NEAR EAST UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
BUSINESS ADMINISTRATION PROGRAM

THE EFFECT OF INCREASE IN TECHNOLOGY USE: ON LEADERSHIP STRUCTURE AND MOBBING

RESUL KAYA

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ACCEPTANCE AND APPROVAL

This "**The Effect of Increase in Technology Use: on Leadership Structure and Mobbing**" titled study, prepared by **RESUL KAYA**, is found successful as a result of dissertation, held on …./..../2021, and accepted as doctorate thesis by our jury.

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ÖZ

TEKNOLOJİ KULLANIMINDAKİ ARTIŞIN: LİDERLİK YAPISI VE MOBBİNG ÜZERİNE ETKİSİ

Teknolojinin ve bilginin hızla yayıldığı günümüz çağında işletmelerdeki mal ve hizmet yapısında büyük değişikliklere neden olurken sektörü ve sektörde çalışanları da etkilemektedir. Teknolojinin bilginin gelişmesi ve yayılması ve kullanılması ile işletmelerde, liderlerin ve yönetimin, çalışanların rollerinde ve iş süreçlerinde de önemli değişikliklere neden olmaktadır. İşletmelerdeki bu hızlı değişimler ve rekabet beraberinde yıldırma davranışlarını da artırarak gelişmesine neden olmaktadır.

İşletmelerdeki teknoloji kullanımındaki artışın liderlik yapısı ve mobbing üzerine etkisi incelenmeye çalışılmıştır. Yarı yapılandırılmış olarak tasarlanmış olan çalışmada nitel veri toplama teknikleri kullanılmıştır. 277 Otomotiv ve tekstil çalışanları üzerinde yapılmıştır.

Araştırma sonucunda %84.1 katılımcıların teknolojinin liderlik üzerinde olumlu etkisi olduğunu şeklindedir. Mobbing davranışları ve liderlik stili arasında düşük derecede pozitif yönlü bir ilişi olduğu saptanmıştır (r= -0,110, p=0,068). Korelasyon analizi sonucuna göre otomotiv ve tekstil firmalarının yöneticilerinin liderlik stillerinin mobbing davranışlarını artırdığını söyleyebiliriz. Firmaların yöneticilerinin liderlik stillerini değiştirmeleri durumunda mobbing düzeyinin düşeceği öngörülmektedir.

Anahtar Kelimeler: Teknoloji, Mobbing, Liderlik, Liderlik yapısı

ABSTRACT

THE EFFECT OF INCREASE IN TECHNOLOGY USE: ON LEADERSHIP STRUCTURE AND MOBBING

While it causes great changes in the structure of goods and services in enterprises in today's world, in which technology and information are spreading rapidly, it also affects the sector and employees in the sector. It causes significant changes also in enterprises, the roles of leaders and management, employees and business processes along with the development and spreading and use of knowledge, technology. These rapid changes and competition in the enterprises cause them to increase and develop mobbing behaviors.

The effect of the increase in technology use in enterprises on leadership structure and mobbing was tried to be examined. Qualitative data collection techniques were used in this study, which was designed as semi-structured. The study was made on 277 employees working in automotive and textile sector.

As a result of the study, 84.1% of the participants stated that technology has a positive effect on leadership. It was found that there is a low level of positive relationship between mobbing behaviors and leadership style (r= -0,110, p=0,068). According to the correlation analysis result, we can say that the leadership styles of the executives of automotive and textile companies have increased their mobbing behaviors. It is foreseen that the level of mobbing will decrease if the executives of the companies change their leadership styles.

Keywords: Technology, Mobbing, Leadership, Leadership structure

FOREWORD

In the age we live in and in the globalizing world, the rapid spread of technology and information cause changes in the structure of goods and services in businesses, while also causing changes in the structure of businesses. It also creates significant changes in the productivity and performance of the enterprise employees.

In this sense, the fact that the use of technology is indispensable has been understood once again in this original study, where the effect of the increase in technology use on leadership structure and mobbing is investigated. Technology, which has a very important place in life, has emerged as a result of qualitative data collection techniques and studies that also cause individuals to be exposed to mobbing.

It is also an important study in terms of revealing the relationship and interaction with technology, leadership and mobbing.

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Resul KAYA

TABLE OF CONTENTS

LIST OF TABLES

Page No

LIST OF FIGURES

Page No

ABBREVIATIONS

EU	: European Union
USA	: United States of America
GDP	: Gross Domestic Product
GLOBE	: Gşobal Leadership and Organizational Behaviour Event
ILO	: International Laborship Organization
ISTE	: International Society of Technology in Education
KPMG	: Proffesional Service Network
NETS-A	: National Education Technology Standards – Administers
SPSS	: Social Sciences Statistics Software

CHAPTER 1
INTRODUCTION

1.1 Problem Status

The age we are in is one of the factors affecting people's lives, economic relations and the peace of society as the technology age. In particular, the transformation waves in information technologies and leadership structure create significant effects at individual-organizational and social levels. Along with technological developments, the concept of leadership has also developed and presented a new perspective to the understanding of management roles. With the developing and developing technology, it has brought a new perspective to the understanding of leadership and management roles. While some of the leadership roles decreased, the importance of some roles increased. Although the management and leadership roles are not related to the activities of the leader regardless of his position, the leadership and managerial roles change with personal preferences and capacity (Bayrak, 2006: 2).

It has been a factor that permeates technological developments and transformations. Leaders have to meet the needs of employees while meeting their activities. Executive leaders provide the status by also taking on roles. These are formal roles that involve decision making and execution, or informal roles based on legal authority. Because technology has a formative effect on the activities of employees and managers, they use technology as a catalyst (Arun & Türkay, 2014: 113).

With the development of the industrial society, while the family structure transformed from the extended family structure to the nuclear family structure, the responsibilities of the family members to each other decreased and all relations relaxed, while at the same time, the important factors such as helping

and supporting in areas such as family-environment-relatives-work environment began to decrease and thus Man has begun to become alienated first from himself and then to his environment. The industrial revolution has increased the speed of the circulation of information through the development of technology, the cyclical relationship between science and communication systems, and parallel to the increase in technology, there have been great changes in leadership-management styles, and increases in psychological violence have also started to occur with rivalries (Kutlu, 2000).

Although it is used in terms such as pioneer – leader – coach for managers, they actually have different meanings from each other. Management concept includes many functions such as planning, organizing resources, supervising and controlling (Güney, 2007: 19).

Management is also an applied science. The most important request – expectation expected from the manager is to apply the defined and accepted rules and to realize the execution within the framework of these rules. For this reason, management is different from leadership – coaching, and a determined organization must achieve its goals (Fındıkçı, 2009: 22).

Today's information age and consequently developments in information technologies have worn out and made the conventional management approach inadequate. It is a known fact that information technologies are effective in structuring management and management strategies. This is why organizations need to address the role of information and information technologies in managerial processes and organizational functioning and make due diligence. Because the basic condition of being able to compete passes without being innovative and open to change (Tekin, Zerenler, & Bilge, 2005: 115).

Businesses that are open to change and development and management staff in the business gain competitive advantage. In today's world, where competition has become very important, the use of advanced technology, knowledge production and transfer are encountered (Çakmakçı, 2012: 47).

Information technologies emerge as a serious element in creating organizational strategies beyond its mutual interaction with business

processes and business strategies. Information technologies have a great impact on business strategies. (Acar, 2013: 5).

Advances in technology have brought along globalization. The globalization process has imposed additional responsibilities on the leadership approach (Arat, 1998: 4).

In today's world, businesses must have and fulfill them in order to survive. In order for businesses not to fail, the person / s, who take on a leadership role, must have sufficient qualifications (Arslan, 2001: 2).

Managers can act by relying on their past experiences, but this creates a different situation because of being able to exist in the global arena. Leadership, which is very important in local businesses, has a very important place in global activities. In today's age, managing knowledge and knowledge has become the most important criterion for leadership (Şimşeker and Ünsar, 2008: 1029).

In the rapidly shrinking world economy, competitiveness has been closely associated with newly created technologies and the ability to rapidly transform them into production, and consequently with good management, that is, leadership (Bayraç 2003).

This rapid development in technology has inevitably had an important effect on the emergence of technological leadership types for leadership types. The technological leader can come out of the management or employees and must maintain all the managerial activities necessary for the use of technology in a given way. This leadership is a wide field that cannot be limited to managers only (Tanzer, 2004; Bostancı, 2010; Can, 2003; Cantürk & Aksu, 2017; Görgülü, Küçükali & Ada, 2014; Hacıfazlıoğlu, Karadeniz and Dalgıç, 2010; Irmak, 2015; Valdez, 2004).

In order for businesses to increase their efficiency, leaders, managers and employees need to make an effort and effort beyond doing what is necessary. In order to achieve this, employees should be motivated by using the right human resources methods. In order for the employees to be motivated to work, they should have a high performance in a rested and attentional way. In order to achieve this, they must have developed spiritual, mental, emotional and

physical abilities and do not experience any problems. In a period where information and technology are at the forefront in businesses; It helps the employees at all levels in the enterprises to achieve their goals that it is not possible for individuals to eliminate physical –biological – social and psychological constraints. However, all these situations cannot prevent mobbing, which is always present in businesses but is not mentioned, spreading rapidly day by day (Çakmakçı, 2012: 48).

In today's age where technology and information are spreading rapidly, it causes great changes in the structure of goods and services in businesses. These changes and developments affect the sector and the employees in the sector. With the development, dissemination and use of information, technology indirectly causes significant changes in the roles and business processes of leaders and management, employees. These rapid changes and competition in businesses also cause mobbing behaviors to increase and develop (Tekin, Zerenler, & Bilge, 2005: 116). With the leaders and leaders in the team, the formation of mobbing behavior can be prevented, as well as the decrease in existing behaviors and peaceful working environments can be created.

1.2. Aim of the Study

The main purpose of this study is that it is an inevitable fact that the management and employees of each sector / enterprise will be affected by the increase in the use of technology in enterprises and will also be effective in the formation and increase of mobbing in enterprises. In the light of this information, the effect of the increase in the use of technology in businesses on leadership structure and mobbing has been examined.

1.3. Importance of the Study

Technology is the applications information, encompassing all of the machines, tools, methods and so on in the field of industry, power, information, processing, transmission, inspection, etc. "Technology" is derived from the word "technogia", which expresses the systematic approach to art and craft (Chadwick, 2002: 35).

The meaning in systematic refers to the rational use of technology, and art refers to the aesthetics and creativity that technology should have. Craft, on the other hand, focuses on the functional aspects of technology, and the necessity of technology to be rational, aesthetic, creative and functional also comes to the fore. Technology is diversified and named according to its area of use (Şenel and Gençoğlu, 2003: 45).

In technology, we can talk about three elements: material (machinery and equipment), intellectual (technical information), management and administration. In other words, the application of science to industry is a set of techniques used in transforming natural resources into a form that people can benefit from and changing the environment. Businesses have to be able to follow technological innovations and to develop or produce innovations in order to compete, to be recognized and to ensure sustainability (Günay, 2017: 163).

Just as he feels the need to manage and be managed according to human personality structure, individuals working within the organization need Leaders who will share their goals in terms of their duties and responsibilities (Naktiyok, 2006: 19).

A leader is a person who supports and encourages the efforts of individuals to achieve goals on the organization's employees, group members, etc., when under certain circumstances and conditions, and who shares their experiences and ensures that individuals are satisfied with their leadership style from this situation (Aksel, 2003: 2).

Leadership; studies related to leader / leadership in almost every discipline area have been and continue to be done. For these reasons, it is one of the most studyed topics in literature reviews. We can say that leadership is an art that forms the basis of the purpose of influencing people and is in constant interaction (Eren, 2001: 8).

That is why the definitions of leadership and leadership types depend on time and circumstances. Therefore, situation theories argue that the most appropriate leader behaviors can change according to situations. It constitutes a different side of the behavioral theory that supports this rare management style (Naktiyok, 2006: 20).

Leadership Skills; leadership skill, which is considered as congenital or acquired skills, is most commonly referred to as three types: managerial – technical and individual.

Managerial; to determine and use resources related to management well, to be able to measure and report on performance and job status, to transfer work / delegation when necessary, to organize social events and to have skills (Aksel, 2003: 3).

Technical; understanding and following the technological trends in all necessary fields, knowing the economic conditions and market related to the field well, communicating well with people working in different technical branches, measuring the technical performance of the people in the team.

Individual; to be able to solve the conflicts that arise technically and individually, to communicate with those in different departments, to persuade employees to do the work, to have individuals who are happy to work together and to consider the leader's suggestions, to be shown as a leader by the people in their place, etc. (Naktiyok, 2006: 21).

Mobbing; mobbing, which has emerged as the greatest danger of working life lately, disrupts and harms the working environments, relations between employees, and also creates important problems such as stress on employees and falling motivation. The concept of mobbing has been accepted and used in our country as well as all over the world. At the same time, the equivalent of mobbing-psychological violence is also used. Mobbing behaviors, which were previously stated as a period of six months, are no longer accepted today. Because it varies according to the psychological resilience of individuals, the effects will differ from individual to individual. Although there are many factors that cause mobbing, we can generally collect them under the main heading of inadequate leadership – not well-structured organizational culture – personality traits (Alparslan and Tunç, 2010: 2).

Many different studies have been carried out on technology and its use, Leadership and leadership types-structure, leadership and management-mobbing. However, the lack of a study investigating the emergence of mobbing behaviors and technological developments over the expected leadership

qualities of managers trying to explain that the increase in technology use has both positive and negative aspects reveals the importance of this study (Arun & Türkay, 2014: 113).

1.4. Scope of the Study

This study includes a total of 277 employees from the automotive and textile sector, who continued their activities in Bursa between 2018-2019. The sociodemographic data collection form designed by the studyer in conjunction with the literature to be applied to the automotive and textile sector employees on the leadership structure and the effect of the increase in technology use in the automotive and textile sector enterprises continuing their activities in Bursa, and the scales with validity and reliability. Informed consent was obtained from individuals in order to put data collection forms into practice. Those who were not volunteers and did not participate due to health reasons and those who were not in the corporation on the day of the application were excluded from the scope of the study.

1.5. Limitations of the Study

The study was carried out in Bursa, which is considered as the most important industrial city of Turkey, and representation is limited to Bursa automotive and textile industry and employees.

1.6. Hypothesis and Sub-hypothesis of the Study

In order to determine the effect of the increase in technology use on leadership structure and mobbing in the automotive and textile sector enterprises continuing their activities in Bursa, the opinions of the automotive and textile sector employees on the subject have been tried to be interpreted according to the socio-demographic and technology use, leadership structure and mobbing. In addition, within the scope of our study, studies that were previously conducted and still exist in the literature were also investigated. In the light of these distinctions, a basic study question has been created. “Does the increase in technology use in automotive and textile sector enterprises have an impact on leadership structure and mobbing?”

Depending on the study model, the dependent variable in this study is the use of technology, and the independent variables are leadership structure and mobbing.

1.6.1. Basic Hypothesis of the Study

The main hypotheses of this study, which aims to determine the effect of the increase in the use of technology on the leadership structure and mobbing in the automotive and textile sector enterprises continuing their activities in Bursa, and its effect on mobbing are presented as follows:

Hypotheses

H_1: Use of Technology Affects Transformative Leadership

H_2: The Use of Technology Affects Sustainable Leadership.

H_3: Use of Technology Affects Liberal Leadership.

H_4: Use of Technology Affects Mobbing.

H_5: Mobbing affects Transformative Leadership.

H_6: Mobbing affects Sustainable Leadership.

H_7: Mobbing affects Liberal Leadership.

H_8: Mobbing mediates the effect of Technology Use on Transformative Leadership.

H_9: Mobbing mediates the effect of Technology Use on Sustainable Leadership.

H_{10}: Mobbing mediates the effect of Technology Use on Liberal Leadership.

CHAPTER 2
THEORETHICAL FRAMEWORK AND RELATED STUDIES

2.1. Technology Consept

The concept that has completely entered into our daily lives, starting with the discovery of tools and techniques, was previously used only to describe applied arts, but recently it has been used to describe progress and change (Chadwick, 2002: 36).

The concept of technology is a measure of the ability to reach certain goals, solve problems, approach events with an observation focus and transfer information to a proven extent. Accordingly, technology is an attempt to integrate the acquired capabilities with the system in a sense. In the focus of creating functional structures, this situation indicates the issue of capturing conveniences with technology and facilitating life in nature. Looking at technology from this perspective, the aspect of combining expressions about nature represents a comprehensive structure. The examination of the concept of technology towards activities is the development of practical applications and application on systems. For this reason, the qualification of the information or scientific information should be made and it should be ensured that today's organizations benefit from this information in the best way. The importance of technology nowadays carries a view in this direction. In other words, the most important feature of technology is the ease of using features that can serve people (Eskicumalı and İşman, 2001: 11).

2.1.2. Importance of the Technology

Using technology in order to facilitate life, and not negatively affecting other parts of life (such as family relationships, adult working life, children's school, social relations, games, sleep, and food) is called the use of technology (Bayrak 2006).

The most important criterion in the use of technology is the focus of technology to bring convenience to the organization. This situation, which is also integrated conceptually in this respect, is the measure of using technology in the sense of processing information in a narrow sense. The evaluation of technology in a broad sense can be defined as enabling the processing of information, conducting studies, focusing on production activities by providing improvements, and thus providing more effective services to people. The information and service-oriented structure offered to people is freed. In terms of technology understanding, this qualification is about producing and using technology at a more effective level (Batur and Uygun, 2012: 78).

2.1.3. Historical Development of the Technology

Technology developments have been evaluated within the framework of two different approaches, with the focus of historical change. The first of these approaches is study based on commercial application technologies. In this respect, approaches to push technology are examined. The applied form of science is the most important factor in this aspect. Technology-related continuities are investigated here. It is aimed to carry out new technological studies. Accordingly, first of all, the production, marketing and sales activities of the technology represent the push model of the technology. Taking customer requests as a basis has shown its effectiveness in later times in the historical process. Taking into account the needs of the customer in various dimensions has prepared the environment for a more specific product production understanding. The situation of establishing the balance between supply and demand is among the most frequently encountered factors today (Tekin, Güleş, & Öğüt, 2003: 11).

However, whether it is technology productions or marketing models, they have not been sufficient concepts alone. For this reason, while conducting technological studies, the matching model, the integrated model and the learning model have been trend towards certain periods in historical processes. These models and their activities are listed below (Karadal and Türk, 2008: 59);

- Twinning model; technology pushing and attracting markets represent a comprehensive model. Accordingly, the development of ideas in the chain and making effective technological studies are the basis of classical product development. In this way, new ideas and new products can be produced within this framework.
- Integrated model; after the 1980s, a threatening environment has emerged due to the widespread competition in international markets. The acceleration of technology has reached an important period in this direction. In particular, increases in information communication technologies, and concurrent studies and evaluation based on this model are important.
- Learning model; with the 1990s, the direction and effect of competition in the global marketing environment has increased at an unprecedented level. Learning and doing creative work on this basis has the characteristic of setting learning as a goal and, in this respect, being prone to getting successful results.

2.1.4. Technology and Globalization

Since the effectiveness of globalization supports an understanding focused on change and expansion, the use of information and communication technologies, especially in technology, is in an effective form. The process of technological developments reaching advanced levels and the formation of a structure that connects both nations and societies has an important place in the formation of globalization. The main factors in the acceleration of globalization, especially since the 1970s, are technological developments and the effects of opening up to the increasing production markets. In this way, the efforts of countries focused on trade liberalization form a distinctive form in the globalization of trade. An understanding based on the superiority of technology

also plays an important role in globalization reaching a more effective structure (Kıvılcım, 2013: 16).

2.1.5. Importance of the Technology Managements in connection with Corporations

The rapid developments and changes prepare an environment for uncertainties. In terms of achieving competitive advantages in technological changes, it becomes an important element for corporations to develop technological elements and support management. The basic needs in technology management are focused on ensuring sustainability and achieving superiority. Therefore, proper technology management has an important place. It should be ensured that corporations observe the effect of technological developments and take important steps in carrying out these activities. It is not possible for corporations to keep up with developments and changes due to their inability to manage technology well. At the same time, issues of ensuring their continuity are not included in an existing assessment. This situation requires new technologies to be at their best, especially for organizations where people's needs and desires are very evident. The fact that the human focus has an important place in the context of the work to be done by the corporations is an effective structure in drawing their attention on this basis (Karadal and Türk, 2008: 60; Ulusoy et al., 2000: 327).

2.1.6. Establishment of Competition Strategies with Technology in Corporations

The uncertainty of the changes in the environment of the corporations affected a situation that increased more in the competitive structure. With the increase in the rate of change in technology, working on a level that will create competitive advantages requires corporations to determine their competitive strategies in this respect. When this situation is grounded in terms of ensuring the continuity of the corporations, it makes it necessary to establish a link between market and customer characteristics. Initiatives to support activities aimed at meeting people's wishes and needs are among the most important strategies in competition. For this reason, it is important for corporations to carry out a work activity in this direction first. The first scope in the studies on providing competitive advantage gives the relationship of the strategies with

their potentials today. Since the first element among these relations is the technological scope, it offers important advantages to the corporations in the studies on the activation of technology. The basis of these advantages is the functionality to ensure human satisfaction (Tekin and Göral, 2010: 292).

2.1.7. Importance of Information Technologies In Connection With Corporations

In this period, which is called the information society, the efficiency of technology has an important place. The focus of powers and duties on developing and activating knowledge provides a source for the formation of significant activities in local governments. From this point of view, it focuses on the use of technology in both private and public sectors, especially on providing information flow effectively and quickly. This situation also includes an important evaluation based on the creation of a good potential for the interaction with citizens by local governments. It is important that corporations benefit from information technologies sufficiently, since information flow can be done both cheaply, easily, reliably and quickly and in a competent level with technology today. The issues in which the responsibilities of the citizen are directly taken into account and the importance is examined in the context of the wishes and needs of the citizens, require that the working competencies should also be made on this basis. This situation is especially important in terms of conducting more effective studies in terms of local administration practices (Emini and Kocaoğlu, 2011: 162).

It is almost impossible to come across a single definition about leadership, as in many concepts, such as Social Sciences, psychology, personality, etc. It is possible to come across different definitions in the definitions of leader types as well as different definitions of leaders (Naktiyok, 2006: 22).

2.2 Leadership

We can say that it is an art that forms the basis of the purpose of influencing people and is in constant interaction (Eren, 2001). Many different definitions have been made about the concept of leadership, which is a concept as old as human history, which has been subject to science since the early 1920s. It is seen that more than 5000 studies have been conducted on leadership in the

twentieth century and more than 350 definitions of leadership and leaders have been put forward (Erçetin, 2000: 3).

A leader is someone who can influence, persuade and mobilize others to achieve a goal. Leadership is not a feature provided by status or authority, but the effect that arises as a result of mutual interaction in the relationship between the leader and his followers. Leadership is not the state of having power over the followers, but the job of directing them by influencing them and revealing their insights (Göksu, 2011: 39; Özdemir, 2012: 575).

Since people are social creatures that sustain their lives as a community, they often need leaders and pioneers who will lead the society and carry it to its goals and vision. The leader must follow the needs and interests of his followers in the process of achieving the determined goals, gather them around a goal and increase their strength, courage, desires and desires. Therefore, it reveals the need for leaders of people who come together for a common goal (Görgülü et al., 2013: 53., Çelik (2013: 1) stated below some definitions that are deemed important about leadership;

- Leadership is the process of influencing group activities to achieve group goals (Bass, 1985: 4).
- Leadership is the job of influencing, directing and managing ideas, thoughts and orientations (Bennis and Nanus, 1985: 56).
- Leadership is a two-way interaction that occurs between the leader and each of his followers (Graen, 1976: 116).
- Leadership is an effective power of influence (Argyris, 1976: 227).
- Leadership is an effect that takes its power from certain personal characteristics (Etzioni, 1964: 9).
- Leadership is the power to influence the thoughts and actions of the followers (Zaleznik, 1977: 74).

In line with these definitions, leadership can be defined as the influencing power needed to gather individuals around certain goals and mobilize them. Leader's influence tools are listed by Göksu (2011: 40) as follows;

- Legitimate power
- Control over awards
- Control over penalties
- Individual qualifications
- Expertise

Çelik (2007: 4) listed the leader's powers under five items:

1. Legal Power: It is a power based on the leader's authority depending on the position or role in the hierarchical structure.

2. Reward Power: Leaders often use the reward power of the organization to evaluate their subordinates' abilities.

3. Coercive Power: It reflects the power of control and punishment in case subordinates do not obey orders given by the leader.

4. Power of Expertise: It is the special skills and knowledge that a leader has to meet the needs of the group he / she leads.

5. Charismatic Power: It is based on the leader's strong influence on the audience. This charismatic power reflects the leader's attractiveness and respect for the audience.

2.2.1. Leader and Manager

Although the concepts of management and leadership are very different from each other, they are intertwined and often used interchangeably. It is possible to distinguish these two concepts with some features. Management covers activities related to management in an organization. It is the work of maintaining management processes in order to achieve the determined goals. The person who carries out this process is called a manager. The main task of the management is to control resources, to use them efficiently and to obtain the targeted results in the most economical way in line with the goals of the corporation (Gürkan, 2017: 130).

Knowledge, skills and experience are the basic qualities that every manager should have (Aytürk, 2014: 4).

A good manager is expected to be able to mobilize his staff not based on his authority but with a sense of working together. In order to achieve this, horizontal communication should be established in a healthy way instead of vertical communication with the personnel and it should be worked in cooperation (Yıldız N., 2002: 4).

Manager's communication skills are an important element for the organization to develop and achieve its goals. Management is a planned activity and needs sufficient number of human resources with appropriate qualifications in order to achieve educational goals for educational organizations. The mentioned human resource is one of the most important assurances for the organization to achieve its goals (Özdemir, 2014: 2).

For this reason, in order to use technology-related investments effectively and achieve the desired result, it is very important that the training required by the human resource is carried out in a timely and effective manner. The organization has a greater effect than all of the elements that make up the organization (Balcı, 2003: 73).

Although it is desirable that every manager who maintains a management role in the organization has leadership qualities, this is not always possible. Even if an individual is not a manager, they may have the ability to manage and direct a group within the organization. To be a manager, it is necessary to have a position. However, it is not necessary to be a manager or have a position for leadership. Therefore, even an individual working at the lowest level in the company can have leadership qualities within the organization. While the manager takes his power from his position and position, the leader draws his strength and effectiveness from his personal characteristics. This situation may vary depending on the environment and conditions of the organization. However, we can say that every leader is a manager at the same time because leaders have the ability to listen to the word, which is accepted as the characteristic of a manager, to get work done, and to direct the group. However, not all managers may have these leadership qualities. In other

words, not all managers may have enough influence to influence and direct others. Ideally, all managers should have certain leadership characteristics (Özler, 2013: 100).

Within the framework of the GLOBE (Global Leadership and Organizational Behavior Effectiveness) project, which is an intercultural study program consisting of 154 studyers from 64 countries, it has been determined that some features are acceptable in every culture and can be found in leaders with different weights. It was found that these leadership qualities were appreciated by employees working in 53 different countries. These leadership characteristics; positive, intelligent, determined, dynamic, knowledgeable, fair, honest, predictive, perfectionist, reliable, encouraging, motivating, motivating, coordinating, leading teamwork and so on (Akiş, 2004: 2).

The concept of leadership is discussed under various approaches in the literature. These are separated from each other under the umbrella of traditional leadership approaches and contemporary leadership approaches. Addressing these two basic approaches will be beneficial in terms of monitoring the development of the concept of leadership and ensuring a better understanding of the issues (Gürkan, 2017: 131).

2.2.2. Types of Leadership

The fact that people are constantly in search of new things in the 21st century has led to new developments in leadership. The developments experienced and the management mentalities that emerged according to the needs of the age reveal that the role of the school administrator is a leadership role. School administrators are expected to fulfill not only administrators but also leadership roles in order to create a successful school environment (Ulukaya, 2015: 7). We can examine leadership types under two main headings as traditional leadership approaches and contemporary leadership approaches.

2.2.3 Traditional Leadership Approaches

When the literature on the concept of leadership is examined, it is seen that leadership approaches are discussed under two main headings as traditional and modern leadership approaches. Traditional leadership approaches are divided into three. These are (Minister and Büyükbeşe, 2010: 73);

- Features Approach
- Behavioral Approach
- Contingency Approach

All leadership approaches are actually complementary to others. In cases where a theory is insufficient to explain leadership, new leadership theories have been created, and this has led to the formation of many leadership theories until today (Serinkan, 2008: 25).

2.2.3.1. Features Approach

Since the first of the traditional leadership approaches is the traits approach, the first studies of the leadership approaches in the literature mention the characteristics approach. The first studies on leadership started by examining the leadership characteristics of military and bureaucratic managers. The emergence and effects of leaders such as Napoleon and Atatürk, who left unforgettable and great marks behind them, have been investigated for many years (Çağlar, 2004: 2).

Studies conducted in the first half of the 20th century revealed the theory of leadership on behalf of the “Big Man” leadership. According to this theory, the leadership characteristics of people are innate, that is, people are born leaders, they do not become leaders afterwards, and they cannot acquire leadership characteristics afterwards. Therefore, from the early 1900s to the 1950s, leadership was thought to be linked to a series of innate talents (Çelik and Sünbül, 2008: 49).

Traits approach argues that the main factor affecting leadership is personality traits. It tries to explain which are the characteristics that make a person a leader and the personal differences that affect leadership. Therefore, studies have been conducted to determine the personal and physical characteristics of the leaders. Physical characteristics of leaders as a result of the studies; gender, age, height, weight, physical maturity, health and good looks; the personal traits were determined as intelligence, courage, honesty, entrepreneurship, foresight, taking initiative, ability to rhetoric, reassuring others, frankness and self-confidence (Bakan and Bulut, 2004: 154).

Since the traits approach is insufficient in explaining effective leader behavior and the characteristics determined are not suitable for every situation, studyers have turned to studying other dimensions related to leadership (Çelik, 2007: 9).

2.2.3.2. Behavioral Approach

In the behavior approach, behaviors such as communication skills, giving responsibility, monitoring, control and goal setting strategy are considered as leadership characteristics. In the behavioral leadership approach, the effect of the leader's behavior on his audience has gained importance (Koçel, 2015: 470).

