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Analysis of Research on Mobbing in Educational Institutions: An Evaluation in the Context of Social Work

Eğitim Kurumlarında Mobbing Konulu Araştırmaların Analizi: Sosyal Hizmet Bağlamında Bir Değerlendirme

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Abstract

The general purpose of this study is to examine the theses dealing with the subject of mobbing in educational institutions in line with various variables, to determine their distribution according to years, types, universities, fields of study, sub-subjects, school levels, and to reveal the findings and suggestions of these theses about the effects of mobbing in the context of social work. In the study, the case study model, which is one of the qualitative research models, was used. The universe of the study consists of theses carried out in the field of mobbing in educational institutions, the full text of which can be accessed in the YÖK Thesis database. For this reason, sampling was not carried out and all relevant theses were included in the analysis. In this context, a total of 53 theses were included in the research. Descriptive analysis and content analysis techniques were used in the data analysis process, and firstly, the frequency analysis technique, which focuses on counting the frequencies of message elements, was used. According to the data, most of the studies conducted between 2005-2020 consisted of master's theses, and the most research was carried out at Gazi University. Studies generally focus on mobbing to which teachers are exposed, and the effects of mobbing are examined from psychological, organizational, social, and leadership perspectives. In particular, issues such as teachers' mobbing experiences, job satisfaction, organizational commitment, psychological health and motivation come to the fore. Measures against mobbing include strengthening school policies, leadership training, psychosocial support systems, and awareness programs.

Keywords: Educational institution, school, mobbing, social work.

Öz

Bu araştırmanın genel amacı, eğitim kurumlarında mobbing konusunu ele alan tezleri çeşitli değişkenler doğrultusunda inceleyerek, yıllara, türlere, üniversitelere, çalışma alanlarına, alt konulara, okul kademelerine göre dağılımlarını belirlemek ve bu tezlerin mobbingin etkileri ile ilgili bulgularını ve önerilerini sosyal hizmet bağlamında ortaya koymaktır. Çalışmada, nitel araştırma modellerinden biri olan durum çalışması modeli kullanılmıştır. Çalışmanın evreni; YÖK Tez veri tabanında tam metnine ulaşılabilen, eğitim kurumlarında mobbing alanında gerçekleştirilmiş tezlerdir. Bu nedenle örneklemeye gidilmemiş ve ilgili tüm tezler analize dahil edilmiştir. Bu bağlamda toplamda 53 tez araştırmaya dahil edilmiştir. Veri analizi sürecinde betimsel analiz ve içerik analizi teknikleri kullanılmış olup, ilk olarak mesaj öğelerinin sıklıklarının sayılmasına odaklanan frekans analizi tekniğinden yararlanılmıştır. Verilere göre, 2005-2020 yılları arasında yapılan çalışmaların büyük kısmı yüksek lisans tezlerinden oluşmakta olup, en fazla araştırma Gazi Üniversitesi'nde gerçekleştirilmiştir. Çalışmalar, genellikle öğretmenlerin maruz kaldığı mobbing üzerine yoğunlaşmakta ve bu mobbingin etkileri psikolojik, örgütsel, sosyal ve liderlik boyutlarında ele alınmaktadır. Özellikle öğretmenlerin mobbing deneyimleri, iş doyumu, örgütsel bağlılık, psikolojik sağlık ve motivasyon gibi konular öne çıkmaktadır. Mobbinge karşı alınabilecek önlemler arasında okul politikalarının güçlendirilmesi, liderlik eğitimi, psikososyal destek sistemleri ve farkındalık eğitimi önerilmektedir.

Anahtar Kelimeler: Eğitim kurumu, okul, mobbing, sosyal hizmet.

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Introduction

Educational institutions play an important role in society as one of the basic building blocks of the academic, social and cultural development processes of individuals. The effective and healthy functioning of these institutions is directly related to the psychosocial well-being of teachers, administrative staff and students (Arıkan & Yılmaz, 2021). However, phenomena such as psychological violence, intimidation and exclusion in educational environments negatively affect the working and learning processes of individuals and cause the deterioration of institutional functioning (Çillioglu Karademir, 2023). In this context, the concept of mobbing refers to the systematic processes of pressure and intimidation that individuals in educational institutions are exposed to, and it has serious consequences, especially for teachers and administrative staff (Balcıoğlu & Eryılmaz, 2020).

Mobbing is a process that has detrimental effects on individuals' psychological and physical health, diminishes job satisfaction, contributes to burnout syndrome, and undermines corporate belonging (Demir & Yıldız, 2019). Among the reasons for the emergence of the phenomenon of mobbing in educational institutions, there are various factors such as hierarchical imbalances in the organizational structure, communication deficiencies, managerial pressures, competitive environment and power relations. Research in the field of education reveals that mobbing reduces the professional motivation of teachers, negatively affects interactions with students, and leads to erosion in institutional culture in the long run (Duffy & Yamada, 2018).

The discipline of social work provides an important framework for addressing the phenomenon of mobbing as a field that aims to develop interventions to protect the psychosocial well-being of individuals. In the context of social work, mobbing includes elements such as developing strategies to reduce the effects of psychological pressure to which individuals are exposed, establishing institutional policies, and strengthening support mechanisms to increase individual resilience (Erdoğan, 2022). In this respect, it is important to address the phenomenon of mobbing in educational institutions from a social work perspective, to protect the rights of individuals and to support institutional improvement processes.

Research on mobbing in educational institutions serves as a valuable source for understanding its dimensions, causes, and consequences. A review of the existing literature reveals that mobbing has distinct effects on both individual and institutional levels, adversely impacting the professional performance and psychological well-being of teachers and academic staff. (Yiğitbaş & Deveci, 2011; Gurhan & Kaya, 2014; Erkal, 2012; Sun, 2021; Ozturk, 2021). However, the limited research conducted from a social work perspective reveals the necessity of more comprehensive evaluations on this subject (Yıldız, 2023). The main purpose of this study is to analyze the researches on mobbing in educational institutions and to make an evaluation in the context of social work. In this direction, first of all, the concept of mobbing will be discussed in a theoretical framework, and then the findings of the researches on mobbing in educational institutions will be presented. Finally, strategies to combat mobbing from a social work perspective will be discussed and suggestions for creating a healthier working environment in educational institutions will be presented.

Mobbing Definition and Types

Mobbing is a concept that refers to the systematic exposure of employees to psychological pressure in the work environment. Leymann (1996) defined mobbing as the sum of regular and continuous behaviors aimed at harming the personality, honor, reputation or professional status of individuals.

The World Health Organization (WHO), on the other hand, considers mobbing as an important problem that threatens the psychological and physical health of employees (World

Health Organization [WHO], 2021). Mobbing is also intensively debated, especially in the context of labor law and employee rights, due to its individual and institutional effects (Einarsen, Hoel, Zapf & Cooper, 2011). The term mobbing is derived from the English verb "to mob" and takes meanings such as herd psychology, harassment, aggression and by the group. (Eser, 2008; Star, 2023). The term mobbing is derived from the Latin phrase "mobile vulgus" and consists of a divided crowd or mass workload aimed at violence. In the academic literature, mobbing has been evaluated as a disease and has been accepted as such in many countries. However, mobbing cannot be defined as a disease and should not be treated as a pathological condition. It should also not be seen only as a personal problem of the individual. It would be a more accurate approach to consider the phenomenon of mobbing as a business problem (Duru, 2013).

The International Labour Organization (ILO) considers the concept of mobbing as "behaviors that aim to harm one or more people through vengeful, cruel, evil and degrading actions" (Mimaroglu & Özgen, 2008). This concept is defined as "bezdiri" in the Turkish Language Association (TDK). The concept of mobbing, which occurs with disturbing behaviors for both the organization and the employees in business life, and can lead to leaving the job if not intervened, has recently become very important (Tetik, 2010).

Mobbing behaviors include actions such as ignoring, using derogatory expressions, exclusion, constant criticism, and spreading unfounded rumors. This type of behavior negatively affects an individual's self-esteem, motivation, and overall job performance (Zapf & Gross, 2001). Therefore, mobbing is a multifaceted problem that threatens not only individuals, but also corporate productivity and employee satisfaction. However, it is not correct to characterize the conflict between two people or between a person and a group in the workplace as mobbing. For this reason, it is important to reveal the distinctive features of the mobbing phenomenon. In order to evaluate the dispute in the workplace as mobbing, it will be useful to break the data on the phenomenon of mobbing (Tümkiye, 2008). The mobbing method is generally expressed in operations such as "emotional harassment" or "psychological terror" on the internet, and the damages and hostile attitudes of those who are exposed physically and mentally during the mobbing process are tried to be explained. However, this type of mobbing adequately covers physical stress. For this reason, scientists have examined the distinctive features of mobbing and deemed it necessary (Yıldız, 2023).

