

Education Management and Supervision Master Degree

Arrived Date
22.06.2022

Accepted Date
27.07.2022

Published Date
31.07.2022

Can Fırat ŞAHİN¹ Mehmet ARMUTCU² Ümit ARSLAN³ Olgun ÇAKIR⁴

ABSTRACT

This study was conducted in order to contribute to the assessment of the situation in which educators are stressed in general, and managers and teachers in particular, in order to maintain and bring work stress to an appropriate level. Data was collected with the scale form in the research, the first part of the scale form contains personal information, and the second part contains assessment forums on the scale of coping with stress. For statistical solutions of scale data, SPSS 22.0 for Windows program, frequency, percentage (%), t test and one-sided ANOVA were used. "It was observed that participants' perceptions of coping with stress did not differ according to their title, and participants perceptions of coping with stress did not differ according to their marital status.


INTRODUCTION

At the threshold of the twenty-first century, school management has come to the fore as a future-defining profession, and many schools work intensively on the problems that administrators face in service while preparing administrators for pre-service with contemporary and innovative training programs. A manager who has to ensure organizational effectiveness has to manage the human relations in his organization and thus realize the interaction within the organization. The stresses experienced in business life and their consequences are closely related to everyone who lives indirectly or directly, the stress experienced determines our standard of living.


The job that an individual has determines his social status, the pleasure of life he receives from life, the opportunities he provides to his family and his environment, and the life satisfaction he receives from life (Baltaş, 2013). Stress causes organizational problems such as work delays, absenteeism, poor quality of work, as well as stress can lead to illness, suicide and even death. Stress is likely to cause psychological destruction in the individual as well as physical destruction. "For this reason, managers need to know the causes and consequences of stress, and have sufficient knowledge of managing, resolving and preventing stress (Gümüştekin & Öztemiz, 2004).

The manager, who knows that communication within the organization should be fluent and rational as well as addressing emotions, should be able to use techniques to influence individual

¹  can.f.sahin@hotmail.com, Abant İzzet Baysal University Undergraduate Classroom Teaching/ Ahmet Yesevi University, Educational Administration and Supervision, Ankara/ TÜRKİYE

²  mehmetarmutcu@live.com, Gazi University Department of Special Education/ Ahmet Yesevi University, Educational Administration and Supervision, Ankara/ TÜRKİYE

³  iskender3375@hotmail.com, 19 Mayıs University Faculty of Education Department of French Language Teaching, Ankara/ TÜRKİYE

⁴  olguncakir@hotmail.com, Abant İzzet Baysal University Undergraduate Classroom Teaching / Ahmet Yesevi University, Educational Administration and Supervision, Ankara/ TÜRKİYE



and group psychology very well. If the manager can make good use of the ways of influence, he will be able to successfully maintain communication and increase the effectiveness of the organization (Başaran, 1992:1 1). Since school management needs to be a more democratic process, administrators should try this effect instead of the authorization process. Mc Gregor ways of influencing; some of the acts of influence, which he can apply with the concepts of authority, persuasion and knowledge; organization, reassurance, removal of emotional tension, communication, clarity of thought, redirection (Bursalıoğlu, 1987:175).

Purpose of the Research

The main purpose of the study is to determine the opinions of the administrators and teachers working in their official schools on their level of coping with stress, which constitutes the main purpose of this research.

Sub-Problems;

- 1- Is there a significant difference in the level of stress coping of primary school administrators and teachers according to their titles in school?
- 2- Is there a significant difference in the level of stress coping with primary school administrators and teachers according to their seniority in the profession?
- 3-Is there a significant difference in the level of coping with stress of primary school administrators and teachers according to their marital status?
- 4- Is there a significant difference in the level of stress coping of primary school administrators and teachers according to the school they graduated from?
- 5- Is there a significant difference in the level of stress coping of primary school administrators and teachers according to their gender?

Importance of Research

There is no doubt that what determines the future of the country is the quality of school education. The quality of school education depends on the characteristics of administrators and excellent teachers. In the work of school educators, the tendency to study and study educators with bureaucratic and sociological variables was maintained in an organizational environment. "In the organizational environment, the large number of organizational motivations that determine the behavior of the individual and the group remain important to the extent that they cannot be neglected." "From an organizational point of view, motivation carries all the regulations that enable the members of the organization to start working, to continue to work and to perform their duties with enthusiasm and enthusiasm (İncir,1983:5).