While the behaviors approach examines the behavior of the leader on the one hand, it also examines the influence on the audience that is ignored in the traits approach, in short, your leader. It has been understood that he is integrated with the audience and is not a leader who does everything alone. With the behavior approach, the idea that leadership is an innate feature has been eliminated, and it has been revealed that a leader can be a leader by training or self-improvement, that is, learning, because, in studies, it has been observed that people exhibit different behaviors in different situations, although their personality traits have not changed. As a result of these observations, leadership behavior theories that explain the concept of leadership with the interaction between the leader and his followers have been revealed. Behavior theory examines the behaviors of an effective leader and focuses on the behaviors of the leader, not the characteristics of effective leaders (Çetin and Beceren, 2007: 110).

Behavior approach is not concerned with the personal characteristics of the leader, it examines what he does and how he treats the people around him. While trait theory defends that leadership traits are innate, in behavioral theory, it defends the view that one can be a leader by changing the behavior of the individual with education. According to behavioral theory, effective leader follows two paths to achieve personal or organizational goals:

1. Demonstrates task-oriented leadership behavior and encourages employees to do better quality work,

2. Supports group members and helps employees achieve their individual goals (Çelik, 2007, 11).

The most important studies on behavioral theory are “Ohio State University Studies”, “Michigan University Studies” and “Management Pore Theory (Robert Blake and Jane Mouton)” (Choi, 2004: 24).

2.2.3.3. Contingency Approach

The contingency approach, put forward by Fred Fiedler, suggested that there is not a leadership approach that is always valid, and that different leadership characteristics and behaviors will be needed according to the situation, environment, job and behavior (Celep, 2004: 16).

That is, the situational approach advocates that different leadership styles are required in different conditions (Sabuncuoğlu and Tuz, 2001: 223). Explain that the leader's effectiveness can be influenced by situational factors such as the nature of the job, audience characteristics, and the environment. According to Aydın (1994: 252), contingency theory has been described as a contemporary theory that tries to understand and define leadership and is based on the following assumptions (Choi, 2004: 25):

- Leadership can be described by examining the behavior patterns preferred by the leader in relation to the group.
- The most important point of leadership is that leadership behavior is directive (authoritarian) and participatory (democratic).
- There is no perfect leadership style suitable for all conditions. Leader should definitely evaluate situational characteristics and conditions while choosing behavior style.
- The point to be considered in choosing the leadership style is effectiveness. Whichever behavior style has the best organizational impact and allows the organization's purpose to be realized, that behavior style should be chosen.

Contingency theory argues that the success of the leader does not depend on the characteristics or behavior of the leader, and that leadership success depends on many different variables. For this reason, contingency theory

examines the situation of the leader, not the leader. Leadership theories that emerged before mostly worked on the character and behavior of the leader. In situational approaches, he emphasized that leaders will exhibit different behaviors in different situations and that these behaviors cannot be predicted. For this reason, the contingency theory defends the view that “there is no effective leader behavior that is valid in every environment” (Çelik, 2007: 17).

2.2.4. Modern Leadership Approaches

The new world order, changing competition conditions, rapid changes in technology, change in people's demands and expectations, change in socio-cultural structure, globalization and economic uncertainties have made it a necessity to modernize leadership approaches for organizations that have gained an international dimension. (Akbaba and Erenler, 2008: 21).

2.2.4.1. Cultural Leadership

All organizations have a unique culture. They have their own cultures in their schools, which form the basis of educational organizations. School administrators are expected to change and develop the existing culture of the school according to the needs of the age (Arıcı, 2002: 20).

According to the study of Erdoğan (2002: 8), the cultural leadership approach aims to organize and develop the organizational culture as strong and flexible. Cultural leadership has emerged as a result of the studies conducted on the examination of the cultures of organizations in the 1980s.

Cultural leader, in short, is a person who aims to interact and integrate his own organization with larger organizations (Ulukaya, 2015: 8).

Culture can be defined as the whole of learned behaviors that reflect the level of development, reflected in the knowledge, skills, beliefs, values, law, education and daily life activities of societies. Individuals can have different personalities depending on their culture, and the personality of organizations can be explained according to the different cultural characteristics of the individuals that make up the organization. It is possible for people to develop a behavior with certain characteristics over time, as well as the behavior, belief, temperament and goals that distinguish people from each other. This situation is called organizational culture (Yavuz, 2015: 89).

It is the role of the cultural leader to keep the culture alive in the organization. A cultural leader is a person who serves the formation of cultural values in an organization, knows and explains the values, enables them to change when necessary, and ensures that employees integrate with these values. In this context, knowing and internalizing the organization's philosophy, history, language, values, heroes, norms, employees is the most important element for the success of a cultural leader (Groves, 2006: 566).

2.2.4.2. Visionary Leadership

The visionary leader is a leader who follows innovations and changes, thus predicting the future and having a broad perspective. The feature that distinguishes the visionary leader from other leaders and makes it superior is the ability to read the developments and events that the developing and changing world has revealed. In addition, it can successfully transfer and corporationalize its vision to all levels of the organization. The visionary leader derives its strength from the ability to influence his followers with his thoughts (Ulukaya, 2015: 8).

2.2.4.3. Instructional Leadership

According to this approach, which looks at the school administrator from a different perspective, the place of the administrator is not only the office room. It is a type of leadership that stands out in the field of school leadership, which expresses the supervision and follow-up of the school administrator in the classrooms and corridors at all times. With this leadership, a new understanding has emerged. According to this understanding, the task of the school administrator is not only to carry out administrative activities, but also to lead the teaching process. By spending his time in classrooms and corridors, he should be able to send messages to teachers and students about the main purpose and goals of education. For this reason, the instructional leader allocates his priority and interest to student, teacher, curriculum and teaching-learning process. The difference from other leadership approaches is that it is a type of leadership that requires more engagement with instructional activities (Ulukaya, 2015: 8).

2.2.4.4. Ethical Leadership

Ethics is a field of philosophy that evaluates behavior and thoughts from a moral point of view. However, ethics and morality are different concepts. Morality is a set of unwritten rules that evaluate behaviors to be shown in the light of cultural values, norms and ideals as good-bad, right-wrong. Ethical leadership basically means exhibiting a leadership behavior that respects the rights and dignity of followers (Celep, 2014: 31).

In order to regulate formal and informal relationships inside and outside the organization, some ethical rules must be formed. This is because these ethical principles become a way of behavior is of great importance in terms of achieving business life and the organization's goals (Yavuz, 2015: 94).

Justice, equality, impartiality, human rights, democracy etc. do not allow behavior discrimination, psychological intimidation, favoritism, bribery, selfishness, etc., which are universally considered unethical behaviors. School administrators should take the laws and public interest as the main criterion in the decision-making process. However, the school administrator should not ignore certain ethical criteria while making a decision. The school principal's effective ethical leadership behavior is an important factor in corporationalizing organizational ethics and dominating the school in general. Disregarding or not fully adopting ethical principles in schools may cause the organizational climate to deteriorate. (Ulukaya, 2015: 9).

While ethical leadership theory, which is one of the new leadership theories, shows similarities with the feature and contingency theories, it defends that the leader should include some correct behavior and principles. This aspect reveals it as a definition that overlaps with the property theory. The side that overlaps with the contingency theory is that it is formed in a suitable organizational environment and the ethical behavior is displayed in a noticeable way (Gürkan, 2017: 131).

2.2.4.5. Change / Transformation Leadership

According to the transformational leadership theory, which reveals the importance of change culture, studies on organizational culture have shown that transformational leadership has a facilitating effect in the realization of educational changes. Transformational leadership in education can provide an opportunity to make a radical change in the education system, school, process and structure. Transformational leadership can provide educational organizations with the opportunity to raise individuals who do the study they need, think creatively and scientifically, have high-level ideals and strive to achieve this (Celep, 2014: 21).

For social changes, the school is seen as the center of change. As a learning organization, the position of the school administrator in school organizations is very important as a teaching and change leader. In summary, the transformational leader in the school; It should be a person who has a vision, encourages, encourages achievement of goals and supports individual development (Ulukaya, 2015: 9).

Transformational leadership is a leadership approach that allows for immediate and effective change in the organization. Transformational leadership requires vision, political expertise and an environment. Within this environment, leaders and their followers work for the good of the whole, rather than performing for the reward. Synergy (team energy) is the goal instead of the effective use of individual energy. This approach requires an innovative leadership that facilitates learning, focuses on development, accepts differences and is innovative (Yavuz, 2015: 85).

2.2.5. Technological Leadership

The rapid changes in technology, the global education view have led to an increase in education sanctions and expectations from the school. This situation has led to the diversification of roles with the emergence of competition between schools and the emergence of new educational approaches. Schools need to improve their ability to integrate technology into education in order to increase their effectiveness and efficiency in education. For this reason, school administrators need to be aware of their leadership

roles in using and applying technology and make the necessary moves (Görgülü et al., 2013: 54).

School administrators should also follow technological developments and improve themselves in the face of technology showing its effect in every field (Hacıfazlıoğlu, Karadeniz and Dalgıç, 2011: 148).

Defining the technology leader in different ways has revealed the need to define and standardize the roles and responsibilities of the technology leader. The most prominent and most comprehensive study conducted for this purpose is the “International Technology Society in Education”, which is commonly known as “ISTE” (International Society for Technology in Education) (Ulukaya, 2015: 10).

The most striking and important feature of NETS-A standards is that it is the result of a comprehensive project. In this context, standards prepared for students, teachers and administrators are compatible with each other. Standards, which were dealt with in six dimensions with NETS-A 2002, were grouped into five dimensions with NETS-A 2009. (Banoğlu, 2012: 49). According to the new standards, which were re-evaluated and updated by ISTE in 2009, the characteristics sought in the technology leader are listed as follows. These are:

- Visionary Leadership: Managers create a common vision and make an effort to implement it in order to make a smooth transformation and adapt to technology in their organizations.
- Digital Age Learning Culture: Managers create technological learning environments that will attract all students. It encourages students by bringing them together with the digital age learning culture.
- Excellence in Professional Practice: By promoting contemporary and innovative learning environments, administrators encourage teachers to use new technology and facilitate student learning.
- Systematic Development: Managers provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

- Digital Citizenship: Managers apply all measures to understand social, ethical and legal issues and responsibilities related to a developing digital culture (ISTE, 2009; Ulukaya, 2015: 11).

Parker and Axtell (2001) state that school administrators, as technological leaders, have a duty to motivate and support teachers in their use of technology, and to enable them to collaborate with other stakeholders. Bailey and Lumley (1997) emphasized that a technological leader should have many skills. These are:

- Technology skills: It should be a model by using technology effectively.
- The ability to communicate with people: It must be able to influence people in the use and application of new technology.
- Program skills: They should know how to adapt technology to different disciplines.
- Personnel development skills: They should be able to increase the competence of staff in using technology.
- Learning leadership: They must have foresight and manage the process correctly (Akt. Görgülü et al., 2013: 55).

Flanagan and Jacobson (2003) “21. In their study on “Technology Leadership for 21st Century Managers”, they identified five common points regarding the effective use of educational technologies:

1. Associating with the student: to provide students with technology that provides an effective learning environment suitable for the subjects they need,

2. Common vision: to create a common vision in line with stakeholder views on the use of technology in education,

3. Effective professional development: to encourage trainings where teachers can follow developments in educational technologies

4. Equal access: to provide equality of opportunity to all students in the corporation in the use of educational technologies,

5. Access from everywhere: to ensure the continuity of internet access (Akt. Görgülü et al., 2013: 57).

2.2.6. Technological Leadership Standards

Recently, especially in developed countries, important studies have been carried out in schools for the effective use of technology and its integration with educational programs. What draw attention in these studies is the efforts to develop some standard principles that aim to guide educational administrators for the effective use of technology in school (Görgülü et al., 2013: 58).

Since school administrators are the most important actors in the application of technology in education, standards defining the roles of school administrators have been published by the International Society for Technology in Education "ISTE" (Banoğlu, 2012: 49).

These standards aim to facilitate the integration of educational technologies into the school for school administrators and to ensure that they become more effective technology leaders (Görgülü et al., 2013: 59).

2.3. Mobbing Concept

The word mob means the irregular crowd that engages in illegal violence. This term, which corresponds to the word "mobile vulgus" in Latin, means an unstable crowd, a community oriented towards violence. As a verb, it includes meanings such as attacking and disturbing in English (Göktürk-Bulut, 2012: 24).

Mobbing is the behaviors such as mobbing, negative opinions created against people, gossip made in the field of work and stating wrong information (Karavardar, 2009: 2). A section is also defined as psychological pressure on another person or group (Alparslan and Tunç, 2010: 1).

Mobbing or intimidating is generally the acts of psychological violence, coercion or bullying that are inflicted on people in a systematic, planned and continuous manner by colleagues or employers (Akdoğan, 2010: 3).

2.4. Historical Development of Mobbing

The first historical discussion of the concept of mobbing begins with the biologists' subject of animal behavior in the 19th century. The mobbing subjects of that period were the behaviors of the birds in order to determine the movements of the birds against the aggressors around their nests and to

eliminate the weakest bird among themselves (Öztürk, 2019: 6). These behaviors were obtained through studies conducted by Austrian Konrad Lorenz in the 1960s. Swedish scientist Dr. Peter Paul Heinmann, on the other hand, took the subject from animals and applied it to children. Heinmann used the concept of mobbing to identify and evaluate acts such as bullying and harassment among children. He made these studies permanent with the book “Mobbing: Group Violence Among Children” published in 1972 and became the first scientist to use the concept of mobbing on humans (Pir, 2019: 5).

Leymann is the first studyer to associate the concept of mobbing with business life. Although the definition made by Leymann between 1980-1985 is also stated as psychological terror, it refers to a process that ends with the feeling of burnout and helplessness of those who have been subjected to these behaviors on one or more people by an aggressor in a planned way (Altınbaş, 2019: 7).

In the 1980s, frequent cases of harassment in the workplace in Germany and Sweden made a change in the definition of mobbing, and in 1988, it was stated that senior managers regularly seek fault and humiliate people as bullying. In 1988, Andrea Adams carried this concept to the media channel with the movie she shot. Later, in 1992, he discussed the book “Bullying at Work: How to Can Ront and Qvercome” (Bullying in the Workplace: Confrontation and Overcoming Methods), and in 1997 he established a foundation (Bozancır, 2019: 15).

The article by C. Brady Wilson on mobbing in the workplace and the methods to deal with it was published in Staff Houmal in 1991. The concept of mobbing has had a legal scope for the first time in Sweden with the law named “Victiming of People in the Workplace”. An article written by Lois Price Spratlen in the journal Violence and Victims entitled "Interpersonal Conflict Including Bad Behavior in the University Work Environment" was published in 1995. In 1997, the book "Work Harassment: How to Understand and Survive" written by Judith and Chauncey Hare was published. The book, titled “Excluding Professors: A Guide to Firing a Dismissal” was written by Kenneth Westhues in 1998 to draw attention to mobbing in academic life (Kalkan, 2019: 2-3).

2.5. Mobbing in Turkey

Although the concept of mobbing is a new phenomenon in Turkish history, it shows its existence as a situation encountered throughout life. As of the 2000s, with the increase of study on the subject, its importance for our country has moved to a different dimension in history and life. The suicide of Hüsrev Pasha during the time of Suleiman the Magnificent in the Ottoman Empire is included in Baykal's work titled "Absorbing Competition: Mobbing in the Legal Era", which he had a relationship with mobbing (Tekçe, 2010: 7).

The suicide of Hüsrev Pasha about 500 years ago helps to provide information that the mobbing phenomenon is based on ancient times. In the mentioned incident, in a council meeting where Suleiman the Magnificent did not attend, the second vizier Hüsrev Pasha and vizier Hadım Süleyman Pasha had a discussion. Rüstem Pasha conveyed the discussion to the sultan and Hüsrev Pasha was removed from his post and Rüstem Pasha was replaced. The fact that Hüsrev Pasha did not have any excess in his life and he returned to his life before his duty revealed the realities about business ethics. With this incident, it is stated that the suicide of Hüsrev Pasha took place due to reasons such as feeling insignificant and helpless with his dismissal, and Rüstem Pasha who was appointed to his duty constantly. As a result of these phenomena, this incident is accepted as the first mobbing phenomenon that took place in the Ottoman Period (Beycan, 2014: 10-11).

The first publication on mobbing was Osman Can Önertoy's translation of the book "Psychoviolence: Emotional Harassment in the Workplace" in 2003 (Serin, 2018: 18). In this following process, Mobbing Emotional Attack in the Workplace and Methods of Combating (Çobanoğlu, 2005), Absorbing Competition: Mobbing in the Legal Age (Baykal, 2005).

The Spiral of Psychological Violence in the Workplace: Causes and Consequences (Tutar, 2004), Mobbing in the Workplace (Tınaz, 2006), Psychological Harassment in Work Life (Güngör, 2008), Mobbing Approach and Suggestions with the Dimension of Work Psychology (Gün and Avan, 2013) The studies he has published have taken place in our country's history

on mobbing. In universities, the desire to study the situations experienced in workplaces related to mobbing has also increased (Serin, 2018: 18).

In the survey conducted by Human Resources Management consultancy company on yenibiris.com in our country and participated by 100 people, 56 % of the participants were male and 44 % were female, 81 % of the participants were exposed to mobbing and 70 % of the mobbing behaviors were subordinates of the superiors. It has been concluded that it has applied. Bilgel, Aytaç and Bayram stated in their study that mobbing was associated with factors such as anxiety and stress, and in their study conducted in different fields in the public sector, they determined that 55 % of the participants were exposed to mobbing. A survey was conducted by the Health and Social Service Workers Union, covering 1771 women health workers. According to the results of the study, 40.6 % of the participants stated that they were exposed to mobbing as a result of factors such as threats, verbal abuse, physical and economic pressure, and violence. The subject of mobbing has been examined in a chapter in the book named “Little Things” handled by Üstün Dökmen (Karavardar, 2009: 5-7).

From a legal perspective, the use of the concept of mobbing has recently improved. The Labor Law, Civil Code and Law of Obligations are the resources used in the relevant trials in the current order. In 2008, the “First Mobbing Summit” was held on March 13, 2010, and the “Second Mobbing Summit” on March 20, 2011, by the Turkish Grand National Assembly Justice Commission, and a draft was prepared to prevent mobbing for employers. On 2011, the “Prime Ministry Circular on Prevention of Mobbing in Workplaces” was published and an important step was taken to prevent the employees from being exposed to mobbing (Kılınç, 2019: 11-12).

2.6 Automotive Sector in Turkey

Automotive production, which has an important place in the world, also plays an important role in the progress and development of many sectors. For these reasons, it has an important place in terms of the developed indicator of countries and the added value it provides to the country's economy. The automotive industry continues to change and develop as a result of advanced

technology, sustainable policies, and ever-changing consumer behavior. The automotive sector, which has begun to experience a serious technological break all over the world, is also a major factor for the Turkish economy. In our country, which does not have its own production of domestic goods, there is an import-dependent structure, especially in high technology and high value-added intermediate goods, and in 2000, 431 thousand cars were produced, this amount reached one million six hundred ninety six thousand in 2017 and the amount increased exponentially every day and increasing.

Leadership in the development of R&D and design culture and the dissemination of new technologies, the search for higher added value in investments and production, training of high-quality manpower, a culture of pre-competitive cooperation and the development of long-term strategic cooperation with all SMEs in the supply chain. Success has been achieved by following the “Innovative Approach”. At the point reached today, “Global Integration” in the fields of production and marketing has been largely completed. The automotive industry has proven its competence in quality management and productivity in production with exports to global and developed markets (Turkish Automotive Sector Strategy Document and Action Plan, Access Date: April 2021). The product range of Turkish automotive sub-industry companies, which includes all parts except some products, has a variety that will allow 85-90 percent of the vehicles manufactured in our country to be manufactured domestically, and consists of “engine-gearbox and differential box” to ensure higher domestic contribution. Mass production of the power unit and “electrical / electronic control systems” is also required. After the severe crisis periods in 2001 and 2002, a 6-year steady increase in large-scale production has entered into and on 2008, the highest production figure in the automotive industry's history was 1.15 million units. The increase in exports achieved in global markets with the new models developed played an important role in the increase in production in this period.

The majority of companies serving in the automotive main industry in Turkey produce for global markets under the license and partnership of global automotive companies. It is observed that a limited number of companies in the main and subsidiary industries have R&D departments. In order to achieve

the goal of transforming our country into an important R&D center, which is the basis for the vision of the automotive industry, R&D infrastructure should be developed in our country and R&D activities of companies should be supported consistently. If the per capita income level increases steadily in Turkey, the demand will also increase. It should be essential to meet this increasing demand with domestic production. Demand in the automotive market of our country must be met with competitive domestic production that creates high added value (Ministry of Science, Industry and Technology access April 2021).

Environmentally friendly and sustainable mobility is not just a goal for European automakers, it is a target. However, it is clear that a sustainable mobility model cannot emerge from technology alone. Like a little puzzle, there are many pieces that need to be put together to create a complete picture. The automotive industry is aware of its role. Investments in vehicle technology, smart transport systems and cleaner production processes already play an important role in reducing emissions and improving safety. It is clear, however, that the interconnected challenges of pairing economic growth with environmental developments and improved social responsibility can only be fully realized through a more collaborative approach. Governments, fuel companies, related industries and end users should also play their part. By working together, we can continue to enjoy the benefits of personal mobility and the economic well-being of vehicles while minimizing the cost of driving to society and the environment ACEA_Pocket_Guide_2017-2018 (Access date: April 2021).

Today's safer roads and cleaner, more efficient vehicles are a direct result of R&D investments made in the past. It is also proof of the innovation and skills that characterize a highly competitive European automotive industry. Europe is the world leader in driverless vehicle patents, accounting for 33.3 % of all applications. R&D is typically a strategic and long-term process; Automotive R&D is based on significant investments and increasingly partnerships with stakeholders.

It takes time to conduct R&D and extensive testing to deliver production-ready technologies. Bringing them to the market is yet another step, so vehicle manufacturers need ten years of lead times to implement new technologies

and requirements. Transport and mobility is a prerequisite for economic well-being and social activity, but also poses significant challenges in terms of sustainability. In the coming years, automotive study will focus on areas such as rationalizing transportation, improving road safety and focusing on the environmental impact of increasing mobility needs. New data also show significant progress in reducing the environmental impact of the automotive industry and improving the safety of vehicles on European roads (ACEA__2017-2018. Access Date: April 2021).

Factors such as rapid economic growth, young and dynamic demographic structure, improvement in financial conditions and low rate of vehicle ownership in Turkey point out that the high growth in the automotive market will continue in the upcoming period. However, the country's economy and the applied fiscal policies should have a more stable outlook in order for the year-on-year volatility in vehicle demand to decrease and settle on a more stable path.[92] (Automotive Sector Report | January 2017) For this; 1. economic growth should stabilize at a level close to the potential economic growth, 2. it should reduce the fluctuations in interest rates and exchange rates by ensuring price stability and financial stability, 3. it should restructure the SCT rates used to reduce various externalities in the economy, taking into account the market and industry dynamics (Pişkin S. 2017).

If the automotive market growth takes a more stable path, it is expected that foreign direct investments in Turkey will increase, the product range will expand with more automotive manufacturers, the import density in the market will decrease, and the share of technology and R&D intensive products in exports will increase (Pişkin S. 2017).

In the early 1950s, the automotive development of Koç Ticaret Şirketi and its cooperation with Ford Motor Company began in the 1960s, and over the years they have worked together to support the development of the Turkish automotive industry. In this process, it has developed from manufacturing to assembly and has been established towards the automotive sector and the sector has been directed for many years. The 1960s were the main support policy industry for Bursa Tofaş and Oyak Renault factories and became one of

the milestones in the development of the automotive industry in the Turkish economy (Parker 2020: 504-521).

Turkey and other countries affected by the oil crisis in 1973, and production increased in the 1970s. It opened up to foreign competition in the 1980s and supported foreign investment. At the end of the 1980s, Turkey became a country with a place in the international market. Turkey is an automobile industry with a cheap workforce since the 1994 financial crisis. This is due to its geopolitical advantage and has declined and has become one of the most important investment locations for many leading auto companies. The crisis in the Turkish automotive industry created a competitive environment between 2000 and 2001, with the growth in the domestic market, an import-export balance was achieved and an export-based structure was created. The automobile industry showed a fluctuating growth curve from 2002 to 2016, and in 2016, it successfully became the 15th country in world automobile production (Polat 2020: 504-521).

However, although total sales fell by 35 % in 2019, the automotive sector shrank again by 23 %, despite all support in 2019 (KPMG, 2020).

This digital change in the automotive industry is seen as the harbinger of the beginning of a new era in the industry. Nowadays, cars are transformed into smart devices instead of simple means of transportation and turned into concept cars. The taken steps show that the industry will be highly competitive in the next decade and will experience a difficult period in which the trend for autonomous driving systems will increase (KPMG 2020).

2.7. Textile Sector in Turkey

The textile sector, considered as one of the oldest industrial branches of our country, has been divided into different areas of expertise, generally spinning, pattern-pattern preparation (nakkaş), weaving and dyeing. As such, textile has been the livelihood of hundreds of thousands of people in a very wide geography, and it still continues to be today.

It started in Bursa in textile when silk, the most important raw material of ancient times, was brought from China and started to be produced in Bursa region. A great growth has been achieved with the merino factory in 1938, the polyester production facilities established in the 1970s, increase of investments in the textile sector in the 1980s and the liberalization of the imports of machinery in 1986. Today, Bursa is of great importance in the economy of the city and the country with its textile and automotive sector.

Home textiles are generally defined as products used to decorate homes. In addition to synthetic yarns and fabrics, fabrics made from natural yarns such as cotton, linen, silk and wool are among the raw materials of the sector. Turkey's home textile production continues to increase in parallel with the increase in exports. The main provinces where home textile production is concentrated are Bursa, Denizli, Istanbul, Izmir and Uşak. Bursa is the city where especially towel, tulle and bed sheet production, Denizli towel and bed sheet production, Uşak blanket production, and Istanbul tulle and bed sheet production are concentrated (Tetsiad, 2018).

In Turkey, which is one of the leading countries of the world in the home textile sector, many companies have created their own brands and have started to establish store chains in Turkey and abroad. The majority of the manufacturers in the sector are small and medium sized enterprises. In 2019, “other home textile products” (50.7 % share) took the first place in the home textile sector imports of our country, as in the previous year. In the second place, it takes bed covers with a share of 12.5 %. The product group that showed the highest increase in home textile imports in 2019 compared to the previous year was the “drapery and upholstery fabric” product group with a rate of 218.4 % (TB Home Textile Report 2019).

In the period of January-June 2018, the import of the European Union was calculated as 960.7 billion Euros. In the first six months, the imports of the European Union from Turkey increased by 6.8 % compared to 2017 and reached 38 billion Euros in 2018. With this import value, Turkey's share in overall imports is calculated as 4 %.

Among the 10 countries from which the European Union, which has a population of 500 million, imported the most in the textile industry in 2017, Turkey ranks second after China. The textiles and raw materials imported by the European Union countries from all over the world in 2017 increased by 3 % compared to the previous year and reached a value of 18.3 billion Euros.

Throughout 2017, the import of textile products from Turkey by the European Union countries increased by 0.7 % in 2017 compared to the previous year and was worth 3.3 billion Euros (Tetsiad. 2018.)

When our apparel sub-industry exports are analyzed on the basis of product groups in the January – December period of 2017, it is seen that we exported 404 million dollars with an increase of 10.0 % in the most important product group, interlining and similar goods. This product group increased by 37.9 % in January 2018.

It is seen that we have realized 256 million dollars worth of exports to EU (28) countries in the January – December period, with an increase of 6.7 % in our apparel sub-industry exports. In January 2018, our apparel sub-industry exports to EU (28) countries increased by 34.2 %. According to the data announced by the Central Bank of the Republic of Turkey, the average capacity utilization rate in the manufacturing industry in 2017 is calculated as 78.5. The capacity utilization rate, which was 80.4 in our textile products manufacturing in January 2018, decreased by 0.9 % compared to the previous month (December 2017) and increased by 4.3 % compared to January 2017 (www.itkib.org.tr 2018). One of the top priorities targeted by GITES studies is to ensure continuity and security in the supply of raw materials and intermediate goods needed in industrial production, so that the said inputs can be produced in our country as much as possible or supplied at the most affordable prices. On the other hand, the analysis of new import dependencies

that will be created by the transformations in production processes due to the advances in digital technologies, and the ability to monitor and plan the current and future input supply needs of our country, especially critical raw materials, have also played an important role in the preparatory work for the new period.

In this context, in the Action Plan for the period of 2017 – 2019, in addition to the essential input supply needs in terms of the current technological state of our country's production structure, the raw material and intermediate dependencies that will change within the framework of the necessary industrial transformation for the goal of producing high value-added, advanced technology products for the future. New actions have been devised to formulate policy recommendations (www.ticaret.gov.tr 2018).

The industrial output value of the Turkish textile industry constitutes 9.9 % of the manufacturing industry value added and 8.8 % of the total output value. Thanks to the customs union agreement signed with the EU in 1996, it has been able to export to the EU market without quota since 1996. After 2007, China began exporting textiles to the EU market without restrictions. In this case, Turkey prefers not to reduce the quality of the roads and to maintain its existence by producing products with higher added value instead of price competition within the fashion / brand framework. Recently, Turkey's largest international retail company gained momentum with the sale of a certain amount of shares to international investment companies. The need of international investment companies to become partners with our companies shows that the success of Turkish companies will follow (Uyanık and Çelikel, 2019: 33).

Turkey ranks seventh in the textile industry, with a 3.5 % share of world textile exports in 2015, and is the sector with the largest foreign trade surplus in this sector. However, the job opportunities it creates greatly help reduce unemployment and social welfare. When the textile and ready-to-wear sectors are evaluated, their share in GDP exceeds 10 % (TR Ministry of Science, Industry and Technology, 2017: 7).

CHAPTER 3
METHOD

In this section, the purpose and scope, question and model, rationale and analysis level and study method of our study will be mentioned.

3.1. Model of the Study

In the study, the relational scanning model was used as it was aimed to examine the effect of the increase in technology use on leadership structure and mobbing in automotive and textile sector enterprises operating in Bursa. Relational survey models are study models that aim to determine the presence and / or degree of change between two or more variables (Karasar, 2002: 81).

This study design is pictured below. In addition, study questions are also mentioned here.

