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CONTENTS/İÇİNDEKİLER

Balancing School and Part-Time Work: An Exploratory Study of Afghan Elementary School Students

Okul ve Yarı Zamanlı Çalışma Arasındaki Denge: Afgan İlköğretim Öğrencileri Üzerine Bir Keşifsel Çalışma

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Abstract

Prolonged conflict and socio-economic hardships have overwhelmingly impacted families in Afghanistan, coercing them to depend on their underage children as financial contributors. The current research explores the intricacies between elementary school students balancing education and employment in the Afghan context (aged 8-13) juggling both school and part-time jobs. Adopting a phenomenological approach, the study investigates the day-to-day experiences of these students employing a semi-structured interview and purposive sampling in accordance with Clarke and Braun's reflexive thematic analysis. The analysis identified three principal themes: challenges, experiences, and coping mechanisms. Students confronting challenges, irregular school attendance due to working demands, family financial issues, and psychological stresses. Their experiences indicate important physical and psychological toll which incorporates fatigue, and most importantly academic impediments such as missed assignments, and daily struggles. Task prioritization and time management are generally confined to the coping mechanism to overcome them. These findings provide a solid evidence base for tailored interventions and international aid to address and alleviate these students' burden. This research can contribute to a better understanding of the dual burden of labor and education confronted by Afghan children to spotlight the urgency for a thorough policy response.

Keywords: Balancing school and work, child well-being, underage child labor

Öz

Uzun süredir devam eden çatışmalar ve sosyo-ekonomik zorluklar, Afganistan'daki aileleri derinden etkilemiş ve onları, geçimlerini sağlamak için küçük yaştaki çocuklarına ekonomik katkıda bulunma zorunluluğuyla karşı karşıya bırakmıştır. Bu araştırma, Afganistan bağlamında eğitim ve çalışma arasında denge kurmaya çalışan 8-13 yaş aralığındaki ilkokul öğrencilerinin deneyimlerini incelemektedir. Fenomenolojik bir yaklaşım benimsenerek yürütülen çalışmada, bu öğrencilerin günlük yaşantıları yarı yapılandırılmış görüşmeler ve amaçlı örnekleme yöntemi kullanılarak araştırılmış; veriler Clarke ve Braun'un refleksif tematik analizi doğrultusunda incelenmiştir. Analiz sonucunda üç temel tema belirlenmiştir: zorluklar, deneyimler ve başa çıkma mekanizmaları. Öğrencilerin karşılaştığı zorluklar arasında çalışma zorunluluğu nedeniyle düzensiz okul devamlılığı, ailelerin ekonomik sıkıntıları ve psikolojik stresler yer almaktadır. Deneyimler, öğrencilerin maruz kaldığı fiziksel ve psikolojik etkileri ortaya koymakta; yorgunluk, akademik başarısızlık, ödevlerin aksaması ve günlük mücadeleler gibi unsurları içermektedir. Zorluklarla başa çıkma stratejileri ise genellikle görev önceliklendirme ve zaman yönetimi ile sınırlı kalmaktadır. Elde edilen bulgular, bu öğrencilerin yükünü hafifletmeye yönelik özel müdahaleler ve uluslararası yardımlar için sağlam

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bir kanıt temeli sunmaktadır. Bu araştırma, Afgan çocuklarının eğitim ve çalışma ikiliği içinde karşılaştıkları zorlukların daha iyi anlaşılmasına katkı sağlayarak, acil ve kapsamlı bir politika yanıtının gerekliliğine dikkat çekmektedir.

Anahtar Kelimeler: Okul ve iş dengesinin sağlanması, çocukların iyi oluşu, küçük yaştaki çocuk işçiliği

Introduction

Afghanistan, a geographically landlocked country, has traditionally been vulnerable to foreign invasions because of its strategic and geopolitical positioning at the significant juncture of the Silk Road. The nation is characterized by diverse ethnic groups, each characterized by its cultural traditions and a solid dedication to independence. The pervasive state of unemployment and poverty within households has caused substantial socio-economic challenges, compelling children to participate in informal labor to fulfill their basic requirements (Mansoor, 2024; Rubin, 1989). similar point is also highlighted by (Ilyas et al., 2020) in the neighbouring Pakistan that numerous of youngsters are compelled to engage in informal labor due to restricted financial challenges of the family as means of economic contributors. The prolonged conflict since the (1978) soviet invasion, the civil war by the Mujahidin in 1994, and the US Invasion in (2001) War on Terror (WOT) has created a chaotic situation bringing along poverty, unemployment, and misery.

It has been reported that a substantial number of children, around 4.5 million, still need to be enrolled in educational institutions (Arooje & Burridge, 2021). This figure includes 2.3 to 2.6 million children who are of primary school age, as well as 854,000 to 984,000 children who should be attending lower secondary education (CSO, 2018b; Ministry of Education & UNICEF, 2018). Reasons vary for either dropping out or not attending school, including poor economic conditions, lack of security, and distance from schools. One of the significant reasons, and it is vital to mention, is that the price they are paying for dropping out or not going to school is to work and assist their families with financial support.

As per the law in Afghanistan, a person should be at least fifteen years old, but with the family's consent, 14 years can also work (Catani et al., 2008). Adolescence is a critical age and those adults play a crucial role in Afghanistan's future economic power and change, yet they often become victims of these situations. Many children in Afghanistan are forced to work before the age of 18, despite the Labor Law stating that the minimum age for employment is 18, and children under 14 are not allowed to work (Razjouyan et al., 2022). However, it is not unusual to find children below 14 working in different capacities, including in the carpet industry begging for money, auto workshops, sales workers, brick factories, or collecting bottles and cans from garbage dumps (Catani et al., 2008). As per UNICEF Annual report (2024), uncovers that 40% of children which counts as 3.7 million were out of school in Afghanistan comprising 60% girls.

The widespread of child labor in Afghanistan is significantly exacerbated by socio-economic challenges such as poverty and limited access to education (Kofol & Ciarli, 2017). Child labor is widespread in Afghanistan because of prevailing societal norms, economic circumstances, and a lack of knowledge; numerous families, particularly those led by women, depend on their children for financial support. According to Afghanistan's National Child Labor Strategy and Action Plan 2018-2030 (2019), Afghanistan's young population, forming 58.6% of the population under 19, poses a significant challenge to the country's labor force, as children aged five to 14 are forced into working as child labor, affecting their well-being and prospects. Despite the fact that Article 13 of the Afghan Labour Law (1999) states and safeguards children and youth from exploitation and forced labor, including child brides or grooms' labor exploitation (Safi et al., 2024)

Going to school and working is an area that needs to be thoroughly discussed or read more in scholarly discussions in Afghanistan. This study will explore how elementary school students

in Afghanistan manage going to school and working part-time. According to the United Nations on Economic Development (2023), "Around the world, some 160 million children work to earn a living instead of going to school. That is almost one in every ten children." Taking this into consideration in the Afghan context, in which people have witnessed long conflict and poverty, it is worth exploring how elementary school students who are underage are affected by those factors. According to the United Nations, poverty is seen as a violation of human dignity, including a state of inadequate resources to meet fundamental needs, restricted opportunities for education and healthcare, and unemployment. These circumstances result in insecurity, helplessness, and social marginalization.

In summary, investigating students' experiences managing part-time jobs with their academic responsibilities reveals various difficulties and ambitions. The primary objective of this study is to get an in-depth understanding of the complexities surrounding the everyday challenges faced by underage children while also providing insights into the broader implications for educational policy and social welfare. Investigating this phenomenon requires a considerable amount of effort fuelled by the need to fully understand the social and intellectual effects experienced by individuals who simultaneously fulfill the roles of student and work.

Through analyzing the numerous factors which influences this complex balance, the objective is to provide significant perspectives that may guide educators, policymakers, and community leaders in developing innovative strategies that support and enrich the educational journey of these children. This study has an additional purpose, extending beyond pure academic research. It represents a major advancement towards developing a conducive atmosphere that elevate students' success in their academic pursuits and part-time work commitments. Consequently, it establishes the firm foundation for a more comprehensive and student-centric approach to education.

This research examines the complicated relationships involving the dual engagement of Afghan elementary school students in both formal education and part-time jobs. The study considers the historical challenges Afghans face, including economic instability and an essential portion of the unenrolled population in educational institutions. The primary objective of this study is to provide empirical data on students' experiences as they navigate the challenges raised by balancing their academic pursuits and other obligations.

1. How do Afghan elementary school students perceive school and part-time work?

2. How do family and community support systems affect students' well-being to manage this dual role?

Afghanistan's education system faces historical and cultural challenges, including war and political dominance. Conflict and power dynamics among stakeholders, including the government, religious institutions, and community-based organizations, shape the curriculum and educational framework for children and adolescents (Arooje & Burridge, 2021). Cultural norms and customs also limit educational opportunities for both boys and girls, particularly in rural areas (Bamik, 2018). The practice of coercing those children into part-time employment, with little attention paid to their education, stems from their parent's lack of education and the preference they are having to let their children contribute to their families for financial income. As Li and Qiu (2018) explored the impact of family background effect on student's academic achievements at the early phases of their life found that parent's active involvement enhances children's education opportunities and foster their academic achievements.

According to the International Child Labour (ILO) findings from 2010, almost 215 million children around the globe are affected by work. As cited European Commission, in (2020), 160 million children, comprising nearly 10% of the global population, were involved in child labour,

with 53 million not enrolled in school, posing challenges to their future employment prospects and overall life prospects. Besides, several studies on pursuing school and managing part-time job make life difficult for students' educational engagement, which affects several things for them such as well-being and performance, lack of sleep, reduced self-study time, overworking, missing school, missing school assignments, getting low grades (Chettri & Bhardwaj, 2022; Mitchell, 2020; Ngan, 2021; Nhi, 2022; Wadood et al., 2018). Child labour has emerged as a prominent issue of concern within the context of Afghanistan.

The nation has encountered a multitude of obstacles, including decades of conflict, socioeconomic deprivation, and insufficient educational opportunities, all of which contribute to the widespread child labour. According to Sim (2014), it has been determined that over a quarter, namely 25%, which is one out of four kids in Afghanistan, the age range of seven to fourteen, are actively involved in several forms of labour. According to Khadimi (2019), after the African region, the Asian and Pacific area, Afghanistan is categorized as the second largest nation in terms of child labour.

The concern of child labor in Afghanistan has remained unaddressed issue throughout several government administrations. Despite numerous so promises made by each upcoming government to uphold and preserve the rights and the privilages of the children but unfortunately none of the government succeeded in their promise (Barakzaei, 2024). This failure of those so called promises indicate larger systemtic concern that has not been properly addressed. Child labor within the country is not only a matter of individual struggling a collective societal issue with far-reaching implications. It's prevalence especially in the urban area highlights critical societal and ecnomic repurcussions.Considering the social harms that the child labor occurring in the cities highlights the challenges that impacts both the child and the society significantly (Ahmadi, 2024).Moreover, the monetory contribution of child labor perpetuautes poverty cycle loop, which affect the societal advancement and stability.

There have been mixed results regarding part-time jobs and academic engagement, but several researchers found negative impacts on part-time jobs and employment (Outerbridge, 2016; Cheng et al., 2009; Heise, 2024). As stated by Curtis and Shani (2002) that employment engagement of the underaged children has been linked to insufficient time span for school studies, which consequently leading to poor performance in academic activities and results. In order to enhance academic activities and outcomes which will have a positive impact it is paramount to minimize employment anxieties (Buse, 2024).

Trani et al. (2013) research focusing on multidimensional aspect of poverty among the children in Afghanistan employing the Alkire-Foster (AF) Method, which is an intuitive approach measuring multifaceted concepts such as poverty, vulnerability and welling   highlights the relationship between education and poverty in Afghanistan. The study throw light on the lasting obstacles such as the high rate of low enrolment among females and younger children working out of school. Student children who work in brick kilns experience higher levels of depression, anxiety, fear, and mistreatment compared to non-working peers. Jafari et al. (2024) also discusses health impacts of underage children working in different places causing them chronic pain, anxiety, depression, and low self-esteem. Those working underage children who works in brick factories and other places frequently feel the absence of support both from the family and peers, which leads an amplified feelings of hopelessness and insecurity (Pellenq et al., 2022).

Method

The current study employs a phenomenological approach to explore the lived experiences of Afghan elementary school students who strives to balance school and part-time jobs to understand their experiences and the meanings they assign to their circumstances. A phenomenological investigation, according to Creswell and Poth (2016), exposes numerous

individuals' lived experiences of a phenomenon and how they understand this notion or phenomenon as an everyday meaning. A Phenomenology provide reflective understanding of human experiences, rich understandings for education research, a holistic outlook, and high credibility due to its insightful methodologies and thorough approach to understanding experiences (Farrell, 2020).

This method provides the study with shared knowledge based on the lived experiences of primary school students navigating part-time work and school. To ensure a wide range of sample, The study uses purposeful sampling to select individuals aged 8-13 from Nangarhar and Kabul- provinces with the highest figure of child laborers. This study aspires to capture an enriching, detailed insights from their personal experiences and the meaning those children attribute to their context. Purposeful sampling is a research method in which the researchers deliberately choose participants and research cites to understand a central phenomenon. (Creswell, 2019). To assure numerous experiences, this study regarded factors such as gender, socioeconomic status, urban or rural residence, and while selecting participants, the nature of part-time work was regarded as one of the factors.

Data Collection Methods

This study employs semi-structured interviews for data collection. To understand fellow human being's, the researchers use semi-structured interviews which is a dynamic way of collecting data (Fontana & Frey, 2000; Huddleston et al., 2022). Semi-structured interviews are dynamic for qualitative research due to their capability to elicit an detailed information and ensure flexibility (Ruslin, et al., 2022). Besides, Megaldi and Berler (2020) contend that semi-structured interview, despite its subject matter focus "topical trajectories" offered prior to the interview, facilitates an in-depth exploration for a discovery.

The researcher conducts one-on-one interviews with students in a condusive and confidential atmosphere. Unlike structured interviews, which have a fixed set of questions prepared before doing the interviews, semi-structured interviews allow researchers sufficient time to produce new questions based on the needs and as they occur during the interview. The interviews were open-ended questions to elicit their experiences, challenges, and coping mechanisms for juggling education and jobs.

Ethical consideration was given high priority throughout the research process. Ethical approval for this study was sought from the Nangarhar University Ethics Committee, and approval was granted under the reference number EB/2023/1075. Prior conducting the interview with those children struggling with employment and work compulsions, ethical approval both informed consent from parents and assent from the children participant was obtained. The participants identity remained anonymous and their confidentiality was regarded throughout this study. The researcher also spends time in schools and students' workplaces, depending on the needs, observing students' everyday routines and interactions. It will also aid the researcher in taking field notes to record contextual factors and behaviours linked to balancing obligations.

Data Analysis

To systematically analyze the elicited data, the current study used reflexive thematic analysis, a way of analyzing data to understand the deeper and multifaceted data by exploring the children's first-hand experience that they have gone through while managing both school and their work commitments. By exploring children's opinion and lived experiences, reflexive thematic analysis captures an enriching insight from educational and psychology perspectives.

Thematic Analysis is used in the study to analyze the data: initially, the researcher will transcribe interviews and compile observational notes. Second, the researcher will look for

repeating patterns in the experiences, challenges, and techniques for managing education and jobs. Finally, coding will be used to categorize data and investigate relationships between themes in the study. Thematic analysis in this study primarily follows Braun and Clarke (2022) six-step theme analysis process to make conclusions and describe study findings.

Initially the researcher transcribed the interviews and observational notes, verifying that all the relevant data was properly included in its original form. Then going back and forth through the reading of the data, the researcher tried to identify the main themes and pattern that comes along the way in the data set. Later on, the researcher begun identifying and labelling them in specific parts/segments to understand the challenges, experiences, and coping mechanism in how they balance their work and school responsibilities. Subsequently, after the completion of the initial coding, the researcher conducts a systematic search for predominate themes highlighting the comparison of similarities and differences among the initial themes in establishing the main themes. Finally, after refining and reviewing the main themes in line with the research objectives, the final stage involves naming the themes and offering clear descriptions that capture their core essence.

Results

This research article addresses a range of challenging issues concerning child labor and underage children's schooling, with a primary emphasize on the experiences, strategies or coping mechanisms, and challenges working children confronts in balancing work and school. In this regard, the study applied semi-structured interviews with nine working children in Nangarhar and Kabul, two provinces with higher rates of working children. After data collection, the study applied thematic analysis, particularly (Braun & Clarke, 2022)six stages of thematic analysis. As a result, the study analysis came up with three main themes or areas of importance, as illustrated bellow:

Figure 1. Main Findings of the Study after the Analysis

Challenges:

Challenges are defined as hardship that these children encounter which prevent their ability to main a balance between school and work. Specially, numerous children are of the opinion that their employment isa source of substantial difficulty to keep that balance. For instance, one participant in this study, a 12-years-old who sells Bolani (a traditional Afghan street food) in Kabul, describe this challenge in the following way:

> My work is my biggest challenge, as it keeps me away from school. I am physically, mentally, and
>
> emotionally not comfortable with this (a working student).

While this is one case, the study participants in other locations cited family financial issues, lack of motivation, and the mental burden of work as challenges that disrupt the balance between school and work. Though the majority of the participants in the study struggled to obtain this

balance, one child from Nangarhar, who worked as a shoeshine, viewed the combination work and schooling to be acceptable for him. He articulated satisfaction, with the opportunity to earn some amount of money while continuing his education. He said:

> Well, I have a very productive balance of work and school. I am glad that I have the opportunity to work for my family, and I also cannot miss school at this age. I think about my family and school, so I get the balance. (a working student)

This case may differ considerably because of the country's socioeconomic context of and the size of the family. However, it the apparent that these children go through a lot of hardships, which they experience one of the utmost challenging stages of their lives as child labor. Such hardship and conditions negatively impact their holistic development, affect them mentally, physically, and emotionally, in addition to their cognitive load they confront.

Experiences :

The experiences to maintain balance between work and schooling encompasses the time commitment and intensity of their participation. On the one hand, this experience has been particularly difficult for these school attending children. Physical and mental fatigue often coerced them to scarify either schooling or work, yet they cannot forsake either. Schooling is depending on their ability to work; otherwise, they would be unable to attend the school. One of the working children illustrated the situation as in the following terms:

> It isn't easy to both work and get an education. I feel tired when I work in the morning and go to school in the afternoon. I cannot concentrate and sometimes fall asleep, and my teacher gets angry with me. (a working student)

It leads to a harsh experience of early education at an early age. The study also finds that working children have experienced extreme burdens and are mentally engaged at the age they should have only been allowed to nurture holistically. It has been years since most of the study participants have worked. For most of them, this experience of life has turned into a daily routine. A vital incident is that most of these children have missed schooling two or three days a week because of their work. On the other hand, missing assignment, lack of class participation, and lack of concentration have also become their daily habits. One of the working children stated as follows:

This results in a harsh experience of early education at an early age. The study also finds that working children have experienced extreme burdens and are mentally engaged at the age when they should instead be allowed develop and nurture holistically. Most of this study participants have been working for years, with such challenging experience as its has become used to such routine daily. Notably, numerous children miss school 2-3 days a week due to their work commitments. Besides, certain other issues such us missing assignment, unwilling class participation, and lack of concentration has also become ubiquitous. A child worker articulated the situation as follows:

> I missed so many assignments and skipped classes in the end. I felt very helpless and found it hard to find anyone to ask for help or support me in this regard. (a working student)

Coping Mechanism :

Coping mechanisms refer to any techniques or strategies that working children employ to balance their work and academic responsibilities. One of the most frequent responses from the working children in this study was the absence of specific strategies. The main approach they use to obtain balance is time management; however, this method is often unproductive due to their workload. For the majority, this encompasses waking up early in the morning to either start working or go to school as some schools in the Afghan public school system start in the afternoon. Consequently, those who work early have to attend the school earlier. One of the children said:

> Well, I only have the option to manage my time by waking up early in the morning, and sometimes,

when I get too many assignments, I prioritize my tasks to overcome pending assignments. (a working student)

Prioritizing tasks means they sometimes sleep late at night to complete their assignments or make themselves sick (falsely) so they can finish their school assignments instead of working. One another way most of the children took use of it is to study while working, but it's only effective for those children who work selling stuff on the streets, rather than working within a store or shop. At this early age, they do not have any particular thoughts other than prioritizing tasks, waking up early in the morning, and studying while working.

Child labor has appeared as a significant issue with profound and unhealthy effects on children's development, considerably hindering their emotional, physical, and mental growth. It is also worth noting that child labor has become a serious issue leading to extreme effective on children's development (Kayen, 2023; Mihigo et al., 2024; Olivier & Eric, 2019; Weiner, 1991). It has several issues beneath the surface as we see these children go to work early. Family or, in most cases, parents forced work has been reported to lead them to work rather than school (Catani et al., 2008; O'Leary et al., 2018)

Here, the study intervened in the issue of both working and going to school. It was found that the challenges these children face are worse than what has been seen on the surface of the issue. A study by Corboz et al. (2019) found that most working children missed schooling, similar to what has been found in this study. Research conducted by Shah and Steinberg (2019) and Li and Sekhri (2020) uncovered that India's National Rural Employment Guarantee Scheme indicates that increasing employment opportunities in certain districts may decrease school enrolment and increase child labor, as supported by studies. In most cases, working children find it hard or impossible to balance work and school. As a result, the ultimate option was to bunk or leave school to earn a smaller amount of money to support their family.

Working at this early age has been recorded as a harsh experience resulting from force. Children prefer school, fun, and peace over work, while families pressure them to take a side job with the school. Karaağaçlı and Camilleri (2022) argued that work at the age of school is forced either by parents or family. In plain words, it could be described as the harsh treatment of children in this part of the world. Using force to send children to work during childhood, which is considered a critical age for human development, has resulted in devastating effects on their mental health and psychosocial well-being (Ventevogel et al., 2013), mainly in the case of Afghanistan.

With a vast mental burden and physical fatigue, children in Afghanistan are limited to no coping strategies or specific techniques to strike a balance between work and school. They are only taking the support of anything under their control. However, in many cases, they even do not have those options mentioned in the findings; however, they do require external support from the government of the time and international communities to take them out of this miserable situation.

Conclusions and Recommendations

To conclude this study titled "Balancing School and Part-Time Work: An Exploratory Study of Afghan Elementary School Students" illuminates the multifaceted relationship while juggling between school and working obligations. The findings uncover the concerns that Afghan primary school pupils confront when working part-time, underlining the importance of tailored interventions and support networks. As we traverse the problematic balance between academic aspirations and economic duties, educators, policymakers, and parents must work together to create an environment where these students can prosper intellectually while meeting their socioeconomic requirements. Further study and the implementation of evidence-based techniques are critical to ensure that the education system successfully accommodates the different situations of these students, eventually contributing to their holistic development.

As we reflect on the study's findings, it is clear that a comprehensive approach is required to accommodate these students' complex requirements. Educational institutions should aim to establish environments that reflect these students' socioeconomic realities. Furthermore, governments should consider introducing measures to promote a healthy balance between academic pursuits and employment, ensuring that neither part jeopardizes these young learners' general well-being and development.

Ultimately, this study serves as a call to action for stakeholders to develop specific solutions to help Afghan primary school pupils negotiate the hurdles of balancing education and part-time jobs. By cultivating a supportive and flexible educational ecology, we may aim to improve these students' opportunities and resilience, creating a future in which both academic performance and economic responsibility are feasible goals. Future research also can focus on longitudinal studies that could uncover long-term impacts on underaged students' well-being, educational performance, and employment concerns. Also, conducting research with parents, school instructors, policymakers and other stakeholders could expose social and economic factors that compel underaged children to work. In short, these future research directions can provide us with a more inclusive understanding of this complicated issue and at the same time help us to find effective strategies for a supportive action plan for those children who juggle work and academic responsibilities.

This study has important implications for different stakeholders. First, policymakers must bring this urgent matter of child labor, the cracks of the matter which are poverty and little access to education especially those underage students who pursue both work and school. They can create opportunities to ease the burden but creating supportive assistance in school flexibility, vocational internships, and involving the families for social safety. On practical grounds, instructors play an essential role by offering students versatile learning methods demonstrating empathy, and most importantly understanding those students who require additional support. Lastly, International organizations like UNICEF and Save the Children could provide funding for educational internships, vocational training, and other alternative poverty reduction programs.

This study recommends a multi-perspective approach to tackle this issue. First, increasing investment in public education, especially where child labor is higher. Second, empowering underprivileged families can also alleviate this economic concern coercing underage students to work and pursue school. Finally, a community-based initiative that could provide public awareness and psychological support can empower children and families to prioritize education over work employment in those precious years of schooling.

Declarations

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Trial of Integrating Yoga into a Standard School Classroom Setting

Yogayı Standart Bir Okul Sınıfı Ortamına Entegre Etme Denemesi

Irina Smykovskaya [1]

Abstract

This article presents a holistic approach to regaining self-awareness and self-consciousness. This method energizes and connects all three aspects: the body, mind, and soul. Although this technique is recognized worldwide, it has not been widely implemented in mainstream children's education in Western countries. This technique is known as yoga. The research aims to introduce and examine two types of yoga trials conducted at a typical senior high school in Japan. The first trial involves a regular 7-minute warm-up stretching session during the EFL (English as a Foreign Language) class. The second consists of a single session led by a qualified yoga instructor in the school gym. This research employs a mixed-methods approach, with findings based on multiple questionnaire responses and feedback from students and a yoga instructor. This experiment seeks to determine whether yoga can be integrated into a non-physical education (P.E.) related program conducted in a regular classroom environment—with limited space and time—during an EFL class, as well as into a program held in the gym with a yoga instructor. This paper acknowledges the benefits and challenges of such experiences for students and discusses their responses to this unconventional EFL class. Additionally, the study explores the potential for incorporating yoga teaching methods into the classroom. It also evaluates whether yoga has a future in schools, not only in India but also in countries with limited connections to yoga, such as Japan.

Keywords: Yoga, Mainstream Education, Students' Health, Yoga in Schools

Öz

Bu makale, öz farkındalık ve bilinçliliği yeniden kazanmak için bütünsel bir yaklaşım sunmaktadır. Bu yöntem, beden, zihin ve ruh olmak üzere üç yönü de enerjiyle doldurur ve birbirine bağlar. Bu teknik dünya çapında tanınmasına rağmen, Batı ülkelerinde ana akım çocuk eğitimi alanında yaygın bir şekilde uygulanmamaktadır. Bu teknik, yoga olarak bilinmektedir. Araştırma, özellikle Japonya'daki tipik bir lise okulunda gerçekleştirilen iki farklı yoga denemesi türünü tanıtmayı ve incelemeyi amaçlamaktadır. İlk deneme, EFL (Yabancı Dil Olarak İngilizce) dersinde düzenli olarak yapılan 7 dakikalık bir ısınma germe seansını içermektedir. İkinci deneme ise okul spor salonunda bir yoga eğitmeni tarafından yapılan tek bir seanstan oluşmaktadır. Bu araştırma, karma yöntemler kullanarak yapılmış olup, bulgular öğrenci ve yoga eğitmeninin anket cevapları ve geri bildirimlerine dayanmaktadır.Bu deney, yoga'nın, sınırlı alan ve zamanla bir EFL dersinde, beden eğitimi (B.E.) ile ilgili olmayan bir program olarak, ya da bir yoga eğitmeni eşliğinde okul spor salonunda yapılacak bir program olarak entegre edilip edilemeyeceğini belirlemeyi amaçlamaktadır. Bu makale, öğrencilere yönelik bu alışılmadık EFL dersi deneyimlerinin faydalarını ve zorluklarını kabul etmekte ve onların bu derse verdikleri yanıtları tartışmaktadır.Ayrıca, çalışma yoga öğretim yöntemlerinin sınıfta nasıl kullanılabileceğini araştırmaktadır. Ayrıca, yoga'nın sadece Hindistan'da değil, yoga ile sınırlı bağları olan Japonya gibi ülkelerde de okullarda bir geleceği olup olmayacağını değerlendirmektedir.

Anahtar Kelimeler: Yoga, Yaygın Eğitim, Öğrenci Sağlığı, Okullarda Yoga

Introduction

In today's fast-paced world, we often forget what it means to be self-aware and what it's like to be mentally present. With the rise of easily accessible technologies like TikTok and Instagram, we have become busier, fully immersed in external news, and attempting to keep up with the endless stream of information that bombards us daily. We become so focused on the outside world that we gradually forget who we truly are and where we are headed. As Thomas Moore (1994) stated, part of the issue stems from a lack of soul in our society, without which we

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seem to lack essential vitality and energy. In Western society's materialistic, consumer-driven mindset, we have lost the ability to be enchanted by gazing at the stars and feeling the wind on our faces. Many individuals sense a void in both society and their own lives. We all rush to acquire and consume, leaving little time for simple pleasures. Miller (2007) emphasizes that the human world has prioritized compartmentalization and standardization since the Industrial Revolution, leading to fragmentation. This fragmentation permeates everything (Senge, Scharmer, Jaworski & Flowers, 2005, p.190). Initially, economic activities were separated from the surrounding environment, resulting in ecological devastation. Subsequently, social fragmentation emerged. Most individuals in industrialized societies reside in large cities, where they often feel afraid and disconnected from others. Self-destructive behaviors involving tobacco, alcohol, and drugs are engaged in. Others are also harmed, including the elderly, spouses, and children. Miller (2007) stresses that this primarily occurs because individuals feel disconnected from one another and isolated from meaningful forms of community. It is likely that we would all agree that sometimes, days are spent on autopilot, performing similar actions or following someone's instructions without truly understanding what is being done, why it is being done, and, most importantly, whether it is even desired.

If we look at education, it has become part of a similar scenario. Now, education focuses almost solely on the mind with some lip service to the body; the soul is completely ignored (Kessler, 2000; Miller, J., 2000). In 2007, Miller continued: "Knowledge is divided into subjects, units, and lessons. Yet, students can often not see the relationship between these subjects, the relationship between facts within a subject, or the subject's relevance to their own lives" (Miller, J., 2007, p.4). In 2019, Moore added: "Modern education is at a distance, like learning about the people next door, instead of becoming friends with them" (Moore, 2019, p.52). Classrooms are where we sit, far from materials or events relevant to what is being learned. This is done because of anxiety about being correct. Mistakes are not to be made, intuition is not trusted, and sensory observations are avoided, leading to learning less than half of what is available. Our society is overly fact-oriented, making anything else seem fuzzy, sensational, and unreliable. Additionally, it is frequently stated that education aims to prepare children to compete in a global economy. In many instances, schooling has shifted into a series of tests and challenges instead of focusing on learning and recognizing a child as a whole individual. Consequently, education has become a grim experience where children encounter various academic and social pressures. Macroeconomic, political, environmental, and socio-cultural factors can also impose significant pressure and demands on the education system. This frequently results in stress, conformity, and uninspired and mechanical learning (Bone, J., 2019).

These days, aside from school, children's and adolescents' lives, much like those of adults, are filled with TV, the internet, and computer games, depriving them of an environment where their inner life can develop properly. Tony Eaude (2019) stresses that while technology can offer significant benefits, such as insights into other cultures, children have come to expect immediate responses and may become uncritical of what they see and hear without explicit guidance. Furthermore, media and advertising exert pressure with powerful messages about success, happiness, and identity—and how these should be achieved. Consequently, children are encouraged to view themselves as consumers and lean towards individualism and narcissism. Ecclestone and Hyers (2009) highlight that when combined with adults' tendency to perceive children as vulnerable and overprotect them, many children find disappointment and challenges overwhelming, leading to brittleness rather than resilience. Even back in 1976, researcher Jerome Singer, who studied the development of inner life and behavior, found that the risks of an underdeveloped imagination include "delinquency, violence, overeating, and the use of dangerous drugs" (p. 32), and this trend appears early. Impulsive and excessively dependent children tend to lack a developed inner life. Conversely, those who can utilize their imagination tend to display

more relaxed and independent behaviors, a trait that carries into adolescence. Goleman (1995) also emphasizes that one of the key factors in the development of healthy emotions and inner life is the ability to monitor one's feeling state, the ability to be aware of the body's sensations and feeling states so that anger and impulse do not get out of control (Goleman, 1995, p.238). Healthy emotional development also includes empathy. Children who experience neglect or abuse may be more prone to criminal behavior; in contrast, those who spend time with adults who are sensitive to the child's feelings are more likely to become healthy and successful citizens. Numerous other studies suggest that individuals with an underdeveloped inner life seem more vulnerable to external influences.

However, a humanistic researcher, John P. Miller (2000), argues that there is a way to change this situation: "The soul can be reclaimed. Instead of denying and oppressing the soul, it can be learned to let the soul manifest itself in the world. Instead of confining the soul, it can be learned to celebrate the soul. By reclaiming the soul, it is found that the classroom, or any educational encounter, takes on a new vitality and purpose. Students and teachers no longer go through the motions, but instead, feel alive and nourished in what they do" (Miller, 2000, p.4). Even Gandhi (1924) maintained, "The rock bottom foundation of the technique for achieving the power of nonviolence is belief in the essential oneness of life" (Gandhi, 1924, p.390). By introducing a soulful curriculum that acknowledges and prioritizes our inner lives, balance and connection between our internal and external experiences can be achieved.

This paper introduces a holistic approach to regaining self-awareness and self-consciousness. This approach energizes and connects all three aspects: the body, the mind, and the soul. This technique, perhaps better described as a philosophy or lifestyle, is well-known worldwide. However, it has not been extensively integrated into mainstream children's education in most Western countries. This technique is known as Yoga.

The Philosophy and Principles of Yoga

What most people, even in India, associate with when they hear the term yoga is the demonstration of Bhūgata Samādhi, siddhis, magic, mantra-tantra, aerobics, mental concentration, self-mortification, or even self-torture. This is where a person appears on a spacious dais, gripping a long rope, using the vertical rope as a ladder and effortlessly climbing to the top, saluting the audience from his mid-air position. Alternatively, it may be a man who remains inside a cave for several days and emerges from the pit after an extended period, fresh and agile, with no signs of fatigue. Usually, people might think these individuals are great yogis, but they are not. Yoga has nothing to do with magic or religion. It is not intended for those with supernatural powers, either.

Karuna Nagarajan (2015) emphasizes that yoga should be seen more as a complete system, a science, or a way of life that can be applied regardless of age, gender, profession, state, conditions, problems, or suffering. Furthermore, yoga can be utilized in any human endeavor—personal, professional, social, family, and spiritual—because it involves mastery over the mind and managing its modifications and operations. It is a process of gaining control over the mind, encompassing two aspects: the power to concentrate on any desired subject or object and the capacity to remain quiet for an extended period. It is a (Upāyaḥ), a skillful, subtle process, not a mechanical, gross effort to stop the mind's thoughts. Thus, yoga aims to achieve emotional steadiness. Through regular yoga practice, we can balance concentration and detachment at the mental level and attain homeostasis at the bodily level, integrating personality by promoting coordinated body-mind harmony in a well-balanced manner.

Even the core meaning of the word yoga conceals concepts of balance. According to the Indian National Council for Teacher Education (NCTE, 2015), yoga has a verbal root, Yuj, in Sanskrit, which means joining (Yujyate anena iti Yogah). In other words, yoga is that which joins. In traditional terminology, it refers to joining the individual self with the universal SELF. It expands

the narrow, constricted egoistic personality into an all-pervasive, eternal, and blissful state of reality. In yoga, the term blissful, or joyful, is repeatedly emphasized because, despite our true nature, which is blissful, people often become overly distracted by their minds, bodies, and material objects.

Yoga aims to help individuals shed ignorance and become aware of their true divine selves. Thus, the goal of Yoga is to liberate a person from imperfections and unite with the supreme universal self. Nagarajan (2015) states that the Yoga way of life is characterized by peace and tranquility, harmony and health, love and happiness, precision and efficiency. The foundation of Yoga is the pursuit of happiness, which, unfortunately, we often seek in the objects of our senses. In Yogic philosophy, true happiness lies within us. It exists in silencing the mind; it represents a state of Bliss, Freedom, Knowledge, and Creativity. To attain this happiness, Sri Aurobindo (time unknown) underscores the importance of holistic personality development across physical, mental, intellectual, emotional, and spiritual levels, which should be a systematic effort toward self-perfection. This is a process through which limitations and imperfections can be eliminated.

Yoga as a Part of School Education in India

As we all know, yoga has earned its reputation and has followers all around the world. However, in Western countries, it is still viewed as a studio fitness activity that can be learned at private gyms or yoga studios, primarily introduced to adults, and tends to be quite costly. In contrast, yoga is becoming essential to India's education system.

The Indian government indicates that research from various countries worldwide shows that integrating yoga into the school curriculum effectively helps students develop self-regulation, mind-body awareness, and physical fitness. This, in turn, may encourage additional social-emotional learning (SEL) competencies and lead to positive student outcomes, such as improved behavior, mental health, and performance (Arora, P., 2021). The Central Board of Secondary Education India (2023) also highlights that combining physical postures, controlled breathing, and mindfulness techniques helps students develop better attention spans, enhancing academic performance and productivity. Here are a few reasons why the Indian government believes that yoga can benefit children (Arora, P., 2021).

1) Yoga reduces stress and anxiety: Students are often very stressed, eager to outperform themselves and prove their worth at every opportunity. Yoga helps them cope with stress and restore peace of mind.
2) It improves memory and attention span, directly benefiting children's academic performance. In fact, yoga also aids children suffering from ADHD (Attention Deficit Hyperactivity Disorder) by reducing its core symptoms, such as inattentiveness, hyperactivity, and impulsivity.
3) Yoga helps manage weight. Children spend long hours in sedentary poses and tend to consume a lot of junk food, so Yoga helps counterbalance this lifestyle.
4) Yoga improves flexibility, balance, and posture. Sitting down to study for long hours and spending too much time on screens can lead to incorrect posture. Poor posture in childhood can develop into significant anatomy complications in adulthood. The practice of various asanas corrects posture and restores equilibrium to the whole body.
5) Yoga teaches correct breathing techniques. As breathing is fundamental to life, pranayama and other breathing exercises in yoga help students learn to master breathing correctly at a young age and improve their quality of life.
6) Yoga promotes mindfulness: Mindfulness helps individuals feel less anxious and more relaxed. Children can enhance their mindfulness through creative and engaging visualization techniques.