Limitations of Research

Research is limited to the 2020-2021 school year

The research is limited to the official primary schools of İskenderun district of Hatay province"

Counts

In this research;

It was assumed that the teachers involved in the study answered the data collection tools with sincerity.

The measurement tool used in the research is valid and reliable in terms of features.

Definitions

Personality: "It is the relationship of the individual with himself and the outside world. (Özgüven, 1992:1).

Stress: It is a force that forces the individual to give up a need or to make a reaction, a force that comes from inside and outside the individual, often leading to tension and depression in the individual (Başaran,1982:218).

LITERATURE

Stress

In the scientific community, stress is a foreign word, but today it is used and used by almost all languages. Stress was derived from Latin and used to mean pressure in the physical and engineering sciences when it was a word used in the English language. In the Websters dictionary, although there are eight different meanings as a noun and four different meanings as a verb, the first meaning as a noun includes meanings such as disaster, trouble, calamity (Baltaş & Baltaş, 1993:292).

David Davis and Newstrom are very interested in the level of organizational stress, and they added a new explanation, noting that many people face psychological and psychological problems when stress is considered a natural consequence. Physiological problems, every profession inevitably has pressure. The Austrian scientist H. Selye, while talking about the negative properties of stress, as well as its positive and motivating properties in life, made a classification. He divided stress into eustress beneficial and distress harmful. When most people worry about stress; talks about the pathogenic and harmful aspects of stress.

The magnitude of these types related to stress also has an important place in physical and mental changes. The result of these is physical distress consisting of real bodily damage, mental distress consisting of psychological pressures, physical eustress as a result of activities such as exercise, and mental eustress as a result of mental activity or thinking such as reading novels or watching movies (Drafke & Kossen,1998:410).

Symptoms of Stress

Due to certain interactions on the organism, some or no temporary interaction processes on the organism, the stressful lifestyle leads to discomfort. Depending on the degree of interaction between these disease processes, it is temporary, in other words, incurable diseases may occur. If the pressure is too high, different symptoms will appear, which will harm the performance and health of employees in different directions. Organisms of this size are trying to cope with it. As a natural result, the nervous organism will feel frustrated and frustrated. At this stage, the organism becomes angry very quickly and can easily act immediately, it is observed that it does not relax easily. In terms of cooperation, it is not possible to speak. During this period, alcohol and excessive drugs are used (Davis, 1988:457-458).

Sources of Stress

The factors that cause stress in people are defined as the source of stress. We are surrounded by stress, which makes it difficult to manage stress. It is possible to predict the stressors in advance. On the other hand, many of the stronger stressors encountered in life appear suddenly (Rowshan,2011:28). The causes of stress are usually divided into two categories: these are individual and organizational stress.

Individual Sources of Stress

Individual sources of stress are anxiety level, tolerance for uncertainties, family problems, excitement level, economic problems, disappointment, meaninglessness of work life and changes in life in general (Coşkun, 2006: 21).

Organizational Stressors

One of the important factors that lead to stress is the work environment. Working environments are environments where decisions are made and conflicts of interest are intense (Tutar,2009:209).

Individuals are in constant interaction with both employees and administrators in the vicinity of work. As a result of this interaction, behaviors emerge at the organizational level. All experiences gained in the working environment emerge as positive and negative behaviors in the organizational climate. Since it is a concept that affects the behavior of the employee and emerges in the process of interaction of the employee with the functional and social environment, organizational stress sources should be established in accordance with the organizational behavior model (Pehlivan, 2000: 31).

- Among the sources of organizational stress;
- The nature of the work (physical conditions, working time, remuneration)
- Role uncertainties,
- Bad relationships and inadequate communication between individuals,
- Career development factors
- Factors such as organizational structure and climate, etc. (Tutar,2009:209).

Ways to Cope with Stress

Stress can have positive and negative effects on every individual. When fighting stress and struggling with the many problems that life inevitably brings, it is necessary to manage stress well and learn to keep stress in a positive level. People have been under the influence of stress for ages and have sometimes resorted to the help of drugs to combat the negative consequences of this situation, and often have expected benefits from smoking, drinking, drugs, drugs that have sedative and calming effects.

Through extenuating behaviors, the individual feels better in emotionally disturbing situations. It maintains its functions more effectively or relatively more comfortably. Mitigating behaviors such as alcohol, sleep-inducing, and using muscle relaxant medications are intended to relieve the symptom (Eryılmaz, 2009: 26-27).