Model of the Study

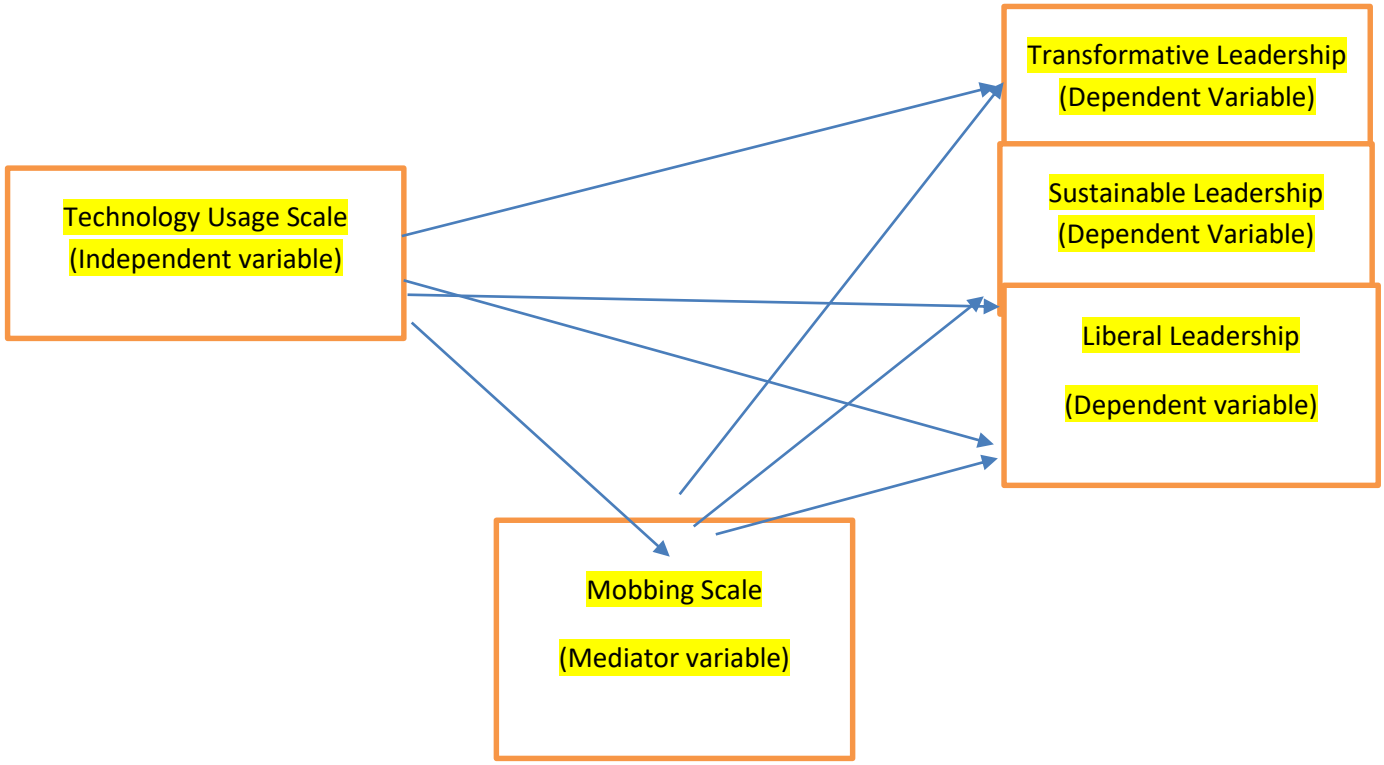

Figure 3.1. Model of the Study

3.2. Universe, sampling and selection

Bursa is the fourth largest city in Turkey, holding an important place in its industry. There are 103 small, 190 medium and 100 large scale textile and automotive enterprises in Bursa province borders. Textile enterprises, which are thought to be less important than the automotive and the automotive, where technology is considered to be very important, constituted the universe of the study. Three automotive - three textile enterprises and their employees determined by simple random method from small - medium - large scale enterprises in Bursa constituted the sample of the study. The enterprises included in the study were planned to be included in the sample as redundant and the enterprises that will represent each enterprise by grouping within themselves, 3 textile enterprises, 1 small, 1 medium and 1 large scale, 1 small and 1 large scale, by simple random method. A total of 3 automotive enterprises, 2 medium and 1 large scale, were selected as the sample. In

addition, a total of 6 companies, 3 from Textile and 3 from Automotive, were selected as backups.

The study was completed with 277 people who were in the corporation on the day of the application and agreed to participate in the study, after obtaining verbal consent from the employees in the enterprises that allowed the study to be carried out after the permission of the ethics committee was obtained.

Data collection form and scales were applied after obtaining permission from the employees in the enterprises that allowed the study to be conducted. Employees who did not come to the business during the data collection period and did not agree to participate in the study were excluded from the sample.

The aim and method of the study was specified and the application was made to the Cyprus Near East University Ethics Committee and the ethics committee approval was obtained with the number of NEU / SB / 2017/2.

3.3. Data Collection Tools of the Study

The questionnaire form was used as the data collection tool of the study.

It consists of questions about technology, leadership and mobbing. It consists of open-ended questions based on a 5-point Likert scale. An interview form consisting of 34 questions in total was used. The questions were created in company with the literature and used a structured interview form consisting of 34 questions. In addition, 1 to 5 Likert type grading was used. Technology use consists of 7 questions, and leadership styles scale consists of 35 items. Mobbing scale consisting of 33 items and a total of 102 statements were selected with the randomized sampling method (n = 277), and scales were applied to textile and automotive business employees.

3.3.1. Socio-demographical Data Form

In the first part, the gender, age, marital status, family types of the employees of the automotive and textile sector enterprises, which continue their activities in Bursa, to determine the effect of the increase in technology use on leadership structure and mobbing, the last school they graduated from, their profession, the corporations they work in, the units they work in. It consists of

a total of 16 titles, including their working hours, their current positions, their status of receiving any education, working patterns, social security, perceived socio-economic status, places of childhood and places where they lived the longest.

Table 3.3.2. Mean Values for Technology Usage Statements

	n	$\bar{x}$	ss
Did you experience any problem due to technology?	277	19,38	2,40
Did any personnel fired from the corporation due to technology?	277	19,20	2,70
Does technology have positive effect on the work?	277	20,93	2,92
Does technology have negative effect on the work?	277	22,41	4,29
Does technology have positive effect on the leadership?	277	21,58	3,66
Does technology have negative effect on the leadership?	277	26,64	4,73
Does technology have any effect on the bullying behavior?	277	23,53	4,79

Looking at the average values of the variables, it is seen that the average value of all variables is not above 3. With the lowest average variable 19.20, it is observed that employees are removed from the corporation due to Technology. At the same time, we see that the variance of this variable is (2.70). We can say that this variable is less effective than other variables. It is also noteworthy that there are participants who have the lowest minimum value and who give their opinions about “experiencing any problems due to technology”.

3.3.3. Leadership Styles Scale

In the development of the measurement tool, the “scaling with grading sums” model of Rensis Likert (1932), which is more common and economical than other models in terms of the processes in creating scale, was used (Tezbaşaran, 2008). The structures and items of the scales, which were previously prepared to measure leadership styles, were examined, this scale and items were evaluated and discussed by the studyers, and thus, the elements to be considered in the scale to be developed were determined. In the next stage, the literature on the subject was scanned, and by considering the points to be considered by each studyer in writing the article (Şeker &

Gençdoğan, 2006; Tezbaşaran, 2008) and the theoretical foundations of the subject (Bass & Avolio, 1995; Hoy & Miskel, 2010). Draft scale items were written under the titles of sustaining and liberating leadership, and an item pool was created.

The scale developed by Akan, Yıldırım and Yalçın (2014) consists of three subscales in total. There are a total of 35 items in the scale. The sub-dimensions of the scale are designed as transformational leadership style, supportive leadership style and releasing leadership style. There are 20 items in the transformational leadership dimension, 7 items in the sustaining leadership dimension, and 8 items in the liberating leadership dimension. To measure the items in the scale developed by Akan, Yıldırım, and Yalçın (2014), a 5-point Likert type scale was used. In the transformational leadership subscale of the scale, a total of 20 items (1-4-6-8-10-11-14-15-16-19-20-22-23-24-25-27-30-32-34-35), 7 items in the sustainer leadership subscale (3-5-7-18-21-28-29) and 8 items in the liberating leadership dimension (2-9-12-13-17-26-31-33) are located. Transformational leadership Cronbach's-Alpha coefficient was 0.96, maintainer leadership Cronbach's-Alpha coefficient was 0.85, liberatory leadership Cronbach's-Alpha coefficient was 0.82.

Table 3.1. Mean Values Related With Leadership Style Statements

	N	$\bar{x}$	ss
Our Chief / Manager guides us with his/her behaviors	277	29,63	1,66
Our Chief / Manager is not seen much within the corporation	277	**26,67**	**1,56**
Our Chief / Manager only interferes when things are not implemented right.	277	29,31	1,62
Our Chief / Manager keeps things for our benefit above his/her own interests	277	28,77	1,49
If old methods work, a new one is not needed for Our Chief / Manager	277	29,20	1,52
Our Chief / Manager has a strong ability to represent us	277	32,56	1,52
It is important not to lose more than win for our Chief / Manager	277	31,22	1,47
Our Chief / Manager finds effective solutions to problems	277	33,53	1,46
Our Chief / Manager avoids giving feedback	277	28,98	1,50
Our Chief / Manager is always with change and innovation	277	33,79	1,91
Our Chief / Manager tries to meet our expectations	277	33,10	1,45
Our Chief / Manager avoids to interfere to important issues	277	28,77	1,48
Our Chief / Manager transfers its responsibilities to others.	277	29,42	1,50
Our Chief / Manager has an energetic structure	277	34,47	1,45
Our Chief / Manager awards our creative ideas	277	30,93	1,51
Our Chief / Manager enables us to work in harmony	277	34,04	1,50
Our Chief / Manager is delayed in responding to urgent issues	277	30,93	1,56
The value our Chief / Manager places on us diminishes when we fail to reach the set goals	277	30,86	1,48
Our Chief / Manager enables us to form original points of view for problems	277	32,27	1,42
Our Chief / Manager encourages us to be creative	277	32,31	1,46
Our Chief / Manager does not like to take risks	277	32,67	1,47
Our Chief / Manager assures us	277	33,75	1,45
Our Chief / Manager is aware of being mistakes as an opportunity for development	277	32,56	1,44
Our Chief / Manager keeps our enthusiasm and excitement alive	277	32,20	1,45
Our Chief / Manager assists us to discover ways to reach goals	277	31,73	1,46
Our Chief / Manager avoids to make decisions	277	29,20	1,46
Our Chief / Manager attaches required importance to science	277	33,03	1,46
Our Chief / Manager only awards us when we fulfill the given duties	277	31,22	1,50
Our Chief / Manager always underlines our responsibles	277	34,11	1,42

Our Chief / Manager plans for the future	277	34,54	1,43
Our Chief / Manager is not available when needed	277	30,72	1,50
Our Chief / Manager wants us to be with change and innovation	277	34,47	1,45
Our Chief / Manager does not show us ways and methods	277	30,25	1,56
Our Chief / Manager listens and cares about our concerns	277	35,56	1,45
Our Chief / Manager prepares us environments conductive to learning	277	35,74	1,46

Looking at the average values of the variables, it is seen that the average value of all variables is above 3. This situation corresponds to the “I do not agree” and “I partially disagree” options in the questions. In this case, we can say that the employees do not agree with the leadership styles of their leaders. With the lowest average variable of 2.66, it is observed that their supervisors or managers do not seem to be much in the business. At the same time, we see that the variance of this variable is (1.56). We can say that this variable is less effective than other variables. It is also noteworthy that there are participants who have the lowest minimum value and say ‘I do not agree’.

3.3.4. Mobbing Scale

The scale deals with psychological violent behaviors encountered in the workplace. In determining the frequency of these behaviors, Likert method was used by grading it as (0) “never met”, (1) “I encounter once”, (2) “I encounter a few times”, (3) “I sometimes encounter”, (4) “I often encounter”, (5) “I always encounter” (Yıldırım and Yıldırım, 2007: 1445).

The minimum score to be obtained from the scale is “0” and the maximum score is “165”. If the number obtained by dividing this total score by the number of items is “1” and above, it is understood that the person was deliberately exposed to psychological violence at work. In other words, if the person gets a total score between “0-32” on the scale, he / she is not a victim of psychological violence, but if he / she gets a score between “33-165”, he / she is a victim of psychological violence.

The validity and reliability study of the scale was conducted by Yıldırım A. and Yıldırım Y. (2005) and Cronbach’s Alpha value was found to be 0.93. In our study, the reliability coefficient was found as Cronbach's Alpha 0.86.

Participants in the study conducted by Yıldırım and Yıldırım (2007) are 505 nurses, 325 (64 %) working in public hospitals and 180 (36 %) working in private hospitals. All participants were women. The questionnaire, which was

developed by the studyers in the light of the information in the literature, was used for data collection, and it consists of four sections that include questions about the demographic characteristics and mobbing behavior of the participants, reaction to mobbing incidents and actions taken to avoid mobbing. The data were collected between October and December 2005 by giving participants an envelope and then collecting the responses in a sealed envelope.

The scale was developed by Yıldırım and Yıldırım (2007) and the validity and reliability study of the scale was carried out by the same studyers. The scale consists of three parts. These sections are “The frequency of encountering mobbing behaviors”, “The effects of encounters with mobbing” and “The reactions of those who encounter mobbing”. The first two parts of the scale consist of 33 items and the last part consists of eight items. There is a 6-point Likert type response system to determine the frequency of encountering mobbing behaviors, the effects of encounters with mobbing, and the reactions of those who encounter mobbing behaviors. In the first part of the scale, the total score is obtained, with the lowest “0” and the highest “165” points. In the second and third sections, it is expressed as a percentage.

Table 3.2. Mean Values Related With Mobbing Expressions

	n	$\bar{x}$	ss
Talking to you in the presence of others in humiliating and degrading manner	277	17,72	1,68
Making false statements about you	277	17,69	1,69
Humiliating you in the presence of others (using body language)	277	17,36	1,68
Implying that you are not in good mental health	277	12,63	1,49
Being forced to do a job that negatively affects your self-esteem	277	13,35	1,45
Questioning your honesty and credibility	277	15,12	1,55
Making unfounded rumors about your private life	277	13,28	1,57
Being verbally threatened	277	13,43	1,57
Encountering behavior such as punching the table	277	11,37	1,45
Continuous negative evaluations about your performance	277	15,19	1,57
You are accused of matters for which you are not responsible	277	14,18	1,51
You are solely responsible for the negative consequences of joint work	277	13,82	1,55
Finding defects / errors related to the work you do and the results of the work	277	14,54	1,62
Questioning your professional competence in every job you do	277	13,68	1,64
Correspondence / keeping reports about you on unfair grounds	277	12,09	1,39
Invisible (indirect) control of you and your work	277	19,35	1,63
Not being given the opportunity to show yourself	277	15,99	1,68
Criticizing and rejecting your decisions and suggestions	277	15,52	1,57
Taking the jobs under your responsibility from you and giving them to people in lower positions than you.	277	13,61	1,61
Being supervised by people in lower positions than you	277	13,10	1,59
Your work is seen as worthless and unimportant	277	14,29	1,60
Not being informed about the social meetings organized	277	13,39	1,52
Not getting a response to your request to meet or speak	277	12,81	1,47
Being ignored in your environment and pretending to be absent	277	13,43	1,53
Frequent interruptions when speaking	277	13,10	1,47
Failure to respond to e-mail and phone calls you send	277	11,19	1,44
Preventing or banning your colleagues from talking to you	277	11,91	1,55
Deliberate abandonment of the environment you are in when you enter an environment	277	13,79	1,57

Being responsible for work beyond your capacity	277	12,49	1,47
Pressure to leave or relocate	277	13,97	1,61
Keeping the information, documents and materials required for your job from you	277	11,58	1,46
Damage to your personal belongings	277	**10,93**	**1,50**
Application of physical violence	277	11,37	1,62

Looking at the average values of the variables, it is seen that the average value of all variables is not above 3. This situation corresponds to the "I never met" and "I met once" options in the questions. In this case, we can say that employees have not faced mobbing and performance-related behaviors in the work environment in the last year. With the lowest average variable 1.09, damage to personal belongings is observed. At the same time, we see that the variance of this variable is (1.50). We can say that this variable is less effective than other variables. It is also noteworthy that there are participants who have the lowest minimum value and say "I have never met".

Table 3.3. Mobbing Scale Expressions

Item No	Expression
1A	Humiliating and degrading talk to you by my supervisor in the presence of others
1B	Humiliating and degrading talk to you in front of others by my colleague
1C	Humiliating and degrading talk to you in front of others by my subordinates
1D	Humiliating and degrading talk to you in front of others by third persons
2A	Unfounded statements about me by my supervisor
2B	Unfounded statements about me by my colleague
2C	Unfounded statements about me by my subordinates
2D	Unfounded statements about me by third persons
3A	My manager humiliates me around others (Uses body language)
3B	My colleague humiliates me around others (Uses body language)
3C	My subordinates humiliates me around others (Uses body language)
3D	Third persons humiliates me around others (Uses body language)
4A	My manager implies that my mental health is out of place
4B	My colleague implies that my mental health is out of place
4C	My subordinates imply that my mental health is out of place
4D	Third persons imply that my mental health is out of place
5A	My manager forces me to do something that will negatively affect my self-esteem.
5B	My colleague forces me to do something that will negatively affect my self-esteem.
5C	My subordinates force me to do something that will negatively affect my self-esteem.
5D	Third persons force me to do something that will negatively affect my self-esteem.
6A	My manager questions my honesty and trustworthiness
6B	My colleague questions my honesty and trustworthiness
6C	My subordinates question my honesty and trustworthiness
6D	Third persons question my honesty and trustworthiness
7A	My manager makes unfounded rumors about my private life
7B	My colleague makes unfounded rumors about my private life
7C	My subordinates make unfounded rumors about my private life

7D	Third persons make unfounded rumors about my private life
8A	My manager threatens verbally
8B	My colleague threatens verbally
8C	My subordinates threaten verbally
8D	Third persons threaten verbally
9A	My manager acts, such as a punch on the table
9B	My colleague acts, such as a punch on the table
9C	My subordinates act, such as a punch on the table
9D	Third persons act, such as a punch on the table
10A	My manager constantly makes negative evaluations about my performance.
10B	My colleague constantly makes negative evaluations about my performance.
10C	My subordinates constantly make negative evaluations about my performance.
10D	Third persons constantly make negative evaluations about my performance.
11A	My manager blames me for issues I am not responsible for
11B	My colleague blames me for issues I am not responsible for
11C	My subordinates blame me for issues I am not responsible for
11D	Third persons blame me for issues I am not responsible for
12A	My manager only holds me responsible for the negative consequences of joint work
12B	My colleague only holds me responsible for the negative consequences of joint work
12C	My subordinates only hold me responsible for the negative consequences of joint work
12D	Third persons only hold me responsible for the negative consequences of joint work
13A	My manager constantly finds flaws / errors in my work and the results of the work.
13B	My colleague constantly finds flaws / errors in my work and the results of the work.
13C	My subordinates constantly find flaws / errors in my work and the results of the work.
13D	Third persons constantly find flaws / errors in my work and the results of the work.
14A	My manager questions my professional competence in every job I do.
14B	My colleague questions my professional competence in every job I do.
14C	My subordinates question my professional competence in every job I do.
14D	Third persons question my professional competence in every job I do.
15A	My manager corresponds / keeps a report about me on unfair grounds.
15B	My colleague corresponds / keeps a report about me on unfair grounds.
15C	My subordinates correspond / keep a report about me on unfair grounds.
15D	Third persons correspond / keep a report about me on unfair grounds.
16A	My manager checks me and my work without making me feel (indirectly)
16B	My colleague checks me and my work without making me feel (indirectly)
16C	My subordinates check me and my work without making me feel (indirectly)
16D	Third persons check me and my work without making me feel (indirectly)
17A	My manager does not give me the opportunity to show myself
17B	My colleague does not give me the opportunity to show myself
17C	My subordinates do not give me the opportunity to show myself
17D	Third persons do not give me the opportunity to show myself
18A	My manager criticizes and rejects my decisions and suggestions.
18B	My colleague criticizes and rejects my decisions and suggestions.
18C	My subordinates criticize and reject my decisions and suggestions.
18D	Third persons criticize and reject my decisions and suggestions.

19A	My manager takes the work that I am responsible for and gives it to people in lower positions than me.
19B	My colleague takes the work that I am responsible for and gives it to people in lower positions than me.
19C	My subordinates take the work that I am responsible for and give it to people in lower positions than me.
19D	Third persons take the work that I am responsible for and give it to people in lower positions than me.
20A	My manager supervises me by people in lower positions
20B	My colleague supervises me by people in lower positions
20C	My subordinates supervise me by people in lower positions
20D	Third persons supervise me by people in lower positions
21A	My manager deems my work worthless and unimportant
21B	My colleague deems my work worthless and unimportant
21C	My subordinates deem my work worthless and unimportant
21D	Third persons deem my work worthless and unimportant
22A	My manager does not notify me about social meetings.
22B	My colleague does not notify me about social meetings.
22C	My subordinates do not notify me about social meetings.
22D	Third persons do not notify me about social meetings.
23A	My manager does not respond to my request to meet or speak
23B	My colleague does not respond to my request to meet or speak
23C	My subordinates do not respond to my request to meet or speak
23D	Third persons do not respond to my request to meet or speak
24A	My manager ignores me in my environment and acts as if I don't exist.
24B	My colleague ignores me in my environment and acts as if I don't exist.
24C	My subordinates ignore me in my environment and act as if I don't exist.
24D	Third persons ignore me in my environment and act as if I don't exist.
25A	My manager often interrupts me when I speak
25B	My colleague often interrupts me when I speak
25C	My subordinates often interrupt me when I speak
25D	Third persons often interrupt me when I speak
26A	My manager does not respond to e-mail and phone calls I send
26B	My colleague does not respond to e-mail and phone calls I send
26C	My subordinates do not respond to e-mail and phone calls I send
26D	Third persons do not respond to e-mail and phone calls I send
27A	My manager blocks or prohibits my colleagues from talking to me
27B	My colleague blocks or prohibits my colleagues from talking to me
27C	My subordinates block or prohibit my colleagues from talking to me
27D	Third persons block or prohibit my colleagues from talking to me
28A	When I enter an environment, my manager deliberately leaves the environment we are in.
28B	When I enter an environment, my colleague deliberately leaves the environment we are in.
28C	When I enter an environment, my subordinates deliberately leave the environment we are in.
28D	When I enter an environment, third persons deliberately leave the environment we are in.

29A	My manager holds me responsible for work beyond my capacity
29B	My colleague holds me responsible for work beyond my capacity
29C	My subordinates hold me responsible for work beyond my capacity
29D	Third persons hold me responsible for work beyond my capacity
30A	My manager applies pressure to me in order to quit or relocate
30B	My colleague applies pressure to me in order to quit or relocate
30C	My subordinates apply pressure to me in order to quit or relocate
30D	Third persons apply pressure to me in order to quit or relocate
31A	My manager keeps the information, documents and materials necessary for my job secret from me.
31B	My colleague keeps the information, documents and materials necessary for my job secret from me.
31C	My subordinates keep the information, documents and materials necessary for my job secret from me.
31D	Third persons keep the information, documents and materials necessary for my job secret from me.
32A	My manager damages my personal belongings
32B	My colleague damages my personal belongings
32C	My subordinates damage my personal belongings
32D	Third persons damage my personal belongings
33A	My manager applies physical violence
33B	My colleague applies physical violence
33C	My subordinates apply physical violence
33D	**Third persons apply physical violence**

As can be seen in Tables 3.4, 3.5, 3.6 and 3.7, 277 participants have experienced mobbing and performance-reducing behaviors in the work environment, and they have been subjected to physical violence from people except managers, colleagues and subordinates in the last year, It was understood that they did not act by using language.

3.3.4. Analyzing Data

The study was carried out with a questionnaire form designed to be applied to employees to determine the effect of the increase in technology use on leadership structure and mobbing in automotive and textile sector enterprises operating in Bursa. Informed consent and informed consent were obtained in order to put the questionnaire into practice.

Relevant multivariate analyzes were used to achieve the objectives of the study. In our study, Cronbach's Alpha coefficient was used to evaluate the reliability of the questionnaire.

The data obtained in the study were analyzed using the SPSS (Statistical Package for Social Sciences) for Windows 23.0 program. Number, percentage, mean and standard deviation were used as descriptive statistical methods in the evaluation of the data. The t-test was used to compare the quantitative continuous data between two independent groups, and the One-way (Oneway) Anova test was used to compare the quantitative continuous data between more than two independent groups. After the Anova test, the Scheffe test was used as a complementary post-hoc analysis to determine the differences. Pearson's correlation and regression analysis were applied among the continuous variables of the study. The obtained findings were evaluated at 95 % confidence interval and 5 % significance level.

CHAPTER 4

FINDINGS

In this section, for the solution of the study problem, the findings obtained as a result of the analysis of the data collected through scales in determining the effect of the increase in the use of technology on the leadership structure and mobbing in the automotive and textile sector enterprises participating in the study in Bursa. Explanations and comments were made based on the findings obtained.

4.1. Frequency Analyses

The socio-demographic information of the employees of the automotive and textile sector companies participating in the survey is included in this section.

Table 4.4. Distribution of employees according to their socio-demographic features (n = 277)

	Automotive		Textile		Total	
	n	%	n	%	n	%
Sex						
Female	29	18,1	62	53,0	91	32,9
Male	131	81,9	55	47,0	186	67,1
Age						
Between 18 and 25	42	26,3	30	25,6	72	26,0
Between 26 and 35	87	54,4	51	43,6	138	49,8
Between 36 and 45	21	13,1	24	20,5	45	16,2
Between 46 and 55	10	6,3	12	10,3	22	7,9
Marital status						
Married	94	58,8	82	70,1	176	63,5
Single	59	36,9	31	26,5	90	32,5
Widowed	2	1,3	1	0,9	3	1,1
Divorced	5	3,1	3	2,6	8	2,9
Family type						
Core	103	64,4	90	76,9	193	69,7
Wide – Semi wide	47	29,4	26	22,2	73	26,4
Divided	10	6,3	1	0,9	11	4,0
Last graduated school						
Primary school	15	9,4	38	32,5	53	19,1
Secondary school	5	3,1	19	16,2	24	8,7
High school	84	52,5	35	29,9	119	43,0
Associate of science	13	8,1	9	7,7	22	7,9
Undergraduate	39	24,4	9	7,7	48	17,3
Graduate	4	2,5	7	6,0	11	4,0