7) Yoga encourages self-love and self-care: Yoga promotes healing from within rather than solely focusing on appearance. It teaches individuals to respect and love their bodies. Introducing yoga in schools can instill these values at a young age.

8) Yoga decreases school absences and violence. With improved health and a balanced temperament, children are less likely to miss school or get into fights over minor issues.

9) Yoga enhances coping skills, boosts immunity, and improves physical appearance: Yoga teaches children how to effectively cope with stress, manage it, and remain productive. It promotes blood circulation and helps prevent attacks from various viruses and bacteria by increasing antibody levels.

10) Yoga enhances sleep quality. As yoga helps the body and mind relax, practitioners experience improved sleep. With better rest, children can concentrate more effectively in class, be more active while playing, and perform better on exams.

11) Yoga boosts self-confidence and self-esteem. Through asanas, children develop strength, endurance, and confidence, as well as a stronger mind-body connection. This confidence, along with strength, compassion, and acceptance, extends into the real world.

Based on these positive outcomes from yoga, starting in the 2000s, the Indian government has actively worked to incorporate yoga into mass education. According to Nagendra (2015), the National Curriculum Framework for Teacher Education (NCFTE, 2009) has made significant strides. Since 2014, yoga education has been made compulsory nationwide for all teacher educators and student-teachers in the country. Nagendra (2015) emphasizes that yoga has become a necessary discipline due to its roots in Indian culture and traditions; it influences the total development of human personality and is scientific in method and content like any other academic discipline. On International Yoga Day, June 21, 2021, the Government of India launched the NIOS (National Institute of Open Schooling) Diploma course in Yogic Science, as noted by Pritam Arora (2021). This course is part of a two-year Diploma program that teaches Yoga Teaching Training and Yoga Therapy. Starting on the same date, the Haryana government integrated Yoga into the grades 1 to 10 school curriculum. In doing so, Haryana joined Maharashtra, Karnataka, Gujarat, Uttar Pradesh, Andhra Pradesh, Madhya Pradesh, Rajasthan, and Chhattisgarh in offering Yoga in schools. Moreover, the National Education Policy (NEP) 2020, formulated and currently being implemented according to the global education development agenda, has been officially approved and adopted by the Indian government since 2015. It includes yoga in its educational framework and aims to integrate yoga, naturopathy, and the Ayush system into the curriculum for healthcare education (Dhananjay Mankar, 2024).

The Yoga at School project is gaining a strong and undeniable reputation among schools, too. Top boarding schools in India prioritize the importance of yoga in students' lives and integrate yoga education into the curriculum to ensure the holistic development of students. According to Scindia Kanya Vidyalaya (2024), one of India's leading schools of yoga practice, introducing yoga in schools helps students learn to maintain discipline and enhance their mental and physical health. Students who regularly practice yoga are more likely to avoid academic stress, comprehend concepts with greater focus, and retain information for extended periods. Engaging in yoga education fosters self-awareness of their bodies and encourages students to adopt a healthy lifestyle rooted in values and ethics. Mindful eating, adequate rest, and physical exercise contribute to students' overall well-being. Niru Agarwal (2013) notes that schools incorporating yoga as a fundamental part of their curriculum report higher levels of student harmony and community connectedness.

As we can see from the arguments above, yoga is gradually gaining popularity among various institutions across India. With its long history and significant impact on Indian culture, along with centuries of proven effectiveness, yoga is likely to encounter fewer boundaries among the Indian population in general and within mass education systems specifically. Just as Judo is widely

implemented across Japan, yoga is becoming an essential part of physical education in Indian schools. But what prevents us from learning from our Indian counterparts? If the benefits of yoga are so clear and powerful, why don't we seek to apply it not just in trendy gyms that are affordable only for housewives, but also give our kids the opportunity to maintain balance and flexibility while they are still young and healthy?

Research Questions

In this paper, I would like to introduce and examine one of the actual yoga trials regularly applied at a typical senior high school in Japan during the EFL class. This study comprises two projects: a standard 7-minute standing yoga stretching warm-up conducted before class and a one-time session with an experienced yoga instructor at the school gym.

Research Question 1)This experiment aims to determine whether yoga can be incorporated not into a P.E. program but into a regular classroom environment—with limited space and time—during an EFL class, which typically has no connection to physical education.

Research Question 2) We will also explore how students perceived the overall experience of a complete yoga class led by a professional yoga instructor and the impression these students conveyed to the instructor.

Research Question 3) We will explore potential yoga teaching methods for the classroom and P.E.-like activities in school.

Research Question 4) Finally, we will assess whether yoga has a future in schools, not just in India but also in countries with limited ties to yoga, such as Japan.

Method

This mixed-method research study includes a quantitative analysis of multiple questionnaires collected from students over two years and a qualitative analysis of comments from the students and a yoga instructor. The survey results were calculated using IBM SPSS Statistics and the Wilcoxon rank-sum test. All participants were informed beforehand about the study's purpose and signed a consent form. Since the students involved in the study are minors, consent was also obtained from the school's principal as their legal guardian.

Setting and Participants

This study was conducted at one of Japan's private senior high schools, involving 105 students aged sixteen to seventeen in a two-year project. Most students at this school have a strong interest in medicine, physics, or law and demonstrate high academic potential. The project took place during a regular English Communication skills class, which is 45 minutes long and meets once a week. Like many schools in Japan, except for PE classes, students at this school spend most of their time seated at their desks, with limited opportunities to move or stretch. As a proponent of holistic education, I aimed to incorporate activities that nurture students' minds and bodies. In addition to holistic activities where students discuss their inner feelings, I introduced seven-minute yoga sequences at the beginning of each class to help them stretch and relax.

I came up with the idea of stretching in class a few years ago. First, during our practice of tongue twisters, I noticed that students felt more relaxed when I incorporated some movements, and the pronunciation drills went much smoother. However, simple stretching without specific sequences confused the students and made them shy. As a solution, I decided to apply my favorite yoga poses, so I used a particular yoga sequence for each tongue twister. This way, I conducted this tongue-twister-yoga warm-up practice for over two years. Students seemed to enjoy this brief

activity, and some of them eagerly recited tongue twisters and started to stretch whenever they saw me, even in the hallways. Still, I felt something was lacking. This yoga activity felt too robotic and dull for me and the students. So, when I decided to embark on this new research into holistic curriculum, I enrolled in a yoga instructor training course and officially became a Hatha yoga instructor. This may sound overly ambitious or pointless for an EFL teacher like me, but after rigorous training, I finally realized that yoga is not just a series of poses; it came alive for me. I learned how and when to apply each pose, which offered me endless opportunities to practice different poses based on the time of day, weather conditions, and students' moods.

Setting and Method for Project #1: Regular In-Class Yoga Stretching

In Japan, students remain in their homerooms most of the day and often fall asleep or stay still during breaks. To awaken these sleepy students and allow them to change pace and exercise, I've begun each lesson with a set of 7-minute yoga sequences. In Japanese schools, students greet their teacher by standing, bowing, and saying hello. Not wanting to miss this opportunity, we performed the yoga warm-up right after this greeting. Since we were in a classroom with limited space, I incorporated common standing poses from Hatha and Jivamukti yoga, including standing Sun Salutation poses, Trikona asana poses, Warrior 1 and 2, balancing poses, hands and finger stretching sequences, back and hip twisting poses, head massage, and more.

Students were given different routines in each class during this project. We always began with slow stretching movements for the head and hands, gradually introducing stretching and twisting poses for the entire body. In every class, I aimed to vary the flow of the sequences, balancing the repetition of familiar poses with the introduction of new ones. Depending on the poses, we focused on our breathing. Once the warm-up was complete, students slowly returned to their seats, where we remained still and continued slow breathing for a few more seconds.

Honestly, this warm-up stretching was never a time when all the students actively participated. Although these students were teenagers, some treated this warm-up like little kids, giggling and chatting instead. Some remained standing, simply observing the others. However, this warm-up stretching was never intended to be a compulsory, controlled activity, and I never forced the students to participate, even if they chose not to. Still, all the students were standing during this practice, and by the end of our yoga time, even the sleepy ones were awake, which I considered a success as a teacher.

Setting and Method of Project #2: A One-Time Yoga Class at the Gym with Another Instructor

The second project took place in a school gym. After a year and a half of practicing warm-up yoga in class, I wanted the students to experience authentic yoga, allowing them to fully engage their bodies without space and uniform limitations. Since this actual yoga trial could not be conducted in the classroom, I first arranged a suitable facility for such an exercise. Yoga mats are essential for performing sitting and lying positions. However, as we didn't have any, the regular gym was not an option, leading to the idea of using a judo room with a tatami. My next step was to find a qualified yoga instructor who could teach this unique, crowded yoga class. My Hatha yoga teacher's course mentor and a very good friend of mine, Tina Yogin from Slovenia, kindly assisted me with this yoga project at school. We held this yoga class during our EFL session to minimize distraction for students with already packed schedules. Tina conducted the class in English since she was from overseas, and at the end, we had a small discussion in English. Therefore, although this class was focused on physical education, we could still refer to it as an English Communication class.

We split 105 students into two groups and held two 40-minute sessions with them. Tina began with some slow head and chest stretching poses, then gradually increased the speed and difficulty

of the sequences. Students performed various poses while standing, sitting, and lying down. Compared to regular yoga classes for adults, Tina made these sessions quite intense, incorporating many repetitive, stamina-focused sequences. She explained this was due to the high energy among the students at the start of the class. Since it was an unusual event, deviating from their typical school routines, students became super hyper, had trouble following our instructions, and were very chatty. Tina's hard work paid off. By the end of each session, students were tired but also very relaxed and calm. At the conclusion, Tina had the students sit in lotus pose for a while, and then they all chanted "Om" together a few times. That was a fantastic experience for me! When more than 70 teenagers began chanting simultaneously, their beautiful voices filled the air, and the gym transformed into a sacred space. I will never forget that wonderful feeling of unity!

Results

Now, let's review the results of the Yoga at School Project. In this section, we will examine the outcomes of both projects. However, first, I would like to present the findings from the pre-test questionnaire, which addresses the current school situation from a physical health perspective.

To address question Q1, "Apart from the PE class and sports-related club activities, do you think students at your school have any opportunity to move, stretch, and relax their bodies?" 49.9% of the students answered "No," 32.6% answered "So-so," and only 18.5% replied "Yes," indicating a significant lack of physical activities available to students at school.
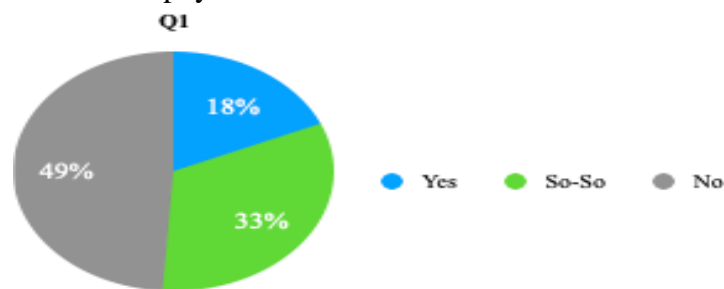
Q1: Apart from the PE class and sports-related club activities, do you think students at your school have any opportunity to move, stretch, and relax their bodies?

The second question Q2: "Do you ever feel that your body is stiff and that you need to stretch your spine and muscles during class time?" further confirmed the seriousness of this situation. 29.7% of the students answered "Always," 68.1% said "Sometimes," and 2.2% answered "Never."
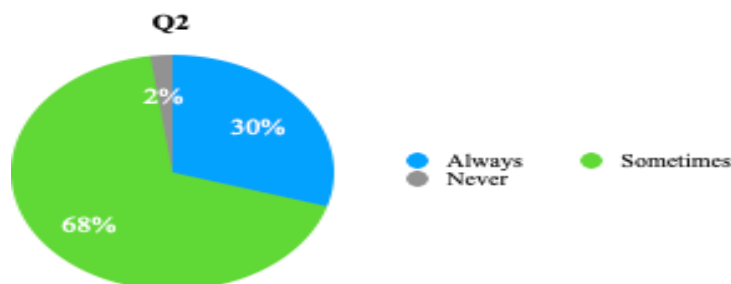
Q2: Do you ever feel that your body is stiff and that you need to stretch your spine and muscles during class time?

Students were then asked what could be potential solutions to this issue.
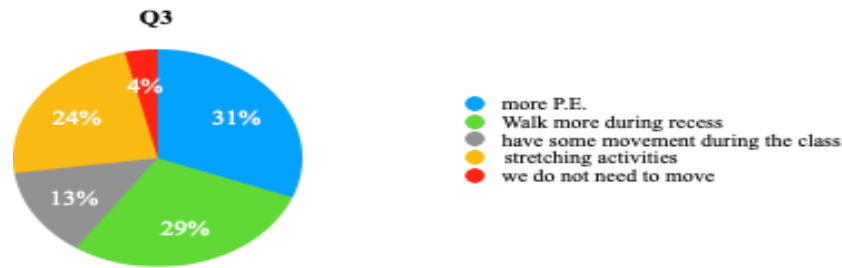
Q3: Potential solutions to this issue

The majority, 31%, responded that they should have more PE classes; 29% suggested that students should walk more during break time; 24% agreed that they should incorporate warm-up activities during class; and 13% believed that there should be opportunities for students to stand up and walk around the classroom during lessons. Only 4% of the students agreed with the notion that school is solely for studying and that physical health should be disregarded. These results reinforced my earlier assumptions that the majority of students at this school do not get enough movement and stretching and that they feel the need for more frequent exercise during school hours.

Results of 7-Minute In-Class Yoga Stretching

The following questionnaire was conducted after the end of the first year students completed their 7-minute warm-up yoga activity at the beginning of each class. To the question, "What do you think about our warm-up yoga practice before class?" 52.7% of the students responded that they liked this exercise, 41.8% indicated that they were neutral about it, and 5.5% disliked the warm-up.
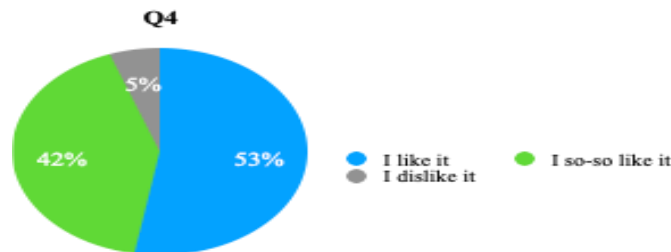
Q4: What do you think about our warm-up yoga practice before class?

To gain more detailed reasons for their answers, students were also asked why they made those comments. For the responses indicating "yes, I do like the warm-up," the majority of answers included: eight students stated, "I like it because it feels good and brings me joy"; another eight students noted, "After morning yoga stretching, I feel refreshed." Seven students mentioned that they can stretch and relax their bodies; four students expressed that yoga helps them relax, and another four emphasized that yoga energizes them. Two students stated that yoga is beneficial for mind control and refreshes the brain. Additionally, two students wrote that yoga changes the atmosphere of the class, enhancing the lesson's flow.

Regarding the neutral responses, six students commented that yoga stretching makes them feel more comfortable and refreshed. Five other students highlighted that yoga can relieve stiffness in their muscles. Four more mentioned that it is enjoyable to move their bodies, and another four pointed out that yoga is beneficial because they rarely get the opportunity to move in a classroom setting. There were also some reasons why they were not completely satisfied with the yoga warm-up. Two students remarked, "It's a little complicated," and two others stressed that the stretching is pleasant but stated, "I don't feel comfortable in my school uniform" and, "It is a great idea, but

I feel a bit shy." Two more mentioned that they don't notice a significant difference because they do it after recess. For the five negative responses, they said, "I don't feel like moving in the early morning," "It's too tedious," "Yoga makes me tired," "I don't like it because my shirt comes untucked," and "I can't wait to get into class."

To the question, "Can a 7-minute yoga stretch at the beginning of the class benefit you?"64.2% of the students responded "yes," 27.4% said "maybe," and 8.4% replied "no."

Q5
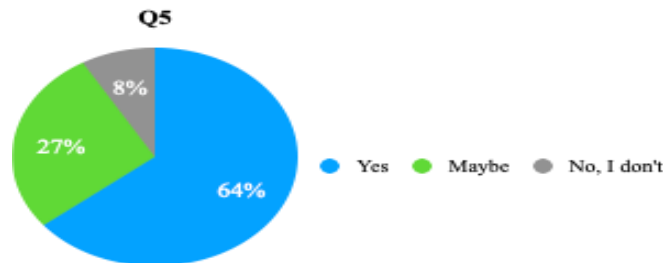
Q5: Can a 7-minute yoga stretch at the beginning of the class benefit you?

Positive feedback included 20 comments from students who noted that stretching makes them feel good and refreshed. Nine students mentioned it helps wake them up, and three even added that it allows them to relax and concentrate better for the rest of the lesson. Regarding negative feedback, three students stated that 7 minutes is too short for effective stretching. Two students noted that they felt too tired, while another two mentioned they would compensate for the exercise with something else.

Then, I asked the students if they would like other teachers to lead a 7-minute yoga session or any other stretching activities during the lessons. I've always been curious about how students would respond to the idea of regularly stretching at school. Unfortunately, my hopes were not met: 29.5% answered "yes," 42.1% "maybe," and 28.4% "no."

Q6
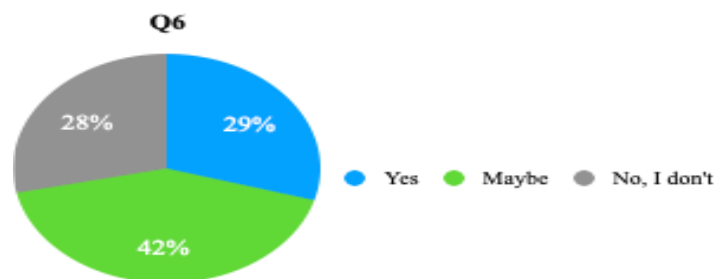
Q6: Would like other teachers to lead a 7-minute yoga session or any other stretching activities during the lessons.

Thirteen students admitted that it seemed fun, could be beneficial for their bodies, might make them less sleepy in class, and could help them feel less tired. Seven students expressed satisfaction with their current activities and mentioned they would get tired of doing yoga in every class. A few students emphasized that it's fun because they do it during English class. Some comments noted that the classroom is too small, and they worry about losing class time.

Results of the Actual Yoga Workshop at the Gym

At the beginning of the workshop, students were asked to assess how they felt in various parts of their bodies, such as the neck, back, and hips, to evaluate the outcomes of their yoga practice. At the end of the session, a similar questionnaire was given.

According to the pre-and post-questionnaire results, students reported sufficient release in all the body parts included in the test. The area around the neck had a pre-test mean of 2.83 and a post-test mean of 3.92.

Table 1. Around the neck area

Group		Mean	N	Std. Deviation	Std. Error Mean
neck	Pre-test	2.8333	96	1.09224	.11148
	Post-test	3.9271	96	.95416	.09738

Shoulders had a pre-test mean of 2.76 and a post-test mean of 4.02.

Table 2. Shoulders area

Group		Mean	N	Std. Deviation	Std. Error Mean
Shoulders	Pre-test	2.7629	97	1.16165	.11795
	Post-test	4.0206	97	.91264	.09266

The spine area showed a pre-test mean of 2.89 and a post-test mean of 4.04.

Table 3. The spine area

Group		Mean	N	Std. Deviation	Std. Error Mean
Spine	Pre-test	2.8969	97	1.11322	.11303
	Post-test	4.0412	97	.90043	.09143

For the waist area, the pre-test mean was 2.95, and the post-test mean was 3.97.

Table 4. The waist area

Group		Mean	N	Std. Deviation	Std. Error Mean
Waist	Pre-test	2.9579	95	1.16615	.11964
	Post-test	3.9789	95	.95627	.09811

Arms had a pre-test mean of 3.23 and a post-test mean of 3.97.

Table 5. Arms

Group		Mean	N	Std. Deviation	Std. Error Mean
Arms	Pre-test	3.2316	95	1.06644	.10941
	Post-test	3.9789	95	.95627	.09811

Finally, legs had a pre-test mean of 3.07 and a post-test mean of 4.01.

Table 6. Legs

Group		Mean	N	Std. Deviation	Std. Error Mean
Legs	Pre-test	3.0737	95	.98112	.10066
	Post-test	4.0105	95	1.00525	.10314

Students were also asked if they felt their bodies were stretched and relaxed. Once again, the numbers reveal a notable difference: 2.84 for the pre-test and 4.05 for the post-test mean.

Table 7. The overall feeling of the body

Group		Mean	N	Std. Deviation	Std. Error Mean

Whole body	Pre-test	2.8495	93	1.15105	.11936
	Post-test	4.0538	93	.83881	.08698

Interestingly, seeing how yoga influenced students' inner condition was insightful. To the question: Do you feel irritated or stressed? In the pre-test, the mean was 3.38; for the post-test, it dropped to 2.71.

Table 8. Do you feel irritated or stressed

Group		Mean	N	Std. Deviation	Std. Error Mean
Stressed or irritated	Pre-test	3.3854	96	1.19973	.12245
	Post-test	2.7188	96	1.31151	.13386

I believe these results clearly demonstrate the benefits of yoga practice. After the yoga class, children undoubtedly felt the difference in their physical and mental conditions.

After the session, students were asked about their overall impression of the workshop. Forty-six students were very satisfied, 44 were satisfied, 11 felt good about the practice, two were somewhat unsatisfied, and none reported feeling unsatisfied.
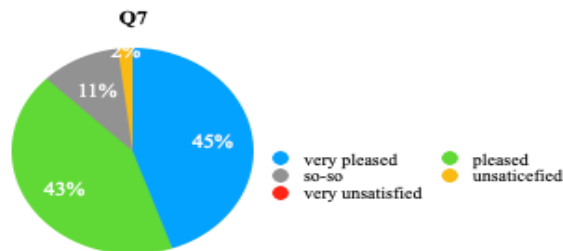
Q7: What is your overall impression of the workshop?

In response to the question, "Why do you think so?" 14 students agreed it was a good workout and enjoyed stretching their bodies. Two noted improvements in their blood circulation, and another two mentioned that the session helped relieve their daily stress. Thirteen students commented that it was a fun experience. Nine students shared that it was their first real yoga class, which they found very interesting. Another 11 students reported feeling good, able to relax and feel lighter, and three students even admitted that their minds were now at peace. Four students also mentioned that working out with friends was enjoyable. Regarding the negative feedback, two students expressed uncertainty about the effects; one wanted to stretch his neck more, and two mentioned that it felt too harsh and tiring for them.

When asked, "Do you think a complete yoga lesson at the gym can benefit you?" 54.2% of the students answered "yes," 36.5% answered "maybe," and 9.4% answered "no."
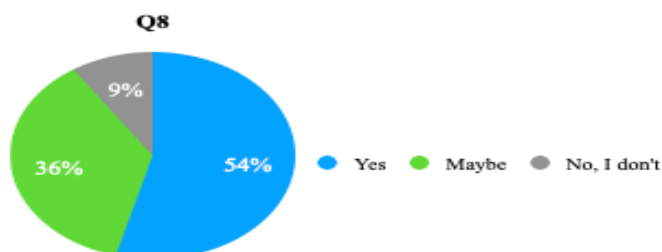
Q8: Do you think a complete yoga lesson at the gym can benefit you?

Seventeen students unanimously stated that yoga can prevent lack of exercise, improve their posture, and promote good health. Nine students noted that it is relaxing and fun, while another five added that since they sit and study at their desks all day, this was a good way to refresh their

bodies. Another four students mentioned that it was just right to keep them awake. Students dissatisfied with the workshop expressed concerns: two students said it takes too much time and effort, one claimed it would decrease their study time, and one stated they prioritize strength training over flexibility. Therefore, the results indicate that students were generally satisfied with the workshop.

Students were also asked if they would like a similar yoga practice during their PE class, like the swimming or judo activities they had already participated in.
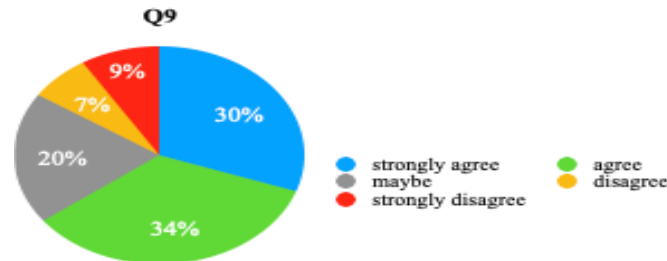
Q9: Would like a similar yoga practice during their PE class, like the swimming or judo activities?

To answer this question, 31 students responded that they strongly agreed, and 35 agreed. Thirteen of these students admitted that they could soften their bodies, ten could relax significantly, another ten said it felt great, and seven remarked that yoga was enjoyable. Three students even mentioned that they could utilize their whole bodies more than in their regular PE classes. At the same time, another three commented that yoga class was a more valuable and fun exercise than their standard PE. However, over thirty other students were less optimistic about this idea. Twenty students indicated they were unsure whether they agreed or disagreed, seven disagreed, and nine completely disagreed. Their comments were not unanimous. Some stated that they had other commitments, that it was just too much trouble to add anything more, and that it was too demanding to do in a school setting. A few also noted feeling too stiff, not sporty, and unfit for a yoga class.

Finally, students were asked to evaluate their overall experience with the in-school yoga project.

46.9% of the students responded that they liked both the 7-minute yoga stretching sessions and the yoga workshop at the gym. 33.3% of students preferred only the 7-minute yoga stretching in the classroom. 7.3% of the students favored the workshop at the gym more. 12.5% of the students didn't want any yoga exercises at school.
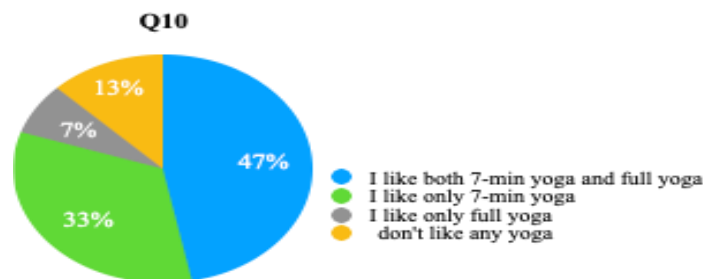
Q10: Evaluate their overall experience with the in-school yoga project.

Feedback from the Professional Yoga Instructor on the Yoga Project at School

Now, let's discuss the results of another qualitative analysis: the interview responses from the professional yoga instructor who participated in this research.

Right after we finished the yoga workshop, Tina generously shared her insights on the project and presented her vision for yoga in schools. Below are a few questions from my interview with Tina.

Q1: "What do you think the future of yoga as a school subject could be?" Tina: "I would

include yoga everywhere, especially in schools. Kids need movement since they sit for eight hours each day. During these eight hours, they should have opportunities to move regularly—at least half an hour every day. All they would need to do is stand up, stretch their spine and joints, breathe, and perhaps chant for a bit of focus; this would provide them a reset. After that, when they return to their eight hours of studying, they'll be prepared to work.

Q2 How should the yoga class for kids be designed? For children, movement is essential. They are very active; their bodies are made to move, so they naturally desire to do so. It's better to allow them to move much more in class than adults. Adults often face limitations and can feel exhausted, experiencing pain in different areas, which leads to habits that impede their ability to move like young kids. Children's minds function differently, and their breath follows a unique rhythm. Since children are still young, they often struggle to take the process seriously. However, when they move, their blood circulation improves, energy flows, and they begin to breathe more deeply. Ultimately, they can feel relaxed and refreshed because they release energy.

 Sitting for eight hours at school also builds up tension. Moving around gives them a chance for fun, but the fundamentals of yoga, sitting, and concentrating can be challenging since they're still all day. After moving and breathing, I think these young ones can finally sit down and maybe even chant "Om," as they find it interesting; they might also practice some pranayama, but not for too long. That should benefit them greatly. The time shouldn't be excessive; compared to the standard 75-minute yoga class, 30 minutes would be sufficient. However, if we practice this exercise with them regularly, they will adapt, and things may change. They'll likely start breathing better and improving their concentration, so they might even begin to enjoy sitting poses and chanting, but they need to reach that point first. I believe the best approach for these kids is to let them move first, stretching their spine and joints while encouraging them to breathe.

Q3 What do you think about their stiffness? – "Very stiff. But I don't think it's just in Japan; generally, the situation is similar everywhere. If you look at Europe, you'll see a comparable picture. When you simply ask children to touch the ground, even though they are still very young, most cannot reach the floor. This indicates that their spines have already developed habits; they are stiff and not moving. Thus, they will face problems much earlier than their parents over time. They will suffer from lower back pain, hip pain, and shoulder pain because they are already constricted. So, what will happen in a few years? When they become completely rigid, issues will start to appear. As educators, I believe our purpose is not to develop athletes or focus on weight loss but to maintain their bodies and minds in a healthy state. If your body feels stuck, your mind becomes stuck, too; they are connected. If your breath is stagnant and you feel tense, your mind becomes rigid. When children begin to move, they can start to think more clearly. This will help them relax and enhance their mental and physical abilities.

I admit that children already engage in many sports, but if they are stiff, their potential is limited; they simply force it. When you're young, playing basketball is important, but it shouldn't be done mindlessly; movements should be conscious. You will depend on your habit once a habit forms in your body. Through yoga, you begin to concentrate and deepen your self-awareness, reconnecting with yourself. When you realize, "Oh, I'm stuck; I'm so stiff," you start to focus on the movement, which is what they truly need. By moving their spines, they can achieve a complete reset. For example, they constantly use their chest in basketball, but if it's not open, they can't fully benefit. Practicing poses like cat and cow will help them open their chest and finally experience a release.

Q4 How can yoga be beneficial for students? - "Yoga can be beneficial for all students. It embodies a mindset that aligns with Buddhism. Yoga is also a practice of sitting quietly; it provides a moment to reflect on breathing. We often focus too much on the outside world. Through yoga, we can encourage them to connect with themselves. Each day, for half an hour, they would have

the opportunity to sit with their thoughts. Some may initially struggle because they are rarely truly 'in"; they are always "out." However, in the future, if something goes wrong, they might break. Thus, being strong and learning to be flexible is essential. I believe this is crucial now, as everyone feels so disconnected. If I were in school, I would schedule regular yoga sessions, perhaps in the morning and a bit in the afternoon. Nutrition is important as well. We should support them with healthy food. These changes can significantly impact children and potentially transform entire generations."

Discussion

First, let's consider whether yoga can be incorporated not only into a PE program but also into a standard classroom environment (Research question#1). The students' feedback indicates that they were generally pleased with this warm-up activity during class. Over 60% of the students agreed that a brief stretching exercise before class could be beneficial. Although some comments indicated that stretching in their tight uniforms within the limited space at their desks can be quite uncomfortable, they still acknowledge the advantages of this short exercise. First and foremost, it is enjoyable to have some movement before the lesson; it helps them feel less drowsy in class and reduces their fatigue. However, some students expressed skepticism about introducing yoga-like stretching activities into every class because they might lose valuable learning time. Their concerns are understandable, given that class time in Japan is only 45-50 minutes, which is relatively short; incorporating stretching into every class could result in lost instructional time. Many also emphasized that it is fun because it occurs during their English class, and they might feel uncomfortable exercising in front of other teachers. This concern is valid, as many teachers conduct their classes very strictly and formally, and students may not feel it is appropriate to move and relax in front of such instructors. However, I believe Yoga warm-up stretches can benefit not just the students but even the teachers. Since we must conduct many lessons in a row, practicing yoga in each class helps the teacher feel rejuvenated. Just like students, teachers can become very tired from standing or sitting in the same position for long periods, so stretching during class promotes regular physical activity, which many teachers often lack in their busy daily routines. Based on my experience, I have noticed that even when my hectic schedule doesn't allow for sufficient yoga practice with the instructor, I feel more energetic and refreshed every day since starting yoga at work.

Next, let's discuss how students perceived the overall experience of a complete yoga class led by a professional yoga instructor and the impression these students conveyed to the instructor. (Research question#2). Students provided very positive feedback, although it was not as strong as that from the 7-minute workout questionnaire. Many students agreed that it was enjoyable and, compared to the warm-up activities, they appreciated the poses that engaged their entire bodies. They felt they could move freely in the gym; some even noted they could use their whole bodies more than in regular PE classes. However, some students mentioned they were unfit for complete yoga stretching. They found it too demanding and felt overwhelmed at the thought of adding anything more to their already busy schedules. These responses are completely understandable. Even I, a yoga enthusiast who has practiced for over 15 years, still experience muscle pain after each lesson. These students are so accustomed to a sedentary lifestyle that stretching like this may feel tiring and even painful. Conversely, this could strongly support the case for stretching activities like yoga. Even when playing sports, students often don't stretch their entire bodies; their stiffness becomes habitual, and the muscle pain that follows such exercise can intensify. Therefore, I believe these negative comments could highlight the necessity of stretching exercises such as yoga. The results from the pre-and post-workshop questionnaire about participants' physical and mental conditions also clearly demonstrate the importance of yoga stretching. Its positive impact is undeniable. Comments from the professional yoga instructor only intensified my concerns about

the students' overall physical condition. As we learned from Tina's interview, she admitted that at ages 16 to 17, these teenagers were extremely stiff. Their difficulty in calming down at the beginning of the lesson also indicates the level of stress these children are experiencing. However, as Tina emphasized, practicing yoga is possible even with hyperactive and unfit students. If we implement these activities regularly, the students' bodies will gradually adapt to balanced stretching, become more flexible, and eventually start to feel the joy of movement. They definitely begin to relax more if slow briefings and short Om chanting are incorporated into the lesson, as yoga is not just simple muscle training—it's a time when students can close their eyes for a few minutes and finally connect with themselves.

Research Question 3: we will explore potential yoga teaching methods for classroom and P.E.-style school activities. The results show that students feel the difference in their bodies after stretching and view this activity as beneficial. However, I must admit that they seem puzzled and shy whenever I ask students to stand up and stretch for the first time. Yet, after I explain that I'm also a yoga instructor and want them to take a short break from their studies to move their bodies, students eagerly begin to follow along and enjoy the stretching. Once they become accustomed to the idea that yoga is part of this class, they treat it just like any homework or assessment. Therefore, I believe it's essential for students to understand why we do the warm-up during class time. Students become more interested in the activity once they grasp the reasons and benefits of stretching during lessons. Regularity is also an essential factor. Yoga shouldn't become a compulsory, overly controlled activity for students. If the lesson schedule is overloaded, teachers should skip these activities. However, if students only have the opportunity to stretch and exercise occasionally, they may be more reluctant to participate. Regarding the warm-up layout, the timing for stretching is also crucial. Since the lesson duration is relatively short for high school students, starting or ending the lesson with yoga would be more effective. I prefer starting the lesson with yoga because finding time in a busy schedule is more manageable. Yoga can also provide a refreshing change of pace, allowing students to recover from previous classes and begin a new lesson with a fresh mindset. In contrast, with my university students, I like to incorporate yoga in the middle of the class, between extended reading or writing activities, or after tiring tests that demand long periods of concentration. After about an hour of class, students naturally begin to yawn or stretch, so a brief break to stand and stretch for a few minutes is always appreciated as a valuable reward.

Finally, let's assess whether yoga has a future in schools, not just in India but also in countries with limited ties to yoga, such as Japan (Research Question #4). So, the answer to whether yoga can be used in the classroom for short relaxation and stretching for students and teachers is quite positive. The only issue is who can lead these stretching activities in class. The notion of incorporating a movement element into secondary education has not yet been adopted in mass education in countries like Japan. As we see from the students' comments, they remain critical and conservative about applying stretching during class time. Another concern is who will provide such instructional warm-up stretches. Since many teachers lack experience in yoga or other stretching exercises, implementing these activities could pose challenges. One solution may be to offer short yoga workshops for school teachers. The number of sequences suitable for the classroom is minimal and straightforward, so with some practice, most teachers can effectively guide their students. Naturally, some teachers may initially feel hesitant, but similar to the introduction of technology in schools, if educators are provided with strong reasons that outline the benefits of these stretching activities for both students and teachers, they may eventually grow accustomed to the idea of regular movement in the classroom.

The second solution is to include yoga in the PE program, led by trained yoga instructors. As yoga has gained popularity as a recreational activity in many countries, there are now enough

skilled instructors available to expand their teaching opportunities and offer multi-hour yoga classes in public and private schools. The main concern is that hiring these specialists can be costly for schools. However, if this program effectively combines physical challenges with mental development for students, these additional costs would be justified. Currently, we are working on implementing this project at the school where we are initially testing it for this study. Given the school's strong ties to Buddhism, the principal has been very supportive of organizing regular yoga workshops as part of the religious studies and meditation curriculum, particularly for senior students who often feel excessively stressed and fatigued due to the pressures of schoolwork and preparing for college entrance exams.

Conclusions and Recommendations

I wanted to conclude this paper with the words I discovered on one of Joe Dispenza's blogs, a man who was able to recover from being completely paralyzed after a serious accident:
"Humans are the only beings capable of intentionally shaping their reality, presenting us with incredible opportunities. When we shift our worldview, we effectively redraw the reality surrounding us. By recognizing that there are no unchangeable rules, we can return to the true, fundamental laws of the universe, ultimately enhancing the world for the better. By dismantling the conventions and stereotypes that restrict us, we can perceive everything from a new, liberated perspective." (Samoilova, S. 2025)

I agree that introducing yoga in schools can be an incredibly ambitious project. It will require time and resources to change the perception that standard classes are solely for studying and that PE is only for preparing students for sports activities. However, as we learned from the pre-study questionnaire, students feel a strong need to stretch and relax their bodies. Over 60% of students indicated a need for regular stretching, as they often feel stiff and tense during class. Although these students have PE classes almost daily, a half-hour of physical activity is not enough for them to feel stretched and energized throughout the day. When most lessons are conducted in the classroom, where students primarily sit at their desks and passively listen to their teachers, they gradually become fatigued and sleepy. It could even be argued that if students are required to sit all day and only occasionally engage in brief physical activities during PE classes, they may feel even more tired and drowsy after returning to their desks than before their PE class. However, if we allow students to move and stretch during or between lessons, they can release stress in shorter timeframes, feel more refreshed during classes, and won't become overly tired after their PE classes.

