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AN INVESTIGATION ON THE FACTORS CAUSING STRESS FOR INSTRUCTORS OF ENGLISH AND THEIR COPING STRATEGIES WITH STRESS

ESİN ÇİFTÇİ BİRİNCİBUBAR

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Esin ÇİFTÇİ BİRİNCİBUBAR tarafından hazırlanan **AN INVESTIGATION ON FACTORS CAUSING STRESS FOR THE INSTRUCTORS OF ENGLISH AND THEIR COPING STRATEGIES WITH STRESS** (İngilizce Okutmanlarının Stres Faktörleri ve Stresle Başa Çıkma Yöntemleri) Konulu **YÜKSEK LİSANS** tezinin sınavı Trakya Üniversitesi Lisansüstü Eğitim-Öğretim Yönetmeliği'nin 12.-13. Maddeleri uyarınca **13.05.2013 Pazartesi** günü saat 10:30'da yapılmış olup, tezin* kabul edilmesine **OYBİRLİĞİ** / ~~OYÇOKLUĞU~~ ile karar verilmiştir.

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Name of Thesis: An Investigation on the Factors Causing Stress for Instructors of English and Their Coping Strategies With Stress

Prepared by: Esin ÇİFTÇİ BİRİNCİBUBAR

ABSTRACT

This study aimed at pointing out the stress factors and showing some ways of overcoming these factors to the instructors of English with the help of survey method. For this, reviewing the relevant literature, the researcher used "The Stress Factors and Coping Strategies Questionnaire for English Instructors" which was adapted by Petek (2008) for her master thesis to collect data from the English language instructors. 110 instructors of English from four state universities in Turkey participated in the study. These universities were Trakya, Kırklareli, Namık Kemal and Çanakkale Onsekiz Mart University. The results of the study were analyzed with the help of SPSS with an expert in the related field. In the data analysis, descriptive statistics as mean, average, standard deviation, frequency and percentage distribution; parametric statistical method as T-test and non-parametric statistical methods as MannWhitney U test and Kruskall Wallis test were used. The results of the study revealed that instructors who had post graduate degree were more stressed than the ones who did not have post graduate degree. Instructors having less weekly teaching hours turned out to have more stress than the others. Female instructors of English were better than the males in coping with stress. Moreover, it was seen that "teacher competence" and "organizational structure" were the most stress causing stress factors for the instructors of English. "In-class", "self-support" and "optimistic approach" were the mostly preferred coping strategies with stress by the instructors of English. In the light of the finding, the necessary suggestions were given in the conclusion part.

Keywords: Stress, English Language Teaching, teacher stress, coping with stress.

Tezin Adı: İngilizce Okutmanlarının Stres Faktörleri ve Stresle Başa Çıkma Yöntemleri Üzerine Bir Araştırma