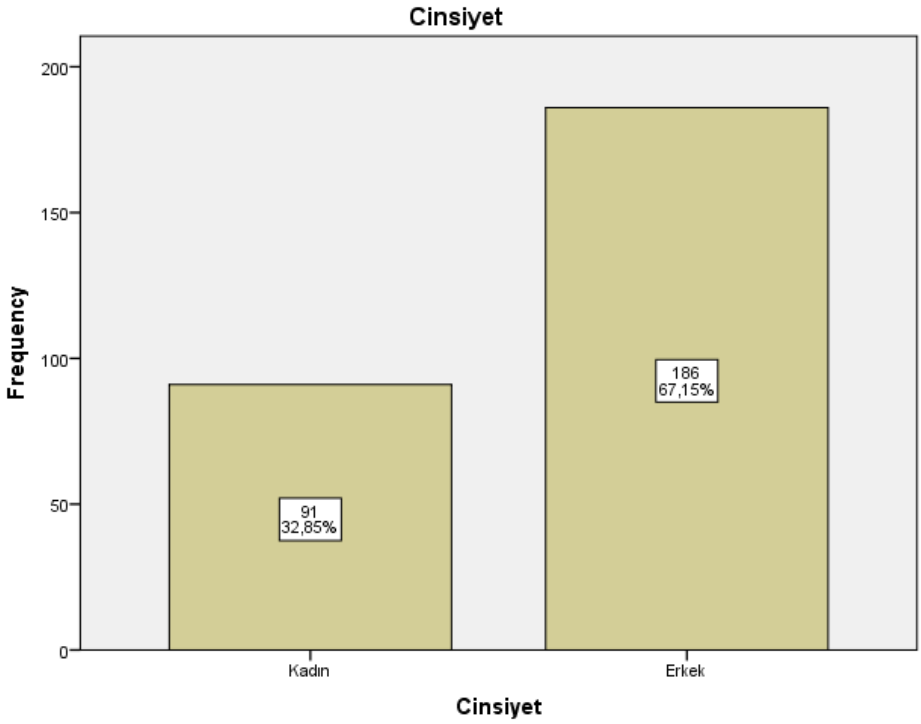

Figure 4.2. Sexes of the participants

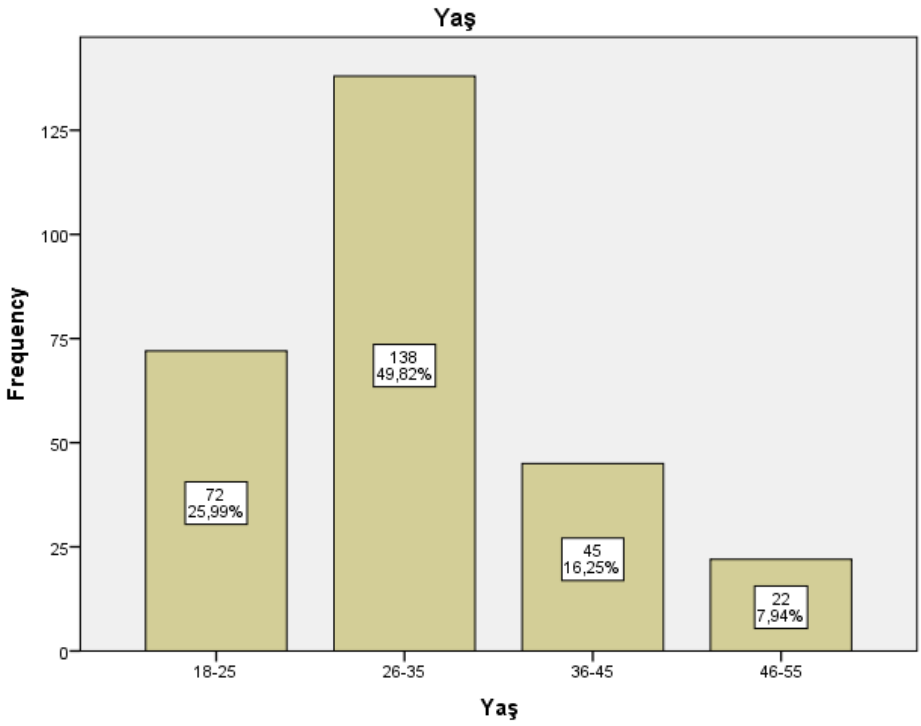

Figure 4.3. Ages of the participants

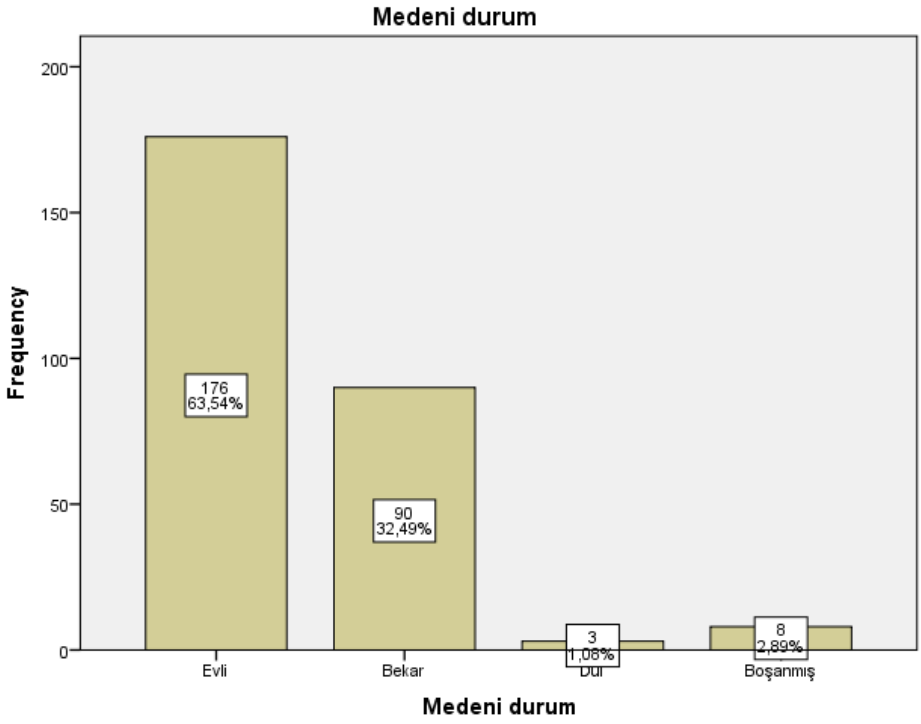

Figure 4.4. Marital statuses of the participants

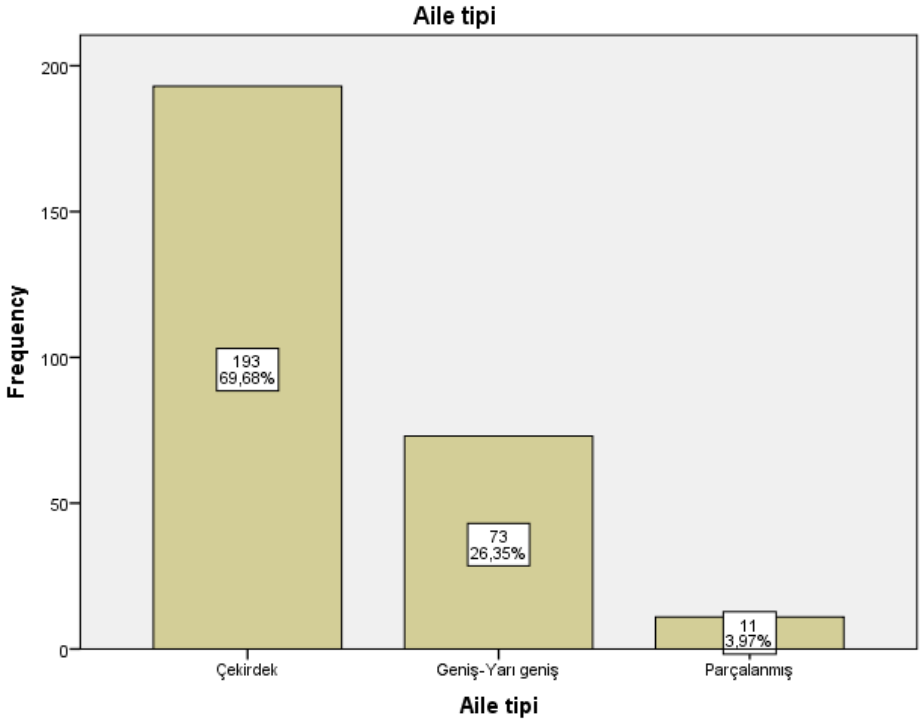

Figure 4.5. Family types of the participants

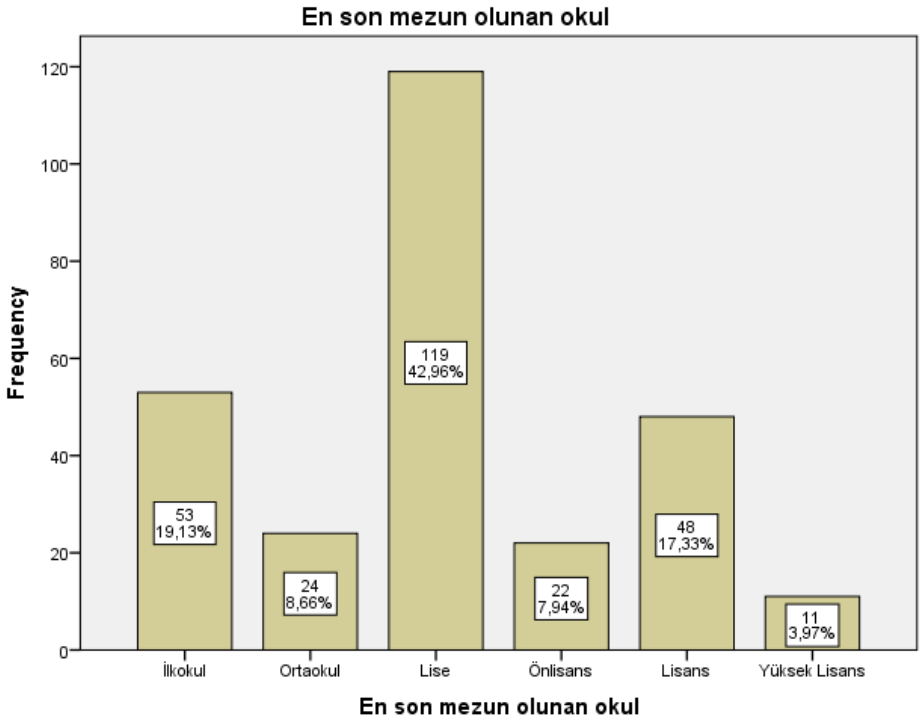

Figure 4.6. Final graduated schools of the participants

Table 4.8 and Figure 4.2, Figure 4.3, Figure 4.4, Figure 4.5 and Figure 4.6 give the distribution of the employees included in the study according to their socio-demographic characteristics.

It was determined that 18.1 % of the automotive sector employees participating in the survey are women and 81.9 % are men, 26.3 % are between the ages of 18-25, 54.4 % are between the ages of 26-35, 13.1 % 36-45 years old, 6.3 % 46-55 years old, 58.8 % married, 36.9 % single, 1.3 % widowed, 3.1 % are divorced, 64.4 % have a core family, 29.4 % have a large – semi-large family, 6.3 % have a broken family, 9.4 % from primary school, 3.1 % from secondary school, 52.5 % from high school, 8.1 % with associate degree, 24.4 % with undergraduate degree and 2.5 % with a master's degree.

It was determined that 53.0 % of the textile sector employees participating in the survey are women and 47.0 % are men, 25.6 % are between the ages of 18-25, 43.6 % are between the ages of 26-35, 20.5 % between the ages of 36-45, 10.3 % between the ages of 46-55, 70.1 % married, 26.5 % single, 0.9 % widowed, 2.6 % are divorced, 76.9 % have core

family, 22.2 % have large –semi-large family, 0.9 % have broken families, 32.5 % graduated from primary school, 16.2 % from secondary school, 29.9 % from high school, 7.7 % with associate degree, 7.7 % with undergraduate and 6.0 % with master's degree.

Table 4.5. Distribution of employees according to corporations and their statuses in the corporations (n = 277)

	Automotive		Textile		Total	
	n	%	N	%	n	%
Corporation scale						
Small scale	78	48,8	26	22,2	104	37,5
Medium scale	82	51,2	91	77,8	173	62,5
Name of the corporation						
Ford Automotive	26	16,3	0	0,0	26	9,4
Toyota Automotive	52	32,5	0	0,0	52	18,8
Beyçelik Automotive	82	51,2	0	0,0	82	29,6
Brode Textile	0	0,0	1	0,9	1	0,4
Ustaoğlu Textile	0	0,0	60	51,3	60	21,7
Korteks Textile	0	0,0	56	47,9	56	20,2
Profession						
Worker	130	81,3	82	70,1	212	76,5
Operator	2	1,3	1	0,9	3	1,1
Laboratory personnel	2	1,3	2	1,7	4	1,4
Accounting	16	10,0	8	6,8	24	8,7
Engineer	8	5,0	8	6,8	16	5,8
Officer	2	1,3	16	13,7	18	6,5

Figure 4.7. Corporation Sector

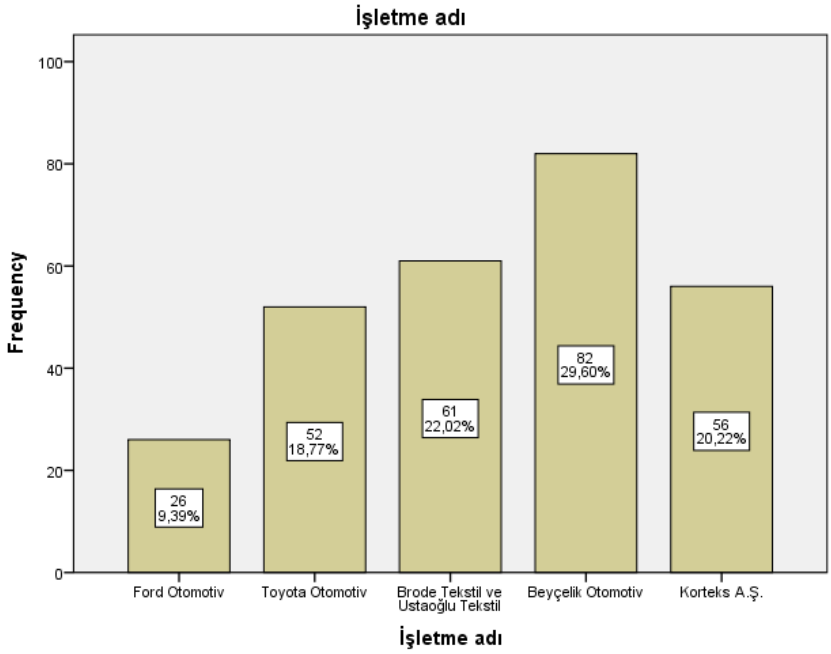

Figure 4.8: Name of the Cordporation

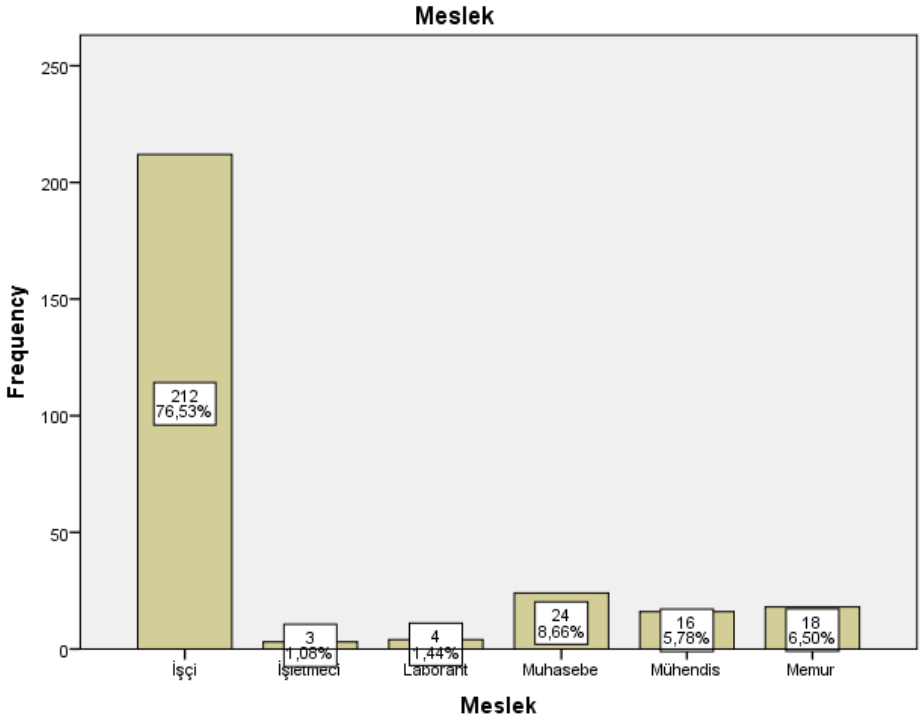

Figure 4.9. Professions of the employees

Table 4.9, Figure 4.7, Figure 4.8 and Figure 4.9 gives the distribution of the employees included in the study according to their businesses and their working characteristics.

The corporations of the automotive sector employees participating in the study; it was found that 48.8 % was small scale, 51.2 % was medium scale, 16.3 % was in Ford Automotive, 32.5 % was in Toyota Automotive, 51.2 % was in Beyçelik Automotive. 81.3 % of their professions are employees, 1.3 % are operators, 1.3 % are laboratory personnel, 10.0 % are accountants, 5.0 % are engineers, and 1.3 % are officers, 64.4 % of the units were dyehouse, 6.9 % accounting, 2.5 % R&D, 4.4 % human resources, 11.3 % quality control, 4.4 % management, 3.8 % purchasing, 1.3 % customer relations and 1.3 % technical unit.

The corporations of the textile sector employees participating in the study; it was found that 22.2 % was small scale, 77.8 % was medium scale, 0.9 % was in Brode Textile, 51.3 % was in Ustaoğlu Textile, 47.9 % was in Korteks Textile. 70.1 % of their professions were employees, 0.9 % was operator, 1.7 % was laboratory personnel, 6.8 % was accountant, 6.8 % was engineers, 13.7 % were officers.

Table 4.6. Distribution of employees according to their corporations and corporation statuses (n = 277)

	Automotive		**Textile**		**Total**	
	n	**%**	**N**	**%**	**n**	**%**
Employeed department						
Information	0	0,0	2	1,7	2	0,7
Dyehouse	103	64,4	71	60,7	174	62,8
Time sheet	0	0,0	1	0,9	1	0,4
Drum	0	0,0	7	6,0	7	2,5
Accounting	11	6,9	6	5,1	17	6,1
R&D	4	2,5	16	13,7	20	7,1
Human Resources	7	4,4	5	4,3	12	4,3
Quality Control	18	11,3	7	6,0	25	9,0
Management	7	4,4	2	1,7	9	3,2
Purchasing	6	3,8	0	0,0	6	2,2
Customer Relations	2	1,3	0	0,0	2	0,7
Technical Department	2	1,3	0	0,0	2	0,7
Employment term in this position						
Between 0-10 years	127	79,4	106	90,6	233	84,1
Between 11-20 years	22	13,8	10	8,5	32	11,6
Between 21-30 years	8	5,0	1	0,9	9	3,2
31 and older	3	1,9	0	0,0	3	1,1
Current position						
Responsible	12	7,5	2	1,7	14	5,1
Employee	108	67,5	100	85,5	208	75,1

Accounting personnel	7	4,4	6	5,1	13	4,7
R&D Center Director	1	0,6	1	0,9	2	0,7
Human Resources Manager	5	3,1	3	2,6	8	2,9
Engineer	17	10,6	0	0,0	17	6,1
Officer	7	4,4	5	4,3	12	4,3
Technician	3	1,9	0	0,0	3	1,1
Education status in connection with his/her position						
Not educated	57	35,6	44	37,6	101	36,5
Educated	103	64,4	73	62,4	176	63,5
Working type						
With shift	57	35,6	34	29,1	91	32,9
Full day	103	64,4	83	70,9	186	67,1
Social security type						
Pension Fund	1	0,6	2	1,7	3	1,1
SSO	136	85,0	109	93,2	245	88,4
Green Card	20	12,5	6	5,1	26	9,4
Other	3	1,9	0	0,0	3	1,1

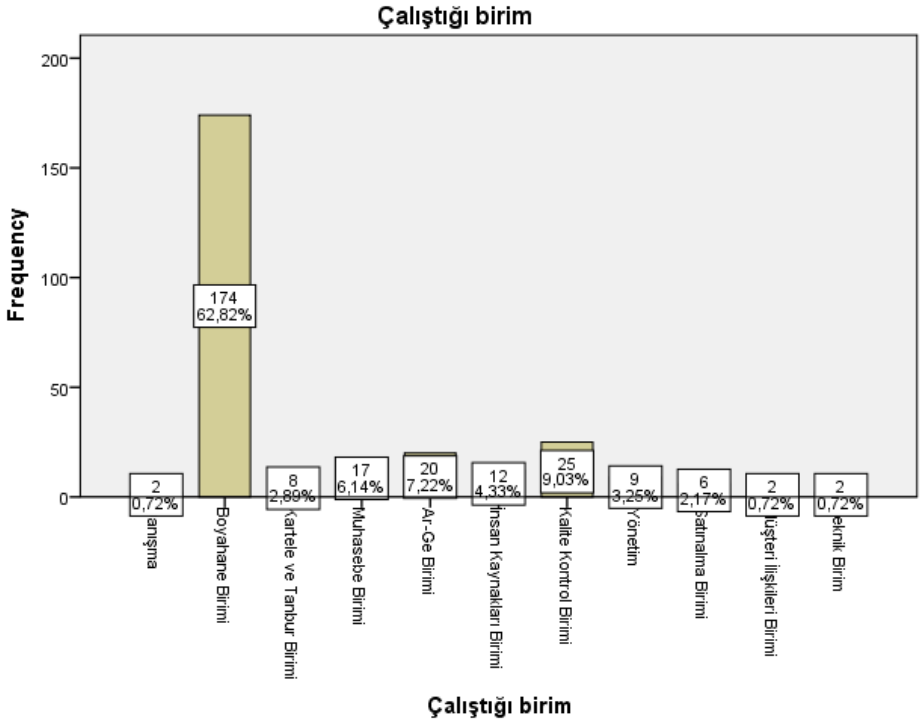

Figure 4.10. Employed department

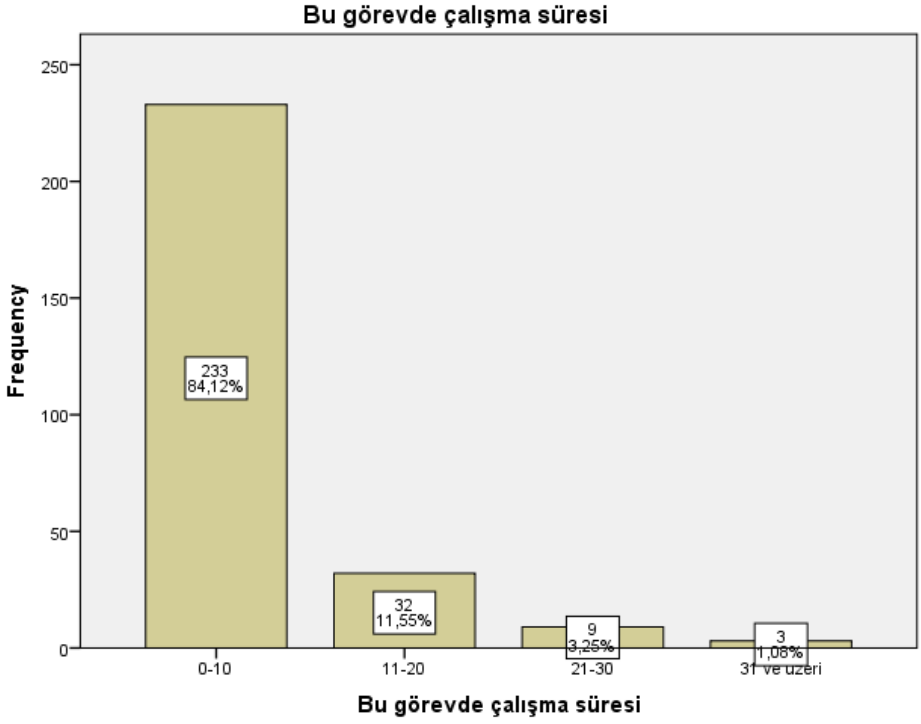

Figure 4.11. Working term in such position

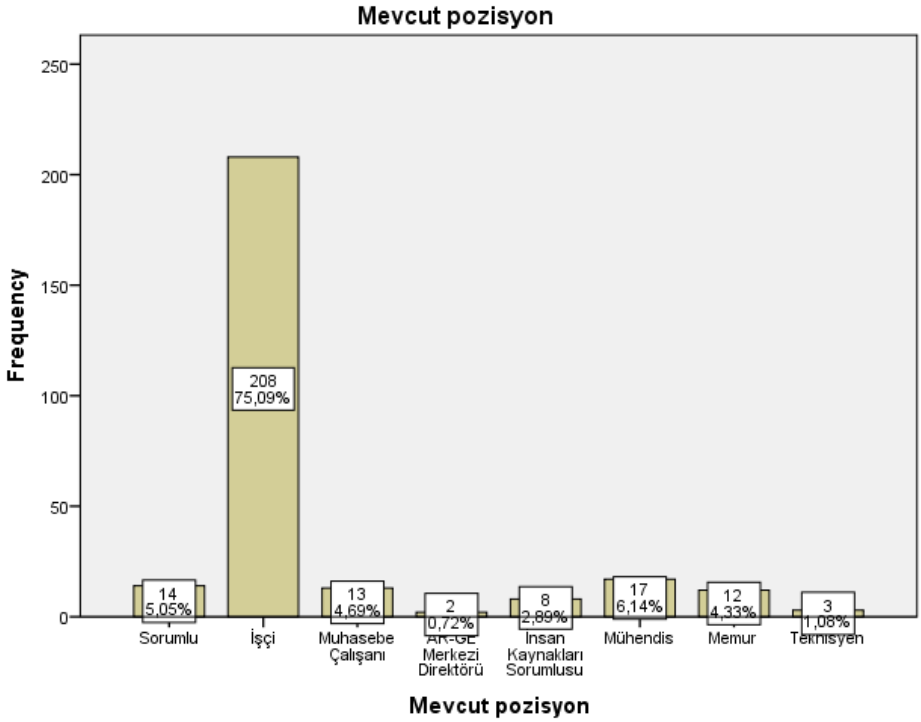

Figure 4.12. Current position

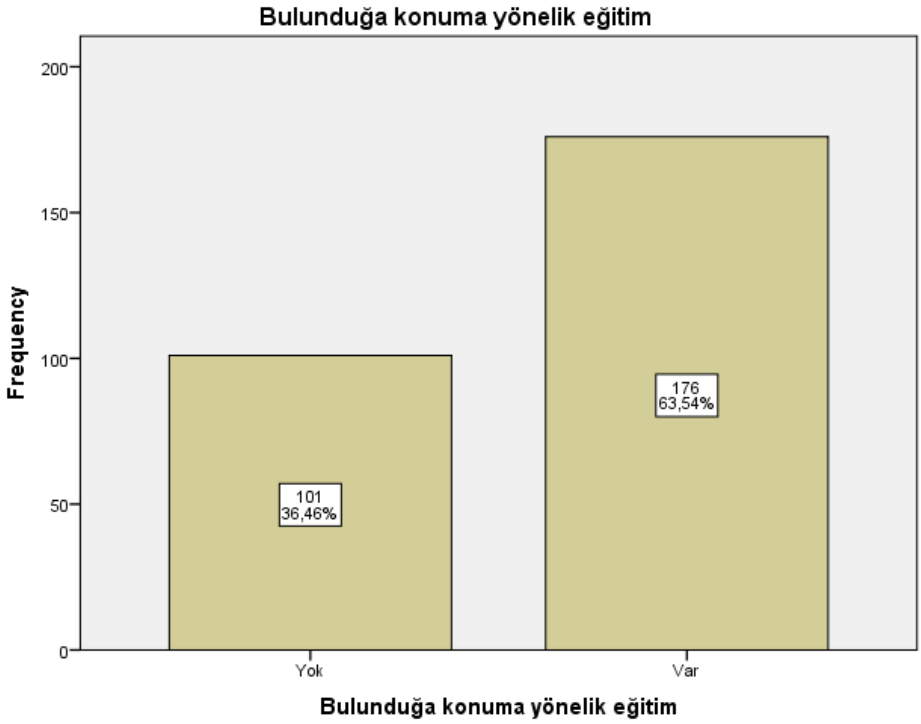

Figure 4.13. Education status in connection with current position

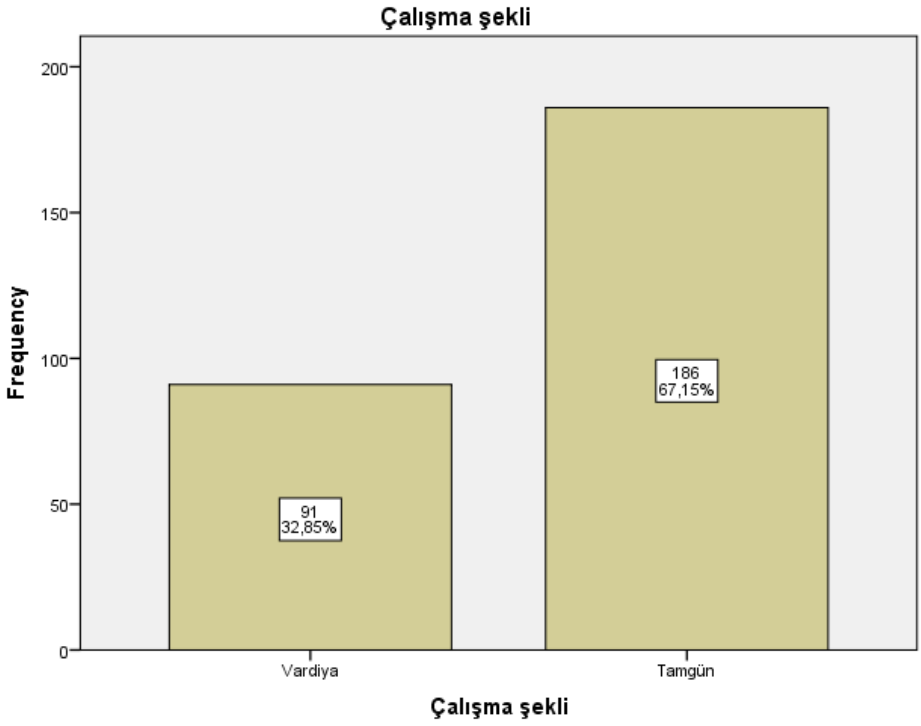

Figure 4. 14. Working type

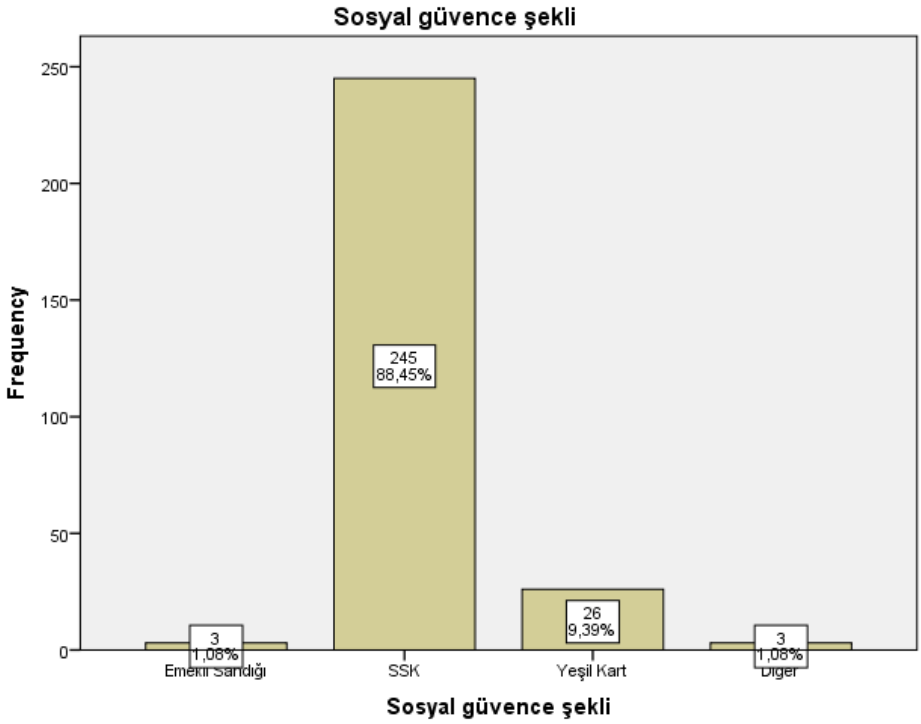

Figure 4. 15. Social security

In Table 4.10, Figure 4.10, Figure 4.11, Figure 4.12, Figure 4.13, Figure 4.14 and Figure 4.15, the distribution of the employees included in the study according to their businesses and their working characteristics are given.

Of the departments, in which the automotive sector employees participating in the study work, it was seen that 1.7 % are consultants, 60.7 % paint shop, 0.9 % color chart, 6.0 % drum, 5.1% accounting, 13.7 % R&D, 4.3 % human resources, 6.0 % quality control, 1.7 % management, 79.4 % of the working time in this position is between 0-10 years, 13.8 % between 11-20 years, 5.0 % between 21-30 years, 1.9 % for 31 years and over, 7.5 % of their current positions are managers, 67.5 % are employees, 4.4 % are accounting personnel, 0.6 % are R&D Center Directors, 3.1 % are Human Resources Supervisors, 10.6 % are engineers, 4.4 % are officers, and % 1.9 are technicians, 35.6 % did not receive training, 64.4 % received training, 35.6 % shift, 64.4 % full time, 0.6 % was Pension Fund, 85.0 % was SSK, 12.5 % was Green Card, 1.9 % was others.

