T. C.

ULUDAG UNIVERSITY

INSTITUE OF EDUCATIONAL SCIENCES

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CURRICULUM & INSTRUCTION

AN INVESTIGATION OF TEACHERS' STRESS SOURCES & STRESS COPING STYLES

MASTER'S DISSERTATION

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Advisor:

Prof. Dr. SEDAT YÜKSEL

BURSA 2019

BİLİMSEL ETİĞE UYGUNLUK

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Cihan KAYA
02/09/2019

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YÜKSEK LİSANS/DOKTORA İNTİHAL YAZILIM RAPORU

ULUDAĞ ÜNİVERSİTESİ
EĞİTİM BİLİMLER ENSTİTÜSÜ
EĞİTİM BİLİMLERİ ANABİLİM DALI BAŞKANLIĞI'NA

Tarih: 08/08/2019

Tez Başlığı / Konusu: An Investigation of Teachers' Stress Sources & Stress Coping Styles

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Anabilim Dalı:	Eğitim Bilimleri
Programı:	Eğitim Programları ve Öğretimş
Statüsü:	☒ Y.Lisans ☐ Doktora

Danışman
Prof. Dr. Sedat YÜKSEL

08/08/2019

* **Turnitin programına Uludağ Üniversitesi Kütüphane web sayfasından ulaşılabilir.**

YÖNERGEYE UYGUNLUK ONAYI

"Öğretmenlerin Stres Kaynakların ve Başaçıkma Tarzlarının İncelenmesi." adlı Yüksek Lisans tezimin Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü tez yazım kurallarına uygun olarak hazırlanmıştır.

Tezi Hazırlayan

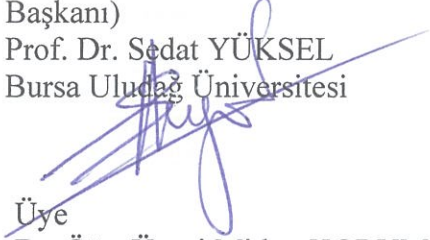Cihan KAYA

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Eğitim Bilimleri ABD Başkanı

Prof. Dr. Sedat YÜKSEL

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Eğitim Bilimleri Anabilim Dalı'nda 801320004 numara ile kayıtlı Cihan KAYA'nın hazırladığı "Öğretmenlerin Stres Kaynaklarının ve Başaçıkma Tarzlarının İncelenmesi" konulu yüksek lisans çalışması ile ilgili tez savunma sınavı 02/09/2019 günü 11.00-12.00 saatleri arasında yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin / çalışmasının (**başarılı / başarısız**) olduğuna (**oybirliği / oy çokluğuyla**) ile karar verilmiştir.

Üye (Tez Danışmanı ve Sınav Komisyonu Başkanı)
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ACKNOWLEDGEMENT

First and foremost, I would like to thank and express my gratitude to Prof. Dr. Sedat YÜKSEL for his invaluable assistance and professionalism as I know that it would have been too hard for me to finish this dissertation and complete my degree without his patience and support.

Second, my dear family has always been with me since I began the program and they uttered their encouragement and support wholeheartedly whenever I fell behind. I pay special thanks to all the members of my family.

Finally, I thank from the bottom of my heart to my beloved wife Sema KAFKASLI KAYA for her understanding, confidence in me and affection on good and bad days throughout this long lasting journey and I am indebted a lot to my little cute daughter Eslem Ravza and promise to dedicate my whole time and energy to her in the rest of my life.

Özet

Yazar Adı ve Soyadı	: Cihan Kaya
Üniversite	: Bursa Uludağ Üniversitesi
Enstitü	: Eğitim Bilimleri Enstitüsü
Anabilim Dalı	: Eğitim Bilimleri Anabilim Dalı
Bilim Dalı	: Eğitim Programları ve Öğretim Bilim Dalı
Tezin Niteli	: Yüksek Lisans
Sayfa Sayısı	: XIII +99
Mezuniyet Tarihi	: ……./…../2019
Tez Danışmanı	: Prof. Dr. Sedat YÜKSEL

ÖĞRETMENLERİN STES KAYNAKLARININ VE STRESLE BAŞ AÇIKMA TARZLARININ İNCELENMESİ

Stres büyüyen bir problem olarak artık ciddi boyutlara ulaşmış durumdadır ve sebep olduğu sonuçlar tüm okul bileşenleri için geri dönülmez zararlar verebilmektedir. Bu çalışmanın amacı lisede çalışan öğretmenlerin stres kaynaklarını tespit etmek ve stres anında öğretmenler tarafından tercih edilen baş açıkma tarzlarını bulmaktır. Lisede çalışan 160 öğretmenin streslerine ilişkin cevapları Yıldırım (2008) tarafından geliştirilen "Sınıf Öğretmenlerinin Örgütsel Stres Kaynakları ve Stresle Baş Etme Yollarının Belirlenmesi Ölçeği" ile toplanmış ve ölçeğin uygulanabilmesi için iki değişiklik yapılmıştır. Öğretmenlerin baş açıkma stillerine ilişkin cevapları Şahin ve Durak (1995) tarafından geliştirilen "Stresle Baş açıkma Tarzları Ölçeği" kullanılarak toplanmıştır. Verilen cevapları incelemek için frekans, yüzdelik, t test, tek yönlü varyans ve korelasyon analizi uygulanmıştır. Çalışmanın verileri kadın öğretmenlerin öğrencilerle ilişkilerin stres

yaratması ve çaresiz/ kendini suçlayıcı ba açıkma tarzı boyutlarında erkek ö retmenlerden anlamlı bir ekilde farklıla tı ı görülmü tür. Fen Bilimleri grubu ve Matematik ö retmenlerinin Sosyal Bilimler grubu bran ö retmenlerinden okul yönetiminin stres yaratması faktörü açısından anlamlı bir ekilde farklıla tı ı görülürken, stresle ba açıkma tarzları boyutunda herhangi bir anlamlı farklılı a rastlanmamı tır. 16-20 yıllık tecrübesi olan ö retmenlerin 6-10 yıllık tecrübesi olan ö retmenlerden stres puanı açısından ve sosyal deste i arama faktörü bazında anlamca farklıla tı ı tespit edilmi tir. 27 ve daha fazla ders saati giren ö retmenlerin veliler ve çalı ma artları ve denetim boyutunda 21-26 saat derse girenlerden anlamca farklıla tı ı görülürken, stresle ba açıkma tarzları ölçe inde gruplar arası herhangi bir anlamlı farklılı a rastlanmamı tır. Lise ö retmenlerinde en çok stres yaratan durumun okul yönetimi boyutu, en az stres yaratan faktörün de meslekta larla ili kiler oldu u görülmü tür. Ö retmenlerin en çok tercih etti i ba açıkma tarzı kendine güvenli yakla ım ve sosyal destek arama olurken, çaresiz/ kendini suçlayıcı yakla ım en az kullanılan stresle ba açıkma tarzı olarak tespit edilmi tir. Korelasyon açısından, iki ölçek arasında bir ili kiye rastlanmamı tır.

Anahtar sözcükler: Ö retmen stresi, stresle ba açıkma

Abstract

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Degree Awarded   : Master of Arts

Page Number   : XIII +99

Degree Date   : …… /……/ 2019

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AN INVESTIGATION OF TEACHERS' STRESS SOURCES AND STRESS COPING STYLES

Stress as a growing problem cannot be denied and in teaching profession the consequences of stress might be irreparable for the whole education system. Thus, this study was aimed to determine the organizational stress sources of teachers and examine their coping preferences in an encounter with a stressful situation. The responses of 160 high school teachers regarding their organizational stress sources were collected through "The Inventory to Determine the Organizational Stress Sources and Coping Methods of Classroom Teachers" by Yıldırım (2008) and two modifications in the scale were executed to be able to apply the scale. Besides, to determine stress coping preferences, Stress Coping Styles Scale of ahin and Durak (1995) was applied. Frequency, percentage, t test, one way analysis of variance and Pearson correlation were applied to analyze the data. The findings of the study showed a significant difference

between the female and the male teachers not only in the relationship with students as a stress factor but also in the submissive stress coping style. By subject, while the science and maths teachers were reported significantly different from the social science teachers in the school administration factor, no significance difference in coping styles was found between any groups. As for teaching experience, a significant difference in total stress occurred between the teachers with 16-20 and 6-10 years of experience, while these two groups also varied significantly in employing the social support coping style. Also, the teachers with 27 or more teaching hours were found significantly different from the teachers with less hours in the parental involvement and working conditions and inspection as stress factors, while no significant difference was reported between any groups in coping preferences. As regards the most frequent stressing factor, the school administration came first while the least stress-creating factor was found the relationship with colleagues. As for coping styles, the mostly preferred one was found the self-confident style, while the least frequently used one was the submissive coping. Finally, no relationship was found between two scales.

Key words: teacher stress, stress coping

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List of Abbreviations

GAS: General Adaptation Syndrome

PE-Fit: Person-Environment Fit

OSS: Organizational Stress Scale

SCSS: Stress Coping Styles Scale

Chapter I

Introduction

1.1. Background

Today, majority of people are observed to suffer from stress in their lives and continue being troubled in different aspects. Stress as a growing problem cannot be denied, and in all professions the consequences and how much harm it leaves have been continuously investigated to unearth the possible outcomes. The studies aiming at investigating stress date back to appearance of it as a stimulation which triggers the body to fight or flight (Cannon, 1932). Most research was conducted to uncover the implications of stress on a wide scale and in long term periods, and it was seen that physical, behavioral and emotional effects of stress were quite common. Also, how to remove the possible outcomes of stress and to understand the reactions of the body to a threat in a detailed way were examined and explained through General Adaptation Syndrome developed by Selye (1950). Those years were just the beginning of how stress studies came to life with developing theories.

Stress studies related to teaching profession came out in 1970's and in this sense, Guglielme and Tatrow (1998) also pointed out a noticeable increase in the number of studies on stress in the educational field during the years between 1970's and 1980's. The popularity of stress studies have brought lots of definitions to this field and it has been investigated in different angles for a long time. Thus, today more than a hundred studies focusing on stress and its related outcomes are at disposal and this reached to great numbers in the educational field. However, how to escape from stress seems inevitable and stress still becomes a matter and a dominant factors- in all types of schools ranging from the kindergarten level to the special education. To explain the existence of stress, Selye (1956) put forward human interaction which is the fundamental basis in teaching and thus stress is present and triggered depending on the individual and environment. Accordingly, it must be accepted that stress in teachers is the

reality and needs to be accepted to build up a mechanism to avoid it, and this realization or awareness of the problem will no doubt contribute to teachers' self-coping. With regards to awareness, Harden (1999) signaled a teacher awareness of his or her own stress as a primary condition to generate strategies so as to mitigate stress. On the other hand, ignoring the situations at schools and leaving teachers helpless without offering a way to deal with stress and increasing the demand on them are making the current situation worse and precipitate irreversible outcomes.

As stated before, stress is not a new topic and many studies have already showed teaching as the most stressful occupation (Dunham, 1992; Travers& Cooper, 1996; Woods, 1989). Therefore, it would be hard to ignore the negative outcomes of teacher stress which appear in different implications like early retirement or leaving the profession. On this point, Brown & Ralph (1998) stated such implications like dropping out of school were quite common in teaching profession. As understood, teaching is inherently considered a stressful job and the outcomes of occurrence of stressful situations, specifically when exposure to stress lasts longer, may turn out to be untreatable and push teachers to leave the profession. Hence, coping skills against perceived stress make the difference in this process. When coping mechanism cannot work against the demands of the job and get defeated during confrontation, such inevitable outcomes will come up very soon and the opposite cannot be guaranteed at all. In addition, it would be wrong to deny that stress-related illnesses are common in teaching and higher than any other professions (Kyriacou, 1989). Therefore, coping process and occurrence of stress have been paid great attention to and so many models have been proposed to understand the underlying mechanism between stress- individual- environment cycle: The General Adaptation Syndrome by Selye (1956), A Model of Stress by Kyriacou & Sutcliffe (1978), PE fit model by French *et al* (1982 as cited in Baker, 1985), Demand- Control Model by Karasek (1982) and

Transactional Model by Lazarus& Folkman (1984). Those models will be touched on in the following sections and stress is going to be studied in their points of view.

1.2. Statement of the Problem

High schools in Turkey prepare students for university and students are involved in a tireless study to gain an eligible score from the university entrance exam. On the other hand, the results achieved from such exams are always associated with teachers' performance unexceptionally in all countries including Turkey, and poor performance of a student is attributed to the performance of his or her teacher. Therefore, teachers are expected to increase the motivation and success of their students by giving the best of themselves. However, a great many factors such as individual, situational or organizational play a role in teacher's perception of the situations and give rise to a crisis ending up with the occurrence of stress and sometimes it may reach to a level where teachers start to perceive problems beyond their control. In the integrative cognitive – motivational model by Jesus & Lens (2005), it was shown that teachers with high goal values and a great expectancy of success started to blame themselves for students' poor performance and failure in accomplishing goals. This situation pushes them to consider the problem out of their control or they have no capability to change the outcome which normally has arisen from other situational factors such as students, settings etc. As Fimian (1982) stated, a teacher's negative feelings about himself or herself lead to a downfall in his reactions toward the expectations and the school atmosphere. Therefore, a low expectancy of success despite the high goal value occurs, which poses the risk of getting stressed because of the guilt of incompetency. As for Turkey, the picture does not look very different; constant changes in the educational policies alongside with high expectations are what teachers have come across and struggle to overcome. Like many studies abroad (Litt, 1985; Dabrowski, 1992; Soyibo, 1994; Sesenyamotse, 1996; Kaspeeren 2009; Alghaswyneh, 2011; Tayeh, 2013), there are many studies in Turkey, where stressed teachers were investigated to understand the

underlying reasons at school and how teachers reacted to these problems (Akpınar, 2008; Demir& Ercan, 2013; stanbullu, 2007; Kızıltepe, 2007; eker, 1995). Conditions of teaching at high schools in Turkey are at an alarming state; especially increasing demands and high expectations from teachers by parents and authorities are visible and teachers are expected to respond to these needs successfully by putting their best into work. Thus, whether teachers manage to cope with such demands and hard work and what methods are most commonly used by teachers must be a topic of consideration to understand and help teachers in trouble.

1.3. Research Questions

1- Is there any significant difference in the organizational stress level of high school teachers according to their subjects?

2- Is there any significant difference in the organizational stress level of high school teachers according to their subjects?

3- Is there any significant difference in the organizational stress level of high school teachers according to their years of experience?

4- Is there any significant difference in the organizational stress level of high school teachers according to their teaching hours?

5- Is there any significant difference in the coping styles of high school teachers according to their gender?

6- Is there any significant difference in the coping styles of high school teachers according to their subjects?

7- Is there any significant difference in the coping styles of high school teachers according to their years of experience?

8- Is there any significant difference in the coping styles of high school teachers according to their teaching hours?

9-   Is there a significant relationship between teachers' organizational stress sources and their coping styles?

10-   What are the most dominant stress factor and the most preferred coping styles of high school teachers?

1.4. Purpose of the Study

The purpose of my study is to spot the major stress problems that are perceived by high school teachers and their most commonly used coping styles during an encounter with a stress source.

1.5 Significance of the Study

Stress, as mentioned in previous headings, prevails as a dominant factor in the lives of all teachers, and the reasons and how teachers cope with these factors alongside with the other pressures outside the teaching life are problems to consider. A successful school atmosphere comes along with stressless schools and such an environment has to be established to foster both teaching and learning. Conducting a study on the levels of teacher stress at a high school and the way how they manage it have an important place in the literature as there are not many studies carried out on stressed teachers and their coping methods at high school. Thus, it is expected to fill a gap in the field and at the same time, the policy makers can make use of the results of the study and put an action plan to be able to understand the sources of stress for teachers at schools and to change the school atmosphere into a favorable and stressless place. In addition, finding out how teachers react to stressing factors at school will enable the policy makers to come with up new plans to train teachers against stress-inducing situations.

1.6 Research Assumptions

While conducting the study, it was assumed:

- All the participants objectively and sincerely answered the questions provided and were the representatives of the whole population selected among high schools.

1.7. Limitations of the Study

- The study was limited to 9 high schools in stanbul province and 160 high school teachers from different disciplines.

- The study and the findings cannot be generalized to the whole population as there might be difference in measurements with regards to views and answers to the questions at a different time of a school year.

- A possibility of incorrect answers by the respondents were unknown as there was no control on the behavior of the respondent during the implementation of the instrument.

- As the data collection was based in the way of self-report, teachers' ideas and perception may show variance in later times and may not illustrate an objective description.

1.8. Definition of Terms

Stress: Stress is a process of behavioral, mental, emotional and physical reactions triggered by new, continuing or increasing pressures thought as more than coping resources (Dunham, 1989)

Teacher Stress: "The experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration, or depression, resulting from some aspect of their work as a teacher" (Kyriacou, 2001:28).

Psychological Stress: "psychological stress is a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being (Lazarus & Folkman, 1984: 19)

Coping Strategies: Coping is defined as "constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person" (Lazarus & Folkman, 1984: 141).

Role Conflict: Role conflict is described as the results of inappropriate demands and contrasting tasks imposed on individuals (Walsh, 1998)

Role Ambiguity: Role ambiguity is defined as the inadequacy in the description of the expected role (Capel, 1989).

Decision-latitude Decision- latitude is defined as "control on the job or the authority one has to make task-related decisions" (Westman, 1992: 1)

Chapter II

Review of the Literature

2.1. Definitions of Stress

Stress becomes a prevalent problem diagnosed in all groups of occupations and has been a topic of interest in many studies as it has impacts arising from the responsibilities and demands of the job in question. So many definitions have been made up to date to cover stress to a large extent. To illustrate, Cole and Walker (1989) described stress as the product of the individual's interaction with the environment and this connection between an individual and his/her interaction ties never ends and takes different forms depending on how the individual reacts to it and is effected in return.

There is no doubt that the environment plays a great role in the perception of events. On the importance of the environment Fimian (1982) considered stress a state of equilibrium that comes to life between the individual reacting to the environmental demands and the real environment. In the majority of past studies on stress, the environment as determinant took the lead in discussions and how it was perceived formed the basis. On the other hand, subjectivity of the environment clearly drags the situation to a different angle and makes stress a changing response varying from one to another. On this point, Brown and Ralph (1998) considered stress as a subjective outcome and pointed out the reaction of the individual to the situation as the determining factor of the occurrence of stress. Therefore, stress occurrence is a relative issue, and while an individual considers a situation stressful, another one appraises it easy to handle or cope.

Also, Lazarus and Folkman (1984) described stress as a psychological phenomenon between the environment and the person who appraises a situation stressful and as a harm to wellbeing due to insufficient coping resources. This variance in the perception has opened new doors, and the discussion regarding the resources, coping skills, mental processes of a person

and how a stressor created by the environment and appraised by the individual was given a start, Later, his ideas of stress made him put forward the Transactional Model of Stress and Coping.

Selye (1956) known as the father of stress regarded stress as "the nonspecific response of the body to any demand" (p.2). Selye used the term "nonspecific" in order to point out that the nonspecific responses can arise from many different forms of stressors no matter how these stressors vary. However, every demand requires an adaptation for a change, which was pinpointed by Selye (1956) to show how responses would be the same irrespective of specific stimulus. Therefore, he developed General Adaptation Syndrome (GAS) to explain how our body reacts to approaching stressor during the confrontation.

