

The Relationship between Workplace Mobbing and Burnout among Academics at a Turkish University

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Abstract

Mobbing and burnout syndrome, which are the most important organizational problems today, are the facts that have negative effects on working life. This study that aims to determine whether Karamanoğlu Mehmetbey University academicians undergo mobbing or not and the trend towards burnout within these academicians has been done over 97 participants. The data that are gathered from the participants showed that the academicians experience intensive emotional exhaustion and personal inefficiency and low level of depersonalization in terms of burnout. However, it is founded out that the academicians do not experience high mobbing intensively. Academicians are subjected to mobbing at a high level towards their self-realization behaviours. In the regression model in order to analyze the relations between sub dimensions of mobbing and emotional, depersonalization and lack of personal accomplishment dimensions of burnout the regression analyzes have been done, and the hypothesis proposed have been tested.

Keywords: Mobbing, Burnout, Emotional Exhaustion, Depersonalization, Lack of Personal Accomplishment.

1. Introduction

The questions like, What is burnout?, Which professions are more open to burnout?, Which factors cause burnout on academicians?, What kind of behaviours do these academicians express?, What kind of psychological violence (mobbing) is being done towards academicians?, What kinds of reactions do the academicians who are subjected to mobbing show? are the most important questions whose answers have been tried to find out by the human resource management and the organization psychology lately.

The psychological violence events that do not include physical violence, but resulted with stress, burnout, resignation and sometimes suicide has been taken intensive interests of the

academicians and the practitioners (Keim and McDermott, 2010). The fact that is originated from a psychological problem and cause the resignation of the employees, and whose importance has not been able to realized before is called “mobbing” (Tınaz; 2008). In fact, the mobbing problem which has been faced in working life is not a new phenomenon in literature (Tengilimoğlu et al., 2010). Mobbing is a concept which has been analysed in West for 30 years (Zukauskas and Vveinhardt, 2009). However, it hasn't taken so much interest till the effects of it on the employees has been understood recently. Mobbing which is an organizational problem that negatively effects the employees' job satisfaction, efficiency, and success is a process that a group of employees or an employee annoy one or more employees with immoral words and behaviours. Mobbing is a psychological violence action that is done with actions like slanders, humiliation, unfair accusations, violence, and abuse and aims to alienate and suspend the workers from their job.

On the other hand, the burnout concept first became a topic that is searched by many researchers when it was defined as a social problem and its importance was noticed in 1970's. It is argued that the probability of burnout syndrome to occur is higher for workers and jobs that have intense social relations with other people. In this respect, burnout is especially a common problem of lawyers, nurses, police, social workers, priests, academicians, medical doctors and teachers (Baron and West, 2007; Maudgalya et al., 2006; Barutçu and Serinkan, 2008). Burnout can simply be defined as “mental and physical exhaustion of energy”. The concept of burnout has been researched and examined by many scientists. However the best known and the one led to the other researchers are Maslach's studies. Burnout is the consequence of emotional and personal relations at work and the organizational variables. Socio-demographic variables and personality play an important role in personal burnout process.

There is not enough research that examines the relationship between mobbing and burnout on the scale of academicians neither in national nor in international literature. The researches done among academicians by Bilici et all. at Karadeniz Technical University in 1998, Özdemir et all. at Cumhuriyet University in 1999, Barut and Kalkan at Ondokuz Mayıs University in 2002 examine the relationships between burnout and demographic properties and they are the first samples in this field in Turkey (Karabıyık et al., 2008). In this study, the effects of mobbing on burnout perception of academicians, which is an organizational intimidation and attrition behaviour are examined. The relationships between these two facts are dealt with by giving a questionnaire to the academicians of Karamanoğlu Mehmetbey University.

2. Literature Review

2.1. The Concept of Mobbing and its Dimensions

Mobbing term was first used in 1960s by Konrad Lorenz to mention the reactions of animals against their opponents. In 1970s, it was used by Peter Paul Heinemann to mention the harmful attitudes of a group of children to one child, and in 1980s, it was used by professor psychologist Leymann from Stockholm University to mention the emotional attacks in offices (Leymann, 1996; Özdemir and Açıkgöz, 2007; Poussard and Çamuroğlu, 2007). Leymann determined that there are attitudes of people at offices and organizations similar to the children's' and animals' attitudes. Leymann described mobbing as a process which starts with frightening, blackmail, insulting, threatening, overwhelming people in offices by systematic and conscious pressure and can last with resignation (Leymann, 1996).

The terms below are generally used in literature as synonym to the term mobbing (Dangaç, 2007; Gün, 2010): Harassment, psychological terrorization, office terrorization, emotional abuse, victimization, verbal abuse, horizontal violence, intimidation, stalking, psychological abuse, psychological aggression, hostile behaviours at work, workplace trauma, work or employee abuse, mistreatment, incivility, workplace depression, unacceptable behaviour, hostile behaviour, emotional violence.

To mention the existence of mobbing, Leymann accepts that the negative attitudes should be done to the person at least once a week for six months as criteria (Leymann, 1996). Jennifer and others (2003) define mobbing as a process that comes out again and again and that causes stress on the employees. In mobbing, seniors, juniors, co-workers or some people make a group, then choose a target and attack him or her till he or she is even dismissed (Baykal, 2005; Alparslan and Tunç, 2009).

With this information, mobbing includes the psychological and physical attack behaviours that (Einarsen, 2000; Vartia, 2003; Yavuz, 2007; Özdemir and Açıkgöz, 2007);

- Occur in offices,
- Is performed by one or more people,
- Happens when there is not a balance of power between the victim and mobbing practitioner,
- Is targeted to one or more people,
- Is performed systematically, planned, and hostilely, aggressively and in an immoral way,
- Happen regularly,
- Have a lot of reasons,
- Aim to make the victim passive at work and to dismiss him or her from the office,
- Applied to the victims' personality and self-confidence.

