



THE REPUBLIC OF TURKEY

UFUK UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

DIVISION OF ENGLISH LANGUAGE TEACHING

**ENGLISH INSTRUCTORS' OCCUPATIONAL STRESS: A
CONTRASTIVE ANALYSIS BETWEEN PUBLIC AND FOUNDATION
UNIVERSITIES**

MASTER'S THESIS

GÜLSEN PULATSÜ

SUPERVISOR

PROF. DR. MEHMET DEMİREZEN

Ankara, [2020]



REPUBLIC OF TURKEY

UFUK UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

DIVISION OF ENGLISH LANGUAGE TEACHING

**ENGLISH INSTRUCTORS' OCCUPATIONAL STRESS: A CONTRASTIVE
ANALYSIS BETWEEN PUBLIC AND FOUNDATION UNIVERSITIES**

**İNGİLİZCE ÖĞRETİM GÖREVLİLERİNİN MESLEKİ STRESİ: DEVLET VE
VAKIF ÜNİVERSİTELERİ ARASINDAKİ KARŞILAŞTIRMALI ANALİZ**

MASTER'S THESIS

GÜLSEN PULATSÜ

SUPERVISOR

PROF. DR. MEHMET DEMİREZEN

Ankara, [2020]

KABUL VE ONAY

Gülsen PULATSÜ tarafından hazırlanan " English Instructors' Stress: A Contrastive Analysis Between Public And Foundation Universities' başlıklı bu çalışma, 07/ 04/ 2020 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

[İ m z a]

Prof. Dr. Arif SARIÇOBAN (Başkan)

[İ m z a]

Prof. Dr. Mehmet DEMİREZEN (Danışman)

[İ m z a]

Dr. Öğretim Üyesi Ceyhun KARABIYIK

Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylıyorum.

[İ m z a]

Prof. Dr. Mehmet TOMANBAY

Enstitü Müdürü

BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kağıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

- Tezimin 6 ay süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin tamamı her yerden erişime açılabilir.



180077084

Gülşen PULATSÜ



**To my beloved husband,
my dearest son, Efe,
and each member of my precious family**

ACKNOWLEDGEMENTS

This thesis would not have been possible without the help and support of a great number of people.

First and foremost, I would like to express my deepest gratitude to my supervisor Prof. Dr. Mehmet DEMİREZEN for his everlasting guidance and encouragement throughout my MA process. The door to Prof. DEMİREZEN's office was always open whenever I had a question about my study. He constantly steered me into the right the direction whenever he thought I needed it.

I am also genuinely grateful to my thesis committee members Prof. Dr. Arif SARIÇOBAN and Asst. Prof. Dr. Ceyhun KARABIYIK for their invaluable recommendations and feedback on my thesis.

I gratefully acknowledge the guidance provided by Asst. Prof. Dr. Gökçe GÖKALP who gave me much valuable advice in the early stages of my research.

I also owe a huge thanks to Dr. Elçin PETEK GÜVEN for her contribution to the literature about the EFL teachers' stress providing the questionnaire that I used in my thesis.

I wholeheartedly appreciate my colleagues and friends, Merve ÖZDEMİR, Hülya MISIRLI and Nihan BURSALI for the everlasting emotional and psychological support throughout this process.

I am deeply grateful to all the administrators of the SFL in both public and foundation universities in Ankara and English instructors who made this study possible by participating the data collection process in this study.

I would like to express my gratitude to all my teachers and professors during all my education period who hold light to my ongoing path to take me one-step forward at a time.

I would like to thank my mother, father, my brother, and my whole family whose love and guidance are with me in whatever I pursue. They are the ultimate role models.

I send my special thanks to my husband and my dearest son for providing their continuous support and unending inspiration throughout my life.

ABSTRACT

PULATSÜ, Gülsen. English Instructors' Occupational Stress: A Contrastive Analysis Between Public and Foundation Universities, Master's Thesis, Ankara, [2020]

The present study was conducted to make a contrastive analysis about the occupational stressors of English instructors working at School of Foreign Languages in the public and foundation universities. The aim of this study was also to explore whether there was significant differences between the occupational stress scores and the demographic variables such as gender, years of experience in teaching profession, type of institution, the involvement in any additional duty. By using 'Teacher Stress Questionnaires' including 'Field-specific Stress Questionnaire' and 'Organizational Stress Factors Questionnaire' constructed by Petek (2008), data was gathered from 330 EFL teachers working in the in both public and foundation universities in Ankara, Turkey. The collected data were analyzed using SPSS Version 22, and descriptive analysis, Independent Samples t-Test and One-way ANOVA were conducted. To determine the differences in occupational stressors with respect to the demographic variables, Independent Samples t-Tests was carried out. It was observed that instructors working at public universities turned out to have more organizational stress than the ones working in foundation universities while the other demographics played no significant difference considering the scores of occupational stress. The results of ANOVA revealed that there was a significant effect of teaching experience on field-specific stress scores. Accordingly, the post hoc multiple comparison using LSD test was used to find out the relationship between groups. After analyzing the descriptives, it was also reported that 'Student Attitude' and 'Work Overload' were the most prevalent occupational stress factor of all for the English instructors participated in the current study.

Keywords: Occupational Stress, Anxiety, Burnout, Occupational Stressors

ÖZ

PULATSÜ, Gülsen. İngilizce Öğretim Görevlilerinin Mesleki Stresi: Devlet Ve Vakıf Üniversiteleri Arasındaki Karşılaştırmalı Analiz, Yüksek Lisans Tezi, Ankara, [2020]

Bu çalışma, Ankara'daki devlet ve vakıf üniversitelerinde çalışan İngilizce okutmanlarının mesleki stres faktörleri ile ilgili karşılaştırmalı bir analiz yapmak ve mesleki stres puanları ile cinsiyet, toplam okutmanlık deneyimi, üniversite türü ve yönetim ya da herhangi bir ek birim görev katılımı gibi demografik değişkenlerle aralarında istatistiksel olarak anlamlı farklar olup olmadığını ortaya koymak için yürütülmüştür. Petek (2008) tarafından oluşturulmuş, 'Alana Özel Stres Faktörleri Anketi' ve 'Örgütsel Stres Faktörleri Anketi'ni içeren "İngilizce Okutmanlarının Stres Sebepleri Anketi" kullanılarak Ankara, Türkiye'deki hem devlet hem de vakıf üniversitelerinin Yabancı Diller Bölümlerinde görev yapan 330 İngilizce okutmanından toplanan veriler bir araya getirilmiştir. Toplanan veriler SPSS 22 kullanılarak analiz edilmiş ve betimsel istatistik testleri ve parametrik yöntemlerden Independent Samples t-Test ve One-way ANOVA testleri kullanılmıştır. Demografik değişkenler göz önünde bulundurulduğunda mesleki stres puanlarında oluşan değişiklikleri saptamak için Independent Samples t-Test uygulanmıştır. Devlet üniversitelerinde görev yapan okutmanların vakıf üniversitelerinde çalışanlara oranla mesleki strese bağlı olan örgütsel strese daha çok sahip oldukları gözlemlenirken, diğer demografik değişkenlerin mesleki strese etkileri ile ilgili istatistiksel anlamlı bir fark ölçülmemiştir. ANOVA bulguları, öğretmenlik deneyiminin, alana özel stres puanları üzerinde anlamlı bir etkisi olduğunu ortaya çıkarmaktadır. Bunun üzerine hangi gruplar arasında anlamlı bir etki olduğunu saptamak için LSD testi kullanarak çoklu karşılaştırma yapılmıştır. Betimsel istatistikler sonucunda, "Öğrenci Tutumları" ve "İş Yükü Fazlalığı"nın bu çalışmaya katılım sağlayan İngilizce okutmanları için en yaygın mesleki stres kaynağı olduğu görülmektedir.

Anahtar kelimeler: Mesleki Stres, Kaygı, Tükenmişlik, Mesleki Stres Faktörleri

ÖZGEÇMİŞ

Kişisel Bilgiler

Adı Soyadı: Gülsen PULATSÜ

Doğum Yeri ve Tarihi : Adana / 05.04.1982

Eğitim Durumu

Lisans Öğrenimi : Gazi Üniversitesi İngilizce Öğretmenliği

Yüksek Lisans Öğrenimi : Ufuk Üniversitesi İngiliz Dili Eğitimi Yüksek Lisans
Programı

Bildiği Yabancı Diller: İngilizce (Fluent)

İspanyolca (A1)

İş Deneyimi

Çalıştığı Kurumlar: Green River Community College, Seattle, USA

Başkent Üniversitesi Özel Ayşeabla Okulları, Ankara, Turkey

Başkent Üniversitesi, Ankara, Turkey

Ufuk Üniversitesi, Ankara, Turkey

İletişim

E-Posta Adresi: gulsen.pulatsu@gmail.com

Tarih : .../.../2020

TABLE OF CONTENTS

KABUL VE ONAY.....	i
BİLDİRİM	ii
ACKNOWLEDGEMENT.....	iv
ABSTRACT.....	vi
ÖZ.....	vii
ÖZGEÇMİŞ.....	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xiv
LIST OF FIGURES.....	xvi
SYMBOLS AND ABBREVIATIONS.....	xvii
CHAPTER 1	
INTRODUCTION.....	1
1.1.Introduction.....	1
1.2.Statement of the Problem.....	3
1.3.Aim and Significance of the Study.....	5
1.4.Research Questions.....	5
1.5.Definitions of Terms.....	6
1.6.Conclusion.....	7

CHAPTER 2

LITERATURE REVIEW.....	8
2.1. Introduction.....	8
2.2. Stress: Definitions and Rationale.....	8
2.2.1. Types of Stress	11
2.2.1.1. Stress as a Variable and Stress as a Strain Response Variable.....	11
2.2.1.2. Selye’s General Adaptation Syndrome (GAS).....	11
2.2.1.3. Theories about Stimulus, Response and Transaction.....	12
2.2.1.4. Eustress and Distress.....	13
2.3. Occupational Stress: Definitions and Rationale.....	14
2.3.1. Sources of Occupational Stress.....	15
2.3.2. Sources of Occupational Stress in Higher Education Institutions.....	16
2.3.3. Karasek’s Demand-Control Support (DCS) Model.....	19
2.3.4. Travers and Cooper’s Model of Occupational Stress	21
2.4. Occupational Stress and Demographic Factors.....	22
2.5. Outcomes of Occupational Stress.....	24
2.6. Occupational Stress in Teachers in Higher Education Institutions.....	26
2.6.1. Impacts of Teacher’s Occupational Stress in Higher Education Institutions.....	27

2.6.2. Impacts of Field Specific and Organizational Stress Factors in Higher Education Institutions.....	28
2.7. Related Studies Abroad Related to Occupational Stress.....	30
2.8. Related Studies in Turkey Related to Occupational Stress.....	32
2.9. Conclusion.....	34
 CHAPTER 3	
METHODOLOGY.....	35
3.1. Introduction.....	35
3.2. Design of the Study.....	35
3.3. Participants and Setting.....	36
3.4. Data Collection Instruments.....	38
3.4.1. Demographic Inventory Form.....	39
3.4.2. Field-specific Stress Factors Questionnaire.....	40
3.4.3. Organizational Stress Factors Questionnaire.....	40
3.4.4. Reliability and Validity of the Study.....	41
3.5. Procedure.....	42
3.6. Data Analysis.....	43
3.7. Conclusion.....	44
 CHAPTER 4	
FINDINGS.....	45
4.1. Introduction.....	45
4.2. Assumption Checks.....	45

4.2.1. Sample size.....	45
4.2.2. Normality Tests.....	46
4.2.3. Test of Homogeneity.....	48
4.3. Results of the Study Regarding the Research Questions.....	48
4.3.1. Findings about Research Question 1.....	49
4.3.2. Findings about Research Question 2.....	53
4.3.3. Findings about Research Question 3.....	57
4.3.4. Findings about Research Question 4.....	59
4.3.5. Findings about Research Question 5.....	59
4.4. Conclusion.....	63
 CHAPTER 5	
DISCUSSION AND CONCLUSION.....	65
5.1. Introduction.....	65
5.2. Discussion of Findings.....	65
5.2.1. Discussion Regarding the Most Stress Causing FSS and OrgS Factors.....	65
5.2.2. Discussion Regarding the Differences between Gender.....	67
5.2.3. Discussion Regarding the Type of University.....	69
5.2.4. Discussion Regarding the Involvement of Additional Duty.....	71
5.2.5. Discussion Regarding Teaching Experience.....	73
5.3. Pedagogical Implications.....	75
5.4. Limitations.....	77
5.5. Suggestions for Further Research.....	79

5.6. Conclusion.....	80
REFERENCES.....	82
APPENDICES.....	96
APPENDIX-A: Ethics Committee Approval.....	96
APPENDIX-B: Declaration of Ethical Conduct.....	98
APPENDIX-C: Volunteer Consent Form.....	99
APPENDIX D: Data Instruments	100
Demographic Inventory.....	100
Teacher Stress Questionnaire (Petek, 2008).....	101
APPENDIX E: Mean Scores of Field-Specific Stress Questionnaire.....	104
APPENDIX F: Mean Scores of Organizational Stress Factors Questionnaire.....	106
APPENDIX-G: Tests of Normality.....	108
Field-specific Stress Factors.....	108
Organizational Stress Factors.....	109
APPENDIX-H: Values of Hofstede’s Cultural Indices.....	110
APPENDIX-I: Thesis Originality Report.....	111
APPENDIX-J: Declaration of Publishing and Intellectual Property Rights	112

LIST OF TABLES

Table 1	<i>Frequency table of English instructors according to gender.....</i>	36
Table 2	<i>Frequency table of English instructors according to age.....</i>	36
Table 3	<i>Frequency table of involvement in any units or any administrative duties.....</i>	37
Table 4	<i>Reliability Statistics for Field-specific Stress Factors (items 1-21).....</i>	41
Table 5	<i>Reliability Statistics for Organizational Stress Factors (items 22-42).....</i>	42
Table 6	<i>Tests of Normality for FSS and OrgS Factors.....</i>	46
Table 7	<i>Test of Homogeneity of Variances for Teaching Experience.....</i>	48
Table 8	<i>Frequency table of English instructors according to gender.....</i>	49
Table 9	<i>Frequency table of English instructors according to type of institution.....</i>	49
Table 10	<i>Frequency table of instructors according to total teaching experience.....</i>	50
Table 11	<i>Frequency table of involvement in any units or any administrative duties.....</i>	50

Table 12	<i>Descriptive Statistics of Overall Mean Scores realted to FSS Facotrs and OrgS Factors Questionnaires.....</i>	51
Table 13	<i>Descriptive Statistics of Field-Specific Stress Factors.....</i>	51
Table 14	<i>Descriptive Statistics of Organizational Stress Factors.....</i>	52
Table 15	<i>Independent-samples T-test Mean Scores According to Gender....</i>	53
Table 16	<i>Independent-samples T-test Results for Gender.....</i>	54
Table 17	<i>Independent-samples T-test Mean Scores for Type of Institution.....</i>	55
Table 18	<i>Independent-samples T-test Results for Type of Institution.....</i>	56
Table 19	<i>Independent-samples T-test Mean Scores for Involvement of Additional Duty.....</i>	57
Table 20	<i>Independent-samples T-test results for Involvement of Additional Duty.....</i>	58
Table 21	<i>One-way ANOVA Results for Teaching Experience</i>	59
Table 22	<i>One-way ANOVA Test Results for Teaching Experience.....</i>	60
Table 23	<i>Post Hoc Multiple comparison of LSD Test Results for Teaching Experience.....</i>	62

LIST OF FIGURES

<i>Figure 1.</i> Stress Cycle.....	10
<i>Figure 2.</i> Selye Stress Diagram.....	12
<i>Figure 3.</i> Karasek Job Strain Model.....	20
<i>Figure 4.</i> : A Model of Occupational Stress by Travers and Cooper.....	22
<i>Figure 5.</i> Teacher Stress Questionnaire for English Instructors.....	38
<i>Figure 6.</i> Histogram of Test of Normality for FSS Factors.....	46
<i>Figure 7.</i> Histogram of Test of Normality for OrgS Factors.....	47
<i>Figure 8.</i> Means Scores of the effect of teaching experience on both FSS and OrgS Factors.....	61

SYMBOLS AND ABBREVIATIONS

EFL: English as a Foreign Language

ELT: English Language Teaching

OS: Occupational Stress

FSS: Field-specific Stress

OrgS: Organizational Stress

SFL: Schools of Foreign Languages

L1: First/Native Language

L2: Second/Foreign Language

TL: Target Language

RQ: Research Question

SPSS: Statistical Package for Social Science

CHAPTER 1

INTRODUCTION

1.1.Introduction

In our century, teachers face new challenges day by day, which can be highly stressful, especially for the non-native teachers of English. The researches on teacher stress have a long history. It has become one of the most common research topics. Occupational stress is the most prevalent problem teachers have been experiencing recently (Kyriacou, 2001). While most of the professions involve stress, the level of teacher stress and strain have been well documented (Kelly & Berthelsen, 1995; Travers & Cooper, 1997; Kyriacou, 2001). It is indicated by these scholars that about one-quarter of teachers consider teaching profession as a very or extremely stressful job.

Stress can be defined by teachers in connection with negative emotions such as anger, anxiety, tension, frustration, and depression resulting from characteristics of their occupations (Kyriacou, 2001). Teaching has widely been considered as one of the high stress occupations in the literature (Johnson et al., 2005; Travers & Cooper, 1996). The factors which mostly appeared in the studies include learners' disruptive behavior, task overload, and collegial and managerial issues (Timperley & Robinson, 2000; Travers & Cooper, 1996). A study has reported that different stress levels are experienced by female and male teachers (Chaplain, 2008).

Throughout the last decades, many researchers have conducted studies about the association between work-related stress and individuals' well-being in higher

education institutions. Canessa (2006) conducted a study, which was related to the field-specific stress factors of the current study, to search for the causes of the foreign language teaching anxiety of English as Foreign Language (EFL) teachers. The first research question of the study was about whether English instructors are affected by EFL teaching anxiety. The other research question tries to explore whether there is a relationship between the teaching experience in the target language and English instructors' FL teaching anxiety.

The findings showed that Canessa's (2006) assumption in the research question confirmed that English as a Foreign Language (EFL) instructors face teaching anxiety to some extent. The participants' responses revealed that they have serious worries about making some mistakes in front of the learner and around their colleagues. English instructors experience anxiety when they do not have sufficient preparation before the lessons due to the work overload and time restrictions.

Nowadays, the importance of learning English is on the rise worldwide because of its significance of being a primary medium for communication in social, economic, commercial and educational platforms. With the widespread usage of English language, the role of the EFL instructors, especially working in Schools of Foreign Languages has been broadening day by day with the increasing demand and need from the young adult English language learners, which may result in more work pressure and job responsibilities on the instructors. The job responsibilities of English instructors working in the higher education institutions have no clear boundaries, which may reasonably create occupational stress.

In the context of Turkey, considering the non-native English instructors, the field specific and organizational requirements such as having a breath of knowledge about the language, being good role models of using the English language, creating an encouraging atmosphere for effective learning to happen may lead them to feel more pressure and stress accordingly. Furthermore, English instructors generally have additional job responsibilities such as being researchers to keep themselves informed about the latest developments related to teaching profession; being unit members to develop curriculum, to prepare exams and materials or to provide their colleagues professional development sessions; being administrators to delegate the workload and to coordinate the departmental issues. For this reason, the primary goal of the present study was to unearth the factors that cause English Language instructors' stress, to search about the association between occupational stress and some demographic factors in the Schools of Foreign Languages in higher education institutions, and to investigate EFL teachers' stress in the Schools of Foreign Languages in Ankara.

1.2. Statement of the Problem

As Butler defined (1993), "Stress is a dynamic process reflecting both internal and external factors: characteristics of a person and his or her circumstances, as well as the interactions between them." (p.1). Stress is one of the biggest concerns in organizational settings. Strategies coping with stress in a workplace to reach better working conditions for employees can be composed regarding the level of the occupational stress employees face every day. Considering spending longer hours at work each and every single day, and the lesser time for the other things, stress can be the main cause to be unhappy on employee's social life and relationships, resulting in

the feeling of burnout. Moreover, the employee has a rapid deterioration in his or her health; therefore, all organizations should consider the stress incident as a serious problem, and try to find some logical ways to deal with it. If not, stress can cause some problems such as sudden downfall in employee, high turnover rate, lower employee morale in the workplace.

All of these problems create stress and correspondingly, stress can generate the symptoms of physical and psychological health problems. Several researchers have reported that the occupational stress affect the employers negatively with respect to organizational commitment. Jackson and Rothmann (2006) report that teachers generally have higher level of stress because of the excessive job demands and characteristics, and this is the reason why they have lower level of commitment in the organization they work in. Therefore, they experience the severe symptoms of ill health.

The present study is conducted to investigate the factors leading the EFL teacher to stress and stress-related factors in higher education environments. What causes stress in the Schools of Foreign Languages in both public and foundation universities? After analyzing the data collected from the volunteer respondents in the field, the outcomes related to field-specific and organizational stress can be beneficial for administrators and instructors working in higher education institutions to have a realistic opinion about the major occupational stressors affecting the professional and social contexts of working environments, which may help preserve employee health and well-being accordingly.