As Tina mentioned, children today significantly lack opportunities to move, leading to early stiffness and unbalanced health, an issue that begins much earlier than in previous generations. Just think about what students endure daily, especially in junior and senior high schools. Sitting still in the same place for over eight hours can be tiring and depressing for kids, mainly since they are still young and their bodies need movement to expend energy. I don't want to be overly critical, but doesn't school sometimes feel more like a nursing home for the elderly rather than a place for young, strong, and energetic children? It is said that sitting has the same negative effects on adults as smoking does, so why do we let our children suffer from such a detrimental routine at such a young age?

Yoga teaches self-awareness, empowering individuals to make decisions, act, and take responsibility for their actions without shifting blame to circumstances or others. Don't we all agree that there are numerous ways to improve our world, society, and schools? If tools like yoga are accessible and easy to apply, we should embrace them. Let's take the first steps today instead of merely wishing for a bright future. Let's teach our kids how to create these changes for themselves so they can develop self-awareness and potentially lead more independent, mindful lives in the future.

Declarations

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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" (Mimaroğlu & 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 (Tümkaya, 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 (Kaymakcı, 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 harmfulbehaviors 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 (Sarıoğlu, 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 (Tümkaya, 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.
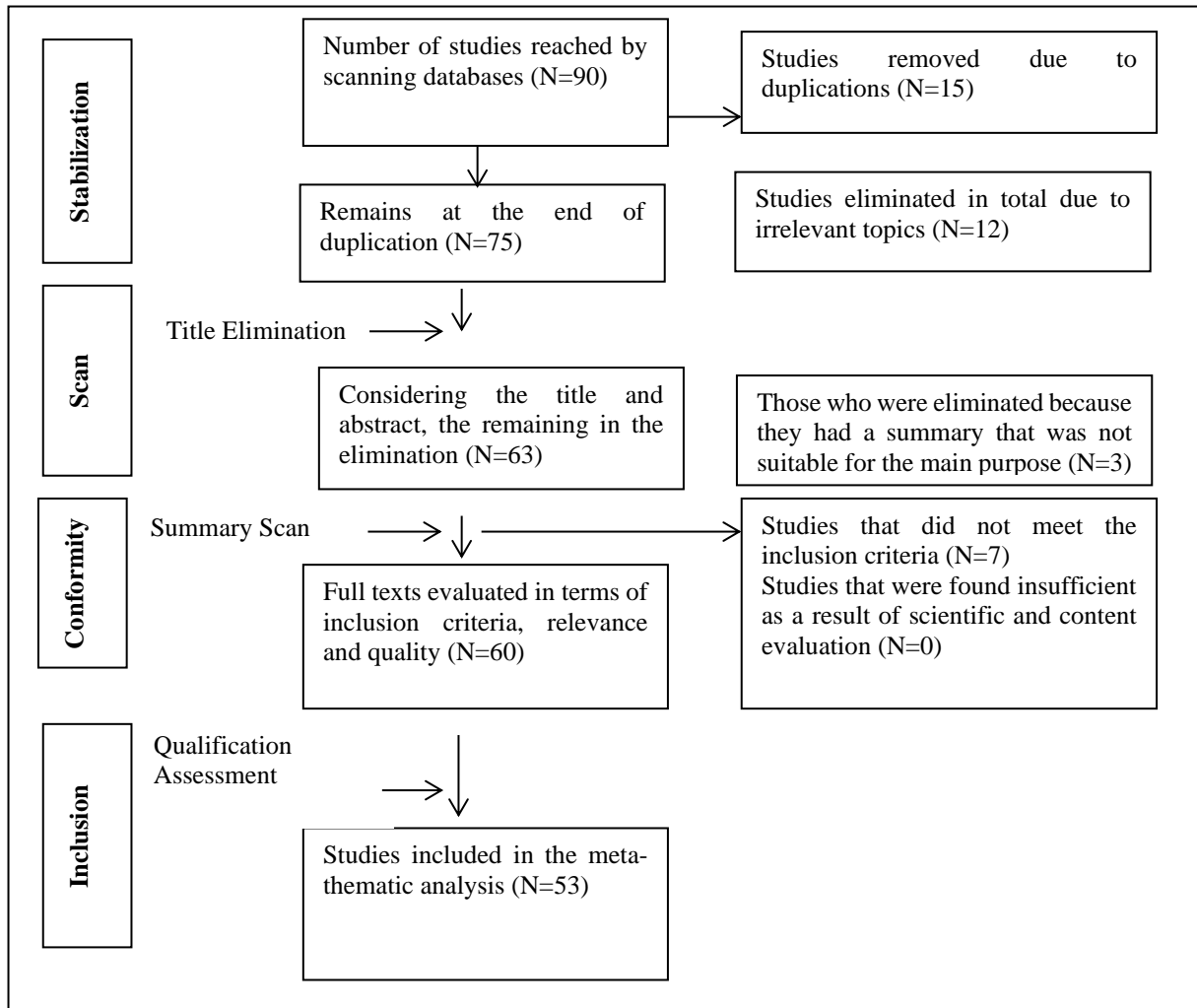
Figure 1. Flow diagram of the studies included in the analysis

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.
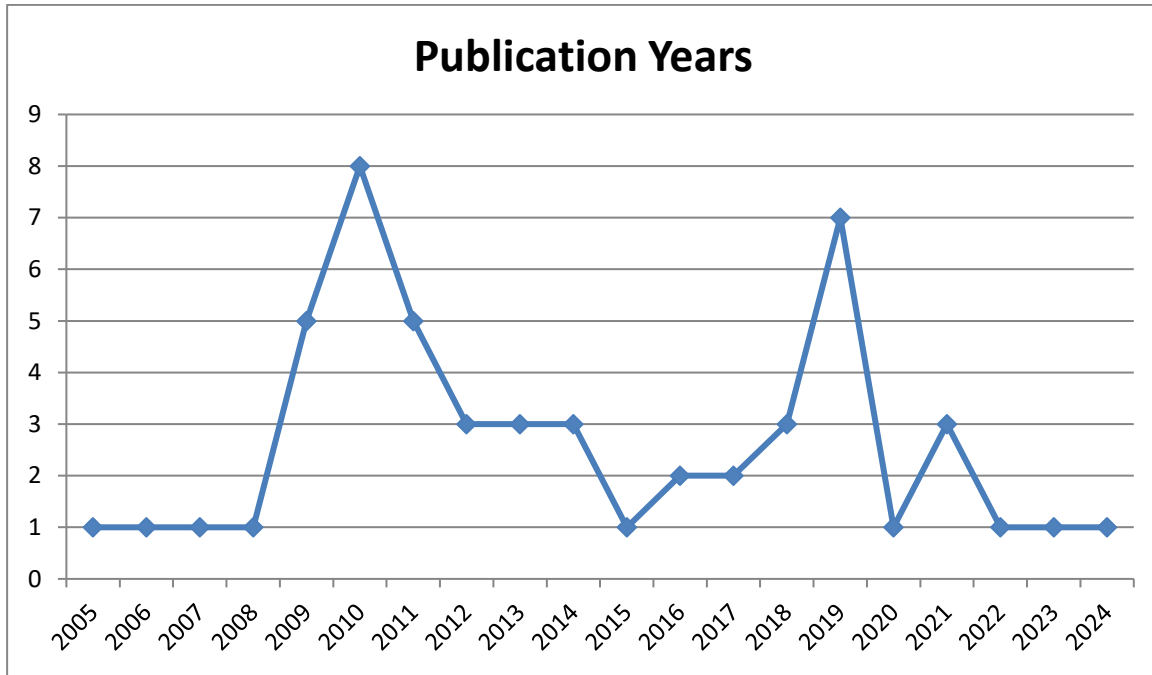
Figure 2. Distribution of theses by year

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 (%)
	Master	45	84,91
Research Type	Doctorate	6	11,32
	Specialization in Medicine	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 Aydin 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
Usak University	1	1,89
Bolu Abant İzzet Baysal University	1	1,89
Bahcesehir University	1	1,89
Mugla 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 Kırıkkale 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.
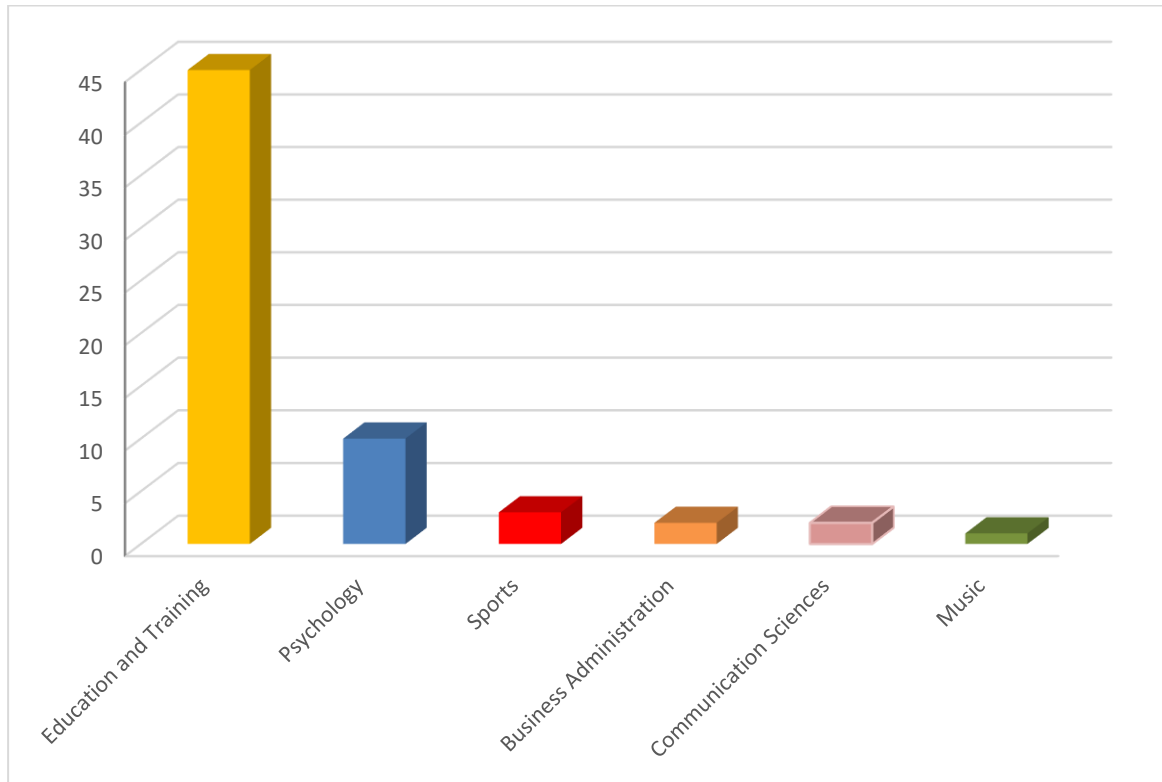
Figure 3. Distribution of theses by year

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, Kıztanır, 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.

Declarations

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The Role of Innovative Language Labs and Active Learning in Reducing Anxiety and Enhancing Well-Being in ELT: A Turkish Case Study

İngilizce Öğretiminde Kaygıyı Azaltmada ve İyi Oluşu Artırmada Yenilikçi Dil Laboratuvarlarının ve Aktif Öğrenmenin Rolü: Türkiye'den Bir Vaka Çalışması

Özgü Öztürk[1], Köksal Küçükaydın[2]

Abstract

Foreign language learning involves acquiring the structures, vocabulary, and communicative functions of a new language. Traditional instructional methods often rely on classroom lectures and textbook exercises, contributing to learner anxiety and hindering language development. Innovative learning environments (ILEs), combined with active learning strategies, offer a promising alternative. Active learning transforms the classroom dynamic, empowering students and potentially reducing performance pressure. Building on this potential, this study investigates the impact of active learning in the Innovative Language Laboratory (ILL) at Büyükçekmece Atatürk Anatolian High School in Istanbul. It examines how these methods affect students' emotional states and anxiety levels during English language acquisition. This study focuses on the effects of active learning methods on 9th-grade students' anxiety and well-being during English language learning in the ILL. The study involved 144 students who participated in two weekly sessions over six weeks. Quantitative data were collected through pre- and post-tests and analysed based on students' subjective experiences. The findings indicate that active learning reduces students' anxiety, boosts their self-confidence, and fosters a more supportive language learning environment. This study highlights the potential of the ILL model, combined with active learning, to transform the foreign language learning experience. It underscores the importance of student agency, peer interaction, and personalised learning paths in reducing anxiety and enhancing well-being.

Keywords: Foreign Language Teaching, Active Learning Strategies, Innovative Language Lab, Language Learning Anxiety, Student Well-being

Öz

Yabancı dil öğrenimi, yeni bir dilin yapılarını, kelime dağarcığını ve iletişimsel işlevlerini edinmeyi içerir. Geleneksel öğretim yöntemleri genellikle sınıf içi derslere ve ders kitabı alıştırmalarına dayanır, bu da öğrencinin kaygısına katkıda bulunur ve dil gelişimini engeller. Yenilikçi öğrenme ortamları (ILEs), aktif öğrenme stratejileriyle birleştiğinde umut verici bir alternatif sunar. Aktif öğrenme, sınıf dinamiğini dönüştürerek öğrencileri güçlendirir ve potansiyel olarak performans baskısını azaltır. Bu potansiyelden hareketle, bu çalışma İstanbul Büyükçekmece Atatürk Anadolu Lisesi'ndeki Yenilikçi Dil Laboratuvarı'nda (YDL) aktif öğrenmenin etkisini araştırmaktadır. Bu yöntemlerin, İngilizce dil edinimi sırasında öğrencilerin duygusal durumlarını ve kaygı düzeylerini nasıl etkilediği incelenmektedir. Bu çalışma, İstanbul Büyükçekmece Atatürk Anadolu Lisesi'nde Yenilikçi Dil Laboratuvarı'nda (YDL) aktif öğrenme yöntemlerinin 9. sınıf öğrencilerinin İngilizce öğrenme sürecinde kaygı düzeyleri ve iyi olma halleri üzerindeki etkisini incelemektedir. Çalışma, 144 öğrenciyle 6 hafta süren iki haftalık oturumları kapsamaktadır. Nicel veriler, ön ve son testler yoluyla toplanmış ve öğrencilerin öznel deneyimleri analiz edilmiştir. Bulgular, aktif öğrenmenin öğrencilerin kaygılarını azalttığını, özgüvenlerini artırdığını ve daha destekleyici bir dil öğrenme ortamı

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sağladığını göstermektedir. Bu çalışma, aktif öğrenme ile birlikte ILL modelinin yabancı dil öğrenme deneyimini dönüştürme potansiyelini vurgulamaktadır. Kaygıyı azaltmada ve refahı artırmada öğrenci temsilciliğinin, akran etkileşiminin ve kişiselleştirilmiş öğrenme yollarının önemini vurgulamaktadır.

Anahtar Kelimeler: Yabancı Dil Öğretimi, Aktif Öğrenme Stratejileri, Yenilikçi Dil Laboratuvarı, Dil Öğreniminde Kaygı, Öğrencinin Refahı

Introduction
Literature Review

Foreign language learning encompasses the acquisition of a new language's grammar, vocabulary, and communicative functions. Within this process, foreign language anxiety (FLA) describes the apprehension some learners experience when speaking, listening, or responding in the target language. Traditional language education often relies on classroom lectures, memorization, and textbook exercises. While effective for some, these methods can contribute to FLA and diminished self-confidence in learners (Bagalay, B. D., et al., 2021). Moreover, traditional approaches may fail to engage learners with diverse learning styles (Wilang, J. D., 2021). Innovative learning environments (ILEs) and active learning techniques hold the potential to address these challenges, creating a more supportive and engaging language learning experience.

Active Learning and Foreign Language Teaching

Active learning transforms students into engaged participants in the learning process. Through problem-solving, discussions, projects, and games, learners develop their language skills (Mohammed & Al-Hassan, 2023). Extensive research confirms the superiority of active learning in foreign language instruction, outperforming traditional methods in developing core skills such as speaking and listening (Freeman et al., 2014; Göğüş & Yetke, 2014). More recent studies also emphasise the effectiveness of active learning strategies in enhancing learners' motivation and reducing language anxiety. For example, Chou (2023) highlights the impact of interactive listening techniques in modern foreign language learning, while Mohammed & Al-Hassan (2023) demonstrate how active learning strategies significantly improve motivation and language skills among EFL learners.

Anxiety Management

Research has consistently shown that traditional teaching methods contribute to increased anxiety levels among language learners (Dörnyei, 2005). Recent studies have further explored the impact of active learning environments on reducing foreign language anxiety. Bagalay et al. (2021) found that classroom oral participation anxiety among ESL students could be mitigated by collaborative and active learning activities. Additionally, Wilang (2021) revealed that fixed mindsets and fear of failure significantly influence anxiety levels among high school students, suggesting the need for more adaptive and supportive learning environments.

Traditional Language Laboratories

Language laboratories offer individualised listening practice through audio-visual systems, promoting focus compared to standard classrooms (Bera, 2017). However, these labs present challenges. They are heavily technology-dependent, leading to costly maintenance issues (Al-Otaibi, 2023). Additionally, specialised teacher training is essential for effective use, creating a potential barrier for educators without technological proficiency (Çapan, 2021). Traditional language labs often require significant technological infrastructure, posing challenges for schools (Bera, 2017). However, innovative learning spaces provide an alternative approach that

incorporates technology with active learning methods. Recent studies, such as Al-Otaibi (2023), emphasise the role of these spaces in second language acquisition, highlighting their potential to enhance learner engagement and reduce technical barriers.

Innovative Language Lab:

The Innovative Language Lab (ILL) is a game-changing language lab that aims to facilitate language learning by using technology and innovative learning approaches, especially by active learning. It offers exclusive action-oriented skills to enrich learning English. The multimedia form of the language laboratory helps enhance language proficiency by sharing various materials used in a specific course. In doing so, teachers and learners find it effortless to share the course materials making the learning process easy and efficient. The ILL is equipped with modern technology and infrastructure. In this way, problems such as power outages are minimal and continuity of content is ensured. ILL requires less maintenance compared to traditional language labs. This is because in ILL, students use their own tablets and mobile phones using the Bring Your Own device technique. However, situations that require maintenance (smart board etc.) can be easily solved with technical support. ILL is an easy-to-use laboratory and does not require teachers and trainers to have profound technology skills. Since the smart board is already used in traditional classrooms, it does not require any different training for teachers. There is also a guidebook for virtual environment classes with green screens and virtual glasses. The Diyalekt language learning application, developed by the Ministry of National Education, the Board of Education and expert English teachers, is installed on each student's own electronic devices. Seminars on the use of the application are organised for teachers at the beginning of each year.

The aim of this study is to find answers about the effects of active learning methods in the field of teaching English as a foreign language in Innovative Learning Spaces, whether they can positively affect students' well-being and whether they can develop self-confidence in students.

Method

The aim of the study was to examine the effect of active learning strategies on 9th-grade students' anxiety and self-confidence levels in their English language learning process. Therefore, the study was structured according to a mixed-method design. This study used a quasi-experimental model based on a pretest and posttest design. In the quasi-experimental research, surveys were administered to the study group as pretest and posttest. To obtain participants' opinions after the implemented program, a semi-structured interview form was used.

Study Group

A total of 144 ninth-grade students studying at Istanbul Büyükçekmece Atatürk Anatolian High School participated in the study. The average age of the participants was 15, with 54% of them being female and 46% male. Prior to the study, the participants were informed about the research, and the necessary permissions were obtained from the school administration. Consent forms were also collected from participants who voluntarily agreed to take part in the study. Ethical considerations were given high priority throughout the research process. Ethical approval for this study was obtained through signed consent from the school principal. Prior to the commencement of the study, informed consent was obtained from the parents, and assent was acquired from the

student participants. The identities of the participants remained anonymous, and their confidentiality was maintained throughout the study.

Data Collection Tools

This study used a quasi-experimental model based on a pretest and posttest design. The data were collected through quantitative questionnaires and two tests (pre-test and post-test) consisting of Likert scale questions designed to measure students' language learning experiences. The questionnaires included questions to assess students' levels of anxiety, self-confidence, and general well-being. The questionnaire was developed by reviewing the literature and incorporating the evaluations of three field experts. The data were collected in two sessions: the pre-test was administered before the study began, and the post-test was administered at the end of the 6-week period. Additionally, students' subjective experiences were analyzed through qualitative analysis.

Data were collected through pre-prepared questionnaires and self-assessment forms to measure students' language learning experiences and anxiety levels. The questionnaires were anonymous and participants were included in the study on a voluntary basis. The data collection process was carried out in a neutral and safe environment to ensure that students could freely express themselves.

Data Analysis Methods:

The collected data were analyzed using SPSS software. Pre- and post-test results were compared using dependent sample t-tests, and the effect of active learning strategies on students' language learning process was evaluated. Frequencies and percentages were calculated and presented in tabular form. Cronbach's Alpha internal consistency coefficient was used to test the reliability of the questionnaires, and it was found that the questionnaires had a reliability level of 85%. The analysis of qualitative data was presented through direct quotations.

Impartiality and Validity:

The demographic characteristics of the students (gender, age) were taken into account in the analysis process and it was checked whether there was a significant difference between these variables. Thus, there was no bias towards any group in the analysis of the data and the objectivity of the results was ensured.

Practice

In each English lesson, the ILL leverages Team Learning, a powerful Active Learning Strategy that encourages student communication and collaboration. Working in groups of six, students enjoy the freedom to choose their own teams. Research (Elhareary and Hargreaves, 2023) demonstrates that this approach promotes comfort, reduces anxiety, and enhances learning outcomes. Through focus group discussions, students engage in interactive peer learning, benefiting from each other's strengths, discovering diverse perspectives and strategies, and developing solution-oriented teamwork. Additionally, this approach fosters strong social bonds among learners.

This study implemented a six-week intervention within the ILL, delivering English lessons enriched with six distinct active learning techniques for two weekly class hours.

The active learning strategies used in the study included technology-supported language learning applications (Diyalekt, Mondly VR), game-based learning (Kahoot, Scrabble), collaborative learning activities (group projects and discussions) and student-led discovery methods. Students were actively involved in the learning process and various strategies were applied to address different learning styles.

Participants completed two surveys: a pre-survey (perception test) to assess their baseline

experiences, and a post-survey (impact test) to measure the intervention's effects.

Pre-Survey (Perception Test)

To assess students' baseline experiences and emotional states within traditional English instruction, the researcher administered a pre-survey (perception test). This test was designed to measure:

Section 1: Demographic Information (2 multiple-choice questions)

Section 2: Experiences and Perceptions within traditional English classes (5 multiple-choice questions)

Section 3: Attitudes and Moods within traditional English classes (5 questions using a 5-point Likert scale)

Section 4: Opinions and Thoughts regarding traditional English classes (2 open-ended questions)

Section 1: Demographic Information (2 multiple-choice questions)

Table 1: Grade of the participant students

	Frequency	Percentage
9	144	100

This table provides information about the grade level of all participating students in the survey. 100% of the participating students are in the 9th grade, indicating that the survey was conducted with a homogenous group of students.

Table 2: Gender Distribution of Participant

	Frequency	Percentage
Female	78	54
Male	66	46

This table shows the gender distribution of the 144 participants in the study, with a slightly higher proportion of female students. The majority of the participants were female students.

Section 2: Experiences and Perceptions within traditional English classes (5 multiple-choice questions)

Table 3: Emotional States During English Language Classes

Question (Q): How would you describe your typical emotional state during English language classes?

	Frequency	Percentage
Neutral	73	51
Anxious	35	24
Excited	30	21
Other	6	4

This table presents the emotional states of students during traditional English language classes. It highlights that more than half of the students experienced neutral or anxious emotions, indicating the need for improved teaching methods to reduce anxiety. Interestingly, the rate of

students reporting excitement is nearly equal to those experiencing anxiety. Only a single student expressed boredom during the lessons.

Table 4: Student Interaction Levels During English Language Learning Activities

Q: How often do you collaborate with classmates during English language activities?

	Frequency	Percentage
Rarely	70	49
Never	39	27
Sometimes	29	20
Often	6	4

This table shows the frequency of student interaction in English language learning activities before the implementation of active learning strategies. Most students reported limited interaction, emphasising the importance of collaborative learning environments. Only 20% indicate "sometimes" collaborating, while a mere 4% frequently cooperate. These results strongly suggest that traditional English classrooms offer limited opportunities for interaction and collaborative learning, depriving many students of the potential benefits of these approaches.

Table 5: Student Engagement in Traditional English Classroom Activities

Q: What type of language activities do you find most engaging in traditional English classrooms?

	Frequency	Percentage
Reading	56	39
Writing	42	29
Listening	38	26
Speaking	42	29
Watching	85	59
Interactive Skills	15	10
Group Discussions	39	27
Presentations	7	5
None	1	0.7

This table presents the results about the types of language activities that students find most engaging in traditional English classrooms. The data reveals that while reading, writing, listening, and speaking are moderately engaging, watching and interactive skills are more frequently cited as enjoyable activities. Notably, group discussions and presentations are less popular, suggesting a need for more collaborative and communicative approaches in English language instruction. These results highlight the importance of incorporating a variety of activities, including more interactive and collaborative approaches, to enhance student engagement and learning in traditional English classrooms.

Table 6: Student Attitudes Towards Learning English as a Foreign Language

Q: How do you usually feel about learning English as a foreign language?

	Frequency	Percentage
Neutral	60	42
Anxious	53	37
Confident	31	22

This table presents the results about students' feelings towards learning English as a foreign language. The data reveals that while a significant number of students feel neutral about English learning, anxiety is the most common emotion reported, followed by confidence. These results highlight the importance of

addressing students' emotional experiences and providing support to help alleviate anxiety and foster confidence in English language learning.

Table 7: Student Challenges in Speaking English in Traditional Classrooms

Q: What challenges do you have most when you speak English in a traditional classroom?

	Frequency	Percentage
I never open my mind to learn grammar	0	0
I'm afraid to make a mistake when I speak	74	51
I'm very nervous when I am called to answer a question	66	46
I don't pay attention to the lessons	0	0
I get stressed about my pronunciation/ accent	4	3

This table presents the results about the challenges that students face when speaking English in traditional classrooms. The data reveals that the most common challenges are fear of making mistakes and feeling nervous when called upon to answer questions. The majority of students are afraid of making mistakes, feeling pressure to speak perfectly. This hinders their communication and confidence. Many students experience significant nervousness when asked to speak in front of the teacher and class, causing them to freeze or stumble. Some students worry excessively about their accent and pronunciation, fearing they won't be understood or judged negatively.

In a nutshell, these results emphasise the need for a supportive and encouraging classroom environment where students feel comfortable taking risks and making mistakes without fear of judgement. Additionally, providing opportunities for practice and feedback on pronunciation and accent can help address these challenges. It's essential to create a classroom environment where mistakes are seen as learning opportunities, not failures. Teachers should notice that group activities and peer practice offer less pressure than individual speaking in front of the class, building confidence. Moreover, encouraging clear and confident communication over perfect pronunciation and accent is seriously important to let the students feel comfortable and confident. Teachers should offer various opportunities for speaking, gradually increasing the level of public exposure as students gain confidence.

Section 3: Attitudes and Moods within traditional English classes (5 questions using a 5-point Likert scale)

Table 8: Student Satisfaction with the English Language Learning Atmosphere

Q: Please rate your overall satisfaction with the current learning atmosphere in the English language class. (Please rate your overall satisfaction with the current learning atmosphere in the English language class with 1 being the lowest and 5 being the highest).

	Frequency	Percentage
1	32	22
2	46	32
3	51	35
4	14	10
5	1	0.7

This table presents the results of students' ratings of their overall satisfaction with the current learning environment in their English classes on a scale of 1 to 5, with 1 being the lowest and 5 being the highest. These results suggest that while a majority of students are not dissatisfied with the learning atmosphere, there is a significant portion that could benefit from improvements to

enhance their overall learning experience. The dominance of partial satisfaction indicates that most students desire a more positive and motivating learning experience.

Table 9: Student Confidence in Using Technology for Language Learning

Q: How confident are you in using technology for language learning?

	Frequency	Percentage
1	9	6
2	24	17
3	48	33
4	45	31
5	18	13

Table 9 presents the results of students' ratings of their confidence in using technology for language learning on a scale of 1 to 5, with 1 being the lowest and 5 being the highest. The majority of students (64%) rated their confidence as 3 or 4, indicating a moderate level of confidence in using technology for language learning. A significant number of students (23%) rated their confidence as 1 or 2, suggesting a need for more support and training in using technology for language learning. A smaller percentage of students (13%) rated their confidence as 5, indicating a high level of confidence and comfort with using technology for language learning.

These results highlight the importance of providing students with opportunities to develop their technological skills and integrate technology into language learning activities. By offering training and support, educators can help students build confidence and maximise the benefits of using technology for language acquisition.

Table 10: Student Anxiety Levels When Speaking English in Class

Q: Rate your level of anxiety when speaking English in class.

	Frequency	Percentage
1	13	9
2	36	25
3	34	24
4	36	25
5	25	17

This table presents the results of students' ratings of their level of anxiety when speaking English in class on a scale of 1 to 5, with 1 being the lowest and 5 being the highest. The majority of students (74%) rated their anxiety level as 2, 3, or 4, indicating moderate levels of anxiety when speaking English in class. A smaller percentage of students (9%) reported low anxiety (1), suggesting that some students feel comfortable and confident speaking English in the classroom. A significant number of students (17%) rated their anxiety level as 5, indicating high levels of anxiety when speaking English, which can negatively impact their language learning experience.

These results highlight the importance of creating a supportive and encouraging classroom environment where students feel comfortable taking risks and speaking English without fear of judgement or embarrassment. Strategies such as pair work, small group activities, and providing

opportunities for practice can help reduce anxiety and improve students' confidence in speaking English.

Table 11: Student Perceptions of English Language Teaching Methods

Q: Please rate the effectiveness of the current English language teaching methods in meeting your learning objectives.

	Frequency	Percentage
1	39	27
2	62	43
3	32	22
4	8	6
5	3	2

Table 11 presents the results of students' ratings of the effectiveness of the current English language teaching methods in meeting their learning objectives on a scale of 1 to 5, with 1 being the lowest and 5 being the highest. A majority of students (75%) rated the effectiveness of the current teaching methods as 2 or 3, indicating mixed perceptions of their effectiveness in meeting learning objectives. A significant number of students (39%) rated the teaching methods as 1 or 2, suggesting that there is a need for improvement in the methods used to meet students' learning goals. While a smaller percentage of students (11%) rated the teaching methods as 4 or 5, indicating positive perceptions, this still suggests that some students find the current methods effective.

These results highlight the importance of regularly evaluating and adapting teaching methods to ensure they are aligned with students' learning needs and goals. Gathering feedback from students and incorporating their insights can help educators identify areas for improvement and make necessary adjustments to enhance the effectiveness of language instruction.

Table 12: Student Satisfaction with the Level of Interaction in English Language Classes

Q: How satisfied are you with the level of interaction in English language classes

	Frequency	Percentage
1	42	29
2	51	35
3	41	29
4	9	6
5	1	0.7

This table presents the results of students' ratings of their satisfaction with the level of interaction in their English language classes on a scale of 1 to 5, with 1 being the lowest and 5 being the highest. A majority of students (95%) rated their satisfaction as 2, 3, or 4, indicating mixed perceptions of the level of interaction in their English classes. A significant number of students (45%) rated their satisfaction as 1 or 2, suggesting a need for increased interaction and engagement in the classroom. While a smaller percentage of students (13%) rated their satisfaction as 4 or 5, indicating positive perceptions, this still suggests that some students find the level of interaction in their classes to be satisfactory.

To gain a more comprehensive understanding of student satisfaction with interaction, it would be helpful to calculate the mean satisfaction level. The mean satisfaction level for this data is 28.8, which falls between 2 and 3 on the rating scale. This further supports the mixed perceptions

of student satisfaction and suggests that while there are some positive views, there is also a significant need for improvement in the level of interaction in English language classes.

In summary, these results highlight the importance of creating interactive and engaging learning environments that foster student participation and communication. Strategies such as pair work, group activities, and class discussions can help increase the level of interaction and improve students' overall learning experience. It's seen that students value communicative approaches and find speaking and listening activities to be particularly beneficial for their language learning. To enhance the effectiveness of English language instruction, it is important to prioritise activities that promote language use and interaction, while also incorporating grammar and writing instruction in a meaningful and engaging way

Section 4: Opinions and Thoughts regarding traditional English classes (2 open-ended questions)

Table 13: Most Beneficial Aspects of English Language Classes

Q: What aspects of your current English classes do you find most beneficial for your language learning?

	Frequency	Percentage
Speaking Activities (SPK)	64	44
Listening Activities (LST)	53	36
Grammar Activities (GRM)	10	7
Writing Activities (WR)	8	6
Watching (Video) Activities (VID)	5	4
Group Activities (GRP)	4	3

Table 13 presents the results of students' identifying the most beneficial aspects of their current English language classes for their language learning. The most beneficial aspects of the classes, according to students, are speaking and listening activities. This suggests that communicative approaches that emphasise interaction and real-world language use are valued by students. While still important, grammar and writing activities are less frequently cited as beneficial. This may indicate that students prioritise communicative skills over traditional grammar-focused instruction. Watching activities and group activities are also considered beneficial by a smaller percentage of students, suggesting that these activities contribute to language learning in a positive way.

The data shows a clear preference for communicative activities, such as speaking and listening, over more traditional activities like grammar and writing. This highlights the importance of incorporating a variety of activities that promote language use and interaction to meet the needs of students.

Table 14: Student Recommendations for Improving English Language Classes

Q: In your opinion, how can traditional English classrooms be improved to better meet the needs of students?

	Frequency	Percentage
Speaking Activities(SPK)	50	35
Technological Devices (TECH)	50	35
Interactive Activities (INT)	39	27
Global Communication (GLOBAL)	3	2
Use of English Activities (USE)	2	1

This table presents the results of students' ratings of their suggested ways to improve traditional English language classrooms to better meet their needs. The most common recommendation from students is to increase the focus on speaking activities. This suggests a

desire for more opportunities to practise spoken English and engage in meaningful conversations. A significant number of students also recommended the use of technological devices in the classroom. This indicates a desire for more innovative and engaging learning experiences. Interactive activities were also a popular recommendation, suggesting a need for more dynamic and engaging classroom activities that promote student participation and collaboration. While less frequently mentioned, students also suggested incorporating more opportunities for global communication and real-world English language use.

The data highlights the importance of creating a more interactive and engaging learning environment that focuses on developing students' communicative skills and preparing them for real-world English language use. Incorporating technology and innovative teaching methods can help to achieve these goals.

The majority of students express a clear desire for:

Increased speaking activities: Students recognize the critical role of speaking practice in language development.

Greater integration of technological tools: They see technology as a potential source of motivation and engagement.

Interactive teaching methods (games, group work, etc.): Students crave dynamic and collaborative learning experiences.

Expanded international opportunities: This reflects a desire for authentic language use and cultural exposure.

Additionally, some students emphasised the need for a more immersive English language environment within the classroom.

These findings underscore students' eagerness for a more stimulating and multifaceted approach to English language learning.

Implementation Process:

The Innovative Language Laboratory (ILL) used in this study provides a modern learning environment in which technology-supported learning tools are combined with active learning strategies. The ILL provided students with a dynamic language learning experience through interactive language learning applications, game-based activities and digital materials. Unlike traditional teaching methods, innovative strategies that encourage students' active participation in the learning process were used in English lessons.

Use of Technology: In the ILL, students used various technological tools that supported their language learning process. In the lessons, game-based applications such as Kahoot and Quizlet were used to reinforce students' grammar and vocabulary. In addition, students were given real-time feedback through interactive smart boards and language learning applications such as Diyalekt. Students participated in interactive activities individually or in groups using these technological tools.

Active Learning Strategies: English lessons were structured entirely based on active learning strategies. Each lesson allowed students to actively use the language through collaborative projects and game-based learning activities. Students engaged in problem-solving tasks and grammar practice in groups and were at the centre of the learning process. Throughout the lessons, grammar

and vocabulary activities were carried out under the guidance of the teacher but with the active participation of the students.

Cooperative Learning: Group work and cooperative learning methods were also frequently used in SFL. Students improved their grammar skills by working together on projects and at the same time reinforced their language use through social interaction. Throughout the lessons, students reinforced their learning through various dialogue simulations and group games where they had the opportunity to apply what they had learned.

At the beginning of each lesson, students were given a short theoretical introduction to the topic and then directed to activities where they could immediately put this knowledge into practice. At the end of the lessons, game-based quizzes and interactive activities were used to evaluate the knowledge learnt. This process helped the students both to consolidate their language knowledge and to gain self-confidence.

Week 1: Exploring Artificial Intelligence Tools
Duration: 40 + 40 minutes
Objectives: Develop digital literacy, research, and critical thinking skills.
Explore the potential and limitations of AI tools.
Foster creativity and collaboration through AI-powered tasks.
Materials: Tablets & Mobile Phones (BYOD)
Internet Access
Applications: ChatGPT
Dall-e (or a similar image generation AI)
HeyGen (or a similar video generation AI)
Akinator
Procedure:
Student-Led Research (20 minutes): Students independently researched AI tools, noting their findings and key concepts.
Focused Discussion & Presentations (20 minutes): Students form teams discussing the benefits and drawbacks of AI. Each team prepared a 2-minute presentation, delivered by a chosen spokesperson.
AI in Action (40 minutes): Teacher demonstrated ChatGPT for language practice (vocabulary, writing, grammar), introduced Dall-e and HeyGen for creative visual and audio content generation. Then students played Akinator for a fun, interactive AI experience.
Outcomes: Students;
Defined artificial intelligence and its applications.
Analysed the benefits and potential risks of AI tools.
Collaborated to evaluate and present AI concepts.
Engaged independently with various AI tools for learning and creation.

Week 2: Immersive Learning with Virtual Environments
Duration: 40 + 40 minutes
Objectives: Explore the potential of virtual reality (VR) in education and language learning.
Develop digital literacy and critical thinking through VR experiences.
Practice collaboration and problem-solving in a virtual context.
Materials: Mondly Language Application (with VR feature)
Phones/Tablets
Virtual Reality Glasses
Internet Connection
Pre-selected educational 3D YouTube videos
Applications: Mondly

YouTube (for 3D videos)

Procedure:

Student-Led Research (15 minutes): Students independently researched VR applications in education, noting key concepts and examples.