Mobbing is a kind of ill intentioned action aiming to dismiss an employee by means of unfair accusations, wrong allegations, insults, harassments, emotional attacks and psychological terrors. Since the directors of organization blink the facts, ignore and even encourage the others, victim feels himself desperate in comparison with the strong and crowded people, mobbing comes true. As a result of these unfair and ill intentioned actions, the cases such as suffering, mental or physical troubles or being ill, facing with social problems and mostly dismissals experienced (Aksoy, 2008). Mobbing which is used to determine the unwanted attitudes carried out to a worker by his or her boss, co-workers or juniors of him is a serious phenomenon which can lead emotional and physical troubles such as depression, anxiety, lack of appetite and insomnia.

Leymann divided mobbing attitudes into five different groups (Davenport et al., 2003):

- **The Behaviours That Aim to Obstruct the Self-realization and Communication:** A person's possibilities to realize himself is limited by his seniors. He is always interrupted while speaking. His colleagues or the ones whom he works with limit his possibilities of realizing himself. He is shouted at and continuously scolded. What he has done is always criticized. His private life is always criticized. He is disturbed via telephone. He gets verbal threats. The written threats are sending. His relation attempts are rejected with gestures and glances. The people around him do not communicate with him.
- **Attitudes That Aim to Obstruct Social Relationship:** His relationship demand is rejected via implications. The person does not talk to anyone; they prevent him to reach anyone. He is given a place isolated from other workers. It is forbidden for others to talk with him. They behave as if he is not there. People gossip about him.
- **Attitudes Harming One's Esteem:** There are baseless whispers among people. He is made fun of. He is treated as if he was mentally ill. He is forced to have a psychological threat. He is mocked if he has a handicap. His walking, gestures, attitudes or his voice are imitated to make fun of him. His religion and political opinion are made fun of. His private life is made fun of. He is forced to do something that can affect his self-confidence negatively. His efforts are thought to be wrong and simple. His decisions are always questioned. He is called with mocked names. He is implied to be abused.
- **Attitudes towards the Person's Profession and Life Quality:** There is not any special official work for the person. The given official works are taken back from him, even if creating himself a new work is obstructed. He is given strange duties. He is given duties that require less talent and ability than he has. His duties are continuously changed. He is given duties that affect his self-confidence. His self esteem is damaged by the duties that

are irrelevant to his qualifications. He is caused to have money troubles. His home or office is damaged.

- **Attitudes Affecting the Person's Health Negatively:** He is forced to do something that is physically hard. He gets psycal violence threats. He is scared with a little violence. He is physically harmed. He is directly abused.

Being an acedemician is one of the carriers in which mobbing is experienced most. The researches about mobbing and the case studies have shown that the academicians who suffer from mobbing are described as the people who are not supported by the most of the university management or the department which they work for, because of their point of wiew, study or relationships. The foremost researcher who has studied about the term mobbing at academic environment is Westhues. Westhues indicates that the reasons for the presence of universities must be being objective and having the free minds, however the presence of mobbing at the universities damages the the reason of their being and the main mission of them by creating subjective and dependent minds. Westhues also claims that "the university campuses are perfect existing places for the culture of mobbing" (Westhues, 2006). In fact, the academicians' minority positions and conradictory opinions must have been seen as a precious contribution to the freedom of thought and being questioning, but it is interesting that it is evaluated as an embarassing and threatening case (Keim and McDermott, 2010).

At a reseach on 2400 people, Leymann indicates that 14.1 % of the victoms of mobbing at his research are working at schools, universities and other educational institutions (Leymann, 1996). A lot of researchers abroad such as Raskauskas have studied the mobbing cases at academical world. At a research at the universities in New Zelland, Raskauskas, indicates that the 65.3 % of the university personnel have been subjected to the mobbing (Raskauskas, 2006). At another research done by Björqvist et al at Finlandian universities, it has been learned that there is a difference between men and women by means of being a mobbing victim. At the research, while the 30 % of men are subjected to the mobbing, the percentage of women is 55 % (Björqvist et al., 1994). At a research done by Einarsen and Skogstad in Norway, it is learned that the 5.2 % of the academical personel have been subjected to the mobbing (Einarsen and Skogstad, 1996). Westhues, indicates that the professors who has many high qualified publications, has been evaluated with high grades, has athletical ability, gets high salaries, has family wealth, and has children, are subjected to the mobbing more (Westhues, 2006). The most popular mobbing methods at universities are being accused by plagiarism and other ethical invasions, having non-moral relationships with students (sexual relationship) and misusing the university fond (Yelgeçen Tigrel and Kokalan, 2009).

The psychological pressure in organizations affects not only the victim but also his family members and their life. As a result of psychological pressure at work it is inevitable that man-wife and parent-children relationship is affected (Tınaz, 2008). Certainly the most important point in struggling with mobbing is the awareness of that the mobbing is a kind of office illness. Otherwise the possibility of every kind of institutional, constitutional and personal precaution will be declined by both the directors of organization and the mobbing victims. The following hypotheses are developed by using the information explained above:

- H1 : The academicians' attempts to maintain personal accomplishment and to communicate are banned.
- H2 : Academicians' social relationships are banned.
- H3 : The academicians are behaved in order to undermine the reputation of them.
- H4 : The quality of academicians' lives and their occupational conditions are attacked,
- H5 : Academicians are behaved to affect their health negatively.