The Effect of Stress on Business Life and Performance

It is known that work stress creates reluctance to go to work, causes a feeling of inadequacy, making mistakes at work and making wrong decisions, reduces the quality of the work done and leads to problems that lead to diseases as a result.

The difference between stress and organizational stress was highlighted by Kahn in 1964. Later, Cooper and Marshal's 1976 study of the five main sources of stress in organizations revealed the causes of organizational stress. Accordingly, the factors that cause stress in organizations; the nature of the job, role uncertainties, poor relationships between individuals and inadequate communication, career development factors, organizational structure and climate (Tutar,2009;209).

Related Research

Çakmur (1993) The effect of personality traits on stress of managers was examined in his study titled The Relationship Between Personality Factor and Stress in Managers. Rotter's Audit Focus Scale and Baltaş and Baltaş's Stress Source Scale were applied to academics working in managerial positions at the university; As a result of the findings obtained in the research, it was determined

that those with externally supervised personalities had higher levels of perception of stress than those who were internally supervised.

In the research conducted by Dobrowski (1990), it is aimed to reveal the exhaustion and stress levels of male and female teachers working in large schools in certain regions comparatively. According to the research findings, there is no significant difference between the stress levels of male and female teachers according to teaching experience, education level and branches. But students' reluctance to learn is the most important source of stress for teachers. Although wage issues are not seen as a source of stress, the lack of opportunities to rise is seen as a source of stress, especially among male teachers.

Akbağ (2000) examines the relationship between the stress coping strategies of university students and their negative automatic thinking levels and ego states in his doctoral study titled Examination of Stress Coping Styles in University Students in terms of Negative Automatic Thoughts, Transactional Analysis Ego Situations and Some Variables.

Bulut (2005) examined the relationship between stressful events in teachers' lives and methods of coping with stress in his study titled The Relationship of Life Events That Cause Stress in Primary School Teachers and the Relationship of Coping Styles with Various Variables.

The aim of the research titled "Comparative Analysis of Job Satisfaction and Job Stresses of Teachers Working in Public and Private High Schools" conducted by Özdayı (1990) is to determine the job satisfaction and job stress levels of teachers working in private high schools and to reveal their differences." Lack of professional development in public high schools, unproductive work habits of students, crowding of classes, professional status status, obedience to ministerial orders and stationery are coming. In private high schools, respectively, teachers' inefficient working habits, inability to make students do research, obedience to ministry orders, lack of free time and inhomogeneity of classes are coming (Özdayı, 1990:351).

The study by Renz (1991) aimed to reveal whether school size and managerial experience variables affect school principals' levels of exposure to various sources of stress and early retirement decisions. As a result, school size and experience had little effect on principals' exposure to stressors, and again school size and experience variables had no significant effect on principals' early ernacrity tendencies.

In Wilson's (1991) research, the goal was to examine the relationships between physical activity and absenteeism in educators, coping skills in stressful situations and attitudes towards work. According to the results of the research, there is no relationship between physical activity and absenteeism and attitudes towards work. There is no relationship between coping with stress and absenteeism. However, it has been shown that physical activity is related to coping in stressful situations.

In Pehlivan's (1995) research titled Stressors in Educational Administration, the first part of the survey includes items for personal information. A five-point grading scale was used for questions outside the first section. In the research, stress sources were examined in functional and social environment dimensions and various structures constituting these dimensions were examined and conclusions were reached (Pehlivan, 1995:255).

Poyraz (2009) In his study titled "Organizational Sources of Stress and Ways to Cope with Stress of Primary and Secondary School Teachers, he investigated the stressors encountered in the school environment and determined the methods of coping with stress used by teachers. In his study titled Sources of Stress Related to the Duties of Training Auditors and Methods of Coping with These Sources of Stress conducted by Tetik (2011), within the scope of the objectives of increasing the quality of education, the auditor institution aimed to examine the individual and organizational stressors they encounter during their duties and the methods of coping with them.

METHOD

With the relational screening model of the research, the perceptions of the administrators and teachers working in the official schools in the Iskenderun district of Hatay province about their level of coping with stress were examined, and the research was defined as it was in their own conditions. The sample of the study consisted of 8 administrators and 46 teachers in the school of Iskenderun district of Hatay province of the Ministry of National Education, a total of 54 people. The universe of the study consists of 8 administrators and 46 teachers working in public schools in 2020-2021, a total of 54 people.