90.6 % of the textile sector employees participating in the study work in this position between 0-10 years, 8.5 % between 11-20 years, 0.9 % between

21-30 years, 1.7 % of their current positions were managers, 85.5 % were workers, 5.1 % accounting personnel, 0.9 % R&D Center Directors, 2.6 % Human Resources Officers, and 4.3 are officers, and 37.6 % have not received training, 62.4 % have received training, and 29.1 % are working in shifts, 70.9 % are full time, 1.7 % of social security forms are Pension Fund, 93.2 % SSO, and 5.1 % Green Card.

Table 4.7. Distribution of employees according to their corporations and their positions in the corporations (n = 277)

	Automotive		Textile		Total	
	n	%	N	%	n	%
Perceived socio-economical status						
Low	37	23,1	37	31,6	74	26,7
Intermediate	120	75,0	79	67,5	199	71,8
High	3	1,9	1	0,9	4	1,4
Place, where childhood is spent						
Urban	71	44,4	70	59,8	141	50,9
Rural	89	55,6	47	40,2	136	49,1
Place, where most of his / her life is spent						
Urban	147	91,9	88	75,2	235	84,8
Rural	13	8,1	29	24,8	42	15,2

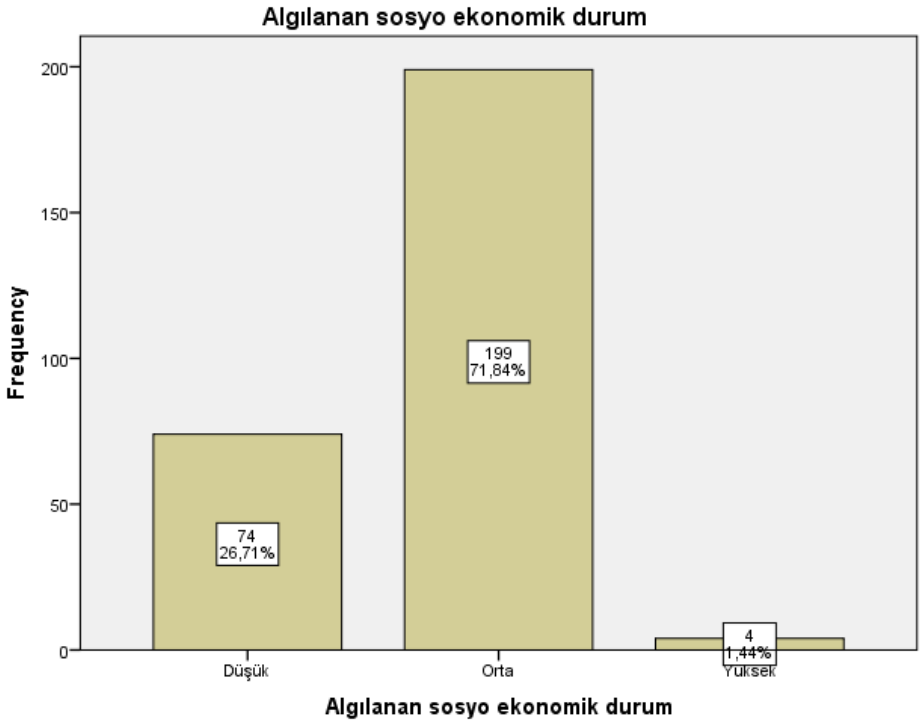

Figure 4.16. Perceived socio-economical status

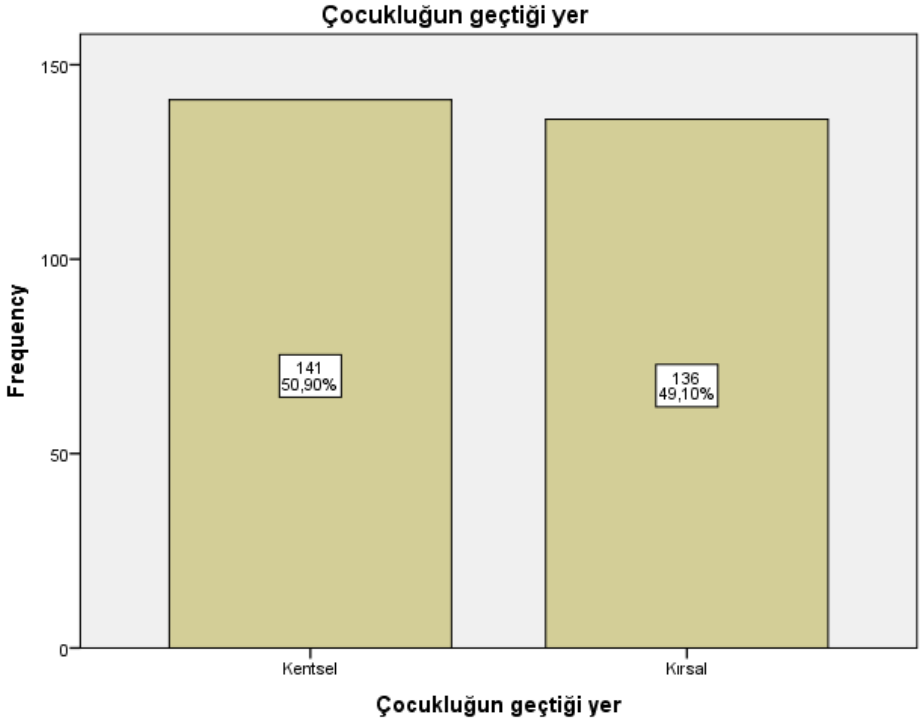

Figure 4.17. Place, where his / her childhood is spent

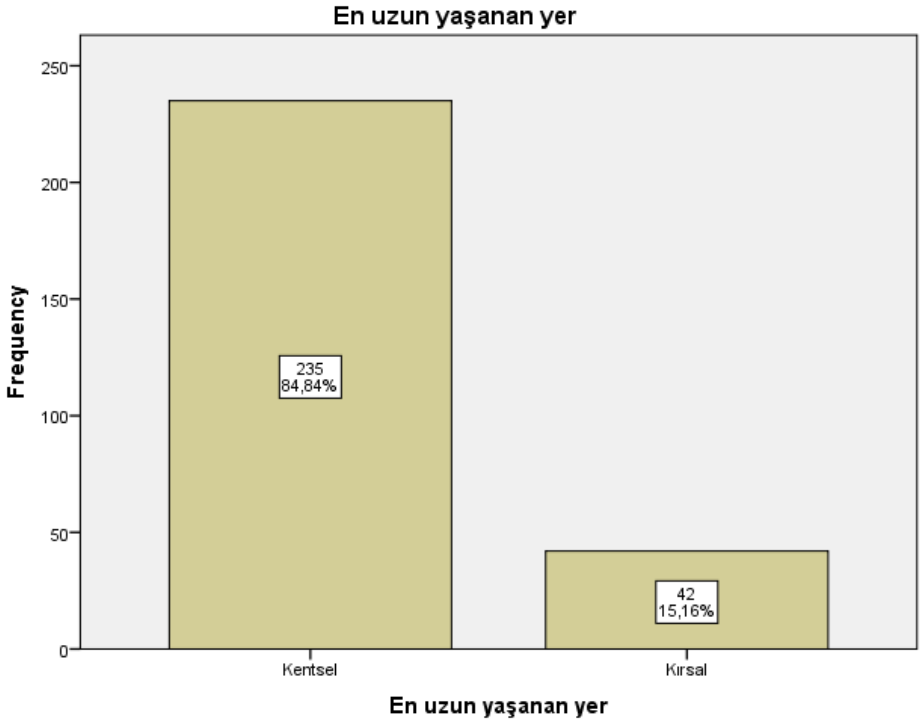

Figure 4.18. The place, where most of his / her life is spent

In Table 4.11, Figure 4.16, Figure 4.17 and Figure 4.18., The distribution of the employees included in the study according to their businesses and their working characteristics are given.

In connection with the perceived socio-economic status of the automotive sector employees participating in the study, it was seen that 23.1 % low, 75.0 % medium, 1.9 % high, and 44.4 % of the places, where they spent their childhood, were urban, 55.6 % are rural, 91.9 % of the places, where they lived the longest, were urban and 8.1 % were rural.

In connection with the perceived socio-economic status of the automotive sector employees participating in the study, it was seen that 31.6 % low, 67.5 % medium, 0.9 % high, and 59.8 % of the places, where they spent their childhood, are urban, 40.2 % are rural, and 75.2 % of the places, where they lived the longest, were urban and 24.8 % were rural.

Table 4.8. Distribution of the employees according to their corporations and their statuses in the corporation (n = 277)

	Automotive		Textile		Total	
	N	%	N	%	n	%
Are you a positive person?						
Yes	151	94,4	106	90,6	257	92,8
No	9	5,6	11	9,4	20	7,2
Are you a negative person?						
Yes	18	11,3	34	29,1	52	18,8
No	142	88,8	83	70,9	225	81,2
Is your manager a leader?						
Yes	155	96,9	104	88,9	259	93,5
No	5	3,1	13	11,1	18	6,5
Do you know what Mobbing is?						
Yes	151	94,4	99	84,6	250	90,3
No	9	5,6	18	15,4	27	9,7
Did you experience Mobbing?						
Yes	74	46,3	32	27,4	106	38,3
No	86	53,8	85	72,6	171	61,7
Can we prevent Mobbing to be occured?						
Yes	86	53,8	91	77,8	177	63,9
No	74	46,3	26	22,2	100	36,1
Is there any effect of Mobbing on employees?						
Yes	87	54,4	94	80,3	181	65,3

No	73	45,6	23	19,7	96	34,7
Is there any effect of Mobbing on corporations?						
Yes	129	80,6	87	74,4	216	78,0
No	31	19,4	30	25,6	61	22,0
Did you think to leave the corporation due to Mobbing?						
Yes	64	40,0	33	28,2	97	35,0
No	96	60,0	84	71,8	180	65,0
Did you experience any problem in your corporation?						
Yes	35	21,9	14	12,0	49	17,7
No	125	78,1	103	88,0	228	82,3
Did you get support in your corporation?						
Yes	25	15,6	7	6,0	32	11,6
No	135	84,4	110	94,0	245	88,4

In Table 4.12, the distribution of the employees included in the study according to their businesses and their working characteristics is given.

It was understood that 94.4 % of the automotive sector employees participating in the study were positive thinking people, 5.6 % were not, 88.8 % were not a negative thinker, and 11.3 % were negative thinkers. 96.9 % of managers are leaders, 3.1 % of managers are not leaders, 94.4 % know mobbing, 5.6 % do not know about mobbing, 46.3 % experienced mobbing, 53.8 % did not experience mobbing, 53.8 % could prevent mobbing, 46.3 % could not prevent mobbing, 54.4 % of them had an effect of mobbing on employees, 45.6 % had no effect on employees, 80.6 % had an effect of mobbing on corporations, 19.4 % had no effect of mobbing on corporations, 40.0 % left the corporation due to mobbing, 60.0 % was bullied (mobbing), 21.9 % had problems in the corporations they worked, 78.1 % had no problems in the corporations, 15.6 % received support in the corporations they worked, and 84.4 % did not receive support in the corporations.

It was understood that 90.6 % of the textile sector employees participating in the study were positive thinking people, 9.4 % were not, 70.9 % were not a negative thinker, and 29.1 % were negative thinking people. 88.9 % of managers are leaders, 11.1 % of managers are not leaders, 84.6 % know mobbing, 15.4 % do not know about mobbing, 27.4 % experienced mobbing, 72.6 % did not experience mobbing, 77.8 % could prevent mobbing, 22.2 % could not prevent mobbing, 80.3 % of them had an effect of mobbing on

employees, 19.7 % had no effect on employees, 74.4 % had an effect of mobbing on corporations, 25.6 % had no effect of mobbing on corporations, 28.2 % left the corporation due to mobbing, 71.8 % suffered intimidation (mobbing), 12.0 % had problems in the corporations they worked, 88.0 % had no problems in the corporations, 6.0 % received support in the corporations they worked, and 94.0 % did not receive support in the corporations.

Table 4.9. Reply distribution of Technology Usage Scale expressions (n = 277)

	Automotive		Textile		Total	
	n	%	N	%	n	%
Did you experience any problems due to technology?						
Yes	10	6,3	7	6,0	17	6,1
No	150	93,8	110	94,0	260	93,9
Did anyone fired from corporation due to technology?						
Yes	16	10,0	6	5,1	22	7,9
No	144	90,0	111	94,9	255	92,1
Does technology have any positive impact on working?						
Yes	155	96,9	96	82,1	251	90,6
No	5	3,1	21	17,9	26	9,4
Does technology have any negative impact on working?						
Yes	23	14,4	44	37,6	67	24,2
No	137	85,6	73	62,4	210	75,8
Does technology have any positive impact on leadership?						
Yes	148	92,5	85	72,6	233	84,1
No	12	7,5	32	27,4	44	15,9
Does technology have any negative impact on leadership?						
Yes	67	41,9	26	22,2	93	33,6
No	93	58,1	91	77,8	184	66,4
Does technology have any impact on mobbing?						
Yes	108	67,5	71	60,7	179	64,6
No	52	32,5	46	39,3	98	35,4

Table 4.13 gives the distribution of the responses of the employees included in the study to the scale of technology use.

It was understood that 93.8 % of the automotive sector employees participating in the study stated that they did not experience any problems due to technology, 90.0 % of them were not removed from the corporation they

work for due to technology, 96.9 % of them that technology had a positive effect on the work, 85.6 % of them stated that technology had a negative effect on the study, 92.5 % of them stated that technology had a positive effect on leadership, 58.1 % of them stated that technology had a negative effect on leadership, and 67.5 % of them stated that technology had a positive effect on mobbing behavior.

It was understood that 94.0 % of the textile sector employees participating in the study stated that they did not experience any problems due to technology, 94.9 % of them were not removed from the corporation they work for due to technology, 82.1 % of them stated that technology had a positive effect on the work, 62.4 % of them stated that technology had a negative effect on the work, 72.6 % of them stated that technology had a positive effect on leadership, 77.8 % of them stated that technology had a negative effect on leadership, and 60.7 % of them stated that technology had a positive effect on mobbing behavior.

Table 4.10**.** ***Response distribution of Mobbing Scale sub-expressions (n = 277)***

Items	Automotive				Textile				Total			
	Yes		No		Yes		No		Yes		No	
	n	%	n	%	N	%	n	%	N	%	n	%
M1A	80	50,0	80	50,0	46	39,3	71	60,7	126	45,5	151	54,5
M1B	16	10,0	144	90,0	24	20,5	93	79,5	40	14,4	237	85,6
M1C	9	5,6	151	94,4	9	7,7	108	92,3	18	6,5	259	93,5
M1D	32	20,0	128	80,0	38	32,5	79	67,5	70	25,3	207	74,7
M2A	57	35,6	103	64,4	21	17,9	96	82,1	78	28,2	199	71,8
M2B	37	23,1	123	76,9	33	28,2	84	71,8	70	25,3	207	74,7
M2C	16	10,0	144	90,0	9	7,7	108	92,3	25	9,0	252	91,0
M2D	29	18,1	131	81,9	50	42,7	67	57,3	79	28,5	198	71,5
M3A	58	36,3	102	63,7	29	24,8	88	75,2	87	31,4	190	68,6
M3B	41	25,6	119	74,4	28	23,9	89	76,1	69	24,9	208	75,1
M3C	10	6,3	150	93,8	6	5,1	111	94,9	16	5,8	261	94,2
M3D	31	19,4	129	80,6	50	42,7	67	57,3	81	29,2	196	70,8
M4A	37	23,1	123	76,9	22	18,8	95	81,2	59	21,3	218	78,7
M4B	29	18,1	131	81,9	21	17,9	96	82,1	50	18,1	227	81,9
M4C	18	11,3	142	88,8	4	3,4	113	96,6	22	7,9	255	92,1
M4D	50	31,3	110	68,8	59	50,4	58	49,6	109	39,4	168	60,6
M5A	32	20,0	128	80,0	20	17,1	97	82,9	52	18,8	225	81,2
M5B	41	25,6	119	74,4	15	12,8	102	87,2	56	20,2	221	79,8
M5C	15	9,4	145	90,6	10	8,5	107	91,5	25	9,0	252	91,0
M5D	45	28,1	115	71,9	57	48,7	60	51,3	102	36,8	175	63,2
M6A	40	25,0	120	75,0	13	11,1	104	88,9	53	19,1	224	80,9
M6B	36	22,5	124	77,5	36	30,8	81	69,2	72	26,0	205	74,0
M6C	23	14,4	137	85,6	5	4,3	112	95,7	28	10,1	249	89,9
M6D	32	20,0	128	80,0	50	42,7	67	57,3	82	29,6	195	70,4
M7A	31	19,4	129	80,6	11	9,4	106	90,6	42	15,2	235	84,8
M7B	40	25,0	120	75,0	27	23,1	90	76,9	67	24,2	210	75,8
M7C	17	10,6	143	89,4	6	5,1	111	94,9	23	8,3	254	91,7
M7D	43	26,9	117	73,1	61	52,1	56	47,9	104	37,5	173	62,5
M8A	36	22,5	124	77,5	16	13,7	101	86,3	52	18,8	225	81,2
M8B	31	19,4	129	80,6	21	17,9	96	82,1	52	18,8	225	81,2

M8C	15	9,4	145	90,6	8	6,8	109	93,2	23	8,3	254	91,7
M8D	54	33,8	106	66,3	54	46,2	63	53,8	108	39,0	169	61,0
M9A	40	25,0	120	75,0	12	10,3	105	89,7	52	18,8	225	81,2
M9B	24	15,0	136	85,0	18	15,4	99	84,6	42	15,2	235	84,8
M9C	14	8,8	146	91,3	8	6,8	109	93,2	22	7,9	255	92,1
M9D	51	31,9	109	68,1	60	51,3	57	48,7	111	40,1	166	59,9
M10A	42	26,3	118	73,8	27	23,1	90	76,9	69	24,9	208	75,1
M10B	39	24,4	121	75,6	23	19,7	94	80,3	62	22,4	215	77,6
M10C	12	7,5	148	92,5	11	9,4	106	90,6	23	8,3	254	91,7
M10D	39	24,4	121	75,6	50	42,7	67	57,3	89	32,1	188	67,9

Table 4.11. Reply distribution of Mobbing Scale sub-expressions (n = 277)

Items	Automotive				Textile				Total			
	Yes		No		Yes		No		Yes		No	
	N	%	N	%	N	%	n	%	N	%	n	%
M11A	39	24,4	121	75,6	22	18,8	95	81,2	61	22,0	216	78,0
M11B	31	19,4	129	80,6	24	20,5	93	79,5	55	19,9	222	80,1
M11C	18	11,3	142	88,8	8	6,8	109	93,2	26	9,4	251	90,6
M11D	45	28,1	115	71,9	52	44,4	65	55,6	97	35,0	180	65,0
M12A	35	21,9	125	78,1	21	17,9	96	82,1	56	20,2	221	79,8
M12B	39	24,4	121	75,6	26	22,2	91	77,8	65	23,5	212	76,5
M12C	16	10,0	144	90,0	8	6,8	109	93,2	24	8,7	253	91,3
M12D	45	28,1	115	71,9	52	44,4	65	55,6	97	35,0	180	65,0
M13A	30	18,8	130	81,3	18	15,4	99	84,6	48	17,3	229	82,7
M13B	39	24,4	121	75,6	25	21,4	92	78,6	64	23,1	213	76,9
M13C	18	11,3	142	88,8	11	9,4	106	90,6	29	10,5	248	89,5
M13D	47	29,4	113	70,6	52	44,4	65	55,6	99	35,7	178	64,3
M14A	28	17,5	132	82,5	13	11,1	104	88,9	41	14,8	236	85,2
M14B	41	25,6	119	74,4	16	13,7	101	86,3	57	20,6	220	79,4
M14C	15	9,4	145	90,6	11	9,4	106	90,6	26	9,4	251	90,6
M14D	47	29,4	113	70,6	60	51,3	57	48,7	107	38,6	170	61,4
M15A	45	28,1	115	71,9	23	19,7	94	80,3	68	24,5	209	75,5
M15B	24	15,0	136	85,0	14	12,0	103	88,0	38	13,7	239	86,3
M15C	22	13,8	138	86,3	13	11,1	104	88,9	35	12,6	242	87,4
M15D	39	24,4	121	75,6	59	50,4	58	49,6	98	35,4	179	64,6
M16A	46	28,7	114	71,3	37	31,6	80	68,4	83	30,0	194	70,0
M16B	38	23,8	122	76,3	31	26,5	86	73,5	69	24,9	208	75,1
M16C	22	13,8	138	86,3	17	14,5	100	85,5	39	14,1	238	85,9
M16D	24	15,0	136	85,0	35	29,9	82	70,1	59	21,3	218	78,7
M17A	43	26,9	117	73,1	23	19,7	94	80,3	66	23,8	211	76,2
M17B	38	23,8	122	76,3	21	17,9	96	82,1	59	21,3	218	78,7
M17C	21	13,1	139	86,9	11	9,4	106	90,6	32	11,6	245	88,4
M17D	30	18,8	130	81,3	56	47,9	61	52,1	86	31,0	191	69,0
M18A	40	25,0	120	75,0	25	21,4	92	78,6	65	23,5	212	76,5
M18B	35	21,9	125	78,1	27	23,1	90	76,9	62	22,4	215	77,6
M18C	26	16,3	134	83,8	12	10,3	105	89,7	38	13,7	239	86,3
M18D	33	20,6	127	79,4	46	39,3	71	60,7	79	28,5	198	71,5
M19A	31	19,4	129	80,6	18	15,4	99	84,6	49	17,7	228	82,3
M19B	28	17,5	132	82,5	19	16,2	98	83,8	47	17,0	230	83,0
M19C	28	17,5	132	82,5	11	9,4	106	90,6	39	14,1	238	85,9
M19D	37	23,1	123	76,9	55	47,0	62	53,0	92	33,2	185	66,8
M20A	24	15,0	136	85,0	14	12,0	103	88,0	38	13,7	239	86,3
M20B	30	18,8	130	81,3	24	20,5	93	79,5	54	19,5	223	80,5
M20C	23	14,4	137	85,6	12	10,3	105	89,7	35	12,6	242	87,4
M20D	46	28,7	114	71,3	56	47,9	61	52,1	102	36,8	175	63,2
M21A	38	23,8	122	76,3	12	10,3	105	89,7	50	18,1	227	81,9
M21B	34	21,3	126	78,8	23	19,7	94	80,3	57	20,6	220	79,4
M21C	12	7,5	148	92,5	14	12,0	103	88,0	26	9,4	251	90,6
M21D	44	27,5	116	72,5	52	44,4	65	55,6	96	34,7	181	65,3

Table 4.12. Reply distribution of Mobbing Scale sub-expressions (n = 277)

Items	Automotive				Textile				Total			
	Yes		No		Yes		No		Yes		No	
	N	%	N	%	N	%	n	%	N	%	n	%
M22A	39	24,4	121	75,6	22	18,8	95	81,2	61	22,0	216	78,0
M22B	26	16,3	134	83,8	19	16,2	98	83,8	45	16,2	232	83,8
M22C	15	9,4	145	90,6	14	12,0	103	88,0	29	10,5	248	89,5
M22D	44	27,5	116	72,5	51	43,6	66	56,4	95	34,3	182	65,7
M23A	27	16,9	133	83,1	20	17,1	97	82,9	47	17,0	230	83,0
M23B	34	21,3	126	78,8	23	19,7	94	80,3	57	20,6	220	79,4
M23C	16	10,0	144	90,0	12	10,3	105	89,7	28	10,1	249	89,9
M23D	49	30,6	111	69,4	53	45,3	64	54,7	102	36,8	175	63,2
M24A	26	16,3	134	83,8	14	12,0	103	88,0	40	14,4	237	85,6
M24B	41	25,6	119	74,4	20	17,1	97	82,9	61	22,0	216	78,0
M24C	18	11,3	142	88,8	11	9,4	106	90,6	29	10,5	248	89,5
M24D	40	25,0	120	75,0	62	53,0	55	47,0	102	36,8	175	63,2
M25A	22	13,8	138	86,3	16	13,7	101	86,3	38	13,7	239	86,3
M25B	38	23,8	122	76,3	22	18,8	95	81,2	60	21,7	217	78,3
M25C	24	15,0	136	85,0	13	11,1	104	88,9	37	13,4	240	86,6
M25D	45	28,1	115	71,9	58	49,6	59	50,4	103	37,2	174	62,8
M26A	18	11,3	142	88,8	14	12,0	103	88,0	32	11,6	245	88,4
M26B	29	18,1	131	81,9	17	14,5	100	85,5	46	16,6	231	83,4
M26C	26	16,3	134	83,8	7	6,0	110	94,0	33	11,9	244	88,1
M26D	53	33,1	107	66,9	63	53,8	54	46,2	116	41,9	161	58,1
M27A	23	14,4	137	85,6	18	15,4	99	84,6	41	14,8	236	85,2
M27B	27	16,9	133	83,1	18	15,4	99	84,6	45	16,2	232	83,8
M27C	23	14,4	137	85,6	7	6,0	110	94,0	30	10,8	247	89,2
M27D	43	26,9	117	73,1	55	47,0	62	53,0	98	35,4	179	64,6
M28A	24	15,0	136	85,0	11	9,4	106	90,6	35	12,6	242	87,4
M28B	41	25,6	119	74,4	18	15,4	99	84,6	59	21,3	218	78,7
M28C	28	17,5	132	82,5	7	6,0	110	94,0	35	12,6	242	87,4
M28D	37	23,1	123	76,9	65	55,6	52	44,4	102	36,8	175	63,2
M29A	30	18,8	130	81,3	21	17,9	96	82,1	51	18,4	226	81,6
M29B	28	17,5	132	82,5	21	17,9	96	82,1	49	17,7	228	82,3
M29C	26	16,3	134	83,6	9	7,7	108	92,3	35	12,6	242	87,4
M29D	46	28,7	114	71,3	51	43,6	66	56,4	97	35,0	180	65,0
M28A	24	15,0	136	85,0	11	9,4	106	90,6	35	12,6	242	87,4
M28B	41	25,6	119	74,4	18	15,4	99	84,6	59	21,3	218	78,7
M28C	28	17,5	132	82,5	7	6,0	110	94,0	35	12,6	242	87,4
M28D	37	23,1	123	76,9	65	55,6	52	44,4	102	36,8	175	63,2
M29A	30	18,8	130	81,3	21	17,9	96	82,1	51	18,4	226	81,6
M29B	28	17,5	132	82,5	21	17,9	96	82,1	49	17,7	228	82,3
M29C	26	16,3	134	83,6	9	7,7	108	92,3	35	12,6	242	87,4
M29D	46	28,7	114	71,3	51	43,6	66	56,4	97	35,0	180	65,0
M30A	37	23,1	123	76,9	16	13,7	101	86,3	53	19,1	224	80,9
M30B	28	17,5	132	82,5	20	17,1	97	82,9	48	17,3	229	82,7
M30C	23	14,4	137	85,6	7	6,0	110	94,0	30	10,8	247	89,2
M30D	40	25,0	120	75,0	59	50,4	58	49,6	99	35,7	178	64,3

Table 4.13. Reply distribution of Mobbing Scale sub-expressions (n = 277)

Items	Automotive				Textile				Total			
	Yes		No		Yes		No		Yes		No	
	N	%	N	%	N	%	n	%	N	%	n	%
M31A	27	16,9	133	83,1	10	8,5	107	91,5	37	13,4	240	86,6
M31B	29	18,1	131	81,9	20	17,1	97	82,9	49	17,7	228	82,3
M31C	23	14,4	137	85,6	10	8,5	107	91,5	33	11,9	244	88,1
M31D	49	30,6	111	69,4	64	54,7	53	45,3	113	40,8	164	59,2
M32A	22	13,8	138	86,3	6	5,1	111	94,9	28	10,1	249	89,9
M32B	30	18,8	130	81,3	19	16,2	98	83,8	49	17,7	228	82,3
M32C	16	10,0	144	90,0	8	6,8	109	93,2	24	8,7	253	91,3
M32D	58	36,3	102	63,7	68	58,1	49	41,9	126	45,5	151	54,5
M33A	21	13,1	139	86,9	8	6,8	109	93,2	29	10,5	248	89,5
M33B	31	19,4	129	80,6	16	13,7	101	86,3	47	17,0	230	83,0
M33C	17	10,6	143	89,4	6	5,1	111	94,9	23	8,3	254	91,7
M33D	56	35,0	104	65,0	72	61,5	45	38,5	128	46,2	149	53,8

In Tables 4.14, 4.15, 4.16 and 4.17, the distribution of the responses of the employees included in the study to the mobbing scale is given. 50.0 % of the automotive sector employees who participated in the study answered the statement “my manager talks to you in humiliating and degrading manner in the presence of others” as yes, which is one of the sub-statements of the mobbing scale, and 94.4 % of them answered the statement “my subordinates talk to you in humiliating and degrading manner in the presence of others” as no. 61.5 % of the mobbing scale sub-expressions of the textile sector employees participating in the study answered “Other people use physical violence” as yes, and 96.6 % answered no to the statement “My subordinates imply that my mental health is not good”.

4.2. Reliability Analysis

Reliability analysis was made for the questionnaire questions used in the study. Cronbach’s Alpha test statistics were used for the reliability of the survey questions. The evaluation criterion used in the evaluation of the Cronbach’s Alpha coefficient; if $0.00 \leq \alpha < 0.40$, the scale is not reliable. If $0.40 \leq \alpha < 0.60$, the scale has low reliability. If $0.60 \leq \alpha < 0.80$, the scale is highly reliable. If $0.80 \leq \alpha < 1.00$, the scale was evaluated as highly reliable. In order to measure the reliability of the data collected in the study, the reliability coefficient was calculated according to the Alpha model. The closer the Alpha coefficient is to 1, the more reliable the survey is considered. An alpha value of over 0.70 means high reliability.

4.2.1. Reliability Analysis of the Technology Usage Scale

Table 4.14. ***Technology usage scale reliability analysis***

Cronbach's Alpha	No of Items
,635	7

The technology usage scale internal consistency coefficient has been calculated. As a result of the analysis, Cronbach's Alpha value was determined as 0.635.