1.3. Aim and Significance of the Study

As it is known, occupational stress is, in fact, a case of psychological stress in relation to one's job. It must be noted that occupational stress often stems from certain pressures, which is not generally come from a person's job knowledge, skills, or motivations. This study aims to make a contrastive analysis of the factors causing stress for instructors of English who work in the Schools of Foreign Languages in public and foundation universities in Ankara. The other aspect to research in this study is to find out whether there are any statistically significant differences between the scores of occupational stressors and the English instructors' demographic information such as gender, teaching experience and involvement of any additional administrative or unit duty. The answers to the following research questions will be researched in order to fulfill this general aim of the current thesis:

1.4. Research Questions

1. What are the occupational stress profiles of English instructors working in the Schools of Foreign Languages in Ankara?
2. Are there any significant differences in occupational stressors with respect to gender?
3. Are there any significant differences in occupational stressors between public and foundation universities?
4. Are there any significant differences in occupational stressors with respect to having any administrative or unit duty or not?
5. Are there any significant differences in occupational stressors with respect to experience in English Language Teaching Profession?

1.5. Definitions of Terms

Stress: Many various definitions have been made about stress; however, Selye (1974) made the first biological stress definition as the unspecific bodily response to any outside demand (p. 14).

Eustress: It is a type of stress, which is related with the positive feelings of the body (Selye, 1956)

Anxiety: It can be expressed as feeling of tension which triggers emotional and physical change in human body.

Burnout: It can be explained as an emotional matter of fact mainly caused by exhaustion, frustration and anger, to the excessive amount of stressors encountered in the workplace.

Occupational Stress: The European Commission (2002) which makes the definition of occupational stress as a set of physical, emotional, mental, behavioral responses to negative elements of work environment, organizational structure.

Teacher Stress: It can be described as a teacher' adverse and noxious emotions including anxiety, burnout, anger and depression stemming from the work-related contents (Kyriacou, 2001).

Organizational Stress Factors: Organizational stress factors can be portrayed as mental and physical response to the challenging and competitive aspects of organizational climate and workplace setting.

Field-specific Stress Factors: Field-specific stress factors are the profession related factors that are being mentioned in the current study as the stress causes emerged upon the high standard requirements of English Language Teaching profession.

Lazarus' Theory of Stress: This theory two basic forms of appraisal, which includes primary and secondary appraisal (Lazarus, 1990). Primary appraisal is relevant to individual's wellbeing, while secondary appraisal concerns the options of coping process.

1.6.Conclusion

This chapter had a significant role to convey the introduction part of the study, which has been referred to the problem stated, the purpose and importance of the study, the research questions, and the definitions of the terminology. The next chapter will present the review of the literature about the occupational stress in English Language Teaching profession in a detailed way.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

This chapter aims to declare the definitions and the rationale of the concepts that are relevant to stress and to summarize the studies conducted and the related theoretical frameworks in the existing literature. For this purpose, initially, the definitions and factors of the term ‘stress’ will be defined, then the theoretical background will be mentioned; and finally the previous studies conducted in Turkey and on abroad will be exemplified in the end.

2.2 Stress: definitions and rationale

Stress is often considered primarily an emotional process, but can affect physical health as well. Many definitions have been made about stress but most definitions characterize that stress is psychologically and physically disturbing or destructive conditions in response to negative external influences (Riatano & Kleiner, 2004, p.32). Stress can be defined as hardship and adversity in one’s life (Lumsden, 1981). Selye (1956) used *stressor* to indicate the stimulus, *stress* to indicate the reaction.

The definitions that are commonly made about stress can be outlined into three types as stimulus-based, response-based, and stressor-strain interaction (Butler, 1993, p.1). Consequently, accepted views on how stress should be defined incline to think of stress as an outcome of a ‘transaction’ between person and environment (Lazarus, 1990). The most important theory of all literature related to ‘stress’ is Lazarus’s ‘Stress

Theory'. As Lazarus (1993) indicates, "psychological stress refers to particular kinds of relationship between person and environment". The most crucial thing to acknowledge about stress is the transaction between individual and the environment. The term transaction refers that stress is neither in the individual nor in the environment, yet the relationship between the two. As Lazarus (1990) put it: "The stress relationship is one in which demands tax or exceed the person's resources" (p.3). Hence, stress arises when the weight of the stressor surpasses the ability to overcome. In the cognitive-relational theory, Lazarus (1990) pointed out that negative or positive emotional reactions such as anger, anxiety, shame, envy, joy, pride, love have a huge impact on people to be stressed out in their work or personal lives, and eventually, to have some health-related outcomes.

The concept of stress is well summarized in *The Stress Cycle* in Figure 1 (Claxton, 1989, p.70) as follows:

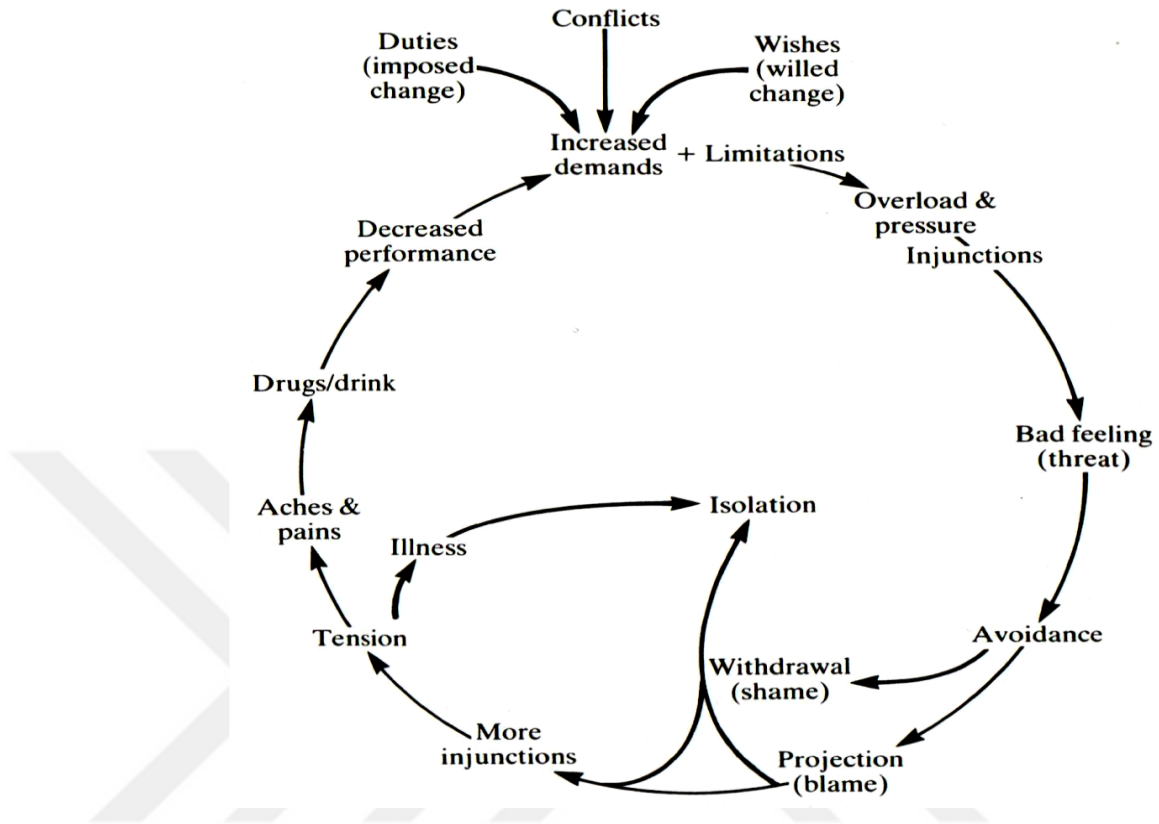


Figure 1. The Stress Cycle

Source: Claxton, G. (1989). *Being a Teacher: A Positive Approach to Change and Stress*. Cassell Academic, p.70.

Claxton (1989) claims that stress refers to both pressures and demands from the environment that an individual may face and the outcomes of these stress factors on the performance, physical and psychological health. He emphasizes when the gap between job responsibilities and limitations increase, this leads to overload and more pressure on employees, which causes stress.

2.2.1. Types of Stress

In the related literature, types of stress include the differences between both eustress and distress, and also the stress as a stressor variable and stress as a reaction variable.

2.2.1.1. Stress as a Stressor Variable and Stress as a Strain Response Variable

Most of the researchers have agreed one area considering the definitions of two terms 'stressor' and 'strain' (Beehr and Franz 1986). Selye defined *stressor* to emphasize the stimulus like social disequilibrium and strain to denote the collective reaction like panic or riot (Lazarus, 1993). A stressor acts as an occasionally physical, psychological or attitudinal stimulus. A 'strain' response is used as an indicator of an individual's ill health or well-being (Travers & Cooper, 1996).

2.2.1.2. Selye's General Adaptation Syndrome (GAS)

Selye emphasized in 1950 the importance of the intersection between physiological and psychological stress (Lazarus, 1993). In General Adaptation Syndrome (GAS), a stressor would create the similar level of psychological defense which is called stress reaction. This reaction process has three phases including alarm reaction stage, resistance stage and exhaustion stage.

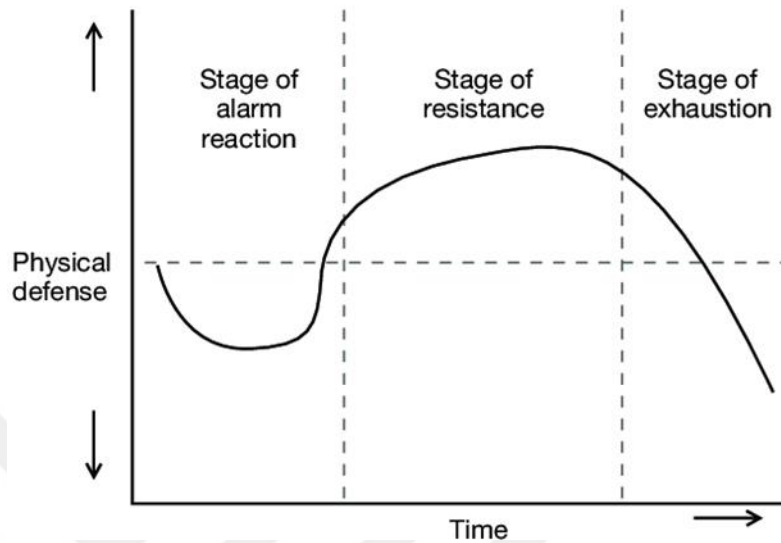


Figure 2. Selye Stress Diagram

Source: Selye, H., 1956. *The stress of life*. New York: Mcgraw-Hill.

GAS can be considered as the coping mechanism of psychological outcomes of physiological manifestations. Psychological elements were thought to affect the occurrence of GAS. In spite of the importance of common aspects between psychological and physiological stressors, they require the different approaches while analyzing. This means the causes of physiological stress and psychological stress may not be always the same (Lazarus & Folkman, 1984).

2.2.1.3. Theories about Stimulus, Response and Transaction

Stress is conceived as a manifestation stemming from interactions between stimuli from the outside setting called stressor, and an individual in the form of strain. Stress can be specified as the consequence of ‘transactions’ between the individual and the environment. Lazarus (1990) states that the relationship of both people and the

environment they live in play same amount of role in creating stress. Therefore, stress can be expressed as a reaction of an individual given both physiologically and psychologically to environment. Individual differences play important roles in personal motivation and cognitive elements, which mediate between the sources of stress and the reaction occurred accordingly (Lazarus, 1993). Stimulus is an outer power, which has a negative effect on the individual whereas response is the inner, physiological or psychological outcome to a stressor (Hendrix et al., 1995).

2.2.1.4. Eustress and Distress

Every individual faces some amount of stress in his life, which is even beneficial (Singer, 2010). Lazarus (1994) states that the types of stress changes according to demographic variables such as age, socio-economic features, job choices and personal traits. He also mentions that stress is a psychological and physiological concept, and in his transaction approach, stress results in the course of action between the individual and the environment (Lazarus, 1994). Claxton (1989) emphasizes the positive stress can be possible to feel as embracing, giving energy to what's needed and focusing on what is necessary in a challenging situation.

Selye (1956) draws a distinction between eustress, which is related with the positive feelings of the body; and distress, which is associated with the negative emotions and disturbed bodily conditions. In Travers and Cooper (1996) states that eustress is the type of stress, which has positive effect on people, and distress has oppositely the negative outcome. According to Hartney (2008), there are the two types of stress; positive stress, eustress—positive feelings to a challenge, and negative stress, distress—negative emotions out of control or under any bad circumstances. Cosgrove

(2001) also mentions that type and effect of stress may change depending on personal characteristics, social context, and people's feelings under stress. Cosgrove (2001) stresses out that one needs some amount of stress to pursue some goal in life and continue living on. Lazarus (1993) expresses that eustress may enhance the competence of the immune system of an individual; whereas distress may have the opposite effect on a person.

2.3. Occupational Stress: Definitions and Rationale

Occupational stress is one of the major issues which organizational psychology has been recently concerned about. Occupational stress occur either psychologically, physically or in both ways at the same time. Over the years, various definitions of occupational stress has been revealed in the literature. Occupational stress can be enunciated as a negative state of quality resulting from insufficient coping ability against the sources of stress, and can lead an individual to have some negative psychological and physical health-related outcomes (Cummings & Cooper, 1979). There are many stressors in the workplace. According to Robbins & Judge (2012, p 595), "Stress is an unpleasant psychological process that occurs in response to environmental pressures". Furthermore, Robbins, Coulter & Woods (2013) also considered occupational stress as a negative reaction of employees, the result of the extreme job demands, job duties, and constraints at workplace. In addition, occupational stress is described as an employee's psychological state trying to find a solution of a demanding condition or any constraint in the organization, which he/she feels uncomfortable, and threatening (Nagra & Punjab, 2013). Kyriacou, (2001) states that teacher stress is felt in teachers, who have negative emotional breakdowns related

to anxiety, nervousness, frustration, anger, most importantly, depression. Chan, Chen, and Chong, (2010) considered occupational stress as an displeasing feeling, that can come out when people overwork, get stressed out or worry about; under these circumstances, their coping mechanism may collapse with excessive stress.

2.3.1. Sources of Occupational Stress

In the medical field, stress is known as a form of both psychological and physiological reactions to dangerous situations (Lazarus, 1993). In the literature, there is a term ‘occupational medicine’, which was originated in the United Kingdom as a result of increasing damaging physical and psychological outcomes related to occupational stress in the workplaces. Most of the findings about stress in higher education institutions are established by the researchers from the United States, England, Australia, Canada, New Zealand, and other developed countries (Gillespie et al., 2001; Tytherleigh, Webb, Cooper, & Ricketts, 2005). As a matter of fact, considerably limited studies on stress experienced in higher education have been conducted in other developed or developing countries in the existing literature.

A few decades ago, academicians working in higher education institutions was considered to be the employees with little or no stress; however, this aspect has changed over the years. There are some evidence that teaching is not a low stress profession any longer. Occupational stress among the academic personnel and other members working in higher education institutions is becoming an increasing concern (Kinman & Jones, 2003; Winefield et al., 2003). Ill health, low organizational commitment and most importantly occupational stress have been highly important threats to higher education institutions recently (Mostert, Rothmann, Moster & Nell, 2008).

Researchers in different fields have identified that there are several factors that are experienced by all the professionals of every field.

Job demand: The tasks and responsibilities given in the workplace associated with the job descriptions (Fisher, 1994)

Job security: Feeling insecure in the organization causes higher levels of stress. (Ablanedo-Rosasa, 2011)

Work overload: Excessive amount of tasks and responsibilities associated with time constraint in the working environment is the most prevalent work-related stressor in many studies in the existing literature (Weiskopf, 1980; Westman & Eden, 1992; Winefield & Jarrett, 2001).

Role ambiguity: Role ambiguity occurs when the organization does not set a clear vision about expectations (Kyriacou, 2001).

Insufficient time: Time constraint associated with the workload triggers the level of occupational stress in the workplaces (Bress, 2006; Adams 2001)

Inadequate resources and physical conditions: Insufficient resources in the working environment (Kyriacou, 1987), or physical conditions such as working outdoors increase the work-related stress related to natural elements related to weather conditions.

2.3.2. Sources of Occupational Stress in Higher Education Institutions

In different countries, many studies have been carried out to research what the reasons and outcomes of occupational stress exposed by employees working in universities were. All these studies found that the reason why the level of stress was

increasing more and more day by day was increased work pressure and reduced support from the government, especially to public universities (Kinman 2001; Winefield et al. 2003; Coetzee & Rothmann, 2005). In the research literature, the stressors are specified as work overload and time constraints, academic change, types of authority, inadequate resources and new organizational structures (Winefield & Jarrett, 2001; Winefield, et al. 2003, Coetzee & Rothmann 2005). These findings were collected from a longitudinal study of 17 Australian universities in which included academicians and general staff to get a realistic idea about the sources, outcomes and variables relevant to stress factors (Winefield et al., 2003).

In South Africa, Coetzee and Rothmann (2005) reached quite alike results. No considerable differences considering the stressors were detected in these studies between the academicians, and other members in the institutions. A study carried out in UK reported that, “occupational stress in university staff is widespread and lends further support to the growing evidence that universities no longer provide the low-stress working environments they once did” (Tytherleigh, Webb, Cooper & Ricketts, 2005, p. 54). In their studies, they similarly indicated that academicians experienced stress due to the colleagues not being collaborative, low job control over a decision-making process in their organizations, which affected their work, insufficient resources, not enough information given from their supervisors, work-family life, time constraints to complete the tasks assigned, lack of opportunities for promotion, and low pay and benefits. According to Fisher (1994), the reason why the stress level was getting higher in higher education institutions was that academic staff members had job demands and work overload, which were specified as being a teacher, organizer, researcher and administrator. It is obvious that the ones who have administrative

positions added to teaching, research tasks or other obligatory roles cause role stressors among academic staff generating psychological strain in the end (Kebelo, 2012). As a result of those reasons, academicians had high level of stress in the institutions

The data-based studies related to teacher stress (Coates & Thoreson, 1976; Maslach & Jackson, 1981) and non-databased visions (Styles & Cavanagh, 1977; Fimian, 1980, 1982a) have been sufficiently recorded. Many sources contribute to level of teachers stress. A number of sources was defined by Weiskopf (1980) as excessive load at work, lack of vocational success, long hours of work, student attitude, no clear job responsibilities. Fimian (1982a) found out 135 sources and manifestations of teacher stress presented in the literature.

Teachers who have limited or no control over the organizational structure, academic planning and administrative duty-bound processes in the institutions they work in were the main issues related to teacher stress. Unclear job descriptions and work overload for teachers have been seen in the studies conducted over the years as the most prevalent sources of stress (Fimian 1987; Kyriacou 2001; Austin et al .2005). Insufficient time to do the job descriptions, lack of teaching resources, salary, inadequate peer support and collegial relationships, students' attitudes, the problems occurred in the classroom are the sources of stress mentioned in the literature (Adams 2001; Kyriacou 2001; Fimian 1987). Especially for EFL teachers, Bress (2006) conducted a study and it emphasized that the most notable factors of stress were time management problems, undesired observations by a mentor or an administrator and poor relations with colleagues. Additionally, 138 Canadian secondary school educators completed the surveys about their occupational stressors. The most important source

was found as 'time constraints' and the second one was 'student attitudes and behavior' (Bryne, 1991).

Studies in the literature have shown that the sources of stress associated with teaching are intensive workload, long working hours, low status, low income, a great number of paperwork, anxiety related to assessment, and dealing with changing job descriptions (Travers & Cooper, 199; Pithers & Soden, 1998). Kyriacou (1987) reported that teachers experience stress related to workload, students' behaviors, lack of promotion, low quality working conditions, poor relationships with students, co-workers, and managers. Many studies take the common perception of stress among teachers into consideration (Kyriacou 1987). Many studies conducted in the field surely demonstrates that teaching is one of the 'high stress' occupation (Travers & Cooper, 1996; Dunham & Varma, 1998; Kyriacou, 2000). As it is previously indicated, my research will add more findings into the related literature.

2.3.3. Karasek's Demand-Control Support (DCS) Model

Occupational stress is a major outbreak in the organizations, which guides work-related stress research recently done. Demand Control Support (DC/S) model developed by Karasek (1979) was about the job strain experienced by individuals. The model explains the relationship between psychological and working conditions and the employee's well-being and job productivity. The model also describes how job stress could affect individuals considering the differences in job characteristics of organizations. It anticipates that "the most adverse reactions of psychological strain (fatigue, anxiety, depression, and physical illness) occur when the psychological

demands of a job are high and the worker's decision latitude in the task is low" (Karasek & Theorell, 1990, p. 32).