He stated that there are three basic features of some diseases in order to be considered as mobbing. First of all, the continuation of mobbing should be perceived as psychological aggression and hostile attitudes by the victim. Second, these behaviors should be repeated over a period of time and frequency, not just once. Thirdly, the absence of an imbalance of power between mobbing and victimization and the use of violence must be incapable of defending itself. Rayner (1997), on the other hand, put forward five criteria when mobbing occurs: the breakdown is exposed to negative experiences, these experiences continue in a way that is hidden and repeated, the disability feels itself as damage, the effects of the negativities experienced open the way to serious failure, and the failure of the power imbalance between the blows. Shallcross et al. (2008) defined two criteria for a behavior to be considered mobbing. These include behaviors that occur at regular intervals and are intended to cause harm, passive-aggressive attitudes, feeling as if the fault is at fault, resulting in separation, and causing stress disorder or health problems after the response. Leymann, on the other hand, stated that mobbing includes negative behaviors or physically violent behaviors that damage the reputation of victimization, presence in the workplace and social characteristics (Kaymakçı, 2008).

Mobbing refers to psychological harassment, violence or attacks that are systematically directed at an individual or a certain group in workplaces or organizational environments. Although researchers have defined this concept in various ways, it is generally accepted that

psychological intimidation and harmful behaviors form the basis of mobbing. However, creating a universal definition is challenging, as precisely defining concepts such as psychological violence, bullying, and mobbing, as well as proving these occurrences, is difficult. For this reason, the importance of distinguishing mobbing from ordinary conflicts and defining it as intimidation behavior is emphasized. In order to understand mobbing, different perspectives and dimensions need to be taken into account. This multifaceted approach can lead to a better understanding and effective handling of mobbing (Tetik, 2010).

When looking at the types of mobbing, it is possible to come across different classifications. While horizontal mobbing takes place between employees at the same level, vertical mobbing creates a framework of subordinate-superior relations. Horizontal mobbing is usually aimed at competition, jealousy or exclusion between colleagues (Leymann, 1996). Vertical mobbing, on the other hand, often involves a senior manager exerting power over a subordinate or attempting to discredit them (Einarsen et al., 2003). Domestic studies show that vertical mobbing is more common in workplaces in Turkey and is generally caused by an authoritarian management approach (Bilgel et al., 2006). In particular, the rates of exposure of subordinates to mobbing caused by the use of the power of money and automation are remarkable. Whether mobbing takes place vertically or excessively, it can be used directly with its cultural and permanent structure. In organizations with strong hierarchical groups, mobbing usually occurs vertically, while in organizations with a less protected structure, mobbing is more likely to occur as Extreme (Davenport et al., 2014).

Overt mobbing is a report in which the victimization is aware and often aggression appears. For example, when an employee is openly humiliated or belittled in their meetings, they fall into this category (Vartia, 2001). Hidden mobbing, on the other hand, takes place more regularly and makes it difficult to make sense of the distress. It includes operations such as gossip, withholding information, or implicit exclusion (Einarsen et al., 2011). Short-term mobbing usually continues during temporary workload increases, crises or periodic periods. However, long-term mobbing is the perpetuation of an employee's long-term exposure to exclusion and harassment in the workplace. This type of mobbing can cause employees to experience serious consequences such as burnout syndrome, isolation, and separation (Leymann, 1996; Hoel & Salin, 2023).

Effects of Mobbing

According to the researches on mobbing and the consequences of mobbing, it is emphasized that mobbing affects not only the victim, but also the victim's family, the organization and the society (Çögenli & Asunakutlu, 2016). This situation reveals how the psychological, physical and social effects of mobbing on the individual spread to different areas of society in a wider framework. The traumas experienced by the victims can have serious negative consequences not only on a personal level, but also on the environments in which they interact. These effects can also weaken the efficiency of organizations, social relations and family dynamics.

As a result of the psychological harassment behaviors that they are systematically exposed to and spread over a long period, victims of mobbing may be isolated within the organization and experience psychological problems and physical health problems. This process can lead to victims losing their jobs and even losing their employability. Leymann (1990) emphasizes that mobbing can have serious effects not only at the individual level, but also at the organizational level. Individuals who are mobbed may experience isolation in social relationships at work, moving away from their professional lives and having long-term negative effects on their personal health. This situation jeopardizes the job security, psychological well-being and future career opportunities of the victims (Gürhan & Kaya, 2014).

Individuals who are constantly under mistreatment, threats, or insults may experience both

physical and psychological breakdown, which can threaten long-term health. These symptoms, which are seen in mobbing victims, can negatively affect the daily life, relationships and mental health of the individual, leading to a feeling of social isolation and hopelessness (Tınaz, 2011).

Symptoms such as depression, panic attacks, hypertension, and focusing problems are frequently seen in mobbing victims. In addition, in more severe cases, posttraumatic stress disorder (PTSD) may develop due to the effect of stress (Tınaz, 2011). These symptoms show that the psychological and physiological effects of mobbing on the individual are spread over a wide range and these effects can seriously adversely affect the daily life and health of the person. Posttraumatic stress disorder can occur as a long-term consequence of experienced traumatic experiences and can lead to more complex psychological problems if left untreated (Dimsdale, 2008).

Individuals subjected to mobbing may experience behavioral and cognitive changes such as insomnia, loss of appetite, depression, restlessness, anxiety, exhaustion, crying spells, sudden outbursts of anger, forgetfulness, hypersensitivity, introversion, suicidal ideation, and a loss of interest in previously enjoyable activities. In cases where violence and harassment are intense, suicidal ideation may occur in the victim (Çobanoğlu, 2005).

Individuals who are victims of mobbing experience prolonged and intense stress, which can lead to various symptoms. The physical symptoms seen in individuals who are mobbed vary depending on the affected organs and systems (Tınaz, 2012). From the point of view of the nervous system, problems such as headaches, migraines and sleep disorders are common. In addition, cognitive functions such as attention deficit, forgetfulness, and difficulty focusing may occur. In addition, emotional and behavioral symptoms such as irritability, overreacting, and a constant state of arousal may also occur. Mobbing, which also has important effects on the digestive system, can manifest itself in the form of nausea, abdominal pain and general digestive problems. It can lead to eating disorders such as loss of appetite or overeating, as well as metabolic changes such as weight loss or excessive weight gain. In addition, bowel regularities may occur and problems such as constipation or diarrhea may occur.

When evaluated in terms of the cardiovascular system, it is known that mobbing can cause symptoms such as high blood pressure, palpitations and chest pains. Conditions that also affect the respiratory system, such as shortness of breath, may occur. Musculoskeletal symptoms include muscle aches, especially in the back, neck and shoulder area. Muscle tension and joint problems are also common physical effects. From the point of view of the immune system, the general health status of individuals exposed to mobbing may deteriorate. A weakened immune system can lead to a person getting sick frequently and becoming more vulnerable to infections. Mobbing, which also has effects on the skin, can cause dermatological problems such as skin rashes, itching and skin sensitivity. Some negative effects may also occur on the eyes, including symptoms such as blackout and blurred vision. All these physical effects significantly reduce the quality of daily life of individuals exposed to mobbing and negatively affect their health in the long run.

According to Leymann (1990), people who are mobbed can react in various ways at social, socio-psychological and psychological levels. Social reactions can include behaviors such as social isolation, stigmatization, voluntary quitting, and social maladjustment. Socio-psychological reactions can lead to individuals losing their ability to cope with any problem. Psychological reactions, on the other hand, include emotional reactions such as hopelessness, helplessness, great anger, anger at the lack of legal remedies, and excessive anxiety. These reactions reveal the profound effects of mobbing on the individual and serious threats to the quality of life. Over time, victims may find it difficult to cope with these reactions and may experience major changes in both their personal and professional lives.