Dunham (1989) defined stress as a process of behavioral, mental, emotional and physical reactions triggered by new, continuing or increasing pressures thought as more than coping resources. Coping resources of a person need to be strengthened to meet the demands and avert stressful situations and their effects. For Lazarus & Folkman (1984: 158), resources were just factors that "precede and influence coping and in return mediate stress". Being unable to cope with those pressures that come from environment and ignoring the existence of stress may lead to damaging effects and this makes stress seen with its reactions or manifestations behaviorally, emotionally and physiologically (Fimian, 1982).

2.2. Types of Stress

It is highly known that stress bears only a negative connotation in our or a great many number of people's perception, and to illustrate how it is perceived, Lyles (2007) put forward that competition, chaos and stress were all the same indeed, but while competition was deemed to be a challenge or a healthy way, the other, the meaning applied to stress sometimes refers to competition in contrast to widely-known meaning, which makes it a topic worth to study in details and many ways.

The first attempt to explain or divide stress into types was carried out by Selye (1974). Selye introduced four types of stress as follows: eustress, distress, hyperstress and hypostress, all of which vary in meaning. In addition, these four basic variations counting on the same event in terms of their "nonspecific manifestation" were put forward by attracting much of the attention on two types of stress: eustress and distress. The goal of Selye was known to show the balance between "destructive forces of hypo and hyperstress" (Selye, 1983: 18).   While hypostress occurs due to unchallenging or too many repetitive duties, hyperstress refers to the result of stressful situations that are hard to handle or cope with for the individual ending up with breakdowns. On the other hand,   the distinction between eustress and distress was made to clarify that sometimes stress could be a positive stimulus. Besides, Lazarus (2006) defined eustress as a constructive type accompanied by emotions functioning protective for the benefit of the individual and health in contrast to distress as a destructive type. In other words, eustress is positive and contributes to achievements and brings a feeling of relief and accomplishment, while distress functions as a barrier against the fulfillment of actions and jeopardize the gain.

Stress is unavoidable in this modern world and how it is perceived makes the difference. When the adaptation for a change or demand cannot be realized, distress or negative stress occurs and leads to negative outcomes (Selye, 1974). Therefore, the perception of the event or stimulus determines whether the event becomes a positive or negative stress for the individual and the response given to stress takes its form accordingly. It is accepted when the feeling of "stretched beyond your limits" is experienced and the situation is getting risky and life threatening, associated emotions like fear, anger and aggression are likely to appear after this (Hartney, 2008: 18). However, eustress as a positive reinforcement calls joy and motivation and eases the accomplishment of gain. Also, good stress, when processed well, functions as a propeller to any difficulty in life and pushes the individual to act against challenges (Lyles, 2007). Stress, being a source of motivation in contrast to accepted norms or paradigms in

people's mind, is quite distinguishing and takes attention on and opens more discussions on how it is perceived so differently by each individual.

Another distinction was made by Lazarus (2006) in terms of psychological stress and he proposed three dimensions on psychological stress: threat, challenge and harm/loss, appraisal of which are unique each. Harm/loss refers to individuals' damage previously experienced while threat insinuates a possible encounter of damage or loss. On the other hand, challenge refers to struggle against the hardship in the way of a gain. It functions as a positive response during an encounter to stressful situation. Therefore, Lazarus (2006) associated Selye's eustress with challenge process in terms of reactions of the body to deal with the encounter and how the body reacts to the stimulus and fights for the gain.

American Psychology Association (APA) (2007) divided stress into three types: acute stress, episodic acute stress and chronic stress. Acute stress refers to events which give no trouble or damage to individuals and can be managed with ease. Stuart et al. (1964: 272) defined acute stress as "instantaneous response" to traumatic events. These responses and their effects are not considered as destructive as those of long-lasting responses, but individuals suffering from acute stress are very close to developing episodic acute stress when stress felt intensifies and gets frequent. Each stress type shows different features and bears its own symptoms. Furthermore, episodic acute stress without an effective coping management turns into chronic stress while acute stress is assumed to be manageable (Sutton, 2011). Therefore, chronic stress gets harmful and poisons mind and body while shortening the life span of individuals. At the same time, in his article, Selye (1983) took the attention on alarm reaction stage in his model of General Adaptation Syndrome to show the association between acute stress and two phases of alarm reaction stages known as shock phase and countershock phase. Related details about GAS were mentioned in the Theories and Models of Stress.

2.3. Teacher Stress

Teaching is considered as one of the most stressful profession among all and as stated before it is inherently prone to be taxing (Ralp & Brown, 1998; Woods, 1989). Since this issue started to be covered, lots of studies so far have investigated stress topic to analyze the reasons, symptoms and coping ways seeing that teaching profession and the quality of teaching directly affect the society, well-being of students and the education system. In addition, in 1980's while becoming widely debated point in the profession, teacher stress was thought as "flavor of the month" which was expected to fade or lose fame after some time (Cole & Walker, 1989). In those years, teachers stress instead of losing its effect, research on it got more detailed and started to look into wider terms. One example could be the study of Gorrell et al. (1985) where teachers with more than 15 years of teaching experience were reported to have more stressful responses in comparison to beginning teachers or student teachers. As seen in the exemplified study, some teacher stress studies have approached to the issue by investigating into teachers' characteristics, school types and years of experience and many other variables. However, with lots of definitions and models approaching the issue in different angles, teacher stress has already been a hot topic of educational experts and taken an important place in the field and has spread all over the world instead of losing fame.

To illustrate with recent studies, in a study carried out by Kyriacou and Chien (2004), 203 teachers in primary schools in Taiwan participated and the findings showed that twenty-six percent of teachers reported themselves as either very or extremely stressful. A recent study by Feltoe et al. (2016) was carried out in Queensland State of Australia and findings proved that a certain degree of stress became a part of daily practice in schools. In another study conducted with high school teachers in Jordan, most of the teachers (48.1%) reported themselves either extremely stressful, or very stressful while only 4.8% of teacher were noted as not stressful. Therefore, the current situation is not more different than the past, but teacher

stress is getting a common phenomenon at schools. When looking at definitions, we see how variously it is approached.

According to Kyriacou (1989: 27) "teacher stress refers to the experience by teachers of unpleasant emotions such as anger, tension, frustration, anxiety, depression and nervousness, resulting from aspects of their work as teachers". As understood from the definition, teacher stress arises from conditions at work and is considered as a reaction or embodiment of emotions to those conditions. These reactions in question can range from a very simple emotional aggression to anxiety or depression. On the other hand, Travers and Copper (1996) described teacher stress as disequilibrium between a teacher and his or her profession. The mismatch or unaccomplished fit between the teacher and the working environment leads to the rise of stress level, which indicates that in this issue the individual teacher perspective and the environment play a role. As told before, Brown and Ralph (1998) regarded teacher stress as a dynamic relationship between person and environment which somehow is correspond to the transactional model of viewpoint by Lazarus (1984).

Unfortunately, how teachers regard their profession in the eyes of public is also not satisfying and when asked about their profession, it is seen that they are not comfortable and happy about their work. About this, Travers (2001) indicated that teachers perceived their jobs highly stressful when comparing to other professions. It is normal that in the constantly changing world, all teachers suffer from stress to some extent, but this too much sensationalized word must not be allowed to be used as a pathological state for teachers under pressure because there is a chance to use as an advantage to draw attention on coping to research the matter more thoroughly (Cole & Walker, 1989). It shows that the existence of teacher stress has proved itself with the help of many studies, but diagnosing a teacher with stress does not mean that all blame will be put on teachers. Travers and Cooper (1998) explained why it should not be so by stating that certain stress sources may not come from teachers, but prevail in the work environment

and the perception of teachers determines how stressful it is considered. The sources, symptoms and the transaction process were mentioned in later pages.

2.4. Theories and Models of Stress

  2.4.1. General adaptation syndrome (GAS). The General Adaptation Syndrome (GAS) was introduced by Selye in 1936 to unite the ideas of his predecessors like Cannon's fight or flight response for a better understanding of how living organisms respond to demands or noxious agents. The fundamental notion he kept suggesting is that all organisms respond to stress and there is a basic and the same pattern of reaction regardless of the agent or the "stressor" (Selye, 1950). Sources of stress may vary and arise from different situations, yet it does not change the response patterns, which leads to uniform or consistent reaction in the organism. Selye (1983) exemplified this with a medical study pointing out that people from various professions face problems, yet their bodies respond in a stereotyped manner to handle with the situation. Selye regarded stress as "the nonspecific adaptive responses of the body to any agent, or situation is always the same regardless of the particular stimulus" (1983: 2). In other words, there is a demand for adjustment or adaptation to any stressor, and the capability of the individual to cope with the demand in terms of adaptation resources makes the difference in what stages of GAS the organism experiences adaptation. On the other hand, survival may disappear due to insufficient adaptability or constant exposure to stress. To explain more, stages of GAS need to be elaborated: Alarm Reaction, Stage of Resistance and Stage of Exhaustion.

  2.4.1.1. Alarm reaction. It is the first stage an organism goes through when exposed to stimuli and Selye noted this as "animal's initial response (1983: 4). This stage has two phases as shock phase and countershock. While in the first one the damage by the noxious agent on tissues is concerned, in the latter, defense mechanism of the organism is activated against the threat. On the whole, in this stage, some psychological changes like increase in blood pressure occur while the whole system is alerted against the situation either to fight or flight prior to

Stage of Resistance. Hartney (2008) considered these reactions as important either to survive or adapt to the stimuli because Selye (1956) pointed out that in the countershock phase, if there is too much exposure of stimuli and lack of adaptability, organism cannot survive and die.

2.4.2.2. **Stage of resistance.** In this stage, the organism gets adapted to the stress and some symptoms appearing in the first stage begin to disappear. Adaptability of the defense mechanism is supported by energy and supplies of the body which can be considered as resources to have effective coping behavior to combat against the demand (Lazarus & Folkman, 1984). However, more exposure to the noxious agent may defeat the organism and lead adaptation to collapse, which starts the final stage, Stage of exhaustion.

2.4.2.3. **Stage of exhaustion** .Long exposure to stress accompanied by the constant resistance to noxious agent is the precursor of this stage. Symptoms of alarm reaction start to appear in this stage and exhaustion occurs because of lack of adaptation resources. As Fimian (1982) stated, when psychological or physiological resources are depleted and it is not possible to continue coping. This resistance may weaken the organism and result in death due to depletion of resources (Lazarus, 2006). In other words, at the end of this stage, prolonged exposure without any resistance may open the door to illnesses and make the organism susceptible to them. Therefore, adaptability needs to be used wisely to face the noxious agent or demand for the survival and it is worth noting that no complete restoration after exhaustion was observed due to stressful agent by Selye, (1983).

2.4.2. **Generality versus specificity model.** In terms of GAS, Lazarus (1991) approached the issue in terms of generality versus specificity and its causation of illnesses during which organisms become susceptible to in the Stage of Exhaustion. Specificity model supports the idea that each illness is related to its special cause while generality model claims that disequilibrium in the body due to stressors increase the susceptibility of the body to any illnesses not just specific ones. Lazarus (1991) stated that the specificity model was suppressed

and became popular again in 1950's with General Adaptation Syndrome favoring the idea that there is a common reaction or response to any noxious agents; however, criticism has come to GAS or the developer of it, Selye, because of this generality model. After their experiment, Pacak and Palkovits (2001) found out that there was heterogeneity in the responses to each stress which signifies that each stressor has its own dynamics and effects on the brain and in the neurological system. Therefore, this is not a parallel explanation given for generality model. On the other hand, Selye (1983) stated such agents as heat, joy, cold and drugs evoke specific responses, but shared one thing that there is a requirement or demand for adjustment, which makes the response nonspecific. However, when the threat removed from the environment, Mason (as cited in Lazarus & Folkman, 1984) found that monkeys and people showed different responses to those stressors whose responses Selye claimed stereotyped. In addition, Lazarus and Folkman (1984) claimed that GAS ignored the social and psychological factors resulting in emotions. In his Transactional Model, cognitive appraisal and a person's interaction with the environment takes great importance and generality model fails to answer this because generality model does not take cognitive appraisal into account. Krohne (2002) also emphasized this point and stated that GAS offers no coping mechanisms for the organism to mediate the effect.

Figure 1: The Generality Model vs. the Specificity Model (Lazarus and Folkman, 1984: 219)

The Generality Model of Illness

Any Stressor ⟶ Physiological Disequilibrium ⟶ Increased Illness Susceptibility ↓ Constitutional Predisposition ↓ Specific Illness

The Specificity Model of Illness

Person-Environment Relationship ⟶ Appraisal ⟶ Specific Emotion ⟶ Specific Pattern of Physiological Disturbance; Appraisal ⟶ Coping ⟶ Specific Illness; Specific Emotion ← Coping

In the figure 1, it is shown how these two models approach to the interaction and the process between an organism and a stressor. In the generality model, any stressor may distort the balance of an organism and lead to a common stress response, which in the end increases the susceptibility of the organism to all stressors, while the specificity model focuses on the person-environment relationship emphasizing cognitive appraisal in the course of occurrence of stress and does not open the organism to any diseases but specific ones.

2.4.3. Person-environment fit theory versus job- demand –control model. The PE fit model proposed by Caplan (1975) relates the occurrence of strain as a result of misfit between motives of the person and the demands of the job or the environment. It is seen that this model also emphasizes the interaction between the person and the environment focusing on specifically the individual. Before telling more about the theory here, definitions of "stress" and "strain" need to be explained to comprehend the theory clearly. Caplan (1975) defined stress as any characteristics of the environment that an individual is in contact with, and two dimensions as demand and supplies are the source of stress in the environment and perceived as a threat and accordingly stressors depending on how met those two by the environment. On the other hand, individuals respond to the environment and those responses are considered strains if they are not normal responses. Those abnormal responses or strains are categorized into three ways according to Caplan (1975): Psychological strains which can be exemplified with depression, anxiety etc., physiological strains such as heart diseases and finally behavioral strains as drinking and smoking etc.

Stress here in this theory is a stimulus and belongs to the environment not a response of the individual to the environment in contrast to Selye's definition of stress as "nonspecific responses of the body to any demand" (1983: 2). Therefore, demands of the environment or the supplies provided to the individual from the environment need to be met and perceived normal not a threatening. According to Baker (1985), this model regards that the prospect of the fit or

burst of strain depends on the subjective person's perception of the subjective environment. It means that the fit needs to be sustained between the subjective environment and subjective perception of the individual to avert strain. Here we see two variables as subjective environment and objective environment in this model. The latter has no relation with the perception of the individual and relies on scientific monitoring, while the former is indeed the perception of the environment by the individual (Edwards &Cooper, 1990). Caplan (1987) paid attention to the importance of distinguishing the subjective and objective environment for a true understanding of the perception. Therefore, he concentrated his theory on subjective one and the misfit resulting in psychological, behavioral and physiological outcomes.

To explain how the environment functions in the model , Caplan (1975) stated that two stress types arising from the environment appear as a threat to the individual : environmental demands which do not correspond to abilities (Demand- ability fit, D-A fit) and environmental supplies which do not match with such motives or values as income, self-realization (Supplies-motive fit, S-V fit). It means that when higher demands by a job are expected and abilities of the individual do not meet those demands, it leads to misfit; thus, an increase in strain comes out. At the same time, insufficient supplies for motives lead to increase in strain, too. However, lower demands and excess supplies for abilities and motives consecutively do not exacerbate strain level.

The first critic about this theory is on the distinction of two versions of P-E fit because D-A fit and S-V are two distinct versions processes and outcomes of which vary from one another (Edwards &Cooper, 1990). The process of D-A fit focuses on whether demand met by abilities, while S-V fit interaction deals with supplies conforming to values of the individual. However, many studies like Karasek's Job Demand Control Model, focusing on demand-ability relationship of the individual, concentrated their studies on one version of fit not two of them, which, therefore, ignores this distinction and gives an impression that both versions lead to the

same outcome. Another critic on this model was put forward by Baker (1985) by showing its distinction between Karasek Job Demand Control Model. In his model, Karasek (1979) defined stress-strain relationship as a result of both high demands at work and low decision latitude. Therefore, for Baker (1985) not mentioning about lack of control over skills, organizations or decisions at workplace in PE-fit model is a weakness. It is seen that individual differences, values and perceptions play a great role in stress- strain relationship in PE fit model while environment conditions at work are highly ignored.

Another point to mention is that the demand-control model focuses on demands or tasks in parallel with autonomy of workers to control the situation (Guglielmi & Tatrow, 1998). In terms of teachers, their autonomy during completion of a task or demand is a matter of concern because as all known, some jobs like teaching may not have much control on intended tasks, which refers to teachers left under intolerable and high demands without being involved in decision- making process. Sometimes higher demands without teachers' control are imposed on them, resulting in wrong perceptions of themselves and their skills, too (Freeman, 1989). In a study conducted on 1028 Finnish teachers, it was found that high demands and low decision latitude were related and precursor to the job strain and burnout (Santavirta, 2007). Also, it was reported in the study of Karasek (1979) that low in job decision latitude and high in demand gave rise to psychological strains.

Figure 2: Job-Demand Control Model, Karasek, 1979, 5)
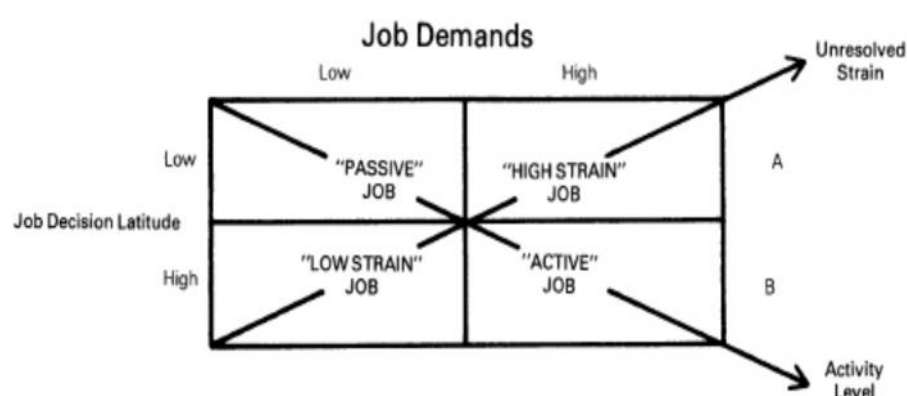
In Figure 2, it is seen that high strain job is featured with low in decision latitude and high in demand and this makes coping with the intended or imposed task to be hard to complete.

2.4.4. Lazarus's transactional stress model and cognitive appraisal. Transactional Model of Stress was developed by Lazarus and Folkman (1984) and it emphasizes the transaction between the person and the environment. In this model, stress occurrence exists as a result of the transaction in question depending on the interpretation of individuals. According to this model, stress is defined as follows "psychological stress is a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being (Lazarus & Folkman, 1984: 19). In this definition, it is understood that a possible stress occurrence arises as a result of the perception of a situation difficult or hard to cope depending on the resources of the individual or his reaction.

According to Lazarus and Folkman, cognitive appraisal consists of two stages: primary appraisal and secondary appraisal. In the first, the likelihood of a threat to the individual during an encounter with a possible stress-inducing factor is emphasized and in this sense, to categorize the upcoming stimulant makes the difference. When an individual is alerted, three points emerge and this makes the situation benign-positive, stressful and irrelevant. If an encounter is appraised benign-positive, stress is not supposed to appear as it is associated with joy and love etc. (Lazarus & Folkman, 1984). On the other hand if the situation is perceived as stressful by the individual, then it becomes precursor of a threat or a possible loss in the future. About irrelevance of an encounter, the individual considers the factor as unimportant to his or her well-being or what is at stake; therefore, no stress or emotion emerges afterwards.