Personal Information of Participants

The distribution of the participants according to gender, age, seniority, titles is presented in the tables below.

Table 3.1. Percentage Distributions of Participants According to Their Gender

Gender	F	%
W	31	57.7
M	23	42.3
T	54	100.0

According to Table 3.1, the total number of participants was 54, and 57.7% of the participants were female and 42.3% were male teachers. It was seen that there was no significant difference in terms of the gender of the participants.

Table 3.2. Percentage Distributions of Participants According to Age Groups

Gender	F	%
22-26	12	22.0
27-31	10	18.3
32-36	13	24.8
37-41	8	14.7
42-46	11	20.2
T	54	100.0

According to Table 3.2, the distribution and percentage values of the participants according to their age groups are seen. According to this table, the age group in which the educators participating in the scale are most concentrated is the 32-36 age group, the percentage of which is 24.8%, and the lowest number of age groups; 14.7% is in the 37-41 age group.

Table 3.3. Percentage Distributions of Participants According to Their Marital Status

Marital Status	F	%
S	15	%23.5
M	39	%77.5
T	54	100.0

According to Table 3.3, 77.5% of the participants are married and 23.5% are single educators.

Table 3.4. Percentage Distributions of Participants According to Their Seniority

Seniority	F	%
1-5	14	24.8
6-10	12	23.7
11- 15	16	27.8
16 +	12	23.7
T	54	100.0

According to Table 3.4, the participants were found to be in the seniority range of 11-15 years at most, and the minimum seniority range was a percentage (23.7%) equality between 11-15 and 16 years and above.

Table 3.5. Percentage Distributions of Participants According to Their Job Titles

Title	F	%
Administrator	8	11.6
Teacher	46	88.4
T	54	100.0

As can be seen in Table 3.5., a large part of the frequency distribution related to the task is the teacher. This is as high as 88.4%. Managers account for 11.6%.

Data Collection Techniques

After conducting a literature review, data collection is obtained proportionally. In his master's thesis titled "Stress and Stress Coping Methods", his reliability was tested by using the "Stress Coping Scale" applied by Okutan.

The scale was developed by the researcher, Okutan (2002) from the application of his master's thesis at Gazi University and its reliability was tested by experts. As a result of the expert opinions focused on whether the opinions of the administrators and teachers on their level of coping with stress were sufficient and whether the measurement tool in general was suitable for the purpose of the research, a number of questions were removed and some of them were changed, and the data collection tool consisting of 53 items was finalized with a control question." Organizational stress sources and solutions of administrators working in primary schools were collected through a 4-point rating scale, and the levels of coping with stress of administrators and teachers were determined according to four options for each item.

The options on the scale, Rarely (1) Sometimes (2), Often (3), Always(4), are given, as a result of the reliability study conducted Cronbach's Alpha value of the scale . It is calculated as 79." It was sent online to the teachers who could be reached during the distribution and collection of the scale, and information about the purpose of the questionnaire and the return and date of the answers were provided.

Analysis of Data

In the study, scale kits were collected by data collection method. In the first part of the scale forms, there are demographic characteristics, and in the second subsection, there are forms related to the

scale of coping with stress." According to the personal characteristics of the administrators and teachers for the sub-problems of the research, in order to determine the level of coping with stress, cross-tabulations of the personal characteristics and the items in the data collection tool were made. By using cross-tabulations, the level of coping with stress according to the personal characteristics of the administrators and teachers were calculated as frequency (f), percentage (%), t test and one-way ANOVA, and the interpretations were made based on these.

FINDINGS

Table 4.1. Descriptive Results of Participants' Stress Coping Scores

T	S. N	Highest Score	Lowest Score	X	s
54	53	151	90	122.38	13.88

The number of items in the scale shown in table 4.1 is 53, the highest score that can be obtained is 151, the lowest score is 90, the standard deviation is 13.88, and the score of X = 122.38 is negative.

As the table suggests, educators have a hard time coping with stress while doing their job.

Table 4.2. Coping with Stress According to the Gender of the Participants t Test Results

Gender	N	X	S	t	P	Explanation
W	31	114.85	10.22	-.603	.545	P >0.05
M	23	119.35	15.82			Pointless

According to Table 4.2, "although it appears to be more in men, no significant difference was found. According to the findings, it was determined that gender was not an important factor in the level of coping with stress of educators.