Mobbing causes the individual to lose self-confidence and fall into a spiritual depression. The victim loses his self-esteem when he realizes that his potential is blocked, his movements are restricted, his desires are repressed and ridiculed by a feeling of burnout. This process causes the victim to reach a peak in self-alienation and causes serious damage to the workplace, social environment and relationships with their family (Erdem, 2014).

The mobbing process affects all levels of the organization and has negative consequences in a wide range of areas from superiors to subordinates. This process leads to the formation of conflict and confusion in the organization and an increase in unrest. Such an environment reduces both work quality and work efficiency, while weakening the organizational commitment of individuals (Yiğitbaş & Deveci, 2011). Employees who want to escape from the conflict environment begin to look for opportunities to work in workplaces with better conditions. While this situation increases the workforce turnover rate in the organization, it leads to the loss of trained and experienced employees. As a result, the costs of hiring and training new employees increase. In addition, the experience of the mobbing process in the organization may negatively affect the image of the organization outside and damage its credibility and reputation (Atman, 2012).

The physical and mental health of mobbing victims may deteriorate, as well as they may experience problems in family relationships due to the anxiety and stress they experience. This can lead to a loss of trust in their co-workers and organizations (Duffy & Yamada, 2018). Even if the victims of mobbing are satisfied with the organization they work for, they experience dissatisfaction with their profession, their work, their managers and colleagues, and they may tend to change their professions if they have the opportunity (Yiğitbaş & Deveci, 2011).

The bully who practices mobbing is usually in a higher position than the victim in the organizational sense. In the process of mobbing, the victim may lose his influence on the organization, respect for his colleagues, decision-making power, self-confidence, health, friendships, enthusiasm for work and reputation. This situation has negative consequences not only on the individual health and psychological state, but also on the organizational structure. Victims begin to question their own abilities and values, which seriously affects their organizational performance and job satisfaction (Ege, 2000).

Mobbing is considered an organizational disease and victims of mobbing experience serious organizational performance degradation. Situations such as being late for work, sick leave and profession-related diseases can be seen frequently in these people (Tınaz, 2006, p. 9). Mobbing can manifest itself in various ways in organizations; these include work-related abuse, emotional abuse, inappropriate work environment, supervising abuse, workplace violence, psychological violence, uncourteous work environment, and hostile work environment (Duffy & Yamada, 2018). Such negative environments reduce the productivity of individuals and can lead to the deterioration of the organizational structure. Mobbing stands out as a serious problem that threatens not only individuals but also the general health of the organization.

Mobbing in Educational Institutions

In the school environment, the communication dynamic between teachers' information processing processes and students' positive behaviors is extremely important. However, mobbing cases can be encountered from time to time during training processes. Such negative behaviors can disrupt the education and training processes of the school. For this reason, it is of great importance for school administrators and teachers to be able to recognize the existence of mobbing and to take the necessary precautions by showing a sensitive attitude in this regard. In particular, strengthening communication and encouraging cooperation between teachers can contribute to the prevention of mobbing in the school environment. At the same time, instilling values such as honesty, respect, and empathy in students can help reduce such negative behaviors. However, the

school administration should adopt a zero-tolerance policy against mobbing and clearly communicate this approach to all school staff and students. Such measures will support both teachers and students to have a healthy learning and working environment (UNESCO, 2017).

Prevention of mobbing of teachers in schools is necessary in many ways. First of all, the work efficiency and motivation of teachers who are victims of mobbing can be seriously reduced (Hauge et al., 2007). This can make it difficult for teachers to perform their duties effectively and hinder students' ability to receive a quality education. In addition, the psychological pressure, work stress and negative effects of mobbing on teachers can lead to serious health problems in the long term (Einarsen et al., 2003). In institutions where mobbing cases are common, teachers' professional satisfaction has decreased, their motivation has decreased, and their performance has been negatively affected (Tye-Williams et al., 2017).

Mobbing can negatively affect the sense of trust and collaborative work culture in the school environment by weakening the cooperation and professional relationships between teachers. This type of environment can also harm the educational process of students, creating a negative atmosphere in the overall school culture. In addition, if mobbing becomes systematic, problems such as high labor turnover among teachers, that is, frequent personnel turnover, may arise. This can jeopardize the institutional stability and sustainability of the school (Tye-Williams et al., 2017). Therefore, preventing mobbing of teachers in schools is critical for creating a healthy and productive learning environment that will positively support the academic and social development of both educators and students. It is possible for educational institutions to achieve the set goals by preventing teachers from being exposed to negative attitudes and behaviors in the working environment (Karadaş & Timur, 2023).

Since educational institutions have a certain hierarchical order and power relations due to their structure, teachers are one of the professional groups at risk of being exposed to mobbing. Today, mobbing in educational institutions is a phenomenon that teachers frequently encounter in their professional life but is generally ignored. In the literature, various studies have been conducted on mobbing for teachers, and there are important academic resources in this field (Einarsen et al., 2003; Hauge et al., 2007; Leymann, 1996; Özcan & Bilgin, 2019; Tokgöz, 2018; Yaman & Anık, 2020).

Mobbing and Social Work

Mobbing is a phenomenon that negatively affects the psychological and physical health of individuals and includes intimidation, exclusion and oppression practices that they are systematically exposed to in the workplace. This has significant consequences not only at the individual level, but also at the institutional and societal level (Yamamoto & Takahashi, 2020). The discipline of social work, on the other hand, plays a critical role in supporting, empowering and protecting the rights of victims of mobbing, as a field that develops interventions to increase the welfare of individuals and tries to ensure social justice (Yıldız, 2023). Social workers develop various strategies at both individual and institutional levels in the fight against psychosocial problems caused by mobbing and guide victims in this process (Yılmaz, 2018).

Since mobbing is a process that threatens the mental and physical health of individuals, the interventions of social workers aim to minimize these multifaceted harms (Sarioğlu, 2013). Psychological problems such as depression, anxiety disorder, low self-esteem and post-traumatic stress disorder, especially in individuals who are victims of mobbing at work, fall within the field of work of social workers. In this context, social workers provide psychosocial support to individuals and also play an advocacy role to create a safe and healthy environment in the workplace. In terms of preventing mobbing cases and protecting victims, social work is also an effective discipline in the development and implementation of institutional policies (Sarı, 2021).

Social workers support the creation of transparent and fair policies in the workplace and encourage the establishment of mechanisms to protect the rights of employees. In addition, raising awareness of employees about mobbing and informing them about how to deal with such situations is considered as an important component of social work practices (Tilki et al., 2021).

From an organizational perspective, social workers not only provide individual support, but also contribute to policy development processes for the prevention of mobbing in institutions (Tümekaya, 2008). The establishment of an effective complaint mechanism within the institution makes it easier for victims to seek their rights and increases the accountability of the perpetrators. Social workers provide counseling and training services in this process, both to ensure the safety of victims and to promote organizational change (Vornholt et al., 2013). Mobbing also negatively affects the social relations of individuals, leading to isolation and a decrease in social support. In this context, social workers intervene to strengthen the social support networks of individuals. Especially the processes of exclusion and marginalization in the workplace cause employees to become lonely and damage their sense of belonging. In such cases, social work practices aim to support the individual in rebuilding their social bonds (Yamamoto & Takahashi, 2020).

Social work also plays an important role in the process of protecting the legal rights of mobbing victims. In order to ensure justice in working life and to create an egalitarian and safe work environment, social workers encourage individuals to seek their rights by providing guidance in legal processes (Yılmaz, 2018). It supports the empowerment of individuals by providing social work, legal counseling and guidance, especially in the fight against situations such as discrimination, oppression and abuse in the workplace. Addressing mobbing from a social work perspective is not limited to individual interventions, but also includes prevention studies at the social level (Yiğitbaş & Deveci, 2011). In this context, social workers play important roles in establishing public policies, determining ethical rules in the workplace and strengthening psychosocial support mechanisms. Such studies prevent the normalization of mobbing in corporate culture and ensure the protection of employee rights (Ataman, 2012).

Education and awareness activities are also one of the important tools used by social services in the fight against mobbing. Thanks to seminars, workshops and training programs organized for employees, awareness is raised about the symptoms, causes and consequences of mobbing, and preventive strategies are developed (Baker et al., 2019). Such trainings contribute to the creation of a healthier communication environment in the workplace by raising awareness of both employees and managers about mobbing. A multidisciplinary approach is required to prevent mobbing and reduce its effects (Barnes & Mercer, 2010). Social workers, psychologists, lawyers, and human resources professionals should collaborate to develop holistic intervention strategies. In this context, while social workers provide individual-oriented support, they also develop policies that encourage changes at the institutional level (Bilgel et al., 2006).