2.2. Burnout Concept

The person who brought burnout term into literature is Freudenberger. Freudenberger has investigated burnout term in its emotional dimension and used it as a person's inadequacy for his work as a result of extreme working (Freudenberger, 2001). In other words, burnout has been used by Freudenberger

(1974) to explain a person's extreme expectations and his physically and mentally burnout while struggling with the needs (Xiaobing et al., 2009). In following years Freudenberger explained burnout term as "it is emotional burnout which means becoming unproductive and not being able to work as a result of extreme working" (Freudenberger, 2001). After Freudenberger, both manufacture and service business and various profession groups are interested in this topic.

Burnout is a kind of situation that is especially seen among workers in profession group which requires face to face relationship and communicating with people, is observed as a result of not getting over stress at work is felt physically and emotionally and starts with being senseless to people, feeling himself emotionally exhausted and inadequate (Yavuzyilmaz et al., 2007).

The burnout term has been explained variously in the literature and the most accepted explanations have been made by Maslach and Jackson. Maslach and Jackson (1981) have defined it as: "It is a syndrome of burnout and negation that come out as a reaction to the stress that is experienced at working life". In another definition Maslach defined the term as, a worker's being away from himself and his aims and his inadequacy in his work (Yavuzyilmaz et al., 2007).

Other main definitions are listed below.

- According to Lee and Ashforth (1990), the burnout is a syndrome that is originated from experiencing emotional burnout, becoming senseless to others and seeing themselves as an unsuccessful and characterless person.
- Burnout is a reaction to stressors in offices (Elit et al., 2004).
- Burnout is a situation which occurs as a result of being subjected to an emotional pressure for a long time (Maudgalya et al., 2006).
- Burnout occurs as a reaction of workers to long term stress (Schaufeli and Peeters, 2000).

The mutual point about what burnout contains is emotional burnout, becoming senseless and the decrease in personal success dimensions (Maslach and Jackson, 1986). The explanation of these three dimensions of burnout as follows:

Emotional Exhaustion: Emotional exhaustion is a feeling of the employee that he or she is not behaving effectively and responsively to the people who he services for as he was before because of an emotional tiredness caused by the feeling of exhaustion of his emotional sources. In other words it is his feeling himself depleted due to extreme working (Yavuzyilmaz et al., 2007).

Depersonalization: It is indifferent and sarcastic attitudes of workers in a senseless way to their colleagues and takers as if they are objects without thinking they are people (Yavuzyilmaz et al. 2007). Actually, what lie under it is defensive mechanism and estrangement. The interpersonal dimension of the burnout is depersonalization (Budak and Surgevil; 2005). Using a sarcastic manner, categorizing people, anxiety and working with inflexible rules are a few examples of depersonalization (Torun, 1997).

Personal Inefficiency: Personal inefficiency is the workers' negative evaluation and view of himself as an unsuccessful person in terms of personal success (Maslach, 2003). As a result of his negative assessment about himself, the employee starts to perceive himself inefficient about the matters related with job and unsuccessful about the relationships with the people met about his work. Therefore the things he made goes in vain and the feeling of being guilty decreases the work motivation and prevents the attitudes that is necessary for his success.

To summarize, while emotional burnout contains exhaustion of one's emotional sources and feeling of overloading, depersonalization contains negative, strict and senseless behaviours of a person towards the people he serves. Personal inefficiency describes the negative feelings of the person while thinking that he is successful and efficient. By using the informations given above, the following hypotheses are tested:

- H6 : Academicians are emotionally exhausted.
- H7 : Academicians are forced to live insensitively.
- H8 : Academicians experience the personal inadequacy.

3. The Relation between Mobbing and Exhaustion

Burnout syndrome which is thought to be one of the most important organizational problems of knowledge era has significant results and effects upon both people and organizations. It is known that people having burnout syndrome have a lot of stress, are late for the work, increase absence rate, lose his/her motivation and etc. It is a significant work life problem due to its effects on work performance, service quality, absence, the intention of resign, decline in organizational commitment, satisfaction and health problems because of stress (Eker et al., 2007). There are other negative effects like, low labour performance, decrease in high labour, decline in dependence to organization, decrease in satisfaction, high outcome rates on health, low service quality, decline in creativity and solving problems (Halbesleben and Buckley, 2004). Similarly, it is known that the mobbing also has negative correlation with many organizational outputs such as job satisfaction, absenteeism, motivation, stress, intention to resign.

However no research about the relation between mobbing and exhaustion is found in the literature. The studies generally examine the relation between mobbing and stress. But exhaustion is a broad study that involves stress too. Exhaustion means the worst condition of stress. Academicians who are asocial, neurotic and alone are more likely to be subjected to the mobbing. The academicians who are not supported by their family, colleges, directors and their social environment are subjected to the mobbing more.

The organizations which don't pay attention to authorization, don't utilize from the participation of the employees, don't generate a democratical organizational climate, don't tolerate the differences, don't support the employees, whose policy is generally punishment, and monotonous, over specialized, and central organizational systems are the organizations that give opportunity to the mobbing to occur. Generally, the academicians subjected to the mobbing are hardworking and successful people who work efficiently. The academicians whose friends are jealous of them are subjected to the various mobbing behaviors. Most of the mobbing behaviors that the academicians subjected to are being restrained to communicate, being disturbed, being criticized because of the study they have done, being disturbed by telephone calls, being forbidden to communicate with friends, being removed unfounded rumors, being made fun of with their gestures and mimes, and not being given any important duty.

The academicians who are subjected to their colleagues' and seniors' permanent, systematic, and organized mobbing are exhausted because of the stress they have had. Since they are physically and psychologically tired, they feel that their emotional sources are finished and they don't behave as efficient and responsible as they were before at their university. When they are subjected to mobbing excessively, they tend to behave without sensations as if their students and colleagues are not human beings. Similarly, the academicians who are subjected to mobbing feel that they are not sufficient at personal success.