Table 4.3. T Test Results for Participants' Ability to Cope with Stress by Job Title

Gender	N	X	S	t	P	Açıklama
W	8	118.76	11.10	1.253	.189	P. >0.05
M	46	113.91	12.11			Pointless

According to Table 4.3, the difference between the level of coping with stress of administrators and teachers according to their job titles is meaningless.

Table 4.4. ANOVA Results According to the Age of the Participants and Their Ability to Cope with Stress

Age	N	X	s	F	p	Explanation
22-26	12	122.51	12.35	1.176	.330	P > 0.05 The difference is meaningless
27-31	10	118.80	14.16			
32-36	13	117.75	12.59			
37-41	8	124.97	14.83			
42-46	11	122.49	12.08			
T	54	119.65	12.78			

According to Table 4.4, there was no significant difference of 0.05 in the ANOVA test of coping with stress according to the age status of the participants.

Table 4.5. Participants Can Cope with Stress According to Their Marital Status t Test Result

Marital Status						Explanation
	N	X	s	t	P	
S	15	122.70	13.57	.607	.554	P > 0.05 Meaningless
M	39	119.12	11.7			
T	54					

According to Table 4.5. according to the marital status of the educators, there is no significant difference between the results of coping with stress, The proximity of the figures in the table to each other is remarkable. According to this result, according to the marital status of educators, there is no significant difference between the results of coping with stress.

Table 4.6. ANOVA Results of Coping with Stress According to the Professional Seniority of the Participants

Professional Seniority						Explanation
	N	X	s	F	p	
1-5	14	121.15	11.96	1.34	.259	P > 0.05 Meaningless
6-10	12	115.54	16.90			
11-15	16	121.22	15.08			
16 +	12	124.0	9.49			
T	54	121.67	13.38			

In Table 4.6, it can be said that the participants, the newly appointed educator and the trainers with advanced experience in their profession could not cope with stress during their duties, there is no significant difference of 0.05 in terms of the seniority of the participants. This result can be said that educators are not able to cope with stress during their duties as newly appointed educators and educators with advanced experience in their profession.

CONCLUSIONS AND RECOMMENDATIONS

Consequences of Coping with Stress by Gender: There was no significant difference in participants' perceptions of stress coping outcomes according to their gender, with the level of perception of administrators and teachers about their methods of coping with stress at a similar level according to their gender. **Consequences of Coping with Stress by Age:** In the perceptions of the participants about the results of coping with stress, the age group that is most concentrated when looking at the age group distributions is the 32-36 age group.

Consequences of Coping with Stress According to Their Titles: There is no significant difference in educators' perceptions of stress coping outcomes relative to their titles. **Consequences of Coping with Stress According to Their Marital Status:** There was no significant difference in educators' perceptions of coping with stress according to their marital status. **Consequences of Coping with Stress by Professional Seniority:** Educators' perceptions of coping with stress do not make a meaningful difference to their seniority.

Today, stress is defined as one of the most common diseases. The stress, various changes and problems experienced by people in the inner and outer world seem to be a process of adaptation; from family to work, from environment to society and even in various areas around the world. Personal behavior, pressure that affects communication with others; By influencing people's motivation and treating it as a living element and can cause unexpected circumstances and serious discomfort. Stress that arises in working life may prevent the individual from performing his normal functions; it can lead to physical and emotional reactions.

Of course, this can have negative consequences especially in the educational institutions we work with. Of course, in this educational environment, it is not a desirable situation for us in the trilogy of educators, students and administrators. According to the questions in the survey in the context of stressful factors, school administrators frequently participated in relocation at the workplace, difficulties in transportation to the workplace, uncertainty in working hours, excessive competition between employees, conflict between employees, hostility of co-workers, and low level of participation in the department they graduated from was not related to the work they were doing.

In Wilson's (1991) research, the goal was to examine the relationships between physical activity and absenteeism in educators, coping skills in stressful situations and attitudes towards work. According to the results of the research, there is no relationship between physical activity and absenteeism and attitudes towards work. There is no relationship between coping with stress and absenteeism. But it turns out that there is a relationship between physical activity and coping in stressful situations."