When an individual perceives the situation as stressful, in the primary appraisal, three components emerge as threat, challenge, harm / loss for the stress appraisal. Harms / loss refers to past confrontations and experiences an individual has faced. Furthermore, Lazarusand

Folkman (1984) stated this simultaneously occurring process can be a threat and a challenge at the same time depending on coping efforts and resources one has in the encounter. In other words, if a situation is perceived threat due to taxing demands exceeding one's resources, it refers to anticipated harm or losses in contrast to challenge requiring a fight or efforts ending up with a possible gain in the end. Here it needs to be highly emphasized that personal and environmental factors shape what is important or not for a person and ignite the cognitive appraisal process. Therefore, with regards to teachers, the perception of a situation either important or threatening and its relevance to goal, values, and beliefs of a teacher make it clear how cognitive appraisal will proceed. Kyriacou (2001) stated that when a threat was perceived to their well-being in a work situation by a teacher, negative emotional experience was trigged simultaneously. Therefore, as stated before, some demanding circumstances are perceived as a threat by teachers while in quite the same conditions, the level of stress some teachers experience is relatively low. This shows that teachers themselves are in the eye of the storm and how their perception of the situation makes difference.

The secondary appraisal is the evaluative process of one's coping resources and the possibility of coping action being effective against a threat (Lazarus & Folkman, 1984). It shows that the needed coping actions in the secondary appraisal are supposed to be implemented and this will provide adaptation to the demand from the environment to achieve a successful coping. The interpretation or the perception of individuals about the situations determine how the person counters the demand and how effectively s/he uses coping resources at the same time. Lazarus and Folkman (1984) listed coping resources as "health and energy", positive belief, problem-solving skills, social skills, social support, and material resources. It can be grouped as physical (health and energy), social (support from family, psychological (self-esteem, morale, and material (financial) (Berjot & Gillet, 2011). In the secondary appraisal, to combat the situation, the individuals resort to applying their resources and try to mediate the

effect of stress to minimize the harm or to maximize the gain. In this regard, as known, teachers incessantly are exposed to either curriculum changes or inappropriate encounters at school; therefore, whether their coping resources are sufficient to support them is of essential value to keep them alive in the confrontation. Apart from resources, some situational variables greatly influence the appraisal and the mediation of stress in the perception of the situation after the primary appraisal. "Novelty-familiarity; predictability-unpredictability; clarity of meaning-ambiguity; and temporal factors, such as imminence, timing, and duration" were shown as some situational variables affecting the appraisal (Lazarus& Folkman, 2006: 77). In this regard, a task imposed on a teacher may exceed his or her such resources as problem-solving or social skills and is perceived unfamiliar, demanding and time limited. The attitude and perception of a teacher naturally arise from the dynamics between the person and this appraisal or situation determines the coping style of the teacher and how s/he reacts to it and what method s/he needs to employ to combat against the stressor. Thus, this is what turns the situation into a challenge or gain instead of harm or loss for a teacher.

2.5. Coping with Stress

Teacher stress as illustrated with many studies emerges due to many reasons and this makes coping very essential to take into account. While there is a constant change in the education field with an aim to boost the quality, and improve strategies, changes in the curriculum inevitably leave teachers in difficult situations, which makes the ability to cope with changes and demands on them increasingly important (Kyriacou, 2001). As known, a situation found troubling may not be the same for everyone and it proves how it depends on some variances (Fimian, 1982; Woods, 1989). In an encounter with a stressful situation due to the imbalance between the person and the environment, a teacher applies his or her coping abilities and resources to deal with the situation and appraises it not a threat to his or her wellbeing, but a challenge resulting in a gain. On the other hand, this surely is not the same for

every. In addition, on this point Travers and Cooper (1998) stated that teachers not being able to find a way out of pressure, teachers started to think the only working reaction would be leaving early. Such an end is not desirable for any teacher and at the same time this will be a loss for both teachers and the education system. Therefore, some efforts must be exerted to help teachers realize sources and symptoms of their stress and how to cope with it effectively. So many studies were carried out in this field to unearth what methods or prevention programs could work effectively to combat stress or increase the protection of teachers against stress threat (Chakravorty, 1989; Dunham, 1989; Nagel & Brown, 2003; Lazarus & Folkman, 1984; Kyriacou, 1998, 2001; Woods, 1989; Capel, 1989; Cox *et al*., 1989; Esteve, 1989). In the following section, some coping theories were illustrated in the field.

2.5.1. Lazarus and Folkman's ways of coping. Coping is defined as "constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person" (Lazarus & Folkman, 1984: 141). It is understood that coping in this theory was regarded to have a dynamic relationship requiring efforts and resources of individuals while dealing with stress. Also, in the coping process, alterations between person and environment in terms of appraisal is highly important because changing the environment or enabling a reevaluation of the situation is necessary to remove the stress and to achieve a successful coping. It is worth mentioning the resources of an individual again when the coping is concerned though it was explained in the previous part under the heading, Lazarus and Folkman's Transactional Stress Model.
Briefly stating, resources of an individual have a great importance in terms of a successful coping process. As stated before, Lazarus and Folkman (1984) listed coping resources as "health and energy", positive belief, problem-solving skills, social skills, social support, and material resources. It can also be grouped as physical (health and energy), social (support from family, psychological (self-esteem, morale, and material (financial) (Berjot & Gillet, 2011). In

the secondary appraisal, individuals resort to their resources to achieve an adaptation to the threat and turn it as benefit to well-being. Depending on their condition, they prefer a coping method to alleviate stress on them and their resources determine what coping style they apply to face the threat.

Lazarus & Folkman (1984) divided coping into two types as follows: problem- focused and emotion focused coping. Two coping styles emerge and the first one is problem-focused coping which is employed to directly alter the stressful situation and remove the stress- inducing problem (Lazarus, 1993). It means that actions taken against the problem are intended to solve the problem and mediate stress felt by individuals. On the other hand, emotion-focused coping is applied to alleviate the stress without removing the stressor from the environment. It is stated that problem-focused strategies work better than strategies of emotion-focused when the stressful situation has controllability (Lazarus & Folkman, 1984). For situations where events happen without the control of the sufferer, changing the environment becomes impossible and the inflicted person chooses to use emotion-focused strategies to relieve for some time. Therefore, while an individual experiences stress, whether the action is controllable or not determines which type of strategy needs to be employed to combat a stressor. In this sense, Lazarus (1999) drew attention on misunderstanding that emotion-focused strategies are less useful than problem-focused ones. When an individual strictly sticks to applying problem-focused strategies to alter the uncontrollable situation, it may leave severe damages on individuals. The individual needs to realize whether the situation is beyond or under his or her control and determines the right coping method. Also, keeping away from stress sources and heading to emotion-focused strategies to avoid the confrontation may increase hope for the person. However, Lazarus and Folkman (1984) stated that this situation might distort the reality with the denial of the individual, which can be regarded as self-deception or rejection of the fact. On the other hand, a denial may work for the benefits of the individual sometimes and also

Lazarus (2006) emphasized the necessity of denial in some situations by uttering that denial once regarded as negative can be an advantage for the individuals when controllability or altering the situation is impossible.

  2.5.2. Model of coping by Kyriacou. For Kyriacou (2001) there are two main types of coping strategies; the first one is direct action strategies which are used to decrease the source of stress and the second one is palliative strategies which consist of controlling emotion and relieving. These two coping strategies are in line with Lazarus and Folkman's transactional model of coping. In terms of controllability, direct-action strategies may not work effectively in some work environment where individuals have no control to change the situation the same as problem-focused strategies (as cited in Ko Yıu Chung et al., 2007, Kyriacou 1981). Therefore, direct action strategies require individuals to organize themselves more effectively and manage the source of stress in a way that it is no longer appraised as a stress (Kyriacou, 1998). Effectively used direct action strategies will prevent the stress occurrence, yet when direct action strategies are not available or do not produce a healthy outcome, palliative strategies are employed to provide relief and lessen the stress level (Kyriacou, 1998). Palliative strategies give individuals a break to stay away from the source of the stress and restore their energy to fight again and enable adaptation, yet it does not contribute to solving the problem. To exemplify the palliative strategies employed by teachers, relaxation techniques, isolation from stressful situations, focusing on another point on the job and doing something different as reading can be put forward (Capel, 1989). Such outdoor facilities, talking with others and keeping away from the problem will not provide a permanent protection or removal of the stress at all, so facing the problem again is inevitable unless an appropriate direct action strategy or a problem- focused strategy is applied. In this sense, it can be said that emotion-focused and palliative strategies or problem-focused and direct action strategies refer to the same in the stress literature.

For teachers, the situation is highly critical and as stated before regarding the reasons of stress, teachers are exposed to too much workload and expected to complete increasing demands. Therefore, teachers with low decision latitude have no control or involvement in this process and it negatively affects not only teachers' perception or appraisal of the situation but also their choices in the coping ways. According to Hall *et* al. (1989) passive responses like going for a walk or swimming work well to pacify the stress when there is nothing to change the source of the stress, but teachers' contribution to the stress and increasing degree of control over the events make difference in reducing stress.

To study which coping action was preferred more, Kyriacou and Chien (2004) carried out research on stress sources of Taiwanese teachers and coping ways. Among the most used coping strategies, five out of six frequently used items except " understand the work" were related to palliative strategies not direct action ones. Also, in the study of Bartell (1984) most teachers (90%) were reported to resort to using emotion-focused strategies in the course of coping while only 10% of teachers were reported using problem-focused coping. It is understood that more often stress-relieving activities are preferred instead of confronting the problem. On the other hand, contrary to previous studies, in a study where 316 teachers participated, more frequently they were reported to use problem-focused actions such as 'scrutinize the problem', 'work harder than usual' and 'examine myself ' to alleviate stress level (Ko Yıu Chung et al., 2007: 119).

2.5.3. Dual process model of coping. In this model of coping, two levels as BOSS and EMPLOYEE were proposed by Freeman (1989) and appear to work in accordance with the appraisal of the situation. As stated before the way a teacher appraises a situation determines how s/he responds to stress and in this model of coping a term threshold level pinpoints the transition from the EMPLOYEE level to BOSS one.

A teacher finding himself or herself not enough qualified has lowered threshold level which may lead the situation to be appraised stressful. When encountered with a stressful situation, coping strategies in the EMPLOYEE level are used to sort out the problem and BOSS level does not intervene, but monitors until the event is appraised as potentially stressful. Chaplain (2016) considered thinking in EMPLOYEE level as automatic, learnt, and unconsciously carried out as a result of repeated encounters while the way of thinking in BOSS level was assumed to require higher cognitive process and deliberate efforts to deal with the problem. Also, Freeman (1989) reported that unintentional strategies employed in the EMPLOYEE level are generally overlearned and initiated automatically without any conscious while in the BOSS level, functions are consciously and intentionally employed and targeted to cope with the situation when EMPLOYEE level cannot cope. Considering the implementation of strategies in the classroom setting, thanks to preventive moves, teachers are known to eliminate small problems which are likely be big, and those applied preventive actions in EMPLOYEE level can be exemplified with keeping an eye contact or giving a proper answer to irrelevant outburst of a student. Such preventive moves may weaken the likelihood of stress occurrence, as well. In situations where it becomes hard to control or the situation exceeds beyond one's habitual and learnt experiences, BOSS level intervenes and is expected to mediate the effect. However, during an implementation of strategies employed in the BOSS level, if a situation starts to be appraised as unable to cope due to overload, stress becomes inevitable again. The threshold level makes the difference for this transition. On this point, Freeman (1989) emphasized the personal state and environmental factors which influence the decision point or threshold of each person.

Depending on the personal state and environmental factors, one's coping ability changes and to explain this Chaplainand Freeman (1996 as cited in Chaplin, 2016) developed the Individual Coping Analysis (ICAN) to account for the relationship between stressors and

resources and how they interchangeably act in each other's places. As stated by Lazarus (1993), commitment as a personal factor consists of values, motivation and goals of an individual and it plays a role in the appraisal of situation. In this sense, the commitment level of teachers to the school incredibly affects their performance and how stressful they appraise an upcoming situation. However, in so many studies it was seen that if teachers are left alone and with too much workload, commitment worked against the well-being of teachers unfortunately, and it is worth noting that such teachers were reported more likely to leave occupation since it started to become too heavy to cope with (Woods, 1989). At the same time, Esteve (1989) claimed that generally teachers who are likely to experience stress or burn out are idealistic, positive to teaching and very committed to achieve ideals but not enough unprepared to cope with situations. In this model of coping, commitment to school is considered as either a source of stress or a resource depending on how it influences and is appraised by the individual. Chaplin (2016) summarized that commitment could be a resource for a teacher taking the gain and feeling valued at school after completing mass of workload outside official hours. On the other hand, commitment could be a source of stress if there is contraction in time when teachers spend with their family or friends both of whom are considered as a source of social support.

Figure 3: Individual Coping Analysis (Chaplin, 2016: 50).

In the Figure 3 above, stressor is shown as ineffective while resource is seen as effective to cope with the problem. In this regard, how commitment is appraised in terms of its effect on an individual's time and social support determines the coping action.

Figure 4: Coping Styles (Chaplin, 2016: 28)

	Active	Passive
Direct	Confront the problem	Avoid the problem
Indirect	Seek advice on how to deal with the problem	Smoke or drink more

In the figure 4, there are four types of coping styles and too much dependence on each may ends up with a negative result. Always confronting a problem may seem a person aggressive while seeking advice seems him or her dependent. Besides, avoiding a problem makes one appear weak while always smoking or drinking makes him or her unhealthy (Chaplin, 2016). In this sense, Lazarus (1999) also stated that considering emotion-focused strategies less effective in comparison to problem- focused ones is a misunderstanding. With respect to controllability of a situation, since the individual has no control to remove the problem, too much dependency of a coping style triggers stress level instead of alleviating On the other hand, effectively used strategies considering its maximum effects on the well-being of a person will mediate individuals' stress level. To relate coping styles suggested in ICAN to Lazarus and Folkman's coping, it can be stated that active coping styles can be thought as problem-focused, while passive ones can be considered as emotion-focused strategies.

Undoubtedly teachers' reaction to stress sources show variances and strategies and resources at their disposal determine the result of this encounter. While coping with stress, teachers as seen in all these theories follow up some strategies and employ them as effectively as possible to counter against stress sources. However, the way each teacher perceives the stress source differs and the level of stress experienced may come out varied among teachers.

2.5.4. Coping and resources by Dunham. To Dunham (2002), coping was concerned with either altering the problem or avoiding the problem and taking away the thoughts from the stressor .While explaining difference among teachers in terms of showing an adverse reaction

or an effective coping behavior, Dunham (2002) highlighted four types of most commonly used resources as personal, interpersonal, organizational and community.

2.5.4.1. Personal resources. Work strategies, positive attitudes, positive pressure, out-of-school activities are personal resources of a person while coping with stress. These resources are described as follows:

Planning and prioritizing what is important.

Positive attitudes: Remembering past accomplishments for encouragement.

Positive pressure: Having fun while doing variety of tasks and accepting the situation.

Out-of-school activities: Yoga exercises.

Avoiding the problem and not resorting to a problem-solution process will keep the problem permanent if there is the controllability of the situation where an individual can step up for action to encounter with the source of stress.

2.5.4.2. Interpersonal resources. They were reported as sharing the problem and getting support from non-teachers, husband/wife and friends (Dunham, 1989). Strong relationship with friends/ family and humor were stated as highly effective and preferred coping strategies by teachers (Feltoe, 2016, Richards 2012). Having a sharing atmosphere and a healthy home life significantly affects teachers and give them a break to avoid the school stress.

2.5.4.3. Organizational resources. They were illustrated with in-service trainings and support taken from colleagues by listening to each other's stress-inducing problems (Dunham, 1989). It is understood that good communication among colleagues gives rise to a sharing and positive school atmosphere and helps teachers to alleviate their stress considerably. (Esteve, 1989; Fimian, 1982; Kyriacou, 1998; Walsh, 1998; Freeman, 1989).

2.5.4.4. Community resources. Such outdoor activities as squash and badminton were seen as community resources one individual takes the benefit of (Dunham, 2002). Individuals

can make us of these stress-reducing activities as their sources and mediate the effect of stress on them by avoiding a possible confrontation for some time.

     2.5.5. Stress coping study by ahin and Durak. Another stress coping understanding is from Turkey by ahin and Durak (1995). It was aimed to measure the coping styles of university students. While working on the scale, the two researchers benefitted from Ways of Coping Inventory by Folkman and Lazarus and created Coping Styles Scale derived from the inventory of Folkman and Lazarus. Three different studies were carried out before concluding the study and two dimensions were indicated as problem- focused / effective and emotion-focused / ineffective. For these two dimensions, five factors appeared; self-confident style, optimistic style, submissive style, helpless style and seeking of social support. For ahin and Durak (1995), in reference to previous studies, self-confident and optimistic styles were considered as effective coping ways to remove the source of stress and eradicate the stress creating problem permanently, while submissive and helpless styles were regarded as ineffective or emotion-focused styles which were considered to give temporary comfort or relief. On the other hand, seeking social support was considered as both effective and ineffective in the study.

    This scale has been used in many studies concentrating on coping ways of both teachers and students (Poyraz, 2009, Ünal, 2000; htiaro lu, 2018) and teachers were reported to apply self-confident coping and seeking social support styles more frequently than submissive coping styles. In my study, I benefited from this inventory to measure the coping tendencies of teachers and tried to relate teachers' coping styles the general understanding in the coping literature.

2.6. Theoretical Framework and Teacher Stress Sources

    Organizational or working environment as a source of stress, is highly important to determine the level of stress of teachers. The theoretical framework of this study is based on the study by Yıldırım (2008) and also the framework developed by Cooper and Marshall and

modified by Milstein et al. (1984) was benefited to develop an understanding in teachers' organizational stress sources.

2.6.1. Theoretical framework.

Figure 5: The theoretical Framework (Yıldırım, 2008)

Working Conditions   **School Administration**   **Relationship with Students**
and Inspection

STRESS

Relationship with Colleagues   **Teaching Profession**   **Parental Involvement**
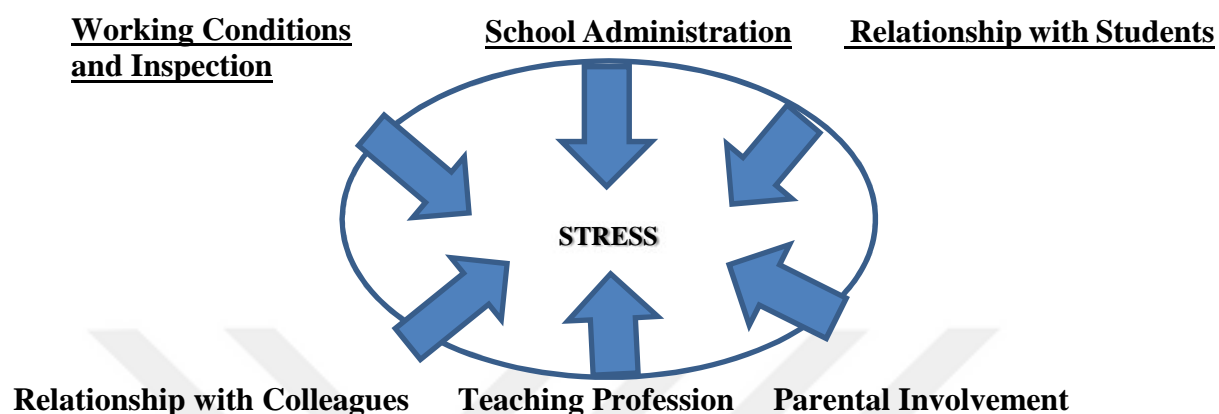
2.6.1.1. Working conditions and inspection. At an educational organization, poor working conditions and inspection create problems for teachers and teacher may feel stressed if they are not satisfied with the working environment. Especially if the inspection mechanism at school directed by the school principal is too strict on teachers, they unavoidably feel pressure and stress in the end. Such conditions turn out to be a source of stress for teachers. In a study carried out by Litt and Turk (1985), teachers satisfied with their working conditions were reported to experience less stress than their colleagues in a poor working condition. Poor working conditions as a factor in the occurrence of stress also was emphasized by experts in the field (Kyriacou, 1989, 1998, 2001; Guglielmi & Tatrow, 1998; Travers & Cooper, 1996, 1998).