There are a lot of reasons for mobbing to occur among the stuff of the organizations. Many factors from an autocratic manager to psychologically disordered employees may generate the source of mobbing. Because of that the concept of mobbing is generated from five different factors each of which acts its own part, interact with each other and has multiplying effect. They are (Altuntaş, 2010):

- The personality and psychological conditions of the person who does mobbing,
- The identification, culture and structure of the organization,
- The psychology, personality and the conditions of the person who subjected to mobbing,
- A triggering cause such as a conflict or a disagreement,
- Social values and rules.

No doubt that, various researches have shown that beyond the reasons above there are some other reasons which are effective on mobbing behaviors, such as disbelief of the directors, bad management (Jennifer, 2000), organizational change, the directors not having the quality of a leader, the policy of the organization (Davenport et al., 2003) and also the size of the organization (Einarsen and Skogstad, 1996).

In this respect, problems like mobbing and burnout at universities and academic area have been increasing in recent years. To overcome these problems, both the university management and the individuals should take some precautions. The first ones that come in mind are to be more careful while selecting academicians, to decrease extreme workloads, to increase income levels, to support projects and works, to make the duties more attractive and to make them gain creative abilities to prevent being monotonous (Gürbüz et al., 2007: 68).

- H9 : There is a positive relationship between mobbing which tends to obstruct the academicians' personal accomplishment and communication, and emotional exhausting.
- H10 : There is a positive relationship between mobbing which tends to obstruct the academicians' personal accomplishment and communication, and insensitivity.
- H11 : There is a positive relationship between mobbing which tends to obstruct the academicians' personal accomplishment and communication, and personal inadequacy.
- H12 : There is a positive relationship between mobbing which tends to obstruct the social relations of the academicians, and the emotional exhausting.
- H13 : There is a positive relation between mobbing which tends to obstruct the social relations of the academicians, and insensitivity.
- H14 : There is a positive relation between mobbing which tends to obstruct the social relationships of the academicians, and personal inadequacy.
- H15 : There is a positive relationship between mobbing that discredits the academicians, and emotional exhausting.
- H16 : There is a positive relationship between mobbing that discredits the academicians, and insensitivity.
- H17 : There is a positive relationship between mobbing that discredits the academicians, and personal inadequacy.
- H18 : There is a positive relationship between mobbing which is directed towards the academicians' life quality and their professional conditions, and emotional exhausting.
- H19 : There is a positive relationship between mobbing which is directed towards the academicians' life quality and their professional conditions, and insensitivity.
- H20 : There is a positive relationship between mobbing which is directed towards the academicians' life quality and their professional conditions, and personal inadequacy.
- H21 : There is a positive relationship between mobbing which tends to effect the academicians' health negatively, and emotional exhausting.
- H22 : There is a positive relationship between mobbing which tends to effect the academicians 'health negatively, and insensitivity.
- H23 : There is a positive relationship between mobbing which tends to effect the academicians' health negatively, and personal inadequacy.

4. Research Method

4.1. Research's Objective and Sample

The objective of the research is to identify the effects of mobbing behavior, which is exposed by academicians who are working at universities, on burnout and minor dimensions, and also to contribute to the literature with quantitative findings. Besides, to identify frequent mobbing behavior that academicians face with at universities and to provide a support with strategy and solutions to university managements to cope with the burnout and mobbing behavior are also objectives of the study.

The universe of the research is formed with the academicians at Karamanoğlu Mehmetbey University. There are 240 academicians at the university. The questionnaire is given to 120 academicians who are chosen randomly and 97 of them are handed back and evaluated, so 80.8 % of the questionnaires are evaluated.

4.2. Collecting Data and Analysis

The questionnaire used in the research is formed from three parts. There are 7 questions to identify demographic features of participants in part 1. In part 2, to identify mobbing, 37 psychological violence behavior is used which are based on LIPT Questionnaire (Leymann Inventory of Psychological Terror). While Leymann typology consists 45 mobbing behavior, 8 similar questions are excluded.

Third part of the survey consists burnout scale. “Maslach Burnout Model” which is generally used in these kinds of researches is used in the research. Maslach Burnout Inventory which is developed by Maslach consists 22 acts and 3 sub-scales which are “emotional exhaustion”, “depersonalization” and “lack of personal accomplishment”. The scale is designed according to 5 graded Likert scale, statements in the scale need to be chosen from 1: Never, 2: Very Rare, 3: Sometimes, 4: More Often and 5: Always. Emotional exhaustion sub-scale has 9, depersonalization sub-scale has 5 and lack of personal accomplishment has 8 statements. To test the relationships between signified variables reliability analysis is used. For independent samples, t-test, one way anova correlation and regression analysis are used. Data collected from the sample by survey method is analyzed at SPSS (Statistical Programme for Social Sciences) 16.0 for Windows software program.

Table 1: Variables’ Reliability Indicator

SUB-SCALES	NUMBER OF STATEMENTS	CRONBACH ALFA COEFFICIENT (α)
EE	9	,763
DEP	5	,652
LPA	8	,617
SEC	9	,620
SR	5	,642
AS	12	,795
QLPS	7	,873
H	4	,881

EE: Emotional Exhaustion; DEP: Depersonalization; LPA: Lack of Personal Accomplishment; SEC: Self Effacement and Communication; SR: Social Relations; AS: Ascendance; QLPS: Quality of Life and Professional Status; H: Health

In this research, to determine the reliability of the scales Cronbach’s α variable, which is accepted the most popular reliability measuring, is used. In reliability analysis, each variable’s alpha coefficient is observed. As it is seen in table 1, Cronbach’s Alpha Reliability Analysis is done on SPSS for each variable and reliabilities are found between 0.61 and 0.88.