Hazırlayan: Esin ÇİFTÇİ BİRİNCİBUBAR

ÖZ

Bu çalışma İngilizce okutmanlarının stres faktörlerini ve stresle başa çıkma yöntemlerini ortaya koyup sormaca yöntemi kullanarak bu faktörlerin üstesinden gelmek için bazı yollar göstermeyi amaçlamaktadır. Bunun için, ilgili kaynak taramasından sonra, araştırmacı yüksek lisans tezi için Petek (2008) tarafından uyarlanmış olan "İngilizce Okutmanlarının Stres Sebepleri ve Baş Etme Stratejileri Anketi" İngilizce okutmanlarından veri toplamak için kullanmıştır. Çalışmaya Türkiye'deki dört devlet üniversitesinden 110 İngilizce okutmanı katılmıştır. Bu üniversiteler Trakya, Kırklareli, Namık Kemal ve Çanakkale Onsekiz Mart Üniversiteleridir. Çalışmanın sonuçları ilgili alandan bir uzmanla birlikte SPSS 20 kullanılarak incelenmiştir. Veri analizinde, orta, ortalama, standart sapma, sıklık ve yüzde dağılımı gibi betimsel istatistik değerleri; parametrik yöntemlerden t-testi ve parametrik olmayan yöntemlerden ise Mann Whitney U testi ve Kruskall Wallis testi, kullanılmıştır. Sonuçlar lisansüstü ve doktora yapan İngilizce okutmanlarının yapmayanlara göre daha stresli olduğunu ortaya koymuştur. Haftada daha az saat dersi olan İngilizce okutmanlarının diğerlerine oranla daha stresli olduğu görülmüştür. Bayan İngilizce okutmanları erkeklere göre stresle başa çıkmada daha iyidir. Ayrıca, "öğretmen yeterliliği" ve "kurumsal yapı"nın İngilizce okutmanları için en çok stres yaratan faktörler olduğu görülmüştür. "Sınıf içi baş etme", "öz-destek" ve "iyimser yaklaşım" ise İngilizce okutmanları tarafından en çok kullanılan başa çıkma yöntemleridir. Çalışmanın bulguları doğrultusunda, sonuç bölümünde gerekli öneriler verilmiştir.

Anahtar kelimeler: Stres, İngiliz Dili Eğitimi, öğretmen stresi, stresle başa çıkma.

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23. Consent from the Directorate of Personnel Department of Namık Kemal University
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ABBREVIATIONS

DEA:	The United States Department of Education
EFL:	English as a foreign language
ELT:	English Language Teaching
FL:	Foreign Language
HIV:	Human Immunodeficiency Virus
METU:	Middle East Technical University
Q1:	Questionnaire 1
Q2:	Questionnaire 2
RCGP:	The Royal College of General Practitioners
RQ:	Research Question
SPSS:	Statistical Package for Social Sciences
TESI:	Teaching Events Stress Inventory
UK:	United Kingdom
WCQ:	Ways of Coping Questionnaire

AN INVESTIGATION ON FACTORS CAUSING STRESS FOR INSTRUCTORS OF ENGLISH AND THEIR COPING STRATEGIES WITH STRESS

CHAPTER 1

1.1. Introduction

This chapter includes the introduction, problem, hypothesis, aim, importance, assumptions, restrictions, definitions and abbreviations of the study.

1.1.1. The Definition of Stress

Stress is a kind of feeling of an individual as a result of the pressures or demands made upon him from the environment. For Abel & Sewell, (cited in Taylor, B., Zimmer, C. & Womack, S. T., 2004) it is a process in which external forces threaten an individual's well-being. Lazarus and Folkman (cited in Montgomery & Rupp, 2005) define stress as a certain interaction between the person and the environment, valued or viewed by the person as being a burden or surpassing his or her personal resources, and, as a result, giving harm to his or her daily routines. In addition to this, according to Kyriaccou, (cited in Mousavi, 2007), stress is the level of inconsistency between the demands made upon a person and the ability of the person in coping with these demands. "Stress is the spice of life" (Hans Selye, 1976, p. xv).

Mousavi (2007) claims that what we understand by the word stress is generally negative experience of emotional feelings; however, stress is not always negative and it can sometimes become a motivating power for individuals. Woolfolk and Richardson (cited in Sparks, 1983) assert that most stress factors in themselves are neutral; it is an individual's perceptions or appraisals of these situations that

make them negative and lead them to exhibit the unappealing emotional or physical consequences.

Griffith, Steptoe and Cropley (1999) presented the results of stress as depression which was mentioned by Schonfeld (1992), psychological distress which was talked about by Punch & Tuettemann (1991), burnout which was put forward by Kyriaccou (1987) and lastly absenteeism which was referred to by Chambers & Belcher (1992). Another term which is generally connected with stress is "burnout". Weisberg and Sagie define burnout as 'a feeling of physical, emotional and mental exhaustion resulting from a chronic state of cumulative pressure at work' (Weisberg and Sagie, 1999, p.333).