Focus Group Discussion & Presentations (25 minutes): Teams discussed potential uses of VR for learning, focusing on language acquisition. Each team prepared a 2-minute presentation, with a chosen spokesperson.

VR in Action (40 minutes): Teacher introduced Mondly's VR feature, guiding students through an immersive language lesson. The students analysed pre-selected 3D YouTube videos, discussing their educational value and language learning potential.

Outcomes: Students;

Defined virtual environments and their applications in education.

Explored VR's potential benefits and limitations for language learning.

Experienced immersive language learning through VR applications.

Week 3: Vocabulary Showdown - Scrabble Tournament

Duration: 40 + 40 minutes

Objectives: Expand English vocabulary through a competitive and engaging game.

Practise strategic thinking and word formation skills.

Foster teamwork, communication, and a positive learning environment.

Materials: Scrabble Game (enough sets for teams)

Procedure:

Game Introduction (10 minutes): Teacher introduced Scrabble rules, scoring, and its value for vocabulary development and mentioned some highlight key strategies for success (e.g., prefixes, suffixes, word patterns).

Team Up! (5 minutes): Teacher formed the teams of 6 students and let them prepare for the tournament.

Tournament Time! (30 + 40 minutes): Teams faced off in Scrabble matches, with clear time limits for each round. Winning teams advanced, culminating in an exciting final showdown the next lesson.

Outcomes: Students;

Learned Scrabble rules and strategies.

Applied and expanded their English vocabulary in a competitive setting.

Developed strategic thinking and word-building skills.

Collaborated with teammates, enhancing communication and cooperation.

Experienced the joy of learning through a fun and challenging game.

Week 4: Global Connections - Mystery Skype

Duration: 40 + 40 minutes

Objectives: Develop critical thinking and problem-solving through strategic questioning.

Enhance communication skills, adapting to different accents and styles.

Foster intercultural awareness through discovery and respectful exchange.

Build global friendships and ignite curiosity about the world.

Materials: Google Meet (or a similar video conferencing platform)

Pre-arranged Mystery Skype partners (ideally, two different countries)

Procedure:

Mystery Introduction (10 minutes): Teacher announced a surprise virtual exchange with classes from around the world and explained Mystery Skype rules: asking yes/no questions to guess the partner's location.

Round 1: Detective Time (30 minutes)

Connect with the first partner class (Vietnam).

Students took turns asking strategic questions to deduce the country. Then, they briefly discussed notable aspects of Vietnamese culture.

Round 2: Cultural Exchange (40 minutes): Students connected with the second partner class (England), guessed the location, then transitioned into a friendly cultural exchange.

Then, they discussed similarities and differences (food, holidays, school life)

Outcomes: Students;

Practised problem-solving and critical thinking through strategic questioning.

Adapted communication styles to interact with students from different cultures.

Expanded their knowledge and appreciation of diverse cultures.

Made new friends and experienced the excitement of global connections.

Week 5: All About Me - Grammar Game

Duration: 40 + 40 minutes

Objectives: Reinforce Simple Present Tense grammar through a personalised, interactive game.

Encourage self-expression and improve speaking confidence in English.

Create a fun and engaging learning environment.

Materials: Smartboard

Internet Connection

Wordwall (with preloaded "About Me" questions in Simple Present)

Wheel of Names

Procedure:

Game Setup (5 + 5 minutes): Teacher introduced the game and its focus on Simple Present Tense and loaded the Wheel of Names with student names. Teacher opened the Word Wall activity.

Let's Play! (35 + 35 minutes): Teacher spinned the Wheel of Names to select the first student.

The student picked a Word Wall box, revealing an "About Me" question. The teacher rephrased the questions for clarity when needed. The student answered the question using Simple Present Tense and then spinned the Wheel of Names to select the next player.

Game continued until all students had participated.

Outcomes: Students;

Practised using Simple Present Tense in a personalised and engaging context.

Improved speaking skills and confidence in self-expression.

Experienced the fun of learning through a dynamic game format.

Week 6: Level Up with Diyalekt

Duration: 40 + 40 minutes

Objectives: Introduce the Diyalekt language app and explore its features.

Practice A2 level vocabulary and grammar through interactive exercises.

Discover how Diyalekt can be a valuable tool for independent learning.

Materials: Mobile Phones

Internet Connection

Diyalekt App (pre-installed)

Procedure:

Meet Diyalekt! (15 minutes): Teacher introduced the Diyalekt application, explaining its goals, design, and potential benefits. Then, students explored the navigation and how to find exercises.

Team Challenge (25 minutes): Students formed teams and downloaded Diyalekt. Teams completed the first two A2 level exercises from the "Work and Jobs" vocabulary unit.

Grammar Power-Up (Next Lesson - 40 minutes): Students focused on shifts to A2 level grammar exercises within Diyalekt.

Outcomes: Students;

Gained familiarity with the Diyalekt app and its features.

Experienced success completing A2 level exercises, boosting confidence.

Discovered Diyalekt as a fun and engaging way to practise English outside of class.

Recognized the potential of Diyalekt to support their language learning journey.

Active Learning Strategies in Practice

This study implemented a variety of active learning strategies, including:

Team Learning: Activities consistently promoted teamwork, enhancing collaboration skills and fostering peer-to-peer learning.

Student-Led Research: Students engaged in independent research on AI, VR, and language applications, deepening their knowledge and critical thinking.

Brainstorming & Discussion: Discussions surrounding AI's pros and cons encouraged students to articulate their perspectives and consider diverse viewpoints.

Hands-On Application: Students directly applied their learning through various tools and applications, solidifying practical skills.

Interactive Games: Gamified activities (Scrabble, Mystery Skype) cultivated a competitive yet supportive environment, boosting motivation and engagement.

Gamification Techniques: Game-like elements within lessons (e.g., About Me) made learning enjoyable, increasing student interest and participation.

Final Survey (Impact Test)

To assess the impact of active learning strategies within the ILL, a post-questionnaire (impact test) was administered. This survey measured students' emotional states, experiences, and perceptions, allowing for direct comparison with pre-implementation data. The survey's structure included:

Section 1: Demographic Information (2 multiple-choice questions)

Section 2: Experiences and Perceptions (4 multiple-choice questions)

Section 3: Attitudes and Moods (10 questions using a 5-point Likert scale)

Section 4: Open-Ended Reflections (2 questions)

Detailed analysis of the impact test data is presented below.

Section 1: Demographic Information

Table 15: Grade Level of Participating Students

Q: Grade

	Frequency	Percentage
9	144	100

This table provides information about the grade level of all participating students in the survey. 100% of the participating students are in the 9th grade, indicating that the survey was conducted with a homogenous group of students.

Table 16: Gender Distribution of Participating Students

	Frequency	Percentage
Female	78	54
Male	66	46

Table 16 provides information about the gender distribution of the participating students in the survey. 54% of the participants are female, while 46% are male. This indicates a slightly higher proportion of female students in the survey sample.

Section 2: Experiences and Perceptions (4 multiple-choice questions)

Table 17: Emotional States During Active Teaching Methods

Q: How would you describe your typical emotional state during active teaching methods harmonised English language classes in the ILL class when compared to traditional classes?

	Frequency	Percentage
Excited	69	47
Neutral	66	45
Anxious	9	6

This table presents the results of comparing students' emotional states during active teaching methods in the ILL class to those in traditional classes. The data suggests that active teaching methods in the ILL class are more likely to evoke positive emotions, such as excitement, compared to traditional classes. This may indicate that these methods create a more engaging and motivating learning environment for students. Additionally, the lower levels of anxiety reported during active teaching methods suggest that these approaches may be less stressful for students.

Table 18: Collaboration During Active Teaching Methods

Q: How often did you collaborate with classmates during active teaching methods harmonised English language activities in the ILL class when compared to traditional classes?

	Frequency	Percentage
More often	95	67
The same	37	26
Less often	12	8

This table compares the frequency of student collaboration during active teaching methods in the ILL class to that in traditional classes. A majority of students (67%) reported collaborating with classmates more often during active teaching methods in the ILL class compared to traditional classes. 26% of students reported similar levels of collaboration in both types of classes. Only 8% of students reported collaborating less often during active teaching methods.

The data suggests that active teaching methods in the ILL class promote more frequent collaboration among students compared to traditional classes. This may indicate that these methods create a more collaborative and interactive learning environment, which can enhance students' language learning experiences.

Table 19: Student Preferences for Engaging and Active Language Activities

Q: What type of language activities did you find most engaging and active teaching methods harmonised English language activities in the ILL class when compared to traditional classes?

	Frequency	Percentage
Digital Technologies	76	53
Games	68	47
Speaking Exercises	27	19
Watching Exercises	39	27
Interactive Exercises	56	39
Group Discussions/ Team works	57	40
Gamification (Kahoot, Wordwall etc)	85	60
Language Applications (Diyalekt, Mondly etc)	6	4

The table above reveals that students in the ILL class overwhelmingly prefer digital technologies and gamification as the most engaging and active teaching methods. Over half of the respondents (53%) indicated a strong preference for digital tools, while 60% found gamified

activities particularly engaging. This suggests that the ILL class effectively harnessed the potential of technology and game-based learning to create a more dynamic and interactive learning environment compared to traditional classes.

While speaking exercises and group discussions were also popular, they were less favoured than digital and gamified approaches. This may indicate a need for further development of these activities to make them more engaging and interactive. The relatively low preference for language applications suggests that these tools may not be as effective in fostering engagement and active learning as other methods.

The results highlight the importance of incorporating digital technologies and gamification into language learning to create a more stimulating and effective learning experience for students.

Table 20: Student Confidence in Learning English in ILL Class vs. Traditional Classes

Q: How did you feel about learning English as a foreign language in the active teaching methods harmonised English language activities in the ILL class when compared to traditional classes?

	Frequency	Percentage
Confident	93	65
Neutral	49	34
Anxious	2	1

The data presented in Table 20 indicates that a significant majority of students (65%) felt confident in their English language learning experience in the ILL class. This suggests that the active teaching methods employed in the ILL class were effective in boosting students' confidence and creating a positive learning environment. Only a small percentage of students (1%) reported feeling anxious about learning English in the ILL class. This is a positive finding, as it suggests that the active teaching methods were not overwhelming or stressful for most students. The ILL class's active teaching methods were successful in fostering student confidence and creating a supportive learning environment for English language learners.

Section 3: Attitudes and Moods (10 questions using a 5-point Likert scale- 1 being the lowest and 5 being the highest)

Table 21: Student Satisfaction with the Learning Atmosphere in the ILL Class

Q: Please rate your overall satisfaction with the current learning atmosphere in the ILL class.

	Frequency	Percentage
1	4	3
2	4	3
3	37	26
4	36	25
5	63	44

Table 21 demonstrates that the majority of students (44%) are very satisfied with the learning atmosphere in the ILL class. This is a positive indicator of the effectiveness of the active teaching methods and the overall learning environment. While a significant portion of students (26%) are somewhat dissatisfied, it's important to note that only a small percentage (3%) are very dissatisfied. This suggests that while there may be areas for improvement, the overall learning atmosphere is generally positive and the ILL class has successfully created a learning environment that is satisfying for a majority of students.

Table 22: Student Confidence in Using Technology for Language Learning

Q: How confident were you in using technology for language learning in active teaching methods harmonised English language activities in the ILL class when compared to traditional classes?

	Frequency	Percentage
1	1	0,6
2	8	6
3	39	27
4	50	35
5	46	32

The data presented in Table 22 indicates that a significant portion of students (32%) felt very confident in their ability to use technology for language learning in the ILL class. This suggests that the active teaching methods employed effectively integrated technology into the learning process, empowering students to use digital tools confidently. While a smaller percentage of students (27%) felt somewhat unconfident in their technology skills, it's important to note that only a minimal number (0.6%) felt very unconfident. This suggests that the overall level of comfort with technology was relatively high and the ILL class's active teaching methods successfully fostered students' confidence in using technology for language learning, providing them with valuable digital literacy skills.

Table 23: Student Anxiety Levels When Speaking English in the ILL Class

Q: Rate your level of anxiety when speaking English in the active teaching methods harmonised English language activities in the ILL class when compared to traditional classes?

	Frequency	Percentage
1	66	46
2	51	35
3	27	19
4	0	0
5	0	0

The data presented in Table 23 reveals that a significant majority of students (81%) experienced high or very high anxiety when speaking English in the ILL class. This suggests that while the active teaching methods may have been effective in other areas, they did not significantly alleviate anxiety related to speaking English.

It's important to note that no students reported low or no anxiety. This indicates that speaking English remains a challenging aspect for all students, regardless of the teaching methods employed. The results suggest that the ILL class's active teaching methods, while effective in other areas, did not effectively address the issue of anxiety related to speaking English. Further strategies may be needed to help students overcome this barrier.

Table 24: Student Perceptions of the Effectiveness of Active Teaching Methods

Q: Please rate the effectiveness of the English language active teaching methods in the ILL class when compared to traditional English class?

	Frequency	Percentage
1	0	0
2	0	0
3	10	7
4	78	54

The data presented in Table 24 indicates that a significant majority of students (71%) perceive the active teaching methods employed in the ILL class as very effective. This suggests that the innovative approaches used in the ILL class were highly successful in enhancing English language learning. Only a small percentage of students (7%) rated the active teaching methods as somewhat ineffective. This further reinforces the positive perception of the teaching methods and their effectiveness in improving English language skills.

The results suggest that the active teaching methods implemented in the ILL class were overwhelmingly perceived as effective by the students. This highlights the importance of adopting innovative and engaging teaching approaches to enhance language learning outcomes.

Table 25: Student Satisfaction with Interaction Levels in ILL Class

Q: How satisfied are you with the level of interaction in the active teaching methods harmonised English language activities in the ILL class when compared to traditional classes?

	Frequency	Percentage
1	0	0
2	1	0
3	31	22
4	50	35
5	62	43

The data presented in Table 25 reveals that a majority of students (78%) are satisfied or very satisfied with the level of interaction in the ILL class. This suggests that the active teaching methods successfully fostered a more interactive and collaborative learning environment compared to traditional classes. Only a small percentage of students (22%) expressed some dissatisfaction with the level of interaction. This indicates that while there may be room for improvement, the overall interaction level is generally positive.

The results suggest that the ILL class's active teaching methods effectively enhanced student interaction, creating a more engaging and collaborative learning experience.

Table 26: Impact of ILL and Active Learning on Student Well-being

Q: To what extent do you feel the introduction of ILL and active learning techniques have positively impacted your overall well-being in English language classes when compared to traditional English classes?

	Frequency	Percentage
1	1	0
2	1	0
3	28	19
4	90	63
5	24	17

Table 26 indicates that a significant majority of students (80%) perceive the introduction of ILL and active learning techniques as having a positive impact on their overall well-being in English language classes. This suggests that these innovative approaches have created a more supportive and enjoyable learning environment. Only a small percentage of students (19%) reported a somewhat negative impact. This could be attributed to individual preferences or challenges in adapting to new teaching methods.

The results suggest that the implementation of ILL and active learning techniques has been largely beneficial for students' well-being, contributing to a more positive and fulfilling English language learning experience.

Table 27: Impact of ILL and Active Learning on Technology Confidence

Q: How has your confidence level in using technology for language learning changed since the introduction of ILL and active learning activities when compared to traditional classes?

	Frequency	Percentage
1	2	1
2	0	0
3	60	42
4	53	37
5	29	20

The data presented in Table 27 reveals that a majority of students (59%) have experienced an increase in their confidence level in using technology for language learning since the introduction of ILL and active learning activities. This suggests that the innovative approaches employed in the ILL class have effectively empowered students to use technology more confidently. While a significant portion of students (42%) have experienced a decrease in their confidence level, it's important to note that this is likely due to the initial challenges of adapting to new technologies and teaching methods. Over time, as students become more familiar with these tools and approaches, their confidence levels may increase.

The results suggest that the ILL class's active teaching methods have been effective in fostering students' confidence in using technology for language learning. While there may be initial challenges, the long-term impact is generally positive.

Table 28: Impact of ILL and Active Learning on Anxiety Levels

Q: Rate the impact of the ILL and active learning activities on reducing anxiety levels during English language activities when compared to traditional classes?

	Frequency	Percentage
1	1	0
2	2	1
3	35	24
4	74	51
5	32	22

Table 28 indicates that a majority of students (73%) have experienced a decrease in their anxiety levels during English language activities since the introduction of ILL and active learning techniques. This suggests that the innovative approaches employed in the ILL class have been effective in creating a less stressful and more supportive learning environment. While a smaller percentage of students (25%) have experienced an increase in their anxiety levels, it's important to note that this is likely due to individual differences and the challenges of adapting to new teaching methods.

The results suggest that the ILL class's active teaching methods have been effective in reducing anxiety levels among students, contributing to a more positive and enjoyable English language learning experience.

Table 29: Impact of Active Learning on Student Comfort

Q: Please rate the effectiveness of active learning activities in making you feel comfortable compared to traditional activities.

	Frequency	Percentage
1	1	0
2	2	1
3	35	24
4	74	51
5	32	22

The data presented in Table 29 reveals that a majority of students (75%) perceive active learning activities as effective or very effective in making them feel comfortable. This suggests that these innovative approaches have created a more welcoming and supportive learning environment. Only a small percentage of students (25%) expressed some dissatisfaction with the impact of active learning on their comfort levels. This indicates that while there may be individual preferences or challenges, the overall effect is generally positive.The results suggest that active learning activities have been successful in fostering student comfort, contributing to a more positive and enjoyable learning experience.

Table 30: Student Satisfaction with Interaction Levels in ILL Class

Q: How satisfied are you with the level of interaction in active teaching methods harmonised English language activities in the ILL class when compared to traditional classes?

	Frequency	Percentage
1	1	0
2	2	1
3	35	24
4	74	51
5	32	22

The data presented in Table 30 indicates that a majority of students (75%) are satisfied or very satisfied with the level of interaction in the ILL class. This suggests that the active teaching methods successfully fostered a more interactive and collaborative learning environment compared to traditional classes. Only a small percentage of students (25%) expressed some dissatisfaction with the level of interaction. This indicates that while there may be room for improvement, the overall interaction level is generally positive.

The results suggest that the ILL class's active teaching methods effectively enhanced student interaction, creating a more engaging and collaborative learning experience.

Section 4: Open-Ended Reflections (2 questions)

Q1: Impact of Active Learning Activities- How did specific active learning activities within the ILL influence your language learning experience and overall well-being compared to traditional classes?

Students overwhelmingly identified games, collaborative activities, and speaking practice as the most influential aspects of their language learning experience in the ILL class. These activities were seen as engaging, motivating, and effective in improving communication skills.

Students found games to be enjoyable and motivating, contributing significantly to their learning experience. Group work and collaborative projects were praised for their effectiveness in fostering teamwork, communication, and problem-solving skills. They emphasised the importance of opportunities to practise speaking English, such as exercises, presentations, and Q&A sessions. Moreover, they acknowledged the continued importance of developing foundational skills through reading, vocabulary activities, and competitions.

Student Quotes:

"Playing games contributed a lot."

"Group work and speaking activities were very useful."

"Mystery Skype helped me learn new words."

"Reading texts and competitions improved my vocabulary."

Q2: Suggestions for Improvement and Expansion- How can we improve ILL activities? What kind of activities would you like to see in the ILL?

Students offered a variety of suggestions for improving and expanding the ILL activities. These suggestions can be categorised into several themes:

Game-Based Learning: Students prioritise activities that are enjoyable and engaging. They expressed a desire for more game-based activities, including classics like Scrabble and Taboo, as well as more immersive options like Murder Mystery.

Collaborative Activities: Students called for more group discussions, Mystery Skype sessions, detective-themed activities, and expanded project work.

Spoken Communication: Students emphasised the need for more opportunities to practise spoken English, such as presentations, structured discussions, dialogues, and role-playing scenarios.

Diverse Learning Experiences: SStudents appreciate a diverse range of activities and the use of innovative teaching methods, including reading and writing activities, vocabulary-focused exercises, film/TV series viewings, and increased technology integration.

Learner Involvement: Students desire more autonomy and involvement in the learning process. Also they expressed a desire to be more involved in the decision-making process, suggesting that their ideas should be taken into account and that they should have more choice in activities.

Student Suggestions for Improvement & Expansion

Game-Based Learning: Kahoot, Who is the Killer?, Country Guessing, etc.

Scrabble, Taboo, other table games, Murder Mystery for extended problem-solving

Collaborative Activities: More group discussions and Mystery Skype sessions,

Detective-themed activities, Expanded project work, team games

Focus on Spoken Communication: Presentations, structured discussions, dialogues

Role-playing scenarios for authentic practice

Opportunities to interact with Erasmus students or native English speakers

Diverse Learning Experiences: Reading/writing activities & competitions

Vocabulary-focused exercises

Film/TV series viewings with linked activities

Increased technology integration

Outdoor activities for a change of pace

Student Quotes:

"The games and group work are very fun and instructive."

"Speaking activities help me improve my English."

"More interactive activities can be done using technology."

"I want to practise speaking with native speakers."

"Outdoor activities would be more motivating."

"It would be nice to take students' ideas into account and give them more choice."

Students clearly desire:

Playful elements and collaborative tasks are highly favoured.

Opportunities to practise authentic speaking are essential.

A mix of activities using diverse tools is valued.

Involving learners in the decision-making process fosters ownership.

We can conclude that the student responses highlight the importance of creating a dynamic, engaging, and authentic language learning environment. By incorporating these suggestions, the ILL program can continue to enhance student learning experiences and foster a positive and supportive atmosphere.

Discussion

This study makes important contributions to the literature by examining the use of active learning strategies and technology-supported Innovative Language Laboratory (ILL) model in language learning. In particular, the use of such innovative approaches in English language teaching at high school level in Turkey offers a new model for language teaching.

Theoretical Contributions:

The study highlights the potential of active learning strategies to reduce anxiety levels and increase students' self-confidence in foreign language learning. These findings draw attention to the importance of student-centred and collaborative approaches in language teaching. Furthermore, this study provides a new perspective to the theoretical studies on anxiety reduction and enhancing success in language learning.

Practical Contributions:

The use of SFL demonstrates the benefits of providing students with a more supportive and interactive environment in technology-enhanced language teaching. These findings show how teachers can use active learning and technology integration in language learning more effectively and shed light on educational policies. The study provides important recommendations for future educational reforms.

The findings of this study show that active learning strategies reduce 9th grade students' anxiety levels and increase their self-confidence in English language learning processes. These

findings are in line with other studies in the literature. According to the findings, the application of active learning strategies reduced students' English language learning anxiety. Bagalay et al. (2021) reported that students' anxiety levels during oral participation in the classroom decreased in active learning and collaborative learning environments. Our study supports this finding and reveals that active learning is an important tool in anxiety management.

In our study, a significant increase in students' self-confidence levels was observed. Mohammed & Al-Hassan's (2023) study emphasises the potential of active learning to increase the self-confidence of language learners. These findings suggest that students' active participation and techniques such as gamification have positive effects on language learning.

The data obtained show that cooperation and interaction increase in an active learning environment. In Chou's (2023) study, it is stated that collaborative and interactive listening strategies are effective in improving students' language skills. The development of students' ability to work together supported the language learning process.

These findings suggest that language teachers should use active learning strategies more widely in the classroom. Active learning can be used as an effective method to reduce students' anxiety and make the language learning process more enjoyable. Furthermore, this study demonstrated that lessons incorporating active learning strategies within the ILL had a significant positive impact on students' English language learning experiences. Key findings from the post-implementation survey (impact test) include:

Reduction of Anxiety Levels

In our study, a significant decrease in students' foreign language anxiety was observed in the SFL environment where active learning methods were used. Bagalay et al. (2021) stated that anxiety experienced during oral participation in the classroom can be reduced through supportive and interactive learning environments. Similarly, Wilang (2021) emphasised that students' fixed mindsets and anxiety can be transformed through active learning strategies. In line with these studies, our findings show that active learning is an effective method to reduce anxiety.

Increased Self-Confidence and Technology Use

The increase in students' self-confidence levels can be considered as a result of the integration of active learning strategies and technology. Mohammed and Al-Hassan (2023) stated that active learning strategies increase language learners' motivation and self-confidence. In addition, Al-Otaibi (2023) showed that the technological infrastructure of language laboratories increases students' interest and engagement in language learning. In our study, students improved their language skills by using technology effectively, which positively affected their self-confidence.

Interaction and Collaboration

Increased interaction and cooperation between students in an active learning environment contributed to language learning. Chou (2023) emphasised that interactive listening strategies and collaborative learning are important in developing language skills. Students' interaction with group work and game-based activities enriched their learning experience.

ESL students often experience heightened anxiety during classroom oral participation (Bagalay et al., 2021) and Like Thai high school students, Turkish students hold a fixed mindset on their effort (Wilang, 2021). Our research confirms this, indicating considerable levels of anxiety among participants. Specifically, we have found that students primarily experience anxiety stemming from fear of making mistakes while speaking (51%), nervousness when asked to answer questions (46%), and a lack of confidence in their accent/pronunciation (3%). These findings align

with our expectations and prompt us to consider precautions to enhance the language learning experience. To address these anxieties and create a more positive learning environment, we conducted our study on active learning techniques in an innovative learning space designed to optimise the students' language learning experience.

This study provides compelling evidence that integrating active learning strategies with the technologically-enhanced Innovative Language Laboratory (ILL) promotes greater student well-being, confidence, and engagement with English language learning. Key findings demonstrate:

Reduced Anxiety: The active learning environment within the ILL significantly decreased foreign language anxiety, creating a more relaxed and conducive space for language practice.

Enhanced Confidence: Students overwhelmingly reported boosted confidence in their language abilities and in utilising technology as a learning tool.

Well-being and Motivation: The vast majority of participants experienced enhanced well-being, motivation, and overall enjoyment within the ILL's active learning context.

Interaction and Collaboration: Active learning methods within the ILL proved highly effective in fostering meaningful student interaction, leading to greater engagement and perceived language learning progress.

These findings affirm the transformative potential of combining active learning with innovative learning spaces. By prioritising student-centred approaches, collaboration, and purposeful technology integration, educators can create environments that nurture language skills while optimising student confidence and well-being.

Conclusions and Recommendations

This study is one of the first studies to examine the effects of active learning strategies and the Innovative Language Laboratory (ILL) model in English language learning. In particular, the use of a technology-supported language laboratory in a high school in Turkey and the application of active learning strategies in this environment fills a gap in the literature.

This model, which combines active learning with technology, offers an effective method to reduce students' anxiety and increase their self-confidence in language learning processes. In this respect, the study makes important contributions to both language learning pedagogy and educational technologies.

The study is innovative in that it goes beyond traditional language teaching methods to examine the effects of providing a student-centred, collaborative and technology-supported learning environment on student well-being. These findings provide important clues for future research and educational practices.

To maximise the benefits of active learning and technology-rich learning spaces for all students, consider the following recommendations:

Professional Development: Investing in ongoing professional development for educators, equipping them with the skills to design and implementing a variety of active learning strategies in conjunction with effective technology use.

Individualised Support: Recognizing that some students might require additional support with specific technologies or may experience lingering anxiety. Providing targeted interventions and scaffolding to ensure everyone benefits from the active learning environment.

Activity Variety: Offering a diverse range of engaging active learning activities to cater to different learning styles and maintaining student enthusiasm over time.

Student Choice: Incorporating opportunities for students to have some control over activity selection or design, boosting ownership of their learning and increasing engagement.

Collaborative Learning Design: Designing activities that foster meaningful interaction and collaboration, emphasising communication and cooperation for language practice.

Technology for Learning: Emphasising the purposeful use of technology, choosing tools that directly support student language development and enhancing the learning experience.

Continual Refinement: Collecting student feedback on an ongoing basis to inform adjustments to the ILL environment, technology integration, and the implementation of active learning strategies.

Future Directions

The findings of this study revealed the effects of active learning strategies and the technology-supported Innovative Language Laboratory (ILL) model on students' language learning processes. However, this study has some limitations and it is suggested that these limitations should be overcome in future studies.

Firstly, this study was limited to 9th grade students only. Future research could examine how students in different age groups respond to active learning strategies and technological learning environments. Future studies at primary, middle and high school levels will be useful in evaluating the applicability of these methods to different age groups.

Secondly, the study was conducted for a limited period of six weeks. Future studies can examine the long-term effects of active learning strategies by conducting longer-term studies. In particular, long-term follow-up studies can be conducted to understand how students' anxiety levels and self-confidence change over time and whether these effects are permanent.

Thirdly, the study was limited to a single school and students in a specific region. Future research could be conducted with students from different geographical regions and cultural contexts to increase the generalisability of the findings. Furthermore, future studies with groups of students from different socioeconomic backgrounds may reveal how effective these learning models are in different social contexts.

Finally, this study examined the effects of technology-supported active learning strategies. Future research could examine the effects of different technological tools (e.g., augmented reality, virtual reality, artificial intelligence-based language learning applications) on language learning in more depth. The effects of such technological innovations on student achievement, motivation and language skills can be investigated.

Future research in line with these recommendations will reveal the potential of active learning strategies and technology-supported learning environments in language teaching in a more comprehensive way.

Declarations

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Bibliometric Analysis of Theses on Occupational Health and Safety in Schools

Okullarda İş Sağlığı ve Güvenliği ile İlgili Yapılan Tezlerin Bibliyometrik Analizi

Hakan DEMİR[1], Cem GÖK[2]

Abstract

The main objective of this research is to conduct a bibliometric analysis of domestic theses on Occupational health and safety (OHS) in schools in Turkey and to examine current academic trends, research methodologies and basic themes related to occupational health and safety. In the study, the case study model, which is one of the qualitative research models, was used. The universe of the study; These are theses in the field of OSH in schools, the full text of which can be accessed in the YÖK thesis database. In this context, a total of 42 theses were included in the research. The data were analyzed by descriptive analysis techniques and presented in tables and graphs. The findings show that theses on occupational health and safety in schools have intensified especially since 2018 and are mostly at the master's level. Most of the theses were written in Turkish, and most of the studies were carried out at Istanbul Aydın and Istanbul Gedik Universities. While the most common method in research is quantitative analysis, the most preferred model is the survey model. In terms of subjects, the most interest focused on occupational health and safety in vocational and technical high schools, while studies on ISO 45001 standards and disabled employees were more limited. It is recommended to researchers to increase the number of doctoral theses, conduct research in foreign languages, and use qualitative and mixed methods more.

Keywords: Occupational health and safety, school, educational institution, bibliometric analysis.

Öz

Bu araştırmanın temel amacı, Türkiye'de okullarda iş sağlığı ve güvenliği İş sağlığı ve güvenliği (İSG) konusunda yapılmış yurt içi tezlerin bibliyometrik bir analizini yaparak, mevcut akademik eğilimleri, araştırma metodolojilerini ve iş sağlığı ve güvenliği ile ilgili temel temaları incelemektir. Çalışmada, nitel araştırma modellerinden biri olan durum çalışması modeli kullanılmıştır. Çalışmanın evreni; YÖK Tez veri tabanında tam metnine ulaşılabilen, okullarda iş sağlığı ve güvenliği alanında gerçekleştirilmiş tezlerdir. Bu bağlamda toplamda 42 tez araştırmaya dahil edilmiştir. Veriler betimsel analiz teknikleriyle analiz edilmiş tablo ve grafiklerle sunulmuştur. Bulgular, okullarda iş sağlığı ve güvenliği konusundaki tezlerin özellikle 2018 yılından itibaren yoğunlaştığını ve çoğunlukla yüksek lisans düzeyinde olduğunu göstermektedir. Tezlerin büyük bölümü Türkçe yazılmış olup, en fazla çalışma İstanbul Aydın ve İstanbul Gedik Üniversitelerinde gerçekleştirilmiştir. Araştırmalarda en yaygın yöntem nicel analiz olurken, en çok tercih edilen model tarama modelidir. Konular açısından en fazla ilgi mesleki ve teknik liselerde iş sağlığı ve güvenliği üzerine yoğunlaşırken, ISO 45001 standartları ve engelli çalışanlarla ilgili çalışmalar daha sınırlı kalmıştır. Araştırmacılara doktora tezlerinin artırılması, yabancı dilde araştırmalar yapılması, nitel ve karma yöntemlerin daha fazla kullanılması önerilmektedir.

Anahtar Kelimeler: İş sağlığı ve güvenliği, okul, eğitim kurumu, bibliyometrik analiz.

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Introduction

Education covers a wide range of ages ranging from pre-school to postgraduate education. Children and young people, who will form the workforce of the future, spend a significant part of their lives in schools. Students are exposed to various risks and hazards in educational institutions (Karaltı, 2017). In addition, a large group of staff such as teachers and administrators work in these institutions. However, unhealthy and unsafe working and learning conditions in schools can sometimes lead to accidents, diseases and even deaths (Ergüder and Yertutan, 2005). Accidents and illnesses that occur in schools have widespread negative effects that affect not only individuals but also administrators, teachers, students, and parents. Studies show that 98% of occupational accidents and 100% of occupational diseases are preventable. This underlines the essential role of occupational health and safety practices in schools in creating safe and healthy environments for both learning and working (Berk et al., 2011; Ceylan, 2012).

Occupational Health and Safety (OHS) is a critical discipline aimed at protecting employees' physical, mental, and social well-being, encompassing educational institutions as well. However, scientific data on the adequacy and effectiveness of OHS practices in schools are limited (Çimen & Çimen, 2020). Although there are many studies on OHS in the literature, there is a lack of systematic evaluation of how these studies are distributed in educational institutions, which methodological approaches they adopt and which issues they focus on. Academic theses are a valuable source of data in terms of showing which subjects are studied more in certain periods, which research methods are preferred, and what kind of results the researches have achieved (Günay & Özbilen, 2023). However, the fact that academic theses on OHS on educational institutions are not evaluated in a holistic framework can be considered as a deficiency in this field. The bibliometric analysis method offers the opportunity to reveal the academic trends in this field by evaluating the academic studies from the past to the present within the framework of certain criteria (Küçük, 2007). A bibliometric analysis will show which topics are being studied more in the field of OSH in schools, which themes come to the fore and which topics should be investigated in the future.

The Concept and Importance of Occupational Health and Safety

According to the World Health Organization (WHO) and the International Labour Organization (ILO), Occupational Safety and Health (OSH) is defined as the process of optimizing the mental, physical and social health, safety and well-being of workers in the workplace and ensuring that these conditions are maintained over time. This definition also concerns the issue of reducing harmful effects from the physical work environment, manufactured products and other risk factors that may compromise the physical and mental integrity of workers. Creating a healthy and safe workplace environment is at the heart of this concept (Bingöl, 2003).

Initially, OHS was narrowly understood only as the creation of a safe and healthy environment for employees. However, over time, its scope has expanded and turned into a broader framework that aims to promote a healthy and safe environment both in the workplace and in its immediate surroundings (Topak, 2004). OHS is now defined as a process that aims to humanize working environments and provide the necessary conditions for individuals to lead a safe and secure life (Turan & Taşkın, 2016). In addition, the "Occupational Health and Safety Law", which entered into force in 2012, emphasizes ensuring workplace health and safety and improving existing conditions as the basic elements of the concept (Occupational Health and Safety Law, 2012). OHS is a scientific discipline that aims to eliminate or minimize health hazards and occupational risks arising from workplace environmental conditions. It is also an interdisciplinary field that examines factors influencing the health and safety of employees, temporary workers, subcontractors, visitors, customers, and other individuals impacted by an organization's activities (Karaman et al., 2016).

In contemporary contexts, OHS has gone beyond its technical and medical roots and has become a social policy area approached with multidimensional perspectives and solutions (Kuzucu &Farımaz, 2017). The development and implementation of public policies related to OSH varies depending on the technological, social and economic progress of a country. However, promoting an OHS culture that is compatible with these policies is of great importance for social welfare (Aksoy, et al. 2016). The importance of OHS is enormous for both employees and employers. Employees are the group most affected by occupational accidents and diseases, which leads not only to financial losses, but also to a decrease in production capacity and disruption of business activities. According to the ILO, 153 people have occupational accidents every 15 seconds and one person dies due to such incidents. While 6,300 people are injured in work accidents every day, 2.3 million people die annually as a result of these incidents. In addition, approximately 317 million occupational accidents occur globally each year, and it is estimated that the combined economic burden of these accidents and occupational diseases accounts for 4 percent of global production. These statistics highlight the critical need for the creation of safe working environments and the implementation of effective OH & S measures (Erginel & Toptancı, 2017).

Occupational accidents often cause significant economic hardship, especially for workers whose primary income is derived from wages. In severe cases, injured workers may never fully regain their previous state of health, leading to psychological and emotional difficulties. The most serious consequence of workplace accidents is loss of life; This, in turn, poses deep socio-economic challenges not only for the individual employee, but also for his family. Therefore, occupational safety measures serve as a preventive mechanism that aims not only to protect the physical health of employees but also to maintain the economic and social stability of their families (Kilkis, 2014). OSH represents a critical area that encompasses both theoretical and practical dimensions. Protecting the health and safety of employees is not only an ethical obligation, but also a fundamental human right and a strategic priority for the business sector (Berk, Önal & Güven, 2011). OHS measures are supported by legal regulations and international standards to protect the right to life of employees. These measures are based on the principle that a safe and healthy working environment must be guaranteed. Every individual has the right to work in a safe environment and it is the responsibility of employers to ensure this right (Gerek, 2006). OHS practices aim to protect the physical and psychological well-being of employees by minimizing the risks associated with occupational accidents, diseases and other health problems. These practices also increase the motivation and productivity of employees. Safe and healthy working conditions increase productivity by enabling employees to concentrate more effectively on their tasks. In addition, by reducing occupational accidents and occupational diseases, OHS measures prevent labor losses and disruptions in production, ultimately increasing the competitiveness of enterprises (Çimen & Çimen, 2020; Erdoğan & Genç, 2018).

OHS also imposes important significant on employers. Compliance with workplace OH&S regulations is mandatory, and failure to comply can result in serious legal penalties. Employers are required to assess workplace risks, implement necessary precautions, and establish working environments that adhere to prescribed standards (Kilkis, 2014).In addition, effective OH&S policies contribute to the social reputation of the employer. Employers who prioritize the health and safety of their workforce are perceived by the public as more trustworthy and respected. Strong OH&S performance strengthens an employer's social image and position by demonstrating its commitment to social responsibility (Akpolat, 2014). Therefore, OSH not only ensures the well-being of employees, but also provides employers with a competitive advantage through compliance with legal obligations and improved workplace conditions. Therefore, OHS is both a basic business necessity and a strategic tool necessary to achieve sustainable success (Tekin, 2017). OHS is a multidisciplinary field that brings together various areas of expertise in order to protect the social, mental and physical well-being of employees. It focuses on making workplaces,

which are an integral part of individuals' lives, safer and healthier (Ceylan, 2012).