In schools, administrators work in work environments where there are many variables that affect the functioning within the school, school administrators; They are responsible for determining the mission and vision of the school, looking for ways to achieve them and developing the school in every sense. In addition, administrators in the school are responsible for ensuring coordination between all units and establishing the balance by providing the school culture. Of course, this inevitably creates a source of pressure and stress on school administrators.

In Pehlivan's (1993) research, he stated that one of the most stressful situations in teachers was the lack of wages. In the Zoraloğlu (1998) research, teachers see the stressors in the dimension of

education policies as the highest level of stressors and in this context, low salaries are also counted. In a study conducted by Kyriacou and Sutcliffe (1978), it was stated that teachers with low seniority experienced less stress than seniors because they did not have easy promotion opportunities. In the Aslan (1995) research, it was found that teachers perceived moderate stress in the dimensions of promotion and development opportunities.

In the study, organizational stress sources and solutions of managers working in primary schools were examined with the literature study and the scale applied. It has been determined to what extent school administrators are affected by the sources of stress in their work environment, what the symptoms of stress are, the effect on their performance and the methods they use to cope with stress.

When the participants' perceptions of the results of coping with stress are examined by the age group distributions, the age group that is most concentrated is the 32-36 age group. After the acquisition; "The traditional method of dealing with pressure should be abandoned as soon as possible and the scientific method should be used.

Managers should pay attention to the motivation of their employees and be helpful and understanding by showing a conciliatory attitude during aggressive periods. Trainings should be given by conducting institutional studies on stress. There was no significant difference in the participants' perceptions of the results of coping with stress according to their gender, the perception levels of managers and teachers about the methods of coping with stress were at a similar level according to their gender, based on the result, administrators should support employees in all matters, avoiding a single-centered approach, making decisions together with employees, creating a structure where interaction is provided comfortably. In addition to having a wide network of responsibilities, school administrators see the inadequacy of their powers as a source of stress, the equivalence of authority and responsibility, which is one of the principles of management, should be ensured, and the powers of school administrators should be strengthened.

REFERENCES

- Baltaş, A. & Zuhul B. (1989). *Stres ve Başa Çıkma Yolları*, İstanbul: Remzi Kitabevi , 4. Baskı [Stress and Coping Ways, Istanbul: Remzi Kitabevi , 4th Edition].
- Başaran, İ. E. (1992). *Yönetimde İnsan İlişkileri Yönetimsel Davranış*, Ankara: Gül Yayınevi.
- Bingöl, D. (1990). *Personel Yönetimi ve Beşerî İlişkiler*, Erzurum: Atatürk Üniversitesi Yayınları No: 676.
- İbrahim, B. J. (1998). *Ruh Sağlığı Ve Davranış Bozuklukları*, Ankara: Turhan Kitabevi [Mental Health and Behavioral Disorders, Ankara: Turhan Bookstore].
- Bursalıoğlu, Z. (1987). *Okul Yönetiminde Yeni Yapı ve Davranış*, Ankara: Ankara Üniversitesi Yayınları
- Corlett, E. N. & J. Richardson. *Stress. (1991). Work Design, and Productivity*. Jhonwilly And Sons, New York, s.118.
- Cüceloğlu, D. (1992). *İstanbul: İnsan ve Davranışı*, Remzi Kitabevi yayınları [Man and His Behavior, Remzi Kitabevi yayınları].
- Çelik, K. (1991). *İlköğretimde Karara Katılma*, Ankara: Hacettepe Üniversitesi, Sosyal Bilimler Enstitüsü. (Yayınlanmamış Yüksek Lisans Tezi) [Participation in Decision in Primary Education, Ankara: Hacettepe University, Institute of Social Sciences. (Unpublished Master's Thesis)]
- Çetiner, Ö. (1999). *Deprem Sonrası Stres Yönetimi*. MESS Mercek İşveren Gazetesi. [Post-Earthquake Stress Management. MESS Mercek Employer's newspaper].
- Davis, K. & John W. Newstrom. (Yayın Tarihi Belirtilmemiş) *Organizationalbehavior, Human Behavior at Work*, New Jersey: Mc. Graw- Hill, Inc, Ninthedition.
- Davis, K. (1988). *İşletmelerde İnsan Davranışı; Örgütsel Davranış*, (Çev.Kemal Tosun ve Diğerleri), İstanbul: İşletme Fakütesi Yayını No: 199, 3. Baskı. [Human Behavior in Enterprises; Organizational Behavior, (Translated by Kemal Tosun et al.)].