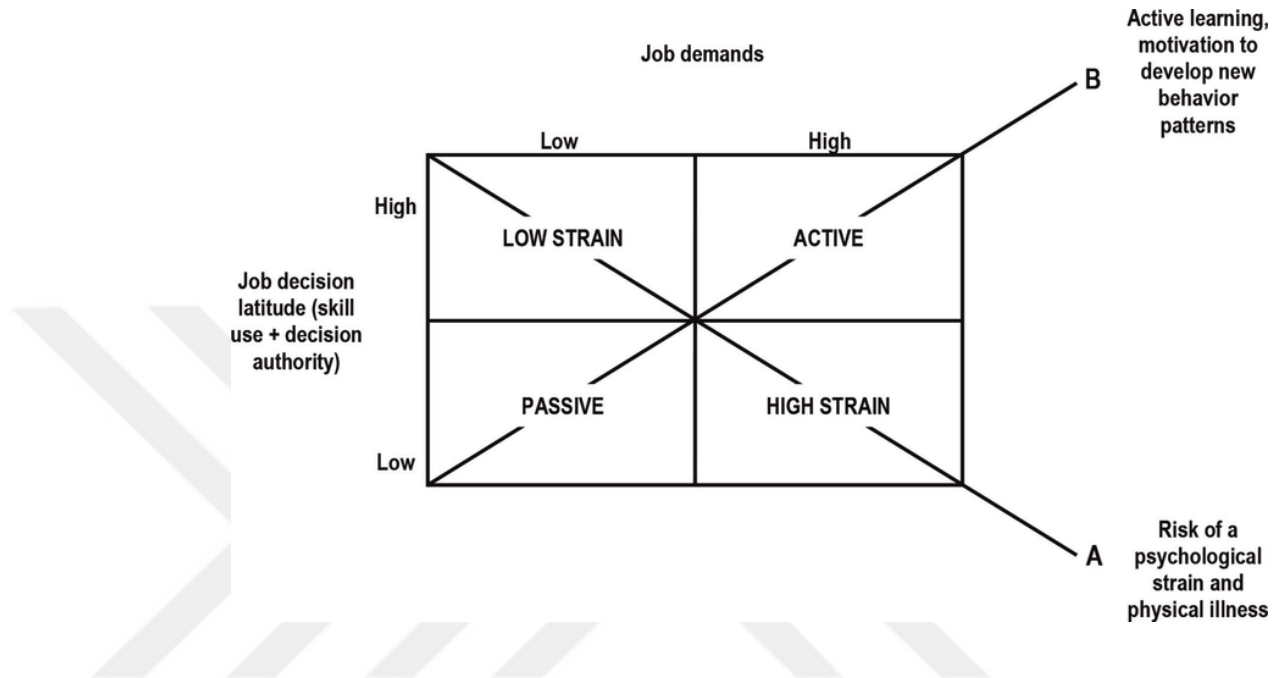


Figure 3. Karasek Job Strain Model

Source: Karasek, R. & Theorell, T. (1990). *Healthy Work: Stress, Productivity, and the Reconstruction of Working Life*. New York: Basic Books.

According to the model, high-strain jobs would create the highest levels of strain, and low-strain jobs would generate lower levels of strain where job demands are low but job control is high. Average levels of strain would be experienced in inactive jobs (low demands, low control), and in jobs in which individuals are actively involved (high demands, high control). Employees working in the professions experiencing high strain are at a high risk of having symptoms of health problems. They, accordingly, would expose the maximal level of stress and are inclined to have serious illnesses such as heart diseases (Karasek et. al., 1981).

According to the DC/S model (Karasek, 1979), since the demands in the universities are increasing, and the autonomy is decreasing, higher education institutions are turning to increasingly a high level of stress workplaces. By using the DC/S Model, the results of longitudinal study related to the occupational stress in 17 Australian universities (Gillespie et al., 2001; Winefield et al., 2002) showed that academicians and non-academic personnel experienced high level of stress with low level of control or autonomy resulting in high level of the psychological strain.

2.3.4. Travers and Cooper's Model of Occupational Stress

Travers and Cooper (1996) conducted *The Teacher Stress Questionnaire* on 1790 teachers to measure the level of occupational stress in teachers whose ages range from 22 to 65 in UK. The outcome of the study set light to the fact that ten stressors were detected related to the teachers. The sources of stress were 'student-teacher interaction', 'administration and structure of schools', 'overcrowded classes', 'organizational changes in education, 'teacher assessment', 'management concerns, 'lack of promotion', 'shortages of staff', 'insecurity at work', and role ambiguity of teachers.

The stress factors related to the occupation are listed by Cooper (Travers & Cooper, 1996). Stress factors may be about inner structure of the organization such as workload, job responsibilities, and physical working conditions. Role ambiguity and role conflict may be the reason why the employees feel stressful at work. Limited career advancement opportunities including having job insecurity and getting not enough promotion are the triggering cause of getting stressed in a workplace.

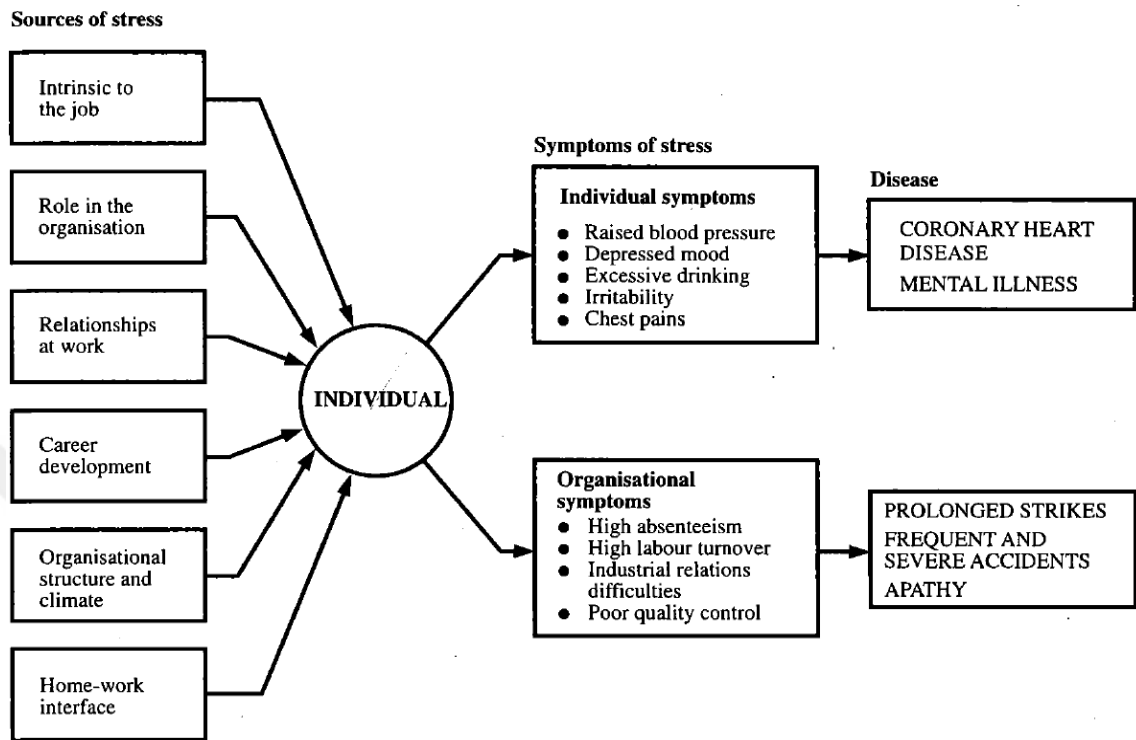


Figure 4. A Model of Occupational Stress by Travers and Cooper

Source: Travers, C.J., & Cooper, C.L. (1996). *Teachers Under Pressure: stress in the teaching profession*. London, Routledge: p.36.

Work-family interface and organizational structure are the stress factors mentioned in the model developed by Travers and Cooper (1996). According to the model, all the stressors mentioned in the model are related to each other and interactive; therefore, they should be treated as they are relevant entities.

2.4. Occupational Stress and Demographic Factors

Bharathi (2013) emphasizes that the findings of the study that was conducted showed that occupational stress factors and demographic variables such as the field training received by individuals are significantly related. Conversely, the occupational stressors and demographics such as age, income, type of family, marital status,

academic qualifications and the years of experience in related occupation do not have any significant relationship with one another (Bharatti, 2013)

As for gender, Check & Okwo (2012) stated that gender, as a demographic factor has no effect on feeling stressful. The findings may reveal that teachers feel stressed because of the factors, which are not related to personal traits. These findings are consistent with the results of the study carried out by several researchers (İpek, Akcay, Atay, Berber, Karalık & Yılmaz, 2018). According to İpek et. al. (2018), considering gender as a demographic factor, the findings of the study reveal that even though the stress levels of both male and female are moderate, occupational stress that female teachers experience stress more apparent than the male participants. However, two genders who experience occupational stress are not significantly different from each other. Conversely, the results of Check & Okwo (2012), and İpek et. al (2018) differ from the results of the study conducted by Aftab and Khatoon (2012). With respect to the study, male teachers are more stressful than their female colleagues

In a study conducted by the APA (2010), women reported that they experience physical stress indications, which were emotional breakdown, irritability or anger, exhaustion, lack of interest or motivation, feeling nervous, headaches, sadness, problems related to digestion, eating disorders. The findings reveal that women are more likely to experience stress physically. The females are spotted to be more likely than men to have physical manifestation of stress, and they are thought to be more prone to stress as a gender.

2.5. Outcomes of Occupational Stress

It is widely understood by many organizations that occupational stress can have some major outcomes at both the individual and organizational level. The individual may be experienced such issues as violent behaviors, depression, heart disease, or other types of medical issues that may affect employees' health. The more level of stress increases, the more level of absenteeism may appear in workplaces. Moreover, facing with quitting or being fired, consequently employee turnover becomes very costly to organizations and increases overall workforce expenses. It is known that some organizations have employees who have lost their motivation and job satisfaction, which may relatedly affect the organizations and make it very hard to continue their collaboration and participation with the organization (Ornelas & Kleiner, 2003).

A finding from the study (Coetzee & Rothmann, 2005) was very interesting in the sense that university staff felt the organization is not fully committed to the employees whereas the employees perceive themselves as highly committed to the institutions. This situation makes them feel discouraged and affects the level of commitment of the employees. Considering the study of Tytherleigh et al. (2003), the only direct comparison between two studies is the commitment levels, both of which were perceived from the organization and were felt toward the employees. This was a serious concern, which may result in low productivity and lack of desire to accept responsibility in the institution (Chow, 1990). Making a direct comparison is not possible since the two studies applied different measuring data instruments to find out the levels of psychological strain. Winefield et al. (2002) used the General Health

Questionnaire, GHQ-12 (Goldberg & Williams 1988), which is a well-validated psychiatric screening instrument for measuring mental health in occupational stress, whereas in the study of Tytherleigh (2003), Organizational Stress Screening Tool, ASSET (Cartwright & Cooper, 2002), was used as a psychological wellbeing subscale. Both studies' validity and reliability are certain; however, the emphasis of what they concentrated on was distinctive.

Coetzee and Rothmann (2005) reported that the psychological and physical results of the occupational stress were very high compared to the normative data. The findings were similar to the results of Winefield et al. (2002) who, in the longitudinal study of workplace stress in the universities in Australia, revealed that 43% of academicians, compared to 37% other members in the universities, were experiencing psychological illness by using the highly validated measuring instrument, GHQ-12 (Goldberg & Williams, 1988). It was also found that 50% of the employees working in the Australian university participated in the study has a tendency of psychological health problems; however, only 19% of the the population in Australian was at risk of psychological outcomes of occupational stress. These findings are different from the outcomes found in the study of Tytherleigh et al. (2003) who reported normative levels of psychological ill-health and lower levels of physical stress factors. Moreover, the outcomes of Tytherleigh (2003) also do not support low level of satisfaction compared to the findings related to the responses of both academic and non-academic staff working in Australian universities in the study of Winefield et al. (2002).

Two national surveys between 2000 and 2003/4 were carried out about work-related stress in 15 universities in Australia (Winefield et al., 2008). In survey 1,

psychological ill-health, measured by the GHQ-12, is significantly related to individual differences and then organizational factors; job satisfaction was the main source regarding the workplace factors; organizational commitment was significantly related to both personal differences and the work environment factors. In survey 2, the level of psychological stress considerably increased.

Some studies have detected that women experience higher level of occupational stress than men (Blix et al., 1994; Boyd & Wylie 1994); otherwise, some did not find any gender differences about the level of psychological stress (Winefield & Jarett, 2001; Winefield et al., 2003). There is no clear explanation for the contradictory outcomes.

Consequently, there may be negative outcomes for both employees and the workplaces when there are occupational stress factors such as frustration triggered by the excessive amount of work, depression and stress-related heart problems, which may lead employees to reduce the quality and the quantity of their work (Ornales & Kleiner, 2003), and to exceed the level of absenteeism, presenteeism and turnover intentions in the organizations (Mostert et al., 2008).

2.6. Occupational Stress in Teachers in Higher Education Institutions

Occupational stress have very serious effects on the instructors in educational systems because of the impact that it may create on both teachers as individuals and the education institutions. Teacher stress might cause psychological and physical health issues that might lead an individual to absenteeism, sick leave, intention to quit. Wilson (2002) emphasized that high working load, bad communication, a poor school

communities and culture, and poor working conditions are the main causes for teachers' occupational stress.

In the related literature, it is emphasized that ESL/EFL teachers also feel stressed related to the job demands of English Language Teaching. The causes of occupational stress perceived by EFL teachers under some circumstances in their organizational settings may change according to personal, psychological and field-specific factors. In the literature, demographic variables such as age, gender, individual characteristic, experience in teaching profession, curriculum overload, administrators, the level of learners, students' individual traits, age and attitudes, relationship with colleagues, poor physical conditions can be regarded as the factors of field-specific stress and increase the stress levels experienced in teaching. EFL teachers' job responsibilities such as encouraging the students who do not have the motivation of learning English, communicating with the students for learner participation in classroom activities. The potential stress factors put great deal of pressure on teachers; therefore, the occupational stressors should be explored (Mohammdi & Mohammad, 2015).

2.6.1. Impacts of Occupational Stress in Higher Education Institutions

Occupational stress may not be considered as a problem of an individual but as a serious concern for administrators of organizations (Mostert, Rothmann, Mostert & Nell, 2008). Psychological stress is now accepted as a part of occupational life for higher education institution staff members (Fisher, 1994), emerging not only in the United Kingdom (Kinman & Jones, 2003) but also in Australia (Winefield et al., 2003) too. It can be inferred that academic and non-academic staff reported that stress related

to working environment creates a disruptive impact on one's occupational life, and more importantly, personal well-being (Gillespie et al., 2001).

Two types of strain, physical and psychological, can be experienced in the organizations. Physical strain comes out when an individual reacts to unexpected situations physiologically in the process of stress. There are two types; short term and long-term strain (Frese & Zapf, 1999 as cited in Mostert et al. 2008). Individuals may face a long-term physical strain including heart problems; beside, they may also experience a short-term physical strain such as immune system problems or high-blood pressure (Mostert et al., 2008). On the other hand, psychological strain may include anger, depression, panic attacks, intrapersonality, difficulty in coping, tiredness (Jackson & Rothmann, 2006). Many studies in the literature make it clear that the occupational stress have a huge negative impacts on mostly psychological (Winefield et al., 2002; Mostert et al., 2008; Coetzee & Rothmann, 2005) and also physical wellbeing of the employees working in the higher education institutions (Boyd & Wylie, 1994).

2.6.2. Impacts of Field Specific and Organizational Stress Factors in Higher Education Institutions

Over the last decades, many researchers were conducted studies related to stress causing factors for the instructors working in higher education institutions. Physical and psychological strain are caused by occupational role stressors (Kebelo, 2012) and by some problematic stress factors such as job control, adequacy of resources, relationship with students, collegial relationships (Mostert et al., 2008). Administrators or supervisors sometimes may give some unclear directions for the

employees that can make them lead to role ambiguity about what the subordinates should do. This may create the lower performance and job satisfaction, and also the higher tension and anxiety on the employees (Yang, Che, & Spector, 2008). These stressors negatively affect organizational commitment. With regard to these negative impacts, one suffers in the work place resulting with the upsetting consequences including absenteeism, presenteeism, burnout, and intentions to quit. Correspondingly, it is costly to the institution (Mostert et al., 2008).

According to the DC/S model (Karasek, 1979), since the demands in the universities are increasing, and the autonomy is decreasing, higher education institutions are becoming increasingly a high level of stress workplaces. By using the DC/S Model, the outcomes of longitudinal study related to the occupational stress in 17 universities in Australia (Gillespie et al., 2001; Winefield et al., 2002) showed that academicians and general personnel experienced high level of stress with low level of control or autonomy resulting in high level of the psychological strain.

Similarly Gillespie et al. (2001) have found that the level of occupational stress in academic staff was higher than administrative staff. The respondents reported that they were experiencing stress-related ill health including anger, burnout, depression, tiredness. Coetzee and Rothmann (2005) have also reported the psychological stress in a higher education institution in South Africa.

In the study of Winefield et al. (2003), employees working as academicians experienced distress higher than general staff did. Moreover, the level of job dissatisfaction was higher for academic staff than for general staff. The lowest level of job dissatisfaction found in the academic staff who were occupied with teaching or

both research and teaching. The types of universities, which are old, middle and new, affected the level of psychological strain. The study showed that the academicians working in the new universities were affected from occupational stress more than the ones working in the old universities.

2.7. Related Studies Abroad Related to Occupational Stress

Several questionnaires carried out on the teacher stress factors have shown that up to teaching was regarded as a highly stress-causing occupation according to one third of teachers (Borg & Falzon, 1989; Kyriacou & Sutcliffe, 1979a, 1979b). Even though the differences in demographic information of the respondents including age, experience, gender, and the additional duty assigned to the teachers may clearly seen in the literature, evidence suggests that most teachers experiences a discernible range of stress (Borg et al., 1991; Brown & Ralph, 1992; Laughlin, 1984; Punch & Tuetteman, 1990). Moreover, a study was conducted with the participation of 200 teachers in the upper secondary school, who were randomly selected (Ravichandran & Rajendran, 2007) The results show that the demographic variables including gender, age, educational background, experience, make a significant impact on the findings considering various stress factors related to the teaching profession.

Negative affectivity was the strongest predictor according to the findings in the second national survey of Winefield et al. (2003). University staff who experienced negative emotions in the work environment were highly affected by psychological distress. Work-home conflict, low levels of job control, feeling insecure at work created more psychological stress in both academic and non-academic staff in 13 Australian

universities. Moreover, low trust for the administrators of the institutions was also significantly related to high occupational stress (Winefield et al. 2008).

Doss et. al. (2018) conducted a study aiming to analyze the level of work-related stress and burnout experienced in teaching profession working in private and public schools. 240 teachers in both public and private schools participated in the study. The levels of stress and burnout are significantly different among participants who are male and female in the Indian schools, where the study took place. Public schools have higher stress levels than private school. The results of the study pointed out that inadequate salary is a notable component affecting the stress levels that teachers would face. Doss et. al. (2018) mentioned, in the discussion chapter, that teachers in public schools having duties being administrator or administrator assistant had higher income compared to the teachers who worked in private ones. The researchers assumed that this was the important reason to have high stress levels.

Aubrey (2014) used a mixed method to explore both the qualitative and the quantitative aspects of stress scores. In the quantitative scale, 134 participants responded to the research. The headings of occupational stressors were discovered as teaching in the classroom, administrative issues, professional development issues and teachers' assessment styles. The major stress contributor was detected as 'Teaching uninterested students' (p.58). Aubrey reported that the next highest source of stress, followed by 'Teaching uninterested students' and 'Keeping students motivated' was 'Last minute urgent announcement by administration' (p. 84)

Eres and Atanasoska (2011) investigated to find out the stress level of Turkish and Macedonian teachers who experienced different socio-cultural and economic

situations. The researchers, themselves, developed the scale conducted in the study. 416 Turkish and 213 Macedonian teachers participated in a study; the findings of which revealed that Macedonian teachers have higher stress levels compared to Turkish teachers. The stress scores of male teachers are higher than those of female teachers in Turkey, on the contrary, there is no significant difference between female and male teachers in Macedonia regarding total stress scores.

2.8. Related Studies in Turkey Related to Occupational Stress

Önkol (2002) aimed to explore the organizational stress factors of English instructors in both public and foundation universities in Turkey. The study demonstrated the findings about the differences between the organizational stress scores and various demographic variables such as experience in teaching, and additional duties the English instructors had in the institution they currently work in.

Petek (2008), in her thesis, conducted a study on 112 English instructors working in Ankara University and Middle East Technical University English Preparatory Schools in Turkey. Data related to occupational stress was collected from the participants by using questionnaires including a demographic inventory, and a semi-structured interview. “Student attitudes” and “work overload” were the factors causing stress, which gave a clear vision about the most stressful situations for English instructors. Considering the relationship between the total stress scores and participants’ genders, the findings revealed that female instructors’ stress scores were higher than male respondents’ were.

Birincibubar (2013) investigated the occupational stress factors affecting the English instructors in the higher education institutions by carrying out survey method.

The respondents were 110 English instructors from four public universities in Turkey. The findings of the study displayed those instructors who had less weekly teaching hours found out to have more stress than the ones who had more. In terms of gender, there was no significant difference between female and male participants regarding both field-specific and organizational stress factors. Furthermore, the most stress causing factors were “teacher competence”, one of the sub factor of field-specific stress, and “organizational structure” of all the sub factor of organizational factors.

In a study conducted, İpek et al. (2018) recently aimed to discover the relationship between teachers’ occupational stress and demographic variables such as gender, age, year of experience, and educational background. 84 English instructors working at a preparatory school of a public university in Turkey participated in the study. Occupational stress related data was collected via Teacher Stress Inventory (Boyle et. al., 1995) with a demographic inventory developed by the researchers. The results of the study showed that the experienced level of occupational stress was moderate. The policies of administration and teaching environment were the factors affecting the English instructors’ stress. As for gender as a demographic variable, there was no statistically significant difference between female and male respondents considering occupational stress. In terms of the difference among the groups divided as 0-5, 6-10, 11-15, 16-20, 21 and above years of experience in the profession of English language teaching, there was no significant difference.