1.1.2. Stress Factors

According to Adams, Heath-Camp, and Camp (cited in Taylor et al., 2004), stress, in the field of education, was examined in a series of articles about health and happiness of teachers which were published by National Education Association as early as 1930s.

Kyriaccou defines the teacher stress as "the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression resulting from some aspect of their works as a teacher" (Kyriaccou, 2001, p.2).

Kyriaccou (cited in Montgomery and Rupp, 2005) tells that teaching unmotivated students, having problems about discipline in the classroom, lack of adequate time, heavy work load, trying to keep up with the recent changes in teaching area, being criticized by others, having unfavourable interaction with the colleagues or administrators and having inadequate working conditions are among the main stress factors for the teachers.

According to Nisbet (cited in Taylor et al., 2004) a lack of administrative support, low pay and crowded classrooms are some of the factors that increase the level of stress in teachers. Taylor et al. (2004) also tell that problems about the student misbehaviours are the main reason for the stress in teachers. Mousavi (2007) mentions that according to some recent study on stress, among the stress factors of teachers are lack of adequate teaching resources, inadequate time to deal effectively with students, low salary, lack of feedback for teaching performance, unclear methods of evaluation, lack of or inadequate peer support and dealing with colleagues, students' misbehaviour, quality of life standards at home and being evaluated by others.

The degree of stress and job dissatisfaction seen in teachers is so high (Taylor et al., 2004). Abel and Sewell, (cited in Taylor et al., 2004), assert that teachers have much more stress related to their work when compared to other occupations. According to Woods and Weasmer (cited in Taylor et al., 2004), there is a strong relation between the stress factors of teachers and the cause of job dissatisfaction in teachers.

According to Mousavi (2007), although many non-native English speaking teachers-in-preparation have a good linguistic competence, in different contexts, they may not be able to use this knowledge in an effective way. According to the results of the questionnaire which was conducted by Mousavi (2007), 87.5% of the non-native English teachers believed that they did not have enough knowledge of English (in aspects such as grammar and vocabulary). Horwitz (1996) also claims that such inconfidence of a non-native teacher can "inhibit a teacher's ability to effectively present the target language, interact with students and serve as a positive role model as a language learner" (p.366). According to Weiss (cited in Mousavi, 2007) inexperienced teachers in early years of their teaching career are also more inclined to stress if the working standards are limited.

On the other hand, the studies carried out in Turkey presented some organizational stress factors of the instructors in Turkey. Balcı (2000) studied on the

organizational stress sources which are felt by the members of university faculties, their coping strategies with stress and their performance behaviours when they are under stress. This study is held with the participation of 86 instructors who work in some universities in Ankara. According to the results of the research, it is stated that the most stressful events are related to professional principles which refer to field-specific stress. Secondly, conflict and inconsistency are stated as stress factors. Also, it is added that these stress factors do not change according to sex, age, academic position of the participants.

Önkol (2002), on the other hand applied a survey with the instructors of English in both state and private universities in Ankara. She focused on organizational stress factors that are experienced by instructors of English. In doing so, she used a questionnaire with 73 items. According to the results of the study, there have been four dimensions of the stress factors. They are factors regarding organizational structure, factors which are particular to work, factors regarding the deficiencies at work and factors regarding the learners. She also stated that among these stress factors, the factors related to the learners are at the top of factors which cause stress for the teachers.

Another study on work related stress factors of teachers in İstanbul has been done by Kızıltepe (2007). The researcher applied a questionnaire to 152 teachers. In the results, it is stated that work load, inadequate salaries and student misbehaviours are among the stress factors that cause high stress level in teachers. Moreover, there have been significant disparities in the levels of stress between man and woman teachers and also between married and single teachers. It is understood in the end of the study that female teachers experience more stress in their professions compared to male ones, and single teachers experience less stress when compared to married ones. Also, there have been significant differences between the levels of stress of teachers who work in state and private schools.