- Drafke, M. W. & Stan Kossen. (1998). *The Human Side of Organizations*, New York: Addison Wesley Longman, Inc.
- Erdoğan, İ. (1983). *İşletmelerde Davranış*, İstanbul: İstanbul Üniversitesi İşletme Fakültesi Baskı: 139. [Behavior in Business, Istanbul: Istanbul University Faculty of Business Edition: 139].
- Erdil, O. (1998). İşgörenlerin Performans Yönetiminde Yeni Yaklaşımlar ve Sanayi İşletmelerinde Bir Uygulama. Akdeniz Ü. İİBF, 6. Ulusal İşletmecilik Kongre Sunusu. s.164-165. [New Approaches in Performance Management of Employees and an Application in Industrial Enterprises. Akdeniz U. FEAS, 6. National Business Administration Congress Presentation. p.164-165].
- Ertekin, Y. (1993). *Stres ve Yönetim*, Ankara: Türkiye Orta Doğu Ammeidaresi Enstitüsü Yayınları No:253. [Stress and Management, Ankara: Turkish Middle East Public Administration Institute Publications No:253].
- Fındıkçı, İ. (1990). *Otel Yöneticilerinin Kişilik Özellikleri ile İlgili Bir Araştırma*, İstanbul: İstanbul Üniversitesi Sosyal Bilimler Enstitüsü. (Yayınlanmamış Yüksek Lisans Tezi) [A Study on the Personality Traits of Hotel Managers, Istanbul: Istanbul University Institute of Social Sciences. (Unpublished Master's Thesis)]
- İncir, G. (1983). *Milli Prodüktivite Merkezi, Verimliliği Artırıcı Yaklaşım ve Teknikler Dizisi*, Ankara. [National Productivity Center, Productivity Enhancing Approaches and Techniques Series, Ankara].
- Mc Afee, R. Bruce And Paul J. C. (1987). *Organizational Behavior Amanager's Wiew*, New York: West Publishing Company.
- Mitchell, T. R. & James, R. L. Jr. (1987). *People Inorganizations; An Introduction to Organizational Behavior*, New York:Mcgraw- Hill Book Company, Third Edition.
- Özdayı, N. (1990). *Resmi ve Özel Liselerde Çalışan Öğretmenlerin İş Tatmini ve İş Streslerinin Karşılaştırmalı Analizi*, Ankara: Ankara Üniversitesi (Yayınlanmamış Doktora Tezi). [Comparative Analysis of Job Satisfaction and Job Stresses of Teachers Working in Public and Private High Schools, Ankara: Ankara University (Unpublished PhD Thesis)].
- Özguven, İ. E. (1992). *Hacettepe Kişilik Envanteri (HKE) El Kitabı2.Revizyon*, Ankara [Hacettepe Personality Inventory (HKE) Handbook2.Revision, Ankara]
- Pehlivan, İ. (1995). *Yönetimde Stres Kaynakları*. Ankara: Pegem
- Schermerhorn, Jr. Jhon R. James G. Hunt And Richard N. Osborn. (1988). *Managing Organizational Behavior*, New York: Jhon Wiley Andsonsinc.,Thirtd Edition.
- Schermerhon, Jr. Jhon R. James G. Hunt and Richard N. Osborn (1994). *Managing Organizational Behavior*, New York: Jhon Wiley And Sons, inc., Fifthedition.
- Schermerhorn, Jr. Jhon R. James G. Hunt & Richard N. Osborn. (1997). *Organizatal Behavior*, New York: Jhon Wiley and Son inc., Sixthedition.
- Sullivan, S. E. & Rabi S. Bhagat. (1992). Organizational Stress, Job Satisfaction and Job Performance: Where Do We Go From Here?. *Journal of Management*, Vol.18, (2), S.(357-359).
- Sungur, N. (1997). *Yaratıcı Düşünce*, İstanbul: Evrim Yayınevi, 2. Baskı. [Creative Thinking, İstanbul: Evrim Publishing House, 2nd Edition].
- Şimşek, M. Ş. (1999). *Yönetim ve Organizasyon*, Ankara: Nobel Yayıncılık, 5.Baskı. [Management and Organization, Ankara: Nobel Publishing, 5th Edition].
- Tokay, T. (2000). *Örgütsel Stres ve Performans İlişkisi (Bir Uygulama)*, İstanbul: Yıldız Teknik Üniversitesi Sosyal Bilimler Enistütüsü, (Yayınlanmamış yYüksek Lisans Tezi).
- Torun, A. (1996). *Stres ve Tükenmişlik*. İstanbul: Endüstri ve Örgüt Psikolojisi, Türk Psikoloklar ve Kalder Kalite Derneği Ortak Yayını. [Stress and Burnout. İstanbul: Industrial and Organizational Psychology, Turkish Psychologists and Kalder Quality Association Joint Publication].
- Tutar, H. (2000). *Kriz ve Stres Ortamında Yönetim*, [Management in a Crisis and Stress Environment] İstanbul: Hayat Yayıncılık ve İletişim
- Wilson, R.L. (1991). *Physical Activity, Absenteism, Stress An Attitude Toward Work*. Dissertation Abstract Interntional. Vol: 52, No: 4.