5. Empirical Results

5.1. Findings about the Academicians’ Demographic Features

To determine the academicians’ demographic features like age, sex and marital status, etc., frequency analysis is applied and following findings are attained.

Table 2: Frequency and Percentage Dispersion of Employees’ Demographic Features

DEMOGRAPHIC FEATURES		N	%
SEX	Male	68	70,1
	Female	29	29,9
	Total	97	100,0
AGE	18-22	1	1,0
	23-27	33	34,0
	28-32	25	25,8
	33-37	7	7,2
	38-42	19	19,6
	43 +	12	12,4
	Total	97	100,0

Table 2: Frequency and Percentage Dispersion of Employees' Demographic Features - continuous

MARITAL STATUS	Married	58	59,8
	Single	38	39,2
	Divorced / Widow	1	1,0
	Total	97	100,0
NUMBER OF KIDS	0	52	53,6
	1	13	13,4
	2	22	22,7
	3	10	10,3
	Total	97	100,0
TITLE	Lecturer	20	20,6
	Instructor	4	4,1
	Research Assistant	50	51,5
	Doctor	1	1,0
	Assistant Prof. Doctor	19	19,6
	Associated Prof.	2	2,1
	Prof. Dr.	1	1,0
Total	97	100,0	
INCOME STATE	1500 - 1750 TL	37	38,1
	1750 - 2250 TL	37	38,1
	2250 - 3000 TL	19	19,6
	3000 + TL	4	4,1
	Total	97	100,0
SENIORITY	< - 1	40	41,2
	1 - 5	30	30,9
	5 - 10	11	11,3
	10 - 15	12	12,4
	15 - >	4	4,1
	Total	97	100,0

As it is seen in Table 2, 70,1 % of participated academicians are male and 29,9 % are female. Dominant part of the participants (59,8 %) are in the group of 23 - 32 year old which is defined as young generation. 59,8 % of the academicians participated in the survey are married and 39,2 % are single. While 53,6 % of the participants do not have kids, 13,4 % of them have 1, 22,7 % of them have 2 and 10,3 % of them have 3 kids.

When the titles of academicians are examined, it is seen that 51,5 % of the participants are research assistants. 76,2 % of participated academicians have less than 2250 TL monthly income. As the last demographic feature, when seniority is examined, it is seen that 72,1 % participants have less than five year seniority. Due to the fact that Karamanoğlu Mehmetbey University is a young and new established university, it is normal to observe young and less senior academicians in high level. In general looking to the demographic features, it is seen that majority of academicians are in the group of young generation (23 - 32 year old), single, not having kids and 70 % of them have less than 5 year seniority.

5.2. Findings Concerning the Perceptions of Academicians' Mobbing Behaviors' Sub-Dimension

In table 3, the percentage, frequency dispersion, arithmetic average, and standard deviations of the academicians' answers which are about the mobbing behavior's sub-dimensions such as communication, social relations, ascendance, quality of life and profession status and health can be seen.

Table 3: Percentage, Frequency Dispersion, Arithmetic Average and Standard Deviation Values of Answers on Mobbing Behavior’s Sub-Dimension Given by Academicians

STATEMENTS		Average	Standard Dev.
Attacks on Personal Accomplishment and Communication	My seniors sometimes limit my possibilities to maintain personal accomplishment.	3,8351	1,037
	I am always disturbed while talking at work.	3,2680	1,356
	My colleagues sometimes limit my possibilities to prve my selves worth.	3,8969	1,065
	I am sometimes shouted at or scolded loudly.	3,5979	1,213
	My work is always criticized negatively.	3,7732	1,055
	I sometimes take verbal threats.	2,1959	1,133
	I sometimes take written threats.	1,8763	,8448
	I am sometimes limited to have relationships with others by gestures or glances.	2,6186	1,220
My relationship efforts have been restrained by implications.	2,5670	1,215	
Attacks on Social Relations	The people around me don’t talk to me.	2,0412	1,117
	I am not able to talk to anybody; I am obstructed to reach other people.	1,9588	1,144
	I am forced to work in places abstracted from my colleagues.	2,4742	1,331
	It is forbidden to my colleagues to talk to me.	2,8660	1,426
	I am sometimes behaved as if I am not there.	2,7835	1,423
Attacks on Ascendance	I hear that people talk about me in a bad way.	3,7423	1,033
	I hear that there are rumors about me.	3,6701	1,096
	I am sometimes behaved as if I have psychological problems.	1,9691	1,045
	I am sometimes forced to take psychological support.	1,8660	,9961
	My handicap is sometimes made fun of.	1,9794	1,172
	My behaviors are sometimes imitated on the purpose of making fun of me.	3,6495	1,377
	My religious and political views are sometimes made fun of.	3,7320	1,168
	My private life is sometimes made fun of.	1,8144	,9717
	I am sometimes forced to do jobs that affect my self-confidence negatively.	2,3093	1,175
	My efforts are sometimes judged humiliatingly.	2,2062	1,145
My decisions are always questioned.	2,4124	1,170	
I sometimes come across with sexual implications.	1,9381	1,097	
Attacks on Quality of Life and Professional Status	I am not given a private duty at work.	2,2268	1,177
	I am sometimes given duties which are under my capacity.	2,5670	1,171
	My duties are always being changed.	2,4021	1,204
	I am sometimes given duties which affect my self-confidence negatively.	2,2784	1,187
	I am sometimes given duties which are out of my qualities and which may discredit me.	2,1237	1,033
	My house and my private belongings have been intervened or damaged.	1,8351	1,007
My colleagues have damaged me financially.	1,8351	,9755	
Attacks on Health	I have been given physically damages.	1,9794	1,108
	I have taken physical violence threats.	1,8351	1,017
	I have been exposed to violence to intimidate me.	1,8557	1,050
	I have been forced to do physically heavy duties.	1,9691	1,122

Table 3 shows that, when the average of the academicians’ answers to the questions about the “the sub-dimensions of mobbing to maintain personal accomplishment and communication” are examined, it is understood that the academicians are subjected to mobbing which tends to prevent them from self -realization. This result supports the part that the academicians attempt to maintain personal accomplishment in hypothesis 1: “The academicians’ attempts to maintain personal accomplishment and to communicate are banned”. On the other hand the answers of the academicians’ about getting

verbal and written threads, and being prevented from communication by gestures, looks, and implications are mostly on “never” and “rarely”. It indicates that the academicians are not subjected to mobbing which is about communication. It is possible to indicate that the academicians are not subjected to mobbing about communicating, but their attempts to maintain personal accomplishment is intensively prevented.