1.1.3. Coping Strategies With Stress

According to Lazarus (1993), coping strategies are a person's efforts in his /her behaviours and thoughts to deal with specific events appraised as overpowering and stressful.

Rather than complaining, we should take active steps in problem solving processes. In coping with stress, a holistic approach to wellness is necessary. Each person should be studied carefully in terms of personal habits, life-style variables and environmental factors (Sparks, 1983).

Brammer and Abrego (cited in Sparks, 1983) suggest that stressful events should be accepted as the normal part of life and one should cope with it believing that every person has some strength which can help him or her in this process. These can be seen as the thoughts that one should have in order to cope with the stress factors according to Brammer and Ambrego, (cited in Sparks, 1983). On the other hand, Sparks (1983) claims that self-control, self-esteem and self-improvement are also essential in this process and they can be best accomplished by accepting the stressful situation and criticizing ourselves and others.

Sparks (1983) identifies the goals for management of stress and burnout as reducing isolation, restoring perspective and balance(to regularly step back from their daily routines to objectively consider the effect that life-style factors may be having on their emotional and physical well-being), increasing self awareness (being aware of personal warning signs) and identifying "next steps" (teacher's ongoing lifestyle). Other coping strategies may be listing of professional strengths that make them successful teachers like organizational skills, patience and creativity, teachers' teaching and learning from one another.

Coping with and overcoming the factors of teacher stress are complicated processes. Teachers must act individually to strengthen their own emotional and

physical resources. In this respect, a steady life-style and job satisfaction are seen as the characteristics that one teacher should possess. According to Pines (cited in Sparks, 1983) a person who is resistant to stress is open to change, has a feeling of involvement in whatever they are doing and sense of control over events. Montgomery and Rupp (2005) assert that people will use cognitive and behavioural strategies of adaptation to cope with a certain stressful event.

According to Taylor et al. (2004) administrators' listening to their teachers much more attentively and empathetically about their concerns, both teachers' and students' appreciating more, taking into consideration the teachers' thoughts much more, having consistency in disciplinary issues, paying well and providing teachers' insurance, making school a much more enjoyable place so that the students will have less problems, giving more time for teachers for their work and reducing the time of teachers that they spend in meetings, including the families of the students into the education process are among the recommendations for reducing stress in teachers.

1.1.4. Types Of Coping Strategies With Stress

Kyriaccou (cited in Markham, Green and Ross, 1996) divided the coping strategies with stress into three as expressing feelings and seeking support, taking considered actions, and taking other things into consideration.

According to Admiraal, Korthagen and Wubbels (cited in Montgomery and Rupp, 2005), there are two types of coping; problem-focused and emotion focused coping. While managing or altering the problem that is causing the distress is a problem-focused coping; regulating the emotional response to the problem is seen as the emotion focused coping.

On the other hand, according to Montgomery and Rupp (2005), active coping strategies are of three types: cognitive strategies (e.g., changing perspective, exerting self-control, rationally distancing oneself), behavioural strategies (e.g., setting limits

for work, seeking advice from others, engaging in relaxation exercises), and emotional strategies (e.g., being calm, thinking positively).

Lastly, Dewe (cited in Markham, Green and Ross, 1996) listed five coping strategies for overcoming stress which are used by teachers as trying to resist to the situation, behaving in a rational task-oriented way, using a conservative approach while teaching, making use of colleague support, and efforts to put things into perspective.

As a conclusion, it can be said that choosing the appropriate coping strategy is crucial in coping with stress factors for a teacher because not every coping strategy will be successful in the end. A coping strategy which is effective for a teacher may not be effective for the other one. In this respect, being aware of the stress factors and taking the necessary steps to overcome them are seen as important while coping with stress in the field of education.