Mobbing in educational institutions is an important problem that affects the psychological and professional well-being of all educational stakeholders, especially teachers and administrators (Birknerová et al., 2021). Mobbing reduces the professional productivity of individuals, negatively affects their motivation to work and weakens their organizational commitment (Bozkurt, 2019). In this context, a systematic examination of the theses on mobbing in the field of education will reveal the academic dimension of this problem and provide important outputs in terms of education policies and social services. This research provides a comprehensive analysis to determine the distribution of studies on mobbing in educational institutions according to years, types, universities, fields of study, sub-subjects and school levels.

Examining the effects of mobbing in educational institutions is not only an academic pursuit but also serves as a guide for decision-makers, school administrators, and educators shaping educational policies. Especially when considered in the context of social work, understanding the

psychosocial effects of mobbing on education workers will contribute to the creation of a sustainable and healthy working environment in education. This research aims to help develop solution-oriented strategies for social workers, psychological counselors and education administrators by analyzing the consequences of mobbing at individual and organizational levels. The research will contribute to the creation of more effective policies in the fight against mobbing in educational environments by evaluating the suggestions presented by the theses on mobbing. This study is an important reference in terms of planning legal regulations, support mechanisms and awareness-raising trainings for the prevention of mobbing that education workers are exposed to. Analyzing the suggestions for the prevention of mobbing, especially in terms of school administrators' leadership understanding, teacher support systems and organizational policies, will enable concrete steps to be taken to create healthier educational environments.

This research will contribute to the relationship between educational sciences and social services by addressing the issue of mobbing in education from an interdisciplinary perspective. Examining mobbing from a social work perspective will allow the development of support programs for teachers and administrators and the creation of new approaches to increase psychological well-being in educational settings. The development of social work-based intervention programs aimed at increasing the professional resilience of educators, especially those who are exposed to mobbing, can be handled more systematically in the light of the data presented by this research.

The general purpose of this study is to examine the theses dealing with the subject of mobbing in educational institutions in line with various variables, to determine their distribution according to years, types, universities, fields of study, sub-subjects, school levels, and to reveal the findings and suggestions of these theses about the effects of mobbing in the context of social work. In this context, answers to the following sub-research questions were sought;

1. What is the distribution of theses on mobbing in educational institutions by year?
2. What is the distribution of theses on mobbing in educational institutions according to their types?
3. What is the distribution of theses on mobbing in educational institutions according to universities?
4. What is the distribution of theses on mobbing in educational institutions according to their fields of study?
5. What are the sub-topic distributions of theses on mobbing in educational institutions?
6. What is the distribution of theses on mobbing in educational institutions according to school levels?
7. What are the effects of mobbing according to the results of theses on mobbing in educational institutions?
8. What are the recommendations of theses on mobbing in educational institutions?

Method

Model of the Research

This study was designed with qualitative research method. Qualitative research is a research method used to obtain information or to develop new perspectives on a situation in which information is not fully known or when it is difficult to evaluate with quantitative measurements (Strauss & Corbin, 2007). In this study, theses in the field of *mobbing in educational institutions* in Turkey were examined. In the study, the case study model, which is one of the qualitative

research models, was used. McMillan (2000) defines a case study as a method in which one or more events, environments, programs, social groups, or other interconnected systems are examined in depth.

Case study refers to an in-depth process of analysis and identification on a finite system; this definition emphasizes the features that distinguish the case study from other qualitative research designs (Merriam, 2009, p. 40). Yin (2009), on the other hand, defined case study as 'a method that investigates a current event or phenomenon in its own real-life environment' in the context of the research process. Research; It aims to integrate the results of different researches in the existing literature and to present a general perspective.

Universe and Sample of the Research

The universe of the study; These are the theses carried out in the field of *mobbing in educational institutions*, the full text of which can be accessed in the YÖK Thesis database. Therefore, no sampling was conducted, and all relevant theses were included in the analysis. In this context, a total of 53 theses were included in the research.

Data Collection Techniques

Screening Strategy and Inclusion/Exclusion Criteria

- (i) The scanning process in the databases was done on 30.11.2024.
- (ii) "School" and "mobbing" as keywords in databases; The terms "educational institution" and "mobbing" were scanned in titles and keywords.
- (iii) As a result of the relevant literature review in the research; The variables of author, year of publication, thesis title, university where the thesis was conducted, publication language, thesis type, subject, method, model and data collection tool were determined in accordance with the purpose and these data were withdrawn from the researches.
- (iv) In the research, each research was numbered using the *Academic Publication Evaluation Form* and the researches were not specified; It was withdrawn from the research for the reporting process as a bibliography in APA style.

Reasons for not including the research study in the context of the case study:

- (i) Not available in relevant databases
- (ii) The full text is not accessible
- (iii) Not focusing on mobbing in educational institutions

It can be specified in the form of.

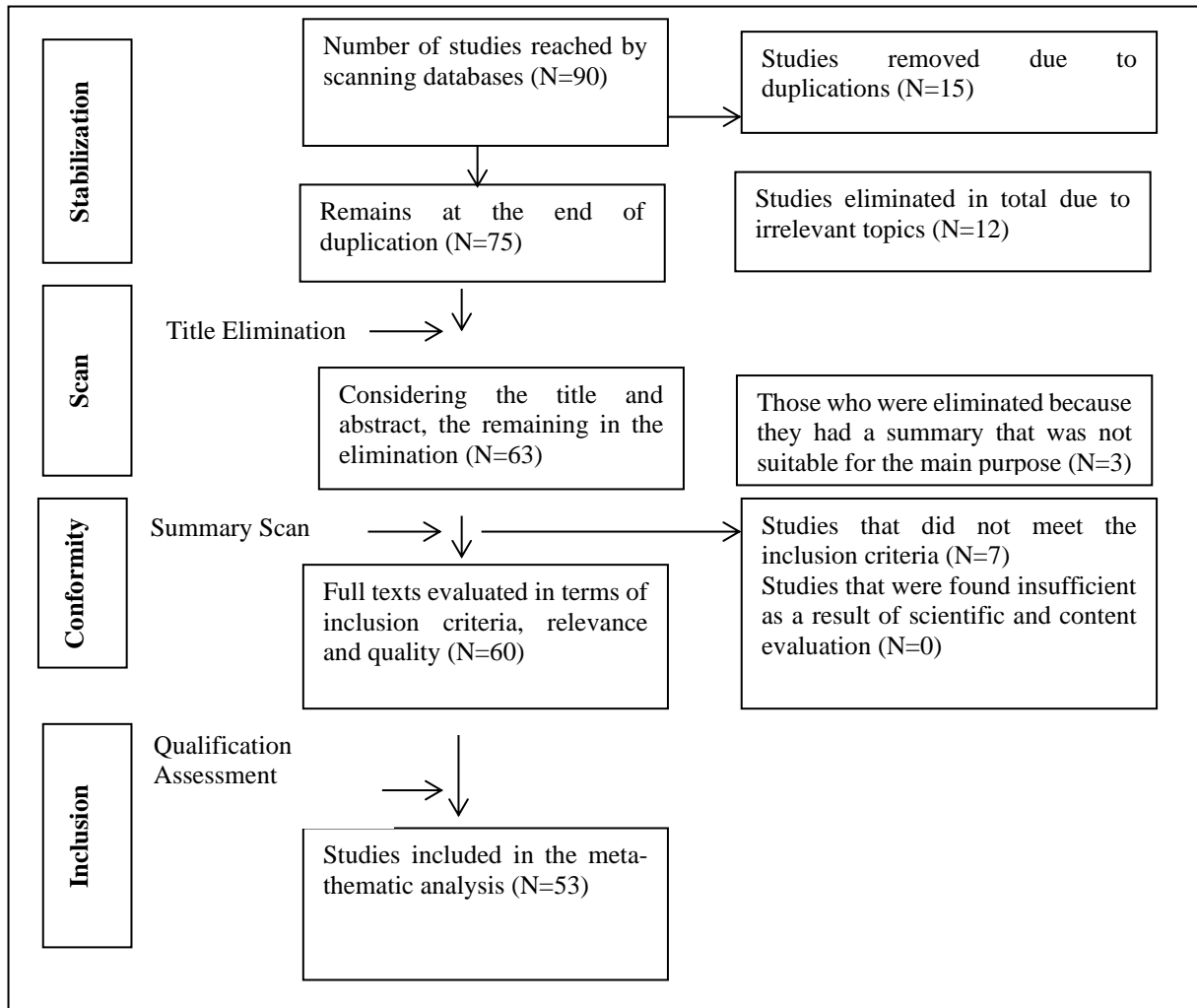


Figure 1. Flow diagram of the studies included in the analysis

As can be seen in the PRISMA diagram in Figure 1, all researches were scanned from the relevant databases within the scope of keywords in order to determine the researches suitable for the analysis. Among the studies whose full texts can be accessed, 90 studies were included in the study pool. Of the studies examined, 15 studies that were in duplication/overlap status were excluded from the scope. In the second stage, the remaining 75 studies were examined in depth, and 12 of these studies were removed from the pool on the grounds that they were not suitable for the study due to unrelated topics. As a result of the title and abstract elimination, the remaining 53 studies were evaluated because they were suitable for the purpose.