2.6.1.2. School administration. Relationships within the organization or at a school can be concentrated into three main parts as colleagues, administrators and students (Gupta, 1981). According to a study conducted with teachers in the central province in Canada by Bartell (1984), relationship with administration was found the mostly perceived stress source. Therefore, it makes a teacher's getting support from their principals an important facilitator to

control their stress at school. However, the situation at schools is not as expected. To illustrate, in a series of workshop study carried out by Cox et al. (1998) majority of teachers were reported to be left alone without any support from authority who lacked in offering any solutions to the stress sources. Lack of support from authority was considered differently by Freeman (1989) and he stated that teachers who were deprived of any support from headmasters suffered from stress leading to questioning of teaching skills and perceiving themselves as incompetent. This is also in line with the statement of Fimian (1982) emphasizing teachers' isolation and helplessness at schools. Therefore, communication has to be bridged, and being involved in a communication with school principals provides teachers with a comfortable adaptation to the difficulties and updating the aims, content of the lessons and ways of teaching (Esteve, 1989). As stated before, stress is a reality at schools and instead of putting the blame on them for the current situation, with the help of school principals, a good sharing atmosphere must be fostered and teachers must feel themselves valued and relieved, which helps them to stay strong against stress sources. Also, Kyriaco (1998) emphasized the importance of support from headmasters in stress reduction for teachers, which alleviates their stress considerably in the end (Kyriacou, 1998). All counted show that lack of support from headmaster is a great source of teacher stress in the organization.

2.6.1.3. Teaching profession. Nearly at every organization, individuals dream of a job where they can climb up the steps of achievements and are reinforced with rewards in return for their diligent work without concerning the risk of being fired. At schools, this can be a highly questionable matter and be considered as a possible stress factor for teachers. Cooper and Marshall (as cited in Finney *et al*., 2013*)* covered this factor in two ways as career progression and job insecurity.

At a profession like teaching, many opportunities to further in career may not be available at the disposal of a worker and this may be a source of stress. This is not wrong at

schools as the education system does not allow teachers to proceed a sustainable career advancement. Therefore, it acts as determining factor in the occurrence of stress for teachers. In the study carried out by Milstein et al. (1984) with 3400 teachers, it was found that career development and job security were a source of stress after role ambiguity and workload in the organization. For some teachers, this may push teachers even to drop out of profession and turn to other jobs. In the study of Litt and Turk (1985), 45% of 291 high school teachers were reported to indicate lack of opportunities for advancement as a reasons to leave teaching. The existence of stress in relation to satisfaction, self-fulfillment or are highly prominent topics at schools which have an effect on withdrawal from the profession for teachers. About this, Traver and Cooper (1998) related the sense of achievement to intrinsic motivation to show that the absence of intrinsic motivation inevitably leads to dissatisfaction for teachers, which will end up with stress and withdrawal from the profession. On the other hand, teachers lacking opportunities to further their career may also feel themselves inadequate to keep up with the pace made in the curriculum and this may make them question more about the career advancement and complain about the absence of it. It is known that teachers' negative feelings about themselves reveal how they consider the career development as a need. On this point, Fimian (1982) stated that when teachers started to feel inadequate because of the growing and fast changing needs of the field, it turned out a stress source for them. To cope with the stress encounter, teachers may turn to opportunities to train themselves more. Also Freeman (1989) pointed out that teachers were more likely to label themselves incompetent when they were subjected to failure in the combat with stress as a result of badly managed coping process. The absence of career development and training was also indicated as a source of stress by Cox et al. (1989).

The risk of not being redeployed or fired is another concern of stress for teachers at school as it poses threat for the well-being of their family and themselves. Cole and Walker

(1989) exemplified this with the example of 1980's when the number of students fell, which gave rise to less likelihood of being employed, increasing job insecurity and stress in the end. Walsh (1998) also concentrated on stress sources and regarded job security, career development and lack of promotion in the same factor to study and pointed out them as a stress factor. It is clear that in countries where employment is secured with long-lasting contracts and the feeling of job security is given to teachers, job insecurity as a source stress factor will be very low, but lack of career development still keeps its place a source of stress for teachers especially countries like in Turkey. Teachers want to continue their education by registering themselves in master or doctorate programs. Of course this will make them acquire new perspectives and understanding which they make use of while conducting their profession, but teaching profession and the some related conditions stated below do not enable them to have this opportunity much.

Workload is another matter which is attributed to the nature of being teacher as a profession. While teachers do their best to complete their tasks and fulfill their commitment to their schools, they face workload exacerbating their level of stress (Woods, 1989). Workload cannot be thought without its relation with other factors at school. Thus, the communication and management of interaction with colleagues and teachers also play a role in this. Travers (2001) pointed out that the workload at schools stemmed from the constant interaction with pupils and their colleagues, leaving no time for teachers to relax and mediate their stress during the day. According to Sutton (1984) workload appears when a teacher perceives that there is a lot of work to do in his or her responsibility. Besides, the study conducted by Kyriacou and Chien (2004) emphasized that the primary dominant sources of stress for Taiwanese primary teachers appeared to be heavy workload. Therefore, workload of teacher is one of the most dominant source factor of stress at schools, and it is obvious that too many tasks waiting to be accomplished put a great pressure on teacher and make coping unable for them and it starts to

be understood by teachers that that teaching as a profession is perceived as a profession dealing with lots of paperwork and too many teaching hours to struggle, while no time is left for teachers to think any career advancement.

Lack of time is another issue or a matter to be considered as a factor intrinsic to the profession. In one study with 164 educators by Wright and Manera (1981), time management was found to be the major stress source for teachers. Being have to do too many things in a very limited time pushes teachers' limits at school and leaves no time neither to meet duties nor to be relieved of the day's fatigue. Tasks waiting to be filled in before the deadline and responsibilities and roles adopted at schools leave teachers timeless and incapable of managing all things in order. Walsh (1989) stated that for an individual time functions as a resource to be able to use during confrontation with workload. Therefore, inadequacy in this resource will harm the individual. In some aspects, lack of time and workload are related to each other and both contribute to stress being a more powerful source and threat. It is inevitable for teachers to feel the need for more time; therefore, the absence of enough time in the environment leads to occurrence of stress. In one study carried out by Capel (1989), it was found that workload arising from taking work at home, being involved in extracurricular activities and teaching different classes left teachers helpless and timeless to rid of their stress. The lack of time at school makes teachers take work at home, which limits their family life. To illustrate, in one study, workload and work interfering with personal and family life were reported as the most stressful sources for 316 secondary and junior teachers (Ko Yıu Chung et al., 2007). It is understood that teachers need for more time to deal with both family and work life at the same time. As pointed out by Travers and Cooper (2001) teachers at home were complaining about completing tasks rather than relaxing and mediating their stress. Also, Traver and Cooper (1996) emphasized workload as a key factor affecting personal lives of teachers and their coping; thus, giving rise to a threat to well-being of teachers. As understood, it is sure that

being unable to alleviate the stress level while handling with many responsibilities in a limited time give birth to some unfavorable consequences. Also, the status and how teaching profession is perceived by both teachers themselves and the society start to change and have become a job inherently taxing and stressful as Ralp and Brown (1998) stated.

 2.6.1.4. Relationship with colleagues. A positive work environment where healthy communication with colleagues are built functions a great role for a teacher while avoiding stress. Therefore, taking support from colleagues becomes a great coping way for teachers, but sometimes teachers unavoidably may feel themselves alone in the school and this may turn out a great source of stress for a teacher. To illustrate this, in the study conducted with teachers in the central province in Canada by Bartell (1984), relations with students, relations with colleagues were found a major perceived stress-inducing factor. Also, Fimian (1982) stated that little interaction with colleagues gives birth to absence of support at a school and sometimes teachers may find themselves separate from the rest due to heavy workload, which gives rise to less sparing time for themselves at schools to communicate with colleagues. Furthermore, the absence of social support at a school may have great risks for teachers in some ways such as the creation of a bad school perception for teachers. Kyriacou (1998) emphasized that mutual support and sharing atmosphere among colleagues make it easy dissipate bad feelings about school and prevent forming a bad school image in teachers' mind. In addition, to be relieved of stress, Walsh (1998) signaled the importance of developing communication with colleagues and social support. Therefore, that is sure that a teacher unconditioned with negative feelings and having backup from colleague will give more for students and this will make them feel more comfortable while dealing with all these possible stress sources.

 2.6.1.5. Relationship with students. In terms of relationship with students or pupil-teacher interaction, it was studied in many studies and found that it is also a source of stress for teachers (Travers & Cooper, 1996; Kyriacou, 1989, 1998, 2001; Cox et al., 1989; Woods, 1989;

Yoon, 2002; Guglielmi & Tatrow, 1998; Fimian, 1982). Sometimes a healthy relationship with pupils may not be established and related stress-inducing problems arising from this broken communication may not be as easy to deal with as supposed outside. In studies counted, disruptive pupil behaviors and maintaining classroom discipline were found to be major stress sources. At schools, being in harmony with students and sharing a common ground could be harder; therefore, discipline problems occur often due to deteriorating pupil-teacher interaction. It was reported a distorted interaction led to so many unwanted consequences as lack of motivation and withdrawal etc. (Kyriacou, 2001). Also, such an interaction not being straightened prevails as a great source of teachers at school. Gupta (1981) stated that discipline problems and how to manage it with the help of administrators were reported powerful stress sources for teachers. Also, on this point Kyriacou (1998) stated that for teachers, both misbehaving pupils and ones with little attention or interest to learning turned out a source of stress for teachers struggling to bring the students in the stream of class. This exemplifies how different stress sources and their outcomes may arise from distorted pupil-teacher interaction. This situation is quite common in Turkey; teachers working at high school complain too much about discipline problems at school and students' reluctance to study and participate.

2.6.1.6. Parents involvement. Before passing to another organizational reason, it is worth noting that parent's involvement or challenging parents is a matter of consideration which poses a great risk in the perception of teachers specifically in the moment of crisis. The relationship web is not limited to only students, colleagues, and the school principal for a teacher. What role parents take and how effective the communication channel is built between parents and a teacher earns importance when discussing teacher stress. According to the study by Yıldırım (2008), teachers considered that parents saw them the sole responsible of their children's failure in lessons and it was found a stress- inducing factor for them. In a study on 212 elementary school teachers in Holland by (Prakke, et al., 2007), unsatisfied, excessively

worried, neglectful and overprotective parents were found significant factors affecting teacher stress. Also, in a study of Turna on stress of classroom teachers (2014) neglectful parents were reported to be as the main source-inducing item. Therefore, it makes teachers have to deal with stress coming from parents, as well.

2.6.2. Other stress sources related to the organization.

2.6.2.1. Role in the organization. It refers to two aspects as role ambiguity and role conflict. Role conflict and role ambiguity were found the major sources of teacher stress (Traver & Cooper, 1996; Kyriacou, 2001; Capel, 1989; Sutton, 1984; Woods, 1989, Walsh, 1998; Litt & Turk, 1985; Gupta, 1981).

Role conflict was described by Walsh (1998) as a result of inappropriate demands and contrasting tasks imposed on individuals. At schools, teachers adopting different tasks alongside with expectations from different people are dragged to the edge of getting stressed; thus, role conflict occurs. According to Travers and Cooper (1996), role conflict happened when tasks out of responsibility of teachers were dictated on them, or those tasks might contradict the personal values of teachers. Woods (1989) also emphasized that the conflicting expectations from different people led to stress for teachers both managing the outside world and the school together. Sometimes these expectations clash with one another despite both coming from the same person. This was exemplified by Gupta (1981) with a head-teacher who wanted teachers both to conduct their classes quietly and to make students active during the class. On the other hand, role conflict makes up of two sub-topics according to Sutton (1984) .The first conflict type is structural conflict. It emphasizes the nonexistence of authority of teachers on the expected job, which also points out low-decision latitude at a school. The second conflict type is interrole conflict. As mentioned before, teachers may face too much workload and demands are perceived as source of stress for them, which starts to spread to home life and relations with family members. Thus, interrole conflict, which arises from two interfering roles of a teacher,

leads to less time at home for leisure that helps to mediate stress level according to Sutton (1984).

On the other hand, role ambiguity was defined as the inadequacy in the description of the expected role by Capel (1989). For Walsh (1989) role ambiguity means uncertainty in the role and performance with regard to reward. To illustrate, insufficient information about responsibilities and roles adopted by teachers at an institution could make up role ambiguity and lead to stress. In one study with 42 elementary and 45 elementary schools by Bacharach et al. (1986), it was found that role ambiguity was a dominant factor for the occurrence of stress of teachers. According to Travers and Cooper (1996), role ambiguity may also occur if teachers are unaware of how to carry out an expected tasks. Being not sure of how to complete them also intensifies the level of stress and makes the coping hard for teachers. In short, the uncertainty in the role at the institution can be a stress factor in terms of role ambiguity.

2.6.2.2. Organizational structure and climate. Organizational structure and climate can be exemplified by giving an exact picture of decision-latitude, sense of belonging and autonomy of teachers at a school (Milstein, et al., 1984)

Westman (1992: 1) defined decision-latitude as "control on the job or the authority one has to make task-related decisions". The atmosphere or climate teachers live in are of essential value to make them feel relaxed and avert stress encounter at schools. At a school, teachers have been under great pressure because of demands and changes they are expected to meet and adapt to. Those changes leave teachers under great stress, which is perceived as uncontrollable because of low decision-latitude. As Karasek (1979) stated when higher demands were imposed with low chance to make a decision on the task in question, the stress level increased and became unavoidable. Also, unstopping policy changes about those demands push teachers towards quite desperate situations without giving a chance to involve them in the decision making process. In other words, it signals one reality in the education arena that policy makers

have long been ignoring the needs of teachers under stress (Kyriacou, 1989., Cox *et al*., 1989 & Woods, 1989). For teachers, changing policy means more pressure being placed on teachers in terms of their teaching practices and at the same time their personal development (Brown & Ralph, 1998). However, teachers are presented as stuck in these fast-changing system without any control. This situation has been long ignored and was the same in 1980 according to Cole and Walker (1989) who pointed out rapid change in policy as a reason for teacher stress. Also, imposed changes in education policy in 1988 by the government left teachers in U.K. unprepared and at the risk of facing strain resulting in low morale and rising absenteeism (Brown & Ralph, 1998). One more study from Taiwan by Kyriacou and Chien (2009) showed that stress in teachers stemmed from the struggle to cope with educational reforms in the second place after workload as a dominant factor. It is highly important how much teachers see themselves qualified to meet the imposed demands and changes and to be able to increase the prospect of a challenge, but not harm or loss. Also, Kyriacou (1989) pointed out that the degree of control teachers have on demands determined whether they would deal with the stress successfully or not. Therefore, to precipitate the stress level and to continue motivation, teachers should be more involved in decision-making process and have greater control on the changes.

Teachers not being involved into decision making process are exactly affected negatively and also lose their sense of belonging to the school. Feedback from the workshops illustrated that teachers felt no involvement in the developments and changes imposed by others, and this weakened their commitment to the school, and teachers whose sense of belonging degenerated started to feel less commitment and involvement into school affairs (Cox *et al*., 1989). As Woods (1989) stated, increasing demands alongside with the changes in the policy left even caring and highly committed teachers open and vulnerable to stress. Therefore, at a school atmosphere, to foster the sense of belonging and establish a pleasurable atmosphere,

the decision-making rights of teachers should not be ignored and they must have an active role in planning the reforms or educational changes without demands exceeding their resources.

Autonomy is another issue which is quite related to decision-latitude of teachers at school. Autonomy was found as a situational factor that was considered as a component in the appraisal process by Freeman (1989) and it was described with the legitimate part of the job and tasks which a teacher is normally responsible for and has autonomy on. Teacher stress and lack of autonomy are quite related and significant. To illustrate, in a study carried out with 300 teachers in Florida by Pearson and Moomaw (2005) it was found that the teacher stress decreased when the autonomy increased at the curriculum and the school. Like lack of decision-latitude, insufficiency in autonomy at a school negatively affects teachers and makes them even feel incapable towards the tasks in addition to increasing their stress level. This may also make them question the professional competence. In a study carried out by Ozturk (2011) it was found that the new curriculum change in history content left no space for autonomy of teachers and minimized their role in curriculum planning. In short, autonomy, sense of belonging and decision-latitude could be three components considered to be as factors which affect both school climate and the level of stress experienced by teachers. Thus, as stated by Nagel and Brown, (2003) teachers must feel valued and be integrated into the decision making process by the administrators and they need to have more responsibilities in school actions, which will increase their commitment to school in return.

2.7. Demographic Factors in Teacher Stress

So many factors or sources of teacher stress have been found and as Kyriacou (1989) stated factors increasing the level of stress varied greatly from one teacher to another at all because personal variables alongside with organizational factors play a huge role in this cognitive and transactional process. In this part, personal factors were explained with a wider picture of how it has been studied in the field.

Gender, age, years of experience, marital status, educational background are considered some individual differences that are taken into account while stress has been studied. In other words, the level of stress reported on a teacher varies depending on the profile of him/her, which means that a situation perceived stressful by a teacher may not be seen stressful by another and this was very often emphasized in by Kyriacou (1989). Therefore, some differences in the occurrence of stress are thought as normal and those factors are also put in the study to determine either a determinant factor or not and to realize the significant difference or variance between groups.

2.7.1. Gender. In terms of gender, there is not a unity in statement about the significant difference between male and female teachers in terms of their overall stress level. In one study with 780 primary and secondary teachers, by Griffith et al. (1999), it was found that younger female teachers were more stressed than older male teachers. However, in the study done by Chakravorty (1989), while gender did not make a difference in stress level of teachers, the type of school and teachers' age were found to be a major factor in occurrence of stress. Furthermore, in another study with Wagner (2009), it was found that there was no significant difference between male and female teachers except that in a physical environment factor where high levels of environmental or physical conditions existed, males were reported higher level of stress than females. On the other hand, Borg and Riding (1991) showed that in an interaction with other biographical variables, male teachers were reported to experience greater stress than their female colleagues. In contrast to this, another study with 152 teachers from Turkey by Kızıltepe (2007) showed that female teachers reported higher stress levels than males. All these studies showed that there is controversy over whether by gender male and female teachers significantly vary from one another in terms of level of stress.

2.7.2. Age and years of experience. Age and years of experience are other demographic or personal difference between groups. As stated in Chakravorty (1989) age correlated with the

years of experience a teacher has in the field; therefore, it affects stress level experienced by teachers. In a study carried out with 150 female teachers by Chaturvedi and Purushothaman (2009) it was found that women between 40 and 60 were more successful at stress-coping process than their younger counterparts. In another study carried out with 436 Taiwaneese teachers by Hung (2011), it was found that teachers who were under 30 years old having fewer than 5 years of teaching experience were more stressed than older counterparts. In this sense, age brings years of experience to teachers and it equips them with more abilities to cope with stress and mediates the effect on them. Experience in teaching enables teachers to be more prepared for upcoming threats and in case of an encounter, teachers know how to deal with and overcome stress-inducing problems. Otherwise, when teachers are novice or new in teaching, the situation could be more threatening and harm or loss could be closer than expectations of teachers. On the other hand, years of experiences provide teachers with skills about how to use strategies more effectively. The more exposure to stressors in the teaching environment, the more awareness teachers will gain how to alleviate the effect. In a study by Woods (1989) it was shown that inexperienced teachers were running greater risk to suffer from stress as they did not have much background and sharing how to cope with conflicts. On the other hand, in some studies contrary to general belief that the more experienced a teacher is the less stress s/he becomes, it was found that middle-aged teachers were the most stressed teachers (Benmansour, 1998; Freitler, 1982; Kuma , 2008; Özdayı, 1990).