Table 4.15**.** ***Item total analyses related with technology usage scale***

	Corrected Item – Overall Correlation	Cronbach's Alpha value when item is erased
Did you experience any problem due to technology?	,186	,638
Did anyone fired due to technology?	,122	,652
Does technology have positive impact on work?	,388	,592
Does technology have negative impact on work?	,456	,559
Does technology have positive impact on leadership?	,538	,537
Does technology have negative impact on leadership?	,351	,602
Does technology have impact on mobbing?	,393	,586

When Table 4.19 is examined; Cronbach's Alpha (α) test statistics values of the scaled items of the technology use scale in the survey are among the very reliable limit values. Internal consistency analyzes of 7 items that make up the scale were conducted. As a result of the analysis, it was determined that the Cronbach's Alpha internal consistency coefficient of the scale was .635. In addition, the correlations of all items with the total score were determined. As can be understood from Table 10, item-total correlations vary between .53 and .65. In addition, it is understood that removing some of the items will not contribute to internal consistency, so there are indicators contributing to reliability in all of the items.

4.2.2. Leadership Styles Scale Reliability Analysis

Table 4.16. Leadership styles scale reliability analysis

Cronbach′s Alpha	No of Items
,876	35

Leadership styles scale internal consistency coefficient was calculated. As a result of the analysis, Cronbach's Alpha value was determined as 0.876.

Table 4.17. Leadership styles scale related item overall analyses

	Corrected Item – Overall Correlation	Cronbach's Alpha value when item is erased
Our Chief / Manager guides us with his/her behaviors	,638	,867
Our Chief / Manager is not seen much within the corporation	,443	,871
Our Chief / Manager only interferes when things are not implemented right.	,428	,872
Our Chief / Manager keeps things for our benefit above his/her own interests	,483	,870
If old methods work, a new one is not needed for Our Chief / Manager	,257	,875
Our Chief / Manager has a strong ability to represent us	,523	,870
It is important not to lose more than win for our Chief / Manager	,408	,872
Our Chief / Manager finds effective solutions to problems	,513	,870
Our Chief / Manager avoids giving feedback	,294	,874
Our Chief / Manager is always with change and innovation	,381	,873
Our Chief / Manager tries to meet our expectations	,444	,871
Our Chief / Manager avoids to interfere to important issues	,181	,877
Our Chief / Manager transfers its responsibilities to others.	,173	,877
Our Chief / Manager has an energetic structure	,352	,873
Our Chief / Manager awards our creative ideas	,416	,872
Our Chief / Manager enables us to work in harmony	,449	,871
Our Chief / Manager is delayed in responding to urgent issues	,132	,878
The value our Chief / Manager places on us diminishes when we fail to reach the set goals	,177	,877
Our Chief / Manager enables us to form original points of view for problems	,522	,870
Our Chief / Manager encourages us to be creative	,540	,869
Our Chief / Manager does not like to take risks	,276	,875
Our Chief / Manager assures us	,494	,870
Our Chief / Manager is aware of being mistakes as an opportunity for development	,543	,869
Our Chief / Manager keeps our enthusiasm and excitement alive	,514	,870
Our Chief / Manager assists us to discover ways to reach goals	,521	,870
Our Chief / Manager avoids to make decisions	,193	,876
Our Chief / Manager attaches required importance to science	,446	,871
Our Chief / Manager only awards us when we fulfill the given duties	,429	,872
Our Chief / Manager always underlines our responsibles	,352	,873
Our Chief / Manager plans for the future	,392	,872
Our Chief / Manager is not available when needed	,142	,877
Our Chief / Manager wants us to be with change and innovation	,389	,872
Our Chief / Manager does not show us ways and methods	,110	,878
Our Chief / Manager listens and cares about our concerns	,438	,871
Our Chief / Manager prepares us environments conductive to learning	,477	,871

When Table 4.21 is examined; Cronbach's Alpha (α) test statistics values of the scaled items of the leadership styles scale in the questionnaire are among the very reliable limit values. Internal consistency analyzes of 35 items (with sub-dimensions) that make up the scale were conducted. As a result of the analysis, it was determined that the Cronbach's Alpha internal consistency coefficient of the scale was .876. In addition, the correlations of all items with the total score were determined. As can be understood from Table

10, item-total correlations vary between .86 and .87. In addition, it is understood that removing some of the items will not contribute to internal consistency, so there are indicators contributing to reliability in all of the items.

4.2.3. Mobbing Scale Reliability Analysis

Table 4.18. Mobbing scale reliability analysis

Cronbach′s Alpha	No of Items
,953	33

The internal consistency coefficient of the mobbing scale was calculated. As a result of the analysis, Cronbach's Alpha value was determined as 0.953.

Table 4.19. Mobbing scale related item overall analyses

	Corrected Item – Overall Correlation	Cronbach's Alpha value when item is erased
Talking to you in the presence of others in humiliating and degrading manner	,589	,952
Making false statements about you	,606	,952
Humiliating you in the presence of others (using body language)	,567	,952
Implying that you are not in good mental health	,601	,952
Being forced to do a job that negatively affects your self-esteem	,676	,952
Questioning your honesty and credibility	,637	,952
Making unfounded rumors about your private life	,666	,952
Being verbally threatened	,609	,952
Encountering behavior such as punching the table	,649	,952
Continuous negative evaluations about your performance	,523	,953
You are accused of matters for which you are not responsible	,557	,952
You are solely responsible for the negative consequences of joint work	,587	,952
Finding defects / errors related to the work you do and the results of the work	,609	,952
Questioning your professional competence in every job you do	,586	,952
Correspondence / keeping reports about you on unfair grounds	,644	,952
Invisible (indirect) control of you and your work	,449	,953
Not being given the opportunity to show yourself	,619	,952

Table 4.20**. *Mobbing scale related item overall analyses***

	Corrected Item – Overall Correlation	Cronbach's Alpha value when item is erased
Criticizing and rejecting your decisions and suggestions	,635	,952
Taking the jobs under your responsibility from you and giving them to people in lower positions than you.	,644	,952
Being supervised by people in lower positions than you	,694	,951
Your work is seen as worthless and unimportant	,593	,952
Not being informed about the social meetings organized	,547	,953
Not getting a response to your request to meet or speak	,599	,952
Being ignored in your environment and pretending to be absent	,661	,952
Frequent interruptions when speaking	,612	,952
Failure to respond to e-mail and phone calls you send	,624	,952
Preventing or banning your colleagues from talking to you	,561	,952

Deliberate abandonment of the environment you are in when you enter an environment	,668	,952
Being responsible for work beyond your capacity	,595	,952
Pressure to leave or relocate	,673	,952
Keeping the information, documents and materials required for your job from you	,650	,952
Damage to your personal belongings	,513	,953
Application of physical violence	,536	,953

When Tables 4.23 and 4.24 are examined; Cronbach's Alpha (α) test statistics values of the scaled items of the mobbing scale in the questionnaire are among the very reliable limit values. Internal consistency analyzes of 33 items (with sub-dimensions) that make up the scale were conducted. As a result of the analysis, it was determined that the Cronbach's Alpha internal consistency coefficient of the scale was. In addition, the correlations of all items with the total score were determined. As can be understood from Table 10, item-total correlations vary between .951 and .953. In addition, it is understood that removing some of the items will not contribute to internal consistency, so there are indicators contributing to reliability in all of the item.

4.3. Factor Analysis

4.3.1. Technology Usage Scale Factor Analysis

KMO and Bartlett’s Test were conducted to test the compatibility of the data for factor analysis.

Table 4.21**. *Technology usage scale sample compatibility***

KMO and Bartlett’s Test		
Kaiser-Meyer-Olkin value		,720
Bartlett Value	Ki-square	277,838
	Df	21
	Sig.	,000

As a result of KMO and Bartlett’s test of globalism ($p < 0.05$), it was determined that the data were suitable for factor analysis (Tatlıdil, 2002: 4).

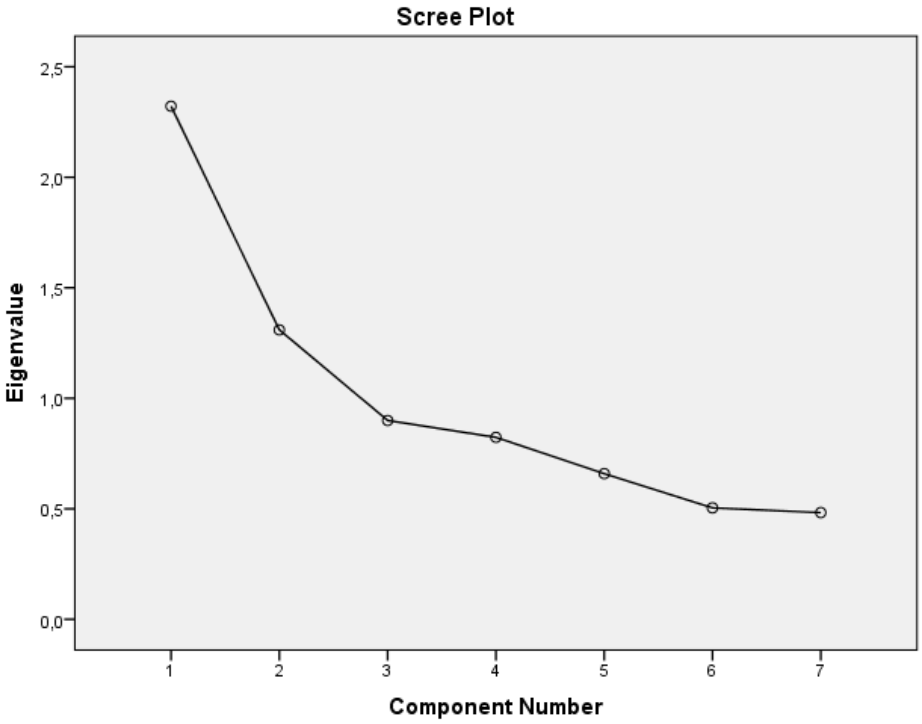

Figure 4.19. Technology usage scale scree plot

As seen in Figure 4.2, the plateau value where the curve continues by flattening is found and it is found that there are 2 factors. After the second factor, the curve becomes linear.

Table 4.22**. *Technology usage scale factor matrix***

Total Variance Explained						
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2,322	33,167	33,167	2,322	33,167	33,167
2	1,309	18,707	51,873	1,309	18,707	51,873
3	,900	12,851	64,724			
4	,823	11,760	76,484			
5	,659	9,416	85,901			
6	,504	7,203	93,104			
7	,483	6,896	100,000			
Extraction Method: Principal Component Analysis.						
a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.						

Factor analysis was performed for the scale used in the study. As a result of the analysis, it was determined that there are 2 components with an eigen value above: 1. The 1st component explains 33,167 % of the feature tried to be measured with this scale, while the 2nd component explains 18,707 %, respectively. In total, this scale can explain 51,873 % of the feature that was tried to be measured.

4.3.2. Leadership Styles Scale Factor Analysis

KMO and Bartlett's Test was conducted to test the suitability of the data for factor analysis.

Table 4.23. Leadership scale sample compatibility

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin value		,840
Bartlett Value	Ki-square	4773,072
	Df	595
	Sig.	,000

As a result of KMO and Bartlett's test of globalism ($p < 0.05$), it was determined that the data were suitable for factor analysis (Tatlıdil, 2002: 4).

Table 4.24. Leadership styles scale factor matrix

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	7,964	22,753	22,753	7,964	22,753	22,753	7,801
2	3,963	11,323	34,076	3,963	11,323	34,076	4,056
3	2,706	7,731	41,807	2,706	7,731	41,807	3,159
4	2,569	7,340	49,147				
5	2,057	5,876	55,023				
6	1,542	4,405	59,428				
7	1,137	3,248	62,677				
8	1,045	2,987	65,664				
9	,958	2,736	68,399				
10	,864	2,470	70,869				
11	,728	2,081	72,951				
12	,694	1,984	74,935				
13	,676	1,931	76,865				
14	,633	1,810	78,675				
15	,564	1,612	80,286				
16	,562	1,604	81,891				
17	,534	1,525	83,416				
18	,521	1,489	84,905				
19	,473	1,351	86,256				
20	,443	1,264	87,520				
21	,419	1,198	88,718				
22	,395	1,130	89,848				
23	,385	1,100	90,948				
24	,369	1,055	92,003				
25	,359	1,025	93,028				
26	,325	,928	93,956				
27	,307	,877	94,834				
28	,288	,822	95,656				
29	,267	,764	96,420				
30	,259	,739	97,159				
31	,243	,694	97,853				
32	,220	,629	98,482				
33	,188	,538	99,020				
34	,173	,495	99,514				
35	,170	,486	100,000				

Extraction Method: Principal Component Analysis.
a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Factor analysis was performed for the scale used in the study. As a result of the analysis, it was determined that there are 3 components with an eigen value above. 1. The 1st component explains 22.753 % of the feature tried to be measured with this scale, while the 2nd component explains 11.323 %, and the 3rd component explains 7.731 %, respectively. In total, this scale can explain 41,807 % of the feature that is tried to be measured.

4.3.3. Mobbing Scale Factor Analysis

KMO and Bartlett's Test were conducted to test the compatibility of the data for factor analysis.

Table 4.25. Mobbing scale sample compatibility

KMO and Bartlett's Test		
Kaiser-Mever-Olkin value		.926
Bartlett Value	Ki-square	5995,654
	Df	528
	Sig.	,000

As a result of KMO and Bartlett's test of globalism ($p < 0.05$), it was determined that the data were suitable for factor analysis (Tatlıdil, 2002: 4).

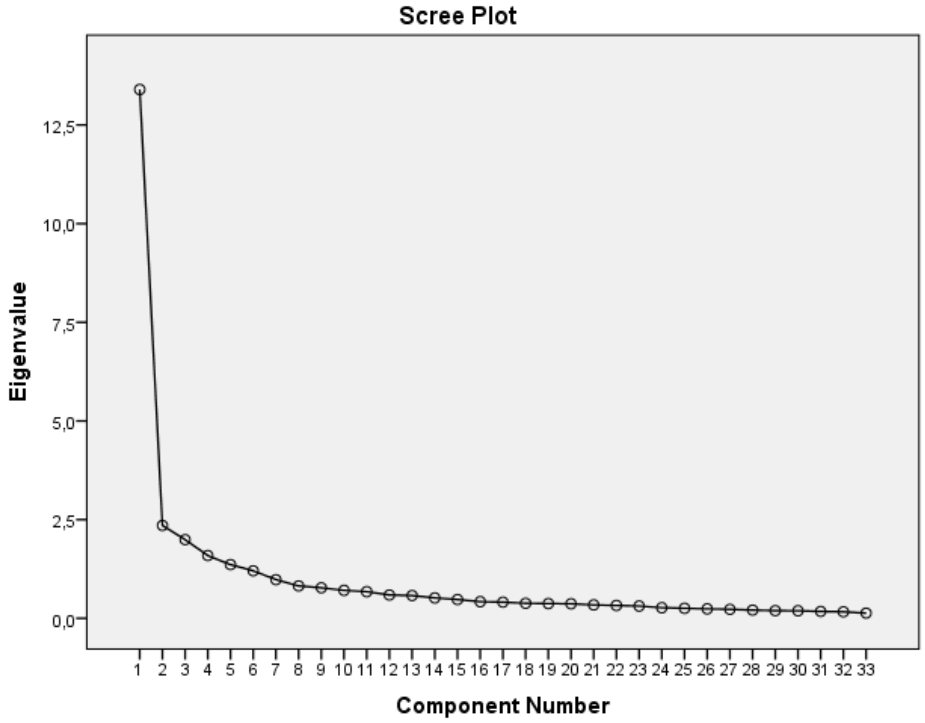

Figure 4.20. Mobbing scale scree plot

As seen in Figure 4.3, the plateau value where the curve continues by flattening is found and it is found that there are 3 factors. After the second factor, the curve becomes linear.

Table 4.26. Mobbing scale factor matrix

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	13,399	40,602	40,602	13,399	40,602	40,602
2	2,353	7,130	47,732	2,353	7,130	47,732
3	1,992	6,037	53,769	1,992	6,037	53,769
4	1,591	4,820	58,589			
5	1,361	4,124	62,713			
6	1,203	3,646	66,359			
7	,980	2,970	69,329			
8	,819	2,483	71,812			
9	,773	2,344	74,156			
10	,708	2,145	76,301			
11	,675	2,045	78,346			
12	,591	1,790	80,136			
13	,577	1,749	81,885			
14	,517	1,568	83,453			
15	,476	1,442	84,896			
16	,422	1,278	86,174			
17	,410	1,243	87,416			
18	,381	1,155	88,571			
19	,373	1,129	89,700			
20	,368	1,115	90,815			
21	,339	1,028	91,843			
22	,325	,984	92,828			
23	,310	,940	93,768			
24	,268	,813	94,582			
25	,254	,770	95,352			
26	,239	,724	96,076			
27	,227	,689	96,764			
28	,209	,633	97,397			
29	,195	,591	97,989			
30	,192	,582	98,571			
31	,175	,531	99,101			
32	,164	,498	99,599			
33	,132	,401	100,000			

Extraction Method: Principal Component Analysis.
a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Factor analysis was performed for the scale used in the study. As a result of the analysis, it was determined that there are 2 components with an eigen value above. 1. The 1st component explains 40,602 % of the feature tried to be measured with this scale, while the 2nd component explains 7,130 %, and the 3rd component 6,037 %, respectively. In total, this scale can explain 53,769 % of the feature that is tried to be measured.

4.4. T Test and Variance Analysis

Socio-demographic information and technology use, leadership structure and mobbing scales t-test and variance analysis of the automotive

and textile sector employees who participated in the survey in Bursa are included in this section.

Table 4.27. Comparison of Technology Usage, Leadership Style and Mobbing scale points according to the scakes of the corporations, where employees are present (n = 277)

Scales	Corporation sector scale	n	$\bar{x}$	s	t	p
Technology Usage Scale	Small scale corporation	104	21,50	2,24	-1,992	0,047*
	Medium scale corporation	173	21,98	1,76		
Leadership Style Scale	Small scale corporation	104	30,20	4,93	-3,146	0,002*
	Medium scale corporation	173	32,74	7,26		
Mobbing Scale	Small scale corporation	104	14,13	9,72	0,361	0,719
	Medium scale corporation	173	13,69	10,01		

When Table 4.31 is examined, it has been determined that there is a statistically significant difference between the scores of the employees of the enterprises on the technology usage scale according to the sectoral scales of the enterprises they work with ($p < 0.05$). **Since the significance value was $p < 0.05$, the H_1 hypothesis was supported.**

It was determined that there is a statistically significant difference between the scores of the employees obtained from the leadership style scale according to the sectoral scales of the enterprises they work with ($p < 0.05$). **Since the significance value was $p < 0.05$, the H_2 hypothesis was supported.**

It has been determined that there is no statistically significant difference between the scores of the employees obtained from the mobbing scale according to the sectoral scales of the enterprises they work with ($p > 0.05$). Since the significance value is $p > 0.05$, the H_3 hypothesis was not supported.

Table 4.28. Comparison of Technology Usage, Leadership Style and Mobbing scale points according to the names of the corporations, where employees are present (n = 277)

	Corporation names	n	$\bar{x}$	S	Min	Max	F	p	Diff.
Technology Usage Scale	Ford Automotive	26	26,58	4,69	18,9	38,9	16,89	0,00	1-4
	Toyota Automotive	52	30,67	4,08	20,3	41,1			
	Brode Textile and Ustaoğlu Textile	61	30,34	6,47	19,7	48,3			
	Beyçelik Automotive	82	34,95	6,40	18,0	48,0			
	Korteks A.Ş.	56	32,18	7,40	17,1	47,4			
Mobbing Scale	Ford Automotive	26	19,68	9,95	0,00	40,0	6,23	0,00*	1-3
	Toyota Automotive	52	13,96	8,90	0,00	31,2			
	Brode Textile and Ustaoğlu Textile	61	10,53	11,04	0,00	33,9			
	Beyçelik Automotive	82	16,05	9,15	0,00	37,3			
	Korteks A.Ş.	56	11,47	8,61	0,00	28,8			
Leadership Style Scale	Ford Automotive	26	26,58	4,69	18,9	38,9	11,46	0,00	1-4
	Toyota Automotive	52	30,67	4,08	20,3	41,1			
	Brode Textile and Ustaoğlu Textile	61	30,34	6,47	19,7	48,3			
	Beyçelik Automotive	82	34,95	6,40	18,0	48,0			
	Korteks A.Ş.	56	32,18	7,40	17,1	47,4			

When Table 4.32 is examined, it has been determined that there is a statistically significant difference between the scores obtained by the employees of the enterprises from the technology use scale according to the names of the companies they work with ($p < 0.05$). **Since the significance value was $p < 0.05$, the H_4 hypothesis was supported.**

It was determined that there is a statistically significant difference between the scores of the employees on the leadership style scale according to the names of the businesses they work with ($p < 0.05$). **Since the significance value was $p < 0.05$, the H_5 hypothesis was supported.**

It was determined that there is a statistically significant difference between the scores of the employees on the mobbing scale according to the names of the businesses they work with ($p < 0.05$). **Since the significance value was $p < 0.05$, the H_6 hypothesis was supported.**

Table 4.29. Comparison of Technology Usage, Leadership Style and Mobbing scale points according to the ages of the employees (n = 277)

	Age	N	$\bar{x}$	s	Min	Max	F	p
Technology Usage Scale	Between 18-25	72	21,66	1,85	17	27	0,886	0,449
	Between 26-35	138	21,87	1,88	17	27		
	Between 36-45	45	22,05	2,20	18	27		
	Between 46-55	22	21,30	2,13	17	27		
Leadership Style Scale	Between 18-25	72	30,68	7,00	17	45	0,979	0,403
	Between 26-35	138	32,05	6,71	18	48		
	Between 36-45	45	32,24	5,57	20	42		
	Between 46-55	22	31,79	6,32	23	48		
Mobbing Scale	Between 18-25	72	14,61	9,19	0,00	37	2,041	0,108
	Between 26-35	138	14,65	9,56	0,00	37		
	Between 36-45	45	10,73	11,14	0,00	40		
	Between 46-55	22	12,81	10,68	0,00	29		

When Table 4.33 is examined, it has been determined that there is no statistically significant difference between the scores of the employees of the enterprise on the technology use scale according to their ages ($p > 0.05$). Since the significance value is $p > 0.05$, the H_7 hypothesis was not supported.

It has been determined that there is no statistically significant difference between the scores of the employees on the leadership style scale according to their ages ($p > 0.05$). Since the significance value is $p > 0.05$, the H_8 hypothesis was not supported.

It was determined that there was no statistically significant difference between the scores of the employees on the mobbing scale according to their ages ($p > 0.05$). Since the significance value is $p > 0.05$, the H_9 hypothesis was not supported.

Table 4.30. Comparison of Technology Usage, Leadership Style and Mobbing scale points according to the genders of the employees (n = 277)

Scales	Sex	n	$\bar{x}$	s	t	p
Technology Usage Scale	Female	91	22,12	1,94	1,923	0,055
	Male	186	21,64	1,96		
Leadership Style Scale	Female	91	31,86	5,72	0,137	0,891
	Male	186	31,75	6,99		
Mobbing Scale	Female	91	9,82	9,36	-4,956	0,000*
	Male	186	15,83	9,55		

When Table 4.34 is examined, it has been determined that there is no statistically significant difference between the scores of the company employees on the technology use scale according to their gender ($p > 0.05$). Since the significance value is $p > 0.05$, the H^{10} hypothesis was not supported.

It was determined that there is no statistically significant difference between the scores of the employees on the leadership style scale according to their gender ($p > 0.05$). Since the significance value is $p > 0.05$, the H^{11} hypothesis was not supported.

It was determined that there is a statistically significant difference between the scores of the employees on the mobbing scale according to their gender ($p < 0.05$). **Since the significance value was $p < 0.05$, the H^{12} hypothesis was supported.**

Table 4.31. Comparison of Technology Usage, Leadership Style and Mobbing scale points according to the marital statuses of the employees (n = 277)

	Marital status	n	$\bar{x}$	s	Min	Max	F	p	Diff.
Technology Usage Scale	Married	176	21,74	2,06	17	27	2,982	0,032*	1-3
	Single	90	21,72	1,54	17	27			
	Widowed	3	23,75	3,30	21	27			
	Divorced	8	23,43	2,89	20	27			
Leadership Style Scale	Married	176	31,17	6,44	18	48	2,325	0,075	
	Single	90	32,83	6,89	17	47			
	Widowed	3	38,38	7,09	32	46			
	Divorced	8	31,14	3,67	26	36			
Mobbing Scale	Married	176	13,11	9,95	0,00	40	1,852	0,138	
	Single	90	15,69	9,77	0,00	37			
	Widowed	3	13,93	10,51	0,00	25			
	Divorced	8	9,69	7,21	0,00	21			

When Table 4.35 is examined, it has been determined that there is a statistically significant difference between the scores of the employees in the technology use scale according to their marital status ($p < 0.05$). **Since the significance value was $p < 0.05$, the H_{13} hypothesis was supported.** This difference arises from married and widowed employees. The scores of the married and widowed employees on the technology use scale were found to be significantly higher than the single and divorced employees.

It was determined that there was no statistically significant difference between the scores of the leadership style scale according to the marital status of the employees ($p > 0.05$). Since the significance value is $p > 0.05$, the H_{14} hypothesis was not supported.

It was determined that there was no statistically significant difference between the scores of the employees on the mobbing scale according to their marital status ($p > 0.05$). Since the significance value is $p > 0.05$, the H_{15} hypothesis was not supported.

Table 4.32. Comparison of Technology Usage, Leadership Style and Mobbing scale points according to the family types of the employees (n = 277)

	Family type	n	$\bar{x}$	s	Min	Max	F	p
Technology Usage Scale	Core	193	21,71	1,93	17	27	1,491	0,227
	Large-Semi large	73	21,90	2,09	17	27		
	Divided	11	21,80	1,97	21	27		
Leadership Style Scale	Core	193	31,44	6,48	17	48	0,901	0,408
	Large-Semi large	73	32,64	7,03	19	48		
	Divided	11	32,23	5,33	23	39		
Mobbing Scale	Core	193	13,43	10,16	00	40	1,134	0,323
	Large-Semi large	73	14,41	9,45	00	37		
	Divided	11	17,71	7,07	55	26		

When Table 4.36 is examined, it has been determined that there is no statistically significant difference between the scores of business employees on the technology use scale according to family types ($p > 0.05$). Since the significance value is $p > 0.05$, the H_{16} hypothesis was not supported.

It was determined that there is no statistically significant difference between the scores of the employees on the leadership style scale according to family types ($p > 0.05$). Since the significance value is $p > 0.05$, the H_{17} hypothesis was not supported.

It was found that there was no statistically significant difference between the scores of the employees on the mobbing scale according to their family types (p > 0.05). Since the significance value is p > 0.05, the H_{18} hypothesis was not supported.

Table 4.33. Comparison of Technology Usage, Leadership Style and Mobbing scale points according to the education statuses of the employees (n = 277)

	Education status	n	$\bar{x}$	s	Min	Max	F	p	Diff.
Technology Usage Scale	Primary	53	22,17	2,32	17	27	3,499	0,004*	2-5
	Secondary	24	22,39	2,11	18	26			
	Highschool	119	21,98	1,91	18	27			
	Associate	22	21,08	1,90	17	25			
	Undergraduate	48	20,96	1,37	17	23			
	Graduate	11	21,93	1,61	18	25			
Leadership Style Scale	Primary	53	32,51	6,26	21	48	2,494	0,031*	3-4
	Secondary	24	30,04	6,79	20	46			
	Highschool	119	32,94	7,02	17	48			
	Associate	22	28,93	5,47	19	41			
	Undergraduate	48	30,49	5,86	18	47			
	Graduate	11	30,96	5,36	22	37			
Mobbing Scale	Primary	53	13,82	12,22	00	37	1,267	0,278	-
	Secondary	24	10,40	9,23	00	40			
	Highschool	119	14,28	8,73	00	34			
	Associate	22	17,36	9,06	00	30			
	Undergraduate	48	13,31	9,43	00	30			
	Graduate	11	12,39	13,10	00	33			

When Table 4.37 is examined, it has been determined that there is a statistically significant difference between the scores of the employees in the technology use scale according to their education levels (p < 0.05). **Since the significance value was p < 0.05, the H_{19} hypothesis was supported.** This difference stems from employees with secondary and undergraduate degrees.

It was determined that there is a statistically significant difference between the scores of the employees on the leadership style scale according to their educational status (p < 0.05). **Since the significance value was p < 0.05, the H_{20} hypothesis was supported.** This difference is due to high school and associate degree graduates.

It was determined that there was no statistically significant difference between the scores of the employees on the mobbing scale according to their

education level (p > 0.05). Since the significance value is p > 0.05, the H_{21} hypothesis was not supported.

Table 4.34. Comparison of Technology Usage, Leadership Style and Mobbing scale points according to the professions of the employees (n = 277)

	Profession	n	$\bar{x}$	s	Min	Max	F	p
Technology Usage Scale	Worker	212	21,86	2,05	17	27	0,221	0,953
	Operator	3	21,25	1,25	20	22		
	Laboratory personnel	4	21,25	0,00	21	21		
	Accounting	24	21,66	1,59	18	26		
	Engineer	16	21,56	1,47	20	25		
	Officer	18	21,73	2,14	18	27		
Leadership Style Scale	Worker	212	32,00	6,69	17	48	0,525	0,757
	Operator	3	28,09	6,42	22	35		
	Laboratory personnel	4	29,57	2,81	25	31		
	Accounting	24	30,47	7,36	18	45		
	Engineer	16	32,25	3,72	24	37		
	Officer	18	31,74	7,16	19	42		
Mobbing Scale	Worker	212	14,20	9,58	00	40	1,886	0,097
	Operator	3	10,00	8,82	2	19		
	Laboratory personnel	4	20,22	14,42	00	33		
	Accounting	24	15,63	10,56	1	33		
	Engineer	16	11,97	10,58	00	27		
	Officer	18	8,36	9,92	00	28		

When Table 4.38 is examined, it has been determined that there is no statistically significant difference between the scores of the company employees on the technology use scale according to their professions (p > 0.05). Since the significance value is p > 0.05, the H_{22} hypothesis was not supported.