Analysis of Data

Document analysis was used in the analysis of the data in the study (Cohen et al., 2007). It is known that documents are important sources of information about the relevant field and researchers generally work on these written documents in qualitative research (Wallen & Fraenkel, 2000).

In the research, document analysis was carried out in two stages. In the first stage, the theses in the study group were obtained from the YÖK Thesis Databases and transferred to the computer environment in PDF format. Mendeley Reference Manager and Excel programs were used in the

collection, classification and presentation of the data. In the second stage, the analysis of the studies transferred to the computer environment in order of code number was carried out through the *Academic Publication Evaluation Form developed within the scope of the research*. In qualitative research, descriptive analysis and content analysis techniques were used in the data analysis process, and firstly, the frequency analysis technique, which focuses on counting the frequencies of message elements, was used. In this type of analysis, countable units are determined and the analysis indicators are expressed in the type of frequency. Frequency analysis simply reveals the frequency of quantitative appearance of recording units, which is intended to count message elements according to the frequency of a particular element during the analysis of the material. These counts were expressed by frequency type to determine how often a particular element occurs, its intensity and importance in the context of analysis. As a result of frequency analysis, items can be ranked in order of importance and classified based on their frequency. Categorical analysis, on the other hand, refers to the first division of a particular message into units, and then the grouping of these units into categories according to predetermined criteria. This method contributes to the systematic analysis of the data and to make sense of it in line with the objectives of the research.

Validity and Reliability of the Research

In this study, the withdrawal of publications from databases is explained in detail and the raw data obtained are presented in addition. It is defined in detail at a level that can be compared with different databases. Reliability; a clear and detailed description of the research process and data, i.e. in a way that allows another researcher to evaluate them; in short, it is related to the reproducibility of research results (Yıldırım & Şimşek, 2008). In this context, the analysis of the data was carried out by two experts and the formula developed by Miles and Huberman (1994) was used for the reliability calculation of the study.

$$Reliability = Consensus / (Consensus + Disagreement)$$

In the calculation made according to the reliability formula, the reliability of the research was found to be 85%. Reliability calculations above 70% show that the research is reliable. According to the result obtained, it can be said that the research is reliable.

Results

The findings regarding the distribution of the researches in the first sub-research question of the research by years are presented in Table 1.

Table 1. *Distribution of the Studies Included in the Research by Years*

Variable	Year	Number (n)	Percentage (%)
Year Distribution	2005-2010	17	32,08
	2011-2015	15	28,30
	2016-2020	15	28,30
	2021 and beyond	6	11,32
Sum		53	100,00

According to the data, the proportion of studies conducted between 2005-2010 is the highest with 32.08% (n=17), and the studies conducted between 2011-2015 and 2016-2020 are each at a rate of 28.30% (n=15). The rate of studies carried out in 2021 and later is 11.32% (n=6), which is lower than in other periods.

The graph for the distribution of theses by year is presented in Figure 2.

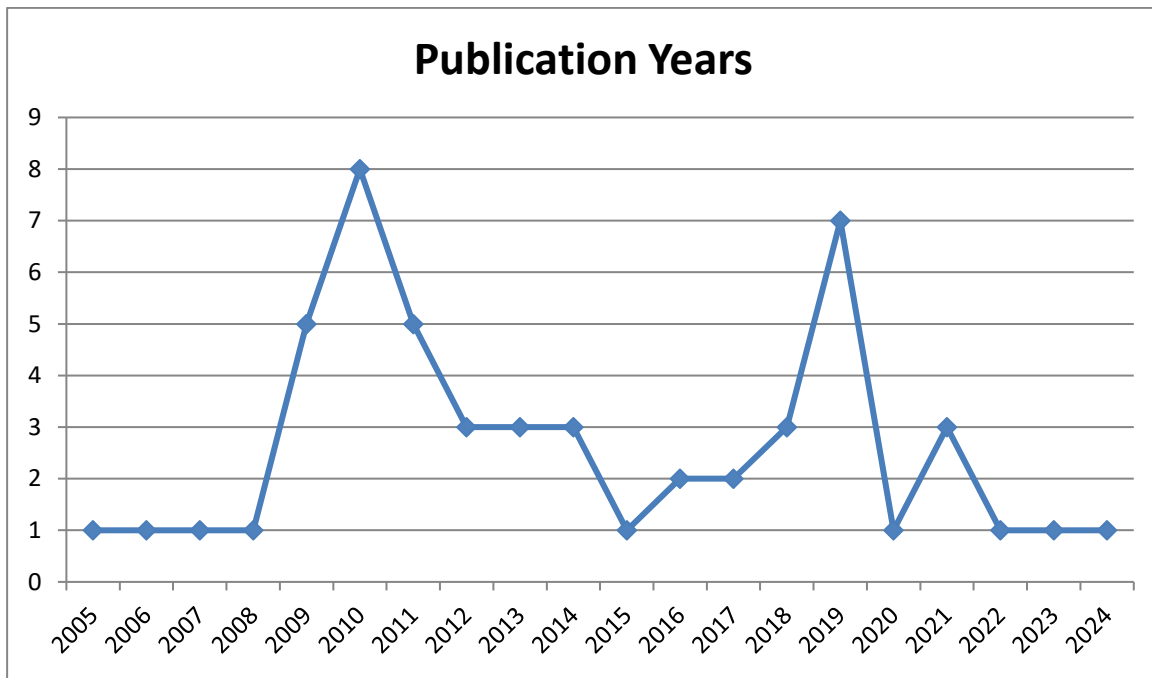


Figure 2. Distribution of theses by year

According to the data, the distribution of studies examined between 2005 and 2024 follows an uneven course. Between 2005 and 2008, only one study was conducted each year, while this number increased to 5 in 2009 and 8 in 2010. Between 2011 and 2015, the number of studies fluctuated, with the highest number of studies carried out in 2011 (n=5). In 2016-2020, the highest number was seen in 2019 (n=7). In the 2021 and beyond period, it is seen that a maximum of three studies are carried out each year, and this number decreased to one in 2022, 2023 and 2024. This distribution shows that there has been a significant increase in research on the subject, especially in some years, but studies have decreased in the post-2021 period.

The findings regarding the distribution of the researches in the second sub-research question of the research according to the type of publication are presented in Table 2.

Distribution of Theses Included in the Research by Types

Table 2. Distribution of Theses by Types

Variable	Thesis Type	Number (n)	Percentage (%)
Research Type	Master	45	84,91
	Doctorate	6	11,32
	Specialization Medicine	in 2	3,77
Sum		53	100,00

According to the findings, the highest rate of studies is master's theses. Of the 53 theses examined, 45 were at the master's level and this rate was 84.91%. Doctoral theses, on the other hand, have a more limited place with a rate of 11.32 (n=6). In addition, only one study (3.77%; n=2) was found for medical specialization theses.

The findings regarding the distribution of the theses according to the universities where they were carried out are presented in Table 3.