Occupational Health and Safety in Schools

According to Article 39 of the Regulation on Preschool Education and Primary Education Institutions of the Ministry of National Education, the school principal is responsible for various aspects of school management. These responsibilities include student affairs, education and training processes, personnel management, financial transactions and management of movable property (Bıyıkçı, 2010). It is also responsible for correspondence, education and social activities, boarding, scholarship, transportation, security, nutrition, care, cleaning and other duties assigned by the Ministry and the Provincial and District Directorates of National Education. Among these duties, the execution of OHS services in schools is also an important responsibility (MEB, 2014).

The "Occupational Health and Safety Law No. 6331" is generally valid for all public and private sector workplaces, with certain exceptions. The law aims to ensure the safety of all employees, regardless of their field of activity (Arslan, 2008). However, some groups and activities are excluded. These include the Turkish Armed Forces, general law enforcement agencies and certain functions of the National Intelligence Organization, disaster and emergency response activities, domestic services, and individuals who produce goods or services without employing workers. In addition, dormitory, vocational education, training and security-related activities within the scope of the rehabilitation processes of convicts and detainees in penal institutions are excluded from the provisions of the law (Occupational Health and Safety Law, 2012).

In this legal framework, school principals are required to provide a safe environment for both employees and students by effectively managing OHS (Gümüş, 2016). In carrying out these responsibilities, school administrators must comply with the regulations established by law and take the necessary measures to ensure that the school's activities are in line with legal requirements. This ensures not only compliance, but also the well-being and safety of all individuals in the school environment (Demircioğlu & Centel, 2013). The Occupational Health and Safety Law No. 6331 comprehensively sets out the obligations of employers. Under this law, employers are obliged to prevent risks to the health and safety of employees. This requires the elimination of sources of danger, the organization of training and awareness activities, the provision of necessary equipment and materials, and the continuous improvement of workplace conditions (Kitiş & Bilgi, 2011). Employers must monitor the implementation of OH&S measures in the workplace, remedy any identified deficiencies, and prepare a risk assessment report documenting hazards. They are also responsible for assigning employees based on their fitness for the job in terms of health and safety and ensuring that only employees with adequate training and instruction have access to life-threatening areas. Outsourcing OHS services to experts does not eliminate the responsibilities of employers (Art. 4). In addition, the employer's representatives, acting on behalf of the employer and managing the workplace activities, share the same OH&S obligations with the employer (art. 3). In schools, an assistant principal can be appointed as the employer's representative to supervise OHS-related processes. This representative is able to participate in board meetings and risk assessments on behalf of the employer (Ministry of Education Boarding School Inspections, 2018).

Schools fall under the jurisdiction of Law No. 6331 and this situation imposes certain responsibilities on school principals as employers and teachers as employees or service providers. School administrators are responsible for ensuring the safety of students both within the school buildings and in the areas where school-related activities take place. In addition, they should ensure the safety of students during their transportation to school and protect them from possible dangers, injuries, and risks (Erdoğan & Genç, 2021). Therefore, Law No. 6331 imposes comprehensive responsibilities on employers and their representatives as well as school administrators in the management of occupational health and safety. The correct fulfillment of these obligations is of

great importance in terms of maintaining a safe environment for both employees and students (Gümüş, 2016). The basis of OH&S activities lies in identifying potential hazards that may pose a risk to students, teachers, staff and visitors in the school environment. School administrators and teachers should assess the risks that students may face and address the existing hazards in the school environment (Aksoy, Samanlı & Karagöz, 2016). This risk assessment should take into account all aspects of the school and work environment and ensure that no potential hazards are overlooked (Baykal, Sarı, & Arslan, 2022). Establishing an OSH culture in schools and implementing the necessary safety measures is an important step in protecting students and all other stakeholders. The establishment of this culture will contribute to the creation of a safer future, both individually and collectively (MEB, 2010).

Risk assessment processes

Risk assessment is the process of assessing potential hazards in the workplace and determining whether these risks are at an acceptable level, taking into account the adequacy of existing control measures. Its primary purpose is to protect employees, then to ensure the safety of the workplace and all individuals and organizations in it. Employers are required to conduct or commission a risk assessmentaccording to Article 10 of the Occupational Health and Safety Law No. 6331 (Ceylan & Başhelvacı, 2011).

Within the scope of the Communiqué on Occupational Health and Safety Hazard Classes, workplaces are divided into three hazard classes according to their activities: less dangerous, dangerous and very dangerous. Risk assessments in accordance with this classification should be renewed periodically as specified in Article 12 of the Occupational Health and Safety Risk Assessment Regulation (Official Gazette, 2012). A risk assessment should be carried out every six years for workplaces classified as less hazardous, every four years for workplaces classified as hazardous, and every two years for workplaces classified as very hazardous. In addition to periodic renewals, risk assessments should be updated in response to specific conditions (Official Gazette, 2012). These conditions include the relocation of the workplace or structural changes in the building, changes in the technologies applied, the materials or equipment used, occupational accidents, illnesses or the occurrence of "near misses". Additionally, risk assessments must be revised in cases of legislative changes concerning permissible workplace exposure limits, environmental measurements necessitating re-evaluation, health surveillance findings, or emerging external hazards that may impact the workplace (Arıcı, 2013).

Dangerous situations detected by school principals and risk assessment teams in schools are recorded in the Ministry of National Education Information Systems (MEBBİS) OHS risk assessment module developed by the Ministry of National Education. After data entry into the system is completed, a risk assessment report is created. Each page of the report must be initialed by team members, and the last page must be signed to become an official document. This report is then stored at the respective school or institution. Given the legal significance of the data entered into the system, it is crucial to ensure accuracy and to comprehensively identify all potential risks in the school. Any oversight or negligence in the risk assessment process can lead to significant legal and safety issues down the road. Therefore, meticulous action should be taken throughout the process. As a result of all these, the establishment of a competent risk assessment team and the meticulous implementation of the risk assessment process are critical to ensure the safety of employees and students. A careful and methodical approach is required at every stage, from data entry to final reporting, to create a safe and law-compliant environment (MEB, 2016).

Preparation of contingency plans

According to the Regulation on Emergencies in Workplaces, emergencies; It is defined as natural disasters such as fire, explosion, spread of hazardous chemicals, earthquakes, floods, storms, and situations that may occur in some or all of the workplace. These emergencies require

emergency response, intervention, first aid, or evacuation. An emergency plan includes the processes of identifying potential emergencies, determining measures to prevent or mitigate their effects, assigning support teams, planning response and evacuation strategies, organizing documentation, conducting drills and updating the plan at regular intervals (Official Gazette, 2013a). To respond effectively to emergencies, workplaces, including schools, must set up three separate teams: firefighting, search and rescue and evacuation, and first aid teams. The number of personnel in these teams should be appropriate to the size of the workforce and the hazard classification of the workplace (Bolat, 2015).

At the Third World Conference on Disaster Risk Reduction organized by the United Nations on 18 May 2015, the importance of increasing the resilience of public and private sector investments against disasters was emphasized. Particular attention has been paid to reducing risks to physical infrastructure in critical institutions such as schools and hospitals (UNESCO, 2017). Disaster and emergency management in schools is structured as a process encompassing actions required before, during and after the disaster. The emphasis is on identifying potential hazards before a disaster, reducing or eliminating their effects, and preparing for emergencies through planning and training. During a disaster, the goal is to practice the correct behaviors learned through drills and effectively conduct rescue, first aid, and evacuation operations. In the aftermath of the disaster, the aim is to make timely and effective interventions to minimize losses and restore the normal functioning of the school as soon as possible. The Ministry of National Education has developed the MEBBIS OHS Emergency Data Entry Module to systematically manage emergencies. This system facilitates the assessment of possible school emergencies, the implementation of preventive measures, the formation of emergency response teams, and the documentation of response strategies. All data entered into the module is printed and signed and filed as an official "Contingency Plan". This process provides a legal and organized framework for managing emergencies in schools (Özmen et al., 2015).

Organization of occupational health and safety trainings

School principals are responsible for ensuring that teachers and other school staff participate in OHS trainings. These trainings are mandatory before employees start work, when workplace or job changes occur, when work equipment is changed or when new technologies are introduced. OHS trainings should be updated according to new risks and evolving conditions and should be repeated when necessary or at regular intervals (Official Gazette, 2013b).

Public institutions, including schools, are obliged to provide OHS training to all employees such as servants, teachers and civil servants, regardless of the hazard classification of the institution. These trainings are provided to employees free of charge, and the time spent on training is considered part of their working hours. The main purpose of these trainings is to promote a culture of safety in public institutions. These trainings are carried out as in-service programs under the name of Basic Occupational Health and Safety Training Course for Employees. The content of the training is tailored to the needs of the employees and goes beyond the standard topics specified in the relevant manual. The trainings are given by occupational safety experts or expert trainers, and after the completion of the training, the training is documented by supervisors and occupational safety experts or workplace physicians (Official Gazette, 2014).

Systematic and regular OHS trainings are extremely important for the development of a safety culture in schools. Such trainings programs enhance employees' knowledge and awareness, contributing to a safer environment for both staff and students. This constitutes a vital step in assisting educational institutions in their efforts to establish safe and well-managed learning environments. OHS trainings are designed to raise awareness among teachers, administrators and other school staff. These trainings enable employees to evaluate potential hazards and risks in the school environment from a new perspective and to advocate for taking the necessary measures to

reduce these risks. In addition, staff working in schools and boarding facilities are required to receive special training that is compatible with their job descriptions and responsibilities. Basic training programs include hygiene training for hostel personnel, emergency team training, personal protective equipment training, boiler room igniter training, and risk assessment team training (Özmen et al., 2015).

Trainings on emergencies are organized in schools to prepare students for possible disaster scenarios. These trainings cover emergencies that may turn into natural disasters such as fires, earthquakes, avalanches, floods and storms, and aim to enable students to intervene consciously in such situations. By participating in these programs, students become better equipped and gain the necessary awareness to minimize the negative effects of disasters (Özmen et al., 2015). A mandatory component of student training is the occupational safety training given to vocational high school students before starting their internship. These trainings are designed to increase students' awareness by addressing the potential risks they may encounter in professional environments. The training given by field or department supervisors, workshop or laboratory trainers or occupational safety specialist teachers lasts at least 8 hours. Participants who complete the training are given a certificate of "Student/Apprentice Occupational Health and Safety Training" (MEB, 2015a).

The Ministry of National Education's Occupational Health and Safety Circular No. 2014/16 highlights the importance of organizing seminars, panels and conferences to raise awareness of students and school staff on occupational health and safety. These activities, overseen by school administrators, aim to improve the OHS culture. By introducing children to the concepts of occupational safety at an early age, it is to ensure that they are better prepared to identify the risks they may encounter both at school and later in life. This early awareness encourages safer behaviors and equips students to be part of a more safety-conscious workforce in the future (Official Gazette, 2014).

Article 7 of the Regulation on the Procedures and Principles of Occupational Health and Safety Training of Employees emphasizes the importance of providing targeted training to groups with special policy needs, such as young, old, disabled, pregnant or breastfeeding employees (Official Gazette, 2013b). In this context, school principals are responsible for the planning and implementation of special education programs for employees and students who require special education and guidance. Employees and students who require special policies should be given tasks appropriate to their physical condition. In addition, OHS trainings for these individuals should be customized according to their specific needs and abilities. This training should go beyond theoretical training and include practical exercises, such as emergency evacuation drills, tailored to the specific needs of these people (MEB, 2018).

Activities related to fire safety
A fire is a phenomenon that begins when a heat source ignites a flammable substance and then spreads uncontrollably. In order for a fire to occur, three basic elements must coexist: flammable material, heat and oxygen. Elimination of any of these elements will extinguish the fire. Başdemir and Demirel (2010) define fires as one of the most important threats to human life and property. Although it is not possible to completely prevent fires, their effects can be minimized with appropriate precautions (Başdemir & Demirel, 2010). Fires can be caused by a variety of reasons, such as lack of protective measures, ignorance, negligence, accidents, sabotage, or natural phenomena such as sparks or lightning strikes.

The Disaster and Emergency Training Center (AFADEM) divides fire protection measures into two main categories: structural and organizational (MEGEP, 2014). Structural measures include constructing buildings with non-combustible or fire-resistant materials, providing escape routes protected from fire effects, separate storage of flammable and combustible materials, and

keeping fire extinguishers in working order. Organizational measures include conducting regular fire drills, frequently inspecting electrical installations, keeping fire exits unobstructed, installing emergency lighting systems, and updating evacuation plans. Approaches to fire risk are divided into two groups. The reactive approach refers to the measures taken after the fire occurs, while the proactive approach includes measures that aim to reduce potential risks by anticipating them before they occur. Kuzucu & Farımaz (2017) give examples of proactive fire safety measures such as smoke detectors, heat detectors, fire alarm bells, automatic gas extinguishing systems, fire pumps, gas alarm detectors and fire brigade water supply connections.

To effectively combat building risks, it is essential to take both structural and organizational measures, as well as proactive approaches. These systematic efforts are critical to reducing fire-related losses and ensuring the safety of individuals and property. According to the Regulation on Fire Protection of Buildings and the Fire Prevention and Extinguishing Directive of the Ministry of National Education, educational institutions are required to implement certain measures to minimize fire risks and ensure safety. These measures have been determined to ensure fire safety (Official Gazette, 2007; MEB, 2009). Fire cabinets are mandatory in high-rise buildings, workshops, warehouses, hotels, medical institutions, gathering places and educational facilities with a total indoor area of more than 1,000 square meters, as well as buildings with a closed area of more than 2,000 square meters. These cabinets must be installed on each floor with a maximum distance of 30 meters between them in sections separated by a fire wall. Emergency lighting systems must provide adequate lighting by automatically activating in the event of a power outage. These systems must remain operational for at least 60 minutes after the current lighting is cut off. Emergency guidance should be arranged in such a way as to direct users to the nearest exit in all buildings with multiple exits. Emergency exit doors should be indicated with "EMERGENCY EXIT" or "FIRE EXIT" signs, and there should be no illuminated objects or signs that may cause confusion in escape routes. These signs must remain functional for at least 60 minutes in the event of a power outage.

Studies on chemical risks

Globally, there are an estimated 5 to 7 million different types of chemicals, with an annual production volume of about 400 million tons. Understanding the type, shape, and potential effects of these chemicals is crucial for assessing their impact on human health and selecting appropriate protective measures for their use in business processes (Yavuz & Erdogan, 2001). Key sources of information about chemicals include laws and regulations, information provided by employers, chemical manufacturers' Material Safety Data Sheets (MSDS), labels on chemical packaging, and training programs. It is legally obligatory for all chemicals used in workplaces in Turkey to have Turkish MSDS.

Staff and students in schools may occasionally be exposed to the harmful effects of chemicals, especially those used in laboratories, workshops and cleaning activities. These chemicals pose significant health risks, making it very important for school administrations to provide comprehensive training to staff and students on the safe handling and use of chemicals. Proper storage of chemicals in schools is essential to ensure safety. Chemicals should be stored in secure areas that must remain locked, and labels should not be removed under any circumstances. Mixing cleaning chemicals, even to improve cleaning efficiency, is strictly prohibited due to potentially dangerous reactions. Cleaning staff are required to use personal protective equipment and regularly ventilate work areas during cleaning activities. Since improper storage is one of the main causes of occupational accidents, chemicals should be classified and stored according to their types and properties (Yavuz & Erdoğan, 2001).

Studies on biological risks

Biological risk factors include microorganisms, cell cultures, and human parasites (including

genetically modified ones) that can cause infection, allergy, or poisoning. These risks can be transmitted to humans through the working environment, air, physical contact, shared clothing or equipment, vectors (live hosts carrying infectious agents) and blood (Karaltı, 2017). Biological risks can lead to many infectious diseases. Examples of these are tetanus, hepatitis, AIDS, rubella, rabies, tuberculosis, campylobacter, shigella, candida, anthrax, Q fever and brucellosis.

Congregate living spaces, such as schools and dormitories, are particularly susceptible to hygiene issues and the spread of infections. Students, especially those who lack basic hygiene knowledge, are more vulnerable to infections. Behaviors such as frequently touching different surfaces, close contact with peers in classrooms and playgrounds, and putting hands to the mouth can facilitate the transmission of microorganisms. In order to minimize the risk of infectious diseases, both staff and students should strictly adhere to personal hygiene rules (Kitiş & Bilgi, 2011). School toilets pose a significant risk of the spread of infectious diseases due to inadequate cleaning, inadequate facilities, and poor handwashing habits. Failure to maintain proper hygiene conditions in school toilets increases the likelihood of infections spreading among students and staff. Addressing biological risks in schools requires a comprehensive approach that emphasizes hygiene, education, and preventative measures. By providing regular cleaning, proper hygiene practices, and infection prevention education, schools can create a safer environment for students and staff and minimize the incidence of infectious diseases (Pekcan & Guler, 1993).

Periodic controls and audits

The increasing use of machinery and equipment in the workplaces due to technological developments has contributed to the increase in occupational accidents. In order to reduce such risks, periodic inspections of workplace machinery and equipment have become important. These audits consist of regular inspection, testing and evaluation activities carried out by experts using appropriate methods at regular intervals. Over time and with use, machinery and equipment may deteriorate or deform. Regular periodic maintenance extends the life of these equipment, while inspections and tests ensure the safe operation of the machines (Akpolat, 2014).

Periodic inspections are carried out in schools for all tools, equipment and installations required for operational safety. These include boilers, pressure vessels, lightning rods, grounding and electrical installations, electrical appliances, generators, machinery and scaffolding used in construction work. These inspections are carried out by engineers and teachers who have undergone in-service training organized by the Ministry of Education. The results of these audits are documented and records are filed. In addition, labels or markings indicating that the inspection has been completed should be affixed on the inspected equipment (Official Gazette, 2014). In order to ensure that periodic inspections of school equipment are carried out efficiently and cost-effectively, the Ministry of National Education provides in-service trainings to train Periodic Control Specialists. Personnel with expertise in the roles of electrical and mechanical engineering, technical teachers or technicians can participate in these training programs (MEB, 2019).

Improving physical conditions in schools

Ensuring security in schools is closely related to improving physical conditions. Risks such as unsafe lockers, missing safety nets in stairwells, school gardens where vehicles can enter, roofs used as storage areas and low windows can pose significant dangers to students, teachers, staff and visitors. Many school accidents can be effectively prevented by taking precautions to address these risks. To improve physical safety, schools should secure objects, implement appropriate safety measures on stairs, organize outdoor spaces, install secure window mechanisms, monitor rooftops, and address safety in boiler rooms (MEB, 2015b).

To reduce the risk of accidents, items such as cabinets, panels, boards, plates, frames (with or without glass), stair railings, and other objects that are at risk of tipping over during an earthquake or vibration must be securely fastened. This includes classrooms, hostels,

administrative offices, laboratories, archives, and all other school units. Regular inspection of these items is of great importance in terms of preventing possible accidents (MEB, 2015b). School stairs should be clean, well-maintained, and equipped with safety features. Stair railings should be at least 90 cm high, and the spaces between stairs should be covered with materials such as mesh to prevent falls. Anti-slip tapes should be installed on stair treads to minimize the danger of slipping. Mobile ladders used for cleaning, maintenance and painting also need to be checked regularly every six months. It is essential to use stairs that comply with safety standards. Given that the slipperiness of stairs increases in rainy weather or after cleaning, anti-slip measures such as anti-slip tapes on stair treads are critical to prevent accidents (MEB, 2015b).

Research on OSH practices in schools addresses a variety of risk factors, managerial deficiencies, and regulatory compliance issues. Özakün et al. (2023) examined OHS practices such as fire safety, emergency plans, and hygiene standards in educational institutions; They stated that the lack of knowledge of teachers and administrators led to the inadequacy of the practices. They emphasized the need for effective implementation of legislation and the development of comprehensive training programs in order to disseminate OHS culture. Günay and Özbilen (2023), while emphasizing the importance of OHS practices in creating a safe working environment, stated that lack of financial resources, lack of expert personnel and physical inadequacies are the main problems. They recommend financial support for sustainable OH&S practices, the provision of specialized staff and the reduction of the obligations of school principals. Şener et al. (2023) focused on identifying and preventing risks in the education sector by analyzing OHS practices in schools. They concluded that the evaluation of schools in the "less dangerous" class limited OHS practices.

Baykal et al. (2022) found that current OHS practices in schools are inadequate due to managerial deficiencies, which leads to occupational accidents and occupational diseases. They recommend identifying risk factors in advance and regularly reviewing contingency plans. Gümüş (2016) revealed that risk assessment activities are insufficient in public schools, while more importance is given to these practices in private schools. It has been stated that teachers' ignorance about risk assessment negatively affects OHS practices. Yurdakul (2023) examined the OHS practices in special education practice schools in Ankara and found that risk analyzes were not carried out adequately in these schools and there were deficiencies in emergency plans. Kök Sevdalı (2019) emphasized the lack of OHS measures such as fire detection systems and socket protection locks in schools; He stated that the managers had problems due to the lack of legislative knowledge and technical support. Ustaoğlu (2020) found that the fact that educational institutions are in the "less dangerous" class limits OHS studies, and that the existing measures by using the Fine Kinney Method in risk assessments are insufficient. Tokpınar (2019) examined the adequacy of the studies carried out in schools within the framework of the OHS Law No. 6331; He emphasized the importance of regular risk assessment processes and emergency plans.

Relevant research reveals that the issue of OHS in educational institutions is not adequately addressed both at the academic level and in practice. Current studies have been conducted in specific cases or limited contexts and do not provide a general framework for OSH practices. Risk factors encountered in educational institutions need to be addressed more comprehensively, compliance with legislation should be evaluated and sustainable measures should be developed. In this context, the bibliometric analysis will contribute to the field by identifying academic productivity, basic research themes and deficiencies in the field of OHS. Thus, a scientific basis will be established for the development of more effective and applicable OHS policies in the education sector. The main objective of this research is to conduct a bibliometric analysis of domestic theses on OSH in schools in Turkey and to examine current academic trends, research methodologies and basic themes related to occupational health and safety. The sub-objectives of the research are as follows:

1. What is the distribution of theses on occupational health and safety in schools in Turkey according to the year they were made?
2. What is the distribution of theses on occupational health and safety in schools in Turkey according to the type of thesis?
3. What is the distribution of the publication language of theses on occupational health and safety in schools in Turkey?
4. What is the distribution of theses on occupational health and safety in schools according to universities in Turkey?
5. What is the distribution of theses on occupational health and safety in schools in Turkey according to their basic disciplines?
6. What is the distribution of theses on occupational health and safety in schools in Turkey according to the method?
7. What is the distribution of theses on occupational health and safety in schools in Turkey according to the research model?
8. What is the distribution of theses on occupational health and safety in schools in Turkey for the subjects studied?

Method

It provides details regarding the methodology and procedures employed in the research. It gives information about the method and the process followed in the study. Times New Roman 12 font, single line spacing, the first line indented 1 cm, 6 nk space after paragraphs.

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 *occupational health and safety in schools* in Turkey were examined. This study employed the case study model, a qualitative research approach. 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 a case study as 'a method that investigates a current event or phenomenon within its real-life context in the context of the research process.

Universe and Sample of the Research

The universe of the study; these are theses in the field of *occupational health and safety in schools*, 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 42 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 "occupational health" *as keywords in databases*;"*school" and "job security";* The terms "*education" and "occupational safety" and "education" and "occupational health"* 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)*Failure to focus on occupational health and safety in schools

It can be specified in the form of.
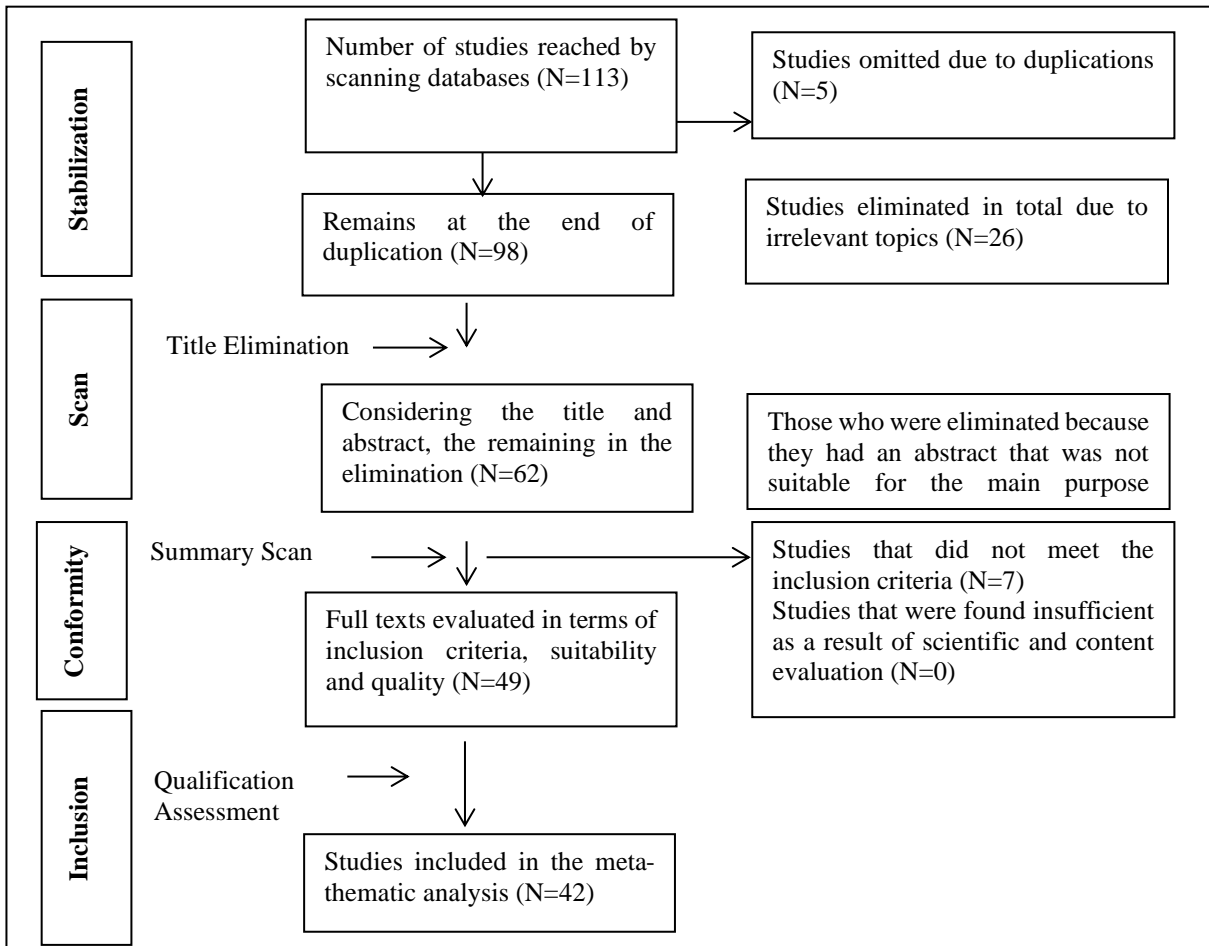
Figure 1. Flow diagram of the studies included in the analysis

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, 113 studies were included in the study pool. Of the studies examined, 5 studies that were in duplication/overlap status were excluded from the scope. In the second stage, the remaining 98 studies were examined in depth, and 26 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 42 studies were transferred to the Mendeley Program for evaluation as they were suitable for the purpose.

Analysis of Data

In the study, document analysis was used in the analysis of the data. Docs; journals, biographies and autobiographies, technical documents, field notes, diaries, official records, papers, reports or statistics, primary or secondary sources, historical events or chronologies, projects, plans, letters, photographs, books, articles (Cohen, Manion & Morrison, 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 (Wallwn and Fraenkel, 2000).

In the study, document analysis was carried out in two stages. These;

(i) The theses in the study group were obtained from the thesis databases of YÖK and transferred to the computer environment in pdf format. In the study, *Mendeley Reference Manager* and *Excell* programs were used in the collection, classification and presentation of the data .

(ii) In the second stage, the analyzes of the studies transferred to the computer environment in the order of code numbers were made through the *Academic Publication Evaluation Form developed within the scope of the research* . In qualitative research, descriptive analysis techniques were used in the data analysis process. The first technique used is frequency analysis, which involves an approach that focuses on counting the frequencies of message elements. In this type of analysis, countable units are determined and the analysis indicators are expressed in the type of frequency. Frequency analysis reveals in a simple way the frequency of quantitative appearance of recording units. During the analysis of the material, it was intended to count the message elements according to the frequency of a particular element, and these counts were expressed by the frequency type. This approach provides an understanding of how often a particular item occurs and the intensity and importance of that element 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 (Köhler & Stemmler, 1997). Categorical analysis, on the other hand, generally refers to the division of a particular message into units and then the grouping of these units into categories according to predetermined criteria (Tavşancıl & Aslan, 2001).

Validity and Reliability of the Research

Validity in qualitative research means that the researcher observes the phenomenon in its true form and as impartially as possible. In addition, the process by which the researcher obtains the data, the explanation of how he reached the results, and the detailed reporting of the collected data are also important criteria of validity (Yıldırım & Şimşek, 2008).

In qualitative research, validity is handled in two ways: internal and external validity. Internal validity can be stated as the adequacy of the research process in revealing the truth under consideration. It is related. For this reason, the researcher is expected to be consistent both in the data collection process and in the analysis and interpretation processes of the data (Büyüköztürk et al., 2008). In this study, detailed definitions were made in the findings section in order to ensure internal validity, the information about the situation subject to the research was revealed with objective data, and then interpretation was made. The consistency between the data has been tried to be achieved by taking into account the internal homogeneity and external heterogeneity criteria. In other words, the similarities and differences are clearly revealed.

External validity can be expressed as the generalizability of research results. If the results of the research can be repeated to similar environments and situations, it can be said that the external validity of the research has been ensured. 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 and 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 92%. 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

In this section, the findings after the analysis of the data are included.

Findings for the First Sub-Research Question

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 (%)
	2024	7	16,67
	2023	5	11,90
	2022	3	7,14
	2021	4	9,52
	2020	1	2,38
	2019	7	16,67
	2018	9	21,43
Year Distribution	2017	1	2,38
	2016	3	7,14
	2015	0	0,00
	2014	1	2,38
	2013	0	0,00
	2012	0	0,00
	2011	1	2,38
Sum		**42**	**100,00**

In the study, the distribution of theses on occupational health and safety in schools by years was examined. According to the findings, 2018 stands out as the year with the highest number of theses written with 21.43% (n=9). This is followed by 2019 and 2024 with rates of 16.67% (n=7). While the rate of theses written in 2023 was 11.90% (n=5), 9.52% (n=4) thesis studies were carried out in 2021. The rate of theses made in 2022 and 2016 was determined as 7.14% (n=3). 2020, 2017, 2014 and 2011 are among the years with lower rates of thesis work, and 2.38% (n=1) of theses were written in these years, respectively. In 2015, 2013 and 2012, no thesis studies were found.

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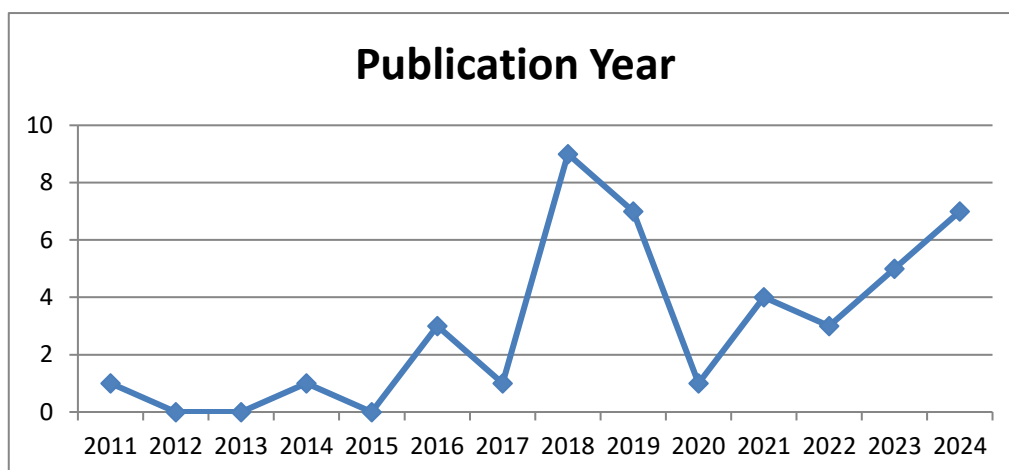
Figure 2. The graph for the distribution of theses by year

As can be seen in Figure 2, the increase in theses on the basis of total number paused until 2019, and the upward trend continued in 2022. This number reached a high level with 7 theses in 2024.

Findings for the Second Sub-Research Question

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	38	90,48
	PhD	3	7,14
	Specialization in Medicine	1	2,38
Sum		42	100,00

According to the findings, the majority of studies consist of master's theses. Of the 42 theses examined, 38 were at the master's level and accounting for 90.48%. PhD theses, on the other hand, have a more limited place with a rate of 7.14% (n=3). Additionally, only one study (2.38%; n=1) was found for specialization theses in medicine. These data show that academic studies in the field of occupational health and safety are largely concentrated at the master's level, while doctoral theses are quite limited.

The graph for the distribution of the relevant theses according to their types is presented in Figure 3.

Figure 3. Types of Thesis

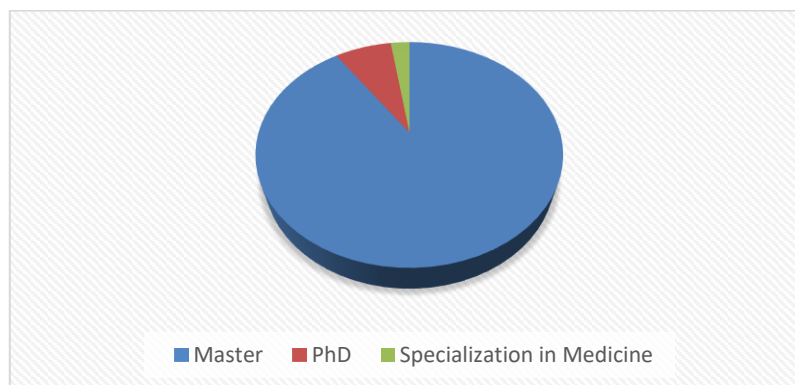As can be seen in Figure 3, it can be said that the highest share in the distribution of theses according to their types belongs to master's theses.

Findings on the Third Sub-Research Question

The findings regarding the distribution of the researches in the third sub-research question of the research according to the publication language are presented in Table 3.

Table 3. Distribution of the Theses Included in the Research According to the Language of Publication

Variable	Publication Type	Number (n)	%
Publication Language	Turkish	40	95,24
	English	2	4,76
Sum		42	100

When the distribution of the theses examined in the study according to the publication languages was analyzed, it was determined that the majority of the studies were written in Turkish. Out of a total of 42 theses, 40 were published in Turkish and this rate is 95.24%. The number of theses written in English is 2 and has a share of 4.76% in the total.

The graph for the distribution of the relevant theses according to the publication language is presented in Figure 4.
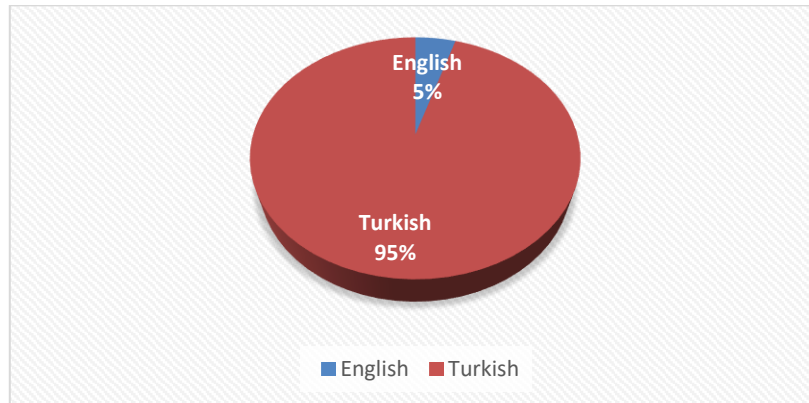
Figure 4. Publication Language

As can be seen in Figure 4, it can be said that the majority of the theses in the context of the publication language are in Turkish.

Findings on the Fourth Sub-Research Question

The findings regarding the distribution of the theses according to the universities where they were carried out are presented in Table 4.

Table 4. Distribution of Theses Included in the Research by Universities

Variable	Universities	Number (n)	%
	Istanbul Aydin University	3	7.14
Universities where theses are published	Istanbul Gedik University	3	7.14
	Marmara University	2	4.76
	Mersin University	2	4.76

Variable	Universities	Number (n)	%
	Sivas Cumhuriyet University	2	4.76
	Kastamonu University	2	4.76
	Çankırı Karatekin University	2	4.76
	Üsküdar University	2	4.76
	Tarsus University	2	4.76
	Ağrı İbrahim Çeçen University	1	2.38
	Akdeniz University	1	2.38
	Ankara Hacı Bayram Veli University	1	2.38
	Artvin Coruh University	1	2.38
	Cankaya University	1	2.38
	Gazi University	1	2.38
	Gaziantep University	1	2.38
	Gedik University	1	2.38
	Hasan Kalyoncu University	1	2.38
	Igdir University	1	2.38
	Inonu University	1	2.38
	Istanbul Esenyurt University	1	2.38
	Istanbul Okan University	1	2.38
	Istanbul Yeni Yuzyil University	1	2.38
	Izmir University of Economics	1	2.38
	Izmir Institute of Technology	1	2.38
	Caucasus University	1	2.38
	Kirklareli University	1	2.38
	Kirsehir Ahi Evran University	1	2.38
	Mugla Sıtkı Koçman University	1	2.38
	Suleyman Demirel University	1	2.38
	Usak University	1	2.38

Table 4 shows the distribution of the theses included in the research according to the universities where they were published. A total of 42 theses were examined, and the highest number of theses were published in Istanbul Aydın University (n=3, 7.14%) and Istanbul Gedik University (n=3, 7.14%). The number of theses published in Marmara University, Mersin University, Sivas Cumhuriyet University, Kastamonu University, Çankırı Karatekin University, Üsküdar University and Tarsus University is equal (n=2, 4.76%) and ranks second. The number of theses published in other universities is one each (n=1, 2.38%), and these universities include Ağrı İbrahim Çeçen University, Akdeniz University, Ankara Hacı Bayram Veli University, Artvin Coruh University, Çankaya University, Gazi University, Gaziantep University, Hasan Kalyoncu University, Iğdır University, İnönü University, Istanbul Esenyurt University, Istanbul Okan University, Istanbul Yeni Yüzyıl University, Izmir University of Economics, Izmir High Technology Institute, Caucasus University, Kırklareli University, Kırşehir Ahi Evran University, Muğla Sıtkı Koçman University, Süleyman Demirel University and Uşak University.