It has been determined that there is no statistically significant difference between the scores of the employees on the leadership style scale according to their profession (p > 0.05). Since the significance value is p > 0.05, the H_{23} hypothesis was not supported.

It was determined that there was no statistically significant difference between the scores of the employees on the mobbing scale according to their profession (p > 0.05). Since the significance value is p > 0.05, the H_{24} hypothesis was not supported.

Table 4.35. Comparison of Technology Usage, Leadership Style and Mobbing scale points according to the corporations of the employees (n = 277)

Scales	Corporation	n	$\bar{x}$	S	F	p
Technology Usage Scale	Automotive	160	21,31	1,77	25,774	0,000*
	Textile	117	22,47	2,03		
Leadership Style Scale	Automotive	160	32,20	6,29	1,489	0,223
	Textile	117	31,22	6,97		
Mobbing Scale	Automotive	160	15,96	9,92	18,174	0,000*
	Textile	117	10,98	9,88		

When Table 4.39 is examined, it has been determined that there is a statistically significant difference between the scores of the employees of the enterprise on the technology use scale according to their institutions ($p < 0.05$). **Since the significance value is $p < 0.05$, the H_{25} hypothesis was supported.** The scores of the textile workers in the technology use scale were found to be higher than those in the automotive industry.

It was determined that there is no statistically significant difference between the scores of the employees on the leadership style scale according to their institutions ($p > 0.05$). Since the significance value is $p > 0.05$, the H_{26} hypothesis was not supported.

It was determined that there is a statistically significant difference between the scores of the employees on the mobbing scale according to their institutions ($p < 0.05$). **Since the significance value was $p < 0.05$, the H_{27} hypothesis was supported.** The scores of automotive workers on the mobbing scale were found to be higher than those working in textiles.

Table 4.36. Comparison of Technology Usage, Leadership Style and Mobbing scale points according to the employed departments of the employees (n = 277)

	Department	n	$\bar{x}$	s	Min	Max	F	p	Diff.
Technology Usage Scale	Information	2	21,25	0,00	21	21	0,792	0,636	-
	Dyehouse	174	21,96	2,12	17	27			
	Time Sheet & Drum	8	21,25	0,66	20	22			
	Accounting	17	21,47	1,66	18	26			
	R&D	20	21,87	1,79	17	25			
	Human Resources	12	21,45	1,04	18	22			
	Quality Control	25	21,95	1,94	20	27			
	Management	9	20,55	1,98	17	25			
	Purchase	6	21,66	1,51	20	23			
	Customer Relations	2	20,62	0,88	20	21			
	Technical Dept.	2	20,62	2,65	18	22			
Leadership Style Scale	Information	2	30,57	4,84	27	34	1,942	0,040	7-11
	Dyehouse	174	32,13	6,73	17	48			
	Time Sheet & Drum	8	31,46	4,14	26	38			
	Accounting	17	28,65	6,35	18	41			
	R&D	20	29,42	5,74	18	39			
	Human Resources	12	33,88	7,38	19	42			
	Quality Control	25	34,81	6,17	22	46			
	Management	9	28,47	4,98	20	35			
	Purchase	6	30,52	4,81	25	38			
	Customer Relations	2	30,71	8,68	24	36			
	Technical Dept.	2	24,00	1,61	22	25			
Mobbing Scale	Information	2	6,06	2,57	4	7	1,100	0,362	-
	Dyehouse	174	13,46	9,96	00	40			
	Time Sheet & Drum	8	7,27	8,15	00	21			
	Accounting	17	15,56	11,47	1	33			
	R&D	20	14,22	9,80	00	29			
	Human Resources	12	16,28	6,90	2	25			
	Quality Control	25	16,55	8,43	00	30			
	Management	9	12,55	13,12	00	33			
	Purchase	6	17,27	11,22	5	28			
	Customer Relations	2	6,21	8,78	00	12			
	Technical Dept.	2	19,69	1,71	18	20			

When Table 4.40 is examined, it has been determined that there is no statistically significant difference between the scores of the employees in the technology use scale according to the units they work in ($p > 0.05$). The H_{28} hypothesis was not supported since the significance value was $p > 0.05$.

It was determined that there is a statistically significant difference between the scores of the leadership style scale of the employees according

to the units they work in (p < 0.05). **Since the significance value was p < 0.05, the H_{29} hypothesis was supported.** The scores they got from the leadership style scale were found to be higher than those working in the technical unit. The scores obtained by the employees in the quality control unit on the leadership style scale were found to be higher than the employees in other units.

It was determined that there was no statistically significant difference between the scores of the employees on the mobbing scale according to the units they work in (p > 0.05). Since the significance value is p > 0.05, the H_{30} hypothesis was not supported.

Table 4.37. Comparison of Technology Usage, Leadership Style and Mobbing scale points according to the employment terms of the employees in these positions (n = 277)

	Working term in such position	n	$\bar{x}$	s	Min	Max	F	P	Diff.
Technology Usage Scale	Between 0-10 years	233	21,99	1,93	17	27	6,540	0,00	2-4
	Between 11-20 years	32	20,54	1,64	17	26			
	Between 21-30 years	9	20,97	1,36	18	22			
	31 years and over	3	23,33	1,97	20	27			
Leadership Style Scale	Between 0-10 years	233	31,92	6,65	17	48	0,248	0,86	-
	Between 11-20 years	32	30,94	6,81	20	47			
	Between 21-30 years	9	31,65	4,92	24	41			
	31 years and over	3	30,47	5,86	24	35			
Mobbing Scale	Between 0-10 years	233	13,17	9,41	00	37	3,633	0,13	-
	Between 11-20 years	32	18,94	10,82	00	37			
	Between 21-30 years	9	15,18	13,14	00	40			
	31 years and over	3	0,85	13,29	00	23			

When Table 4.41 is examined, it has been determined that there is a statistically significant difference between the scores of the company employees on the technology use scale according to their working time in this task (p < 0.05). **Since the significance value was p < 0.05, the H_{31} hypothesis was supported.** This difference arises from employees with a period of 11-20 years and 31 years or more in this position. The scores of the employees with 11-20 years of working in this position on the technology use

scale were found to be significantly higher than the employees working in this other position.

It was determined that there was no statistically significant difference between the scores obtained by the employees on the leadership style scale according to their working time in this position ($p > 0.05$). Since the significance value is $p > 0.05$, the H_{32} hypothesis was not supported.

It was found that there was no statistically significant difference between the scores of the employees on the mobbing scale according to their working time in this position ($p > 0.05$). Since the significance value is $p > 0.05$, the H_{33} hypothesis was not supported.

Table 4.38. Comparison of Technology Usage, Leadership Style and Mobbing scale points according to the current positions of the employees (n = 277)

	Current position	n	$\bar{x}$	s	Min	Max	F	p	Diff.
Technology Usage Scale	Manager	14	21,69	2,33	18	27	0,947	0,47	2-4
	Worker	208	21,88	1,99	17	27			
	Accounting Personnel	13	21,82	1,58	20	26			
	R&D Center Director	2	18,75	1,76	17	20			
	Human Resources Manager	8	21,25	1,15	18	22			
	Engineer	17	21,76	1,87	20	27			
	Officer	12	21,66	2,01	18	26			
	Technician	3	21,80	1,97	17	27			
Leadership Style Scale	Manager	14	32,65	7,04	22	45	2,478	0,18	6-8
	Worker	208	31,88	6,44	17	48			
	Accounting Personnel	13	27,62	4,56	19	37			
	R&D Center Director	2	30,85	4,04	28	33			
	Human Resources Manager	8	32,96	8,22	19	41			
	Engineer	17	35,61	7,26	20	46			
	Officer	12	29,50	6,25	18	42			
	Technician	3	24,38	1,31	22	25			
Mobbing Scale	Manager	14	15,69	10,06	0	33	0,446	0,87	-
	Worker	208	13,46	9,97	0	40			
	Accounting Personnel	13	14,84	11,56	2	33			
	R&D Center Director	2	17,42	16,92	5	29			
	Human Resources Manager	8	15,15	7,74	2	25			
	Engineer	17	12,83	8,76	0	28			
	Officer	12	16,01	10,44	0	28			
	Technician	3	19,79	1,22	18	20			

When Table 4.42 is examined, it was found that there is a statistically significant difference between the scores of the employees of the enterprise according to their current positions on the technology use scale ($p < 0.05$). **Since the significance value was $p < 0.05$, the H_{34} hypothesis was supported.** This difference is due to the current positions worker and Director of the R&D Center.

It was determined that there is a statistically significant difference between the scores of the employees on the leadership style scale according to their current positions ($p < 0.05$). **Since the significance value was $p < 0.05$, the H_{35} hypothesis was supported.** This difference is due to the current positions of engineers and technicians. The scores that engineers got from the leadership styles scale were found to be significantly higher than the employees in other positions.

It was determined that there was no statistically significant difference between the scores of the employees on the mobbing scale according to their current positions ($p > 0.05$). Since the significance value is $p > 0.05$, the H_{36} hypothesis was not supported.

Table 4.39. Comparison of Technology Usage, Leadership Style and Mobbing scale points according to the education statuses of employees in connection with their positions (n = 277)

Scales	Education	n	$\bar{x}$	s	t	p
Technology Usage Scale	N/A	101	21,77	2,15	-0,225	0,822
	Available	176	21,82	1,86		
Leadership Style Scale	N/A	101	31,66	6,07	-0,248	0,804
	Available	176	31,85	6,88		
Mobbing Scale	N/A	101	13,78	9,64	-0,91	0,928
	Available	176	13,90	10,05		

When Table 4.43 is examined, it was determined that there is no statistically significant difference between the scores of the employees in the technology use scale according to their training status ($p > 0.05$). H_{37} hypothesis was not supported since the significance value was $p > 0.05$.

It was determined that there is no statistically significant difference between the scores of the leadership style scale according to the training

status of the employees regarding their position (p > 0.05). Since the significance value is p > 0.05, the H_{38} hypothesis was not supported.

It was determined that there was no statistically significant difference between the scores of the employees on the mobbing scale according to their training status (p > 0.05). Since the significance value is p > 0.05, the H_{39} hypothesis was not supported.

Table 4.40. Comparison of Technology Usage, Leadership Style and Mobbing scale points according to the working types of the employees (n = 277)

	Working type	n	$\bar{x}$	S	Min	Max	F	p	Diff.
Technology Usage Scale	Shift	91	21,96	1,99	17	27	0,884	0,34	-
	Full day	186	21,72	1,96	17	27			
Leadership Style Scale	Shift	91	32,22	7,47	17	48	0,582	0,44	-
	Full day	186	31,57	6,12	18	47			
Mobbing Scale	Shift	91	15,62	9,10	00	37	4,364	0,38	1-2
	Full day	186	12,99	10,16	00	40			

When Table 4.44 is examined, it has been determined that there is no statistically significant difference between the scores of the company employees on the technology use scale according to their working style (p > 0.05). Since the significance value is p > 0.05, the H_{40} hypothesis was not supported.

It has been determined that there is no statistically significant difference between the scores of the leadership style scale according to the working style of the employees (p > 0.05). Since the significance value is p > 0.05, the H_{41} hypothesis was not supported.

It was determined that there is a statistically significant difference between the scores of the employees on the mobbing scale according to their working style (p < 0.05). **Since the significance value was p < 0.05, the H_{42} hypothesis was supported.** This difference is due to full time employees. The scores obtained by shift workers on the mobbing scale were found to be significantly higher than employees in other positions.

Table 4.41. Comparison of Technology Usage, Leadership Style and Mobbing scale points according to the social security types of the employees (n = 277)

	Social security types	n	$\bar{x}$	S	Min	Max	F	p	Diff.
Techology Usage Scale	Pension Fund	3	20,00	2,16	17	21	2,855	0,38	1-4
	SSO	245	21,75	1,92	17	27			
	Green Card	26	22,26	2,09	20	27			
	Others	3	24,16	2,88	22	27			
Leadership Style Scale	Pension Fund	3	25,71	6,10	18	30	1,573	0,196	-
	SSO	245	31,68	6,65	17	48			
	Green Card	26	33,61	5,84	20	46			
	Others	3	30,66	5,12	27	36			
Mobbing Scale	Pension Fund	3	12,92	7,48	6	20	0,248	0,86	-
	SSO	245	13,96	10,07	0	40			
	Green Card	26	13,53	8,81	0	28			
	Others	3	9,19	6,54	3	16			

When Table 4.45 is examined, it was determined that there is a statistically significant difference between the scores of the employees of the enterprise on the technology use scale according to their social security types ($p < 0.05$). **Since the significance value was $p < 0.05$, the H_{43} hypothesis was supported.** This difference arises from employees who are subject to the Pension Fund and other forms of social security. The scores obtained from the technology use scale of the employees who have other forms of social security among the social security types of their employees were found to be significantly higher than the other employees.

It was determined that there is no statistically significant difference between the scores of the employees on the leadership style scale according to their social security types ($p > 0.05$). Since the significance value is $p > 0.05$, the H_{44} hypothesis was not supported.

It was determined that there was no statistically significant difference between the scores of the employees on the mobbing scale according to their social security types ($p > 0.05$). Since the significance value is $p > 0.05$, the H_{45} hypothesis was not supported.

Table 4.42. Comparison of Technology Usage, Leadership Style and Mobbing scale points according to the socio-economical statuses of the employees (n = 277)

	Perceived economic status	n	$\bar{x}$	s	Min	Max	F	p
Technology Usage Scale	Low	74	21,74	2,04	17	27	1,265	0,284
	Intermediate	199	21,85	1,95	17	27		
	High	4	20,31	0,62	20	21		
Leadership Style Scale	Low	74	30,69	6,52	17	45	1,695	0,186
	Intermediate	199	32,14	6,62	18	48		
	High	4	34,64	4,10	31	40		
Mobbing Scale	Low	74	12,89	9,77	0	40	0,568	0,567
	Intermediate	199	14,25	9,87	0	37		
	High	4	12,19	14,04	0	26		

When Table 4.46 is examined, it was determined that there is no statistically significant difference between the scores of the employees in the technology use scale according to their perceived socio-economic status ($p > 0.05$). Since the significance value is $p > 0.05$, the H_{46} hypothesis was not supported.

It was determined that there was no statistically significant difference between the scores of the leadership style scale according to the socio-economic status of the employees perceived ($p > 0.05$). Since the significance value is $p > 0.05$, the H_{47} hypothesis was not supported.

It was determined that there was no statistically significant difference between the scores of the employees on the mobbing scale according to their perceived socio-economic status ($p > 0.05$). Since the significance value is $p > 0.05$, the H_{48} hypothesis was not supported.

Table 4.43. Comparison of Technology Usage, Leadership Style and Mobbing scale points according to the places, where employees spent their childhoods (n = 277)

Scales	Place, where his/her childhood is spent	n	$\bar{x}$	s	t	p
Technology Usage Scale	Urban	141	21,73	1,98	-0,579	0,563
	Rural	136	21,87	1,96		
Leadership Style Scale	Urban	141	31,08	6,50	-1,819	0,070
	Rural	136	32,52	6,63		
Mobbing Scale	Urban	141	12,92	10,36	-1,608	0,109
	Rural	136	14,83	9,31		

When Table 4.47 is examined, it was determined that there is no statistically significant difference between the scores of the company

employees on the technology use scale according to the places where their childhood passed (p > 0.05). Since the significance value is p > 0.05, the H_{49} hypothesis was not supported.

It was determined that there was no statistically significant difference between the scores of the employees on the leadership style scale according to the places where their childhood passed (p > 0.05). Since the significance value is p > 0.05, the H_{50} hypothesis was not supported.

It was determined that there was no statistically significant difference between the scores of the employees on the mobbing scale according to the places where their childhood passed (p > 0.05). Since the significance value is p > 0.05, the H_{51} hypothesis was not supported.

Tablo 4.44**. *Comparison of Technology Usage, Leadership Style and Mobbing scale points according to the places, where employees lived for the most of their lives (n = 277)***

Scales	Longest lived places	n	$\bar{x}$	s	t	p
Technology Usage Scale	Urban	235	21,72	2,00	-1,636	0,103
	Rural	42	22,26	1,70		
Leadership Style Scale	Urban	235	31,63	6,60	-0,935	0,351
	Rural	42	32,66	6,54		
Mobbing Scale	Urban	235	14,27	9,89	1,659	0,098
	Rural	42	11,53	9,61		

When Table 4.48 is examined, it was determined that there is no statistically significant difference between the scores of the employees in the technology use scale according to the places they live the longest (p > 0.05). Since the significance value is p > 0.05, the H_{52} hypothesis was not supported.

It was determined that there was no statistically significant difference between the scores of the employees on the leadership style scale according to the places where they lived the longest (p > 0.05). Since the significance value is p > 0.05, the H_{53} hypothesis was not supported.

It was determined that there was no statistically significant difference between the scores of the employees on the mobbing scale according to the places where they lived the longest (p > 0.05). Since the significance value is p > 0.05, the H_{54} hypothesis was not supported.

Table 4.49: Inspection of Scale and Sub-dimension Differences Between Small and Large Scale Corporations According to Sectors

Sector	Scale and Sub-dimensions	Corp. Scale	n	Ort.	S.S.	t	p
Automotive	Mobbing Scale	Small	78	1,59	0,96	-0,121	0,904
		Medium	82	1,60	0,92		
	Technology Usage Scale	Small	78	2,06	0,16	-4,999	**0,000***
		Medium	82	2,20	0,17		
	Transformative Leadership	Small	78	60,35	15,55	-4,443	**0,000***
		Medium	82	70,85	14,37		
	Sustainabile Leadership	Small	78	19,91	4,93	-5,266	**0,000***
		Medium	82	24,18	5,32		
	Releasing Leadership	Small	78	22,32	6,13	-5,111	**0,000***
		Medium	82	27,32	6,23		
Textile	Mobbing Scale	Small	26	0,89	0,83	-1,351	0,183
		Medium	91	1,16	1,03		
	Technology Usage Scale	Small	26	2,41	0,19	5,038	**0,000***
		Medium	91	2,20	0,18		
	Transformative Leadership	Small	26	71,65	15,55	1,934	0,058
		Medium	91	64,33	21,42		
	Sustainabile Leadership	Small	26	23,38	4,99	1,686	0,094
		Medium	91	21,01	6,65		
	Releasing Leadership	Small	26	20,15	6,95	-1,186	0,238
		Medium	91	22,02	7,12		

t: Independent Sample T Testi *: $p < 0,05$

When the table is examined, as a result of the independent sample t test applied:

There is a statistically significant difference between small and medium-sized enterprises in the automotive sector in terms of the Technology Usage Scale, Transformative Leadership sub-dimension, Sustainable Leadership sub-dimension and Releasing Leadership sub-dimension scores ($p < 0.05$). Accordingly, the Technology Usage Scale, Transformative Leadership sub-dimension, Sustainable Leadership sub-dimension and Releasing Leadership sub-dimension scores of medium-sized enterprises in the automotive sector are significantly higher than the small-scale enterprises in the automotive sector. There is no statistically significant difference between small and medium-sized enterprises in the automotive sector in terms of Mobbing Scale scores ($p > 0.05$).

There is a statistically significant difference between small and medium-sized enterprises in the textile sector in terms of Technology Usage Scale scores ($p < 0.05$). Accordingly, the Technology Usage Scale scores of small-scale enterprises in the Textile Sector are significantly higher than medium-sized enterprises in the textile sector. There is no statistically significant difference between small and medium-sized enterprises in the textile sector in terms of Mobbing Scale, Transformative Leadership sub-dimension, Sustainable Leadership sub-dimension and Releasing Leadership sub-dimension scores ($p > 0.05$).

Table 4.50 Inspection of Scale and Sub-dimension Differences Between Sectors According to Corporation Scales

Corporation Scale	Scale and Sub-dimensions	Sector	n	Ort.	S.S.	t	p
Small	Mobbing Scale	Automotive	78	1,59	0,96	3,295	**0,001***
		Textile	26	0,89	0,83		
	Technology Usage Scale	Automotive	78	2,06	0,16	-9,048	**0,000***
		Textile	26	2,41	0,19		
	Transformative Leadership	Automotive	78	60,35	15,55	-3,211	**0,003***
		Textile	26	71,65	15,55		
	Sustainable Leadership	Automotive	78	19,91	4,93	-3,105	**0,002***
		Textile	26	23,38	4,99		
	Releasing Leadership	Automotive	78	22,32	6,13	1,510	**0,134**
		Textile	26	20,15	6,95		
Medium	Mobbing Scale	Automotive	82	1,60	0,92	3,024	**0,003***
		Textile	91	1,16	1,03		
	Technology Usage Scale	Automotive	82	2,20	0,17	-0,252	0,801
		Textile	91	2,20	0,18		
	Transformative Leadership	Automotive	82	70,85	14,37	2,373	**0,019***
		Textile	91	64,33	21,42		
	Sustainable Leadership	Automotive	82	24,18	5,32	3,489	**0,001***
		Textile	91	21,01	6,65		
	Releasing Leadership	Automotive	82	27,32	6,23	5,178	**0,000***
		Textile	91	22,02	7,12		

t: Independent Sample T Test *: $p < 0,05$

When the table is examined, as a result of the independent sample t test applied:

There is a statistically significant difference between small-scale automotive and textile enterprises in terms of Mobbing Scale, Technology Usage Scale, Transformative Leadership sub-dimension, Sustainable Leadership sub-dimension and Releasing Leadership sub-dimension scores ($p < 0.05$). Accordingly, the Mobbing Scale scores of the small-scale automotive sector enterprises are significantly higher than the small-scale textile sector enterprises. Small-scale enterprises in the textile sector have significantly higher scores on the Technology Usage Scale, Transformative Leadership sub-dimension, Sustainable Leadership sub-dimension and Releasing Leadership sub-dimension than small-scale automotive sector enterprises.

There is a statistically significant difference between medium-sized automotive and textile enterprises in terms of Mobbing Scale, Transformative Leadership sub-dimension, Sustainable Leadership sub-dimension and Releasing Leadership sub-dimension scores ($p < 0.05$). Accordingly, the Mobbing Scale, Transformative Leadership sub-dimension, Sustainable Leadership sub-dimension and Releasing Leadership sub-dimension scores of the enterprises in the medium-sized automotive sector are significantly higher than the enterprises in the medium-sized textile sector. There is no statistically significant difference between companies in the medium-sized automotive and textile sectors in terms of Technology Usage Scale scores ($p > 0.05$).

Table 5.51: Inspection of the Scale and Sub-dimension Differences According to Operation Sectors

Scale and Sub-dimensions	Sector	n	Ort.	S.S.	t	p
Mobbing Scale	Automotive	160	1,60	0,93	4,263	**0,000***
	Textile	117	1,10	0,99		
Technology Usage Scale	Automotive	160	2,13	0,18	-4,973	**0,000***
	Textile	117	2,25	0,20		
Transformative Leadership	Automotive	160	65,73	15,81	-0,100	0,921
	Textile	117	65,96	20,43		
Sustainable Leadership	Automotive	160	22,10	5,54	0,764	0,446
	Textile	117	21,54	6,38		
Releasing Leadership	Automotive	160	24,88	6,65	3,894	**0,000***
	Textile	117	21,61	7,10		

t: Independent Sample T Test *: $p < 0,05$

When the table is examined, there is a statistically significant difference between the companies in the automotive and textile sectors in terms of Mobbing Scale, Technology Usage Scale and Releasing Leadership sub-dimension scores as a result of the independent sample t test applied ($p < 0.05$). Accordingly, the Mobbing Scale and Liberal Leadership sub-dimension scores of the enterprises in the automotive sector are significantly higher than the companies in the textile sector. The Technology Usage scale scores of the enterprises in the textile sector are significantly higher than the companies in the automotive sector.

Table 4.52: Inspection of Relations Between Scales & Sub-dimensions

		Mobbing Scale	Technology Usage Scale	Transformative Leadership	Sustainable Leadership	Releasing Leadership
Mobbing Scale	r	1	**-,261****	**-,237****	-0,039	**,264****
	p		**0,000**	**0,000**	0,520	**0,000**
Technology Usage Scale	r		1	**,287****	**,185****	-0,004
	p			**0,000**	**0,002**	0,951
Transformative Leadership	r			1	**,342****	0,023
	p				**0,000**	0,704
Sustainable Leadership	r				1	**,564****
	p					**0,000**
Releasing Leadership	r					1
	p					

r: Pearson Correlation Coefficient **: p < 0,01

When Table 4 is examined, as a result of the correlation analysis applied, there is a statistically significant low level negative relationship between Mobbing Scale scores and Technology Usage Scale, Transformative Leadership sub-dimension scores. There is a statistically significant low level positive correlation between Mobbing Scale scores and Releasing Leadership sub-dimension scores.

There is a statistically significant low level positive correlation between the scores of Technology Usage Scale and Transformative Leadership and Sustainable Leadership sub-dimension scores.

Testing Study Model (Structural Equality Modelling)

Table 4.53 Structural Model's Compatibility Index Values

	Structural Model's Compatibility Indexes	**Good Compatibility**	**Acceptable Compatibility**
χ^2/sd	1,631	≤3	4-5
GFI	0,998	≥ 0,90	(0,89-0,85)
CFI	0,997	≥ 0,95	≥ 0,90
RMSEA	0,048	≤ 0,05	(0,06-0,08)
SRMR	0,020	≤ 0,05	(0,06-0,08)

When Table 5 is examined, fit indices of the research model drawn are shown. Accordingly, it is seen that χ^2 / df = 1.631, GFI = 0.998, CFI = 0.997, RMSEA = 0.048 and SRMR = 0.020. When these results were examined, it was seen that all fit indices fit well, so the structural model drawn was verified and the results could be interpreted. The results of the structural model are shown in Table 6, and the path diagram for the structural model is given below.

Table 4.54: Results Related With Structural Model

			β	St. β	S.H.	t	p
Mobbing	<---	Technology_Usage	-1,309	-0,261	0,291	-4,492	***
Transformative_Leadership	<---	Technology_Usage	21,886	0,241	5,333	4,104	***
Ssustainable_Leadership	<---	Technology_Usage	5,626	0,19	1,814	3,101	**0,002****
Releasing_Leadership	<---	Technology_Usage	2,492	0,07	2,137	1,167	0,243
Transformative_Leadership	<---	Mobbing	-3,139	-0,174	1,063	-2,952	**0,003****
Ssustainable_Leadership	<---	Mobbing	0,061	0,01	0,362	0,168	0,867
Releasing_Leadership	<---	Mobbing	2,004	0,282	0,426	4,705	***

β: Regression Coefficient St. β: Standardized Regression Coefficient **: p < 0,01 ***: p < 0,001

S. H. : Standard Deviation

When Table 6 is examined, the use of Technology has a statistically significant effect on Mobbing, Transformative Leadership, and Sustainable Leadership ($p < 0.05$), while it does not have a statistically significant effect on Liberal Leadership ($p > 0.05$). Mobbing has a statistically significant effect on Transformative Leadership and Liberal Leadership ($p < 0.05$), while there is no statistically significant effect on Sustainable Leadership ($p > 0.05$). Accordingly, Use of Technology has a negative effect on Mobbing. The Use of Technology has a positive effect on Transformative Leadership. The Use of Technology has a positive effect on Sustainable Leadership. Mobbing has a negative effect on Transformative Leadership. Mobbing has a positive effect on Liberal Leadership.

Structural Model Related Path Diagram

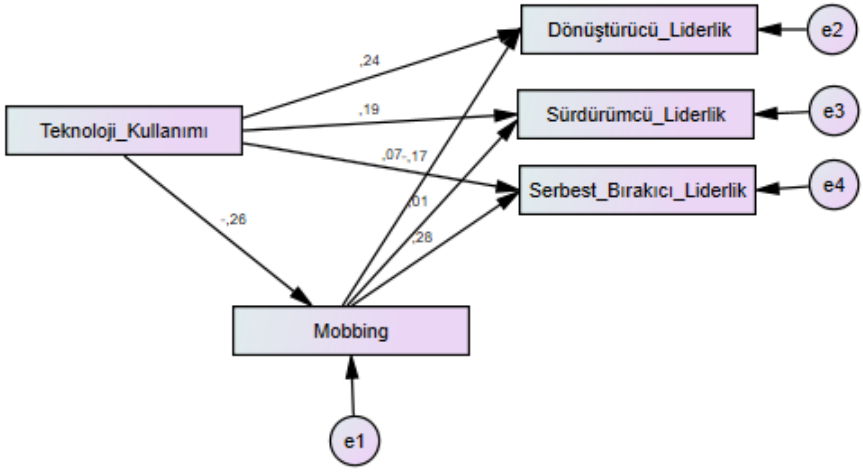

Table 4.55 Results Related With Mediation Analyzes

Mediation Related Hypothesis			When Mediator Variable is Absent	When Mediator Variable is Available	Type of Mediation
Independent	**Mediator**	**Dependant**			
Technology Usage	Mobbing	Transformative Leadership	0,287 **(0,000)*** **	0,241 **(0,000)*** **	N/A
Technology Usage	Mobbing	Sustainable Leadership	0,185 **(0,002)** **	0,188 **(0,002)** **	N/A
Technology Usage	Mobbing	Releasing Leadership	-0,004 (0,951)	-	N/A

****: p < 0,001*

When Table 7 is examined, firstly the significance of the direct effect, which is in the absence of mediator variables in the model, has been examined. Results with no mediator variables are shown in the first column. Values outside the brackets show the standardized direct effects, and the values in the brackets show the significance of these direct effects. Accordingly, as the effect of Technology Use on Transformative Leadership and Sustainable Leadership is significant when there is no mediator variable, a mediation review can be made here. Since the effect of Technology Use on Liberal Leadership is not significant when there is no mediator variable, a mediation analysis could not be done here.

The effect of Technology Use on Transformative Leadership is unchanged when the mediator is variable or not variable. Therefore, Mobbing does not mediate the effect of Technology Use on Transformative Leadership.

The effect of Technology Use on Sustainable Leadership is unchanged when the mediator is variable or not variable. Therefore, Mobbing does not mediate the effect of Technology Use on Sustainable Leadership.

Hypothesis and Results

H_1: Technology Usage Scale scores affect Transformative Leadership scores.

Result: It is shown in Table 6 and the hypothesis has been accepted.

H_2: Technology Usage Scale scores affect Sustainable Leadership scores.