Table 3. Distribution of Theses Included in the Research by Universities

University	Frequency	Percentage (%)
Gazi University	11	22,64
Harran University	3	5,66
Sakarya University	3	5,66
Kirikkale University	3	5,66
Yeditepe University	2	3,77
Canakkale Onsekiz Mart University	2	3,77
Beykent University	2	3,77
Akdeniz University	2	3,77
Istanbul Aydın University	2	3,77
Ankara University	1	1,89
Maltepe University	1	1,89
Atılım University	1	1,89
Yüzüncü Yıl University	1	1,89
Pamukkale University	1	1,89
Beykent University	1	1,89
Abant İzzet Baysal University	1	1,89
Kastamonu University	1	1,89
Necmettin Erbakan University	1	1,89
Ataturk University	1	1,89
University of Turkish Aeronautical Association	1	1,89
Okan University	1	1,89
Cumhuriyet University	1	1,89
Gaziantep University	1	1,89
Eskisehir Osmangazi University	1	1,89
Kutahya Dumlupinar University	1	1,89
Uşak University	1	1,89
Bolu Abant İzzet Baysal University	1	1,89
Bahçesehir University	1	1,89
Muğla Sıtkı Koçman University	1	1,89
Hatay Mustafa Kemal University	1	1,89
Marmara University	1	1,89
Karamanoglu Mehmetbey University	1	1,89
Sum	53	100,00

According to the data, the university with the highest number of theses was Gazi University with a rate of 22.64%. This is followed by Harran University, Sakarya University and Kirikkale University with a rate of 5.66%. Theses carried out at Yeditepe University, Çanakkale Onsekiz Mart University, Beykent University, Akdeniz University and Istanbul Aydın University account for 3.77%. Theses from other universities were represented at a lower level with a rate of 1.89%. In general, it is seen that a large proportion of dissertations are concentrated in certain universities, while other universities are represented in a more limited number.

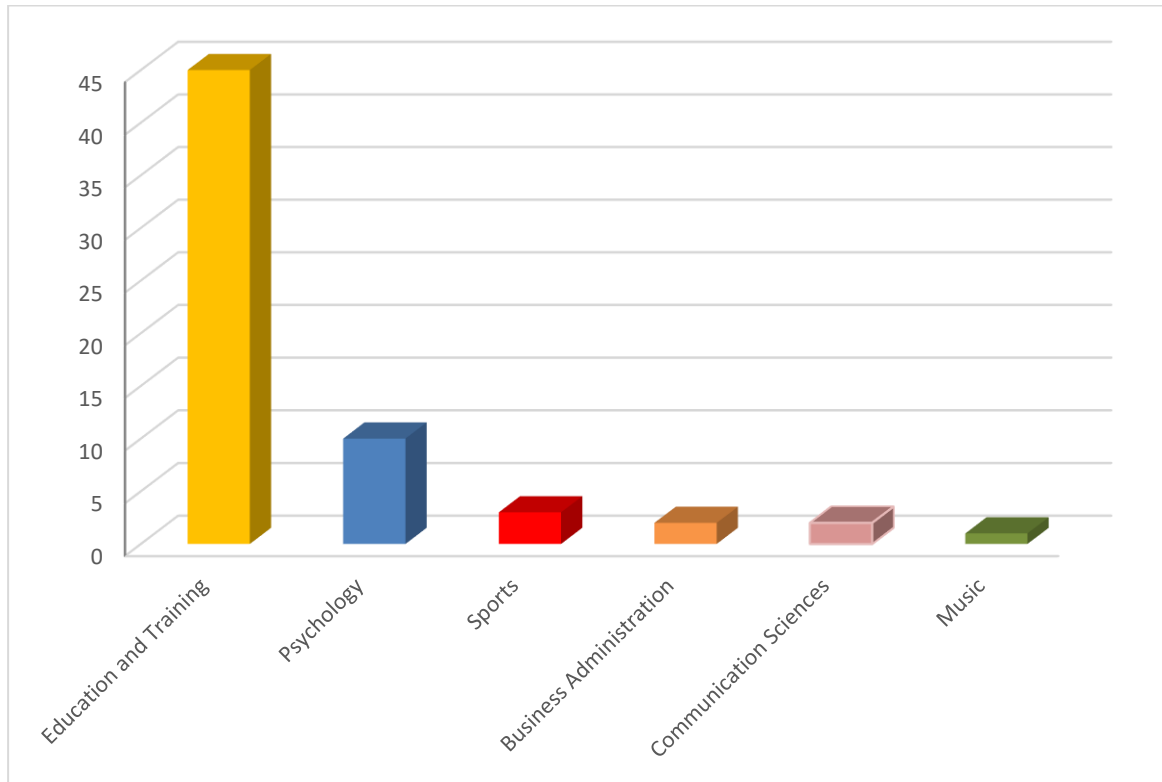
The data for the distribution of the relevant theses according to the fields in which they were published are presented in Table 4.

Table 4. Distribution of the Studies Included in the Research by Fields

Area	Frequency	Percentage (%)
Education and Training	45	71,43
Psychology	10	15,87
Sports	3	4,76
Business Administration	2	3,17
Communication Sciences	2	3,17
Music	1	1,59
Sum	63	100

* Since some thesis areas are related to more than one discipline, the number of disciplines is over 42.

This table shows that the majority of the studies included in the research (84.91%) are concentrated in the field of "Education and Training". The "Psychology" area ranked second with 18.87%, while the "Sports" area was represented by 5.66%. Although other fields are included at lower rates, it is seen that interdisciplinary studies also have an important place in the research. In particular, the studies in which the fields of "Psychology", "Communication Sciences" and "Sports" are discussed together with "Education and Training" are noteworthy.

**Figure 3.** Distribution of theses by year

As can be seen in Figure 3, theses in the field of "Education and Training" act as pioneers (f=45). This is followed by Psychology research with 10 studies each.

The data for the distribution of the relevant theses according to their subjects are presented in Table 5.

Table 5. Distribution of Theses by Mobbing Topics

Mobbing Issue	Frequency	Percentage (%)
Mobbing That Teachers Are Exposed To (General)	10	18,87
The Effects of Mobbing on Organizational Commitment, Job Satisfaction and Trust	8	15,09
Mobbing in Teacher-Administrator Relations	6	11,32
The Relationship of Mobbing with Leadership, Management Approach and Use of Force	6	11,32
Teachers' Mobbing Perceptions and Coping Strategies	5	9,43
Mobbing Exposed to School Administrators	5	9,43
Parent-Induced Mobbing	4	7,55
Teachers' Psychological and Social Processes Related to Mobbing	4	7,55
Gender and Female School Administrators' Exposure to Mobbing	3	5,66
Psychological Counselors' and Guidance Teachers' Perception of Mobbing	2	3,77
Sum	53	100,00

The issue of mobbing that teachers are exposed to stands out as the most examined area with theses dealing with the mobbing experiences of teachers working in primary and secondary schools (18.87%). The mobbing that school administrators are exposed to is about the mobbing cases that the administrators see from the senior management or other stakeholders and constitutes 9.43% of the total theses. Mobbing in teacher-administrator relations, on the other hand, includes studies on the mobbing that teachers see from administrators or the functioning of this relationship and is 11.32%. The effects of mobbing on organizational commitment, job satisfaction and trust are also frequently discussed, and studies examining the effects on employees' motivation, job satisfaction and trust in the organization cover 15.09% of the total.

Research on teachers' mobbing perceptions and coping strategies is 9.43% and this subject examines how teachers perceive mobbing experiences and coping mechanisms. The relationship between mobbing's leadership, management approach and the use of power was discussed within the scope of the theses examining the leadership styles of school administrators and the connection between the use of force and mobbing and found a place at a rate of 11.32%. Research on parents' mobbing behaviors towards teachers is 7.55% and focuses on the effects of parent-induced mobbing in the educational environment.

Among the more specific topics, the gender factor and the exposure of female school administrators to mobbing were discussed at a rate of 5.66%, focusing on the mobbing cases encountered by female administrators in business life. The mobbing perception of psychological counselors and guidance teachers is 3.77% and includes studies examining the experiences of guidance teachers and psychological counselors. Finally, studies on teachers' psychological and social processes related to mobbing take place at a rate of 7.55% and analyze the effect of mobbing on teachers' psychological health, social support mechanisms and resilience. When the general evaluation is made, it is seen that the most examined subject is the mobbing that teachers are exposed to (18.87%). In second place are the theses dealing with the effects of mobbing on organizational commitment, job satisfaction and trust (15.09%). On the other hand, it is seen that more specific issues such as gender factor and parent-based mobbing are studied less (5.66% and 7.55%).