As it is seen in the table above the academicians is not subjected to mobbing to their social relationships, prestige, life quality, and occupational conditions and directly to their health. When the academicians’ answers to the questions related with the sub -dimensions of mobbing behaviors are examined it is seen that the answers are chosen frequently as “never” and “rarely”, and the average of the answers indicates this result. So that, it is possible to say that hypothesis 2: “Academicians’ social relationships are banned” is rejected.

One of the important results emerged in the research is that about 70 % of the academicians’ answers to the provision “ I think people gossip about me” is “frequently” and “always”. Similarly,70 % of the academicians accepted the provision “I hear that the people whisper about me”, this means that there is an intensive mobbing against the prestige of the academicians at the universities. The provision “the religious and political views are teased” answered as “frequently” by 46.4 % of the academicians and as “always” by 25.8 % of them, this result indicates that the universities which must be open minded are far from this feature. It can be concluded that hypothesis 3 is accepted.

When the average of the answers related with the attacks to the life quality of the academicians and the behaviors that effect their health negatively is resulted about (\bar{x}) 2.0, it can be concluded that the hypothesis 4 and 5 are rejected.

5.3. Findings Concerning the Perceptions of Academicians about the Sub-Dimensions of Burnout

In the table below, the percentage, frequency, arithmetic average, and standard deviations of the answers of the academicians to the questionnaire about emotional exhausting, depersonalization, personal inadequacy dimensions are given. To the table; when the average of the answers to the questions related with the academicians’ emotional exhausting dimension are examined, it is seen that the academicians answered most of the questions as “frequently” so it is possible to propose that the academicians live emotional exhausting intensively. This indication shows that the hypothesis 6 is accepted.

It is understood that the academicians have given more consistent answers to the questions about another sub-dimension of the exhaustion. As the average of the dimension that is examined is about (\bar{x}) 3,0 and the answers are concentrated on “rarely” and “frequently”, this propose is supported. Because of this result, it is possible to conclude that the hypothesis 7 is partly accepted.

Table 4: Percentage, Frequency Dispersion, Arithmetic Average and Standard Deviation Values of Academicians’ Answers Regarding to Sub-Dimension of Burnout

STATEMENTS		Never		Very Rare		Some-times		More Often		Always		Average	Standard Dev.
		f	%	f	%	f	%	f	%	f	%		
Emotional Exhaustion	I feel alienated from my job.	11	11,3	17	17,5	17	17,5	29	29,9	23	23,7	3,3711	1,325
	At the end of my shift, I feel exhausted.	2	2,1	14	14,4	22	22,7	40	41,2	19	19,6	3,6186	1,025
	When I wake up in the morning, I feel that I can't stand my job one more day.	4	4,1	26	26,8	8	8,2	44	45,4	15	15,5	3,4124	1,161
	I feel that I'm restricted by my job.	11	11,3	12	12,4	15	15,5	38	39,2	21	21,6	3,4742	1,275
	Having a job the needs direct relations with people make me stressed.	9	9,3	19	19,6	10	10,3	39	40,2	20	20,6	3,4330	1,274
	I feel myself energetic.	21	21,6	27	27,8	17	17,5	28	28,9	4	4,1	2,6598	1,223
	I can easily create a good relationship with people around me.	8	8,2	10	10,3	14	14,4	41	42,3	24	24,7	3,6495	1,199
	I have had so many significant successes in my profession.	-	-	11	11,3	39	40,2	37	38,1	10	10,3	3,4742	,8303
	I'm worried about being a strict person because of my profession.	4	4,1	23	23,7	17	17,5	31	32,0	22	22,7	3,4536	1,199

Table 4: Percentage, Frequency Dispersion, Arithmetic Average and Standard Deviation Values of Academicians' Answers Regarding to Sub-Dimension of Burnout - continous

Depersonalization	I think I got tired of my job.	-	-	17	17,5	22	22,7	39	40,2	19	19,6	3,6186	,9941
	I can easily understand how people feel.	19	19,6	29	29,9	15	15,5	27	27,8	7	7,2	2,7320	1,262
	I feel good after working with the people whom I meet for my job.	16	16,5	29	29,9	27	27,8	25	25,8	-	-	2,6289	1,044
	I'm interested in with the problems of the people because of my job.	23	23,7	34	35,1	15	15,5	22	22,7	3	3,1	2,4639	1,173
	I think people put the blame on me for the problems they are faced with.	18	18,6	18	18,6	16	16,5	20	20,6	25	25,8	3,1649	1,469
Personal Accomplishment	It is very tiring to deal with people all day long.	1	1,0	12	12,4	22	22,7	35	36,1	27	27,8	3,7732	1,025
	I think I work too much.	6	6,2	9	9,3	25	25,8	34	35,1	23	23,7	3,6082	1,132
	I think I come to the end in my job.	74	76,3	13	13,4	6	6,2	3	3,1	1	1,0	1,3918	,8235
	I think I effect people positively while working.	21	21,6	30	30,9	27	27,8	17	17,5	2	2,1	2,4742	1,081
	I can easily solve the emotional problems arising from my job calmly.	23	23,7	22	22,7	21	21,6	21	21,6	10	10,3	2,7216	1,320
	I think that I behave to people like an object who I meet for my work.	16	16,5	10	10,3	11	11,3	44	45,4	16	16,5	3,3505	1,331
	I have become more senseless to people since I started this job.	13	13,4	11	11,3	6	6,2	41	42,3	26	26,8	3,5773	1,352
	I really do not care what happens to some people.	9	9,3	10	10,3	11	11,3	36	37,1	31	32,0	3,7212	1,272