2.9. Conclusion

As it is indicated up until now, the occupational stress has not been taken up extensively. In the existing literature, that is why the research is undertaken to contribute the related research areas. This chapter mainly began with the definitions and rationale of the stress and occupational stress. Later, the types and the sources of stress were presented with the light of the literature on the field, which included the relevant studies conducted in order to understand the problematic matters studied within the scope of the current study. Theoretical frameworks and teacher stress models of the existing literature were also taken place to make use of the breadth of knowledge on the field. In the following chapter, the presentation of the overall methodology of the current study will be presented in a systematic way.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter is devoted to the presentation of the overall design of the current study with the lights of the quantitative data analysis of several statistical tests. Then, the characteristics of the participants and setting will be explained. Lastly, the information about the data collection instrument and the construction of questionnaire will be given briefly. The findings of the study are formed along with the research questions set in the study.

3.2. Design of the Study

In the overall design of this study, survey method -the form of a quantitative research-is used. Burns and Grove (2001) defines quantitative research as “formal, objective, systematic process in which numerical data are used to obtain information about the world” (p.26). One of the primary goal of this study is to analyze whether English instructors working at the SFL in both public and foundation universities in Ankara have significantly different occupational stress levels. Therefore, conducting the current study using the questionnaire adapted and piloted by Petek (2008) in which the factor analysis and the reliability and the validity tests, which provided results with high reliability, were done and evaluated by four specialists can be regarded as a powerful type of survey method to obtain the quantitative findings about the research questions.

3.3. Participants and Setting

This study was conducted as a survey and the questionnaire was administered to the subjects including 330 Turkish EFL instructors who were working at the Schools of Foreign Languages both in public and foundation universities in Ankara

Table 1

Frequency table of English instructors according to gender

Gender	Frequency	Percent
female	256	77,6
male	74	22,4
Total	330	100,0

Table 1 displays the frequency distribution of the data with respect to gender. Out of 330 participants, 77,6% (n=256) were female and 22,4% (n=74) were male shown in Table 1.

Table 2

Frequency table of English instructors according to age

Age	Frequency	Percent
25-30	133	40,3
31-35	100	30,3
36-40	35	10,6
41-45	31	9,4
46-50	14	4,2
51-60	17	5,2
Total	330	100,0

Mean age falls in the category of 31-35 age range (M= 2.22, SD= 1.43). 40,3 % (n = 133) of the subjects were in the group of 25-30 years of age, 30, 3% (n = 100)

were in the group of 31-35 years of age, 10,6% (n = 35) were in the group of 36-40 years of age, 9,4% (n = 31) were in the group of 41-45 years of age, 4,2% (n = 14) were in the group of 46-50 years of age, and 5,2% (n=17) were in the group of 51-60 years of age shown in Table 2.

Table 3

Frequency table of involvement in any units or any administrative duties

Involvement of Additional Duty	Frequency	Percent
yes	115	34,8
no	215	65,2
Total	330	100,0

The instructors have different number of teaching hours in a week. In addition, 115 instructors had some duties in administration or some different units such as Testing Unit, Material Development Unit, and Curriculum Unit. On the other hand, 215 instructor did not have any additional duties observed in Table 3. If they had any administrative unit responsibilities, they would have additional working hours assigned by the administration.

The study was administered in both public and foundation universities in Ankara. The study was carried out on a voluntary basis. The permissions were personally obtained from the administrations of universities in order to deliver the questionnaire to the English instructors who were currently working in the SFL in both public and foundation universities.

3.4. Data Collection Instruments

In the present study, ‘Demographic Inventory’ and ‘Teacher Stress Questionnaires’(see Appendix D), which include ‘Field-specific Stress Factors Questionnaire’ and ‘Organizational Stress Factors Questionnaire’, was used to collect quantitative data, which was constructed by Petek (2008).

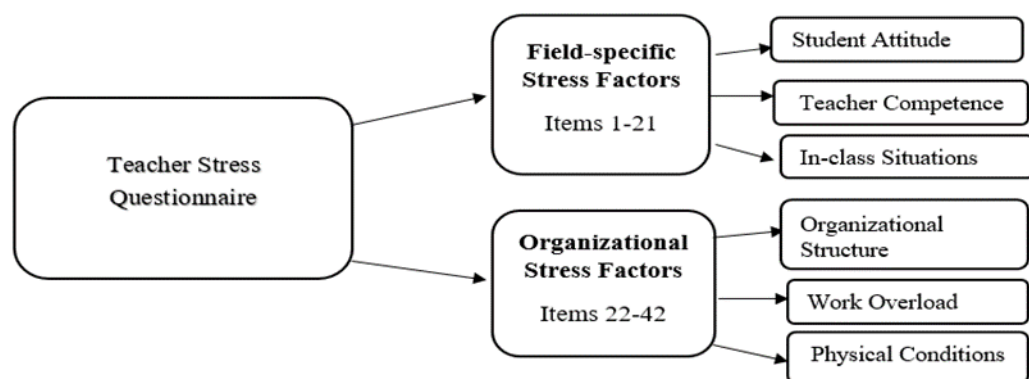


Figure 5. Teacher Stress Questionnaire for English Instructors

Source: Petek, E. (2008) An Investigation on Stress Factors and Coping Strategies of English Instructors Working at the English Preparatory Schools of METU and Ankara University. Master Thesis. Trakya University, p. 43.

Teacher Stress Questionnaire (Petek, 2008) includes two parts. In the FSS Factors Questionnaire, there are eleven items related to ‘Student Attitudes, which are item 1, 2, 3, 4, 5, 6, 7, 16, 17, 19, and 21 (e.g. item 2: “Students’ lack of interest in the lessons due to negative attitude towards English”); 5 items relevant to ‘Teacher Competence’, which are item 8, 9, 10, 18 and 20 (e.g. item 9: “Not having been in the

country of the target language before as an instructor”; and 5 items related to ‘In-class Situations’ including item 11, 12, 13, 14 and 15 (e.g. item 14: “Always having to find meaningful context for vocabulary teaching”). Furthermore, in the OrgS Factors Questionnaire, there are three sub factors, which are ‘Organizational Structure’, ‘Work Overload’ and ‘Physical Conditions’. The items related to the ‘Organizational Structure’ are item 22, 23, 24, 30, 32, 33, 35, 36, 37 and 38 (e.g. item 24: “Administrators’ ignorance of instructors’ problems related to teaching and students”). Moreover, there are 6 items about ‘Work Overload’, which are 25, 27, 31, 39, 40, and 41 (e.g. item 25: “Too much workload in terms of course hours per week”). Item 26, 28, 29 and 34 are related to the last sub factor of OrgS Factor Questionnaire, ‘Physical Conditions’ (e.g. item 29: “Overcrowded classes”).

Considering that the participants are all English instructors and they do not have any difficulty in understanding the items of the questionnaire, the instrument was delivered in English. It was scored on a five-point Likert scale ranging between ‘None’ to ‘Very Much’. The instrument was completed by the subjects anonymously, and the respondents voluntarily participated in the study.

3.4.1. Demographic Inventory Form

The first part of the data collecting instruments was Demographic Inventory form. The demographic inventory was delivered to the participants to accumulate some demographic information about the subjects including the gender, institution, teaching experience, involvement of additional duties pertaining to the job responsibilities related to unit or administration of the institution.

3.4.2. Field-Specific Stress Factors Questionnaire

Petek (2008) had created the items 1 -21, which were related to the field-specific stress factors. It was scored on a five-point Likert scale ranging between 'None' to 'Very Much' measuring field-specific stress factors which English as a Foreign Languages instructors may deal with during their professional lives. In the light of the factor analysis, the three-factor solution for first 21 items in the questionnaire were extracted for Field-Specific Stress Factors, which were named as 'Student Attitude' referring to the items that cause stress related to the problems such as students' negative behaviors, lack of responsibility, and so forth, 'Teacher Competence' based on the items such as the teachers' perceptions of adequacy in the teaching profession, and 'In-class Situations' referring to the items about the unexpected events spontaneously occurred in the language classroom. 'The difficulty of motivating students to learn a foreign language' (item 4), 'Students' lack of systematic study habits' (item 6) are the sample items in the Field-specific Stress Questionnaire.

3.4.3. Organizational Stress Factors Questionnaire

The second part of questionnaire items from 22 to 42, which were related to organizational stress factors, were created in guidance of 'Organizational Stress Questionnaire' by Önkol (2002) and 'Occupational Stress of the Instructors Questionnaire' by Balcı's (2000), both of which were designed by reviewing the relevant literature about several related international questionnaires. It was scored on a five-point Likert scale ranging between 'None' to 'Very Much'. The three-factor solution for the remaining 21 items was structured for Organizational Stress Factors

after the application of the factor analysis conducted were revealed. These three-factor solution is as follows: ‘Organizational Structure’ including the items related to attitudes of the administration towards the instructors about the involvement in all the processes about the structure; ‘Work Overload’ referring to the items about working conditions such as salary, the amount of work; ‘Physical Conditions’ including the items about insufficient resources, opportunities or services that the institution should provide for a better English Language Teaching process. ‘Too much workload in terms of course hours per week’ (item 25), and ‘Lack of flexibility in the institutional practices such as attending meetings, ceremonies, deadlines of reports and so forth’ (item 30) are the sample items in the Organizational Stress Factors Questionnaire.

3.4.4. Reliability and Validity of the Study

In order to find out the internal consistency of the items of the questionnaire, Cronbach’s Alpha value was calculated for both parts of the data instrument separately. Fraenkel and Wallen (2003) were reported that Cronbach’s Alpha value should be at least .70 to be considered as reliable.

Table 4

Reliability Statistics for Field-specific Stress Factors (items 1-21)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,87	,87	21

The Cronbach’s Alpha value of the items about field-specific stress factors (items 1-21) was .81. as it is shown in Table 4.

Table 5

Reliability Statistics for Organizational Stress Factors (items 22-42)

Cronbach's Alpha	Cronbach's Alpha Based on	
	Standardized Items	N of Items
	,93	,93
		21

Besides, Cronbach Alpha value of the items about Organizational Stress Factors (items 22-42) was measured as .92, which can be seen in Table 5, with the help of *SPSS Version 22*, which shows that the data instrument is reliable to conduct the present study.

3.5. Procedure

All of the participants were the English instructors of the School of Foreign Languages working in both public and foundation university in Ankara, Turkey. After obtaining the acceptance of conducting the study from the Ethics Committee Approval, the permissions were taken from a number of public and the foundation universities in Ankara, and hence the process of the survey had been started. The participants were ensured that the information they filled in would be kept confidential so that it is not necessary for the respondents to write their names on the questionnaires. Before delivering the instruments, all the subjects were informed that they would stop responding to the questions when/if they felt unconfident in continuing the questionnaire to answer. After delivering the questionnaires to the participants, enough time was given them to reply the questions properly and return them back to the researchers, which made the answers more reliable and valid.

3.6. Data Analysis

In the initial stage of the process, the collected responses from the questionnaires were submitted by using Statistical Package for the Social Sciences (SPSS® Version 22.0 for Windows) so as to be assessed. Test of Normality was run to make sure the data has been drawn from a normally distributed sample population. When applied Normality Tests, extreme and missing values were not found; therefore, it was not necessary to conduct data clearance accordingly. Test of homogeneity was conducted to find out whether different samples came from same population. After computing all the data collected from both public and the foundation universities, descriptive statistics including means and standard deviations, and frequencies were calculated to summarize the data. This set the stage for computing means and standard deviations in order to make an inquiry of the highest scores of both field-specific and organizational stress factors related to English instructors' occupational stress. When these steps have been completed, Independent-samples T-test was used to find out the significance of the differences in stress scores considering gender, additional unit or administrative duty, type of institution as demographic variables. For the independent samples T-test, Cohen's *d* was determined by calculating the mean difference between the two groups that were found significantly different, and then dividing the result by the *pooled* standard deviation (Cohen, 1988), to see whether the effect size of the difference was small (0.2), medium (0.5), or large (0.8)

Afterwards, The next set of analyses, which were conducted by using One-way ANOVA, highlighted the impact of teaching experience on English instructors' occupational stress scores. One-way ANOVA was tested to make multiple comparisons

related to five categorical year range seen as 0-5, 6-10, 11-15, 16-20, 21-25 years of experience in English teaching profession. In other words, it was administered to test whether the multiple comparisons have any significant effect of field-specific and organizational scores on the English instructors' experience in teaching. To identify the effect size, Eta Squared (h^2) was calculated as the ratio of the effect variance (SS_{effect}) to the total variance (SS_{total}). Calculating the effect sizes made a valuable contribution to the current study about deciding whether a meaningful effect was found and helping determine the sample size for a possible future study.

3.7. Conclusion

This chapter was devoted to present the details of the overall design of the study in which "Teacher Stress Questionnaire" constructed by Petek (2008) was delivered to the participants, then the collected the data and finally processed and analyzed to explore the findings within the scope of the research questions of the present study. After giving the information about all the in line with the methodology, the reliability issues were explained. The next chapter will present the findings related to current study about the occupational stress in English Language Teaching profession by explaining the quantitative data collected thoroughly.

CHAPTER IV

FINDINGS

4.1. Introduction

The primary purpose of this chapter is to report the results of the current study obtained as a consequence of a number of different statistical data analyses. The data extracted from the 5-Likert scale items were analyzed through descriptive statistics in the *SPSS Version 22*. After the analysis of each item, the frequency values and percentage rates of the responses for gender, institution, administrative or unit duty and experience are presented in the form of tables and figures. For some calculations, Independent Samples T-test and One-Way ANOVA are used to reach the outcomes structured along with the research questions specified in the present study.

4.2. Assumption Checks

4.2.1. Sample size

The sample size was evaluated before conducting any tests. Tabachnick and Fidell (2012) give the formula: $N \geq 50 + 8m$ where m = number of independent variables (p.117). The minimum sample size for this study was calculated as 218 with 21 independent variables for each instrument. Thus, sample size in this study ($N=330$) was appropriate.

4.2.2. Normality Tests

Tests of normality were run for ‘Field-specific Stress Questionnaire’ and ‘Organizational Stress Factors Questionnaire’ to find out whether the universe of the collected data was a normally distributed sample population.

Table 6

Tests of Normality for FSS and OrgS Factors

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
FSS Factors	,04	330	,20*	,99	330	,460
OrgS Factors	,05	330	,02	,98	330	,001

As it can be easily seen in Table 6, the data of the FSS factors had been drawn from a normally distributed population, considering the p-values of both Kolmogorov-Simornov ($p= .20$) and Shapiro-Wilk ($p= .46$) tests.

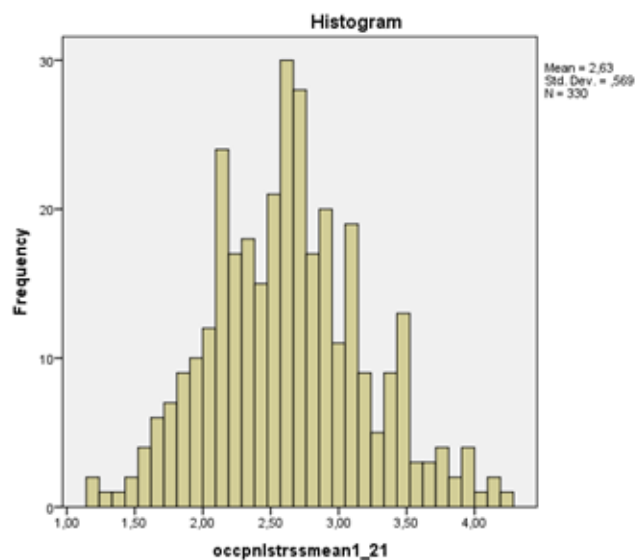


Figure 6. Histogram of Test of Normality for FSS Factors

Histogram of FSS factors scores were explored to examine the validity of normality assumption. It can be shown in Figure 6 that the histogram of the data produced a smooth normal curve.

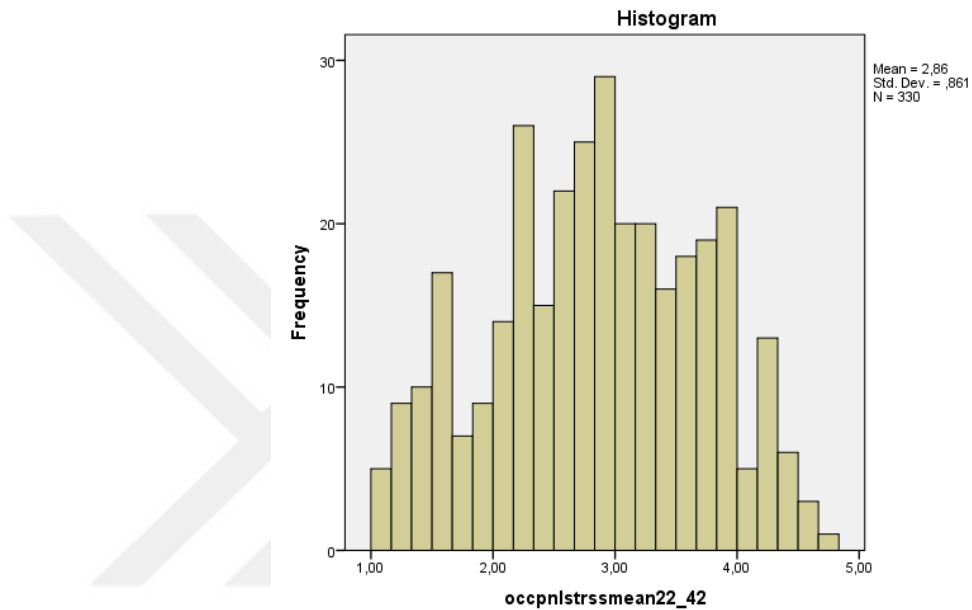


Figure 7. Histogram of Test of Normality for OrgS Factors

On the other hand, considering the p-values of both Kolmogorov-Simornov ($p=.02$) and Shapiro-Wilk ($p=.001$) tests, the data for OrgS factors were not regarded as a normally distributed one. However, the histogram of the test of normality for Orgs factors suggests that the data is approximately normal. The histogram presented in Figure 7 also shows the approximation to normality with the middle peaks and symmetry of the curves. According to Samuels, Marshall and Lahmar, (2012), “as long as the data is approximately normally distributed, with a peak in the middle and fairly symmetrical, the assumption of normality has been met” (p.2).

4.2.3. Test of Homogeneity

The assumption of homoscedasticity could be made that different samples had the same variance, even if they came from different populations (Kinnear and Gray, 2006). Kinnear and Gray (2006) indicated that the ANOVA for between subjects experiments requires that there must be homogeneity of variance from group to group (p.262).

Table 7

Test of Homogeneity of Variances for Teaching Experience

	Levene Statistic	df1	df2	Sig.
FSS Factors	,26	4	325	,90
OrgS Factors	1,99	4	325	,09

For that reason, before conducting One-way ANOVA tests, homogeneity of equal variance was also considered. It can be seen in Table 7 that the data had been derived from normal distributions with equal variance.

4.3. Results of the Study Regarding the Research Questions

In line with the quantitative analyses applied up until now, the answers to the research questions can be enumerated as follows:

4.3.1. Findings about Research Question 1: What is the occupational stress profiles of English instructors working in the Schools of Foreign Languages in Ankara?

Table 8

Frequency table of English instructors according to gender

Gender	Frequency	Percent
female	256	77,6
male	74	22,4
Total	330	100,0

Among the 330 participants involved in the study, 77,6 % (n = 256) were females, whereas 22,4 % (n =74) were males. In Table 8, the distribution of English instructors according to their gender can be seen.

Table 9

Frequency table of English instructors according to type of institution

Type of Institution	Frequency	Percent
foundation	203	61,5
public	127	38,5
Total	330	100,0

Regarding the type of the institution they work in, among the 330 respondents, 61,5 % (n = 203) of the instructors were involved in the study from the foundation universities, 38,5 % (n = 127) were from the public universities. According to type of institution, the frequency distribution of English instructors was shown in Table 9.

Table 10

Frequency table of instructors according to total teaching experience

Teaching Experience	Frequency	Percent
0-5 years	100	30,3
6-10 years	107	32,4
11-15 years	61	18,5
16-20 years	25	7,6
21-25 years	37	11,2
Total	330	100,0

Considering English instructors' total experience in teaching profession among the 330 respondents, 30,3% (n = 100) of the instructors were in the group of 0 - 5 years, 32,4% (n = 107) were in the group of 6-10 years, 18,5% (n = 61) were in the group of 11-15 years, 7,6% (n=25) were in the group of 16-20, 11,2% (n=37) were in the group of 21-25. The frequency distribution of English instructors according to their total teaching experience was shown in Table 10.

Table 11

Frequency table of involvement in any units or any administrative duties

Involvement of Additional Duty	Frequency	Percent
Yes	115	34,8
No	215	65,2
Total	330	100,0

Among the 330 respondents, 34,8 % (n = 115) of the participants answered the question as 'yes', in which it was investigated whether the English instructors had any administrative or unit duties in the institution. On the other hand, 65,2 % (n = 215) of

the English instructors gave the response of ‘no’. In Table 11, the distribution of frequencies related to the question asked about duty was given.