The data on the distribution of the relevant theses according to school levels are presented in Table 6.

Table 6. Distribution of Theses by School Levels

School Level	Frequency	Percentage (%)
Primary education(4+4)	29	54.72
All Tiers	11	20.75
Secondary	6	11.32
Preschool	4	7.55
Primary school	3	5.66
Sum	53	100,00

According to the findings, the vast majority of the studies are at the primary education level (54.72%). concentrated and all levels (20.75%). The proportion of encompassing research is also high.

According to the results of the relevant theses, the data on the effects of mobbing are presented in Table 7.

Table 7. Findings on the Effects of Mobbing

Theme	Sub-Theme	Frequency (n)
Psychological Effects	Stress and Anxiety	12
	Depression and Emotional Breakdown	9
	Loss of self-confidence	6
	Effects on Professional Self-Esteem	4
Job Satisfaction and Organizational Commitment	Decrease in job satisfaction	8
	Decrease in organizational commitment	7
	Organizational Cynicism	6
	Impacts on Job Performance	5
Burnout and Motivation	Emotional Burnout	11
	Loss of Motivation	9
	Tendency to Quit Your Job	6
Social Relations and Climate	Damage to Organizational Trust	8
	Communication Problems Between Employees	7
	Effects on Organizational Climate and Work Environment	6
Leadership and Management Relations	Managers' Leadership Style and Mobbing	10
	The Effect of Management Styles on Mobbing	7
Gender and Demographic Factors	Women Managers and Mobbing	5
	Experience and Seniority Factors	4
	Teachers' Relationship with Their Professional Background	3
Custom Fields	Influences on Guidance Counselors	4
	Effects on Physical Education and Sports Teachers	3
	Parent-Induced Mobbing of Preschool Teachers	3
	Mobbing for Primary School Teachers	3
	Turkey-Azerbaijan Comparisons	2

According to the findings of the relevant theses, the effects of mobbing are classified under various themes. Within the scope of psychological effects, stress and anxiety are among the most frequently reported outcomes, followed by depression and emotional breakdown, loss of self-confidence and negative effects on occupational self-esteem. When evaluated in terms of job

satisfaction and organizational commitment, it is seen that mobbing causes a decrease in job satisfaction and organizational commitment, and has negative effects on organizational cynicism and job performance.

In the dimension of burnout and motivation, emotional burnout and loss of motivation stood out as the most common effects, while the tendency to quit was also an important result. In the context of social relations and organizational climate, results such as damage to organizational trust, communication problems between employees and negative effects on the work environment draw attention. When evaluated in terms of leadership and management relations, the effects of the leadership styles of the managers and the general management styles on mobbing have been clearly revealed.

In terms of gender and demographic factors, the relationship between the probability of female administrators being exposed to mobbing, the effect of experience and seniority levels, and the professional backgrounds of teachers and mobbing were examined. In the findings for special areas, the effects of mobbing in different occupational groups such as guidance teachers, physical education and sports teachers, preschool teachers and primary school teachers were analyzed, and the effects of parent-based mobbing on preschool teachers were emphasized. In addition, comparative studies conducted between Turkey and Azerbaijan reveal different contexts regarding the effects of mobbing.

The findings of the proposals of the relevant theses are presented in Table 8.

Table 8. Recommendations Based on Mobbing Research and Frequency Distribution

Theme	Category	Frequency (n)
Organizational Policies and Measures	Development of anti-mobbing school policies	14
	Legal regulations to combat mobbing	12
	Establishment of in-house grievance mechanisms	10
	Establishment of effective inspection and enforcement mechanisms	9
	Encouraging the reporting of mobbing cases	7
Leadership and Management Approaches	Leadership training of school administrators	13
	Promoting ethical leadership	11
	Managers to prevent intimidation behaviors	10
	Implementation of democratic and participatory management models	9
	School administrators receive awareness training against intimidation	8
Teacher Support Systems	Development of psychosocial support mechanisms	12
	Strengthening guidance and counseling services	11
	Support programs for teachers exposed to mobbing	10
	Creating solidarity and cooperation networks of teachers	8
	Improving an environment of organizational trust	7
Education and Awareness	Organizing awareness trainings on mobbing	13
	Seminars and workshops for school leaders and teachers	11
	Organization of anti-mobbing information campaigns	9
	Training teachers on strategies to cope with mobbing	8
Working Environment & Culture	Promoting a positive organizational climate in schools	12

Theme	Category	Frequency (n)
	Increasing communication and trust between employees	10
	Ensuring psychological safety in the workplace	9
	Ensuring workload balance and increasing teachers' job satisfaction	7
Gender and Demographic Factors	Reducing the risk of female executives facing intimidation	10
	Investigation of mobbing cases between senior and junior teachers	8
	Protection of preschool teachers against parent-based mobbing	7
Student and Parent Relations	Protection of teachers against mobbing by parents	9
	Strengthening parent-teacher communication	8
	Trainings to increase parents' awareness of mobbing	7

The findings presented in Table 8 include recommendations based on mobbing studies and their frequency distribution. Accordingly, the recommendations are grouped under seven main themes: organizational policies and measures, leadership and management approaches, teacher support systems, education and awareness, working environment and culture, gender and demographic factors, and student and parent relations.

Within the scope of organizational policies and measures, it is recommended to develop anti-mobbing school policies, make legal arrangements, establish in-house complaint mechanisms, establish effective inspection and enforcement mechanisms, and encourage the reporting of mobbing cases. In the context of leadership and management approaches, it is recommended that school administrators receive leadership training, encourage ethical leadership, prevent intimidation behaviors of administrators, implement democratic and participatory management models, and receive awareness training against mobbing.

Within the scope of teacher support systems, it is emphasized that psychosocial support mechanisms should be developed, guidance and counseling services should be strengthened, support programs should be established for teachers who are exposed to mobbing, solidarity and cooperation networks should be developed among teachers and an organizational trust environment should be provided. Within the framework of the theme of education and awareness, it is recommended to organize awareness trainings on mobbing, seminars and workshops for school administrators and teachers, to carry out anti-mobbing information campaigns and to train teachers on strategies to cope with mobbing.

In the context of the working environment and culture, it is stated that it is necessary to promote a positive organizational climate, to increase communication and trust between employees, to ensure psychological safety in the workplace and to increase the job satisfaction of teachers by maintaining the workload balance. In terms of gender and demographic factors, it is recommended to reduce the risks of female administrators facing intimidation, to examine mobbing cases among senior and junior teachers, and to protect preschool teachers against mobbing caused by parents. Finally, within the scope of student-parent relations, it is emphasized that teachers should be protected against parent-based mobbing, parent-teacher communication should be strengthened, and trainings should be organized to increase parents' awareness of mobbing.

Discussion and Conclusions

In this study, different dimensions of mobbing that teachers are exposed to have been discussed and it has been revealed that this phenomenon has serious effects at individual, institutional and social levels. According to the findings, teachers working especially at the primary education level are more exposed to mobbing and this situation directly affects their

professional motivation, psychological health and job satisfaction. In this context, social work interventions play a crucial role in preventing mobbing in educational settings. Increasing teachers' access to psychological and social support mechanisms, strengthening organizational commitment and ensuring trust in the work environment require multifaceted policies that can include social workers (Burcu, 2006).

The findings of the research show that mobbing that teachers are exposed to is among the most common issues (18.87%). The fact that mobbing is a common problem in educational environments is an important factor that reduces teachers' work efficiency and professional satisfaction (Bülbül & Akpınar, 2021). From a social work perspective, it is seen that mobbing is a systematic structural problem rather than an individual problem. The inadequacy of support mechanisms against mobbing incidents that teachers are exposed to leads to the chronicity of this problem and negatively affects the overall quality of the education system (Cesim, et al., 2018). The findings regarding the mobbing experiences of teachers show that this problem is not only among teachers and administrators, but also mobbing cases from parents are noteworthy (7.55%). Parents' pressure and intimidation behaviors towards teachers directly harm the education process and make it difficult for teachers to have a safe working environment. In the context of social work, it is important to organize awareness programs and trainings so that teachers can communicate with parents in a healthy way and parents see teachers as an authority figure (Çakır, 2018).