2.7.3. Marital status. Marital status also affects stress level of teachers when considering this issue in terms of social support. In the study by Chaturvedi and Purushothaman (2009) it was seen that married female teachers were better at coping with stress. Also, in another study conducted with 110 married woman school teachers, it was found that perceived stress was less for married teachers while their perceived social support was high compared to their single counterparts (Riaz, et al., 2016). On the other hand, the study by Kızıltepe (2007)

contradicted with the finding of the previous studies and found that married teachers felt more stress than their single counterparts. In harmony with the study by Kızıltepe (2007), Erdiller and Do an (2015) found that early childhood married teachers felt more stress in the working life than single ones. On the whole, marriage can be a significant determinant in the difference between two groups' stress level and coping because getting support from the partner and sharing the experience or talking about problems mitigate the stress of teachers at home.

2.8. Studies Abroad and Home

2.8.1. Some studies in Turkey. So many studies on stress of teachers have been conducted and it has been researched in different levels of schools as primary, secondary, high school and prep schools of universities. In addition to teachers being as the primary participants, there can be found plenty of past studies where students and headmasters were also taken to studies and their stress levels were also a matter of research. Among all, examples of studies on stress of teachers are listed below.

A study on teacher stress sources was carried out by Özdayı (1990) and the job satisfaction and stress sources were investigated. 1134 high school teachers from both private and state school participated in the study and it was found that teachers at state schools had higher stress level in contrast to teachers at private schools and the main stress-inducing factors were reported as less salary, job security, low students' performance and fewer career opportunities. In contrast, time management, disciplinary problems of students, parents' interruption, and incompetency in teaching skills or low self-efficacy were not shown as a source of stress in the study.

According to the study carried out by eker (1995), high school teachers' perception of stress was examined and low salary and unstable educational policies were found the most stressing- inducing factors while the least ones were reported as boredom of teaching profession

and uninteresting teaching content. It was also pointed that teachers' perception of stress differed according to age, gender and class size.

In a study with 85 high school teacher carried out by Bakırcı (2012), it was found that the most stressing factors for teachers were decreasing quality of education, less autonomy or low decision latitude and more responsibilities. On the other hand, low self-efficacy or incompetency in teaching skills were reported as the least stress sources.

Kızıltepe (2007) also studied teacher stress and conducted a study with 152 teachers, 74 of whom were high school teachers from both private and state schools. It was reported that heavy workload, low salary and poor student work ethic were the most stressing factors for teachers in stanbul.

A different study on the teachers coping preferences in a confrontation with stress sources was done by Unal (2000). In her study, 225 participants were from a vocational high school and it was reported that self-confidence to overcome stress factor, speaking with friends, not thinking stress- inducing situation and following social activities were the most used strategies applied by teachers. However, the least applied coping actions were found using sedative drugs and drinking alcohol.

All in all, the studies regarding both stress sources and coping methods in Turkey showed that most stress-inducing factors for high school teachers were illustrated with too much work, lack of support from principals, indiscipline attitudes of students, low salary and prestige, but these factors varied among schools depending on the conditions as socio economic status of the students and neighborhood schools were located.

2.8.2. Some studies abroad. Studies of stress has a long history abroad and in a variety of angles this topic has been covered and become a matter of discussion.

The first study to highlight teacher stress can be given from Clyne (1983) researching the stress sources and their symptoms. In the study consisting of 114 participants, it was found

that negative reactions of students were reported as the most stressing factor. Teachers regarding teaching as a stressful career showed more symptoms of stress when comparing their answers to their counterparts perceiving teaching as a less stressful occupation. Also, a class over 30 students was perceived as a source of stress by teachers and found hard to tolerate. The other stress sources were pointed as the following: longer than 1.5 hour staff meetings, inadequate teaching supplies and a principal with insufficient leadership and support.

Litt and Turk (1985) researched sources of stress and dissatisfaction. In their study, it was found that teachers perceived inadequate salary, low status and too much paperwork as the major stress sources followed by the role they took over at school, school climate and relationship with principal. Also, they were indicated as a predictive power of stress. In the study, the most noticeable point was that pupil misbehaviors were not reported as a stress source in contrast to many studies and Litt and Turk (1985) also emphasized this. The same situation is still valid and pupil behaviors were reported as one of the dominant element of stress sources (Akpınar, 2008; Cox et al., 1989; Demir& Ercan, 2013; Fimian, 1982; Guglielmi & Tatrow, 1998; Kyriacou, 1989, 1998, 2001; Travers & Cooper, 1996; Woods, 1989; Yoon, 2002). Another study was about high school teachers in Northern Cape and it was reported that students' involvement in politics and time management were shown as a source of stressor. Also, parental involvement including lack of concern of parents into education was reported another major stress source of teachers.   In the study, the most stressed item was shown lack of teachers union since participants indicated that there was a strong need for teachers unions.

In a study by Austin et al. (2005), 50 high school teachers participated and the most stress-inducing factor was reported as workload succeeded by time management and discipline. Interesting findings have come from the coping actions and preferences of stressed teachers. According to the finding of the study, teachers with high stress level were more likely to use emotion-focused, palliative, indirect action and ineffective strategies. Among those ineffective

strategies, escape-avoidance was reported to be the most commonly used by stressed teachers. On the other hand, teachers with less stress were found to use more effective and direct action strategies and among all, planful problem solving was indicated as the most preferred one in the study.

One another study was carried out with teachers working at the senior year and called Tawjihi in Jordan. It was found that among 513 teachers, 95% of the population regarded being a Tawjihi teacher extremely to mildly stressful, while only 4.8% found the occupation not stressful. Most stress factors were found workload and lack of participation in decision- making process. Regarding the coping actions, it was found that more often instead of direct action methods, indirect actions or palliative and emotion-focused coping ways were preferred by teachers (Alghaswyneh, 2011).

All in all, studies abroad and home showed that workload, low salary and undisciplined students were what most teachers predominantly saw a source of stress. In this field, lots of new research is being done and will shed light on this issue in a broader perspective. As regards the purpose of the present study, to understand the main stress factors of high school teachers and their coping styles, the study was carried out in the lights of these questions below.

Chapter III

Methodology

3.1. Research Design

Descriptive survey design was used to measure stress factors of high school teachers and determine their coping styles in an encounter with stress-inducing situations. The study relied on the self-report of participants to the applied survey to collect data from them. Descriptive studies aim to point out what exists in nature (Trochim & Donnelly, 2001). Thus, it pictures the situation at high schools in stanbul in terms of stress sources and coping styles of high school teachers.

3.2. Description of Participants

The target population of this study consisted of 160 teachers employed in state high schools in stanbul. While choosing the participants with convenient sampling, different types of state high schools as Anatolian High Schools, Vocational High Schools, and Imam Hatip High Schools were selected to apply the instrument. In total, the study was carried out in 9 high schools and this number was equally distributed to each type of school. After getting permission from the Ministry of National Education, the school principals were contacted, and the scales were applied. The teachers of Social Science subjects (Turkish Language and Literature, Geography, History), Science subjects (Physics, Biology, Chemistry) and Maths, English teachers and Vocational teachers from both Vocational High Schools and mam Hatip High schools were requested to attend the study. After their positive reply, participants took the instruments and contributed to my study. The numbers for each subject are presented in Chapter 4.

3.3. Data Collection Instruments

3.3.1. Instrument I. Data was collected through the instrument, "The Inventory to Determine the Organizational Stress Sources and Coping Methods of Classroom Teachers",

(**"**Sınıf Ö retmenlerinin Örgütsel Stres Kaynakları ve Stresle Ba Etme Yollarının Belirlenmesi Ölçe i") measuring teachers' stress factors and coping methods. The instrument was constructed by Yıldırım (2008) for her master thesis. The instrument was regarded as the most practical and suitable for the study as it categorizes stress sources under six factors and enables analysis of the stress-inducing factors more thoroughly, yet the final part of it measuring the coping tendencies was not used in the study; instead, another instrument was preferred and details are provided under the related heading.

The instrument consists of three parts. The first part of it asked teachers to fill their demographic information regarding their age, marital status, education level, subjects, school type, and years of experience and hours of teaching per week.

In the second part of the instrument, there are 33 items, and the participants were required to choose their responses regarding their stress sources on a five-point likert scale as " never" , " rarely", " sometimes", " often", "always". This part, composed of 33 questions is divided into six factors listed above. The six factors developed in the second part of the instrument are "poor working conditions and inspection", "school administration", "teaching profession", "relationships with colleagues", "relationships with colleagues", and "parental involvement".

The items and their factors are provided in the table (Yıldırım, 2008).

OSSF1	Poor Working Conditions and Inspection	1,2,3,4,5,6
OSSF2	School Administration	7,8,9,10,11,12,13,14,15
OSSF3	Teaching Profession	16,17,18,19,20,21
OSSF4	Relationships with Colleagues	22,23,24,25
OSSF5	Relationships with Students	26,27,28,29
OSSF6	Parental Involvement	30,31,32,33

Before conducting the instrument, two modifications were carried out in items numbered 6 and 21. In item 6, "mufetti ler" (inspectors) was replaced with "okul müdürleri" (school principals), while in item 21, "ilkö retim" (middle school) was replaced with "lise" (high school). Besides, it was administered in Turkish to 160 high school teachers in different districts of Istanbul and took approximately seven minutes for participants to fill the instrument.

The final, the third part of the instrument measuring coping styles of teachers was not used; another instrument was preferred to measure teachers' coping styles.

3.3.2. Instrument II. Coping Styles Scale developed by ahin and Durak (1995) to measure coping styles of university students was administered to measure teachers' coping styles. This four-point likert scale consists of 30 questions and two dimension structures of the scale were shown as problem-focused/effective and emotion-focused/ineffective and items with their related factors were provided below (ahin& Durak, 1995).

SSCSSF1	Self-Confident Style	8,10,14,16,20,23,26
SSCSSF2	Optimistic Style	2,4,6,12,18
SSCSSF3	Helpless Style	3,7,11,19,22,25,27,28
SSCSSF4	Submissive Style	5,13,15,17,21,24
SSCSSF5	Seeking of Social Support	*1,*9,29,30

While forming this scale derived from Folkman and Lazarus's Ways of Coping Inventory, three different studies with three different samples were carried out to finalize the form and its characteristics by ahin and Durak (1995).

Answers for the items range from %0 to %100, and reverse scoring was planned for items 1 and 9 while making analysis in contrast to scoring of the other items.

3.4.Validity And Reliability of the Instruments

3.4.1. Instrument I. Factor analysis is a highly effective work for putting common variables into meaningful descriptive categories in order to analyze in smaller sets (Yong &

Pearce, 2013). There are three sections in the instrument developed by Yıldırım (2008) and in her thesis, in order to understand the construct validity and for a possible factor extraction, the dataset was examined after applying on 150 participants, and the KMO value (Kaiser–Meyer–Olkin) was found 0.84. Besides, items were collected under six factors and the result of Bartlett Test was shown significant, too. To reach a conclusion about whether items in the instrument are interrelated, cronbach's alpha has to be used. The first part of the instrument consisting of 33 items to measure the stress factors of teachers, reliability coefficient was shown .917 in her study. In the light of all, the instrument was found reliable and valid to conduct after taking permission from the owner.

  3.4.2. Instrument II. The factor structure of the scale was concluded after three different studies with different samples were carried out. Reliability coefficient for optimistic style was shown between .68 and 49. For self-confident style, it was shown between .62 and .80. For helpless style, it was between .64 and .73. For submissive style, it was between .47 and 72. For seeking social support, it was found between .47 and .45. Thus, the cronbach's alpha of the scale was shown ranging between .45 and .80 (ahin& Durak, 1995).

  At four different levels, the validity of the Coping Styles Scale was examined, and as a result of the investigation of the validity of the scale, it was found that when the use of problem-focused coping styles as self-confident and optimistic style were in effect, they were effective not only in dealing with daily problems, stress, and its symptoms, but also in decreasing the vulnerability to stress arising from environmental, interpersonal and academic concerns, whereas other emotion- focused coping styles increased the symptoms and vulnerability to stress. However, the concerns arising from environment, academic, interpersonal and such similar concerns increased when helpless style and self-confident style were applied (ahin &Durak, 1995).

3.5. Data Analysis

After getting permission from the Ministry of National Education in Turkey and the school principals to conduct the study, the instruments were applied and data was collected and entered into Statistical Package for Social Sciences (IBM SPSS 21). To be able to analyze and to reach findings, frequency, mean, t- test, one way analysis of variance (One-way ANOVA), and Pearson correlation were applied.

Chapter IV

Findings

In this chapter, the data analysis of the whole study was carried out and the tables regarding the statistical analysis were provided. In the study, 160 high school teachers from different types of state high schools as Anatolian High Schools, Vocational High Schools, and Imam Hatip High Schools were selected to apply the instrument. In total, the study was carried out in 9 high schools and this number was equally distributed to each school type.

Some subjects were grouped under a group, and the grouping both for social sciences subjects (Turkish language and literature, geography and history) and for science subjects (physics, biology and chemistry) were taken into account before and in the course of data analysis.

48 teachers from social science subjects (Turkish language and literature, geography, history), 62 teachers from science subjects and maths (physics, biology, and chemistry), 18 English teachers and 32 vocational teachers from both Vocational High Schools and mam Hatip High Schools attended the study.

4.1. The Demographic Variables and the Frequencies of the Participants

Table 4.1.
The Characteristics of Participants.

Variable		n	%
Gender			
	Female	100	62,5
	Male	60	37,5
Total		160	100
Subject			
	Social Sciences	48	30
	Science & Maths	62	38,75
	English	18	11,25
	Vocational	32	20
Total		160	100,0
Years of Experience			

	1-5	45	28,1	
	6-10	44	27,5	
	11-15	18	11,3	
	16-20	19	11,9	
	20 or more	34	21,3	
Total		160	100,0	
Teaching Hours				
	15-20	17	10,6	
	21-26	75	46,9	
	27 or more	68	42,5	
Total		160	100,0	

The data provided in Table 4.1. presents information about participants' gender, subjects, years of experience, and teaching hours per week. As for gender, the female participants with 62, 5% outnumbered the male participants with only 37, 5 %. While the total number of female participants was 100, the number for male participants was 60. The largest group in terms of subjects of participants was 62 from Science and Maths and the lowest was from English with 18 teachers. Also, more than half of the participants equal to 55,6 % were reported to have less than 10 years of teaching experience and the majority of the participants with 68% of the whole group were found to teach 27 or more hours per week.

4.2. The Findings Related to Organizational Stress Level of the High School Teachers by Gender

The table below indicates the responses of high school teachers regarding their organizational stress by gender as a result of Independent Samples t-test.

Table 4.2.

Organizational Stress Level of the High School Teachers by Gender

Stress Factor	Gender	N	Mean	S	t	p
Poor Working Conditions and Inspection	Female	100	20,2400	4,42016	-,475	,635
	Male	60	20,5667	3,83281		

School Administration	Female	100	29,6800	10,15424	-,843	,400
	Male	60	30,9833	8,17290		
Teaching Profession	Female	100	21,1600	4,01945	1,121	,264
	Male	60	20,3667	4,81863		
Relationships with Colleagues	Female	100	12,3800	4,04465	,472	,637
	Male	60	12,0833	3,48990		
Relationships with Students	Female	100	16,1000	2,80151	2,004	,047*
	Male	60	15,1667	2,93527		
Parental Involvement	Female	100	15,0000	3,51907	,656	,512
	Male	60	14,6167	3,66889		
Organizational Stress Sources Scale	Female	100	114,5600	20,52213	,249	,804
	Male	60	113,7833	16,43899		

No significant difference was found by gender in the total stress scale considering the whole scale significance level. Also, significant difference for one factor (relationship with students) was reported between the female and the male high school teachers contrary to other factors in the scale. Also, the mean score of the female teachers for this factor was displayed more than that of male teachers, indicating that relationship with students was more stress-inducing for the female teachers than their male colleagues.

4.3. The Findings Related to Organizational Stress Level of the High School Teachers by Subject

The table below indicates the responses of high school teachers regarding their organizational stress by their subjects as a result of One Way Anova.

Table 4.3.

Organizational Stress Level of the High School Teachers by Subject.

Stress factor	Subject	N	Mean	S	F	p	Sig. Dif

Poor Working Conditions and Inspection	Social Sciences	48	20,0208	4,75212			
	Science & Maths	62	20,7581	4,18305	,313	,816	
	English	18	20,2778	3,89276			
	Vocational	32	20,1563	3,60205			
School Administration	Social Sciences	48	27,0625	10,00512			1-2
	Science & Maths	62	32,0000	9,20086	2,715	,047*	
	English	18	31,4444	9,55001			
	Vocational	32	30,5625	8,20675			
Teaching Profession	Social Sciences	48	20,8958	4,55809			
	Science & Maths	62	20,4032	4,37751	,563	,640	
	English	18	21,0000	4,21482			
	Vocational	32	21,6250	4,06995			
Relationships with Colleagues	Social Sciences	48	11,8125	3,46199			
	Science & Maths	62	12,3548	3,90081	,545	,652	
	English	18	12,0556	3,81132			
	Vocational	32	12,9063	4,32069			
Relationships with Students	Social Sciences	48	16,1458	2,80569			
	Science & Maths	62	15,3387	3,21341	,875	,455	
	English	18	15,5556	2,61719			
	Vocational	32	16,0625	2,40882			
Parental Involvement	Social Sciences	48	15,1042	3,66257			
	Science & Maths	62	15,0806	3,59096	1,011	,390	
	English	18	15,1667	3,69817			
	Vocational	32	13,8750	3,29956			
Organizational Stress Sources Scale	Social Sciences	48	111,0417	18,90059			
	Science & Maths	62	115,9355	20,42168	,663	,576	
	English	18	115,5000	16,37160			
	Vocational	32	115,1875	18,09373			

As can be seen from the table above, no statistically significant difference among groups was found in the scale. In addition, the significant difference was reported in the school administration factor, and to learn which groups differed from each other, Tukey Post Hoc was applied and it was found that the science and maths teachers differed significantly from the social science teachers. Moreover, the mean score of social science teachers in this factor was

less than the mean score of the science and maths teachers proving that the social science teachers were less stressed than the science and maths teachers regarding the school administration.

4.4. The Findings Related to Organizational Stress Level of High School Teachers by Years of Teaching Experience

The table below indicates the responses of the high school teachers regarding their organizational stress by years of experience as a result of One Way Anova.

Table 4.4.