Findings on the Fifth Sub-Research Question

The data for the distribution of the relevant theses according to the subjects in which they were published are presented in Table 5.

Table 5. Distribution of the Theses Included in the Research According to the Basic Disciplines

Variable	Topic	Number (n)	%
	Education and Training	27	64.29
	Technical Education	4	9.52
	Health Education	4	9.52
	Civil Engineering	3	7.14
	Engineering Sciences	3	7.14
	Psychology	2	4.76
	Labour Economics and Industrial Relations	2	4.76
Distribution of theses according to their main disciplines	Architecture	2	4.76
	Accidents	2	4.76
	Public Health	2	4.76
	Social Work	1	2.38
	Business Administration	1	2.38
	Healthcare Management	1	2.38
	Law	1	2.38
	Gastronomy and Culinary Arts	1	2.38
	Tourism	1	2.38
	Science and Technology	1	2.38
	Nursing (Nursing)	1	2.38
Sum		**59**	**100.00**

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

Table 4 shows the distribution of the theses included in the research according to the universities where they were published. A total of 42 theses were examined, and the highest number of theses were published in Istanbul Aydın University (n=3, 7.14%) and Istanbul Gedik University (n=3, 7.14%). The number of theses published in Marmara University, Mersin University, Sivas Cumhuriyet University, Kastamonu University, Çankırı Karatekin University, Üsküdar University and Tarsus University is equal (n=2, 4.76%) and ranks second. The number of theses published in other universities is one each (n=1, 2.38%), and these universities include Ağrı İbrahim Çeçen University, Akdeniz University, Ankara Hacı Bayram Veli University, Artvin Coruh University, Çankaya University, Gazi University, Gaziantep University, Hasan Kalyoncu University, Iğdır University, İnönü University, Istanbul Esenyurt University, Istanbul Okan University, Istanbul Yeni Yüzyıl University, Izmir University of Economics, Izmir High Technology Institute, Caucasus University, Kırklareli University, Kırşehir Ahi Evran University, Muğla Sıtkı Koçman University, Süleyman Demirel University and Uşak University.

These findings show that the theses included in the research are largely focused on the discipline of Education and Training, while technical and health-related disciplines have a certain share. Other disciplines, on the other hand, have a lower representation rate within the scope of research.

The graph of the distribution of the theses included in the research according to their basic disciplines is presented in Figure 5.
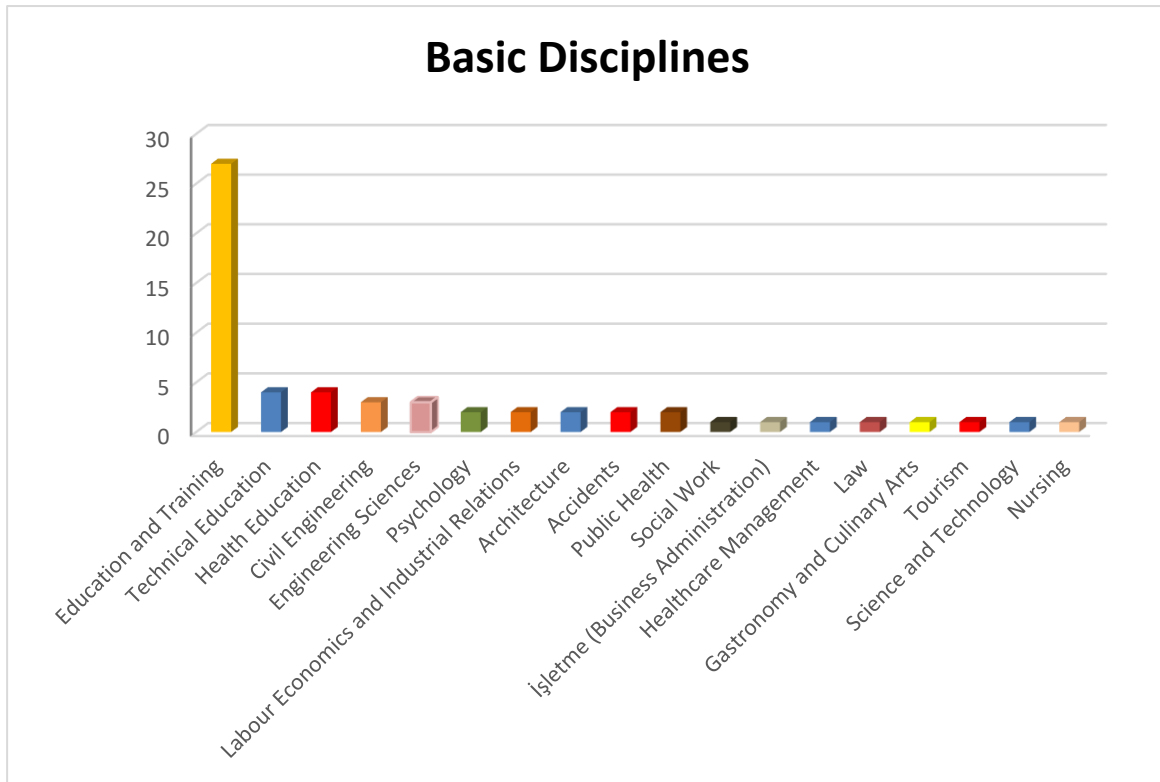
Figure 5. Distribution of Theses According to Basic Disciplines

As can be seen in Figure 5, theses in the field of education and training play a leading role (f=27). This is followed by Technical Education and Health Education researches with 4 studies each.

Findings on the Sixth Sub-Research Question

The data for the distribution of the relevant theses according to the method are presented in Table 6.

Table 6. Distribution of the Studies Included in the Research According to Method Trends

Variable	Methods	Number (n)	%
Research Method Trend	Quantitative	18	42.86
	Qualitative	14	33.33
	Hash	10	23.81
Sum		**42**	**100**

When the distribution of the studies included in the study according to method trends is examined, it is seen that 42.86% were carried out using quantitative, 33.33% qualitative and 23.81% mixed methods. These findings show that the most commonly used method in research is quantitative.

The graph of the theses according to their research method and trends is presented in Figure 6.

Figure 6. Research Methods

As can be seen in Figure 6, quantitative research can be stated as the most preferred research method/design (f=18). This is followed by qualitative research with 14 studies.
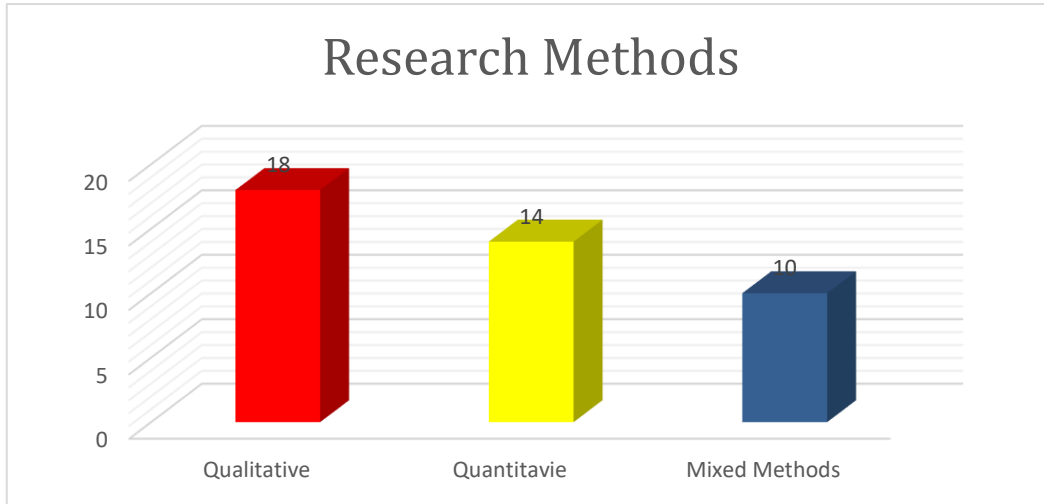
Findings on the Seventh Sub-Research Question

The data for the distribution of the relevant theses according to the research model are presented in Table 7.

Table 7. Distribution of Theses Included in the Research According to Research Model Trends

Variable	Methods	Number (n)	%
	Survey	12	28.57
	Descriptive	9	21.43
Research Model Distributions of Theses	Phenomenology	6	14.29
	Experimental	5	11.90
	Case Study	4	9.52
	Case Study	3	7.14
	Relational	2	4.76
	Meta-synthesis	1	2.38
Sum		**42**	**100**

According to the data in the table, the most preferred model in research *is scanning*, which stands out with a rate of 28.57 percent. This is followed by *descriptive* model (21.43%), *phenomenological* model (14.29%) and *case study* (11.90%). *Experimental* model (9.52%) and *case study* (7.14%) models were less preferred. *Relational* (4.76%) and *meta-synthesis* (2.38%) models have the lowest rates. In general, the most commonly used methods in research are based on survey and descriptive models.

A graph of their study according to research design trends is presented in Figure 7.
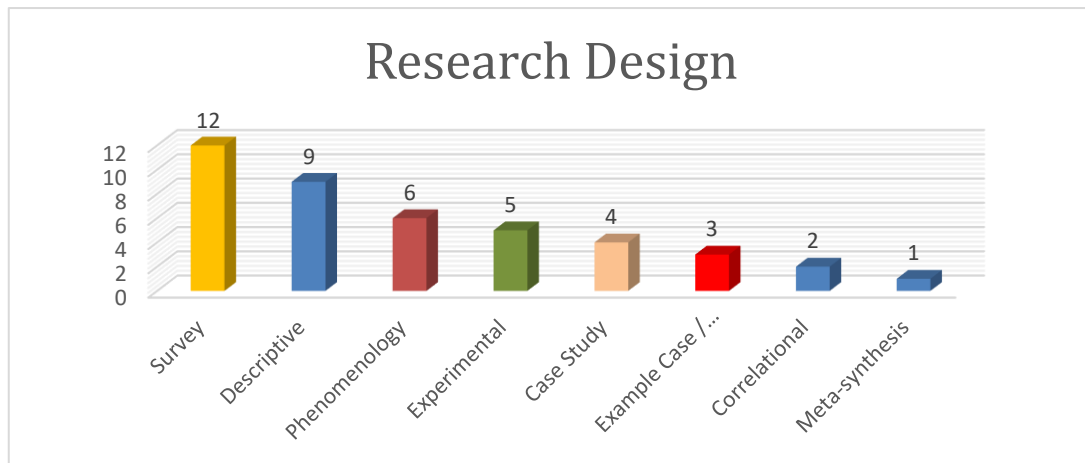
Figure 6. Research Design

As can be seen in Figure 7, survey type studies (f=12) and descriptive studies (f=9) can be stated as the most preferred research design/design: These are followed by phenomenological studies with 6 studies.

Findings on the Eighth Sub-Research Question

The distribution of the topics studied in the theses is presented in Table 8.

Table 8. Distribution of Theses for the Subjects Studied

Subject Category	Frequency	Percentage (%)
Occupational Health and Safety in Vocational and Technical High Schools	10	18.87
Ensuring General Occupational Health and Safety Criteria in Schools	8	15.09
School Administrators' OHS Views and Management Policies	7	13.21
OHS Competence of Teachers and Academic Staff	6	11.32
Physical and Psychosocial Occupational Diseases	5	9.43
Occupational Health and Safety Culture and Awareness	5	9.43
ISO 45001 and Legal Regulations	4	7.55
Studies on Special Education and Disabled Employees	3	5.66
Occupational Safety in Laboratories and Workshops	3	5.66
Distance Education and the Effects of COVID-19	2	3.77
Sum	**53**	**100.00**

According to the data presented in Table 8, the theses on occupational health and safety in educational institutions in Turkey are shaped around different themes. The most concentrated subject of the studies is "Occupational Health and Safety in Vocational and Technical High Schools" and constitutes 18.87% of the total theses. This situation shows that occupational safety is considered as a critical area in vocational and technical education. The second subject of "Ensuring General Occupational Health and Safety Criteria in Schools" was studied at a rate of 15.09%, revealing that ensuring occupational safety standards is a subject of academic interest. The title of "School Administrators' OHS Views and Management Policies" shows that administrators' perspectives on occupational health are an important research area with 13.21%.

The competencies of teachers and academic staff on occupational health and safety were discussed at a rate of 11.32%, and it is understood that the knowledge and practices of educators on this subject were evaluated. "Physical and Psychosocial Occupational Diseases" and "Occupational Health and Safety Culture and Awareness" were studied equally (9.43%), and thus, it was seen that the researches aimed at increasing the occupational safety awareness of teachers and students had an important place. Less studied topics include "ISO 45001 and Legal

Regulations" (7.55%), "Studies on Special Education and Disabled Employees" (5.66%), "Occupational Safety in Laboratories and Workshops" (5.66%) and "Distance Education and the Effects of COVID-19" (3.77%). ISO 45001 standards, access to occupational health of individuals in the field of special education, and the effects of the pandemic on occupational safety have been relatively less discussed in academic studies. These findings show that occupational health and safety issues in educational institutions are generally centered around vocational and technical education, the attitudes of administrators and the competencies of teachers.

Conclusion and Discussion

In this research, a bibliometric analysis of domestic theses on occupational health and safety in schools in Turkey was conducted. In this context, the current academic trends, research methodologies and key themes related to occupational health and safety were determined. The findings show that academic studies in the field of occupational health and safety are concentrated in certain periods and shaped around certain themes. In particular, the fact that 2018 stands out as the year with the highest number of theses suggests that the issue of occupational health and safety was handled with increasing academic interest in this period. This situation may be related to the legal regulations made before 2018, the wide repercussions of occupational accidents in the public and the fact that occupational health policies are on the agenda more (Günay and Özbilen, 2023). In addition, the Covid 19 pandemic may have an effect on the decrease in the thesis rate after 2019 (Baykal, Sarı and Arslan, 2022). Because after the effect of the pandemic is removed, there is a gluttony in the theses again.

The predominance of academic studies at the master's level in the field of occupational health and safety underscores a critical imbalance in the scientific production within this area. With master's theses constituting an overwhelming 90.48% of total academic output, it is evident that research in this field is primarily focused on generating applied, sector-oriented knowledge. Given the inherently practical and regulatory nature of occupational health and safety, this emphasis on application-based research is expected and, to a certain extent, necessary. However, the scarcity of doctoral dissertations in the field indicates a significant gap in the production of in-depth theoretical knowledge, which is crucial for the conceptual and methodological advancement of the discipline.

The scarcity of doctoral-level research may be attributed to several interrelated factors. First, the applied nature of the field often leads to an immediate demand for professionals with practical expertise rather than scholars pursuing theoretical contributions. This may discourage potential researchers from engaging in long-term doctoral studies. Second, the availability of academic staff specializing in occupational health and safety at the doctoral level remains limited, potentially restricting mentorship and supervision opportunities for doctoral candidates. Additionally, funding opportunities and institutional support for doctoral research in this field may not be as robust as in other disciplines, further limiting the development of in-depth theoretical frameworks. The lack of doctoral dissertations also raises concerns regarding the sustainability of academic expertise in occupational health and safety. Theoretical advancements are crucial for refining existing models, integrating interdisciplinary perspectives, and developing innovative methodologies that can enhance workplace safety policies and interventions. Without sufficient doctoral-level research, the field risks stagnation, as it may remain predominantly practice-oriented without advancing new conceptual paradigms. This could also affect the quality of education at the graduate level, as a strong theoretical foundation is necessary to guide future applied research efforts. In this context, increasing the number of doctoral studies in occupational health and safety should be considered a strategic priority. Encouraging interdisciplinary collaborations with fields such as organizational psychology, public health, engineering, and law could foster more comprehensive and theoretically robust research. Additionally, expanding

funding opportunities and academic incentives for doctoral candidates, as well as enhancing institutional support for faculty specializing in this field, could contribute to the scientific advancement and institutionalization of occupational health and safety as a distinct academic discipline. Furthermore, promoting research that integrates theoretical inquiry with empirical validation could strengthen the field's contribution to both academia and professional practice, ensuring that occupational health and safety evolves beyond regulatory compliance to encompass a more holistic, evidence-based approach.

Another noteworthy finding is that the majority of the theses are written in Turkish, indicating that the subject is primarily explored within the national context of Turkey. While this reflects the local relevance and applicability of the studies, it also raises concerns about the limited integration of Turkish research into the global academic landscape. Considering international occupational health and safety standards and approaches, an increase in English-language theses could enhance the global visibility of research in this field and facilitate its inclusion in the international academic literature (Günay & Özbilen, 2023). The lack of comparative studies on international occupational health and safety practices is particularly significant, as it limits the ability of researchers to assess and improve local policies by drawing on global best practices. Addressing this gap through more comparative and internationally oriented research could contribute to both the academic depth and practical effectiveness of occupational health and safety studies (Akpolat, 2014).

An examination of the distribution of theses across universities reveals that Istanbul Aydın University and Istanbul Gedik University have produced the highest number of theses in the field of occupational health and safety. This concentration suggests that academic research in this field is not evenly distributed among higher education institutions but is instead clustered within certain universities that provide more resources, funding, and research support for occupational health and safety studies. The fact that some universities have published only a single thesis on the topic further highlights the disparity in academic engagement with this field across institutions. This uneven distribution may be attributed to factors such as institutional priorities, the availability of specialized faculty members, and the presence of dedicated research centers focusing on occupational health and safety (Karaltı, 2017). While the concentration of research in a few universities may facilitate the development of expertise and specialization, it also risks limiting the diversification of perspectives and methodologies within the field. Encouraging a more balanced distribution of research efforts across universities could contribute to a more comprehensive and interdisciplinary approach to occupational health and safety studies.

From a methodological perspective, the predominance of quantitative research in occupational health and safety studies indicates that the field has largely been approached through measurable, data-driven analyses. The reliance on statistical techniques and survey-based research suggests a focus on identifying patterns, assessing risk factors, and evaluating workplace safety conditions through empirical data. While the dominance of quantitative methods is beneficial for generating generalizable findings and establishing statistical correlations, it may also present limitations in capturing the nuanced and context-dependent nature of occupational health and safety issues. In this regard, the presence of qualitative methods in 33.33% of studies and mixed-methods approaches in 23.81% of studies indicates an emerging recognition of the need for in-depth, contextualized analysis. Given the complex and human-centered nature of occupational health and safety, increasing the use of qualitative research methodologies—such as in-depth interviews, ethnographic studies, and case studies—could provide deeper insights into the lived experiences of workers, organizational safety cultures, and the psychological dimensions of workplace risks (Karaltı, 2017).

Moreover, the predominance of survey-based research models reflects a tendency among

researchers to describe and assess existing occupational health and safety practices. While descriptive and phenomenological approaches contribute to a better understanding of the current state of workplace safety, they may fall short in generating actionable solutions or testing the effectiveness of specific interventions. The relative scarcity of experimental and intervention-based research suggests a potential gap in the empirical validation of occupational health and safety policies and practices (Akpolat, 2014). Expanding the use of experimental designs and longitudinal studies could strengthen the evidence base for occupational health and safety interventions, allowing for more robust policy recommendations and the development of evidence-based best practices. Encouraging interdisciplinary collaborations, integrating qualitative insights with quantitative data, and adopting innovative research methodologies could further enhance the academic rigor and practical relevance of occupational health and safety studies (Erdoğan and Genç, 2021).

When the thematic distribution of the theses is examined, it is seen that the most studied subject is "Occupational Health and Safety in Vocational and Technical High Schools". It can be explained by the fact that vocational education is directly related to occupational health and safety and the problems experienced in this field are frequently brought to the agenda (Ceylan & Başhelvacı, 2011). The importance of occupational health and safety practices in vocational and technical education is considered as a critical area in terms of providing students with a safety culture at an early age (Akpolat, 2014). In addition, the subject of "Providing General Occupational Health and Safety Criteria in Schools" shows that occupational health standards in educational institutions are an important research area that is handled at the academic level. This situation reveals that occupational health and safety measures are gaining more and more importance not only in industry and production, but also in educational institutions (Günay & Özbilen, 2023). The prominence of the studies titled "School Administrators' OHS Views and Management Policies" shows that administrators' attitudes towards occupational health have become an important research area. The manager factor stands out as a determining factor in the effective implementation of occupational health and safety practices (Erdoğan & Genç, 2021).

The fact that there are more specific topics such as "ISO 45001 and Legal Regulations" and "Studies on Special Education and Disabled Employees" among the less studied topics shows that these areas have not yet been adequately addressed in the academic literature. Further analysis of the impact of international standards such as ISO 45001 on occupational health and safety practices through academic studies can contribute to the elimination of deficiencies in this regard. The limited research on special education and disabled employees suggests that occupational health and safety policies have not yet developed sufficiently in terms of inclusiveness (Erdoğan, 2018). The measures to be taken in order for people with disabilities to work safely in business life need to be addressed more at the academic level.

This research has some limitations in terms of specific methodology and scope. First of all, in the study, only the theses whose full text can be accessed in the database of the Council of Higher Education (YÖK) Thesis Center were examined. This means that studies that are closed to access or in different academic databases are not included in the analysis. For this reason, it may be necessary to access studies in other national and international databases in order to provide a broader academic perspective. In addition, an analysis was carried out only on the theses in the study. In this context, articles, reports, books or other academic sources related to the subject are excluded. In order to examine academic trends in the field of occupational health and safety more comprehensively, other scientific publications should also be included in the analysis.

Recommendations

The conclusion part serves as the primary component where the study is summarized and finalized. The concluding section of an essay should emphasize the significance of the thesis

statement, provide a sense of coherence to the overall piece, and make a lasting impact on the reader. This section should also encompass the limitations of the study and provide recommendations for further research. The conclusion part serves as the primary component where the study is summarized and finalized. The concluding section of an essay should emphasize the significance of the thesis statement, provide a sense of coherence to the overall piece, and make a lasting impact on the reader. This section should also encompass the limitations of the study and provide recommendations for further research.

Declarations

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Proposal of a Tool for a More Efficient School Guidance in Cameroon

Cameroon'da Daha Etkili Bir Okul Rehberliği için Araç Önerisi

Fopoussi Tuebue J. C.[1]

Abstract

The primary aim of this study is to propose a tool that can improve and ensure the conflict-free implementation of school guidance in Cameroon. The research specifically focuses on the General Education System of the country. To achieve this goal, a comprehensive methodology was adopted, including a literature review, field data collection, data analysis, and the preparation of a final report. In the Cameroonian General Education System, school guidance is carried out at three stages: within the first cycle, between the first and second cycles, and within the second cycle. Regardless of students' individual abilities, "Year Five Science" in the French-speaking sub-system and "Form 5 Science" in the English-speaking sub-system are the most commonly chosen fields when entering the second cycle. However, in both sub-systems, only 25% of the students' academic work completed during the four years prior to orientation is considered, which often leads to parental objections, especially when students are guided toward literary tracks. To address this issue, the Fopoussi Tuebue Chart-2 offers a structured model for conducting school guidance without conflict, serving as an effective mechanism in secondary education institutions to prevent disputes over guidance decisions. Moreover, it was observed that boarding students who do not meet the formal requirements for selection into Year Five/Form 5 Science often demonstrate higher academic performance than external students admitted into these programs. Therefore, it is recommended that schools focus on developing strategies to better support and promote their own students before considering the admission of external candidates into Year Five/Form 5 Science. Adopting such an approach could foster a positive school climate and enhance student well-being across educational institutions nationwide.

Keywords: Cameroon, Education, Secondary Education, School guidance, Student academic profile

Öz

Bu çalışmanın temel amacı, Kamerun'da okul rehberliği uygulamalarını geliştirmek ve çatışmasız bir şekilde yürütülmesini sağlamak için kullanılabilecek bir araç önermektir. Araştırma, özellikle ülkenin Genel Eğitim Sistemine odaklanmaktadır. Bu doğrultuda, literatür taraması, saha verilerinin toplanması, verilerin analizi ve raporlaştırılması süreçlerini kapsayan bütüncül bir yöntem benimsenmiştir. Kamerun Genel Eğitim Sistemi'nde okul rehberliği, birinci döngü içinde, birinci ve ikinci döngü arasında, ve ikinci döngü içerisinde olmak üzere üç aşamada yürütülmektedir. Ancak, öğrenci yeterlikleri dikkate alınmaksızın, Fransızca konuşulan alt sistemde "Year Five Science" ve İngilizce konuşulan alt sistemde "Form 5 Science", ikinci döngüye geçişte en çok tercih edilen alanlar olarak öne çıkmaktadır. Her iki alt sistemde de öğrencilerin yönlendirilmeden önceki dört yıl içinde yaptıkları çalışmaların yalnızca %25'i değerlendirilmekte, bu durum özellikle Edebiyat alanına yönlendirilen öğrencilerin velilerinin itirazlarına yol açmaktadır. Bu soruna çözüm olarak önerilen Fopoussi Tuebue Tablo-2, çatışmasız okul rehberliği için yapılandırılmış bir model sunmakta ve ortaöğretim kurumlarında rehberlik kararlarına yönelik velilerden gelen itirazlara karşı etkili bir mekanizma işlevi görmektedir. Ayrıca, Year Five/Form 5 Science alanına yönlendirilme koşullarını sağlamayan yatılı öğrencilerin, çoğu zaman dışarıdan kabul edilen öğrencilere kıyasla daha yüksek akademik başarıya sahip olduğu tespit edilmiştir. Bu nedenle, her okulun öncelikle kendi öğrencilerini destekleyici stratejiler geliştirmesi, ardından dışarıdan öğrenci kabulünü değerlendirmesi önerilmektedir. Bu yaklaşım sayesinde, ülke genelinde olumlu okul iklimi ve öğrenci iyi oluşu (well-being) sağlanabilecektir.

Anahtar Kelimeler: Kamerun, Eğitim, Ortaöğretim, Okul Rehberliği, Öğrenci Akademik Profili

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Introduction

It includes information about the purpose, significance, conceptual . School guidance is defined as a set of actions that enable a student to be placed, at a given point, on a pathway that ensures a promising future (Canzittu & Demeuse, 2017). In Cameroon, school guidance plays a critical role particularly at the transition to the second cycle of secondary education. However, when the results of this highly sensitive process are announced, it is common to observe the reluctance and dissatisfaction of many families, especially those whose children have been oriented towards Year Five/Form 5 Literary tracks (Fopoussi Tuebue, 2021b).

In such cases, it is not unusual to see parents presenting their children's Mathematics and Natural Sciences exam scripts, covering Year One to Year Three in the French-speaking sub-system, and Form 1 to Form 3 in the English-speaking sub-system, as evidence in the Principal's office, contesting the guidance decisions. This recurring situation raises a crucial issue regarding the procedures that govern school guidance practices throughout the country. Additionally, some parents challenge the decisions of the Guidance Council by requesting that their children be placed in Year Five/Form 5 Science, even going so far as to promise to hire private tutors during the entire holiday period, in order to prepare their children to follow the desired academic track, regardless of the child's actual abilities or academic readiness. Given these realities, while such disputes are undeniably disturbing, it remains equally true that the current orientation procedures tend to disadvantage students. At the same time, these procedures weaken the position of academic institutions when confronted with parents' objections. Thus, to ensure fairness and balance, it has become imperative to propose a tool that, as part of the school guidance process, would consider all of the efforts and achievements of each student throughout their academic journey within a given cycle. Furthermore, this tool is expected to equip schools with a solid basis to defend their decisions against disputes and unrealistic demands from dissatisfied parents.

Ultimately, such a tool would serve as a key mechanism to promote positivity and well-being in school guidance practices in Cameroon, as emphasized by Fopoussi Tuebue (2024). Therefore, the main objective of this study is to propose a Chart designed to synthesize and reflect each student's academic trajectory during the first cycle of secondary education. This Chart will be grounded in all the structural and procedural elements that shape academic life within the Cameroonian educational system.

Material

Since the advent of the so-called European school in Cameroon, there has been a juxtaposition of two education Sub-Systems in force, notably an English-speaking Sub-Systems and a French-speaking Sub-Systems (Ndjock, 2016). In both cases, academic activity is punctuated by General Education and Technical Education (Ekomo Engolo, 2001; Tsala Tsala, 2004). Regardless of the type of education considered, the practice of educational guidance in Cameroon is a reality (Fopoussi Tuebue, 2021b; Mbwassack, 2022).

Method

It provides details regarding the methodology and procedures employed in the research. The study was conducted in accordance with ethical guidelines. Regarding data collection, secondary sources were utilized, including books, unpublished personal documents, academic journals, newspapers, and official government records. To achieve the stated objectives, the research was carried out through both fieldwork and desk-based analysis.

During the fieldwork phase, one of the best bilingual general education secondary schools in each region of the country—making a total of ten schools—was selected and approached. At each institution, in-depth discussions were conducted with key stakeholders, including guidance counselors, teachers, students, parents, and administrators. The purpose of these discussions was

to gain insights into the academic abilities of students seeking admission into the second cycle of secondary education in specific specialties. More precisely, this phase aimed to compare the academic profiles and competencies of these prospective students with those of boarding students already at that level and pursuing the same specialty. Additionally, these exchanges sought to gather diverse perspectives on the concept and practice of educational guidance in Cameroon, as experienced up to the time of the study.

The desk-based (indoor) component of the research focused on analyzing the data collected from the field and conducting a thorough review of relevant educational content and policies. This included:

- Examining the subjects included in the curriculum by level and by sub-system throughout the second cycle of General Education in Cameroon,

- Gathering information on the different educational levels within each cycle across the two General Education sub-systems in place in Cameroon,

- Identifying the subjects that serve as determining factors for orienting students toward specific specialties within each sub-system,

- Highlighting the key stages in the General Education secondary curriculum where school guidance interventions are applied, and

- Reviewing official documents and policies related to school guidance in Cameroon.

Results

Overview of the General Education System in Cameroon

Organization of Cycles

In the General Education System of Cameroon, education is structured into two main cycles: the first cycle and the second cycle.

- In the French-speaking sub-system, the first cycle runs from Year One to Year Four, while in the English-speaking sub-system, it extends from Form 1 to Form 5.

- The second cycle includes Year Five, Year Six, and Year Seven in the French-speaking sub-system and Lower Sixth and Upper Sixth in the English-speaking sub-system.

The first cycle itself is divided into two sub-cycles:

- An Observation Sub-Cycle (Year One and Year Two in the French-speaking sub-system; Form 1 and Form 2 in the English-speaking sub-system), and

- An Orientation Sub-Cycle (Year Three and Year Four in the French-speaking sub-system; Form 4 and Form 5 in the English-speaking sub-system).

The second cycle is dedicated to specialization, encompassing Year Five to Year Seven in the French-speaking sub-system and Lower Sixth and Upper Sixth in the English-speaking sub-system. Notably, in the Anglophone system, Form 5 is already specialized, divided into Form 5 Sciences and Form 5 Arts.

Throughout these stages, the guidance process is omnipresent.

- In the French-speaking sub-system, entry into the orientation sub-cycle is guided by an initial school guidance process, directing students into Year Three (with options for German, Chinese, or Spanish).

- Entry into the specialization sub-cycle is determined by another level of guidance, primarily based on specific subjects. For literary tracks, Foreign Language I (French,

English) and Foreign Language II (Chinese, Spanish, German) are critical, while for scientific tracks, Mathematics, Physics-Chemistry-Technology (PCT), Life and Earth Sciences (SVTEEHB), and Computer Science are decisive.

However, only Year Four academic performance is considered in this decision—results from Year One to Year Three are disregarded. Upon completing Year Five Science, students face another orientation: either to Year Six Mathematics and Physics or Year Six Natural Sciences and Mathematics.

In the English-speaking sub-system, a single guidance step exists, based on History, Literature, and Geography for literary tracks, and Physics, Chemistry, and Biology for scientific tracks. This occurs at entry into Form 5, again relying solely on Form 4 performance, ignoring earlier years.

Given that Years One to Three (or Form 1 to Form 3) represent approximately 75% of the first cycle journey, neglecting this significant portion raises serious concerns about the fairness and validity of the school guidance system, as it disregards much of the student's development and effort.

Ambiguity in Admission to Year Five Science: Boarding vs. External Students

The admission process into Year Five Science often reveals serious ambiguities, especially when comparing boarding students to external applicants. Following national Year Four examination results, many prestigious schools conduct entrance exams for Year Five.

For instance, during the 2020/2021 and 2021/2022 academic years, ten top-ranked schools (one per region) were monitored, assessing a sample of 1,000 candidates (100 per region). Among these, 285 applied for Year Five Literary and 715 for Year Five Science, reflecting the negative perception many families hold towards literary tracks, often seen as a refuge for weaker students.

Despite the competitive exams, some external candidates were admitted out of leniency. A comparative analysis revealed that 94.3% of boarding students, though oriented towards Year Five Literary, had stronger academic profiles than 90% of external candidates admitted into Year Five Science. This underlines serious flaws in current guidance and admission practices.

Proposal of a Chart to Summarize Student Progress in the First Cycle

To restore fairness and protect student rights, there is an urgent need to systematically summarize each student's academic progress throughout the first cycle. The Fopoussi Tuebue Chart-2 (Tables 1 and 2) provides a solution.

- Description of Fopoussi Tuebue's Chart-2

The Fopoussi Tuebue Chart-2 is designed for both French-speaking and English-speaking sub-systems, with only minor adaptations. It is structured into two main parts:

1. The first part documents:

   o All academic levels completed during the first cycle,

   o The corresponding academic years,

   o Quarterly marks for each subject,

   o Annual averages per subject,

   o Preliminary orientation indications at the end of each academic year.

2. The second part summarizes:

   o Subjects critical to orientation,

- o Overall orientation trend after four years,

- o Guidance Council decisions,

- o Parental opinions, and

- o The final orientation decision.

- Functioning of Fopoussi Tuebue's Chart-2

The subjects used for orientation in the French-speaking sub-system are:

- French, English, Mathematics, Physics-Chemistry-Technology (PCT), Life and Earth Sciences (SVTEEHB), and German/Chinese/Spanish (Foreign Language II). In the English-speaking sub-system:

- History, Geography, Literature, Physics, Chemistry, and Biology.

In the French-speaking system, PCT and Foreign Language II are introduced in Year Three, thus contributing to evaluations over two years only.

The first part of the chart presents a detailed tracking of academic progress, while the second part aggregates these results into final orientation metrics.

- For most subjects, annual marks are averaged over four years (Year One to Year Four, or Form 1 to Form 4).

- For PCT and Foreign Language II, averages are based on two years.

- If a student repeats a level, marks from each attempt are included, with first attempt marks in black and second attempt in red. The final annual mark will consider the latest attempt.

This comprehensive record allows for a well-founded final orientation decision, aligned with both student performance and Guidance Council assessments. If the Council's evaluation aligns with the chart's results, the decision is confirmed. In case of discrepancy, parental input is collected and documented, enabling a final decision that reflects academic reality and family perspectives.

Table 1: Fopoussi Tuebue's Chart-2 for monitoring with a view to a fairer orientation of students upon entering the second secondary cycle of General Education in the French-Speaking Sub-System in the Educational context in force in Cameroon

ANNUAL REVIEW BY SUBJECT AND BY LEVEL DURING THE FRENCH-SPEAKING FIRST SECONDARY CYCLE									
Level	School year	Area of the investigation	Guidance based subjects		Marks				Probable guidance option per step
					Term 1	Term 2	Term 3	Annual average	
			Main subjects	Sections					
Year 1		Common Languages Of communication	French	Reading Comprehension					
				Composition writing					
				Dictatoin					
				Oral expression					
				General mark					
			English						
		Sciences	Mathematics						
			Natural Sciences						
			Computer Science						
Year 2		Common Languages Of communication	French	Reading Comprehension					
				Composition writing					
				Dictation					
				Oral expression					
				Final mark					
			English						
		Sciences	Mathematics						
			Natural Sciences						
			Computer Science						
Year 3		Common Languages Of communication and foreign languages	French	Reading comprehesion					
				Composition writing					
				Dictation					
				Oral expression					

			Final mark					
			English					
			Chineese/German/Spanish*					
		Sciences	Mathematics					
			Natural Sciences					
			Computer Science					
			Physics-Chemistry-Technology					
Year 4		Common Languages Of communication and foreign languages	French	Reading comprehesion				
				Composition writing				
				Dictation				
				Oral expression				
				Final mark				
			English					
			Chineese/German/Spanish*					
		Sciences	Mathematics					
			Natural Sciences					
			Computer Science					
			Physics-Chemistry-Technology					

QUADRI ANNUAL/BI ANNUAL REVIEW PER SUBJECT (AT THE END OF THE FIRST SECONDARY CYCLE)								

Specialties	Main subjects	Annual four-year grades per main subjects and induced orientation		Psychotechnical test result				Final orientation option
				Candidate performance		Observation		
		Quadri annual/bi annual marks	Orientation induced	Scientific aptitudes revealed	Literary aptitudes revealed	Parent opinion	Decision of the pedagogic staff	
Langues vivantes 1 et 2	Frecnh							
	English							
	Chineese/German/Spanish							
Sciences	MATHEMATICS							
	NATURAL SCIENCES							
	COMPUTER SCIENCE							
	PHYSICS-CHEMISTRY-TECHNOLOGY							

*Cross out the unnecessary

Table 2: Fopoussi Tuebue's Chart-2 for monitoring with a view to a fairer orientation of students upon entering the second secondary cycle of General Education in the English-Speaking Sub-System in the Educational context in force in Cameroon

ANNUAL REVIEW BY SUBJECT AND BY LEVEL DURING THE ENGLISH-SPEAKING FIRST SECONDARY CYCLE									
Level	School year	Area of investigation	Guidance based subjects		Mark per term				Probable orientation option per step
					Term 1	Term 2	Term 3	Annual	
			Main subjects	Sections					
Form 1		Language and Human Science	English	English Littérature					
				English Language					
				Final mark					
			History						
			Geography						
		Sciences	Physics						
			Chemistry						
			Biology						
Form 2		Language and Human Science	English	English Litterature					
				English Language					
				Final mark					
			History						
			Geography						
		Sciences	Physics						
			Chemistry						
			Biology						
Form 3		Language and Human Science	English	English Litterature					
				English Language					
				Final mark					
			History						

			Geography					
		Sciences	Physics					
			Chemistry					
			Biology					
Form 4		Language and Human Science	English	English Litterature				
				English Language				
				Final mark				
			History					
			Geography					
		Sciences	Physics					
			Chemistry					
			Biology					

QUADRI ANNUAL REVIEW PER SUBJECT (AT THE END OF THE FIRST SECONDARY CYCLE)							
Specialties	Main subjects	Annual four-year grades per main discipline and induced orientation		Psychotechnical test results				Final orientation option
				Candidate performances		Observation		
		Quadri annual marks	Orientation induced	Scientific aptitudes revealed	Literary aptitudes revealed	Parent opinion	Final decision of the pedagogical staff	
Language and Human Science	English							
	History							
	Geography							
Sciences	Physics							
	Chemistry							
	Biology							

Openings Offered by the Fopoussi Tuebue's Chart-2

The Fopoussi Tuebue's Chart-2 represents a promising and hopeful innovation. Indeed, it offers multiple advantages for both educational institutions and students. For institutions, this tool would enable them to be better equipped to address and counter unfounded complaints from parents, providing clear, data-driven evidence to justify orientation decisions. For students, the Fopoussi Tuebue's Chart-2 ensures that the guidance process reflects and incorporates the full range of academic efforts and achievements accomplished throughout the entire first cycle of secondary education. By doing so, it promotes fairness, transparency, and recognition of sustained academic engagement.