Table 12

Descriptive Statistics of Overall Mean Scores related to FSS and OrgS Questionnaires

Data Instruments	N	Min.	Max.	Mean	Std. Deviation
FSS Questionnaire (1-21)	330	1,19	4,24	2,63	,57
OrgS Questionnaire (22-42)	330	1,10	4,76	2,86	,86
Valid Number	330				

As it is shown in Table 12, with regards to the overall mean scores of both questionnaires, organizational stress factors (M= 2.63, SD= .57) had higher mean scores than the field-specific stress factors (M= 2.86, SD= .86). The results indicated that English instructors working in the Schools of Foreign Languages experienced organizational stress more than field-specific stress. Item 5 (M=3.57, SD=1.11) has the highest mean score in FSS Factors Questionnaire (Item 5: “Students' lack of systematic study habits”) (see APPENDIX E), and Item 27 (M=3.47, SD=1.33) has the highest mean score in OrgS Factors Questionnaire (Item 27: “Too much paperwork such as marking the exams, filling in the reports”) (see APPENDIX F).

Table 13

Descriptive Statistics of Field-Specific Stress Factors

Sub factors of FSS	N	Min.	Max.	Mean	Std. Deviation
Student Attitudes	330	1,00	4,82	3,15	,69
Teacher Competence	330	1,00	4,80	2,22	,70
In class situations	330	1,00	4,40	1,92	,76
Valid N	330				

In Table 13, it can be seen the descriptive statistics of the factors which cause occupational stress related to the FSS scores. There were three sub factors of field specific stress factors shown in Table 13 as teacher competence, in-class situations and student attitudes. The mean scores of the sub factors of FSS are ‘student attitudes’ (M=3.15), ‘teacher competence’ (M=2.22), and ‘in-class situations’ (M=1.92) respectively. Out of these calculations, teacher competence has the highest score that cause stress the most for the English instructors in higher education institutions.

Table 14

Descriptive Statistics of Organizational Stress Factors

Sub Factors of OrgS	N	Min.	Max.	Mean	Std. Deviation
Organizational Structure	330	1,00	4,91	2,72	,93
Work Overload	330	1,00	5,00	3,06	,89
Physical Conditions	330	1,00	6,25	2,95	1,15
Valid N (listwise)	330				

Furthermore, the mean scores of Organizational Stress factors including Organizational Structure, Work Overload and Physical Condition were presented in Table 14. The results of the descriptive statistics of the factors was reported below as for ‘organizational structure’ (M= 2.72), ‘work overload’ (M=3.06), and ‘physical condition’ (M=2.95) respectively. It is obvious that the most prominent occupational stress related to the OrgS factors was work overload (M=3.06) for English instructors working at the School of Foreign Language in higher education institutions.

Considering both of the instruments, some of the items had greater mean than average (M > 2.5) on a five-point scale. As one of the Field-Specific Stress Factors,

‘Student Attitudes’ (M= 3.15) has greater mean score than average seen in Table 13. ‘Organizational Structure (M= 2.72), ‘Work Overload’ (M=3.06) and ‘Physical Conditions’ (M=2.95 were indicated as creating above average stress upon English instructors, which belong to the dimensions related to the Organizational Stress Factors shown in Table 14.

4.3.2. Findings about Research Question 2: Are there any significant differences in occupational stressors with respect to gender?

To examine the stress scores with respect to gender, the mean scores and the standard deviation scores related to gender were calculated in the first place. The results regarding the scores of gender was given in Table 15 below.

Table 15

Independent-samples T-test Mean Scores According to Gender

	Gender	N	Mean	Std. Deviation
FSS Factors	female	256	2,64	,59
	male	74	2,61	,51
OrgS Factors	female	256	2,89	,86
	male	74	2,76	,85

A close look at mean scores according to gender displays that females (M=2.63, SD= .59) experience slightly more stress compared to their male colleagues (M=2.61, SD= .51) considering the FSS scores. Similarly, when regarding the OrgS scores, female participants have higher scores of stress (M= 2.89, SD= .86) than their male colleagues do (M= 2.76, SD= .85).

An independent-samples t-test was conducted to see whether there was a significant difference between female and male participants' FSS and OrgS scores presented in Table 16 below.

Table 16

Independent-samples T-test Results for Gender

Gender			Levene's Test for Equality of Variances		t-test for Equality of Means		Sig. (2-tailed)
			F	Sig.	t	df	
FSS Factors	Equal variances assumed		2,72	,10	,36	328	,72
OrgS Factors	Equal variances assumed		,003	,96	1,13	328	,26
	Equal variances not assumed				1,15	120,62	,25

The findings revealed that there was no significant difference in the field-specific stress mean scores for female (M=2.63, SD=.58) and male (M=2.61, SD=.50) participants; $t(328)=.35, p =.72$. These results suggest that gender does not have an effect on field-specific stress scores.

Similarly, there was no significant difference in the organizational stress scores for female (M=2.88, SD=.86) and male (M=2.75, SD=.84) participants shown in Table 16; [$t(328)=1.33, p =.26$] seen in Table 16. Specifically, when equal variances assumed, the results suggested that the organizational stress levels of the participants did not drastically change according to their gender differences.

4.3.3. Findings about Research Question 3: Are there any significant differences in occupational stressors between public universities and foundation universities?

To analyze the occupational stress scores related to the type of institution in which the English instructors were currently working, the mean scores and the standard deviation scores were calculated. The findings related to the type of institutions can be observed in Table 17 below.

Table 17

Independent-sample T-test Mean Scores for Type of Institution

Type of Institution	Institution	N	Mean	Std. Deviation
FSS Factors	foundation	203	2,65	,58
	public	127	2,61	,55
OrgS Factors	foundation	203	2,75	,78
	public	127	3,03	,96

A quick look at the mean scores with regard to the type of institution illustrates that, in FSS factors scores, that the English instructors working in foundation universities (M=2.65, SD= .58) were slightly more stressful than the ones working in the public universities (M=2.61, SD= .55). On the contrary, considering the OrgS factors, participants from public universities experienced higher scores of stress (M= 3.03, SD= .95) than the ones who were currently working in foundation universities (M= 2.75, SD= .78).

An independent-samples t-test was conducted to see whether there was a significant difference between the types of the institution the English instructors working at considering FSS and OrgS scores.

Table 18

Independent-sample T-test Results for Type of Institution

		Levene's Test for Equality of Variances		t-test for Equality of Means		Sig. (2- tailed)
		F	Sig.	t	df	
FSS Factors	Equal variances assumed	,014	,90	,58	328	,56
OrgS Factors	Equal variances assumed	9,54	,002	-2,95	328	,003
	Equal variances not assumed			-2,81	227,06	,005

There was no statistically significant difference between English instructors working in public universities ($M= 2.65$, $SD= .58$) and in foundation universities ($M= 2.61$, $SD= .55$) regarding the FSS scores [$t(328) = .58$, $p = .56$.] shown in Table 18.

Contrary to the findings related to FSS scores, there was a significant difference in OrgS scores between English instructors working at a foundation ($M=2.75$, $SD= .78$) and public universities ($M= 3.03$, $SD= .96$); [$t(227) = -2.81$, $p= .005$] regarding unequal variances assumed. Regarding the calculations of Cohen's d ($d= 0.32$), the effect size for the difference between the types of universities was between the range of small and medium.

These results in Table 18 show that working at the different type of the institutions did have an effect on organizational stress scores related to occupational stress of English instructors. In other words, the results suggested that the English instructors working in the public universities had higher organizational stress scores than the ones working in the foundation universities.

4.3.4. Findings about Research Question 4: Are there any significant differences in occupational stressors with respect to having any administrative or unit duty or not?

An independent-samples t-test was conducted to find out whether there was a significant difference between the English instructors who had additional unit or administrative duty and the ones who were not involved in any additional duty regarding FSS and OrgS scores.

Table 19

Independent-sample T-test Mean Scores for Involvement of Additional Duty

	Involvement of any additional duty	N	Mean	Std. Deviation
FSS Factors	yes	115	2,56	,56
	no	215	2,67	,57
OrgS Factors	yes	115	2,79	,85
	no	215	2,89	,87

As can be seen in Table 19, for FSS factors, the mean score of the English instructors who had no involvement in any additional was detected relatively higher than the ones who responded ‘yes’ (M = 2, 67) with a standard deviation of .57. Moreover, regarding the OrgS factors, the mean score of the response of ‘no additional duty’ is higher (M = 2.89) with a standard deviation of .87, similar to the findings related to FSS scores. Based on these results, it can be interpreted that the English instructors who had the additional administrative or unit duty experiences more stress than the ones who had no duties in their institutions.

Table 20

Independent-sample T-test Results for Involvement of Additional Duty

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2- tailed)
FSS Factors	Equal variances assumed	,17	,68	-1,74	328	,08
OrgS Factors	Equal variances assumed	,001	,98	-,98	328	,33

The findings revealed that there was not a significant difference in FSS scores between the English instructors, who got involved in any unit or any administrative duties such as testing, material development, head of department, coordinator and so forth (M= 2.55, SD= .55), and the ones who did not have any additional duty in their institutions (M= 2.67, SD= .57; $t(328) = -1.74, p = .08$). The results are given in Table 20.

Furthermore, there was a not a significant difference in OrgS scores between instructors who involved in any administrative or unit duties such as testing, material development, head of department, coordinator and so forth seen in Table 20 (M= 2.79, SD= .84), and those who did not have any duty (M= 2.89, SD= .86); $t(328) = -.97, p = .32$. The findings indicted that having any administrative or unit duties did not have an effect on either field-specific or organizational stress scores related to occupational stress.

4.3.5. Findings about Research Question 5: Are there any significant differences in occupational stressors with respect to experience in ELT Profession?

The last research question explored the effect of years of experience in teaching profession on English Language instructors' reported level of occupational stress as follows:

Table 21

One-way ANOVA Results for Teaching Experience

Teaching Experience	N	Mean	Std. Deviation
FSS Factors			
0-5	100	2,75	,57
6-10	107	2,55	,57
11-15	61	2,70	,56
16-20	25	2,59	,55
21-25	37	2,49	,52
Total	330	2,63	,57
OrgS Factors			
0-5	100	2,91	,92
6-10	107	2,87	,86
11-15	61	2,82	,88
16-20	25	2,77	,65
21-25	37	2,80	,82
Total	330	2,86	,86

The findings of the test related to the means and standard deviation scores of both field-specific and organizational stress factors for the groups of English instructors with different total experience of teaching, were reported in Table 21. With respect to the field-specific stress mean scores, from the group with the highest scores of stress to the lowest can be ranged 0-5 years of experience (M= 2.75, SD=.57) , 11-15 years of experience (M=2.70, SD= .56), 16-20 years of experience (M= 2.59, SD= .55), 6-10 years of experience (M= 2.55, SD= .57), 21-25 years of experience (M= 2.49, SD=

.52) respectively. Regarding the organizational stress mean scores, same with the field-specific stress scores, the group with 0-5 years of experience has the highest mean scores ($M= 2.90$, $SD= .92$). It is followed by the group with 6-10 years of experience ($M= 2.87$, $SD= .86$). The next groups are with the one that has 11-15 years of experience ($M= 2.82$, $SD= .88$) and 21-25 years of experience ($M= 2.80$, $SD= .82$). The lowest mean score of the organizational stress factor was observed in the group with the 16-20 years of experience ($M= 2.77$, $SD= .65$).

Table 22

One-way ANOVA Test Results for Teaching Experience

Teaching Experience		Sum of Squares	df	Mean Square	F	Sig.
FSS Factors	Between Groups	3,08	4	,77	2,42	,048
	Within Groups	103,26	325	,32		
	Total	106,33	329			
OrgS Factors	Between Groups	,66	4	,16	,22	,93
	Within Groups	243,27	325	,75		
	Total	243,93	329			

A One-way between subjects ANOVA was conducted to compare the effect of teaching experience (0-5, 6-10, 11-15, 16-20, and 21-25 years of experience) on field-specific stress. There was a significant effect of teaching experience ($F(4,325) = 2.42$, $p = 0.048$) on field-specific stress scores shown in Table 22. Regarding the effect size of the One-way ANOVA test, Eta square (h^2) was calculated regarding the between groups of teaching experience. Eta square (h^2) of 0.03 indicated that 3% variance was associated with FSS Factors. In the light of this consideration, LSD test, which is one

of the multiple pairwise comparison tests, was used for carrying out a further analysis on the effect of teaching experience on FSS scores.

Furthermore, a One-way between subjects ANOVA was conducted to examine the effect of teaching experience (0-5 years, 6-10 years, 11-15 years, 16-20 years, and 21-25 years of experience) on organizational stress. There was no significant effect of teaching experience ($F(4,325) = .22, p = .927$) on organizational stress scores given in Table 18; therefore, there was no necessity to conduct any post-hoc comparison tests accordingly in terms of investigating the multiple comparisons about the effects of teaching experience on the organizational stress among the five distinct groups appeared in the current study.

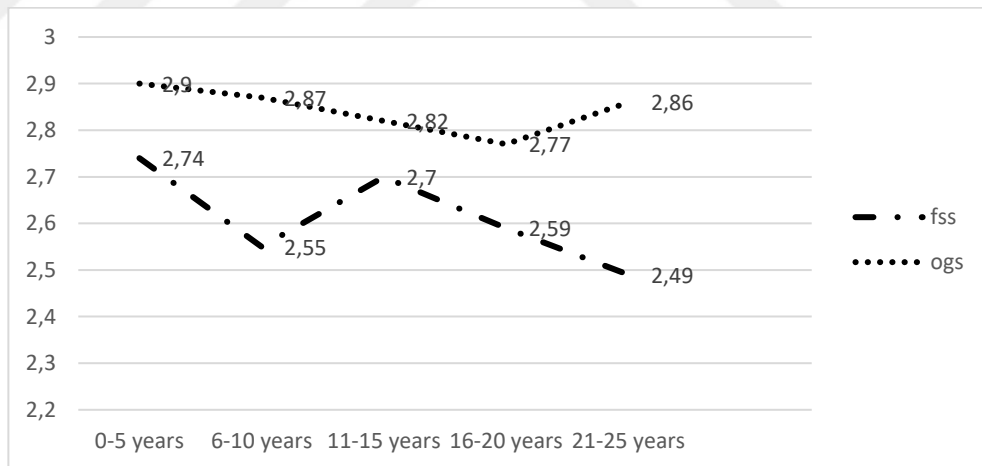


Figure 8. Means Scores of the effect of teaching experience on both FSS and OrgS

The graphic in Figure 8 represents the findings related to the mean scores of FSS and OrgS factors. As it was emphasized that there was a significant effect of teaching experience ($F(4,325) = 2.42, p = 0.048$) on field-specific stress scores. When considering the FSS scores in Figure 8, the English instructors who had 0-5 years of

experience , had the highest scores of both FSS (M= 2.75, SD= .57) and OrgS factors (M= 2.91, SD= .92); surprisingly, while the ones who had 21-25 years of experience had the lowest score of FSS factors (M= 2.49, SD= .52), they got a considerably high score of OrgS Factors (M= 2,80, SD= .82). The different levels of stress scores related to both field-specific and organizational stress factors are demonstrated in the mean plot in Figure 8.

A follow-up test was conducted to explore the post-hoc multiple comparisons using LSD's contrasts, which indicated a statistical difference between the groups with 0-5 and 6-10 years of teaching experience, and the groups with 0-5 and 21-25 years of experience in teaching but not the groups of 11-15 and 16-20 years of experience in teaching profession.

Table 23

Post Hoc Multiple comparison of LSD Test Results for Teaching Experience

Dependent Variable	Teaching Experience	Teaching Experience	Mean Difference	Sig.
FSS Factors	0-5	6-10	,19	,01*
		11-15	,05	,60
		16-20	,16	,21
		21-25	,26	,02*
	6-10	0-5	-,19	,01*
		11-15	-,15	,11
		16-20	-,04	,77
		21-25	,07	,54
	11-15	0-5	-,05	,60
		6-10	,15	,11
		16-20	,11	,42
		21-25	,21	,07
	16-20	0-5	-,16	,21
		6-10	,04	,77
		11-15	-,11	,42

	21-25	,10	,49
21-25	0-5	-,26	,02*
	6-10	-,07	,54
	11-15	-,21	,07
	16-20	-,10	,49

*** Items that show significant differences between groups**

This indicated that years of teaching experience did have a slightly noticeable effect ($F(4,325) = 2.42, p = 0.048$) on the field-specific stress scores of the English instructors who work in the SFL in both public and foundation universities shown in Table 23.

4.4. Conclusion

This section started with the results of the normality tests of the data collected. Afterwards, the findings of the five-scale Likert type questionnaire were reported after analyzing the transcribed data by using the descriptive statistics, independent T-test, and One-way ANOVA tests. The related tables and figures were given to report the findings statistically.

Regarding the first research question, the findings of the Independent T-test conducted with respect to gender suggest that the organizational stress scores of the respondents did not change significantly. The next research question was related to the type of the institutions the English instructors were currently working in. According to the results related to FSS factors, there was not a meaningful difference between English instructors working in public universities and foundation. Moreover, the results showed that the English instructors working in the public universities had higher organizational stress scores than the ones working in the foundation universities. When

the third research question was considered, the results showed that having any administrative or unit duties did have a significant effect on neither field-specific nor organizational stress scores related to occupational stress. The last research question constructed to explore the effect of the experience in teaching profession on the scores of FSS and OrgS factors. The findings supported that there was a significant effect of teaching experience on field-specific stress scores. However, there was no significant effect of teaching on OrgS scores. With the consideration of the effect of teaching experience on the FSS factors, LSD test was conducted accordingly. The test results indicated that the statistical differences between the groups with 0-5 and 6-10 years of teaching experience, and the groups with 0-5 and 21-25 years of experience in teaching were detected, yet not between the groups of 11-15 and 16-20 years of experience in teaching profession.

The next chapter will highlight the similarities and differences between the results of the current study and the key findings in the existing literature.

CHAPTER V

DISCUSSION AND CONCLUSION

5.1. Introduction

In this chapter, the results of the current study are compared with the findings of the similar studies conducted in the existing literature. Subtitles are created in line with the major features of the present study.

5.2. Discussion of the Findings

Considering the findings of study related to the research questions, which was investigated the stress scores of English Language instructors working at the Schools of Foreign Languages in both public and foundation universities. After analyzing several variables, the research questions such as the type of institution, gender, years of experience in the teaching profession, involvement in any additional duties were analyzed.

5.2.1. Discussion Regarding the Most Stress Causing FSS and OrgS Factors

The findings of the current study indicate that the highest score of FSS is 'student attitude', and of OrgS was 'work overload' for the English instructors in higher education institutions. The findings of the current study is consistent with the results of the study of Bhatti et al. (2011), in which it was addressed that the role ambiguity workload, role conflict, and job pressure about performance were the reasons why the instructors felt stress. In parallel with this study, Masuku and Muchemwa (2015) explored that the most common stressors were increased workloads, necessity of

meeting targets/deadlines set, and working hours, as pointed out by the mean scores of 2.67, 2.63, and 2.92 respectively. Consistent with the findings of the current study, Petek (2008) revealed that the most stress causing FSS factor was ‘student attitude’; furthermore, when the highest score of OrgS Factors was investigated, it was found out that the most stress causing organizational stress factor was ‘workload’.

Contrary to the results of the current study, when stress factors the instructors experienced were considered, some studies found out the highest level among all the stressors mentioned was the structure of the organization (Kyriaccou & Chien, 2004; Birincibubar, 2013). The other stress-causing factor was work overload for the field of teaching profession. According to the findings of the study, Kyriaccou and Chien (2004) recommended that when the organizations considered putting the workload weight down, job-related stress experienced in the teaching profession might considerably decrease. Moreover, in the existing literature related to this study, Balcı (2000) investigated the stress level the faculty members of a university and their performances under job-stress related pressure. The findings of that study showed that principles in the academic settings were the main field-specific stress cause factor. Besides, job conflict and inconsistency at work were the other significant occupational stressors.

Considering the literature related to the current study, work overload was the primary source of occupational stress for English instructors in most of the studies conducted about occupational stress, even though the secondary factors that might lead one to get stressed out in higher education institutions was found to show differences from one study to the other. Similarly, Chan, Chen, and Chomg, (2010) mentioned that occupational stress as an intense feeling that could come out when people overwork;

as a result, excessive stress may hit their coping mechanisms, and alarm stage might step in. As Ferris (1996) emphasized that although there are a great number of occupational stressors that would cause the inevitable deterioration, one might commonly experience stress due to role unclarity such as uncertain job requirements or excessive workload and responsibilities, and organizational issues. Taken together, therefore, the occupational stress may occur when job tasks and responsibilities are not clearly defined. With the obligation of fulfilling excessive job demands in an institution, one may fail to prioritize or perform core tasks related to the teaching profession adequately. This may happen because the organizational stressors sensitize them to get confused, overworked, and unable to work effectively and efficiently when the occurrences of the stress factors in working environment are consistent.

5.2.2. Discussion Regarding the Differences between Gender

The current study aimed to investigate the difference between English instructors' occupational stress and gender as a demographic variable. As for the gender, the findings revealed that there was no significant difference in the field-specific stress mean scores for female and male participants. In terms of organizational factors of occupational stress, there was no significant difference in the organizational stress scores for female and male subjects.

