = 1,58, ss = 0,63$ ).

At the end of the t-test made with the aim to determine whether or not the averages of senselessness sub-dimension points show a meaningful differentness according to the variable of gender, the difference between group averages has been found meaningful statistically ( $t(260) = -5,84; p < 0,05$ ). With the aim to determine the origins of such differences, the supplementary post-hoc was made.

The senselessness points of men ( $\bar{X} = 1,728, ss = 0,67$ ) have been found meaningfully higher than the senselessness points of women ( $\bar{X} = 1,31, ss = 0,47$ ). At the end of the t-test made with the aim to determine whether or not the averages of isolatedness sub-dimension points show a meaningful differentness according to the variable of gender, the difference between group averages has been found meaningful statistically ( $t(260) = -4,73; p < 0,05$ ).

With the aim to determine the origins of differences, the supplementary post-hoc analysis was made. The isolatedness sub-dimension points of men ( $X = 1,76$ ,  $ss=0,68$ ) have been found meaningfully higher than the isolatedness sub-dimension points of women ( $X = 1,42$ ,  $ss=0,48$ ). In respect of the sub-dimension of alienation to school; the averages of alienation to school sub-dimension of teachers have not been found meaningful according to the variable of gender ( $t(260) = -1,55$ ;  $p>0.05$ ).

At the end of the t-test made with the aim to determine whether or not the level of exposure to psychological mobbing of the teachers who participated in the research shows a meaningful differentness according to marital status, the difference between group averages has been found meaningful statistically ( $t(260) = -3,95$ ;  $p<0.05$ ). The levels of exposure to psychological mobbing of the bachelors ( $\bar{X} = 1,467$ ,  $ss=0,655$ ) have been found meaningful higher than the levels of exposure to psychological mobbing of the married ( $\bar{X} = 1,203$ ,  $ss=0,383$ ).

At the end of the t-test made with the aim to determine whether or not the averages of the weakness sub-dimension points of the teachers who participated in the research show a meaningful differences according to the variable of gender, the difference between group averages has been found meaningful statistically ( $t(260) = -4,73$ ;  $p<0.05$ ).

With the aim to determine the origins of such differences, the supplementary post-hoc analysis was made. The weakness sub-dimension points of bachelors ( $\bar{X} = 2,100$ ,  $ss=0,925$ ) have been found meaningfully higher than the weakness sub-dimension points of the married ( $\bar{X} = 1,597$ ,  $ss=0,663$ ).

At the end of the t-test made with the aim to determine whether or not the averages of the senselessness sub-dimension points show a meaningful differentness according to the marital status, the difference between group averages has been found meaningful statistically ( $t(260) = -7,49$ ;  $p<0.05$ ).

With the aim to determine the origins of such differences, the supplementary post-hoc analysis was made. The senselessness sub-dimension points of the bachelors ( $\bar{X} = 1,92$ ,  $ss=0,82$ ) have been found meaningfully higher than the senselessness sub-dimension points of the married ( $\bar{X} = 1,34$ ,  $ss=0,41$ ).

At the end of the t-test made with the aim to determine whether or not the averages of the isolatedness sub-dimension points show a meaningful differentness according to the marital status,

the difference between group averages has been found meaningful statistically ( $t(260) = -5,44$ ;  $p < 0.05$ ).

With the aim to determine the origins of such differences, the supplementary post-hoc analysis was made. The isolatedness points of the bachelors ( $\bar{X} = 1,90$ ,  $ss = 0,76$ ) have been found meaningfully higher than the isolatedness points of the married ( $\bar{X} = 1,45$ ,  $ss = 0,49$ ). At the end of the t-test made with the aim to determine whether or not the points of alienation to school sub-dimension show a meaningful differentness according to the marital status, the difference between group averages has been found meaningful statistically ( $t(260) = 1,55$ ;  $p < 0.05$ ).

With the aim to determine the origins of such differences, the supplementary post-hoc analysis was made. The alienation to school points of the bachelors ( $\bar{X} = 3,08$ ,  $ss = 0,78$ ) have been found meaningfully higher than the alienation to school points of the married ( $\bar{X} = 2,61$ ,  $ss = 0,79$ ).

The results of Pearson Moment Correlation Coefficient done for the purpose of determining the relationship between psychological mobbing (intimidation), to which elementary school teachers are exposed, and alienation-to-job are presented as follows.

It has been found that there is a positively strong relationship between the senselessness sub-dimension and the weakness sub-division ( $r = 0.787$ ;  $p < 0.05$ ). According to this, the more the senselessness increases, the more the weakness increases. It has been found that there is a positively strong relationship between the isolatedness sub-dimension and the weakness sub-division ( $r = 0.729$ ;  $p < 0.05$ ).

According to this result, the more isolatedness increases, the more the weakness increases. It has been found that there is a positively strong relationship between the isolatedness sub-dimension and the senselessness sub-dimension ( $r = 0.769$ ;  $p < 0.05$ ). According to this, the more the isolatedness increases, the more the senselessness increases.