Discussion and Conclusion

It is the main section in which authors describe, analyze, and interpret their findings. The school guidance process serves as a crucial mechanism for the meaningful accompaniment of students (Stevanovic, 2008). Its application takes into account the specificities of the two sub-systems of education in force in Cameroon (Noumba, 2008). In the French-speaking education sub-system, entry into the orientation sub-cycle is governed by an initial guidance process. Unfortunately, this process is based on foreign languages, despite the fact that many Cameroonians today struggle to speak even a single word in their mother tongue, as Fopoussi Tuebue (2023b) critically points out. Entry into the specialization sub-cycle is determined by another stage of guidance, whereby students are placed into either literary or scientific specialties. The major issue lies in the fact that only the student's performance during the fourth year—representing merely 25% of their work throughout the first cycle—is considered in making such critical decisions. This approach is frustrating and unfair to both students and their parents. Consider, for example, a student who performs excellently during the first three years but, due to a traumatic family event in the fourth year, experiences a sudden decline. As highlighted by Fopoussi Tuebue et al. (2023c, 2023d) and Fopoussi Tuebue (2024), such a student would not only face misdirected guidance based on unrepresentative data but would also suffer increased psychological distress.

Thus, it becomes evident that the current guidance system, which has shaped the futures of many young Cameroonians, deliberately ignores the essential 75% of the student's journey, which reflects their sustained academic effort and growth. This is a clear example of a procedural error, as described by Numa-Bocage (2011).

Moreover, in Cameroon, literary tracks are often viewed as options for less capable students, a prejudice sustained for decades, as noted by Pena-Ruiz (2001), rooted in ignorance (Milgrom, 2010), or explained through the theory of followership (De Visscher, 2016).

- Ambiguities in Admission to Year Five Science

Admission into Year Five Science is a persistent source of controversy and discomfort. Often, external candidates admitted to prestigious schools for Year Five Science perform at lower levels than internal boarding students, who, despite superior academic profiles, are denied entry. This highlights significant disparities in academic standards between institutions, as Musselin (2017) illustrates in similar contexts, and constitutes errors of judgment (Coste & Danet, 2012).

Thus, each institution should prioritize and promote its own students first, as advocated by Cormier-Salem & Roussel (2009). To address this gap, schools could organize special entrance exams for Year Five Science, open both to internal students who do not fully meet conditions and to external candidates, under the discretionary authority of the school head, aligning with Plessix's (2022) concept of institutional sovereignty.

- The Necessity of Fopoussi Tuebue's Chart-2

To restore students' rights, it is essential to summarize the entire academic journey of each student throughout the first cycle. The Fopoussi Tuebue's Chart-2 (Tables 1 and 2) is a vital tool in this regard.

Chart Operation and Structure

The Chart-2 accounts for cases where students repeat a level, recording each year's results:

- First attempt marks in black,

- Second attempt marks in red, following Gary-Bobo & Robin (2012), who emphasize that a student may not repeat the same level more than once in a cycle.

For final evaluation, the marks from the second attempt are considered if the level was repeated. This allows a comprehensive and longitudinal view of a student's academic progress, forming a robust foundation for orientation decisions.

However, as Martin-Krumm (2008) reminds, results can sometimes be distorted by cheating or circumstantial failures, making the outcomes of the Orientation Council crucial. These assessments rate both scientific and literary abilities on a scale of 10.

- If aligned with the student's academic record, the orientation decision is straightforward.

- If discrepancies arise, parental input is recorded, and the final decision is adjusted to reflect a more accurate academic reality.

Benefits of the Chart for Institutions and Students

For institutions, this tool offers a defense against unfounded parental complaints, as many parents neglect following their children's academic performance, later presenting numerous irrelevant arguments—a behavior Ott (2010) refers to as parental resignation. Parents often become highly engaged only when their child is oriented toward Year Five Literary, attempting to argue that, with just three months of effort, they can reverse four years of poor performance—an unrealistic claim, as highlighted by Fopoussi Tuebue (2021b).

Fopoussi Tuebue (2021a, 2021b, 2022a, 2022b, 2023a, 2023b) also notes that many parents in Cameroon perceive orientation to Year Five Literary as a family failure. Statistically, parents who attempt to resolve four years of academic struggle in three months are operating within a 3/48 time frame—only 6.25%—indicating a 93.75% likelihood of failure, confirming Ott's (2010) observations on parental resignation.

For students, the Chart-2 ensures that all academic efforts throughout the first cycle are taken into account. As noted by Armagnague-Roucher & Bruneaud (2016), this approach aligns with the principle of justice. Furthermore, by tracking quarterly and yearly performance, it facilitates early detection of academic decline, allowing timely interventions—a process Cayouette-Remblière & Moulin (2019) describe as predictive monitoring.

- Systemic Challenges and the Role of Fopoussi Tuebue's Chart-2

In the French-speaking sub-system, school guidance occurs at entry into Year Three, Year Five, and after Year Five Science. In the English-speaking sub-system, guidance is applied upon entry into Form 5. In both systems, Year Five/Form 5 Science is the most sought-after specialty, regardless of student ability. Yet, only Year Four/Form 4 results (25% of the total academic journey) are considered for orientation.

Consequently, tensions regularly erupt between schools and parents of students guided toward Year Five Literary or Form 5 Arts, while schools lack strong tools to justify their decisions. The Fopoussi Tuebue's Chart-2 provides a transparent, structured framework to ensure fairness in guidance and to defend against parental disputes.

It is often observed that boarding students not meeting the criteria for Year Five Science are still academically stronger than external students accepted for that same specialty. Therefore, schools should focus on promoting their own students before admitting external candidates.

The Fopoussi Tuebue's Chart-2 is applicable in any context where school guidance may carry risks of injustice toward students. It enables relevant and comprehensive student monitoring and provides a robust mechanism for schools to defend their orientation decisions against recurring parental complaints. As such, it represents a practical and fair solution to longstanding issues within Cameroon's school guidance system.

Declarations

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A Research on Burnout and Organizational Alienation Levels of Teachers in TRNC Secondary Education Levels
KKTC Ortaöğretim Kademelerinde Görev Alan Öğretmenlerin Tükenmişlik Ve Örgütsel Yabancılaşma Düzeylerinin Belirlenmesi

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Abstract

The fundamental aim of current study is to investigate the burn out and organizational alienation levels of the teaachers who are serving in Turkish Republic of Northern Cyprus (TRNC) Secondary Education level. Morever, it can be indicated that quantitative design and correlational research model were employed to reach the findings of the study. It can be stated that Personal Information Form, Maslach Burn Out Inventory which launched by Maslach and Jackson (1981) and adopted to Turkish language by Ergin (1992) and lastly Teachers' Organizational Alienation Scale which introduced by Elma (2003) were used as data collection instruments. During 2022-2023 academic year, 488 teachers who are serving at TRNC Secondary School Levels were contributed to the current study. As the data set which obtained from the participants did not show a normal distribution, Mann Whitney U and Kruskal Wallis H tests, were executed as a non-parametric tests to reach the findings of the study. The results of the study signified that; reduced personal accomplishment and meaningless sub-dimensions had the highest mean score. In addition to these, findings postulated that participants in terms of their gender, age, educational background, marital status and seniority had differed significantly from each other in context burn out . Besides of these, findings also signalled that participants in terms of their gender, marital status and seniority had differred significantly from each other in context of organizational alienation. Correlation test results revealed that a statistically significant, positive but poor correlation were existed between two notions and burn-out had a significant and positive impact on organizational alienation. In the study; It has been suggested to provide in-term service to diminish the levels of reduced personal accomplishment and meaningless and analyzing how notions are correlating with each other through the mediating impact of different notions (i.e organizational culture, organizational slimate)

Keywords: TRNC, burn-out, organizational alienation, secondary level of education.

Öz

Bu çalışmanın amacı, Kuzey Kıbrıs Türk Cumhuriyeti (KKTC) ortaöğretim kademesinde görev alan öğretmenlerin tükenmişlik ve örgütsel yabancılaşma düzeylerini incelemektir. Bu çalışmada nicel araştırma yöntemi ve ilişkisel tarama modeli kullanılmıştır. Çalışmada, kişisel bilgi formu, Maslach ve Jackson'un (1981) tarafından geliştirilen ve Ergin'in (1992) Türkçeye uyarladığı "Maslach Tükenmişlik Envanteri" ve Elma (2003) tarafından geliştirilen "Öğretmenler İçin Örgütsel Yabancılaşma Ölçeği" veri toplama aracı olarak uygulanmıştır. Çalışmaya 2022-2023 eğitim yılı boyunca KKTC Milli Eğitim Bakanlığına bağlı ortaöğretim kademelerinde görev alan 488 öğretmen katkı koymuştur. Katılımcı öğretmenlerden toplanan verilerin normal dağılım göstermemesi nedeni ile parametrik olmayan analizlerden Mann Whitney U ve Kruskal Wallis H testleri verilerin çözümlenmesinde uygulanmıştır. Çalışmada ortaya çıkan sonuçlar; kişisel başarıda azalma ve anlamsızlık alt boyutlarının en yüksek ortalama puana sahip olduklarını, katılımcı öğretmenlerin cinsiyet, yaş, eğitim durumu, medeni durum ve mesleki kıdem değişkenlerinde

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tükenmişlik düzeyi bakımından birbirlerinden anlamlı bir biçimde farklılaştıkları bulunurken; cinsiyet, medeni durum ve mesleki kıdem değişkenlerinde de örgütsel yabancılaşma düzeyleri bakımından birbirlerinden anlamlı bir biçimde farklılaştıkları tespit edilmiştir. Uygulanan Korelasyon Kat Sayısı testi sonucunda iki kavram arasında anlamlı, pozitif ancak zayıf düzeyde bir ilişki olduğu ortaya çıkarken, tükenmişliğin örgütsel bağlılık kavramı üzerinde ise anlamlı ve olumlu bir etkiye sahip olduğu tespit edilmiştir. Çalışmada; öğretmenlerin kişisel başarıda azalma ve anlamsızlık düzeylerinin düşürülmesi için hizmet içi eğitim sağlanması ve ileride yapılacak olan çalışmalarda ise kavramların birbirleri ile ilişkilerinin diğer kavramlarla (Örgütsel kültür, örgütsel iklim…vb) birlikte aracılık rolü ile değerlendirilmesi önerilmiştir.

Anahtar Kelimeler: KKTC, tükenmişlik, örgütsel yabancılaşma, ortaöğretim

Giriş

Modern toplumun yapısını oluşturan kurumlardan biri de eğitim kurumlarıdır. Eğitim kurumları toplumsal bir sistemdir. Eğitim kurumlarının etkili olabilmesi için belli başlı işlevleri yerine getirmesi gerekmektedir. Bu işlevler sırası ile teknik/ekonomik işlevler (Eğitim kurumlarının, öğrenenlerin, kurumun ve yerel toplumun teknik ve ekonomik gelişimine yönelik katkılarının toplamıdır) insan/toplumsal işlevler (Eğitim kurumunun, ferdin gelişimine ve sosyal ilişkilere yönelik katkısının bir ürünüdür.) kültürel işlevler (eğitim kurumunun kültürü aktarmaya ve kültürü geliştirmesi ile alakalı katkının toplamıdır), eğitimsel işlevler (eğitimin toplumun farklı kesimlerde sürdürülmesi ve gelişmesi ile alakalıdır) ve son olarak politik işlevler (eğitim kurumlarının siyasi gelişmelere yönelik katkılarının toplamıdır) şeklinde sıralanmaktadır. Bu işlevler devletin ya da toplumun devamlılığı için oldukça önemlidir. Eğitim kurumlarının etkili bir biçimde işlevini yerine getirmelerinde eğitim paydaşlarının rolü oldukça büyüktür. Eğitim paydaşlarının en önemli halkası ise öğretmenlerdir (Balcı, 2001). Daha farklı bir anlatımla, eğitim kurumlarını eğitsel hedeflere erişmesinde ve etkili bir okul yaratmada öğretmenler kilit role sahiptir (Şişman, 2002). Öğretmen olmadan eğitim hizmetinin üretilmesi imkansızdır. (Başaran, 2000). Öğretmenler ulusun değişmesinde, güçlü bir ekonomiye sahip olunmasında, medeniyetin artmasında önemli rol oynarlar. Öğretmenlerin en büyük eseri toplumlardır (Özkan, 2005). Bunun yanı sıra öğretmenler öğrenenlere yeni yol açan, onlara gerekli bilgileri aşılayan, çağı yakından takip eden, değişimlere ve yeniliklere kolaylıkla adapte olan kişilerdir. Bunun yanında eğitim ve öğretimle yakından ilişkili olan bireylerdir. Öğretmenlerin mesleki doyum düzeylerinin yüksek olması, görev aldıkları eğitim kurumuna bağlılık duyması, deneyimlediği stresle ve çatışma ile başa çıkması, öğrenenlerle, okul idaresi ile, velilerle ve meslektaşları ile samimi ve etkili ilişkiler kurması öğretmenin başarıya erişmesinde rol oynayan önemli unsurlar arasında yer almaktadır (Elma, 2003).

Başarılı ve etkili bir öğretmen eğitim sisteminin başarılı olmasında önemli rol oynar. Ancak öğretmenin mesleğine karşı yabancılaşması; kurduğu ilişkileri, yaşama yönelik bakış açısını, öğretmenlik mesleğine olan duygu ve düşüncelerini etkileyip değiştirmektedir (Elma, 2003). Geçmişten günümüze öğretmenlerde yabancılaşma duygusunun oluşmasına neden olan faktörler farklı araştırmacılar tarafından incelenmiştir. Bu faktörler arasında güçsüzlük (Thompson, 1994; Templin, 1988), mesai arkadaşlarından kendini izole etme, mesai arkadaşları arasında birlik ve dayanışmanın yeterli olmaması yer almaktadır. Bu faktörlere ilaveten öğretmenlerin deneyimlediği tükenmişliğin de öğretmenlerde yabancılaşmaya neden olduğu hususunda araştırmacılar fikir birliğine varmışlardır (Gold ve Rothman, 1992; Friedman, 1993). Öğretmenlerin yeterince desteklenmemesi, öğretmen yetersizliği, iş stresi, okul isteksizliği gibi etmenler, kafa karışıklıkları gibi unsurlar tükenmişliği ve ilerleyen dönemlerde de yabancılaşmayı beraberinde getirmektedir. En yalın ifade ile eğitimde yabancılaşma; öğrenenlerin öğrenme ile alakalı süreçlerden giderek uzaklaşması, öğrenenlerin eğitsel süreçleri anlamlandıramaması, öğrenmeye yönelik isteğin gittikçe azalması, eğitim ve öğretimin sıkıcı ve zevksiz hale gelmesi şeklinde tarif edilmektedir. Diğer yandan Eryılmaz ve Burgaz (2011) yayımladıkları eserlerinde öğrencilerin eğitim gördükleri okullarda dışlanarak ayrıştırıldıklarına ve ilerleyen dönemlerde

okullarına ve kendilerine yabancılaştıklarına değinmişlerdir. Yabancılaşma yaşayan bireyler yaşamı anlamsız ve belirsiz olarak nitelendirir ve kendilerinden geçerler. Eğitimde oluşan yabancılaşma fertlerin bilgiden, öğrenmeden ve öğretmeden vazgeçmesi manasını taşır (Hasher ve Hagenauer, 2010). Bu yüzden de eğitim yöneticilerinin eğitim kurumlarında öğretmenlerde tükenmişliğe ve yabancılaşmaya neden olan etmenleri bilmesi ve gerekli tedbirleri alması gerekmektedir. Böylelikle eğitim kurumları öğretmenler ve diğer eğitim paydaşları ile birlikte öğretimsel hedeflere erişecek ve nitelikli bireyler içerisinde yaşadıkları topluma kazandırılacaktır. Aksi takdirde eğitim kurumları eğitsel hedeflerine erişemeyecek, eğitim kalitesi düşecek ve topluma kazandırılan nitelikli birey sayısı düşecek ve ulusun medeniyet seviyesi azalacaktır. Tükenmişlik ve örgütsel yabancılaşma kavramları üzerine farklı sektörlerde çeşitli çalışmalar düzenlenmiştir. Ancak ilgili alanyazın incelendiğinde tükenmişlik ve örgütsel yabancılaşma kavramlarını bir arada eğitim alanında inceleyen çalışma sayısının gerek Türkiye'de gerekse ülkemiz KKTC'de kısıtlı olduğu görülmektedir. Mevcut çalışmanın, elde edeceği bulgularla eğitim yöneticilerinin tükenmişliğe ve örgütsel yabancılaşma kavramlarına yönelik bakış açılarının genişlemesine yardımcı olacağı düşünülmektedir. Gerek tükenmişlik gerekse örgütsel yabancılaşmaya neden olan etmenlerin daha iyi anlaşılıp tedbir alınmasına katkıda bulunarak eğitim kurumlarındaki verimlilik düzeyinin artmasına katkıda bulunacağına inanılmaktadır. Diğer yandan, çalışmanın elde ettiği sonuçlarla ilgili alanyazına da katkıda bulunacağına inanılmaktadır. Yukarıda izah edilen tüm gerekçeler detaylı bir biçimde değerlendirildiğinde mevcut çalışmanın konu ve içerik bakımından özgün bir çalışmadır. Bu çalışmanı elde edeceği bulgularla ilgili alanyazına derinlik kazandırıp ileride yapılacak olan benzer araştırmalara rehberlik edebileceğinden oldukça önemli ve değerli bir çalışma olduğu düşünülmektedir.

Bu çalışmanın amacı KKTC MEB'e bağlı ortaöğretim kurumlarında görev alan öğretmenlerin tükenmişlik ve örgütsel yabancılaşma düzeylerinin;

a) Cinsiyet, yaş, medeni durum, eğitim durumu ve mesleki kıdem sosyo-demografik değişkenlere göre farklılık gösterip göstermediğini,

b) Tükenmişlik ve örgütsel yabancılaşma kavramları arasında anlamlı bir ilişki olup olmadığını,

c) Tükenmişliğin örgütsel yabancılaşma kavramı üzerinde anlamlı bir etkisi olup olmadığını tespit etmektir.

Bunun yanında çalışmada; eğitim yöneticilerinin tükenmişlik ve örgütsel yabancılaşma kavramlarına yönelik bilgilerini arttırma, öğretmenlerde tükenmişliğe ve örgütsel yabancılaşmaya yol açan etmenleri tespit ederek eğitim yöneticisi pozisyonundaki müdür ve müdür muavinlerinin tükenmişliği ve örgütsel yabancılaşmayı engellemeye yönelik gerekli tedbirleri almalarına ışık tutma ve ileride yapılacak benzer çalışmalara rehberlik etmek de amaçlanmıştır.

Yöntem

Araştırma Deseni ve Modeli

Bu çalışmada nicel araştırma modelinden yararlanılmıştır. En yalın ifade ile nicel araştırma deseni; katılımcılardan toplanan verilerin rakamsal değerlerle ifade edilmesi ve bu değerlerin istatistiksel kurallar ışığında yorumlanmasıdır (Karasar, 2016). Mevcut çalışmada, durum tarama modeli uygulanacaktır. Durum tarama modeli; araştırma kapsamına dahil edilen obje, birey ya da olguların doğal ortamlarında genel durum, tutum ya da davranışlarına araştırmacı tarafından müdahale edilmeksizin incelenmeleridir (Büyüköztürk, 2018). Ayrıca çalışmada durum tarama modellerinden ilişkisel tarama modeli uygulanacaktır. İlişkisel tarama; iki ya da daha fazla değişkenin birbirleri arasındaki bağlantının, anlamlılık, ilişkinin yönü ve gücü bakımından araştırılmasıdır (Büyüköztürk, 2018). Çalışmanın bağımlı değişkenini örgütsel yabancılaşma, bağımsız değişkenini ise tükenmişlik kavramı oluşturmaktadır. Bu bağlamda çalışmanın araştırma

modeli aşağıdaki şekille ifade edilmektedir.
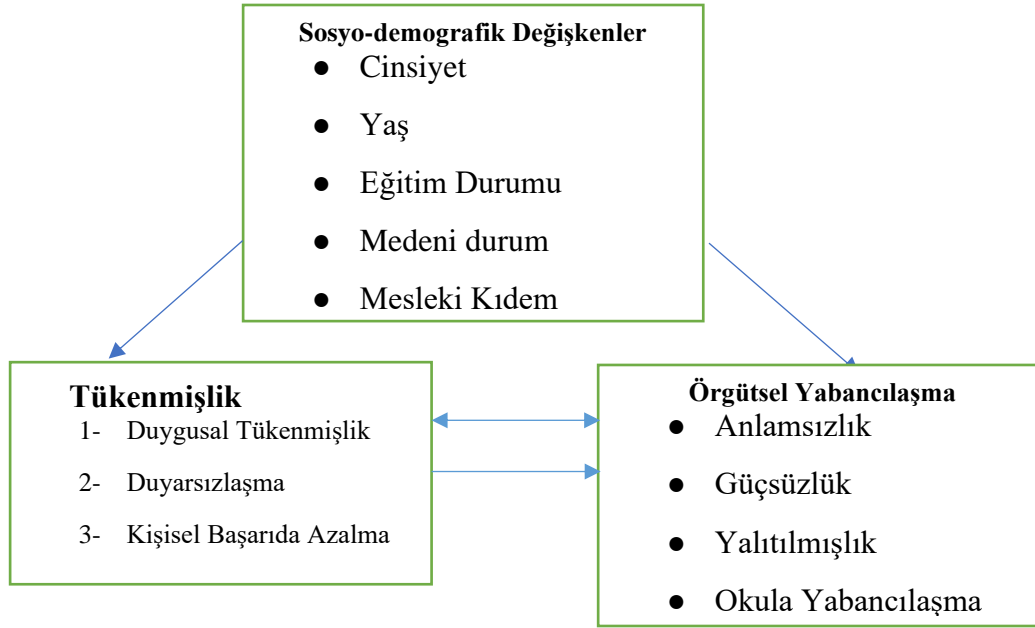
Şekil 1. Araştırma Modeli

Evren ve Örneklem

Çalışmanın evrenini; 2022-2023 eğitim-öğretim yılı boyunca KKTC Milli Eğitim Bakanlığına (MEB) bağlı ortaöğretim kademesindeki eğitim-öğretim kurumlarında kadrolu, sözleşmeli ve teknik statüde çalışan 3018 öğretmen oluşturmuştur (KKTC Eğitim Ortak Hizmetler Dairesi Müdürlüğü, 2023).Çalışmanın evren tablosu ile ilgili bilgilere tablo 1'de yer verilmiştir.

Tablo 1. Çalışmanın Evren Tablosu

Öğretmenlerin Statü Detayı	Öğretmen Sayısı
Kadrolu Öğretmen	2304
Sözleşmeli Öğretmen	689
Teknik Öğretmen	25
Toplam	3018

Çıngı (1994:25) uyarladığı tahmini örneklem büyüklüğü tablosu doğrultusunda çalışmanın örneklem büyüklüğü; 2022-2023 eğitim öğretim yılı boyunca KKTC MEB'e bağlı olarak faaliyet gösteren ortaöğretim kurumlarında %95 güven aralığı ve %5 sapma ile belirlenmiş 488 öğretmenden oluşmuştur. Şekil 2'de Çıngı'nın oluşturduğu tahmini örneklem büyüklüğü tablosu ile ilgili detaylara yer verilmiştir.

Tahmini Örneklem Büyüklüğü

N	SAPMA MİKTARI				
	.01	.02	.03	.04	.05
500					218
1.000				375	278
3.000		1.334	787	500	341
5.000		1.622	880	536	357
10.000	4.899	1.936	964	566	370
50.000	8.057	2.291	1.045	593	381
100.000	8.763	2.345	1.056	597	383
500.000	9.423	2.390	1.065	600	384

Not: Bu tablo, Çıngı (1994, 25)'den uyarlanmıştır.

Tablo. Belli evren büyüklükleri için tahmini
örneklem büyüklüğü (Alfa=.05)

Şekil 2. Tahmini Örneklem Tablosu *(Çıngı,1994)*

Araştırmacı 490 öğretmen ile veri toplama aşamasına geçmiştir. Gönderilen anket formlarından iki tanesi eksik doldurulduğundan değerlendirilmeye alınmamıştır. Bu bağlamda çalışmanın örneklemini gönüllülük esası doğrultusunda çalışmaya katkıda bulunmayı kabul etmiş 488 öğretmen oluşturmuştur. Çalışmada; olasılıklı örnekleme yöntemlerinden basit tesadüfi örneklem yöntemi uygulanmıştır. Karasar (2016) yayımladığı eserinde olasılıklı örnekleme yöntemlerinin yansızlık temeline dayandığına ve evreni oluşturan katılımcıların örnekleme eşit seçilme şansına sahip olmalarına imkan tanıdığına değinmiştir. Mevcut çalışmada, evreni oluşturan öğretmenlerin arasından herhangi bir ölçüte bağlı kalmaksızın katılımcılar belirleneceğinden ve her bir katılımcının örnekleme dahil olma şansının eşit olmasından dolayı basit tesadüfi örneklem yöntemi uygulanmıştır (Karasar, 2016).

Tablo 2. *Katılımcıların Tanımlayıcı Bilgileri*

Cinsiyet	N	%
Kadın	347	71,1
Erkek	141	28,9
Yaş		
21-30	91	18,6
31-40	148	30,3
41 ve üzeri	249	51,0
Eğitim Durumu		
Lisans Mezunu	313	64,1
Yüksek Lisans Mezunu	175	35,9
Medeni Durum		
Evli	323	66,2
Bekar	165	33,8
Mesleki Tecrübe		
1-5 yıl	89	18,2
6-10 yıl	84	17,2
11-15 yıl	79	16,2
16 yıl ve üzeri	236	48,4
Toplam	**488**	**100**

Katılımcı öğretmenlerin tanımlayıcı bilgilerine yönelik bilgilere tablo 2'de yer verilmiştir. Çalışmaya katkıda bulunan katılımcı öğretmenler cinsiyetlerine göre incelendiklerinde %71,1'i kadın, %28,9'unun ise erkek olduğu ortaya çıkmıştır. Araştırmaya katkıda bulunan katılımcı öğretmenler yaş aralıkları bakımından da irdelenmişlerdir. Yapılan analiz sonucunda; katılımcı öğretmenlerin; %51'i 41 ve üzeri, %30,3'ü 31-40, %18.6'sı 21-30 yaş aralığında oldukları bulunmuştur.. Mevcut araştırmaya katkıda bulunan öğretmenler eğitim durumları bakımından

değerlendirildiklerinde; %64.1'inin lisans %35.9'unun ise yüksek lisans mezunu olduğu tespit edilmiştir. Bu araştırmaya katılım gösteren öğretmenler medeni durumları bakımından incelendiklerinde %66.2'sinin evli, %33.8'nin ise bekar olduğu bulgulanmıştır. Araştırmaya katılımcılar sahip oldukları mesleki kıdemleri açısından değerlendirildiklerinde %18.2'sinin 1-5 yıl, %17,2'sinin 6-10 yıl, %16.2'nin 11-15 ve son olarak %48.4'nün 16 yıl ve üzerinde mesleki kıdeme sahip oldukları ortaya çıkmıştır.

Veri Toplama Araçları

Araştırmada veri toplamadan önce üniversite etik kuruluna başvurulmuş KTSU/2023/162 no'lu bilimsel ve eğitim amaçlı izin alınmıştır. Aynı zamanda Milli Eğitim Bakanlığına başvuru yapılmış ve izin alınmıştır. Bu araştırmada; veri toplama aracı olarak anket kullanılmıştır. Söz konusu anket üç kısımdan oluşmaktadır. Anketin ilk kısmında kişisel bilgi formu yer almıştır. İkinci kısımda ise tükenmişlik kavramına yönelik ifadeleri kapsamına alan Tükenmişlik Ölçeği, son kısımda ise örgütsel yabancılaşma kavramına yönelik maddeleri kapsamına alan Örgütsel Yabancılaşma Ölçeği yer almaktadır. Çalışmada kullanılan veri toplama aracına yönelik detaylı bilgilere aşağıda yer verilmiştir

Kişisel Bilgi formu

Mevcut araştırmaya katkıda bulunacak olan katılımcıların sosyo-demografik profilini belirlemek amacı ile hazırlanmış soruları içermektedir. Bu sorular sırası ile katılımcıların cinsiyetlerine yaşlarına, eğitim durumlarına, medeni durumlarına ve mesleki kıdemlerine yönelik bilgileri ortaya çıkarmak amacı ile tasarlanmıştır.

Örgütsel Yabancılaşma Ölçeği

Örgütsel yabancılaşma ölçeği, Elma (2003) tarafından geliştirilmiş olup dört boyuttan ve toplamda 25 maddeden oluşmaktadır. Bu boyutlar sırasıyla; anlamsızlık güçsüzlük, yalıtılmışlık ve son olarak da kuruma yabancılaşma boyutu şeklinde adlandırılmaktadır. Örgüt kültürü ve örgütsel yabancılaşma ölçeği, 1-2-3-4-5-6 şeklinde artan bir biçimde puanlanmış olup, altılı likert tipi derecelendirme sistemine sahiptir. Başka bir deyişle, cevaplar için uygulanan kodlama 1"Tamamen Katılmıyorum", 2"Çoğunlukla Katılmıyorum", 3"Kısmen Katılmıyorum",4"Kısmen Katılıyorum",5"Çoğunlukla Katılıyorum", 6"Tamamen Katılıyorum" şeklindedir. Kullanılan ölçeklerin boyutlarına ve maddelerine ilişkin bilgiler aşağıdaki tabloda verilmiştir. Elma (2003) Örgütsel Yabancılaşma Ölçeği'ni geliştirirken Varimax Dik Döndürme analizi ile yapı geçerliliğini değerlendirmiştir. Yapılan analizlerde maddelerin faktör yükleri 0.37 ile 0.75 aralığında değişim göstermiş ve faktör yükü 0.35'ten küçük olan maddeler ölçekten çıkarılmıştır. Yapılan Varimax Dik Döndürme İşleminde dört temel faktör göz önünde tutulmuş ve bu faktörler; Güçsüzlük, Anlamsızlık, Yalıtılmışlık ve son olarak ise Okula Yabancılaşma olarak isimlendirilmiş ve boyutlandırılmıştır. Ölçeğin güvenirlilik düzeyi ise Cronbach Alfa Kat Sayısı ile değerlendirilmiştir. Elma (2003) doktora tezinde Cronbach Alfa Kat sayılarını (Güçsüzlük; 0.86), (Anlamsızlık; 0.84), (Yalıtılmışlık, 0.80); ve son olarak (Okula Yabancılaşma, 0.62) olarak bulmuştur. Yapılan analizler neticesinde Elma'nın (2003) Örgütsel Yabancılaşma Ölçeği yapısal olarak geçerli, iş tutarlılık ve Güvenirlilik bakımından ise güvenilir bir ölçek olarak nitelendirilmiş ve ilgili alanyazına veri toplama aracı olarak kazandırılmıştır. Araştırmada veri toplama aracı olarak kullanılan Örgütsel Yabacılaşma Ölçeği'nin boyutlarına ve maddelerine yönelik bilgilere aşağıda yer verilmiştir.

- **Güçsüzlük boyutu**: 1., 2.,3.,4.,5.,6. maddelerden oluşmaktadır.

- **Anlamsızlık boyutu:**7.,8.,9.,10.,11.,12.,13.,14.,15.,16. maddelerden oluşmaktadır.

- **Yalıtılmışlık boyutu**: 17.,18., 19., 20.,21. maddelerden oluşmaktadır.

● **Okula Yabancılaşma boyutu**: 22.,23.,24.,25. maddelerden oluşmaktadır.

Tükenmişlik Ölçeği

Tükenmişlik Ölçeği Maslach ve Jackson (1981) tarafından geliştirilmiştir. Söz konusu ölçek toplamda 22 madde ve üç alt boyuttan oluşmaktadır. Bu alt boyutlar; Duygusal Tükenme, Duyarsızlaşma ve son olarak ise Kişisel Başarı Duygusunda Tükenme şeklinde ifade edilirken çalışmaya katkıda bulunacak olan katılımcılar cevaplarını 0="Hiçbir Zaman", 1="Çok Nadir" , 2="Bazen", 3= "Çoğu Zaman" , 4= "Her Zaman" şeklinde belirtecektir. Tükenmişlik Ölçeğinin detaylarına aşağıdaki tabloda yer verilmiştir. Ergin (1992) yaptığı çalışmada Maslach Tükenmişlik Ölçeğinin güvenirlik ve iç tutarlılık analizini yapmıştır. Çalışmada Cronbach Alfa Geçerlilik Analizi kullanılmıştır. Elde edilen neticelere göre Duygusal Tükenme alt boyutunun Cronbach Alfa Değeri 0.83, Duyarsızlaşmanın 0.65, Kişisel Başarıda Azalma ise 0.72 olarak hesaplanmıştır. Elde edilen değerler doğrultusunda tüm değerlerin 0.65 ve üzerinde olması sebebi ile Maslach Tükenmişlik Ölçeğinin güvenilir bir ölçek olduğu tespit edilmiştir. Tükenmişlik Ölçeğinin boyutlarına ve maddelerine yönelik bilgilere aşağıda detaylı bir biçimde yer verilmiştir.

● **Duygusal tükenmişlik boyutunu**: 1,2,3,4,6,8,13,16,20 maddeler temsil etmektedir.

● **Duyarsızlaşma boyutunu**: 4,10,11,15,21,22 maddeler simgelemektedir.

● **Kişisel başarıda azalma boyutunu**: 4,7,9,12,14,17,18 ve 19. maddeler simgelemektedir.

Verilerin Analizi

Katılımcılardan elde edilecek olan nicel veriler SPSS 24 (Statistical Package for Sciences) programı aracılığı ile çözümlenmiş ve istatistiksel kurullar ışığında yorumlanmıştır. Verilerin analiz edilmesinde, frekans analizi, Cronbach Alfa Kat Sayısı İç tutarlılık ve Güvenirlilik Testi ve Kolmogorov Smirnov Normal dağılım testi ve parametrik olmayan analizlerden Mann Whitney U ve Kruskal Wallis H tesleri uygulanarak anlamlı farklılıklar test edilmiştir. Araştırmada, Spearman Sıra Korelasyon Kat Sayısı testi iki kavram arasındaki ilişkiyi tespit etmek amacı ile uygulanırken, Tükenmişliğin Örgütsel Yabancılaşma üzerindeki etkisini bulgulamak için ise Basit Doğrusal Regresyon analizi kullanılmıştır.

Araştırmada veri toplama aracı olarak uygulanan ölçeklerin iç tutarlılık ve güvenirlik analizi (Internal Consistency and Reliability) Cronbach Alfa Kat Sayısı (Cronbach Alpha Coefficient) testi aracılığı ile değerlendirilmiştir.

Tablo 3. Tükenmişlik Ölçeği'nin Güvenirlilik Düzeyi

Cronbach's Alpha	Madde Sayısı	Güvenirlilik Düzeyi Açıklaması
0.776	22	Ölçek oldukça güvenilirdir.

Tablo 3'te Tükenmişlik Ölçeği'nin Güvenirlilik Düzeyi ile alakalı bulguya yer verilmiştir. Bu araştırmada veri toplama aracı olarak kullanılan Tükenmişlik Ölçeği'nin Cronbach Alfa Kat Sayısı (α) 0.776 olarak hesaplanmıştır. Ortaya çıkan sonuç doğrultusunda öğretmenlerin tükenmişlik düzeylerini saptamak için kullanılan ölçeğin "oldukça güvenilir olduğu" bulunmuştur (Pallant, 2013).

Tablo 4. Örgütsel Yabancılaşma Ölçeği'nin Güvenirlilik Düzeyi

Cronbach's Alpha	Madde Sayısı	Güvenirlilik Düzeyi Açıklaması
0.876	25	Ölçek Yüksek Düzeyde Güvenilirdir.

Tablo 4'te Örgütsel Yabancılaşma Ölçeği'nin Güvenirlilik Düzeyi Cronbach Alfa analizine yönelik sonuçlar sergilenmiştir. Araştırmada veri toplama aracı olarak uygulanan Örgütsel Yabancılaşma Ölçeği'nin Cronbach Alfa Kat Sayısı (α) 0.876 olarak hesaplanmıştır. Bu bulgu doğrultusunda; çalışmaya katılım gösteren öğretmenlerin örgütsel yabancılaşma seviyelerini belirlemek amacı ile uygulanan ölçeğin "yüksek düzeyde güvenilir" olduğu tespit edilmiştir

(Pallant, 2013).