Consistent with the results of the current study related to gender, Masuku and Muchemwa (2015) stated that no statistically significant difference was observed in responses when it comes to gender. Moreover, the findings supported by Alkhadher and Al-Naser (2006) who reported that there was no significant difference between male and female teachers in any of the stress, which include 'Occupational Role

Questionnaire' and 'Personal Strain Questionnaire' in that study. These findings are in line with Kyriacou and Chien's findings (2004) as they also found no statistically significant difference between the stress levels of female and male teachers, which were similar to findings of Check, and Okwo (2012).

Klassen (2010), inconsistent with the findings of this study, emphasized that workload and student attitude issues lead female teachers to experience higher levels of occupational stress when compared to male ones. These findings are consistent with the study conducted by Kızıltepe (2007) in which she stated that female teachers displayed higher level of stress than male respondents did. Similarly, the study of Jeyaraj, (2013) revealed that female teachers experienced occupational stress more than male ones.

Another inconsistency is between the current study and the study done by Doss, et. al. (2018). The researchers reported that male teachers were more stressful than female colleagues are. Likewise, Eres and Atanasoska (2011) indicated that male teachers experienced more stress than the female teachers did. The study of Aftab and Khatoon (2012) has a consistency with the findings of the previous study, which was stated that the occupational stress scores of male teachers were higher compared to females.

Considering the FSS and OrgS scores of the current study related to occupational stress, insignificant gender differentiations may be explained by both genders experiencing the work-related stressors in similar ways considering the role expectations, workload, collegial issues. Taken from different aspect, the reason why both genders had similar stress scores related to their occupation might be because they have many issues in mind to consider -regardless of their gender differences- related to

teaching profession. According to Altinkurt and Yılmaz (2012) reported that in Turkey the “a man’s job” versus “a woman’s job” distinction is very prevalent. On one hand, for female English instructors. The roles of motherhood and the familial minding posture imposed on females may correspondingly be the collateral stress sources related to work-family balance. On the other hand, when considering male context, Yorulmaz and Altinkurt (2018) emphasized that in such cultures with a paternalistic social structure as Turkey, since teaching profession is perceived as a female profession might be a for males to experience ‘more depersonalization and perception of reduced personal accomplishment’ (p.42). As a reflection of these value judgments, even though both female and male English instructors may experience a quite similar level of stress, the perception of stress may differ according to the gender roles in society.

5.2.3. Discussion Regarding the Type of University

The present study also investigated whether there was a significant effect of occupational stress on English instructors working public or foundation universities. In this investigation, two different results appeared after analyzing the differences between the type of universities regarding FSS and OrgS Factors. On one hand, the results showed that the findings about FSS scores demonstrated that there was not a significant difference between the two types of institutions. This result is partially consistent with the findings of the study conducted by Önkol (2002), in which was emphasized that the type of university English instructors worked at did not have any significant difference when the participants’ total stress was considered.

On the other hand, the results of the study with respect to the OrgS factors, advocated that there was a significant difference between the two types of universities. Considering the mean scores of the Organizational Stress related to public universities ($M= 3.03$, $SD= .78$), foundation ones ($M=2.75$, $SD= .96$), it is clearly seen that the English instructors working at public universities experienced higher organizational stress levels than the ones working at foundation universities. According to Cohen (1988), if two groups' means differ by 0.2 standard deviations, the effect size of the difference has a small, 0.5 medium, and 0.8 large. Considering the calculations of Cohen's d ($d= 0.32$), the effect size for the difference between the types of universities was uttered between the range of small and medium. The findings of current study is partially in line with the study conducted by Özdayı (1990) in a way that the findings showed that there was no significant difference between the stress scores of government and private university considering the total scores of occupational stress;. However, regarding the subscale of the study 'time management', teachers working at public schools experienced more occupational stress than the ones working at private schools. Similar with the findings of the study of Özdayı (1990), Doss et. al. (2018) pointed out that the teachers working in the governmental schools experienced more stress than the ones working in the private schools.

Consistent with the present study, Hatti, et. al.(2016) indicated that there was no significant difference in public and private school teachers when considered the total scores of occupational stress, yet, when the subscales of the study was regarded, there was a statistically significant difference in public and private school teachers.

Consequently, the reason why occupational stress is higher for English instructors working in public universities compared to those working in foundation

ones seems to be because, in the context of Turkey, most of the public universities seem to have more students and loaded classrooms and less opportunities of professional development affecting their job satisfaction negatively. Consequently, contextual, emotional, environmental and demographic factors, and personality traits of the English instructors may play an important role in identifying the reason behind the findings. In addition, with respect to the instructors who work in public universities, feeling pressure on ideological and political issues, being exposed to ever-changing educational systems is likely to be one of the primary reason underneath the stress.

According to the Hofstede model of six dimensions of national cultures, Hofstede (2005) found out that Turkey is a society, which has a considerably high power distance that might bring centralized and hierarchical authority together. The rigid regulations related to the educational system controlled by the government and the autocratic leadership styles of administrators while micro-managing, might as well be the reason for the English instructors in public universities to feel more stressed out eventually.

5.2.4. Discussion Regarding the Involvement of Additional Duty

Teachers have always been the center of the workload and related stress in the higher education institutions. However, the sources of stress and concerns have been found out to be slightly varied for each individual. EFL/ESL teachers, along with teachers in other fields, have much more responsibilities than it was in the past, and researches indicated that teaching was one of the most stressful jobs in comparison to other professions (Adams, 2001). Considering the findings about the involvement of any additional administrative or unit duty of English instructors, it can be observed that

there is no significant difference between the English instructors who are involved in any additional duty and their colleagues who are not.

Quite similar findings were viewed in the study of Birincibubar (2013) who indicated there was no statistically significant difference considering both the FSS and OrgS scores with respect to the participants' involvement in any administrative or unit. Even though the significant difference was not detected between the groups responding 'yes' or 'no' to the involvement of any additional duty, regarding to the mean scores of the groups, the group responding 'no' to any additional duty involvement was seen slightly more stressful compared to the other group. One possible cause that the instructors having additional duties feel less stressful seems to be about the role clarity and the strong beliefs of being a piece of a whole, and the power of being involved in the decision-making processes in the organization. Sense of belonging to the organization may be the primary reason that the participants who are involved in any administrative or unit might feel responsible for the job that have to be done periodically assigned by the administration of the department.

Conversely, Doss, et. al. (2018) indicated that teachers with higher workload as being a 'Headmaster' or an 'Assistant Headmaster' experienced the higher level of stress than their colleagues with no additional duty. In a same manner, Kourmousi and Alexopoulos (2016) stressed out that teachers having administrative duties deal with the stress more than their colleagues did due to time management issues such as paperwork and organizational matters. This could be explained by the fact that time pressure, diversity of work-related duties and work overload are the major components predicting stress in teaching profession. Administrations of the organizations may foster the sense of belonging with creating an effective organizational culture,

providing support and encouragement, implementing a shared vision related to the workload, and favoring the transparency in the working environment. Otherwise, the problems in the organizational level can occur when an administration has rigid rules and regulations. In the end, the power of organizational identification and commitment disappear, and sense of belongingness cannot be developed in the organization accordingly.

5.2.5. Discussion Regarding Teaching Experience

Experience-wise analyses showed that there was a statistically significant effect ($p=.05$) of teaching experience on field-specific stress scores. When considering the effect size of the One-way ANOVA test, Eta square (h^2) of 0.03, which was calculated regarding the between groups of teaching experience indicated that 3% variance was associated with FSS Factors. Even if the p -value shows that the significant difference was seen between the groups of teaching experience, the effect size calculations showed that it was not a meaningful one. Even though the effect size demonstrated that the difference was trivial, LSD test, one of the post hoc multiple comparison tests, was conducted. After analyzing the scores with a follow-up test called LSD, the findings of the multiple comparisons reported that the groups with English instructors having 0-5 and 6-10 years of experience ($p= .01$), and 0-5 and 20-25 years of experience ($p= .02$) were affected significantly by the FSS factors. In connection with the findings, teaching experience had a noticeable on FSS scores of English instructors working in the School of Foreign Languages in both public and foundation universities. However, the results indicated that there was no statistically significant effect of years of experience in teaching on OrgS scores. Considering the mean scores of the groups of teaching

experience, the English instructors having 0-5 years of experience in teaching displayed the highest score of field-specific stress of all. This finding can be explained by the fact that since the novice teachers do not have enough experience or practice in the profession, the group with 0-5 years of experience are affected by the occupational stress the most.

Some studies showed that seniority might not add a difference to the level of stress scores (Kyriacou & Chien, 2004), whereas, some studies revealed that senior teachers experienced low levels of stress (Meng & Liu, 2008). Similar with the results of the current study, Kourmoussi and Alexopoulos (2016) found that younger and less experienced teachers reportedly had more occupational stress than their colleagues did. This study also confirmed the findings of the study conducted by Eres and Atanasoska (2011) in which it was also indicated that teachers with different levels of teaching experience were affected by the occupational stress differently. The least affected group by stress was the teachers having 21 or over years of experience. It can reasonably be considered that seniority may provide teachers with coping strategies related to professional investment and experience specifically in the field. Partially in line with the present study, Önkol (2012) emphasized that when considering the years of experience at the English instructors' current universities, the novice and the senior instructors experienced more stress compared to the junior ones (38-84 months of experience).

The results of the study by Aftab and Khatoon (2012) are inconsistent with the current study with respect to teaching experience. In that study, there was a significant relationship between four subgroups related to seniority in teaching. Furthermore,

teachers who had 0-5 years of experience in teaching had lower stress scores, quite opposite to the findings of the present study. The most stressful groups of all were the teachers having 6-10 and 11-15 years of seniority, which was assumed by the researcher that was because they might get more and more tired and burnout so that they might feel demotivated and less competent to endure in the challenging situations in the teaching environment. This might make them feel less competent, less successful and incompetent to cope with the challenging demands of their jobs. Yorulmaz and Altinkurt (2018) mentioned that the teachers with 11 or more years of experience had more emotional exhaustion and less personal success was a surprising result since senior teachers would be expected to have lower stress levels than their novice colleagues (p.44). The findings of both the current study and the study just mentioned merge in the sense that it may result from that the expectations of novice teachers before starting to the profession does not match with the reality. It may not be easy to comply with the organizational culture and structure yet, which brings all the regulations and workload along.

5.3. Pedagogical Implications

Kyriacou (2001) emphasized that each teacher may experience different source of stress, for it will depend on the unique interaction between their personalities, skills and contexts, values. Regarding the general overview in the field, it should not be focus on the specific concerns of individuals. Additionally, there may be differences in the main sources of teachers' stress between countries in terms of the precise features of national educational systems, the various contexts of institutions in those countries

and the common values and attitudes, regarding teachers and institutions (Kyriacou, 2001).

The occupational stress factors mostly reported in the studies have been enunciated as student attitude, work overload, and lack of collegial or managerial support (Timperley & Robinson, 2000; Travers & Cooper, 1996). Being aware of the problems, identifying what their sub factors really are, and taking some precautions for the future happenings in advance may provide a positive effect on organizational climate, and pave the way to prevent occupational stress from occurring.

When the findings of the current study are examined, the most prevalent source of organizational stress factors is observed as 'workload'. If a leader cannot balance using the types of 'task and relationship' behaviors effectively, that can create a huge problem about the delegation of the workload, the level of employee satisfaction, and the willingness of productivity in the organization (Hersey & Blanchard, 1999). Rather than aiming to become educational managers, improving the managerial skills to be educational leaders by determining which administrative style is appropriate for which situation may possibly lead teachers to experience more organizational commitment and less occupational stress accordingly. There are the different approaches and the theories about Educational Leadership the most important one of which is the situational approach developed by Hersey and Blanchard (1969). This type of leadership has two dimension, which are directive and supportive behaviors. Administrators must choose the most effective leadership model to determine the competency for delegation of work and to find out the organizational

commitment of the group. Balanced workload, sense of commitment, social synergy among the instructors may highly contribute to the prevention of occupational stress.

During the processes of analyzing and discussing about the data through the findings, the need to search for the techniques of dealing with the work-related stress such as allowing sufficient time to prepare for the responsibilities, avoiding too much work or unnecessary administrative paperwork, sharing decision-making, providing help for professional improvement and advancement, and recognition result in the instructors' psychological and physical well-being in the workplace.

5.4.Limitations

No research is without limitations. First limitation of the study is that the sample of this study was limited to the English instructors working at some preparatory schools of public and foundation universities in Ankara, Turkey. A national longitudinal research needs to be conducted to generalize the factors of field-specific and organizational stress that EFL instructors experience, and the relationship between the stress levels experienced by the EFL instructors working in the Schools of Foreign Languages in public and foundation universities.

Second limitation is that the data instruments of this research have been carried out for collecting data. The nature of the data gathering was based on giving the participants' answers according to their own experiences and perceptions. Therefore, the results may not completely be objective to reflect the EFL instructors' everyday working experience in higher education institutions.

Thirdly, the distribution of gender of the respondents are not balanced in the current study (female 77,6 % (n = 256) ;male 22,4 % (n =74). The results of the analysis about the difference between the occupational stressors and the gender as a demographic variable might be slightly different if the distribution of gender would be equal or well-matched.

The next issue to consider is that, although stress per se is primarily thought as an emotional burst-up, it has physical and psychological effects as well. Psychological and physiological stressors have common important aspects; however, they require the different approaches while analyzing. This means while investigating the causes of physiological and psychological stress, several different approaches should be taken into considerations (Lazarus & Folkman, 1984). This study cannot reveal the collateral effects that one can experience physically or psychologically, which may cause chronic medical diseases or feeling of burnout in teaching profession.

The last but not the least limitation is related with the educational background of the English instructors participated in the study from different universities in Ankara. It is essential to explore educational differences of English instructors in occupational stress in more detail in order to be able to analyze the occupational stress factors and to measure the level of stress they may experience in a broader perspective. More specifically to the context of the current study, the differences in occupational stress between different educational groups as English instructors should be seriously taken into considerations. It can easily be seen that the English instructors working in the SFL in both public and foundation universities have various backgrounds in teaching such as Bachelor's Degree (BA) from the departments of ELT, English Language and

Literature, American Culture and Literature, Translation and Interpreting, and English Linguistics. On one hand, the departments related to English Language except ELT, does not offer all professional development (PD) courses necessary for pedagogical formation during their BA degree process, and does not provide training for teaching profession since it is not related to the program objectives and learning outcomes. On the other hand, student teachers studied in English Language Teaching Department have a full exposure to all PD courses for four years of their education; in other words, they have the chance to digest and practice the challenges of teaching before they even start doing their life-long profession. This aspect should be considered while investigating the stress factors of English instructors.

5.5. Suggestions for Further Research Studies

A logical assumption can be made that EFL teachers who feel stressed of having excessive job responsibilities, who do have some different opinions about administrative issues, who have to use rules and regulations they feel uncomfortable, may experience more stress in their workplaces. Possible stress outcomes may be mentioned that these teachers feel less motivated to change their teaching practices, to spend time preparing for their lessons and to be impatient about students' misbehaviors. Therefore, these possible consequences need to be systematically investigated by doing future researches such as student attitudes and motivation, work overload issues, organizational structure and administration policies.

The fact that EFL instructors feel demotivated and chronically stressed while trying to give effective instructions, to implement useful teaching strategies, to use classroom-management techniques, and to create safe and encouraging classroom

climate may affect their students' attitude, achievement and motivation. Instructors' higher levels of occupational stress may be contagious, and create classroom tension on students. For this reason, the possible suggestion can be reasonably made that students' view should be taken into consideration while making further researches about EFL instructors' occupational stress.

Conclusion

This study aimed to provide a guide for understanding the pinpoints of the written literature to highlight the existing structural frameworks about the occupational stress-related health problems in the higher education institutions, which were similarly defined, empirically tested, and presented in the literature over the last decades. It is very apparent that occupational stress is a universal fact. Not only the masters of the literature about stress including Lazarus (1990) who found the 'Stress Theory' in 1990 and Karasek who developed the 'Demand-Control-Support Model' in 1979, but also the researchers conducted the recent related studies about occupational stress were included in the review of the literature in order to refer the increasing concern of having high level of stress and relatedly physical and psychological ill health as the way they discussed and reflected in their studies.

The outcomes of the studies have showed that higher education institutions are not low-level stress organizations anymore as they used to be. On the contrary, the stress level are increasing day by day among the university staff in higher education institutions (Tytherleigh et al., 2003; Winefield et al., 2002, Coetzee & Rothmann, 2005). There are many factors and sources of stress concerned in many studies. While it was obvious that English instructors who were under pressure of field-specific and

organizational factors of occupational stress experienced high level of stress, there is ongoing discussion about which occupational stress factors including an individual, a field specific or an organizational is the most effective one for English instructors working in higher education institutions. The factors and the outcomes of how occupational stress affected the English instructors in higher education institutions were discussed in this paper.

The study concludes that English instructors working in the public universities have turned out to experience higher organizational stress than their colleagues working in the foundation universities do. Moreover, the other demographic variables including gender, the involvement of additional duty and teaching experience have played no significant difference with regard to the scores of occupational stress experienced by EFL instructors. The study also points out that occupational stress is most prevalent among teachers with 0-5 years of experience ($M= 2.75$, $SD= .57$)_and least among 20-25 years of experience ($M= 2.49$, $SD= .52$) in teaching profession. _In addition, the study also supports the researchers in the existing literature who have found ‘Student Attitude’ and ‘Work Overload’ are the most common occupational stress factor of all the sub-factors for the English instructors participated in the current study.

REFERENCES

Abel, M.H., & Sewell, J. (1999). Stress and Burnout in Rural and Urban Secondary School Teachers. *The Journal of Educational Research*, 92, 287-293.

Ablanedo-Rosasa, J. H., Blevins, R. C., Gao, H., Teng, W. Y., & White, J. (2011). The Impact of Occupational Stress on Academic and Administrative Staff, and on sSudents: An Empirical Case Analysis. *Journal of Higher Education Policy and Management*, 33(5), 553–564.

Adams, E. (2001). A Proposed Causal Model of Vocational Teacher Stress. *Journal of Vocational Education and Training*, 53/2: 223-246.

Aftab, M., & Khatoun, T. (2012). Demographic Differences and Occupational Stress of Secondary School Teachers. *European Scientific Journal*, 8(5), 159-175.

Alkhadher, O., & Al-Naser, H. (2006). Assessing Occupational Stress, Strain, and Coping for North American Teachers in Kuwait. *Psychological Reports*.

Altinkurt, Y., & Yilmaz, K. (2012). *Being a Female School Administrator in Turkey: Views of Teachers and Administrators*. *Energy Education Science and Technology Part B-Social and Educational Studies*, 4(4), 2227–2238.

Aubrey J.T. (2014). *An Investigation of Stress and Coping Strategies among University-Level EFL Teachers in the United Arab Emirates*. Doctoral dissertation. University of Exeter.

Austin, V., Shah, S., & S. Muncer. (2005). Teacher Stress and Coping Strategies Used to Reduce Stress. *Occupational Therapy International*, 12(2): 63-80

Balcı, A. (2000). *İş Stresi*. Ankara: Nobel Yayın, Dağıtım.

Bharathi, T. H. (2013). Association between Job Stress and Demographic Factors and Coping Strategies adopted by Primary School Teachers. *International Journal of Science and Research*, 5(9), 756-759.

Bhatti, DR. N., Hashmi, M.A., Rıza, S.A., Shaikh, F.M. & Shafiq, K. (2011). Empirical Analysis of Job Stress on Job Satisfaction among University Teachers in Pakistan. *International Business Research*, 4 (3), 264-270.

Birincibubar, E. Ç. (2013). *An Investigation on Factors Causing Stress for Instructors of English and Their Coping Strategies with Stress*. Trakya University. Master's Thesis.

Blix, A. G., Cruise, R. J., Mitchell, B. M., & Blix, G. G. (1994). Occupational Stress among University Teachers. *Educational Research*, 36, 157-169.

Borg, M. G., Riding R. J., & Falzon, J. M. (1991). Stress in Teaching: A Study of Occupational Stress and Its Determinants, Job Satisfaction and Career Commitment among Primary School Teachers. *Educational Psychology*, 11, 59-75.

Borg, M.G., & Falzon, J.M. (1990). Coping Actions by Maltese Primary School Teachers. *Educational Research*, 32, 50-58.

Boyd, S. & Wylie, C. (1994). *Workload and Stress in New Zealand Universities*. Wellington: New Zealand Council for Educational Research and the Association of University Staff of New Zealand.

Boyle, G. J., Borg, M. G., Falzon, J. M., & Baglioni, A. J. (1995). A Structural Model of the Dimensions of Teacher Stress. *British Journal of Educational Psychology*, 65(1), 49-67.

Brenner, S-O., Sörbom, D., & Wallius, E. (1985). The Stress Chain: A Longitudinal Confirmatory Study of Teacher Stress, Coping and Social Support. *Journal of Occupational Psychology*, 58, 1-13.

Bress, P. (2006). Beating Stress: Creating Happiness and Well-Being in TEFL. *Modern English Teacher*, 15(3), 5-15.

Brown, M., & Ralph, S. (1992). Towards the Identification of Stress in Teachers. *Educational Research*, 48, 103-110.

Burns, N ; Grove, S. K. (2001). *The Practice of Research: Conduct, Critique and Utilisation*, 4. WB Saunders.