Annex-1 Personal Information Form

Answer the option listed below that suits your situation by placing an (x) inside the parenthesis".		
1	Gender	<input type="checkbox"/> W <input type="checkbox"/> M
2	Age Group	<input type="checkbox"/> 22-26
		<input type="checkbox"/> 27-31
		<input type="checkbox"/> 32-36
		<input type="checkbox"/> 37-41
		<input type="checkbox"/> 42-46
		<input type="checkbox"/> 47 ve üstü
3	Marital Status	<input type="checkbox"/> Single
		<input type="checkbox"/> Engaged
		<input type="checkbox"/> Married
		<input type="checkbox"/> Divorced
4	Title	<input type="checkbox"/> Principal or Acting Principal of the School
		<input type="checkbox"/> Deputy school principal
		<input type="checkbox"/> Teacher
5	Seniority	<input type="checkbox"/> 5 years or less
		<input type="checkbox"/> 6-10
		<input type="checkbox"/> 11-15
		<input type="checkbox"/> 16-20
		<input type="checkbox"/> 21 years and above

Annex-2 Scale of Coping with Stress

SCALE OF COPING WITH STRESS		Rarely	Sometimes	Most of the time	Always
1	I do different things to get rid of the things that haunt me.				
2	I don't want anyone to know that I have a problem				
3	I try not to magnify some things and not to dwell on them				
4	I would expect it to be a miracle				
5	I try to be optimistic				
6	I try to think calmly and not get angry				
7	I wish this troubled period to pass as soon as possible				
8	I try to make the best decision by evaluating the events				
9	I increase my drinking and cigarette consumption				
10	I try to understand what others think about the subject				
11	I feel the strength to resist and struggle no matter what				
12	I go to people who can help me relax				
13	I try to be tolerant of myself"				
14	I think that whoever comes to the head will withdraw, I work				
15	I remember how I dealt with similar problems in the past				
16	I expect the people I tell my problem to give me the right				
17	When I'm distressed, I sleep more than ever				
18	I don't want anyone to know about the plight I'm in.				
19	I try to buy time and delay the decision				
20	I try to obsess over them and delay the decision				
21	I'd rather share than keep it inside				
22	I believe that I can definitely find a way, and I will work on this path				
23	I'd rather not tell anyone what happened				
24	"I think it will lead to work				
25	When I can't get out of the way, I accept the situation as it is				
26	I get my friends' opinion before I decide what to do				
27	I find the strength to start all over again				
28	I try to get something new out of things				
29	I show my anger and resentment at the person/people who created the problem.				
30	I prefer to consult with grandparent				
31	I try to solve the problem step by step				
32	I think I can't do anything				

33	I believe that consulting an expert will be the best way to solve the problem				
34	I think nothing will be the way I want it to				
35	I give alms to the poor to get rid of this trouble				
36	I plan what to do and act accordingly				
37	I will give up the struggle				
38	I think the problem is with me				
39	I say this is my destiny in the face of events.				
40	I talk to others to understand the real cause of the problem, to have more information				
41	I wish I was a stronger person				
42	I think long enough to understand better				
43	I believe that I can defend my rights				
44	I try to understand what my share is in this problem				
45	I try to be cautious and not to do wrong				
46	I try to relax thinking that there are people who can support me				
47	I always think it's because of me				
48	I look for other ways to be happy				
49	I eat less/more than I used to				
50	I do a lot of sports				
51	I turn to prayer and worship				
52	I'll take a leave of absence and go on vacation.				
53	I resist what happened.				