When the average of the answers of the academicians about the sub-division, personal inefficiency which generates the last dimension of exhaustion are evaluated, it is possible to say that they are intensified on the answer: "often" for the question "I feel that I behave the people as if they are an object when I meet them for work". It seems that it is possible to say that the hypothesis 8 which says that the academicians experience the feeling of personal inefficiency is true. At this point, when the table below is evaluated generally and seen that the dimensions; emotional exhaustion and personal inefficiency are at high, and depersonalization is at middle level, it is possible to say that the academicians experience the exhaustion.

5.4. Correlation Analysis

The Pearson correlation coefficient, the average and the standard deviations of the sub-scales that represent the organizational cynicism and mobbing behaviors are calculated for the correlation analysis. As it is seen in the table 5, the result of the correlation analysis has shown that the mobbing behaviors are related with each other. In the correlation analysis that has been done, it has been seen that there is a relationship among all the variables related with mobbing behaviors at $p < 0,01$ meaning level. The strongest relation between the mobbing attacks directed towards life quality and occupation, and the mobbing attacks to the victim's health is found $p = ,842$ at level 0,01. But among the sub-dimensions of exhaustion, a positive correlation at level $p = ,389$ is found only between emotional exhaustion and depersonalization.

Table 5: Correlation Analysis

	AVR.	STD. DEV.	1	2	3	4	5	6	7	8
SEC	3,0699	,56549	1							
SR	2,4247	,83079	,482**	1						
AS	2,6074	,62360	,554**	,607**	1					
QLPS	2,1811	,83745	,523**	,566**	,780**	1				
H	1,9098	,92293	,399**	,560**	,744**	,842**	1			
EE	3,3940	,69204	,362*	,007	,420**	,474**	,089	1		
DEP	2,9216	,63545	,206*	,385*	,120	-,160	-,183	,389*	1	
LPA	3,0773	,40922	,127	,098	,547	,388*	-,155	,139	,054	1

** $p < 0.01$ significance level, * $p < 0.05$ significance level

At the research, a positive relationship at level $p < 0.05$ is found between emotional exhaustion and depersonalization with their proving one's worth and creating a communication dimension. That is to say, when the academicians are subjected to a mobbing behavior at their actions to maintain personal accomplishment and communicate, they tend to be exhausted and depersonalization. When they come across a difficulty at their social relations, the academicians experience the feeling of depersonalization ($p = .385$). When they are subjected to a mobbing behavior which damages their academics esteem, they experience the emotional exhaustion at level $p < 0.01$ ($p = .420$). However, they don't experience the feeling of emotional exhaustion when they are submitted to a behavior which damages their health.

5.5. Regression Analysis

To analyze the relationship among the variables, three regression models are formed. In these models, the relationships between five different mobbing behaviors (independent variables) and the sub-dimensions of the burnout which are emotional burnout, depersonalization and lack of personal accomplishment (dependent variables).

Table 6: The Results of Regression Analysis between Sub-Dimension of Mobbing and Burnout Behavior

INDEPENDENT VARIABLE	DEPENDENT VARIABLE								
	EE			DEP			LPA		
	β	t	p (Sig.)	β	t	p (Sig.)	β	T	p (Sig.)
SEC	,441	2,125	,025*	,382	2,080	,040*	,038	,371	,174
SR	-,013	-,130	,897	,649	,2,714	,006**	,101	,981	,329
AS	,634	2,693	,008**	,132	,817	,201	,552	1,492	,039*
QLPS	,547	2,458	,011*	,166	1,649	,103	,671	2,956	,003**
H	,070	,692	,491	-,185	-1,837	,069	,163	1,625	,108
F	6,098			5,249			5,165		
r^2	,063			,068			,065		
$\Delta \text{adj} r^2$,033			,038			,035		

** Meaningful at $p < 0.01$ significance level; * Meaningful at $p < 0.05$ significance level

When table 6 is examined, a relationship at 95 % trust and ,025 and ,040 level between the aggressive behaviors towards the self-realization and communication, and the emotional exhaustion and depersonalization which are the sub-dimensions of exhaustion has been found. Academicians naturally consider personal development and communication with others important so that the academicians experience the feeling of emotional exhaustion and depersonalization. When their self-realization opportunities are restricted by their colleagues and seniors, when they are interrupted in the university environment, when they are told off loudly or shouted at, when their studies are negatively criticized, or when they are verbally threatened. At this point it can be seen that the hypothesis 9 and 10 are supported. An evidence to support the hypothesis 11, which indicates that there is a positive relationship between the mobbing behaviors towards the academicians' self-realization and communication actions and personal inefficiency, hasn't been able to found in our study. Although there has been an expectation of a correlation between obstructed self-realization possibilities of the academicians and personal inefficiency feeling, a result to support it hasn't been found.

At the research, the hypothesis 13 is accepted by reaching the result of a positive relationship between the mobbing behaviors towards the social relationships of an individual and the depersonalization dimension of the exhaustion at level $p = ,006$. But any relationship hasn't been found between the mobbing behaviors towards the social relationships and other exhaustion dimensions, so hypothesis 12 and 14 are rejected.