Butler, G. (1993). Definitions of stress. *Occasional Paper (Royal College of General Practitioners)*, 61, 1-5.

Byrne, B.M. (1991). Burnout: Investigating the Impact of Background Variables for Elementary, Intermediate, Secondary, and University Educators. *Teaching and Teacher Education*, 7, 197-209.

Byrne, J.J. (1998). Teacher as Hunger Artist: Burnout: Its Causes and Remedies. *Contemporary Education*, 69(2), 86-91.

Canessa, L. (2006). Foreign Language Anxiety: A Close Look at Nonnative Foreign Language Teachers. In Schwarzer, D., Bloom, M. & Shono, S. (Eds), *Research as a Tool for Empowerment: Theory Informing Practice*, 3–29. Greenwich, Conn.: Information Age.

Chan, A. H. S., Chen, K., & Chong, E. Y. L. (2010). Work Stress of Teachers from Primary and Secondary Schools in Hong Kong. In *Proceedings of the International Multi Conference of Engineers and Computer Scientists 2010, IMECS 2010*, 1903–1906.

Check, R. F. E., & Okwo, F. A. (2012). Influence of Demographic Factors on Stress Perceptions of Teachers of Public Secondary Schools in Cameroon. *Procedia Social and Behavioral Sciences*, 47, 439-443.

Chow, I.H.S. (1990). An Empirical Assessment of Organizational Commitment among Local Employees. *Human Resources Journal*, 6 (1), 32–38.

Claxton, G. (1989). *Being a Teacher: A Positive Approach to Change and Stress*. Cassell Academic.

Coates, T.J., & Thoresen, C.E. (1976). Teacher anxiety: A Review with Recommendations. *Review of Educational Research*, 46, 159–184.

Coetzee, S.E., & Rothmann, S. (2005). Occupational Stress, Organizational Commitment and Ill Health of Employees at A Higher Education Institution in South Africa. *South African Journal of Industrial Psychology*, 31(1), 47–54.

Cohen, J. (1988). 2.2. The Effect Size Index: d. In *Statistical Power Analysis for the Behavioral Sciences*, 20–26. Routledge.

Cohen, S. (1980). After Effects of Stress on Human Performance And Social Behavior: A Review of Research and Theory. *Psychological Bulletin*, 88(1), 82-108.

Contreras, J., & Velis, J. (2014). EFL Teachers' Occupational Stress and Its Incidence on Their Students' Response to the English Subject. (Doctorate dissertation).

Cooper et al. (1988) Reproduced by permission of Penguin Books Ltd.

Cooper, C. L. (1998). *Theories of Organizational Stress*. OUP Oxford.

Cosgove, J. (2001). Breakdown the Facts about Stress in Teaching. *Routledge, Taylor & Francis e-library*.

Doss, C. A. V., Rachel, J. J., Jarrar, M. K., AbuMadini, M. S., & Sakthivel, M. (2018). A Comparative Study to Determine the Occupational Stress Level and Professional Burnout in Special School Teachers Working in Private and Government Schools. *Global Journal of Health Science*, 10(3), 42.

Dunham, J., & Varma, V. (1998). *Stress in Teachers: Past, Present And Future*. London, Whurr.

Eres, F., & Atanasoska, T. (2011). Occupational Stress of Teachers: A Comparative Study between Turkey and Macedonia. *International Journal of Humanities and Social Science*, 1(7 [Special Issue-June 2011]), 59–65.

Ferris, G. (1996). Perceptions of Organizational Politics: Prediction, Stress-related Implications and Outcomes. *Human Relations*. University of Illinois,

Fimian, M, J. (1988). The Teacher Stress Inventory Test Manual. *Clinical Psychology Publishing, Co.*, Brandon, VT.

Fimian, M. J. (1980). Stress Reduction Techniques for Teachers. *The Pointer*, 1 (2), 64-70.

Fimian, M. J. (1982a). What is Teacher Stress? *The Clearing House*, 56 (3), 101-105.

Fimian, M.J. (1987). Teacher Stress: An Expert Appraisal. *Psychology in the Schools*, 24, 5- 14.

Fisher, S. (1994). Stress in Academic Life: The Mental Assembly Line. Buckingham, UK: Society for Research into Higher Education and Open University Press.

Forlin, C. (2001). Inclusion: Identifying Potential Stressors for Regular Class Teachers. *Educational Research*, 43(3), 235–245.

Fraenkel, J.R. & Wallen, N. E. (2003). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill Higher Education.

Gibbons, C. (1998). An Investigation into the Effects of Organizational Change on Occupational Stress in Further Education Lecturers. *Journal of Further and Higher Education*, 22(3), 315- 328.

Gillespie, N. A., Walsh, M., Winefield, A. H., Dua, J., & Stough, C. (2001). Occupational Stress in Universities: Staff Perceptions of the Causes, Consequences, and Moderators of Stress. *Work & Stress*, 15, 53-72.

Hatti, S. B., Aneelraj, Kalita, K. N., & Baruah, A. (2016). Occupational Stress of School Teachers Working in Government and Private Schools. *International Journal of Medicine Research*, 1(5), 53–55.

Hendrix, W.H., Summers, T.P., Leap, T.L., & Steel, R.P. (1995). *Antecedents and Organizational Effectiveness Outcomes of Employee Stress and Health*. In Crandall, R. & Perrewe, P.L. (Eds.), *Occupational Stress*, 73–92. Washington DC: Taylor & Francis.

Hersey, P., & Blanchard, K. (1999). *Leadership and the One Minute Manager*. William Morrow, 4–6.

Ipek, H., Akcay, A., Atay, S.B., Berber, G., Karalık, T., & Yılmaz, T.S., (2018). The Relationship between Occupational Stress and Teacher Self-Efficacy: A Study With EFL Instructors. *Anadolu Journal of Educational Sciences International*, 8(1): 126-150.

Jenkins, S., & Calhoun. J. (1991). ‘Teacher Stress: Issues and Intervention’. *Psychology in the Schools*, 28, 60 - 70.

Dr. S.S.Jeyaraj, Dr. S. S. J. (2013). Occupational Stress among the Teachers of the Higher Secondary Schools in Madurai District, Tamil Nadu. *IOSR Journal of Business and Management*, 7(5), 63–76.

Johnson, S., Cooper, C., Cartwright, S., Donald, I., Taylor, P., & Millet, C. (2005). The Experience of Work-Related Stress across Occupations. *Journal of Managerial Psychology*, 20(2), 178– 187.

Karasek, R. & Theorell, T. (1990). *Healthy Work: Stress, Productivity, and the Reconstruction of Working Life*. New York: Basic Books.

Kebelo, K. K. (2012). Occupational Role Stressors as Predictors of Psychological Strain among Academic Officers of Higher Educational Institutions. *Pakistan Journal of Psychological Research*, 27(2), 173.

Kelly, A. L., & Berthelsen, D. C. (1995). Preschool Teachers' Experience of stress. *Teaching and Teacher Education*, 11(4), 345-357.

Kızıltepe, Z. (2007). Teacher Occupational Stress in İstanbul. In Gates, G. (ed), *Emerging thought and research on student, teacher, and administrator stress and coping*, 131- 142. Greenwich: Information Age Pub.

Kinman, G. (2001). Pressure points: A Review of Research on Stressors and Strains in UK Academics. *Educational Psychology*.

Kinman, G. & Jones, F. (2003). 'Running up the down Escalator': Stressors and strains in UK academics. *Quality in Higher Education*, 9 (1), 22–38.

Kinnear, P. R., & Gray, C. D. (2006). *SPSS 12 made simple. SPSS 12 Made Simple*, 1–451.

Klassen, R. M. (2010). Teacher Stress: The Mediating Role of Collective Efficacy Beliefs. *Journal of Educational Research*, 103(5), 342–350.

Kourmoussi, N., & Alexopoulos, E. C. (2016). *Stress Sources and Manifestations in a Nationwide Sample of Pre-Primary, Primary, and Secondary Educators in Greece*. *Frontiers in Public Health*, 4.

Kyriacou C., (2000). *Stress-busting for Teachers*. Cheltenham, UK: Stanley Thornes.

Kyriacou C., (2001). Teachers' Stress: Directions for Future Research. *Educational Review*, 53, 27-35.

Kyriacou, C., & Sutcliffe, J. (1978a). A Model of Teacher Stress. *Educational Studies*, 4, 1–6.

Kyriacou, C., & Sutcliffe, J. (1978b). Teacher Stress: Prevalence, Sources and Symptoms. *British Journal of Educational Psychology*, 48, 159–167.

Larson-Hall, J. (2010). *A Guide to Doing Statistics in Second Language Research Using SPSS*. London, England: Routledge.

Laughlin, A. (1984). Teacher Stress in an Australian Setting: the Role of Biographical Mediators. *Educational Studies*, 10, 7-22.

Lazarus, R.S. (1990). Theory-based Stress Measurement. *Psychological Inquiry*, 1, 3–13.

Lazarus, R. S., & Folkman, S. (1984). *Stress, Appraisal, and Coping*. New York: Springer-Verlag.

Lumsden, D. P. (1981). Is the Concept of ‘Stress’ of Any Use, Anymore? *In Contribution to Primary Prevention in Mental Health: Working Papers*, ed. D. Randall. Toronto: Toronto Natl. Off. Can. Mental Health Assoc.

Maslach, C., & Jackson, S.E., (1981). The Measurement of Experienced Burnout. *Journal of Occupational Behaviour*, 2, 99-113.

Maslach C, Schaufeli W. B., Leiter M. P., (2001). *Job Burnout*. *Ann Rev Psychology*, 397-422, 52

Masuku, S., & Muchemwa, S., (2015). Occupational Stress among University Lecturers: A Case of Zimbabwe. *China Education Review*, 5(4), 258-266.

McDonald C. (1993). Coping with Stress during the Teaching Practicum: the Student Teachers Perspective. *Alberta Journal of Educational Research*. 39(4), 407.

Meng, L. & Liu, S. (2008). Mathematics Teacher Stress in Chinese Secondary Schools. *Journal of Educational Enquiry*, 8(1), 73-96.

Mirela B. & Adriana C. (2011). Organizational Stress And Its Impact On Work Performance. *Annals of the University of Oradea: Economic Science*, 1(special), 333–337.

Mostert, F.F., Rothmann, S., Mostert, K., & Nell, K. (2008). Outcomes of Occupational Stress in a Higher Education Institution. *Southern African Business Review*, 12, 102-127.

Mohammdi, E. & Mohammad Ali, E. (2015). The Nature and Sources of Stress among EFL Teachers. *English for Specific Purposes World*, 48(16).

Motowidlo, S. (1986). Occupational stress: Its Causes and Consequences for Job Performance. *The Journal of Applied Psychology*.

Nagra, V. (2013). Occupational Stress among Teacher Educations. *Global Online Electronic International Interdisciplinary Research Journal*, 2, 12-23.

Nisbet, M.K. (1999). Workers Compensation and Teacher Stress. *Journal of Law and Education*, 28, 531-542.

Ornelas, S., & Kleiner, B.H. (2003). New Developments in Managing Job-related Stress. *Equal Opportunities International*, 22(5), 64–71.

Önkol, P. E. (2002). *Organizational Stress Factors of English Instructors Working at Preparatory Schools of Public and Private Universities in Turkey*. Unpublished M.A. Thesis, Graduate School of Social Sciences. Middle East Technical University, Ankara, Turkey.

Özday P. , (1990). *Resmi ve Özel Lİselerde Çalışan Öğretmenlerin İş Tatmini ve İş Streslerinin Karşılaştırmalı Analizi*. Doctoral Dissertation. İstanbul: İstanbul University.

Petek, E. (2008) *An Investigation on Stress Factors and Coping Strategies of English Instructors Working at the English Preparatory Schools of METU and Ankara University*. Master Thesis. Trakya University.

Pithers, R. T., & Soden, R. (1998). Scottish and Australian Teacher Stress and Strain: A Comparative Study. *British Journal of Educational Psychology*, 68(2), 269–279.

Punch, K.F., & Tuetteman, E. (1996). Reducing teacher stress: The Effects of Support in the Work Environment. *Research in Education*, 56, 63–72.

Ravichandran, R., & Rajendran, R. (2007). Perceived Sources of Stress among the Teachers. *Journal of the Indian Academy of Applied Psychology*, 33(1), 133-136.

Robbins, S. P., & Judge, T. (2012). *Essentials of Organizational Behavior*.

Robbins, S., De Cenzo, D., Coulter, M., & Woods, M. (2013). *Management: the Essentials*. Pearson Higher Education AU.

Samuels, P., Marshall, E., & Lahmar, J. (2012). Checking Normality for Parametric Tests in SPSS. *Statstutotr*, 1–4.

Selye, H., 1956. *The Stress of Life*. New York: Mcgraw-Hill.

Selye, H. (1974). *Stress without Distress*. Philadelphia, Lippincott.

Singer, J. (2010). *The Teacher's Ultimate Stress Mastery Guide: 77 Proven Prescriptions to Build Your Resilience*. Corwin Press.

Styles, K., & Cavanagh, G. (1977). Stress in Teaching and how to Handle it. *English Journal*, January, 76-79.

Tabachnick, B. G., & Fidell, L. S. (2012). *Using Multivariate Statistics (6th ed.)*. New York: Harper and Row, 1024.

Timperley, H., & Robinson, V. (2000). Workload and the Professional Culture of Teachers. *Educational Management & Administration*, 28(1), 47–62.

Travers C., & Cooper C. (1997). Stress in Teaching. In D. Shorrocks-Taylor (Ed.), *Directions in Educational Psychology*. London: Whurr, 365-390.

Travers, C.J., & Cooper, C.L. (1996). *Teachers Under Pressure: Stress in the Teaching Profession*. London, Routledge.

Tytherleigh, M.Y., Webb, C., Cooper, C.L. & Ricketts, C. 2005. *Occupational Stress in UK Higher Education Institutions: A Comparative Study of All Staff Categories*. Higher Education Research and Development, 24, 41–61.

Weiskopf, P. E. (1980). Burnout among Teachers of Exceptional Children. *Exceptional Children*, 47 (1), 18-23.

Westman, M., & Eden, D. (1992). Excessive Role Demand and Subsequent Performance. *Journal of Organizational Behavior*, 13, 519-529.

Winefield, A. H., & Jarrett, H. (2001). Occupational Stress in University Staff'. *International Journal of Stress Management*, 8 (4), 285-298.

Winefield, A.H., Gillespie, N.A., Stough, C., Dua, J., Hapuarachchi, J., & Boyd, C. (2003). Occupational Stress in Australian University Staff: Results from a National Survey. *International Journal of Stress Management*, 10, 51–63.

Yang, L. Q., Che, H., & Spector, P. E. (2008). *Job Stress and Well-being: An Examination from the View of Person-environment Fit*. *Journal of Occupational and Organizational Psychology*, 81(3), 567–587.

Yorulmaz, Y. İ., & Altinkurt, Y. (2018). *The Examination of Teacher Burnout in Turkey: A meta-analysis*. *Turkish Journal of Education*, 34–52.

APPENDIX-A: Ethics Committee Approval



T.C.
UFUK ÜNİVERSİTESİ

SOSYAL VE BEŞERİ BİLİMLER BİLİMSSEL
ARAŞTIRMA VE YAYIN ETİĞİ KURULU

Sayı : 2019/19
Konu : Etik Kurul Başvuru Sonucu Hk.

04.10.2019

UFUK ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

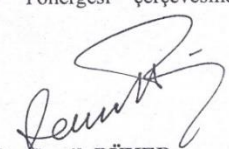
02.08.2019 tarihli yazınız ile Kurulumuza gönderilen, İngiliz Dili Eğitimi Yüksek Lisans Programı tezli yüksek lisans öğrencisi **Gülşen PULATSÜ'nün**, Prof. Dr. Mehmet DEMİREZEN'in tez danışmanlığında devam ettirdiği *"English Instructors' Occupational Stress: A Contrastive Analysis Between Public and Foundatio Universities (İngilizce Öğretim Görevlilerinin Mesleki Stresi: Devlet ve Vakıf Üniversiteleri Arasındaki Karşılaştırmalı Analiz"* başlıklı tez çalışması,

23.09.2019 tarihli yazınız ile Kurulumuza gönderilen, İngiliz Dili Eğitimi Yüksek Lisans Programı tezli yüksek lisans öğrencisi **Arzu HAZIMLI'nın**, Dr. Öğr. Üyesi Ceyhan KARABIYIK'ın tez danışmanlığında devam ettirdiği *"A Research on Distress Tolerance and Burnout Levels EFL Teachers - Ankara Example"* başlıklı tez çalışması,

23.09.2019 tarihli yazınız ile Kurulumuza gönderilen, İngiliz Dili Eğitimi Yüksek Lisans Programı tezli yüksek lisans öğrencisi **Halil YIKILMAZ'ın**, Dr. Öğr. Üyesi Ceyhan KARABIYIK'ın tez danışmanlığında devam ettirdiği *"Foreign Language Learning Motivation: A Study at Atlum University Preparatory School"* başlıklı tez çalışması,

26.09.2019 tarihli yazınız ile Kurulumuza gönderilen, Sağlık Yönetimi Yüksek Lisans Programı tezli yüksek lisans öğrencisi **Gözde KARADEMİR'in**, Dr. Öğr. Üyesi Çağlar DOĞRU'nun tez danışmanlığında devam ettirdiği *"Destekleyici Örgüt İkliminin, Yenilikçi İş Davranışı ve Çalışan Performansına Etkileri: Sağlık Sektöründe Bir Uygulama"* başlıklı tez çalışması,

Sosyal ve Beşeri Bilimler Bilimsel Yayın Etiği Kurulunun 02.10.2019 tarihli toplantısında Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi çerçevesinde değerlendirilmiş olup tez çalışmalarına ait kararlar ekte sunulmaktadır.
Bilgilerinizi ve gereğini rica ederim.


Prof. Dr. Semih BÜKER
Kurul Başkanı

ADRES : Ufuk Üniversitesi İncek Şehit Savcı Mehmet Selim Kiraz Bulvarı No:129 (06836) İncek-Gölbaşı -Ankara

Tel : (0312) 586 70 00 Faks : (0312) 586 71 24

WEB : www.ufuk.edu.tr e-mail : ufukuni@ufuk.edu.tr



T.C.
UFUK ÜNİVERSİTESİ

SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL
ARAŞTIRMA VE YAYIN ETİĞİ KURULU

Karar Tarihi : 02.10.2019
Toplantı Sayısı : 2019/7
Karar Sayısı : 2019/58

Ufuk Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğü tarafından 02.08.2019 tarih ve 96064710-5014.10-E.6266 sayılı yazı ile Kurulumuza gönderilen, İngiliz Dili Eğitimi Yüksek Lisans Programı tezli yüksek lisans öğrencisi **Gülşen PULATSÜ'nün**, Prof. Dr. Mehmet DEMİREZEN'in tez danışmanlığında devam ettirdiği "*English Instructors' Occupational Stress: A Contrastive Analysis Between Public and Foundatio Universities (İngilizce Öğretim Görevlilerinin Mesleki Stresi: Devlet ve Vakıf Üniversiteleri Arasındaki Karşılaştırmalı Analiz*" başlıklı tez çalışmasına ilişkin başvurusu görüşüldü.

Yapılan incelemeler sonucunda hazırlanan tez çalışmasının, bilimsel araştırma ve yayın etiği açısından uygun olduğuna karar verildi.

ETİK KURUL ÜYELERİ	İMZA
Prof. Dr. Semih BÜKER	
Prof. Dr. Cenap ERDEMİR	
Prof. Dr. Emel ERDOĞAN BAKAR	
Prof. Dr. Orhan AYDIN	
Prof. Dr. Mehmet TOMANBAY	
Prof. Dr. Türkmen DERDİYOK	
Prof. Dr. C. Sencer İMER	- İZİNLI -

ADRES : Ufuk Üniversitesi İncek Şehit Savcı Mehmet Selim Kiraz Bulvarı No:129 (06836) İncek-Gölbaşı -Ankara

Tel : (0312) 586 70 00 Faks : (0312) 586 71 24

WEB : www.ufuk.edu.tr e-mail : ufukuni@ufuk.edu.tr

APPENDIX-B: Declaration of Ethical Conduct

DECLARATION OF ETHICAL CONDUCT

In this thesis study, I hereby declare that

- I have prepared this theses in accordance with the thesis writing guidelines of the Graduate School of Social Sciences of Ufuk University;
- all the information and documents in the thesis have been obtained in accordance with academic rules and regulations, and results have been presented according to the rules of scientific ethics.
- I did not do any distortion and/or manipulation in data set;
- In case of using other works, related studies have been fully cited in accordance with the scientific standards, and listed in list of References;
- and **NO** part of this study was presented as a part of any other thesis at this or any other university
- It was produced by myself in consultation with supervisor (Prof. Dr. Mehmet DEMİREZEN) and written according to the rules of thesis writing of Social Sciences Institution at Ufuk University.

...../...../.....

Gülsen PULATSÜ

APPENDIX-C: Volunteer Consent Form

GÖNÜLLÜ KATILIMCI FORMU

Sayın Katılımcı,

Bu çalışma Ufuk Üniversitesi- İngiliz Dili ve Eğitimi Bölümü'nde yürütülen bir araştırmadır. Bu karşılaştırmalı çalışmanın amacı; Ankara'daki vakıf ve devlet üniversitelerinin Yabancı Diller Yüksekokullarında çalışan İngilizce Öğretim Görevlilerinin üzerinde strese yol açan faktörlerin farklılık gösterip göstermediğini incelemektir.