When the psychological effects of mobbing are considered, stress, anxiety and depression are among the most frequently reported problems. In particular, long-term effects such as loss of self-confidence, decrease in professional self-esteem and burnout syndrome cause teachers to be unable to maintain their profession in a healthy way. From a social work perspective, psychosocial support services should be expanded and interventions to protect the mental health of teachers should be developed (Çelik et al., 2017). The provision of in-house psychological counseling services can help teachers become more resilient in the face of mobbing (Erdoğan, 2022). The findings show that the leadership styles and management approaches of the managers are directly related to mobbing cases (11.32%). It can be said that mobbing is more common in educational institutions where there are administrators with authoritarian and oppressive management approaches (Harris & Enfield, 2003). This finding highlights the need for education administrators should be trained in ethical leadership and democratic management approach. From a social work perspective, in-service training for school administrators and the development of support programs to enhance their communication with teachers are recommended (McDonald et al., 2021).

The research clearly reveals the negative effects of mobbing on organizational commitment and job satisfaction (15.09%). Teachers who are victims of mobbing lose their trust in the institution and their motivation to work is seriously reduced. This situation makes it difficult for educational institutions to create a sustainable teaching staff and leads to teachers leaving their profession early (McGill et al., 2017). From the point of view of social work, the development of strategies to increase organizational commitment in educational settings will make teachers feel more secure (Moayed et al., 2006). The gender factor also stands out as a variable directly related to mobbing (5.66%). It is seen that especially female school administrators are exposed to mobbing more. The challenges faced by women in leadership roles and gender-based discrimination are still a significant problem in the education sector. Gender equality policies need to be strengthened, women managers should be supported, and awareness campaigns against gender-based discrimination should be increased (Namie & Namie, 2009).

The mobbing perceptions of teachers working in the field of special education and psychological counselors working in the guidance service were also discussed in the study (3.77%). In particular, guidance counselors may be exposed to mobbing cases by both

administrators and parents (Öztürk et al., 2015). It is important to develop special support programs for this group and to organize trainings to increase the competencies of guidance teachers (Öztürk, 2011). Another striking finding in the research is the effect of mobbing on teachers' turnover tendencies. In particular, emotional burnout and loss of motivation can lead teachers to leave the education sector. This is an important factor that negatively affects the quality of education. Social workers can develop professional support programs and psychosocial interventions to prevent teachers from leaving their jobs (Taşçı, 2022).

In the study, it is seen that the mobbing experiences of teachers in different occupational groups are also discussed. It has been stated that especially preschool teachers are more exposed to mobbing caused by parents. In this context, it is recommended to develop policies to protect preschool teachers and to implement guidance programs for the healthy conduct of parent-teacher relations (Vartia, 2001). Among the institutional policies proposed to reduce mobbing cases, making legal arrangements, establishing effective complaint mechanisms and strengthening inspection systems stand out (Yamamoto & Takahashi, 2020). In the context of social work, making legal arrangements that will protect the rights of people working in the education sector will ensure that teachers have a safe working environment (Yılmaz, 2018). Training teachers on strategies to cope with mobbing can play an important role in reducing the effects of mobbing. Social workers can create support groups to increase the psychological resilience of teachers and organize training programs to strengthen their coping mechanisms.

The findings include recommendations based on studies on mobbing and their frequency distribution. The recommendations are grouped under seven main themes: organizational policies and measures, leadership and management approaches, teacher support systems, education and awareness, working environment and culture, gender and demographic factors, and student-parent relations. To prevent mobbing, it is recommended to develop anti-mobbing school policies, enact legal regulations, establish internal complaint mechanisms, implement effective inspection and enforcement mechanisms, and encourage the reporting of mobbing cases. The existence of such policies plays a crucial role in reducing the incidence of mobbing among teachers. For instance, Çelebi and Taşçı Kaya (2015) examined the mobbing experiences of teachers working in vocational high schools and emphasized the importance of institutional policies. It is recommended that school administrators receive leadership training, encourage ethical leadership, prevent administrators' intimidating behaviors, implement democratic and participatory management models, and receive awareness training against mobbing. Administrators' awareness of mobbing and their efforts to prevent it contribute to improving the school climate. Demirel (2009) found that leadership styles and justice significantly impact organizational commitment.

The development of psychosocial support mechanisms, strengthening of guidance and counseling services, establishment of support programs for teachers exposed to mobbing, development of solidarity and cooperation networks among teachers, and creation of an environment of organizational trust are emphasized. Such support systems enhance teachers' ability to cope with mobbing and reinforce organizational trust. The study by Dündar, Kızıtanır, and Dündar (2023) highlights the importance of support mechanisms in dealing with the consequences of mobbing. Organizing awareness training sessions on mobbing, seminars, and workshops for school administrators and teachers, conducting anti-mobbing information campaigns, and training teachers on coping strategies are recommended. Increasing awareness through education can help reduce mobbing incidents. Çelebi and Taşçı Kaya (2015) emphasized the importance of education and awareness in their study on teachers' perceptions of mobbing and coping strategies.

It is stated that promoting a positive organizational climate, increasing communication and trust between employees, ensuring psychological safety in the workplace, and increasing teachers'

job satisfaction by maintaining workload balance are necessary. A positive working environment is effective in preventing mobbing behaviors. Demirel (2009) highlighted that leadership styles and justice are significant factors influencing organizational commitment. It is recommended to reduce the risks of female administrators facing intimidation, examine mobbing cases among senior and junior teachers, and protect preschool teachers against mobbing caused by parents. Demographic factors can create differences in mobbing experiences. For example, Çelebi and Taşçı Kaya (2015) examined the mobbing experiences of teachers working in vocational high schools and discussed the impact of demographic factors. It is emphasized that teachers should be protected against parent-based mobbing, parent-teacher communication should be strengthened, and training should be organized to increase parents' awareness of mobbing. Healthy parent-teacher relationships positively affect teachers' job satisfaction and motivation. Çelebi and Taşçı Kaya (2015) highlighted the importance of parent-teacher relationships in their study on teachers' perceptions of mobbing and coping strategies.

In order to create a healthier environment in education, it is necessary to develop the leadership skills of school administrators and to establish support programs for teachers (Yiğitbaş & Deveci, 2011). In addition, educating teachers and students about mobbing is a strategy that professionals working in the field of social work can also contribute to (Tilki et al., 2021). The data obtained show that a holistic struggle strategy against mobbing should be established in educational environments. Social workers need to play an important role in raising awareness against mobbing cases experienced by teachers, developing support mechanisms and intervening in education policies (Sönmez, 2019). It is critical for educational institutions to fight mobbing in cooperation with social workers in order for teachers to continue their profession in a healthy way.

Recommendations

Based on the results of this research, some suggestions are presented to reduce mobbing in educational settings in the context of social work:

1. The employment of social workers in schools can play a crucial role in providing psychosocial support to teachers and school administrators. Social workers can identify the effects of mobbing at an early stage and enhance teachers' and students' coping skills through individualized support. In addition, they can guide school administrations on the prevention of mobbing.
2. It is necessary to increase awareness trainings on the recognition, effects and prevention of mobbing for educators. These trainings will enable both teachers and school administrators to be aware of mobbing and take the necessary steps to prevent it. Social workers can take an active role in these trainings and organize studies on empathy and communication skills.
3. The creation of support groups for teachers who experience mobbing in the school environment can be coordinated by social workers. These groups create a space where teachers can share their negative experiences, receive psychological support, and increase their emotional resilience by sharing their experiences with others.
4. It is recommended that school administrators seek counseling from social workers in order to have more knowledge about dealing with mobbing and to demonstrate effective leadership. This will allow administrators to better manage stressful and negative situations, offer appropriate support to teachers.
5. It is important to develop a monitoring and early warning system to detect and intervene in mobbing cases in schools at an early stage. Social workers can take part in the establishment of such systems and develop strategies to reduce the effects of mobbing. The phenomenon of mobbing can be monitored by organizing confidential surveys or interviews for students and teachers.

6. Psychological support services should be provided for teachers who are exposed to mobbing. Through therapeutic interventions and group therapy methods, social workers can help teachers cope with the stress they experience and improve their emotional healing. In addition, an environment should be created where teachers can receive individual support by providing special consultancy services.
7. In order to prevent mobbing in schools and reduce its effects, school administrations need to develop more effective policies under the guidance of social workers. Clear and applicable rules against mobbing should be determined and effective supervision should be ensured.

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