As it is seen in the table, there is a positive relationship between the mobbing behaviors towards the academicians' prestige and emotional exhaustion, and lack of personal accomplishment. It has been reached that the mobbing behaviors towards prestige is related with the emotional exhaustion

at level $p = ,008$, and with lack of personal accomplishment at level $p = ,039$ positively. Mobbing behaviors like having been rumored out, being gossiped, being made fun of, being imitated for fun are causes of both emotional exhaustion and lack of personal accomplishment. So it is possible to say that the hypothesis 15 and 17 are supported.

A positive relationship between the intimidation behaviors towards the academicians' life quality and occupational conditions, and emotional exhaustion and lack of personal accomplishment has been found. The behaviors such as not being given a special duty or being given a duty under their capacity cause emotional exhaustion ($p = ,011$) and lack of personal accomplishment ($p = ,003$). At this point hypothesis 18 and 20 are accepted, and the hypothesis 19 is rejected. At the regression analysis done, no relationship that supports the hypothesis 21, 22, and 23 has been found between the mobbing behaviors that effect the health of the academicians' health negatively and emotional exhaustion, depersonalization, and lack of personal accomplishment which are the sub-dimensions of the exhaustion.

6. Summary and Concluding Remarks

Competition, which has increased with globalization and developing technology, has made the working conditions harder and created new organizational problems. Mobbing and burnout concepts are not well-known phenomenon and are one of the factors which affect workers negatively. Negative effects of these phenomenon reached more serious levels.

This research which aims to identify whether the academicians exposed to mobbing or not and the burnout tendency of the academicians who are subjected to mobbing is done with 97 academicians who work at Karamanoğlu Mehmetbey University. The reason for choosing academicians as sample and measuring mobbing and burnout levels of them is expectation of high mobbing and burnout level on academicians due to the reasons like working conditions of universities in Turkey, the problems they are faced to, features of academicians, education conditions, decreasing prestige of academicians. In this respect, another important reason to do this research study is to make a major contribution not only to the academic world but also to university management by making suggestion for decreasing the burnout and mobbing at universities.

In order to measure the mobbing LIPT Questionnaire (Leymann Inventory of Psychological Terror) which is developed by Leymann and in to measure the exhaustion MBI (Maslach Burnout Inventory) which is developed by Maslach are used in the research. The datas collected from the academicians who involved the research have indicated that the academicians experience the emotional exhaustion and lack of personal accomplishment intensively, and experience depersonalization as a sub-dimension of exhaustion at a low level. So, it is possible to say that the academicians feel physically and mentally tired, and because of the vicious strife, conflict and stress at the universities, they are effected negatively. It can also be said that, why the academicians experience the intensive burnout in terms of personal inefficiency is based on feeling themselves inefficient and unsuccessful. The academician that generates the sample tends to evaluate themselves negatively because of the inefficiency they experience by means of personal development. The reason for the burnout at depersonalization sub-dimension to be relatively less than the other two burnout sub-dimensions is the academicians' regular, humanitarian, and good standing relations with other people.

Despite the burnout, it is found out that the academicians don't experience an intensive mobbing. Academicians are only subjected to the mobbing intensively by means of obstructed self-realization behaviors. However, it is found out that the academicians are not subjected to mobbing towards the communication, social relation, life quality, occupation, prestige, and health sub-dimensions of mobbing.

The regression models formed to analyze the relationship between the sub-dimensions of mobbing and the emotional burnout, depersonalization, and lack of personal accomplishment (sub-dimensions of burnout) indicated that the mobbing attacks towards the self-realization and

communication cause emotional burnout and depersonalization. Furthermore, it is found out that the mobbing behaviors to restrict the social relations of the academicians cause insensitivity. It is also found out that the intimidation behaviors both to prestige and life quality and occupation cause emotional burnout and personal inefficiency. The most interesting result of the research is that the direct attacks to the health of the academicians don't cause any burnout tendency.

Although, the results of the research do not present that academicians exposed to mobbing behavior at hazardous level, if the mobbing behaviors, which threatens the organizational calm and working in peace, are not perceived as a matter and the necessary precautions are not taken, this matter will decrease the employee's motivation by decreasing their thrust and regard to their colleagues, will causes to have inconsistencies between the organization and the employees, decrease the performance of the employees, and finally cause burnout. For this reason, mobbing should be perceived as an office syndrome by the one who is subjected to it and it should be understood that they are not the reason of this matter and not give up. In this respect, it is very important that the employees should take psychological support and the administrators at work should help them professionally.

Mobbing which is one of the biggest office problems of our age can be seen in every offices or organization. It is necessary for the management to notice the mobbing behavior, no matter it is big or small, private or public, industry or agriculture sectors, and prevents it by managing his or her employees, and by solving the inconsistency, conflict, and disagreement with the help of their power and authority. Otherwise, the problem may end with the resignation of the successful, and intelligent, employees.

Burnout which is generally seen in places where the human factor is very important and the people are directly served such as universities and the academicians, cause economic losses, resignations, and reduce the quality of the service. The primary step to solve this problem is to make the concept of mobbing and burnout to be known and discussed in a high dimension.

When the organizational elements that cause burnout are considered, decreasing the workload of the academicians, not using the unnecessary bureaucracy, relaxing the working hours, regulating the procedures, strengthening the joining of the academicians instead of controlling them, using a suitable awarding system, and the organizational justice in procedures, share of the sources can be considered as organizational regulations to cope with the burnout. Beside these, the academicians should learn and use the personal methods of coping with the burnout. Noticing the burnout and mobbing, having educations on the methods of struggling with it, realizing the personal development, free time activities, and regular exercises are only some of the methods to cope with the burnout and mobbing personally.

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