Bu çalışmaya katılım tamamen gönüllük esasına dayalıdır. Eğer katılmayı kabul ederseniz, sizden, verilecek olan, konuyla ilgili ölçekleri doldurmanız istenecektir. Verilecek olan demografik envanteri ve anketi tamamlama süresinin 10 ile 15 dakika arasında olacağı öngörülmektedir. Lütfen soruları olması gerektiğini düşündüğünüz biçimde değil, sizin düşüncelerinizi tüm gerçekliği ile yansıtacak biçimde cevap veriniz. Samimi ve içtenlikle vereceğiniz cevaplar çalışmanın sağlığı ve güvenilirliği açısından çok önemlidir.

Sizden anket üzerinde belirtilecek hiçbir kimlik belirleyici bilgi istenmeyecektir. Cevaplarınız sadece araştırmanın amacına uygun olarak bilimsel açıdan kullanılacak ve gizli tutulacaktır.

Bu çalışmaya katılmayı kabul edebilir, reddedebilirsiniz ayrıca çalışmanın herhangi bir yerinde onayınızı çekme hakkına da sahipsiniz. Ancak formları sonuna kadar ve eksiksiz doldurmanız, bu araştırmanın geçerli olabilmesi için önem taşımaktadır.

Çalışma ile ilgili herhangi bir bilgi almak isterseniz, aşağıdaki elektronik iletişim adresinden ulaşabilirsiniz.

Araştırma Koordinatörü: Prof. Dr. Mehmet DEMİREZEN

Telefonu: 0 506 555 18 63

E-posta adresi: mehmet.demirezen@ufuk.edu.tr

Araştırmacı: Öğr. Gör. Gülsen PULATSÜ

Telefonu: 0 533 384 50 62

E-posta adresi: gulsen.pulatsu@gmail.com

Katılımlarınız ve ayırdığınız vakit için şimdiden teşekkür ederiz.

Katılımcı beyanı:

Araştırma ile ilgili yukarıdaki bilgiler bana aktarıldı. Bana yapılan tüm açıklamaları ayrıntılarıyla anlamış bulunmaktayım. Verdiğim bilgilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum. Bu araştırmada 'katılımcı' olarak yer alma kararını aldım.

İsim Soyad:

İmza:

NOT: Bilgi ve kontak adresleri kısmı kesilerek sizlere verilecektir. İmza ve isim sadece çalışmaya gönüllü olarak katıldığınızı gösterir niteliktedir. Anketleriniz size verilmeden teslim alınacak ve ayrı olarak tutulacaktır.

TEACHER STRESS QUESTIONNAIRE

In this part of the inventory there are statements about the field-specific in the organizational stress factors that English instructors may face throughout their professional lives. Please read each statements and decide how much stress each statement creates in you. Indicate a response on the scale by putting a tick (√) in the related column. Please do not leave any blank statements.

Explanation of scale									
1-None	2-Little	3- Average	4- Much	5- Very much	1	2	3	4	5
1.	Students' unattendance problems due to the negative attitude towards English								
2.	Students' lack of interest in the lessons due to the negative attitude towards English								
3.	Students' reflection of personal problems (problems related to family depression and so forth to the classes)								
4.	The difficulty of motivating students to learn a foreign language								
5.	Students' lack of systematic study habits								
6.	Students unwillingness to do research and investigation to improve their English								
7.	Students coming to class without the necessary class materials or not taking the English lessons seriously								
8.	Teaching your language (English) which is not your (as an instructor) mother tongue								
9.	Not having been in the country of the target language before (as an instructor)								
10.	Having pronunciation difficulties as a non-native speaker of English								
11.	Unexpected questions about vocabulary which are irrelevant to the lesson or/and which you are not familiar with as the teacher								
12.	Unexpected questions about grammar structures which are irrelevant to the lesson								
13.	Unexpected questions about grammar structures which you haven't prepared the lesson for as a teacher								
14.	Always having to find meaningful context for vocabulary teaching								
15.	Having students in the class who have been in the target culture before								
16.	Students' lack of awareness of the								

	importance of learning English								
1-None	2-Little	3- Average	4- Much	5- Very much	1	2	3	4	5
17	Difficulty to motivate students to speak in English and students' insistent tendency to speak in Turkish								
18	Conflict between your beliefs about language teaching and your practice in the classroom								
19	Always having to prepare authentic and up-to-date materials in English								
20	The assessment of written performance								
21	The assessment of oral performance								
22	Role conflict (the conflict between the personality and the various roles) in the institution								
23	Not receiving announcements about related professional development (national and international seminars, workshops, courses etc.) on time								
24	Administrators' ignorance of instructors problems related to teaching and students								
25	Too much workload in terms of course hours per week								
26	Inadequate services (photocopying, secretarial and so forth)								
27	Too much paperwork (marking the exams, filling in the reports)								
28	Inadequate physical conditions (heating, lighting, and so forth)								
29	Overcrowded classes								
30	Lack of flexibility in the institutional practices (attending meetings, ceremonies, deadlines of reports and so forth)								
31	Varied type of courses to prepare and teach (e.g. reading ,writing, grammar)								
32	Being obliged to attend frequent department meetings								
33	Not being supported enough for personal efforts on professional development								
34	Inadequate instructional equipment materials (technological tools, board, board marker and so forth)								
35	Insufficient in-service training opportunities								
36	Lack of social and cultural facilities at the university (sports center, library and so								

	forth)					
37	Vague role definitions of instructors					
38	Lack of harmony among colleagues					
39	Lack of adequate salary					
40	Too much homework load to read					
41	The examination assessment overload					
42	Insufficient financial support for attending conferences related to the profession					

If there are any other organizational or field-specific stress factors which you believe or not covered in this in the entry please write them in the space provided below.

.....
.....
.....
.....

In general how stressful do you find being an English instructor? Please take the appropriate alternative.

- None
 Little
 Average
 Much
 Very Much

***Field Specific Stress Questionnaire includes the items 1-21**

***Organizational Stress Questionnaire includes the items 22-42**

Source: Petek, E. (2008) An Investigation on Stress Factors and Coping Strategies of English Instructors Working at the English Preparatory Schools of METU and Ankara University. Master Thesis. Trakya University.

APPENDIX E: Mean Scores of Field-Specific Stress Questionnaire

	N	Min.	Max.	Mean	Std. Deviation
Students' unattendance problems due to the negative attitude towards English	330	1,00	5,00	2,78	1,07
Students' lack of interest in the lessons due to the negative attitude towards English	330	1,00	5,00	3,35	1,10
Students' reflection of professional problems (related to family depression and so forth to the classes	330	1,00	5,00	2,81	1,04
The difficulty of motivating students to learn a foreign language	330	1,00	5,00	3,26	1,08
Students' lack of systematic study habits	330	1,00	5,00	3,57*	1,11
Students' unwillingness to do research and investigation to improve their English	330	1,00	5,00	3,49	1,16
Students' coming to class without the necessary class materials or not taking the English lessons seriously	330	1,00	5,00	3,36	1,24
Teaching the language (English) which is not your (as an instructor) mother tongue	330	1,00	5,00	1,88	1,06
Not having been in the country of the target language before (as an instructor)	330	1,00	5,00	1,76	1,06
Having pronunciation difficulties as a non- native speaker of English	330	1,00	5,00	1,81	,92

Unexpected questions about vocabulary which are irrelevant to the lesson or/and which you are not familiar with as a teacher	330	1,00	5,00	1,92	,96
Unexpected questions about grammar structure which are irrelevant to the lesson	330	1,00	5,00	1,83	,94
Unexpected questions about grammar structures which you haven't prepared the lesson for as a teacher	330	1,00	5,00	1,76	,96
Always having to find meaningful contexts for vocabulary teaching	330	1,00	5,00	2,35	1,07
Having students in the class who have been in the target culture before	330	1,00	5,00	1,71	,97
Students' lack of awareness of the importance of learning English	330	1,00	5,00	3,35	1,12
The difficulty to motivate students to speak in English and students' insistent tendency to speak Turkish	330	1,00	5,00	3,44	1,09
Conflict between your beliefs about language teaching and your practice in the classroom	330	1,00	5,00	2,78	1,21
Always having to prepare authentic and up-to-date materials in English	330	1,00	5,00	2,53	1,09
The assessment of the written performance	330	1,00	5,00	2,88	1,17
The assessment of the oral performance	330	1,00	5,00	2,67	1,12
Valid N (listwise)	330				

***Item 5 has the highest mean score of all (M=3.57, SD=1.11)**

APPENDIX F: Mean Scores of Organizational Stress Factors Questionnaire

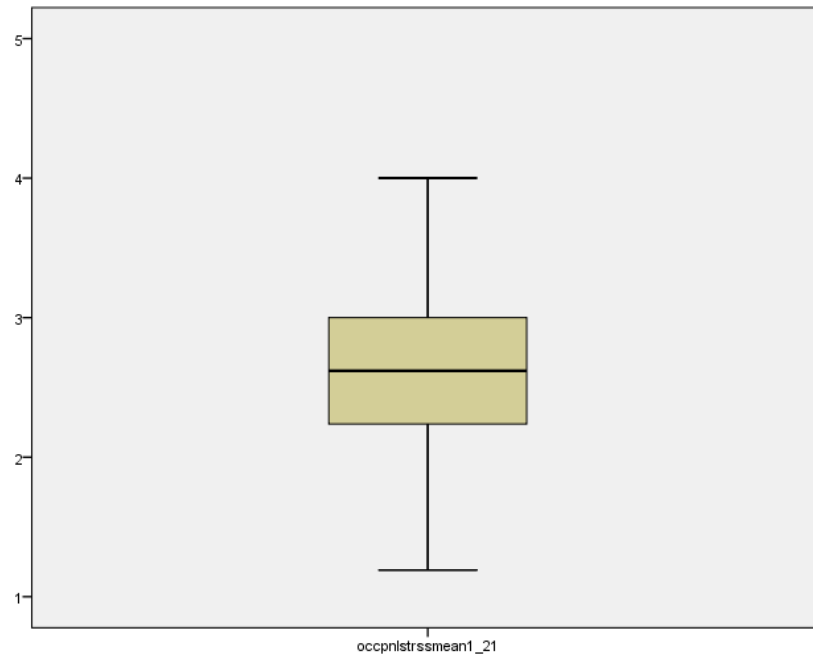
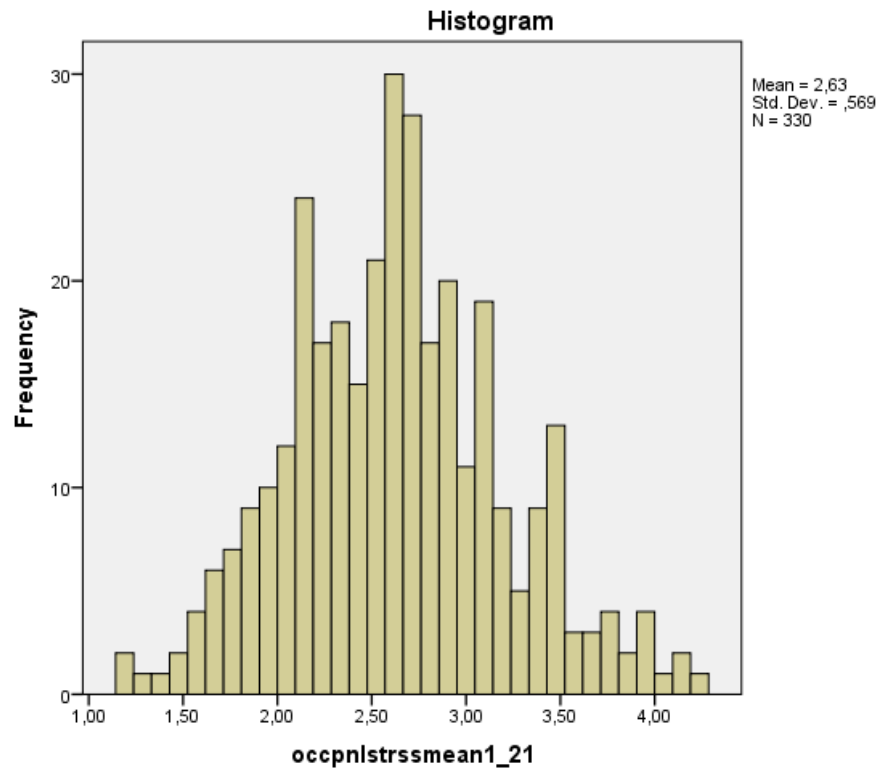
	N	Min.	Max.	Mean	Std. Deviation
Role conflict (the conflict between the personality and the various roles) in the institution	330	1,00	5,00	2,56	1,21
Not receiving announcement about related professional development (national and international seminars, workshops, courses etc...) on time	330	1,00	5,00	2,15	1,22
Administrators' ignorance of instructors' problems related to teaching and students	330	1,00	5,00	2,96	1,42
Too much workload in terms of course hours per week	330	1,00	5,00	3,27	1,33
Inadequate services (photocopying, secretarial, and so forth)	330	1,00	5,00	3,13	1,44
Too much paperwork (marking the exams, filling in the reports)	330	1,00	5,00	3,47*	1,33
Inadequate physical conditions (heating, lighting, and so forth)	329	1,00	5,00	2,90	1,47
Overcrowded classes	330	1,00	11,00	2,96	1,48
Lack of flexibility in the institutional practices (attending meetings, ceremonies, deadlines of reports and so forth)	330	1,00	5,00	3,12	1,35
Varied type of courses to prepare and teach (e.g. reading, writing, grammar)	330	1,00	5,00	2,37	1,17
Being obliged to attend frequent department meetings	330	1,00	5,00	2,90	1,36
Not being supported enough for personal efforts on professional developments	330	1,00	11,00	2,77	1,41

Inadequate instructional equipment materials(technological tools, board, board marker and so forth)	330	1,00	5,00	2,79	1,41
Insufficient in-service training opportunities	330	1,00	5,00	2,28	1,29
Lack of social and cultural facilities in the university (sport center, library and so forth)	330	1,00	5,00	2,43	1,28
Vague role definitios of instructors	330	1,00	5,00	2,89	1,34
Lack of harmony among colleagues	330	1,00	11,00	2,85	1,38
Lack of adequate salary	330	1,00	5,00	3,01	1,42
Too much homework load to read	330	1,00	5,00	3,01	1,24
The examination assessment overload	330	1,00	5,00	3,20	1,24
Insufficient financial support for attending conferences related to the profession	330	1,00	5,00	3,01	1,36
Valid N (listwise)	330				

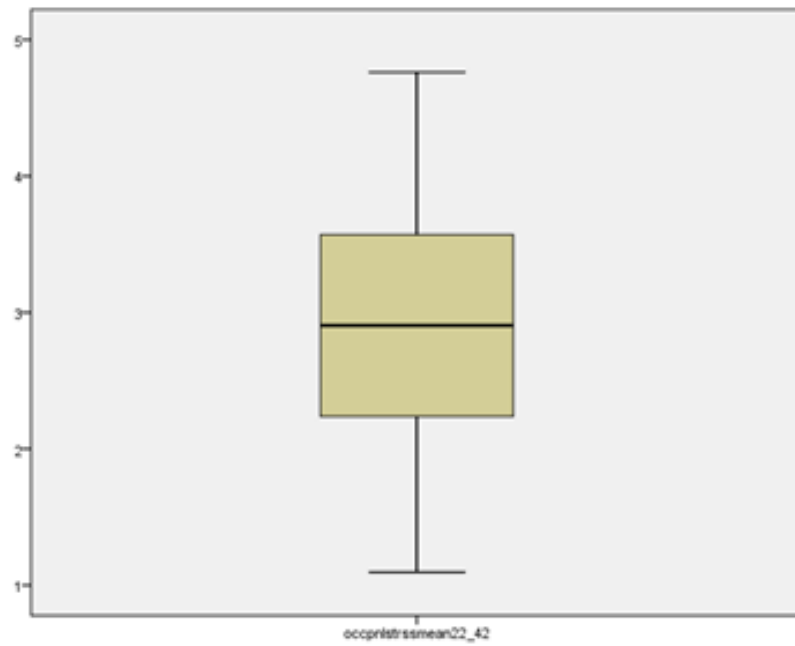
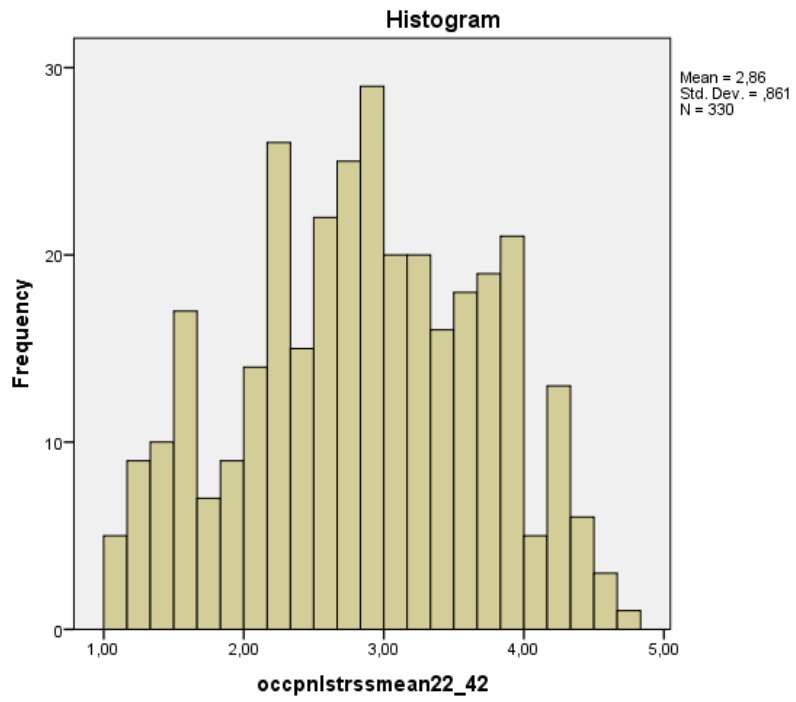
***Item 27 has the highest mean score of all (M=3,47, SD=1.33)**

APPENDIX G: Tests of Normality

Field-specific Stress Factors



Organizational Stress Factors



APPENDIX-H: Values of Hofstede's Cultural Indices

VALUES OF HOFSTEDE'S CULTURAL INDICES FOR 40 COUNTRIES

Country	Power ⁽¹⁾ Distance	Uncertainty ⁽²⁾ Avoidance	Individualism ⁽³⁾ Collectivism	Masculinity ⁽⁴⁾ Femininity	Confucian Dynamism
Argentina	49	86	46	56	
Australia	36	51	90	61	31
Austria	11	70	55	79	
Belgium	65	94	75	54	23
Canada	39	48	80	52	
Chile	63	86	23	28	
Colombia	67	80	13	64	
Denmark	18	23	74	16	
Finland	33	59	63	26	
France	68	86	71	43	
Great Britain	35	35	89	66	25
Germany (F.R.)	35	65	67	66	31
Greece	60	112	35	57	
Hong Kong	68	29	25	57	96
India	77	40	48	56	
Iran	58	59	41	43	
Ireland	28	35	70	68	
Israel	13	81	54	47	
Italy	50	75	76	70	
Japan	54	92	46	95	80
Mexico	81	82	30	69	44
Netherlands	38	53	80	14	
Norway	31	50	69	8	
New Zealand	22	49	79	58	30
Pakistan	55	70	14	50	0
Peru	64	87	16	42	
Philippines	94	44	32	64	19
Portugal	63	104	27	31	
South Africa	49	49	65	63	
Singapore	74	8	20	48	48
Spain	57	86	51	42	
Sweden	31	29	71	5	33
Switzerland	34	58	68	70	
Taiwan	58	69	17	45	87
Thailand	64	64	20	34	56
Turkey	66	85	37	45	
U.S.A.	40	46	91	62	29
Venezuela	81	76	12	73	
Yugoslavia	76	88	27	21	
<hr/>					
Mean	52	65	50	50	
Std. Deviation	20	24	25	20	
Range	11-104	8-112	12-91	5-95	
<hr/>					

APPENDIX-J: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

DECLARATION OF PUBLISHING AND INTELLECTUAL PROPERTY RIGHTS

I declare that I give permission to Ufuk University to archive all or some part of my master thesis, which is approved by the Institute, in printed (paper) or electronic format and to open to access with the following rules. With this permission, I hold all intellectual property rights, except using rights given to the University, and the rights of use of all or some parts of my thesis in the future studies (article, book, license, and patent).

I declare that the thesis is my original work, I did not violate rights of others and I own all rights of my thesis. I declare that I used texts with the written permit which is taken by owners and I will give copies of these to the University, if needed.

As per the “**Regulation on the Online Availability, Arrangement and Open Access of Graduate Theses**” of Council of Higher Education, my thesis shall be deposited to National Theses Center of the Council of Higher Education/Open Access System of U.U. libraries, except for the conditions indicated below;

- o The access to my thesis has been postponed for 2 years after my graduation as per the decision of the Institute/University board.
- o The access to my thesis has been postponed for month(s) after my graduation as per the decision of the Institute/University board.
- o There is a confidentiality order for my thesis.

...../...../.....

Gülsen PULATSÜ