Result: It is shown in Table 6 and the hypothesis has been accepted.

H_3: Technology Usage Scale scores affect the Liberal Leadership scores.

Result: It is shown in Table 6 and the hypothesis was not accepted.

H_4: Technology Use Scale scores affect Mobbing Scale scores.

Result: It is shown in Table 6 and the hypothesis has been accepted.

H_5: Mobbing Scale scores affect Transformative Leadership scores.

Result: It is shown in Table 6 and the hypothesis has been accepted.

H_6: Mobbing Scale scores affect the Sustainable Leadership scores.

Result: It is shown in Table 6 and the hypothesis was not accepted.

H_7: Mobbing Scale scores affect Liberating Leadership scores.

Result: It is shown in Table 6 and the hypothesis has been accepted.

H_8: The effect of Technology Usage Scale scores on Transformative Leadership scores is mediated by Mobbing Scale scores.

Result: It is shown in Table 7 and the hypothesis was not accepted.

H_9: The effect of Technology Usage Scale scores on Sustainable Leadership scores is mediated by Mobbing Scale scores.

Result: It is shown in Table 7 and the hypothesis was not accepted.

H_{10}: The effect of Technology Usage Scale scores on Liberal Leadership scores is mediated by Mobbing Scale scores.

Result: It is shown in Table 7 and the hypothesis was not accepted.

4.5. Correlation Analysis

The high reliability of the survey questions enabled us to investigate the relationship between mobbing and leadership style variables. First of all, the average of each set of questions was taken so that the questionnaires could be examined easily. Pearson's correlation analysis was performed to see the correlation between variables based on these averages. The results we will obtain here will provide guidance about which variables have a positive relationship.

Table 4.56. Correlation Analysis Results Over Question Groups

		Technology usage	Leadership	Mobbing
Technology usage	**R**	1		
	P			
Leadership	**R**	,270**	1	
	P	,000		
Mobbing	**R**	-,261**	-,110	1
	P	,000	,068	

**: p < 0,001

As seen in Table 4.49, there is a low level of negative direction between mobbing behaviors and leadership style (r = -0.110, p = 0.068), a low degree of negative direction between mobbing behaviors and technology use (r = -0.261, p = 0.000), leadership styles It was found that there is a low degree of positive (r = 0.270, p = 0.000) relationship between and technology use.

According to the result of the correlation analysis, it can be said that the mobbing behaviors of the managers of automotive and textile companies act inversely proportional to their leadership and technology use, while leadership and technology use are directly proportional. If the managers of the companies eliminate their mobbing behaviors, the perception of leadership styles and the use of technology will increase.

4.6. Regression Analysis

When correlation analysis is done, we see that there is a negative and low degree correlation of correlations between independent variables. This shows that many of our variables are distant from each other, that is, differently important for employees. In this case, it would not be correct to use these variables together in the same regression model and to create a multivariate regression model. For this reason, the effect of each independent variable on the dependent variable was examined one by one. Univariate regression analysis will give us the relationship between a dependent variable and an independent variable.

Dependent variable: Technology Usage,

Independent variable: Mobbing, Leadership Style

The Anova test was applied first to examine whether the model we established to investigate the effect of the increase in technology use dependent variable on mobbing and leadership style is meaningful or not.

As seen in Table 45, when the effect of independent variable was tested with the help of anova table, it was found to be insignificant at 5 % level (Sig. = 0.068 > 0.05). It can be said that the regression model in question does not make a significant contribution in explaining the dependent variable.

Table 4.57. Prediction of Increase in Technology Usage Scale scores of Leadership Structure and Mobbing Scale

	Non-Standardized Coefficients		Standardized Coefficients	t	P
	B	**S.H.**	**Beta**		
(Fixed)	20,13	0,59		34,178	0,000*
Leadership styles	0,73	0,17	-2,44	4,294	0,000*
Mobbing	-0,47	0,11	-2,34	-4,125	0,000*

** $p < 0,05$, $R^2 = 0,127$*

When the results of the linear regression analysis made on the prediction of the Leadership Structure and Mobbing Scale scores of the Technology Usage Increase Scale of the employees given in Table 4.50, it was observed that the model established was statistically appropriate and

explained 20.13 % of the variance in the Technology Usage Increase scores, which is the dependent variable.

It was found that the leadership styles scores of the employees positively predicted the increase in technology use. The fact that employees get 1 point more than their leadership style increases their technology usage increase points by 0.73 points.

It was found that employees' mobbing scores negatively predicted the increase in technology use. The fact that employees get 1 point more than mobbing practices decreases the increase points in technology use by 0.47 points.

CHAPTER 5
DISCUSSION

It is seen that 18.1 % of the automotive sector employees participating in the study are women and 81.9 % are men. While it has recently been preferred by men and women equally, it is preferred by men especially in trainings. Due to such reasons, the group working in the automotive industry consists mostly of men, while those working in textiles are almost equal to half. The age ratio of the employees is similar in both sectors. Automotive; 26.3 % between the ages of 18-25, 54.4 % between the ages of 26-35, Textile; 25.6 % are between 18-25 years old, 43.6 % are between 26-35 years old, 20.5 % are between 36-45 years old. We can say that there are mostly young workers. Considering that the automotive and textile sector has great power and busy working hours, we can interpret it as the young population due to early retirements.

Karaca (2017: 4) paralleled our research results and determined that the autocratic and democratic leadership styles of the administrators did not differ according to the gender and marital status of the participants.

Similarly, in the study of Tiryaki (2008: 42), it was reported that the leadership styles of the managers did not differ according to the gender of the participants.

In Yılmaz (2015: 25) research, it was found that authoritarian and democratic leadership leaders did not differ according to the marital status of the participants.

In the study of Karaca (2017: 32), it was found that the authoritarian and democratic leadership styles of the participants did not differ according to the working hours in business life, and the authoritarian leadership styles of the

participants towards the managers were also different from the participants (The working hours of the institution you work for are different). This result is in line with our research.

However, unlike our research results, Karaca (2017: 33) found that the democratic leadership abilities of managers differ according to the working hours of the institutional participants. For this reason, it was observed that the more the participants worked in the organization, the more their managers would perceive them as having more democratic leadership.

When we look at the education status, we can say that many industrial employees show parallelism with the education level, 32.5 % of textile is graduated from primary school, 16.2 % from secondary school, 29.9 % from high school, 9.4 % of the automotive is graduated from primary school, 3.1 % from secondary school, 52.5% of them from high school, and as seen, one of the reasons for this may be the fact that the education is mostly based on technical / vocational secondary education. Although the relationship between master-apprentice occupies an important place in both sectors, the textile sector is mostly composed of ridiculous people, the increase in education in the automotive sector and the preference of men in the automotive sector is also more preferred when we consider it as a profession preferred by men. It may be due to gender.

When we look at the statements of the managers of the automotive and textile employees regarding the leadership qualities, this rate is nearly 84 % in the automotive industry, and it is around 84 % in the textile. When we look at the level of knowing about mobbing, almost half of the automotive workers stated that they encountered and mobbing had a significant effect on the individual and the organization, while the rate of encountering mobbing in textile is almost half of the automotive. We can interpret this situation as mobbing has increased due to the increase in technology and its intensive use. Quitting work due to mobbing is in parallel with the encounter and level of knowledge in automotive.

While textile workers say very little about their encounter with mobbing, we can evaluate that they indicate that they leave their jobs due to mobbing at

such a high rate, and they may have answered all kinds of layoffs as dismissal due to mobbing. The inability to get support from the institution in encountering mobbing is quite high in both sectors. We can interpret this situation as the deficiencies in the laws, the lack of knowledge of the employees, and the employer holding all the authority due to being in the private sector. Similar results are seen in the automotive and textile sectors. According to the data results, almost all of their employees stated that they did not experience any problems with technology and at the same time stated that technology has a significant effect on mobbing. All results are in line with the literature.

It is emphasized that there is a top-down mobbing in both sectors of automotive and textile, and it is emphasized that this is rather verbal mobbing in automotive; on the contrary, more than half of physical violence is used in textile. The rate of encountering mobbing in small-scale sectors is higher than in high-scale sectors, which can be attributed to the fact that the more qualified and educated employees are as the sector grows.

While the scores of the married and widowed employees on the technology use scale were found to be significantly higher than the single and divorced employees, there was no statistically significant difference between the scores they got on the mobbing and leadership style scales. We can attribute this to social pressures in living conditions and sharing. At the same time, as the education level increased, a parallel increase was observed in the use of technology. We can say that the observation of this increase in high school and associate degree education depends on vocational high schools and technical schools.

The fact that the scores obtained from the leadership style scale for the employees in the quality control units in the enterprises are significantly higher, we can evaluate that the people recruited to these units are mostly selected from individuals with undergraduate degrees or work experience. Likewise, satisfaction with the position and getting high scores on the leadership style scale were directly proportional to the education. Again, as the working year increases, it is seen that the use of technology increases. While this increase can be explained by its parallelism with experience, the lack of an increase in

the use of technology for 30 years or more can be interpreted as these people were employed in periods when technology was not used intensively and could not close the gap in development.

Working in shifts can be interpreted as an important factor in experiencing more intense mobbing, since nighttime and controls are in time zones where senior managers are absent. Generally, we can say that social security and mobbing are linked because they are individuals who work in shifts rather than workers with minimum wage.

According to the results of the research conducted by Cheung et al. (2018: 1); in the research conducted among 720 (14.9 % physicians) participants; 57.2 % of the participants reported that they had been subjected to physical and psychological violence at work in the previous year. The most common workplace violence; verbal abuse (53.4 %), physical assault (16.1 %), bullying / harassment (14.2 %), sexual harassment (4.6 %) and racial harassment (2.6 %) were found.

Cheung, Teris; Lee, Paul; Yip, Paul, Siu, Fai (2018). The Association Between Workplace Violence and Physicians and Nurses Job Satisfaction in Macau. Journals of Plos, https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0207577, (Access Date: 24.02.2021)

It has been determined that single employees experience higher rates of mobbing (Robbins and Judge, 2007).

This again suggests the dose of perceived mobbing levels. These results are similar to other studies in the literature. A statistical difference was observed between the graduate and doctorate groups according to their education levels (Akpınar, 2015: 95). Especially in the academic environment, the perception of mobbing has been observed to be higher (Güven et al., 2018).

Similar to our study; in a study conducted on airline employees, mobbing total scores did not differ according to gender (Türkoğlu, 2018: 26), while in another study conducted with the aim of researching the levels of

mobbing on healthcare workers, it was stated that female employees were exposed to mobbing more (Tutar, and Akbolat. , 2012: 19); Moreover, according to the results of the “Fourth European Working Conditions Survey” (Fourth European Working Conditions Survey, 2007: 14), it is stated that women are exposed to mobbing and sexual abuse 3 times more than men.

Similarly, Aksoy (2008: 46) found that single employees were exposed to mobbing more than married employees and stated that this situation may be due to the inexperience of single employees and their youngerness in general.

Kavak (2018: 14); Akpunar (2016: 295) found that mobbing increased as the education level increased. Ertaş and Çiftçi-Kıraç (2018: 36) found that mobbing decreased as the education level increased, while Şentürk and Yavuz (2017: 510) found that education level did not make a difference on the level of mobbing. The difference in the results of the studies makes it difficult to make a generalization.

In our study, there was no statistically significant difference between age groups and mobbing level. Most of the studies in the literature reached parallel results with our study (Şentürk and Yavuz, 2017: 511; Kurtbaş, 2011: 6; Karsavuran, 2014: 271).

Most of the studies in the literature reached parallel results with our study (Şentürk and Yavuz, 2017: 512; Çomak and Tunç, 2012: 197; Karsavuran, 2014: 272). The decrease in the likelihood of being exposed to mobbing with the increase in seniority may be related to the society’s adoption of respect for the older and the older ones.

In another analysis made according to the staff type (in the answers given to the question “I think it will be better if I quit my job”), it was determined that there is a significant difference between academic and administrative staff, with a higher level among academic staff. The result obtained also coincides with the results of other studies in this field (Akpınar, 2015: 95).

Use of technology in a medium-sized automotive and textile enterprise, Beyçelik Automotive company, widowed, middle school graduates, those

working in the automotive sector, those who have service for 31 years or more, workers, and those with different social security.

In Beyçelik Automotive, a medium-sized enterprise in the automotive sector, regarding the use of technology by workers who are secondary school graduates living apart from their spouses and whose social security is covered by different insurance companies with 31 years or more service.

Regarding the leadership styles of responsible engineers working in the quality control unit of Ford Automotive, a medium-sized business in the automotive sector.

It has been found that male employees working in shifts at Beyçelik Otomotiv, operating in the automotive sector, think differently than other employees in mobbing practices.

It can be thought that the presence of experts in the field in the medium-sized automotive sector and their involvement in administrative staff may differ significantly from small-scale sectors in terms of leadership styles. It can be said that the presence of more master apprentice systems in the small-scale automotive sector and the fact that small-scale transactions are carried out are also a factor in the results. In textiles, the use of technology was found to be higher in small-scale sectors compared to medium-scale sectors. It can be interpreted that competition and survival are more intense in small-sector enterprises. It supports the resources that the intensive use of technology and mobbing behaviors towards technology use in the middle-level sectors will be high. Transformative Sustainable and Releasing leadership styles are types of leadership associated with success and expectations, so a significant difference may be found between mobbing behaviors towards expectations.

Leadership density is largely determined by the level of self-efficacy of organization members. One way to explain leadership density is through understanding transformational leadership. Transformational leaders; They communicate through a clarified vision, make members ready for the vision, and inspire members in the role they play by building an organization that will reveal the full potential of people. The leader, besides inspiring the working

individual to increase his / her potential and develop their competence, leads the formation of attitudes and behaviors that are placed and encouraged to practice in order to create a human resource discipline and organizational culture within the organization (Alireisoğlu A. 2020).

In their study titled “Examining the Relationship between Leadership Styles of School Administrators and Teachers’ Work Life and Organizational Commitment”, they found the conclusion that teachers preferred school principals with transformational leadership style rather than school principals who showed sustaining and releasing leadership behavior. In his work titled “The Relationship Between School Principals’ Transformational and Sustainable Leadership Styles and School Culture”; School principals and teachers generally predicted the leadership styles of principals as transformational. Alireisoğlu A. (2020), p.73; Leithwood (1992: 8) defines transformative leadership as the re-determination of the mission and vision, the renewal of the employees’ sense of responsibility and the restructuring of the system in order to achieve the goals.

He mentioned three different characteristics of the average leader and managers. These are not innate traits, but traits or acquisitions that people can learn later. First, it is one’s self-confidence that underlies all traits. The second is the desire to gain power, to be strong. The last feature is having a vision. The transformative leader unites his audience with his unique characteristics and directs them to achieve new goals. In the liberating leader dimension, the interaction, relationship and common activities between the leader and the audience are at a lower level. In case of complete freedom, the audience is left to themselves and given the opportunity to determine the goals within the resources given to them, and to make plans and programs (Long H., 2020).

Samnani et al. (2016) found that transformational and interactive leadership reduces intimidation, whereas authoritarian leadership increases intimidation (Durmaz C., 2019).

It has been found that the relationship between transformational leadership behaviors and mobbing is negative, while the relationship between manipulative leadership and negative behaviors is positive. It is seen that the

relationship between transformational leadership behaviors and organizational commitment is in a positive and medium level (Kul M., 2010).

Transformative leaders lead the creation of a harmonious culture in the organization in order to reach a common vision. Transformative leaders lead the formation of a mission culture in the organization with their “motivation by inspiring” features (Koç Ö., 2020).

It has been determined that transformational and transactional leadership has an effect on the quality of work life and organizational commitment of employees (Sevgin M.N. 2019).

Ways to overcome obstacles in sustainable leadership are determined as cooperation, responsibility, problem solving, personal skills (Ertaş B. D., 2020).

Sustainable leadership reflects the leader’s ability to communicate effectively and use persuasive approaches that show clear goals and goals (Dalati, Raudeliūnienė & Davidavičienė, 2017, p.17). As a matter of fact, Koçel (2014) states that one of the most important factors in the execution of the plans and decisions made by the manager is communication (Çayak S., 2018).

There is a positive relationship between the charismatic, expertise and knowledge-based power sources and liberating leadership, which include characteristics such as the leader having knowledge in certain areas, persuading his employees by interpreting this qualified knowledge, developing himself and gaining creativity, It can be said that this relationship is high between charismatic power and liberating leadership, and the relationship between expertise power and knowledge-based power and liberating leadership is a medium-level expected result (Akıllı M. 2019).

The human factor is very important in the need to investigate the issue of mobbing. Human beings appear in all areas of life and play a role in the development of technology, economy and society. Increasing productivity especially in working life is possible with the high performance of the employees, having a healthy physical and mental structure and the existence of a peaceful environment among the employees (Söker M.K. 2020).

CHAPTER 6
RESULT AND SUGGESTIONS

6.1. Results

We can say that mobbing is seen more in the automotive sector, where technology is used extensively and men work intensively, especially in small-scale enterprises. In the automotive sector, we can attribute the gender equality of men and women to textiles. We can say that the automotive sector stems from the fact that men prefer the power in which men can work and in terms of education and more in mechanical engineering depending on gender. It makes us think that mobbing is less common in small-scale enterprises, as well as in large enterprises where there is a master-apprentice relationship, as well as educated people are involved. In textiles, it is seen that more women work and physical mobbing is higher. Likewise, we can say that the rate of mobbing is parallel to education, social security and working style. Generally, we can say that people with high education and work experience are involved in quality management, leadership style and satisfaction with their position are effective. It is seen that mobbing seen in businesses is from top to bottom as mentioned in the literature.

We can say that it stems from the social fluctuations between being married, single, widowed, divorced and their leadership styles, and the socially assigned roles and social fluctuations arising from individual burdens.

It is seen that technology is used more intensively especially in vocational high schools and associate degree graduates who train technicians. As stated in the literature, it is seen that the incidence of mobbing has increased with the increase of technology and it is mostly emotional mobbing.

On the other hand, physical mobbing is more common in businesses where technology and women and men are equal.

Mobbing behaviors are more common in sectors where technology is used extensively and where it is expected to ensure sustainability in the sector. Sustainable and success-oriented leaderships are also observed more intimidation behaviors due to the rise of the sector and prioritization of achieving better.

6.2. Suggestions

In connection with all these results;

Providing mobbing awareness training, especially for industry employees,

Providing in-service training for the technology used in the areas where technology is used and making all employees competent,

Especially the promotion of the people brought to the management staff by considering their communication and leadership characteristics

Instead of working in shifts, it may be suggested to include work in the form of siphons with less error margin and healthy work environments and less fatigue stress.

Mobbing behaviors are more common in industries where technology is used extensively. For this reason, it is deemed appropriate to support employees with regard to use of technology and to empower them with in-service training.

Providing in-service trainings to reduce mobbing and to support sector success by subjecting the leaders in the sectors where competition and success is expected and where employees are guided in this field and where success and sustainable leadership predominate will be useful in effectively dealing with technology-based mobbing behaviors.

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ANNEXES

Annex 1. Data collection form

Dear Participant;

Below are the questions about the research we planned in order to increase the use of technology in businesses: Leadership Structure and Its Impact on Mobbing. All of your answers to the questionnaires and scales will not be used outside of the research and will not be shared with anyone by the researchers. Confidentiality of the obtained data will be ensured by the researchers. In terms of the reliability of the study, answering any question posed to you in a realistic and sincere manner without leaving blank will help us reach the correct result. Thank you for your interest and sincere answers to questions from this very moment, and best regards.

Doctorate Student
Resul Kaya
Supervisor
Near East University
Prof. Dr. Nermin Gürhan
Social Sciences Institute, Department of Business Administration
Gaziosmanpaşa University

SOCIO-DEMOGRAPHICAL DATA

1. Your age: .....
2. Your sex: Female ( ) Male ( )
3. Marital Status: ( ) Married ( ) Single ( ) Widowed ( ) Divorced
4. Family Type: ( ) Core ( ) Large – Semi-large ( ) Divided
5. Last graduated school:
6. Profession:
7. Your corporation: … ( ) …… ( ) other ( ) explain
8. Your department:
9. Employment term for this position: …….
10. Current position:
11. Do you have training in connection with your position?
    ( ) N/A, ( ) Available (how long and from where)
12. Working type:
13. Social Security Type: ( ) Pension Fund ( ) SSO ( ) Green Card
    ( ) Other Please explain
14. Perceived Socio-economic Status: ( ) Low ( ) Intermediate ( ) High
15. The place, where your childhood is spent: ( ) Urban ( ) Rural

16. The place, where most of your life is spent: ( ) Urban ( ) Rural
    TECHNOLOGY USAGE
17. How do you describe if you are allowed to describe your best aspect (with one sentence)
18. How do you describe if you are allowed to describe your worst aspect (with one sentence)
19. Did you experience any problem due to technology?
    Yes ( ) If your answer is yes, how was your life …..
    No ( )
20. Was anyone fired from corporation due to technology?
    Yes ( ) If your answer is yes, why?
    No ( )
21. Does technology have a positive effect on work?
    Yes ( ) (could you explain briefly) No ( )
22. Does technology have a negative effect on work?
    Yes ( ) (could you explain briefly). No ( )
    LEADERSHIP
23. Who are called Leaders or managers (can you explain briefly)?
24. Does technology have a positive effect on leadership?
    Yes ( ) (could you explain briefly). No ( )
25. Does technology have a negative impact on leadership?
    Yes ( ) (could you explain briefly). No ( )
    MOBBING
26. Could you briefly describe what is mobbing?
27. Have you encountered mobbing in any way?
28. Do you think technology has an effect on mobbing behavior?
29. Is it possible to prevent the occurrence of mobbing behavior?
    Yes, ( ) Explain in a few sentences
    No, ( ) Explain in a few sentences
30. What effect do you think mobbing behavior has on employees? (explain briefly)
31. What do you think mobbing has cost in your organization (explain briefly)
32. Has anyone left the institution due to mobbing? (explain briefly)
33. Have you had any mental problems in your business, what have you experienced and have you received support?
34. If you received support, from whom did you get support ...

Leadership styles scale

Our managers;	Disagree	Disagree	Indecisive	Agree	Agree
1. Behaviours guide us					
2. Do not seen much in the school					
3. Only interferes when things are not implemented right.					
4. Keeps things for our benefit above his/her own interests					
5. If old methods work, a new one is not needed					
6. Has a strong ability to represent us					
7. It is important not to lose more than win					
8. Finds effective solutions to problems					
9. Avoids giving feedback					
10. Is always with change and innovation					
11. Tries to meet our expectations					
12. Avoids to interfere to important issues					
13. Transfers its responsibilities to others.					
14. Has an energetic structure					
15. Awards our creative ideas					
16. Enables us to work in harmony					
17. Is delayed in responding to urgent issues					
18. The value placed on us diminishes when we fail to reach set goals					
19. Enables us to form original points of view for problems					
20. Encourages us to be creative					
21. Does not like to take risks					
22. Assures us					
23. Is aware of being mistakes as an opportunity for development					
24. Keeps our enthusiasm and excitement alive					
25. Assists us to discover ways to reach goals					
26. Avoids to make decisions					
27. Attaches required importance to science					
28. Only awards us when we fulfill the given duties					
29. Always underlines our responsibles					
30. Plans for the future					
31. Is not available when needed					
32. Wants us to be with change and innovation					
33. Does not show us ways and methods					
34. Listens and cares about our concerns					
35. Prepares us environments conductive to learning					

Mobbing Scale

How frequently did you experience this behaviour? (only mark the most appropriate option)

0----------1----------2----------3----------4----------5

never once a couple times sometimes frequently always
not experienced experienced

	Frequency
1. Speaking of you in the presence of others in a humiliating and degrading manner *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
2. Making false statements about you *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
3. Humiliating you in the presence of others (using body language) *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
4. Implied that you are not in good mental health *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
5. Being forced to do a job that negatively affects your self-esteem *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
6. Questioning your honesty and credibility *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
7. Making unfounded rumors about your private life *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
8. Being verbally threatened *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
9. Encountering behaviors, such as punching the table *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
10. Making continuous negative evaluations about your performance *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
11. Being accused of matters for which you are not responsible *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
12. You are solely responsible for the negative consequences of joint work. *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
13. Finding faults / mistakes related to the work you do and the results of the work *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5

14. Questioning your professional competence in every job you do. *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
15. Making correspondence / reporting about you on unfair grounds *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
16. Controlling you and your work without being noticed (indirectly) *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
17. Not given the opportunity to show yourself *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
18. Criticizing and rejecting your decisions and suggestions *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
19. Taking the jobs under your responsibility from you and giving them to people in lower positions than you. *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
20. You are supervised by people in lower positions than you. *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
21. Your work is seen as worthless and unimportant *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
22. Not being informed about the social meetings held *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
23. Inability to get a response to your request to meet or speak *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
24. Ignoring you in an environment and treating you as if you don't exist *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
25. Frequent interruptions when speaking *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
26. No response to e-mail and phone calls from you *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
27. Block or ban your colleagues from talking to you *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
28. When you enter an environment, deliberately abandoning the environment *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
29. Being responsible for work beyond your capacity *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
30. Pressure to quit your job or relocation *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5

31. Keeping the information, documents and materials required for your job secret from you *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
32. Damaging your personal belongings *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5
33. Application of physical violence *By:* ( ) My Manager ( ) My colleague ( ) My subordinates ( ) Others.....	0 1 2 3 4 5

CURRICULUM VITAE

1- Name & Surname: **Resul KAYA**

2- I was born on 15.10.1977 in the city of Trabzon, Köprübaşı province, Çifteköprü village.

3- I graduated from Çifteköprü Village primary school on 1990.
4- On 1991, I received a 1-year Holy Quran training in Köprübaşı district establishment course.
5- I graduated from Secondary School of the Köprübaşı High School on 1994.
6- I graduated from Köprübaşı High School on 23.06.1997.

7-

	DEGREE	**DEPARTMENT / PROGRAM**	**UNIVERSITY**	**Graduation YEAR**
	ASSOCIATE OF SCIENCE	Office Management & Secretary Department	Selçuk Univ. Kazımkarabekir M.Y.O	2002
8-	**UNDERGRADUATE**	Dept. of Business	Eskişehir Anadolu University	2008
9-	**Graduate**	Dept. of Business	NBA Program Okan University Uludağ University	2014
10-	The Online Doctoral Degree Of Business Administration	Dept. of Business	Southern University (IMBL)	2019

On 03.11.2003, I passed the exam held by the Ministry of Justice and became a Civil Servant (Minutes Clerk).

11-On 2014-2015, I started my PhD program at Somuth Russia University (IMBL).

12-I transferred to the Near East University on 02/02/2016 and started my doctorate education here and it still continues.

13- **My works, implemented by me under Doctorate Program**;

1- Kaya, R, (2015), Teknoloji Uygulamalarının İnsan Kaynaklarına Etkileri adlı makaleyi IMBL Üniversitesi Industrıes Land Use. Labor journal, (The Russian Academic Journal | Vol. 31, #1 (2015) **DOI: 10.15535/360** Rostow /RUSSIA;
2- Kaya, R, (2015), İşçiler Maruz Kaldığı Mobbing ve Ülkelerin Karşılaştırmalı Analizi adlı makaleyi, Hacettepe University, Asos Journal, The Journal of Academic Social Science Year: 3, Issue: 20 December 2015, p. 369-381, **DOI: 10.16992/ASOS.991** Journal,
3- Kaya, R, (2017), Teknoloji: Biz mi kullanıyoruz ya da Teknoloji mi bizi kullanıyor? Istanbul University, Press Academia Procedia 2017.533 (ISSN: 2459-0762) journal, **DOI: 10.17261/Pressacademia.2017.533 PAP-WCTIE-V.4-2017(25)-p.188-190**
4- Kaya, R, (2019), Personel Sisteminin İşletme Etkinliğinin Arttırılmasındaki Rolü ve Önemi name article in the Journal Of Social And Humanities Scıences Study;
5- Kaya, R. (2019). "Metodolojik İnsan Kaynakları Stratejilerinin Önemi", International Social Sciences Studies Journal, 5 (32): 1916-1924. **http://dx.doi.org/10.26449/sssj.1396**,
6- Kaya, R. (2019). "Personel Potansiyelini Geliştirme Motivasyonun ve İş Doyumunun Önemi", International Social Mentality and Studyer Thinkers Journal, (ISSN: 2630-631X) 5 (20): 1045-1053 DOI: 10.31576/smryj.303
7- Kaya, R. (2020), The Impact of Increase In Use of Technology on Leadership Structure and Psychological Mobbing (Teknolojideki Artışın; Liderlik ve Mobbing Üzerine Etkisi), Revista Argentina de Clinica Psicologica journal 2021, Vol. XXX, N°1, 428-434 ,**DOI: 10.24205/03276716.2020.2039**

My PhD thesis dissertation work continues at the Near East Universit

Resul KAYA

Doctorate Student

PLAGIARISM REPORT

%10	%9	%6	8
SIMILARITY INDEX	INTERNET RESOURCES	PUBLICATIONS	STUDENT HOMEWORKS

PRIMARY RESOURCES

1	Submitted to Bahcesehir University Student Homework	%2
3	kayit.asoscongress.com Internet Resource: dergipark.org.tr	%2
		%2
4	Internet Resource: docs.neu.edu. Internet Resource	%2
5	**Submitted to The Scientific & Technological Study Council of Turkey (TUBITAK)** **Student Homework**	**%1**
6	**Submitted to Beykent Universitesi** **Student Homework**	**%1**
7	**Submitted to Yakın Doğu Üniversitesi** **Student Homework**	**%1**
8	**www.ebs.org.tr** **Internet Resource**	**%1**

ETHICS COMMITTEE REPORT

Dear Assoc. Prof. Dr. Nermin Gürhan,

The project proposal of NEU / SB / 2017/2 numbered and titled **"The Effect of Increase in Technology Use in Businesses on Leadership Structure and Mobbing"** that you have made to the Scientific Research Ethics Committee has been evaluated by our board and has been found ethically appropriate. With this article, you can start your research by not going beyond the information you have specified in your application form.

Assistant Prof. Dr. Direnç Kanol

Scientific Researches Ethics Committee Reporter

Direnc Kanol

Note: If you want to submit an official letter of acceptance to an institution, you can apply to the Near East University Scientific Research Ethics Committee with this letter and provide an official letter signed by the head of the committee.