Bulgular ve Tartışma

Mevcut araştırmanın bu bölümünde katılımcı öğretmenlerden edilen verilerin bulgularına ve yorumlarına yönelik bilgilere dair açıklamalar yer almaktadır.

Tablo 5. Katılımcıların Cinsiyetlerine Göre Tükenmişlik Düzeylerinin Puan Farklarına İlişkin Mann Whitney U Testi Sonuçları

Boyutlar	Cinsiyet	N	SO	ST	U	P
Duygusal Tükenmişlik	Kadın	347	247,21	85781,50	23523,50	0.502
	Erkek	141	237,83	33534,5		
Duyarsızlaşma	Kadın	347	235,84	81836,50	21458,50	**0.032***
	Erkek	141	265,81	37479,50		
Kişisel Başarıda Azalma	Kadın	347	249,67	86636,00	22669,00	0.201
	Erkek	141	231,77	32680,00		

Tablo 5'de katılımcı öğretmenlerin cinsiyetlerine göre tükenmişlik düzeylerinin puan farklarına yönelik Mann Whitney U testi sonuçlarına yer verilmiştir. Ortaya çıkan sonuçlar incelendiğinde katılımcı öğretmenlerin duygusal tükenmişlik (U=23523,500, p=0,502>.05), ve kişisel başarıda azalma (U=22669,000, p=0,201>.05), birbirlerinden anlamlı bir biçimde farklılaşmadıkları ancak duyarsızlaşma boyutunda (U=21458,500, p=0,032<.05) birbirlerinden anlamlı bir biçimde farklılaştıklarını göstermiştir. Ortaya çıkan bulgular Sıra Ortalaması (SO) değerlerini referans olarak yorumlandığında erkek öğretmenlerin kadın öğretmenlere göre duyarsızlaşma alt boyutunda daha yoğun bir biçimde tükenmişlik deneyimledikleri bulunmuştur. Tükenmişlik kavramı ile alakalı ilgili alanyazın taraması yapıldığında cinsiyet ile tükenmişlik düzeyi arasında anlamlı fark olup olmadığını inceleyen farklı çalışmaların yapıldığı görülmektedir. Söz konusu çalışmalar birbirleri ile çelişen neticeler elde etmişlerdir. Örneğin tükenmişlik düzeyi ile anlamlı fark bulan çalışmaların (Özgül ve Atan, 2016; Şanlı ve Tan, 2017; Birkan, 2020). Şanlı ve Tan (2017) yayımladıkları makalelerinde cinsiyet ile tükenmişliğin alt boyutu olan duyarsızlaşma arasında anlamlı farklılığın oluştuğunu bulmuşlardır. Çalışmanın bu bulgu yukarıda bahsedilen araştırmacıların bulguları ile paralellik göstermiştir. Öte yandan cinsiyet ile tükenmişlik düzeyi arasında anlamlı farkın olmadığını ortaya koyan çalışmalar da (Öztabak, 2018; Acar ve Çoğaltay, 2021) mevcuttur. Erkeklerin ruhsal yapılarının kadınlara oranla daha sert olması ve davranışsal olarak ise daha agresif olmalarından dolayı öğrencilerine karşı duyarsızlaşma yaşayarak tükenmişlik deneyimlemelerinin bu tür bir bulgunun mevcut çalışmada ortaya çıkmasında rol oynadığı düşünülmektedir.

Tablo 6. Katılımcıların Cinsiyetlerine Göre Örgütsel Yabancılaşma Düzeylerinin Puan Farklarına İlişkin Mann Whitney U Testi Sonuçları

Örgütsel Yabancılaşma	Cinsiyet	(N)	O	ST	U	P
Güçsüzlük	Kadın	47	240,91	83596,50		
	Erkek	41	253,33	35719,50	23218,500	0.377
Anlamsızlık	Kadın	47	236,24	81977,00		
	Erkek	41	264,82	37339,00	21599,000	**0.042***
Yalıtılmışlık	Kadın	47	231,88	80462,50		
	Erkek	41	275,56	38853,50	20084,500	**0.002***
Okula Yabancılaşma	Kadın	85	158,08	29245,50		
	Erkek	54	184,31	28384,50	22198,000	0,108

Uygulanan Mann Whitney U testi neticesinde katılımcıların cinsiyetlerine göre örgütsel

yabancılaşmanın anlamsızlık (U=21599,000, p=0.042<.05) ve yalıtılmışlık (U=20084,500, p=0.002<.05) alt boyutlarında birbirlerinden istatistiksel olarak farklılaştıkları saptanmıştır. Ortaya çıkan farkın kaynağını bulmak için SO değerleri göz önünde bulundurulmuştur. Ortaya çıkan sonuçlar; gerek anlamsızlık gerekse yalıtılmışlık alt boyutlarında erkek öğretmenlerin kadın meslektaşlarına oranla daha üst düzeyde örgütsel yabancılık yaşadıklarını göstermiştir. Cinsiyet değişkeni ile örgütsel yabancılaşma arasında anlamlı fark olup olmadığını ölçen araştırmalar farklı bulgular elde etmişlerdir. Örneğin Zengin ve Kaygın (2016), Önal (2015) ve Atmaca (2020) araştırmalarında cinsiyet değişkeninin örgütsel yabancılaşma düzeyini anlamlı bir biçimde belirleyen bir sosyo-demografik değişken olmadığını bulmuşlardır. Öte yandan Emir (2012) erkeklerin kadınlara oranla yabancılaşmanın güçsüzlük alt boyutunda daha fazla yabancılaşma deneyimlediklerini bulurken, Averberk (2016) yabancılaşmanın güçsüzlük, anlamsızlık, kuralsızlık ve yalıtılmışlık alt boyutları ile cinsiyet arasında anlamlı bir fark olduğunu, Çelik (2019) öğretmenler üzerine yaptığı araştırmasında erkek öğretmenlerin kadın öğretmenlere oranla güçsüzlük, anlamsızlık ve yalıtılmış alt boyutlarında deneyimledikleri örgütsel yabancılaşma düzeylerinin daha yüksek olduğunu, kadın öğretmenlerin ise erkek meslektaşlarına oranla okula yabancılaşma düzeylerinin daha üst seviyede seyrettiğini bulmuştur. Bir başka araştırmacı Beytekin vd (2020) erkek öğretmenlerin yabancılaşmanın yalıtılmışlık ve güçsüzlük alt boyutlarında kadın öğretmenlere oranla daha yüksek örgütsel yabancılaşma yaşadıklarını bulmuşlardır. Çalışmanın bulgusu Emir'in (2012), Averberk'in (2016), Çelik'in (2019) ve son olarak Baytekin vd (2020) sonuçları büyük ölçüde uyuşmaktadır. Bu bulgunun sebebi ise erkek öğretmenlerin meslekleri ile alakalı konularda kendilerini kadınlara öğrenmelere oranla daha az yeterli, kontrolü yitirmiş ve görevlerini anlamsız bulmalarının etkili olmasının rol oynadığı düşünülmektedir.

Tablo 7. Katılımcıların Yaşlarına Göre Tükenmişlik Düzeylerini Değerlendirmede Puan Farklarına İlişkin Kruskal Wallis H Testi Sonuçları

Boyutlar	Yaş	N	SO	Sd	X^2	P
Duygusal Tükenmişlik	21-30 (1)	1	262,11	2	2,197	0.332
	31-40 (2)	48	246,40			
	41 ve üzeri (3)	49	236,93			
Duyarsızlaşma	21-30 (1)	1	247,47	2	2.162	0.927
	31-40 (2)	48	246,74			
	41 ve üzeri (3)	49	242,08			
Kişisel Başarıda Azalma	21-30 (1)	1	190,49	2	2,102	**0.000***
	31-40 (2)	48	253,47			(1-2), (1-3)
	41 ve üzeri (3)	49	258,91			

Katılımcıların yaşlarına göre tükenmişlik düzeyleri bakımından birbirlerinden anlamlı bir biçimde farklılaşıp farklılaşmadıklarını tespit etmek amacı ile Kruskal Wallis H testi uygulanmıştır. Yürütülen analiz neticesinde katılımcı öğretmenlerin yaşlarına göre tükenmişliğin kişisel başarıda azalma alt boyutunda birbirlerinden anlamlı bir biçimde farklılaştıkları (X^2=2.102, p=0.000<.05) bulunmuştur. Farklılığın hangi yaş kategorileri arasında oluştuğunu saptamak maksadı ile parametrik olmayan post hoc (ileri istatistik) testlerinden Tamhane uygulanmıştır. Tamhane sonuçlarına göre 21-30 ile 31-40 ve 21-30 ile 41 ve üzeri yaş kategorileri birbirleri ile anlamlı bir biçimde farklılaşmaktadırlar. Farkın kaynağı SO değerleri doğrultusunda yorumlandığında; 21-30 yaş kategorisindeki katılımcı öğretmenlerin kişisel başarıda azalma alt boyutunda duyumsadıkları tükenmişlik düzeyinin 31-40 ve 41 ve üzerindeki meslektaşlarına göre daha düşük olduğu bulunmuştur. Literatürde, tükenmişlik ile yaş değişkeni arasındaki ilişkiyi inceleyen araştırmalarda anlamlı fark bulan (Toplu, 2012; Çabuk, 2015; Birkan, 2020) araştırmacıların yanı sıra yaptıkları çalışmalarda anlamlı farklılık bulmayan (Özgül ve Atan, 2016; Öztabak, 2018; Acar ve Çoğaltay, 2021) araştırmacılar da mevcuttur. Bu çalışmada 21-30 yaş aralığındaki öğretmenlerin 31-40 ve 41ve üzeri öğretmenlere göre kişisel başarıda azalma alt boyutunda daha az tükenmişlik yaşadıkları saptanmıştır. Bu bulgunun sebepleri arasında; 21-30

yaş aralığındaki öğretmenlerin öğretmen yetiştirme okullarında yeni mezun olmalarından dolayı modern eğitim ve öğretim tekniklerinden, eğitim kaynağını çağa uygun daha etkili kullanmadan, modern pedagojik formasyonun içeriğinden, çağdaş sınıf yönetiminden yaş almış meslektaşlarına oranla daha fazla bilgiye sahip olmalarının yer aldığı varsayılmaktadır.

Tablo 8. Katılımcıların Yaşlarına Göre Örgütsel Yabancılaşma Düzeylerini Değerlendirmede Puan Farklarına İlişkin Kruskal Wallis H Testi Sonuçları

Örgütsel Yabancılaşma Boyutları	Yaş Aralığı	N	S0	Sd	X^2	P
Güçsüzlük	21-30 (1)	91	253,24	2	5,141	0.07
	31-40 (2)	148	222,60			
	41-50 (3)	249	254,33			
	21-30 (1)	91	244,41			
Anlamsızlık	31-40 (2)	148	236,15	2	6,117	0,659
	41-50 (3)	249	249,49			
	21-30 (1)	91	257,55	2	5,123	0,570
Yalıtılmışlık	31-40 (2)	148	237,93			
	41-50(3)	249	243,64			
	21-30 (1)	91	224,83	2	3,190	0,335
Okula Yabancılaşma	31-40 (2)	148	249,13			
	41-50 (3)	249	248,94			

Mevcut araştırmaya katkı koyan katılımcı öğretmenlerin yaşlarına göre örgütsel yabancılaşma düzeyleri bakımından birbirlerinden anlamlı bir biçimde farklılaşmadıkları (p>,05)tespit edilmiştir. Geçmişten günümüze birçok araştırmacı yaş ile örgütsel yabancılaşma arasında anlamlı farklılığın oluşup oluşmadığını inceleyen çalışmalar düzenlemişlerdir. Bu araştırmacılardan bazıları yaş ile örgütsel yabancılaşma arasında anlamlı farklılıklar bulmuşlardır (Beytekin vd, 2020). Bazı araştırmalarda ise yaş ile değişkeni ile örgütsel yabancılaşma düzeyi arasında anlamlı farklılık bulunmamıştır (Parsak, 2010; Emir, 2012; Kanbur, 2017). Bu bağlamda mevcut çalışmanın bu bulgusu Parsak'ın (2010), Emir'in (2012) ve Kanbur'un (2017) bulguları ile birebir örtüşmüştür. Böyle bir bulgunun ortaya çıkmasının sebebi öğretmenlerin beklenti ve ihtiyaçlarının giderilmemesi durumunda farklı yaş kategorilerinde görev aldıkları eğitim kurumuna yabancılaşabilmelerinin ve yaş grubu gözetmeksizin görevlerini sıkıcı, monoton ve anlamsız olarak değerlendirmeleridir.

Tablo 9. Katılımcıların Eğitim Durumlarına Göre Tükenmişlik Düzeylerini Değerlendirmede Puan Farklarına İlişkin Mann Whitney U Testi Sonuçları

Boyutlar	Eğitim Durumu	N	SO	ST	U	P
Duygusal Tükenmişlik	Lisans	13	242,68	75957,50	26816,500	0.700
	Yüksek Lisans	175	247,76	43358,50		
Duyarsızlaşma	Lisans	313	242,12	75782,00	26641,000	0.615
	Yüksek Lisans	175	248,77	43534,00		
Kişisel Başarıda Azalma	Lisans	313	228,09	71393,50	22252,500	**0.010***
	Yüksek Lisans	175	273,84	47922,50		

Uygulanan Mann Whitney U testi sonucunda katılımcı öğretmenlerin eğitim durumlarına göre tükenmişliğin kişisel başarıda azalma alt boyutunda birbirlerinden anlamlı bir biçimde farklılaştıkları (U=22252,500, p=0.001<.05) alt boyutlarında Ortaya çıkan anlamlı farklılığın kaynağını bulmak amacı ile SO değerleri referans alındığında ise yüksek lisans mezunu katılımcı öğretmenlerin kişisel başarıda azalma alt boyutunda deneyimledikleri tükenmişlik düzeyinin lisans mezunu meslektaşlarına oranla daha yüksek olduğu tespit edilmiştir. . Tükenmişlik kavramı ile alakalı ilgili alanyazın incelendiğinde, birçok araştırmacı eğitim düzeyi ile tükenmişlik seviyesi arasında doğru yönlü bir ilişki olduğundan bahsetmişlerdir. Örneğin Sadehgi ve Khezrlou (2016) İngilizce öğretmenlerinin tükenmişlik düzeyini incelediği çalışmasında eğitim durumu değişkeninde kişisel başarıda azalma ve duygusal tükenmişlik alt boyutlarında eğitim düzeyi

arttıkça deneyimlenen tükenmişlik düzeyinin de arttığını bulmuşlardır. Bir başka araştırmacı Allahkerim (2020) hazırladığı yüksek lisans derecesine sahip öğretmenlerin tükenmişliğin tüm alt boyutlarında lisans derecesine sahip öğretmenlere oranla daha yüksek düzeyde tükenmişliğe maruz kaldıklarını bulmuştur. Çalışmanın mevcut bulgusu Sadehgi ve Kherlzou'nun (2016) ve Allahkerim'in (2020) bulgularını kısmen de olsa destekler niteliktedir. Böyle bir bulgunun ortaya çıkmasında yüksek lisans mezunu öğretmenlerin tüzük gereği kendilerinden daha kıdemli ancak yüksek lisans derecesine sahip olmayan öğretmenlerden daha erken idari görevlere atanmaktadırlar. Ancak yüksek lisans derecesine sahip öğretmenlerin atandıkları idari görevi layığı ile yapacak mesleki bilgi, yetenek ve tecrübe hususunda kendilerini sorgulamaları ve atandıkları görevi başarıyla yapamayacakları endişesi onların kişisel başarıda azalma boyutunda tükenmişlik yaşamalarına neden olduğu düşünülmektedir.

Tablo 10. Katılımcıların Eğitim Durumlarına Göre Örgütsel Yabancılaşma Düzeylerinin Puan Farklarına İlişkin Mann Whitney U Testi Sonuçları

Örgütsel Yabancılaşma	Eğitim Durumu	(N)	SO	ST	U	P
Güçsüzlük	Lisans	47	240,91	83596,50		
	Yüksek Lisans	41	253,33	35719,50	25062500	0.119
Anlamsızlık	Lisans	47	236,24	81977,00		
	Yüksek Lisans	41	264,82	37339,00	26491,000	0.548
Yalıtılmışlık	Lisans	47	231,88	80462,50		
	Yüksek Lisans	141	275,56	38853,50	25958,500	0.336
Okula Yabancılaşma	Lisans	85	158,08	29245,50		
	Yüksek Lisans	54	184,31	28384,50	25600,000	0,230

Mevcut araştırmaya katkı koyan katılımcı öğretmenlerin eğitim durumlarına göre örgütsel yabancılaşma düzeyleri bakımından birbirlerinden anlamlı bir biçimde farklılaşmadıkları (p>,05)tespit edilmiştir. Örgütsel yabancılaşma ile eğitim durumu değişkeni arasındaki ilişkiyi inceleyen araştırmacılardan Emir (2012) ve Kanbur (2017) elde ettikleri neticede anlamlı bir fark bulamamışlardır. Diğer yandan Averberk (2016) hazırladığı çalışmasında eğitim durumu ile örgütsel yabancılaşma düzeyi arasında anlamlı fark tespit etmiştir. Çalışmanın bu bulgusu Emir'in (2012) ve Kanbur'un (2017) bulguları ile tamamen örtüşmüştür. Böyle bir bulgunun ortaya çıkmasında farklı eğitim düzeyine sahip öğretmenlerin gerek tüzük değişiklikleri, gerekse eğitim yöneticilerinin kendilerine yönelik tutum ve davranışlarına, gerekse görev aldıkları eğitim kurumunun kendilerine sağladığı öğrenme ortamı ve araç-gereç yetersizliğine ve eğitim verdikleri öğrenci profiline benzer tepkiler geliştirerek eşdeğer düzeyde örgütsel yabancılaşma yaşamaları yer almaktadır.

Tablo 11. Katılımcıların Medeni Durumlarına Göre Tükenmişlik Düzeylerini Değerlendirmede Puan Farklarına İlişkin Mann Whitney U Testi Sonuçları

Boyutlar	Medeni durum	N	SO	ST	U	P
Duygusal Tükenmişlik	Evli	23	243,65	78698,50	26372,500	0.81
	Bekar	65	246,17	40617,50		
Duyarsızlaşma	Evli	23	244,54	78986,00	26635,000	0.993
	Bekar	65	244,42	40330,00		
Kişisel başarıda azalma	Evli	23	258,78	83586,50	22034,500	**0.002***
	Bekar	65	216,54	35729,50		

Tablo 11'de elde edilen Mann Whitney U testi sonuçları doğrultusunda araştırmaya katkı koyan katılımcı öğretmenlerin duygusal tükenmişlik (U=26372,500, p=0,851>.05), duyarsızlaşma (U =26635,000, p=0.993>.05) alt boyutlarında birbirlerinden anlamlı bir biçimde farklılaşmadıkları ancak kişisel başarıda azalma alt boyutunda (U=22034,500, p=0,002<.05) birbirlerinden anlamlı bir biçimde farklılaştıkları bulunmuştur. Farkın kaynağı SO değerleri ışığında yorumlandığında ise evli öğretmenlerin bekar meslektaşlarına oranla kişisel başarıda

azalma boyutunda yaşadıkları tükenmişlik düzeyinin daha yüksek olduğu ortaya çıkmıştır. Medeni durum ile tükenmişlik düzeyi arasındaki bağlantı birçok araştırmacı tarafından incelenmiştir. Bu incelemeler de genel olarak evli işgörenlerin bekar işgörenlere göre daha deneyimledikleri tükenmişlik düzeyinin daha düşük olduğu yönündedir. Zira eşler arasındaki günlük paylaşım, beraber yapılan aktiviteler ve birbirleri ile yaşadıkları problemler üzerine paylaşımda bulunmaları tükenmişlik düzeylerini düşürmektedir. İlgili alanyazında medeni durum ile tükenmişlik seviyesi arasındaki ilişkiyi inceleyen çalışmalar birbirleri ile çelişkili sonuçlar elde etmişlerdir. Daha farklı bir anlatımla, medeni durum ile tükenmişlik düzeyi arasında anlamlı farklılık tespit eden çalışmaların (Emir, 2012; Şanlı ve Tan, 2017) yanı sıra Özgül ve Atan (2017) ve Öztabak (2018) gibi anlamlı fark bulmayan araştırmacılar da mevcuttur. Çalışmada; evli öğretmenlerin sahip oldukları mesleki bilgi, kabiliyet ve özgüvenlerini deneyimledikleri kronikleşmiş iş stresi karşılığında kaybetme ve bunun sonucunda kariyerlerinde ilerleyememe ve aile bütçesine daha fazla katkıda bulunamama endişesinin böyle bir bulguya neden olduğu düşünülmektedir.

Tablo 12. Katılımcıların Medeni Durumlarına Göre Örgütsel Yabancılaşma Düzeylerinin Puan Farklarına İlişkin Mann Whitney U Testi Sonuçları

Örgütsel Yabancılaşma	Medeni Durumu	(N)	SO	ST	U	P
Güçsüzlük	Evli	23	246,40	78660,00		
	Bekar	65	243,53	40656,00	26334,000	**0.002***
Anlamsızlık	Evli	23	240,22	77592,00		
	Bekar	65	252,87	41724,00	25266,000	0.348
Yalıtılmışlık	Evli	23	246,00	79459,00		
	Bekar	65	241,56	39857,00	26162,000	0.740
Okula Yabancılaşma	Evli	23	251,05	81089,50		
	Bekar	65	231,68	38226,50	24531,500	0.150

Katılımcı öğretmenlerin medeni durumlarına göre örgütsel yabancılaşma düzeyleri bakımından yalnızca güçsüzlük alt boyutunda (U=26334,000, p=0.002<,05) birbirlerinden anlamlı bir biçimde farklılaştıkları bulunmuştur. Evli öğretmenlerin güçsüzlük alt boyutundan aldıkları ortalama puanın bekar öğretmenlerden yüksek olduğu saptanmıştır. İlgili alanyazındaki belli başlı çalışmalar medeni durum ile örgütsel yabancılaşma arasında anlamlı fark bulmazken (Emir, 2012) belli başlı araştırmacılar yaptıkları çalışmalarında medeni durum ile örgütsel yabancılaşma düzeyi arasında anlamlı farklılıklar tespit etmişlerdir (Şimşek vd, 2012; Kanbur, 2017). Çalışmanın bu bulgusu Şimşek vd (2012) ve Kanbur'un (2017) sonuçlarını kısmen de olsa destekler niteliktedir. Böyle bir bulgunun ortaya çıkmasında evli işgörenlerin gerek eş, gerek ebeveyn olarak özel yaşamlarında gerekse öğretmenlik mesleği olarak çeşitli roller üstlendikleri ve ilerleyen dönemlerde kendilerini güçsüz, çaresiz ve yorgun hissetmelerinin bu tür bir bulgunun ortaya çıkmasında önemli rol oynadığı varsayılmaktadır.

Tablo 13. Katılımcıların Mesleki Kıdemlerine Göre Tükenmişlik Düzeylerini Değerlendirmede Puan Farklarına İlişkin Kruskal Wallis H Testi Sonuçları

Boyutlar	Mesleki Kıdem	N	SO	d	X^2	P
Duygusal Tükenmişlik	1-5 yıl (1)	89	252,16	3	6,732	**0.015*(1-2)**
	6-10 yıl (2)	84	235,73			
	11-15 yıl (3)	79	278,42			
	16 yıl ve üzeri (4)	236	233,38			
Duyarsızlaşma	1-5 yıl (1)	89	228,06	3	7,499	0.081
	6-10 yıl (2)	84	280,11			
	11-15 yıl (3)	79	249,13			
	16 yıl ve üzeri (4)	236	236,48			
Kişisel Başarıda Azalma	1-5 yıl (1)	89	233,29	3	4,442	**0.001***
	6-10 yıl (2)	84	221,12			
	11-15 yıl (3)	79	225,39			(1-3) (1-4)
	16 yıl ve üzeri (4)	236	200,18			

Uygulanan Kruskal Wallis H testi sonuçları; katılımcı öğretmenlerin mesleki kıdemlerine göre tükenmişliğin duygusal tükenmişlik (X^2=6, 732, p=0.015<.05) ve kişisel başarıda azalma (X^2=4,442, p=0.001<.05) birbirlerinden anlamlı bir biçimde farklılaştıklarını göstermiştir. Oluşan anlamlı farklılığın hangi hizmet yılları arasında oluştuğunu bulgulamak için ise ileri istatistik yöntemlerinden Tamhane testi uygulanmıştır. Yapılan bu testin neticesinde ise duygusal tükenmişlik alt boyutunda 1-5 yıl arası mesleki kıdeme sahip öğretmenlerle 6-10 yıllık mesleki kıdeme sahip öğretmenler arasında anlamlı fark oluşmuştur. Kişisel başarıda azalma alt boyutunda ise 1-5 arasında mesleki kıdeme sahip öğretmenlerle 11-15 ve 16 yıl ve üzerinde mesleki kıdeme sahip öğretmenler arasında anlamlı farklılık oluşturmuştur. Anlamlı farklılığın kaynağını tespit etmek için SO değerleri göz önünde bulundurulmuştur. Duygusal tükenmişlik alt boyutunda 1-5 yıllık arası mesleki kıdeme sahip katılımcıların 6-10 yıllık mesleki kıdeme sahip meslektaşlarına oranla tükenmişliği daha yoğun bir biçimde deneyimledikleri bulunmuştur. Öte yandan kişisel başarıda azalma alt boyutunda 1-5 yıllık mesleki kıdeme sahip olan katılımcıların sırası ile 11-15 ve 16-20 yıllık mesleki kıdeme sahip meslektaşlarına oranla deneyimledikleri tükenmişlik düzeylerinin daha yüksek olduğu bulunmuştur. Literatürde; genel olarak mesleki kıdem ile tükenmişlik düzeyi ilişkisi ile alakalı görüşler; işgörenlerin meslek yaşamlarının ilk zamanlarında tükenmişlik seviyelerinin yüksek olduğu yönündedir (Kazu ve Yıldırım, 2021; Maslach, 1981). Tükenmişlik düzeyi ile mesleki kıdem arasında anlamlı fark olup olmadığını inceleyen araştırmalar farklı sonuçlar elde etmişlerdir. Daha farklı bir anlatımla mesleki kıdem değişkeni ile tükenmişlik düzeyi arasında anlamlı fark olduğunu bulgulayan araştırmaların (Çabuk, 2015; Otacıoğlu, 2008) yanında mesleki kıdem ile tükenmişlik arasında anlamlı fark olmadığını bulgulayan araştırmalar (Şanlı ve Tan, 2017; Acar ve Çoğaltay, 2021) da mevcuttur. Çabuk (2015) yaptığı çalışmasında kişisel başarıda azalma alt boyutunda mesleki kıdem bakımından anlamlı fark oluştuğunu tespit etmiştir. Bir başka araştırmacı Otacıoğlu (2008) çalışmasında genel olarak 1-5 yıllık mesleki kıdeme sahip öğretmenlerin daha kıdemli meslektaşlarına oranla üst düzeyde tükenmişlik deneyimlediklerini bulmuştur. Çalışmanın bulguları Çabuk (2015) ve Otacıoğlu'nun (2008) bulguları ile büyük ölçüde örtüşürken, Şanlı ve Tan'ın (2017) ve Acar ve Çoğaltay'ın (2021) bulguları ile örtüşmemiştir. Böyle bir bulgunun ortaya çıkmasında ise öğretmenlik mesleğine yeni başlayan öğretmenlerin yeterince deneyime sahip olmamalarından dolayı karşı karşıya kaldıkları güçlüklerle (disiplin olayları, kıdemli meslektaşların kendilerine yönelik geliştirdiği alaycı tutum ve tavırlar) ile mücadelede yetersiz kalmaları, deneyimsizlikten kaynaklı belli başlı kabiliyetleri (öğrencinin hazır bulunuşluk seviyesi de gözetilerek müfredeta uygun soru hazırlama) yeterli olmaması durumundan kaynaklı duygusal olarak tükenerek, kendilerini başarısız olarak değerlendirmelerine yol açmaktadır. Bu tür unsurların da böyle bir sonucun oluşmasına katkıda bulunduğu düşünülmektedir.

Tablo 14. Spearman Rank Korelasyon Testi- Tükenmişlik ile Örgütsel Yabancılaşma Kavramları ile İlişkisi

		Duygual Tükenmişlik	Duyarsızlaşma	Kişisel Başarıda Azalma	Örgütsel Yabancılaşma Ölçeği
Güçsüzlük	R	0,327	0.337	0,191	
	P	0,000**	0.000**	0.000**	
Anlamsızlık	R	0,402	0.463	0.304	
	P	0,000**	0,000**	0.000**	
Yalıtılmışlık	R	0,302	0.379	0.272	
	P	0.000**	0.000**	0.000**	
Okula Yabancılaşma	R	0.313	0.212	0.214	
	P	0,000**	0.000**	0.000**	
Örgütsel Yabancılaşma Ölçeği	R				**1**
	P				**0,000****
Tükenmişlik Ölçeği	R				
	P				**0.304**

Spearman Rank korelasyon kat Sayısı testi neticesine göre iki kavram arasında anlamlı, olumlu r=0.309 ancak zayıf düzeyde bir ilişki vardır. Daha farklı anlatımla istatistiksel olarak oluşan çift yönlü ve olumlu ilişki, kavramların karşılıklı olarak bağlantılı ve birbirlerini tetiklediği manasını taşımaktadır. Özler ve Dirican (2014) yaptıkları çalışmalarında tükenmişlik ve örgütsel yabancılaşma arasında anlamlı ve çift yönlü bir ilişki bulmuşlardır. Diğer yandan Örücü vd (2022) araştırmalarında iki kavram arasında anlamlı ve olumlu bir ilişki olduğunu tespit etmişlerdir. Mevcut araştırmanın bu bulgusu Özler ve Dirican'ın (2014) ve Örücü vd. (2022) çalışmalarında elde ettikleri bulgularla birebir örtüşmüştür.

Tablo 15. Tükenmişlik Düzeyinin Örgütsel Yabancılaşma Düzeyine Etkisi

Bağımlı Değişken: Örgütsel Yabancılaşma			
Bağımsız Değişken	**Beta (β)**	**T değeri**	**P değeri**
Tükenmişlik	1,195	5,431	0.000*
R, R2 ve F değerlerine İlişkin neticeler	**R**	**R²**	**F Değeri**
	0.304	0.095	35,713

Basit Doğrusal Regresyon Analizi sonucu ışığında tükenmişlik düzeyinin örgütsel yabancılaşma düzeyini olumsuz (β=1,195) kuvvetinde ve anlamlı şekilde etkilemektedir (p<.05). Ayrıca tükenmişlik düzeyi, örgütsel yabancılaşma düzeyini %9.50 oranında yordamaktadır. Örücü vd (2022) ve Kaya (2021) ve Özler ve Dirican (2014) çalışmalarında tükenmişliğin örgütsel yabancılaşma üzerinde olumlu ve anlamlı bir etkisi olduğunu bulmuşlardır.

Sonuç ve Öneriler

Yaş değişkenine göre katılımcı öğretmenlerin kişisel başarı alt boyutunda anlamlı bir biçimde farklılaştıkları ortaya çıkmıştır. Söz konusu boyutta 21-30 yaş aralığındaki öğretmenlerin 31-40 ve 41 ve üzeri yaş kategorisindeki meslektaşlarına oranla tükenmişlik düzeylerinin daha yüksek olduğu bulunmuştur. Diğer yandan örgütsel yabancılaşma ile yaş değişkeni arasında anlamlı bir farklılık bulunmamıştır. Eğitim değişkeninde; kişisel başarıda azalma alt boyutunda katılımcı öğretmenlerin birbirlerinden anlamlı bir biçimde farklılaştıkları bulunmuştur. Daha farklı bir anlatımla; yüksek lisans derecesine sahip öğretmenlerin lisans mezunu öğretmenlere oranla daha üst düzeyde olduğu tespit edilmiştir. Elde edilen bu bulgu literatürdeki diğer bulguları destekler niteliktedir. Yapılan araştırmada eğitim değişkeni ile örgütsel yabancılaşma düzeyi arasında anlamlı bir fark tespit edilmemiştir. Çalışmanın bir başka değişkeni olan medeni durum değişkeninde ise katılımcı öğretmenlerin kişisel başarıda azalma alt boyutunda anlamlı olarak birbirlerinden farklılaştıkları saptanmıştır. Bir başka ifade ile, evli öğretmenlerin kişisel başarıda deneyimledikleri tükenmişlik düzeyinin bekar meslektaşlarına oranla daha yüksek olduğu ortaya çıkmıştır. Öte yandan katılımcı öğretmenlerin güçsüzlük alt boyutunda birbirlerinden örgütsel

yabancılaşma düzeyi açısından anlamlı bir biçimde farklılaştıkları bulgulanmıştır. Söz konusu boyutta; evli öğretmenlerin bekar öğretmenlere göre yaşadıkları örgütsel yabancılaşma düzeyinin daha yüksek olduğu bulunmuştur. Araştırmanın son değişkeni olan mesleki kıdem değişkeninde ise katılımcı öğretmenlerin kişisel başarıda azalma alt boyutunda birbirlerinden anlamlı olarak farklılaştıkları ve söz konusu farklılıkta ise 1-5 yıllık meslek tecrübeye sahip katılımcı öğretmenlerin 11-15 ve 16-20 yıllık mesleki deneyime sahip meslektaşlarına oranla daha üst düzeyde tükenmişlik yaşadıkları bulunmuştur. Diğer yandan katılımcı öğretmenlerin mesleki kıdemlerine göre anlamsızlık ve okula yabancılaşma alt boyutlarında birbirlerinden anlamlı bir biçimde farklılaştıkları ve her iki alt boyutta da 1-5 yıllık mesleki kıdeme sahip katılımcı öğretmenlerin 6-10 yıllık mesleki kıdeme sahip meslektaşlarına oranla daha üst düzeyde örgütsel yabancılaşma deneyimledikleri bulunmuştur.

Çalışmada uygulanan Spearman Rank Korelasyon Kat Sayısı analizi kavramlar arasında anlamlı, çift yönlü ve pozitif bir ilişki olduğunu göstermiştir. Uygulanan Basit Doğrusal Regresyon Analizi sonucunda ise tükenmişliğin örgütsel yabancılaşma kavramı üzerinde anlamlı ve olumlu bir etkiye sahip olduğu bulunmuştur.

Eğitim yöneticilerinin, öğretmenlerin kişisel başarıda azalma boyutunda tükenmişlik yaşamalarını engelleme üzerine politikalar üretmesi gerekmektedir. Bu politikalardan biri de hizmet içi eğitimdir. Öğretmenlerin mesleki bilgilerinin güncel tutulması, eğitim alanında gerçekleşen yeniliklerden haberdar olmaları modern pedagojik formasyon hususunda kendilerini geliştirmeleri öğretmenlerin öğretmeye ve yeni bilgiler edinmeye yönelik motivasyon düzeyini artıracaktır. Bunun yanı sıra hizmet içi eğitim öğretmenlerin mesleki bilgilerine ve kabiliyetlerine yönelik özgüven düzeylerinin artmasına katkıda bulunacak ve öğretmenlerin kişisel başarıda azalma alt boyutunda daha az tükenmişlik deneyimlemelerine neden olacaktır. Bunun yanı sıra hizmet içi eğitim ile birlikte öğretmenler mesleki donanımlarını artırarak öğretmenlik mesleğinin temel yapıtaşları olan bilgilerini derinleştirecektir. Böylelikle öğretmenler öğretmenlik mesleğini daha anlamlı bulacaklar ve deneyimledikleri anlamsızlığa bağlı örgütsel yabancılaşma düşecektir.

Söz konusu iki ölçeğin her eğitim-öğretim yılında öğretmenlere ve yöneticilere uygulanması ve elde edilen sonuçlar tükenmişliği ve örgüte yabancılaşmayı gösteriyorsa, önce nedenlerinin öğrenilmesi ve düzenlenen toplantılarla psikolog-rehberlik uzmanlarının tavsiyelerinin alınması önerilmektedir. İleride benzer konu üzerinde araştırma yapmayı arzulayan araştırmacılar konuya farklı kavramlar da ekleyerek bu kavramların birbirleri ile olan ilişkilerini inceleyebilirler. Örneğin örgütsel kültür kavramının ya da örgüt iklimi kavramlarının tükenmişlik ve örgütsel yabancılaşma kavramları ile olan ilişkisinde aracılık rolünün incelenmesi ilgili alanyazına farklı bakış açılarının kazandırılmasına ışık tutacağından önerilmektedir. Karma araştırma modeli çerçevesinde yarı yapılandırılmış mülakat yöntemi ile çalışmanın yapılması öğretmenlerin kendilerinde tükenmişliğe ve örgütsel yabancılaşmaya neden olan etmenlerin tespit edilmesinde hem de okul yöneticilerinden söz konusu etmenleri ortadan kaldırmak için beklentilerinin ortaya çıkarılmasında önemli rol oynayacağından önerilmektedir. Böylelikle ilgili alanyazında daha zengin bulgular ortaya çıkacaktır.

Mevcut çalışma ortaöğretim kademesinde görev alan öğretmenlerle sınırlandırılmıştır. Çalışmanın kapsamının genişletilerek ilköğretim kademesindeki öğretmenlerinde araştırmanın örneklemine dahil edilmesi ile birlikte farklı kademelerde görev alan öğretmenlerin deneyimledikleri tükenmişlik ve örgütsel yabancılaşma düzeylerinin tespit edilmesi ve birbirleri ile benzeştikleri ve ayrıştıkları boyutların ortaya çıkarılması bakımından tavsiye edilmektedir. Görev bölgesi değişkeninin de ileride yapılacak olan araştırmacılarca değerlendirilmesi bölgeye göre öğretmenlerin deneyimledikleri tükenmişlik ve örgütsel yabancılaşma düzeyi arasında anlamlı bir farklılık olup olmadığını değerlendirme imkanı tanıyacağından ileride konu hakkında çalışma yapmak isteyen araştırmacılara önerilmiştir.

Beyannameler

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