Any relationship meaningful statistically has not been found between the alienation to school sub-dimension and the weakness, senselessness and isolatedness sub-divisions. It has been found that there is a positively strong relationship between psychological intimidation and weakness sub-dimension ( $r = 0.621$ ;  $p < 0.05$ ).

That means, the more the level of the exposed psychological intimidation, the more the weakness increases. It has been found that there is a positively strong relationship between the exposed psychological intimidation and senselessness sub-dimension ( $r=0.652$ ;  $p<0.05$ ).

According to this, the more the level of the exposed psychological intimidation increases, the more the isolatedness sub-dimension increases. It has been found there is a positively strong relationship between the exposed psychological intimidation and the isolatedness sub-dimension ( $r=0.725$ ;  $p<0.05$ ).

According to this, the more the level of the exposed psychological intimidation increase, the more isolatedness increases. It has not found there is any relationship meaningful statistically between the psychological intimidation and the alienation to school sub-dimension. It is suggested that the reason of how such a result has been obtained in the research should be sought among the individual factors causing the psychological intimidation.

The emotional intelligence levels and organizational commitment levels of the individuals who create threat risk to others in the organization, and are strong competitors and have superior qualifications are high. Hence, the risk of such an individual having the mentioned qualifications against the exposure to intimidation is high.

However, the levels of being exposed to intimidation of an individual not sharing the organizational objectives and values, and not constituting any threat risk to other employees, and not considering as a competitor are high because he/she has been aligned to his/her job and school.

### **Proposals for Researches to be Made in Future**

Above all, managers should not adopt psychological intimidation as a form of management, and not allow such unethical applications. For enabling to prevent any psychological intimidation actions, social awareness should be created by arranging any training seminars and information meetings concerned psychological intimidation in the organizations.

A healthy data and information flow provided by keeping all the communication channels open within the organizations. Distributions and definitions of tasks and duties should be announced and informed in writing.

Managers should be loyal to any equality and justice rules. Much more weight should be given to any works concerning the concept. Any works done at academic, level should be paid with other organizations and institutions.

Furthermore, it will be a good reasonable decision that the State opens the application centers to deal with the phenomenon contained herein. For enabling to prevent the alienation-to-job, any individuals working within the organization to participate in any decisions and resolutions to be taken should be provided.

For teachers, necessary environments within the organization where they will be able to express themselves and exhibit their creativeness. A deliberative and democratic understanding of organization should be made dominant. Much more weight should be given to any academic works concerning the concept.

## **References**

Ayaydın, Ç. İ. (2012). İş yerinde psikolojik şiddetin iş tatmini, işe yabancılaşma ve işten ayrılma niyeti ile ilişkisi. (Yayınlanmamış yüksek lisans tezi). Gümüşhane Üniversitesi Sosyal Bilimler Enstitüsü, Gümüşhane.

Bayındır, B. (2002). Orta öğretim dal öğretmenlerinin mesleğe yabancılaşmaları ile öğrenme-öğretme sürecindeki davranışları arasındaki ilişki. (Yayınlanmamış yüksek lisans tezi). Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü, Eskişehir.

Çevik, R. (2009). Ortaöğretim kurumlarında yönetici davranışlarının öğretmenlerin mesleklerine yabancılaşmasına etkisi. (Yayınlanmamış yüksek lisans tezi). Yeditepe Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.

Dangaç, G. (2007). Örgütlerde psikolojik yıldırma ve bir araştırma. (Yayınlanmamış Yüksek lisans tezi). Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü, Balıkesir.

Demirer, T. ve Özbudun, S. (1999). Yabancılaşma. Ankara: Öteki Yayınevi.

Gökçe, A.T. (2006). İş yerinde yıldırma. (Yayınlanmamış doktora tezi). Ankara Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.

Güçlü, A, E. Uzun, S. Uzun, Ü. H. Yolsal. (2003). Felsefe Sözlüğü. Ankara: Bilim ve Sanat Yayınları.

Güngör, M. (2008). Çalışma Hayatında Psikolojik Taciz. Ankara: Derin Yayınları.

Kırel, Ç. (2007). Örgütlerde mobbing yönetiminde destekleyici ve risk azaltıcı öneriler. Anadolu Üniversitesi, Sosyal Bilimler Dergisi, 7(2), 317-334.

Kızılcelik, S. ve Erjem, Y. (1992). Açıklamalı Sosyoloji Terimler Sözlüğü. Konya: Göksu Matbaası.

Koç, M. ve Bulut, H. (2009). Orta öğretim öğretmenlerinde mobbing: Cinsiyet, yaş ve lise türü değişkenleri açısından incelenmesi. International Online Journal of Educational Sciences, 2009, 1 (1), 64 – 80.

Tutar, H.(2004). İşyerinde psikolojik şiddet. Ankara: Platin Yayıncılık.