Organizational Stress Level of the High School Teachers by Years of Teaching Experience

Stress Factor	Years of Experience	N	Mean	Std. Deviation	F	p	Sig. Dif.
Poor Working Conditions and Inspection	1-5	45	19,8667	3,96347			
	6-10	44	20,1364	3,84339			
	11-15	18	21,3889	4,06041	1,824	,127	
	16-20	19	22,3684	4,31033			
	20 or more	34	19,6471	4,72827			
School Administration	1-5	45	26,9111	10,72555			
	6-10	44	30,4318	8,76409			
	11-15	18	32,5556	8,20489	2,621	,037*	1-4
	16-20	19	34,2105	5,36013			
	20 or more	34	30,6176	9,97881			
Teaching Profession	1-5	45	21,0000	4,48736			
	6-10	44	20,4091	3,84174			
	11-15	18	21,0000	5,05266	,187	,945	
	16-20	19	21,3158	4,57108			
	20 or more	34	20,9412	4,43089			
Relationships with Colleagues	1-5	45	12,6889	4,17690			
	6-10	44	11,7727	3,33316			
	11-15	18	12,4444	4,14760	,725	,576	
	16-20	19	13,1579	4,16684			
	20 or more	34	11,7647	3,68501			
Relationships with Students	1-5	45	16,3111	2,73714			
	6-10	44	16,3182	2,41866			
	11-15	18	15,0000	3,37813	2,359	,056	
	16-20	19	15,6842	2,74980			
	20 or more	34	14,7059	3,16735			

Parental Involvement	1-5	45	15,5333	3,59672			
	6-10	44	15,2500	3,07371			
	11-15	18	13,2222	4,15233	1,633	,169	
	16-20	19	14,5263	4,51379			
	20 or more	34	14,5000	3,05753			
Organizational Stress Sources Scale	1-5	45	52,2000	6,79773			
	6-10	44	48,5682	8,04174			
	11-15	18	50,2778	7,85760	2,477	,046*	2-4
	16-20	19	53,5789	7,87624			
	20 or more	34	52,3529	5,82514			

According to the table 4.4., a significant difference was found in the scale. To spot the varying groups, Tukey Post Hoc was applied and it was found that teachers with 6-10 years of experience differed significantly from teachers with 16-20 years of experience. Besides, the mean score of the teachers with 6-10 years of experience was lower than that of teachers with 16-20 years of experience, indicating that the former group was less stressed than the latter. Considering the factors of the scale, a significant difference was found in the school administration. As a result of Tukey Post- Hoc test, it was found that teachers with 1-5 years of experience varied significantly from teachers with 16-20 years of experience, and the mean score of the former was lower than the latter, pointing out that the teachers with 1-5 years of experience were less stressed than the teachers with 16-20 years of teaching experience.

4.5. The Findings Related to Organizational Stress Level of the High School Teachers by Teaching Hours per week

The table below indicates the responses of high school teachers regarding their organizational stress by teaching hours as a result of One Way Anova.

Table 4.5.

Organizational Stress Level of the High School Teachers by Teaching Hours per week

Stress Factor	Teaching Hours	N	Mean	Std. Deviation	F	p	Sig. Dif.
	15-20	17	19,6471	4,10702	4,926	,008*	

Poor Working Conditions and Inspection	21-26	75	19,4533	4,61869			2-3
	27 or more	68	21,5441	3,43569			
School Administration	15-20	17	33,4118	7,28061			
	21-26	75	30,2667	9,12130	1,331	,267	
	27 or more	68	29,2500	10,20005			
Teaching Profession	15-20	17	20,4118	3,08340			
	21-26	75	20,6133	4,44453	,483	,618	
	27 or more	68	21,2500	4,50663			
Relationships with Colleagues	15-20	17	13,1176	3,51572			
	21-26	75	12,5067	3,58817	1,081	,342	
	27 or more	68	11,7941	4,15936			
Relationships with Students	15-20	17	15,8235	2,42990			
	21-26	75	15,3067	3,08428	1,822	,165	
	27 or more	68	16,2206	2,70348			
Parental Involvement	15-20	17	14,8824	2,23278			2-3
	21-26	75	14,1600	3,83455	3,051	,050*	
	27 or more	68	15,6176	3,41651			
Organizational Stress Sources Scale	15-20	17	51,8824	4,96088			
	21-26	75	51,3333	6,86222	,165	,848	
	27 or more	68	50,8382	8,39440			

Considering the significance level of the scale, no difference was found among the groups, yet for the two factors of the scale, parental involvement and poor working conditions and inspection, a significant difference among groups was reported. For both factors, Tukey Post Hoc was applied and as for the poor working conditions and inspection factor, the teachers with 21-26 teaching hours varied significantly from the teachers with 27 or more. Besides, the mean score of the former was lower than the latter, displaying that the high school teachers giving 27 or more hours of class were more stressed in poor working conditions and inspection than their colleagues teaching between 21-26 hours per week .Moreover, the second factor where a significant difference was reported was parental involvement. Tukey Post Hoc was applied to determine the varying groups and it was found that the teachers with 21-26 teaching hours per week differed significantly from the teachers with 27 or more teaching hours. Also, the mean score of the former was lower than the latter and it was understood that the teachers

with 21-26 hours of teaching were less affected by the parental involvement than the teachers with 27 or more teaching hours per week.

4.6. The Findings Related to Coping Styles of the High School Teachers by Gender

The table below indicates the responses of high school teachers regarding their stress coping styles by gender as a result of Independent Samples t-test.

Table 4.6.

Coping Styles of the High School Teachers by Gender

Stress Coping Style	Gender	N	Mean	S	t	P
Self-Confident Style	Female	100	15,1400	3,64600	-,870	,386
	Male	60	15,6000	2,40198		
Optimistic Style	Female	100	9,5100	2,64191	-1,730	,086
	Male	60	10,2000	2,06504		
Helpless Style	Female	100	8,8100	3,54394	1,700	,091
	Male	60	7,8500	3,30805		
Submissive Style	Female	100	5,6000	2,56629	2,862	,005*
	Male	60	4,3000	3,10985		
Seeking of Social Support	Female	100	12,6600	2,79328	,699	,486
	Male	60	12,3333	2,97257		
Coping Styles Scale	Female	100	51,7200	6,86828	1,197	,233
	Male	60	50,2833	8,09916		

In the lights of the findings, the female and male teachers showed no significant difference according to the significance level of coping styles scale. However, among all factors of the scale, only one factor (submissive style) was reported significantly different between two groups. The mean scores of female teachers for the submissive coping style reported more than

the mean of male teachers. Thus, this means that the female teachers applied the submissive coping styles more compared to the male teachers.

4.7. The Findings Related to Coping Styles of the High School Teachers by Subject

The table below indicates the responses of high school teachers regarding their stress coping styles by their subjects as a result of One Way Anova.

Table 4.7.

Coping Styles of the High School Teachers by Subject

Stress Coping Style	Subject	N	Mean	S	F	p
Self-Confident Style	Social Sciences	48	15,0833	3,00236		
	Science & Maths	62	15,0323	3,16729	,754	,522
	English	18	15,7778	3,67112		
	Vocational	32	15,9375	3,48210		
Optimistic Style	Social Sciences	48	9,8333	2,54603		
	Science & Maths	62	9,5806	2,32272	,214	,887
	English	18	9,8889	2,65438		
	Vocational	32	9,9688	2,55878		
Helpless Style	Social Sciences	48	8,9375	3,54549		
	Science & Maths	62	8,2581	2,98595	,915	,435
	English	18	7,4444	4,48818		
	Vocational	32	8,6563	3,65098		
Submissive Style	Social Sciences	48	5,4167	3,20129		
	Science & Maths	62	5,3871	2,69398	1,311	,273
	English	18	4,7778	2,75586		
	Vocational	32	4,3125	2,54555		
Seeking of Social Support	Social Sciences	48	12,6667	2,95594		
	Science & Maths	62	12,8387	2,33430	2,348	,075
	English	18	10,8889	4,02768		
	Vocational	32	12,6875	2,68133		
Coping Styles Scale	Social Sciences	48	51,9375	8,46371		
	Science & Maths	62	51,0968	5,81042	,837	,475
	English	18	48,7778	8,11357		
	Vocational	32	51,5625	7,90238		

In the lights of the findings in Table 4.7., teachers did not differ significantly in their coping styles by subject. Also, as for factors of the scale, no significance difference was found, either.

4.8. The Findings Related to Coping Styles of the High School Teachers by Years of Experience

The table below highlights whether a significant difference occurred among groups according to years of teaching experience and the findings presented below as a result of One Way Anova.

Table 4.8.

Coping Styles of the High School Teachers by Years of Experience

Stress Coping Style	Years of Experience	N	Mean	Std. Deviation	F	p	Sig. Dif.
Self-Confident Style	1-5	45	16,1111	3,14225			
	6-10	44	14,8864	3,32164			
	11-15	18	14,4444	3,32941	1,208	,310	
	16-20	19	15,2632	3,31398			
	20 or more	34	15,2941	3,10941			
Optimistic Style	1-5	45	10,1778	2,84676			
	6-10	44	9,5682	2,31675			
	11-15	18	9,6667	2,49706	,433	,784	
	16-20	19	9,6316	2,54319			
	20 or more	34	9,6176	2,05993			
Helpless Style	1-5	45	8,1778	3,68837			
	6-10	44	7,9091	3,96976			
	11-15	18	7,8333	2,61781	1,517	,200	
	16-20	19	9,8421	3,18439			
	20 or more	34	9,0588	2,89138			
Submissive Style	1-5	45	4,8889	2,85420			
	6-10	44	4,8864	3,38407			
	11-15	18	5,1111	2,74159	,372	,829	
	16-20	19	5,4211	2,65237			
	20 or more	34	5,5294	2,25946			
Seeking of Social Support	1-5	45	12,8444	3,24006			
	6-10	44	11,3182	3,00211			
	11-15	18	13,2222	2,55655	3,106	,017*	1-2 2-4
	16-20	19	13,4211	2,73487			
	20 or more	34	12,8529	1,79448			
Coping Styles Scale	1-5	45	52,2000	6,79773			
	6-10	44	48,5682	8,04174	2,477	,046*	2-4
	11-15	18	50,2778	7,85760			
	16-20	19	53,5789	7,87624			

| | 20 or more | 34 | 52,3529 | 5,82514 | | | |

Considering the significance level of the scale, a significant difference was found between two groups, teachers with 6-10 and 16-20 years of experience in using coping styles scale. Also, after applying Tukey Post Hoc test to locate the varying group in terms of factors, it was found that teachers with 6-10 years of experience differed significantly from teachers with 16-20 years of teaching experience in seeking social support where the former had the lowest mean score, while the latter had the highest. However, it was seen that teacher with 6-10 years of experience also differed significantly from beginning teachers. It can be inferred that the second group teachers needed less social support than the younger or older teachers.

4.9 The Findings Related to Coping Styles of the High School Teachers by Teaching Hours per week

The table below indicates the responses of high school teachers regarding their stress coping styles by their teaching hours as a result of One Way Anova.

Table 4.9.

Coping Styles of the High School Teachers by Teaching Hours per week

Stress Coping Style	Teaching Hours	N	Mean	Std. Deviation	F	p	Sig. Dif.
Self-Confident Style	15-20	17	15,7647	3,21188			
	21-26	75	14,9733	3,19194	,797	,452	
	27 or more	68	15,5735	3,29774			
Optimistic Style	15-20	17	10,0000	1,93649			
	21-26	75	9,4800	2,29783	,975	,379	
	27 or more	68	10,0294	2,72616			
Helpless Style	15-20	17	8,2353	2,46296			
	21-26	75	8,6933	3,56019	,343	,710	
	27 or more	68	8,2353	3,62462			
Submissive Style	15-20	17	5,2353	2,53795			
	21-26	75	5,4933	2,59612	1,553	,215	
	27 or more	68	4,6618	3,13674			
	15-20	17	12,6471	1,96663	,287	,751	
	21-26	75	12,6933	2,65072			

Seeking of Social Support	27 or more	68	12,3382	3,25810		
Coping Styles Scale	15-20	17	51,8824	4,96088		
	21-26	75	51,3333	6,86222	,165	,848
	27 or more	68	50,8382	8,39440		

Regarding the significance level of the scale, there was no significant difference among the groups. Besides, no significant difference was found among groups in terms of the factors of the scale.

4.10. The Findings Related to Correlation between Organizational Stress Scale and Stress Coping Styles Scale

The table below indicates findings related to the correlations between Organizational Stress Scale (OSS) and Stress Coping Styles Scale (SCSS).

Table 4.10.

Correlations between Organizational Stress Scale and Stress Coping Styles Scale

		OSS F1	OSS F2	OSS F3	OSS F4	OSS F5	OSS F6	SCSS FTOP	SCSS F1	SCSS F2	SCSS F3	SCSS F4	SCSS F5	OSS FTOP
OSSF1	Pearson Correlation	1	.536**	.283**	.306**	.295**	.365**	.125	.101	.060	.129	.063	-.064	.726**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.117	.205	.451	.105	.429	.421	.000
	N	160	160	160	160	160	160	160	160	160	160	160	160	160
OSSF2	Pearson Correlation	.536**	1	.150	.479**	.115	.227**	-.036	-.031	-.085	.055	-.023	-.028	.806**
	Sig. (2-tailed)	.000		.058	.000	.147	.004	.649	.698	.283	.492	.769	.725	.000
	N	160	160	160	160	160	160	160	160	160	160	160	160	160
OSSF3	Pearson Correlation	.283**	.150	1	.289**	.367**	.218**	.058	.125	-.092	.084	-.036	.022	.519**
	Sig. (2-tailed)	.000	.058		.000	.000	.006	.463	.114	.247	.293	.647	.780	.000
	N	160	160	160	160	160	160	160	160	160	160	160	160	160
OSSF4	Pearson Correlation	.306**	.479**	.289**	1	.249**	.370**	.164*	.049	-.061	.173*	.163*	.047	.679**
	Sig. (2-tailed)	.000	.000	.000		.002	.000	.038	.539	.441	.029	.039	.555	.000
	N	160	160	160	160	160	160	160	160	160	160	160	160	160
OSSF5	Pearson Correlation	.295**	.115	.367**	.249**	1	.504**	-.006	-.018	-.089	.117	.036	-.097	.502**
	Sig. (2-tailed)	.000	.147	.000	.002		.000	.941	.822	.263	.139	.654	.224	.000
	N	160	160	160	160	160	160	160	160	160	160	160	160	160
OSSF6	Pearson Correlation	.365**	.227**	.218**	.370**	.504**	1	.143	.123	.109	.078	.070	-.030	.581**
	Sig. (2-tailed)	.000	.004	.006	.000	.000		.072	.121	.171	.329	.377	.707	.000

	N	160	160	160	160	160	160	160	160	160	160	160	160	160
SCSSFTOP	Pearson Correlation	.125	-.036	.058	.164*	-.006	.143	1	.452**	.475**	.502**	.566**	.483**	.082
	Sig. (2-tailed)	.117	.649	.463	.038	.941	.072		.000	.000	.000	.000	.000	.304
	N	160	160	160	160	160	160	160	160	160	160	160	160	160
SCSSF1	Pearson Correlation	.101	-.031	.125	.049	-.018	.123	.452**	1	.624**	-.286**	-.119	-.039	.066
	Sig. (2-tailed)	.205	.698	.114	.539	.822	.121	.000		.000	.000	.135	.627	.409
	N	160	160	160	160	160	160	160	160	160	160	160	160	160
SCSSF2	Pearson Correlation	.060	-.085	-.092	-.061	-.089	.109	.475**	.624**	1	-.327**	.005	.050	-.056
	Sig. (2-tailed)	.451	.283	.247	.441	.263	.171	.000	.000		.000	.954	.530	.485
	N	160	160	160	160	160	160	160	160	160	160	160	160	160
SCSSF3	Pearson Correlation	.129	.055	.084	.173*	.117	.078	.502**	-.286**	-.327**	1	.484**	.199*	.142
	Sig. (2-tailed)	.105	.492	.293	.029	.139	.329	.000	.000	.000		.000	.012	.074
	N	160	160	160	160	160	160	160	160	160	160	160	160	160
SCSSF4	Pearson Correlation	.063	-.023	-.036	.163*	.036	.070	.566**	-.119	.005	.484**	1	.003	.045
	Sig. (2-tailed)	.429	.769	.647	.039	.654	.377	.000	.135	.954	.000		.974	.568
	N	160	160	160	160	160	160	160	160	160	160	160	160	160
SCSSF5	Pearson Correlation	-.064	-.028	.022	.047	-.097	-.030	.483**	-.039	.050	.199*	.003	1	-.034
	Sig. (2-tailed)	.421	.725	.780	.555	.224	.707	.000	.627	.530	.012	.974		.672
	N	160	160	160	160	160	160	160	160	160	160	160	160	160
OSS FTOP	Pearson Correlation	.726**	.806**	.519**	.679**	.502**	.581**	.082	.066	-.056	.142	.045	-.034	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.304	.409	.485	.074	.568	.672	
	N	160	160	160	160	160	160	160	160	160	160	160	160	160

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The table above presents the correlation findings between two scales and their factors. First, according to r value, no correlation was found between the two scales. In terms of the factors of OSS, a moderate linear relationship was observed between factor 1 (poor working and conditions and inspection) and factor 2 (school administration). Also, factor 2 was moderately positive correlated with factor 4 (relationship with colleagues). As for factor 5 (the relationship with students) a moderate positive relationship was found with relationship with parents. With regard to SCSS, factor 1 (self-confident coping style) was strongly positively correlated with factor 2 (optimistic coping style) and a weak positive relationship was reported between factor 3 (helpless coping style) and factor 1. As regards the factor 3, a moderate positive relationship was found with factor 4 (submissive coping style). Moreover, a weak positive relationship between factor 3 and factor 5 (seeking social support) was reported. Finally, no correlation was found between any factors of organizational stress scale and coping styles scale except the weak positive relationship of factor 4 of OSS with factors 3 and 4 of SCSS.

4.11. The Findings Related to Mean Scores of the Factors in OSS AND SCSS

The table below indicates the responses regarding the most stress-inducing factors and the most frequently preferred coping styles by high school teachers.

Table 4.11.

The mean scores of the factors in OSS and SCSS

	N	Mean		S	
OSSFTOP	160	114,2687		19,04339	
OSSF1	160		20,3625		4,20016
OSSF2	160		30,1688		9,45444
OSSF3	160		20,8625		4,33863
OSSF4	160		12,2688		3,83746
OSSF5	160		15,7500		2,87912
OSSF6	160		14,8562		3,56934
SCSSFTOP	160		51,1812		7,36204
SCSSF1	160	15,3125		3,23539	
SCSSF2	160	9,7687		2,45775	
SCSSF3	160	8,4500		3,47823	
SCSSF4	160	5,1125		2,84392	
SCSSF5	160	12,5375		2,85694	

The table above presents that the high school teachers found items of the school administration the most stress-inducing factor while the relationship with colleagues was reported the least stressful factor. As for their preferences in an encounter with a stressful situation, the self-confident and seeking social support styles were found the most preferred coping styles while the submissive coping was found the least used coping way by the whole teachers.

Chapter V

Discussions

The present study showed that the female and the male teachers did not significantly differ from one another excluding one factor, the relationship with students, where the females were found more stressed. Science and maths teachers took the highest scores in school administration as a stress factor and significantly differed from social sciences teachers. In the total stress scale, the mid-career teachers were reported the most stressed and varied significantly from teachers with 6-10 years of experience who felt least stressed. Also, the beginning teachers were found to suffer from the least stressed in the school administrator factor and differed from the teachers with 16-20 years of experience. Besides, the teachers with 27 or more teaching hours had the highest score in the working conditions and inspection and the parental involvement and varied in these factors from the teachers with 21-26 hours of teaching. As for the most common stress factor, the school administration took the highest mean score while the relationship with colleagues was the lowest. As for stress coping styles, the female teachers were reported to use submissive coping more and differed from the male counterparts. Also, no significant difference was reported among the teachers by subject and teaching hours. However, by teaching experience, the mid-career teachers were found to seek social support the most while the teachers with 6-10 years of experience needed the least social support. Furthermore, the most preferred coping style was found self-confident coping style while submissive coping was the least used one by the high school teachers. Finally, between two scales, no relationship was found.

5.1. Discussions

Based on our findings, in the organizational stress scale, there was no significant difference between the female and the male high school teachers, but in factor based, the female teachers were found more stressed than the male teachers in terms of relationship with students. To support

our first finding, in some studies, based on gender, no significant difference was reported between the male and the female teachers (Chakravorty, 1989; Dabrowski, 1992; Fontana& Abouserie, 1993; Kyriacou & Chien, 2004; Kuma , 2008; Özdayı, 1990; Pang, 2012; eker, 1995; Sesenyamotse, 1996). On the other hand, there are some contrasting studies reporting the significant difference by gender and the female teachers were found to feel more stressed than the male teachers (Griffith *et al*., 1999; Kızıltepe, 2007; Tayeh, 2013). The second finding of the data was that the female teachers significantly varied from the male teachers in terms of relationship with the students. Stress problems arising from students were reported in many studies and found the most stress inducing factor (Bakırcı, 2012; Cox, et al., 1989; Fimian, 1982; Freitler, 1982; Guglielmi & Tatrow, 1998; stanbullu, 2007; Kyriacou, 1989; Kızıltepe, 2007; Travers & Cooper, 1996; Woods, 1989; Yoon, 2002). However, in line with the present study, some studies on the gender of high school teachers found that the female teachers were more stressed than the male teachers in terms of student and classroom related problems (Benmansour, 1998; stanbullu, 2007; Kuma , 2008). It can be concluded that by gender, it is hard to determine the level of teacher stress, yet in terms of relationship with students, the female teachers felt more stressed than the male teachers and this may be related to the level of education. As assumed, dealing with students at high school level could be a source of problem due to a greater likelihood of occurrence of stress, and high school students might turn out to be a menace in the class and take unexpected attitudes toward teachers unlike students at secondary or middle schools; thus, this might be perceived as a more stressful situation by female high school teachers.

The principal support and problems related to the school administration were emphasized in many studies as a strong stress source of teachers (Bartel, 1984; Dick & Wagner). As regards the organizational stress level by subject, it was found that the science and maths teachers were significantly different and more stressed than the social science teachers in the school administration factor, but the not in the overall scale., but in contrast to the finding of the present study, eker (1995) reported that vocational school teachers differed from the social science

teachers and were more stressed due to the problems arising from the school administration. On the other hand, Kuma (2008) reported that the teachers did not significantly differ according to their subject. Also, Özdayı (1990) emphasized non-existence of a significant difference between teachers by subject, yet pointed out that language and science teachers were the most stressed group in her study. Thus, based on subject of teachers, it could be hard to state that subject is as a significant factor to determine the level of teacher stress, but the science and maths teachers felt more stressed due to problems related to school administration. This finding might be associated with their unhealthy relationship with students which made the teachers to seek for principal support in these times, but not pleased with the attitudes of the principal in the end. Also, it is highly known that students usually find it hard to score satisfactorily on science and maths examinations, which increases parental interferences and the pressure from school administration to pass students. The teachers of these disciplines might feel pressurized too much while indeed they expected to feel the support from their principal. Furthermore, it could be related to the importance of science and maths subjects in the university entrance exam. The teachers of these disciplines may feel not valued or informed enough by the school administrators and they may find issues related to school administrator very stressing.

In the present study, the teachers with 16-20 years of experience were found the most stressed group while teachers with 6-10 experience were reported the least stressed one, and a significant difference was found. Also, in the school administration factor, the teachers with 16-20 years of experience varied from the teachers with 1-5 years of experience, who were reported as the least stressed age group for this factor. However, in contrast to the finding of the study, Harlow (2008), Dabrowski (1992) and Tayeh (2013) showed teaching experience not significantly related to teacher stress and Benmansour (1998) also did not find any significant difference between groups by age, but stated that mid-career ranging from 16-25 years of experience was the most stressed, which is in parallel with the finding of the present study. In addition, in some studies, teachers between 11-20 years of experience or middle-aged teachers were the most

stressed teachers while the beginning teachers were the lowest (Freitler, 1982; Özdayı, 1990; Kuma , 2008). However, about beginning teachers, in the present study, the lowest stressed group was not the beginning teachers but teachers with 6-10 years of experience. In contrast to study of Freitler (1982), Kuma (2008) and Özdayı (1990) but in consistent with the present study, Hung (2011) showed that teachers who were under 30 years old having fewer than 5 years of teaching experience were more stressed than older counterparts. Normally, it might be thought that having little experience or being new in the field gives no trust to teachers and makes them suffer from stress the most and some experts in the field like Wood (1995) supported this opinion by emphasizing the teachers running the greater risk of suffering from stress as a result of less experience. However, in the present study, only in the school administration factor, teachers with 1-5 years of experience were reported the least stressed and this is in parallel with the present study of Kuma (2008) but contradicts the findings of eker (1995), who reported that teachers did not vary significantly by their experience except in parental involvement factor. With respect to this factor, teachers with 1-5 years of experience were found the least stress group and varied from teachers with 6-10 years of experience, who was reported the most in the literature. This also contradicts the findings of the present study because in terms of parent involvement factor, the most stressed group was found to be the teachers with 1-5 years of experience and no variance was reported unlike eker (1995). Thus, it can be understood that although so many studies put forward different conclusions in different angles, it can concluded that the most stressed teachers had 16-20 years of experience and beginning teachers felt more stressed than their older counterparts with 6-10 or 11-15 years of experience, excluding in school administration factor. Middle aged teachers being the most stressed might be related to family life, sustaining the needs of the work and home life and the need for money to pay school fees of their children. As for teachers with 1-5 years of experience as the least stressed group in terms school administration factor but not in the overall scale score, it can be understood that this might be related to the more welcoming and tolerating attitude of this group due to the lack of experience in the field, and they

might prefer to keep silent against the unfair treatments of the school administration due to fear of being reported or forced to do extra work.

In the present study, teachers with 27 or more hours per week were reported to be the most stressed due to poor working conditions and parent involvement. Poor working conditions as a factor in the occurrence of stress was emphasized by experts in the field before (Guglielmi & Tatrow, 1998; Kyriacou, 1989, 1998, 2001; Travers & Cooper, 1996, 1998). Also, more teaching hours bring too much workload on teachers and they find dealing with stress arising from too much workload unlikely. Moreover, the bad time management arising from too much workload as the most dominant stress factor for teachers was mentioned in many studies in the field. (Austin et al.,2005; Capel, 1989; Feltoe, 2016; Kızıltepe, 2007; Keay, 2005; Ko Yıu Chung et al., 2007; Kyriacou & Chien; 2004; Travers & Cooper 2001; Walsh, 1989; Wright & Manera, 1981). Teachers cannot balance the life between work and home and too much workload accompanied by too many teaching hours leave teachers helpless. Another point is the parent involvement factor, in which teachers with 27 or more hours were noted the most stressed in the present study. Some studies emphasized parent-teacher communication and challenging parents as a source of stress (Prakke, et al., 2007; Turna, 2014; Yıldırım, 2008). It can be inferred that teachers with more teaching hours have to deal with too much workload and paperwork and this workload might bring more stress-evoking problems arising from students' affairs, more displeasure with the existing conditions of the school and more involvement and interference of students' parents. These teachers may be more susceptible or fragile to complaining about working conditions and parental involvement.

In the present study, the high school teachers reported that the problems related to school administration were the most dominant factor, while the relationship with colleagues were found the least stressing ones. As regards the school administration, Dick and Wagner (2001) signaled lack of principal support and problems related to the school administration the main source of stress. Also, Cox (1998) pointed out that the helplessness of teachers arising from the lack of

principal support only worsened the conditions of teachers. In addition to these, so many studies emphasized the school administration as a leading stress factor for teachers (Alghaswyneh, 2001; Bartell, 1984, Harris et al., 1985). On the other hand, in contrast to the present study, not the school administration but the workload and low salary were found to be the most stress-inducing factors for the teachers (Kızıltepe, 2007;   eker, 1995). With regards to the relationship with colleagues as the least stressing factor for teachers, it can be pointed that the importance of the relationship with colleagues and how it helps to cope with stress were known from so many studies (Fimian, 1982; Freeman 1989; Kyriacou, 1998; Walsh, 1998;). Thus, the improved relationship with colleagues intensifies the chance of getting support from the colleagues and helps the teachers employ better coping. In some studies (Alghaswyneh, 2011; Bartell, 1984), it was seen that teachers did not find the relationship with colleagues as a stress factor at school, but a source of support. All in all, school administration was considered as a dominant factor while the relationship with colleagues was seen as the least stressing factor for teachers. The school principals with weak communication skills and unwillingness to take teachers into decision-making process might be the preliminary reason for this finding. Despite mutual understanding and good communication among colleagues, if teachers find relationship with school administrator stressful, this might be associated with bad management and poor communication skills of principals who have been appointed without earning the position fairly.

In the present study, it was found that the female teachers did not vary significantly from the male teachers regarding their coping tendencies, excluding the submissive coping styles which the female teachers used more. This was contrasted with the study by Poyraz (2009) where no significant difference was reported in the submissive coping. In the present study, although there was no significant difference, the female teachers were reported to use the self-confident coping style factor slightly less than the male teachers in contrast to plenty of studies. To illustrate, Lewis (1999) reported that women ignored the problems less than men and reacted to problems by working hard and sharing concerns. Also, Tamres (2002) found that women used more verbal

expressions than men and responded to problems by using positive self-talk or seeking social support. In addition, Shukla et al. (2016) reported that the female teachers were better than the male teachers at using active coping strategies, aimed to remove the source of the problem. On the other hand, an important study was carried out by Benmansour (1998) who reported the significant difference between the female and the male teachers with regards to direct action and emotional action factors. The female teachers were reported to use more frequently direct action factors which refer to problem-focused and effective coping. The final study to emphasize the higher frequency of using the self-confident coping by the female teachers is by htiyaro lu (2018) where significant difference was also reported. To conclude, according to ahin and Durak (1995), submissive coping style was considered as ineffective or an emotion- focused coping strategies and so many studies presented above reported the female teachers as more active in applying problem-focused strategies than the male teachers unlike the present study.

In our study, no significant difference was reported about the coping preferences of teachers by their subjects. No studies about coping tendencies of teachers with respect to subjects are available in the literature, which means the contribution of the present study to the literature.

With a significant difference, the teachers with 16-20 years of experience were reported to seek more social support than teachers with 6-10 years of experience, yet in general and for the other coping styles, no significant difference was reported. Many studies in the literature emphasized non-existence of significant difference between the male and the female teachers (Benmansour, 1998; Harlow, 2008; htiyaro lu, 2018; Soyibo, 1994). Considering the previously mentioned findings about organizational stress of teachers by experience, it can be stated that mid-career teachers who were reported to be the most stressed group applied social support coping the most while teachers with 6-10 years of experience had the lowest score in stress scale and tended to apply less social support coping ways.

No significant difference in coping styles was found between any two groups with respect to teaching hours and no studies were found to support or contradict the present conclusion in the literature.

According to the correlation findings, not any correlation was found between the two scales. Also, it was reported by Harlow (2008) that teachers' preference of palliative and direct action coping was not related to their stress. No more studies were found pointing out the relationship between stress and coping styles of high school teachers, but there are some studies carried out with primary and secondary teachers where no relationship was found between two scales (Alada 2015; Poyraz, 2009;). In the present study, school administration factor was found strongly positively correlated with poor working conditions and colleagues and it was reported the same in the studies of Poyraz (2009) and Alada (2015). Also, a strong linear relationship existed between the relationship with students and the parental involvement and this was also reported in those studies. As for the correlation of OSS with its factors, a strong correlation was found, and Benmansour (1998), Poyraz, (2009), Alada (2015) reached the same conclusion. In terms of the factors of SCSS, a strong positive correlation existed between the self-confident and optimistic coping styles alongside with another positive and strong relationship between the submissive and the helpless coping styles. These two coping styles can be regarded as emotion-focused, palliative and ineffective coping styles as they do not contribute to the coping of the situation, but just may make the sufferers delay the problem. Also, the same strong positive correlation between these two infective coping styles was found in the study by Poyraz (2009) as well. In addition, an interesting finding came out as a weak but positive correlation between relationship with colleagues and submissive and helpless coping styles. Though it was a weak one, it is understood that when teachers were stressed out due to relationship with colleagues, they tended to respond the situation with more ineffective coping styles like submissive and helpless ones. Such a finding was also reported in some studies (Karadavut, 2005; Poyraz, 2009). Finally about seeking social support factor, it was found that it was weak but positively correlated with

helpless coping styles, but not correlated with self-confident coping style and the OSS total stress score. This contradicts with Poyraz (2009) who reported a negative relationship between the social support and the helpless coping style. No more studies found signaling any relationship between social support and helpless coping styles. Furthermore, in consistent with the present study, Griffith et al.,(1999) reported that seeking social support was not correlated with teacher stress in contrast to Williams (2001) who reported a positive relationship between social support and total stress. On the other hand, Griffith et al., (1999) reported social support as strongly correlated with active coping equal to self-confident coping style, yet as stated above, in the present study, no relationship was found in this regard. All in all, self-confident and optimistic coping styles, which were considered effective and problem-focused way of coping by   ahin and Durak (1995), were strongly positively correlated. Another strong linear relationship occurred between helpless and submissive coping styles. As for social support, it was considered an important element in lessening the stress level, which was emphasized in many studies (Cohen & Wills, 1985; Esteve, 1989; Kyriacou, 1998). However, according to the finding of the present study, social support was not found correlated with the stress level of teachers and also surprisingly a weak positive relationship with relationship with colleagues as a stress factor was reported

In the present study, the most frequently preferred coping styles were self-confident and seeking social support coping styles, while the least preferred one was submissive coping style. According to Benmansour (1998), the most frequently used two coping strategies were planning lessons in advance and suggesting strategies to improve students' performance. These two strategies can be considered to reduce the likelihood of the occurrence of stress, instead of lessening the stress felt for a short time. Thus, they can be considered problem-focused or an effective coping styles. Also, Unal (2000) pointed out self-confident coping and seeking social support styles as the two most commonly applied coping ways for the teachers. In line with the findings of the study, htiyaroglu (2018) reported the self-confident coping style as the mostly used coping while the submissive coping style was preferred the least. To sum up, the high school

teachers preferred effective and problem-focused coping styles to confront with the stressful condition in order to remove it or to reduce the level of stress. The low frequency of using submissive coping styles shows that teachers were more prone to eliminate the stress-creating source instead of alleviating the stress source for a while. Lazarus (1993) regarded social support as inconsistent and significantly associated with the social context. It means that sometimes social support, getting advice or seeking information from others work effectively and help to deal with the problem, but this situation may turn out different where getting help from outside source is difficult.

5.2. Recommendations

In our study, it was seen that seeking social support was the second most frequently preferred coping style and this needs more studies to clarify the need of social support. As stated before, social support cannot be exactly put in the category of problem-focused way of coping and also Lazarus (1993) defined it as inconsistent and dependent on social context. This makes us think that teachers suffering from stress need another way to eliminate the problem and it is understood that teachers have to learn how to fight against a stressful situation and employ good coping skills depending on the coming threat. Using palliative or emotion-focused coping also helps teachers to lessen the level of stress and assuming that emotion-focused coping ways are completely ineffective and problem-focused ones are completely effective would be wrong without doubt. Therefore, while an individual experiences stress, whether the action is controllable or not determines which type of strategy needs to be employed to combat a stressor. It is understood that sometimes when a problem-focused strategy cannot be applied in situations beyond the control of the sufferer, emotion-focused strategies like seeking social support or relaxation activities may work well, but teachers have to resort to problem-solving strategies like the self-confident style to alter the situation and remove the problem instead of using the submissive or helpless coping styles which just delay the problem or make teachers procrastinate.

Thus, teachers need to be taught how to fight against stressors and to stay strong, and it makes the trainings highly crucial for the well-being of teachers and all the school community.

Conducting a professional training program at schools is one of the mostly proposed suggestion by experts in the field and they explained it in broader perspectives. It is known that teachers suffer from stress and these stress sources appear personally and organizationally rooted in school atmosphere. To overcome stress and increase the resilience of teachers to external stimulus perceived as stressful, training programs become necessary. That is sure that stress can be a manageable issue if a good coping plan will be put into action by teachers (Kyriacou, 2001; Nagel & Brown, 2003). However, first, teachers have to accept and identify the pressure at work and question their coping resources and reactions to it. Training teachers to sharpen their skills to recognize and report their own experience of stress facilitates the realization of their own reality of the situation and helps undertake more responsibility for coping (Hall et al., 1989). However, this realization sometimes is blocked out at schools because of peer pressure. For example, in stress-management trainings, some teachers were reported to hide their participations from their colleagues not to seem weak and have liability to stress. (Brown & Ralph, 1998). It can be claimed that when trainings get periodical, the feeling of shyness or the sense of not being inadequate will disappear in the following trainings. Dunham (1989) also recommended the periodically planned professional training programs in schools to be able to combat teacher stress. Therefore, teacher training programs are of essential value to strengthen the resources of teachers at school and workshops are aimed to develop some emotion-focused and direct action strategies or self-confident and optimistic coping styles to reduce the effect of stress on teachers.

In this regard, to enable and foster prevention, preparation and support, Dunham (1998) offered a stress reduction program which consists of three phases as education, rehearsal and application and finally feedback and review. In some studies, relaxation activities reduced stress level of teachers (Cole, 1989; Jesson, 2004; Kaspereen, 2009) In addition, mindfulness training

programs were reported to reduce teachers' perception of stress significantly (Brown & Carrol, 2012, Walker, 2017).
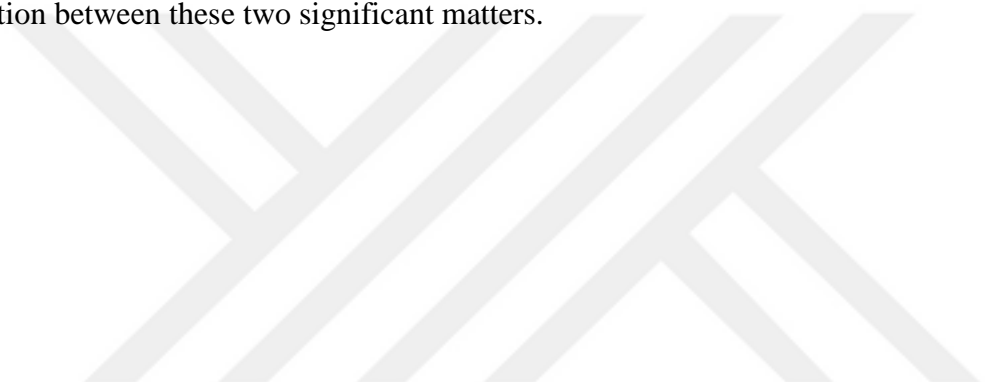
All in all, being aware of the problem will contribute a lot to a teacher in order to reduce the occurrence of unnecessary sources of stress and discover what coping styles fit to them while determining a possible coping style. Denial or procrastination will just lead to a delay in the confrontation, but the problem remains so. Evaluation of their own coping process by teachers should not be taken for granted; in contrast, encouraged in order that the benefits of self-appraisal at the end of training program can reach to the maximum. High school teachers need a stress reduction or management workshops to be able to stand on their feet more courageously and gain better coping skills. This will prevent them from suffering from more stress-inducing sources and enable them to employ more effective and direct action coping preferences. In the end, the positive outcome of this will exactly lead teachers to experience less turnover and burnout. Also, taking into account the findings of the present study, school administrators must indispensably be included in the workshops and the awareness must be sustained in the perception of administrators. School administrators must be carefully selected and they have to take some courses on how to build a healthy communication with teachers at school. This would also create a better communication channels and a harmony or understanding between administrators and the teachers.

5.3. Future Directions

Stress is a huge issue and needs to be investigated in broader aspects. Most importantly, it should not be ignored. The study showed us how stress is a prevalent matter at schools whether school principals or teachers themselves turn back to this. No matter how indifferent school principals and teachers have become and even if they turn back to this or not, stress is going to remain a prevalent matter at schools. The eight-year follow up study by Kinnunen and Salo (1994) on teachers' work, stress and health showed that teacher stress is not a temporary or a short lived

matter, which reminds us all of the necessity and importance of researching on this problem to be able to deal with.

For the future studies, a pilot study needs to be applied to see whether stress reduction is likely or how it affects the perceptions of teachers and their coping skills. Such exercising, mindfulness, stress reduction training need to be carried out at high schools to be able to open a new perspective and to minimize the effects of stress on both teachers and school organization. Also, the investigation of the relationship between stress arising from school administration and decision-latitude or the autonomy of the teachers seems a need in the literature to understand the association between these two significant matters.

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APPENDICES

Appendix I : The Organizational Stress Scale

BÖLÜM I

Lütfen her madde için size uygun olanı (X) işareti koyarak belirtiniz.

1. Cinsiyetiniz : ( ) Kadın ( ) Erkek
2. Yaşınız : ( ) 22-27 ( ) 28-33 ( ) 34-39 ( ) 40 ve üstü
3. Medeni Durumunuz : ( ) Bekar ( ) Evli
4. Mezuniyet Durumunuz : ( ) Lisans ( ) Lisansüstü
5. Branşınız : ……………….
6. Çalıştığınız Okul Türü : ( ) Fen Lisesi ( ) Anadolu İ.H.L.
    ( ) Anadolu Lisesi ( ) Mesleki ve Teknik A. L
8. Mesleki Kıdeminiz : ( ) 1–5 yıl ( ) 6 -10 yıl ( ) 11-15 yıl ( ) 16-20 yıl ( ) 20 ve üst
9.. Haftalık Ders Saatiniz : ( ) 15-20 ( ) 21-26 ( ) 27 ve üstü

BÖLÜM II

Aşağıda, öğretmenlerin karşılaşabilecekleri örgütsel stres kaynaklarına ilişkin ifadeler yer almaktadır. Lütfen her bir ifadeyi okuyup, bu durumun sizde ne düzeyde stres yarattığına karar verdikten sonra (X) işareti koyarak ilgili seçeneği işaretleyiniz.

Aşağıda yer alan yargılar sizde ne düzeyde stres yaratır?

	Hiç	Az	Orta	Çok	Pekçok
	1	2	3	4	5
1) Sınıfların kalabalıklığı	( )	( )	( )	( )	( )
2) Sınıfların temiz olmaması	( )	( )	( )	( )	( )
3) Sınıfların iyi ısınmaması	( )	( )	( )	( )	( )
4) Sınıflardaki araç ve gereçlerin yetersizliği	( )	( )	( )	( )	( )
5) Okul içi sosyokültürel etkinliklerin sınırlılığı	( )	( )	( )	( )	( )
6) Okul müdürlerinin olumsuz eleştiri yapmaları	( )	( )	( )	( )	( )
7) Okulda nöbet saatlerinin dağılımındaki eşitsizlikler	( )	( )	( )	( )	( )
8) Okulda eğitim ve öğretim dışı iş yükünün fazlalığı	( )	( )	( )	( )	( )
9) Okulda farklı siyasi düşünce ve görüşler nedeniyle sıkıntılar yaşanması	( )	( )	( )	( )	( )
10) Yöneticilerin öğretmenlere eşit davranmamaları	( )	( )	( )	( )	( )
11) Yöneticilerin sorunlara karşı ilgisiz davranmaları	( )	( )	( )	( )	( )
12) Yöneticilerin sert ve kırıcı davranışlar sergilemeleri	( )	( )	( )	( )	( )
13) Yöneticilerin öğretmenlere yeterli bilgilendirme yapmamaları	( )	( )	( )	( )	( )
14) Yöneticilerin öğretmenlerin işine karışmaları	( )	( )	( )	( )	( )
15) Okul ile ilgili kararlar alınırken öğretmenlere görüşlerinin sorulmaması	( )	( )	( )	( )	( )
16) Öğretmenlik mesleğinin statüsünün düşük olması	( )	( )	( )	( )	( )
17) Öğretmenlik mesleğinde maaşın yetersiz olması	( )	( )	( )	( )	( )
18) Öğretmen sendikalarının yetersiz olması	( )	( )	( )	( )	( )
19) Öğretmenlere yönelik lojman ve sosyal tesis olanaklarının azlığı	( )	( )	( )	( )	( )
20) Ders saatinin fazla olması nedeniyle öğretmenin kendine zaman ayıramaması	( )	( )	( )	( )	( )
21) Lise ders programında yapılan değişikliklerin yarattığı problemler	( )	( )	( )	( )	( )

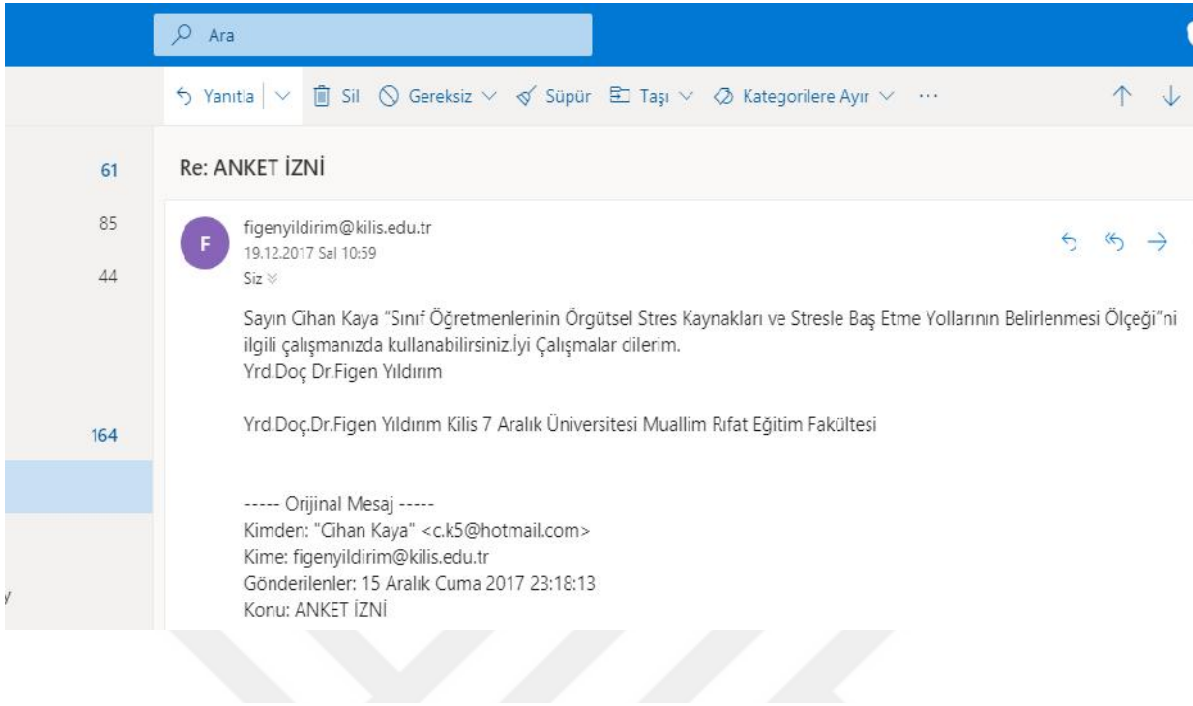|					
22) Öğretmenler arasında işbirliğinin yetersiz olması	( )	( )	( )	( )	( )
23) Öğretmenler arasında dedikodu yapılması	( )	( )	( )	( )	( )
24) Öğretmenler arasında geçimsizlik olması	( )	( )	( )	( )	( )
25) Öğretmenler arasında rekabet olması	( )	( )	( )	( )	( )
26) Öğrencilerin sınıfa araç-gereç açısından hazırlıksız gelmeleri	( )	( )	( )	( )	( )
27) Öğrencilerin disiplin kurallarına uymamaları	( )	( )	( )	( )	( )
28) Öğrencilerin derse karşı ilgisiz ve isteksiz olmaları	( )	( )	( )	( )	( )
29) Öğrenciler arası bireysel farklılıkların fazla olması	( )	( )	( )	( )	( )
30) Velilerin, çocuklarının eğitimleri ile ilgilenmemeleri	( )	( )	( )	( )	( )
31) Velilerin, çocuklarının ödevlerini yapmaları	( )	( )	( )	( )	( )
32) Velilerin, çocuklarının başarısızlığından öğretmeni	( )	( )	( )	( )	( )
33)Velilerin öğretmenin işine karışmaları	( )	( )	( )	( )	( )

Appendix II : Stress Coping Styles Scale

SBÖ

Bu ölçek kişilerin yaşamlarındaki sıkıntılar ve stresle başa çıkmak için neler yaptıklarını belirlemek amacıyla geliştirilmiştir. Lütfen sizin için sıkıntı ya da stres oluşturan olayları düşünerek bu sıkıntılarımızla başa çıkmak için genellikle neler yaptığınızı hatırlayın ve aşağıdaki davranışların sizi tanımlama ya da size uygunluk derecesini işaretleyin. Herhangi bir davranış size uygun değilse %0'ın altına, çok uygun ise %100'ün altına işaret koyun.

Bir sıkıntım olduğunda...	%0	%30	%70	%100
1- Kimsenin bilmesini istemem	( )	( )	( )	( )
2- İyimser olmaya çalışırım	( )	( )	( )	( )
3- Bir mucize olmasını beklerim	( )	( )	( )	( )
4- Olayları büyütmeyip üzerinde durmaya çalışırım	( )	( )	( )	( )
5- Başa gelen çekilir diye düşünürüm	( )	( )	( )	( )
6- Sakin kafayla düşünmeye, öfkelenmemeye çalışırım	( )	( )	( )	( )
7- Kendimi kapana sıkışmış gibi hissediyorum	( )	( )	( )	( )
8- Olayın/olayların değerlendirmesini yaparak en iyi kararı vermeye çalışırım	( )	( )	( )	( )
9- İçinde bulunduğum kötü durumu kimsenin bilmesini istemem	( )	( )	( )	( )
10- Ne olursa olsun direnme ve mücadele etme gücünü kendime bulurum	( )	( )	( )	( )
11- Olayları kafama takıp, sürekli düşünmekten kendimi alamam	( )	( )	( )	( )
12- Kendime karşı hoşgörülü olmaya çalışırım	( )	( )	( )	( )
13- İş olacağına varır diye düşünüyorum	( )	( )	( )	( )
14- Mutlaka bir yol bulabileceğime inanır, bunu için uğraşırım	( )	( )	( )	( )
15- Problemin çözümü için adak adarım	( )	( )	( )	( )
16- Herşeye yeniden başlayacak gücü kendimde bulurum	( )	( )	( )	( )
17- Elimden hiçbir şeyin gelmeyeceğine inanırım	( )	( )	( )	( )
18- Olaydan/olaylardan olumlu bir şey çıkarmaya çalışırım	( )	( )	( )	( )
19- Herşeyin istediğim gibi olmayacağına inanırım	( )	( )	( )	( )
20- Problemi/Problemleri adım adım çözmeye çalışırım	( )	( )	( )	( )
21- Mücadeleden vazgeçerim	( )	( )	( )	( )
22- Sorunun benden kaynaklandığını düşünürüm	( )	( )	( )	( )
23- Hakkımı savunabileceğime inanırım	( )	( )	( )	( )
24- Olanlar karşısında "kaderim buymuş" derim	( )	( )	( )	( )
25- "Keşke daha güçlü olsaydım" diye düşünürüm	( )	( )	( )	( )
26- Bir kişi olarak iyi yönde değiştiğimi ve olgunlaştığımı hissederim	( )	( )	( )	( )
27- "Benim suçum ne" diye düşünürüm	( )	( )	( )	( )
28- "Hep benim yüzümden oldu" diye düşünürüm	( )	( )	( )	( )
29- Sorunun gerçek nedenini anlayabilmek için başkalarına danışırım	( )	( )	( )	( )
30- Bana destek olabilecek kişilerin varlığını bilmek beni rahatlatır	( )	( )	( )	( )

Appendix III : The Permission by the Owners of the Instruments

figenyildirim@kilis.edu.tr
19.12.2017 Sal 10:59
Siz

Sayın Cihan Kaya "Sınıf Öğretmenlerinin Örgütsel Stres Kaynakları ve Stresle Baş Etme Yollarının Belirlenmesi Ölçeği"ni ilgili çalışmanızda kullanabilirsiniz.İyi Çalışmalar dilerim.
Yrd.Doç.Dr.Figen Yıldırım

Yrd.Doç.Dr.Figen Yıldırım Kilis 7 Aralık Üniversitesi Muallim Rıfat Eğitim Fakültesi

----- Orijinal Mesaj -----
Kimden: "Cihan Kaya" <c.k5@hotmail.com>
Kime: figenyildirim@kilis.edu.tr
Gönderilenler: 15 Aralık Cuma 2017 23:18:13
Konu: ANKET İZNİ

Ayşegül Hocam merhaba, kusura bakmayın rahatsız ediyorum,

Uludağ Üniversitesi Eğitim Programları ve Öğretimi programında yüksek lisans yapmaktayım.
Danışman hocam Prof. Dr. Sedat YÜKSEL doğrultusunda stres ve başa çıkma stilleri üzerine okumalar yapmaktayım. Konum öğretmenlerin psikolojik stress kaynakları ve başa çıkma stillerinin arasındaki ilişkiyi incelemek olarak evrilmiş olup, MEB' e bağlı farklı lise türlerinde bu çalışmayı gerçekleştirmeyi planlamaktayım.

Herhangi bir ticari faaliyet gütmeden ve yalnızca akademik çalışmamda kullanacağımı beyan ederek **"Stresle Başaçıkma Tarzları Ölçeği"** için sizden saygılarımla izin talep ediyorum.
İyi çalışmalar hocam.

Cihan KAYA
Uludağ Üniversitesi / Eğitim Programları ve Öğretimi Yüksek Lisans Öğrencisi
Öğrenci No : 301320004

aysegul durak <aysegulcurak@yahoo.com>   28 Şubat Per 15:20
Alıcı: ben

Sayın Kaya,
söz konusu ölçeği bilimsel çalışmalarınızda kullanabilirsiniz. İyi çalışmalar...
Prof. Dr. Ayşegül Durak Batıgün

Appendix IV: The Permission by Governorship of İstanbul to Apply the Instruments

T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 59090411-20-E.9792066   17/05/2019
Konu : Anket ve Araştırma İzin Talebi.

VALİLİK MAKAMINA

İlgi: a) Bursa Uludağ Üniversitesinin 15.04.2019 tarihli ve 14503 sayılı yazısı.
       b) MEB. Yen. ve Eğ. Tk. Gn. Md. 22.08.2017 tarih ve 12607291/ 2017/25 No'lu Gen.
       c) Milli Eğitim Müdürlüğü Araştırma ve Anket Komisyonunun 16.05.2019 tarihli
          tutanağı.

Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü yüksek lisans öğrencisi Cihan
KAYA'nın **"Öğretmenlerin Stres Faktörlerinin ve Baş Etme Yöntemlerinin
Araştırılması"** konulu tezi kapsamında, ilimizde genelinde bulunan liselerde; anket
uygulama istemi hakkındaki ilgi (a) yazı ve ekleri Müdürlüğümüzce incelenmiştir.

Araştırmacının söz konusu talebi; bilimsel amaç dışında kullanılmaması, **uygulama
sırasında bir örneği müdürlüğümüzde muhafaza edilen mühürlü ve imzalı veri toplama
araçlarının kurumlarımıza araştırmacı tarafından ulaştırılarak uygulanılması,
katılımcıların gönüllülük esasına göre seçilmesi, araştırma sonuç raporunun
müdürlüğümüzden izin alınmadan kamuoyuyla paylaşılmaması koşuluyla, okul
idarelerinin denetim, gözetim ve sorumluluğunda, eğitim-öğretimi aksatmayacak
şekilde ilgi (b) Bakanlık emri esasları dâhilinde uygulanması, sonuçtan Müdürlüğümüze
rapor halinde (CD formatında) bilgi verilmesi kaydıyla** Müdürlüğümüzce uygun
görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Menderes KAYA
İl Millî Eğitim Müdür V.

Ek:
1- Genelge.
2- Komisyon Tutanağı.

OLUR
17/05/2019

Ahmet Hamdi USTA
Vali a.
Vali Yardımcısı

Milli Eğitim Müdürlüğü Binbirdirek M. İmran Öktem Cad.
No:1 Eski Adliye Binası Sultanahmet Fatih/İstanbul
E-Posta: igb34@meb.gov.tr

A. BALTA VHKİ
Tel:(0 212) 455 04 00-239

Bu evrak güvenli elektronik imza ile imzalanmıştır. https://evraksorgu.meb.gov.tr adresinden 8d59-15a9-3826-8469-4802 kodu ile teyit edilebilir.

Öz Geçmi

Do um Yeri ve Yılı	**:** Kastamonu-1986		
Ö r. Gördü ü Kurumlar	**: Ba lama Yılı**	**Bitirme Yılı**	**Kurum Adı**
Lise	2000	2004	Göl A.Ö.Lisesi
Lisans	2004	2004	ODTÜ

Bildi i Yabancı Diller ve Düzeyi	**:** ngilizce- ileri seviye
Çalı tı ı Kurumlar	**: Ba lama ve Ayrılma Kurum AdıTarihleri**

1. 2011- devam ediyor   TÜ Yabanci Diller Yüksekokulu

Yurt Dı ı Görevleri	**:**
Kullandı ı Burslar	**:**
Aldı ı Ödüller	**:**
Oldu u Bilimsel ve Mesleki Topluluklar	**:**
Di er Profesyonel Etkinlikler:	

02.09.2019
Cihan KAYA

ULUDAĞ ÜNİVERSİTESİ
TEZ ÇOĞALTMA VE ELEKTRONİK YAYIMLAMA İZİN FORMU

Yazar Adı Soyadı	Cihan KAYA
Tez Adı	Öğretmenlerin Stres Kaynaklarının ve Başaçıkma Tarzlarının İncelenmesi
Enstitü	Eğitim Bilimleri Enstitüsü
Ana Bilim Dalı	Eğitim Bilimleri Ana Bilim Dalı
Bilim Dalı	Eğitim Programları Bilim Dalı
Tez Türü	Yüksek Lisans
Tez Danışman(lar)ı	Prof. Dr. Sedat YÜKSEL
Çoğaltma (Fotokopi Çekim) İzni	☐ Tezimden fotokopi çekilmesine izin veriyorum ☒ Tezimin sadece içindekiler, özet, kaynakça ve içeriğinin % 10 bölümünün fotokopi çekilmesine izin veriyorum ☐ Tezimden fotokopi çekilmesine izin vermiyorum
Yayımlama İzni	☐ Tezimin elektronik ortamda yayımlanmasına izin veriyorum ☒ Tezimin elektronik ortamda yayımlanmasının ertelenmesini istiyorum 1 yıl ☐ 2 yıl ☐ 3 yıl ☒ ☐ Tezimin elektronik ortamda yayımlanmasına izin vermiyorum

Hazırlamış olduğum tezimin yukarıda belirttiğim hususlar dikkate alınarak, fikrî mülkiyet haklarım saklı kalmak üzere Uludağ Üniversitesi Kütüphane ve Dokümantasyon Daire Başkanlığı tarafından hizmete sunulmasına izin verdiğimi beyan ederim.

Tarih:02.09.2019

İmza:

RİT-FR-KDD-12/00