1.2. Problem

English Language teachers come across with many factors which cause stress in their teaching environments. These factors can also affect the learning of the students in negative ways since when the teacher has difficulty regarding his/her profession, s/he may subconsciously reflect this on his/her students. If the teacher does not know the suitable coping strategy, s/he will not be able to overcome stress. Also, this will have some affective and permanent results on students' learning.

1.3. Hypothesis

As stress has some negative effects for the instructors of English and thus for the students as well, knowing the effective coping strategies with stress will be helpful to overcome the barriers which are formed because of stress in teaching-

learning environments. That being the case, it is expected that there is an inverse relationship between the stress level of the instructors and the effectiveness of their coping strategies with stress.

1.4. Aim

This study aims to investigate the factors causing stress for instructors of English working at Trakya University, Kırklareli University, Çanakkale Onsekiz Mart University and Namık Kemal University and their coping strategies with stress.

The following research questions will be used in order to fulfill this general aim of the thesis:

RQ1: What are the factors that cause stress for the instructors of English the most?

i. field-specific stress factors?
ii. organizational stress factors?

RQ2: What are the most frequently used coping strategies with stress by the instructors of English?

i. coping with field-specific stress factors?
ii. coping with organizational stress factors?

RQ3: Does the level of stress which is felt by the instructors of English change according to their

i. gender?
ii. level of education?
iii. age?
iv. experience in teaching profession?
v. length of working at the same institution?
vi. weekly teaching loads?
vii. involvement in any units or any administrative units?

RQ4: Does the use of coping strategies change according to instructors'

i. gender?
ii. level of education?
iii. age?
iv. experience in teaching profession?
v. length of working at the same institution?
vi. weekly teaching loads?
vii. involvement in any units or any administrative units?

1.5. Importance

Teaching a foreign language is itself a stressful activity for non-native English Language instructors. And yet there are many other factors which cause stress for the teachers in their teaching environments. These factors may give significant harms to the process of education and may hinder an effective teaching and learning atmosphere. Like there is different cure for each and every disease, there are different coping strategies to overcome stress. Each instructor will employ different coping strategies and thus will overcome the barriers which are caused by stress. For this reason, the researcher will try to put forward the factors causing stress for the instructors of English and their coping strategies with stress. The studies held in the field of teacher stress have ignored the extra burden of the teacher of foreign language. According to Chang (cited in Petek, 2008) the difference between language teacher and teacher of other areas is that foreign language teachers have to create effective learning environments by using authentic materials and being a good model for the use of a language which is not their mother tongue.

Therefore, this research will be helpful in determining the stress factors for instructors of English and providing some coping strategies with stress. Knowing the ways to cope with stress, instructors of English will be much more confident when they come across with stressful events in or out of classroom. This will also contribute to the effectiveness of teaching and therefore to the learning of the students.

1.6. Assumptions

1. The questionnaire used in this research is a reliable data collection tool.
2. The instructors who participate in the study will give honest and sincere answers.

1.7. Restrictions

The research is restricted to a limited number of participants.

The research is restricted to the instructors of English working at some state universities in Turkey.

The data collection instrument is restricted to "The Stress Factors and Coping Strategies Questionnaire for English Teachers".

1.8. Concepts

1.8.1. Stress

According to Selye (cited in Petek, 2008), *eustress* is used to talk about the positive stress and it is a result of elating experiences in life. It is the stress in the situations such as achievement and attainment.

However, Selye (cited in Petek, 2008) mentions that the word *distress* is used to mention the negative stress which is mostly understood with the word stress in our daily lives. It is the stress that felt in situations such as losing, danger, being unsuccessful or depression.

1.8.2. Teacher Stress

Kyriaccou defines the teacher stress as “the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression resulting from some aspect of their works as a teacher” (Kyriaccou, 2001, p.2).

1.8.3. Stress Factors

Kyriaccou (cited in Montgomery and Rupp, 2005) tells that teaching unmotivated students, discipline problems in the classroom, lack of adequate time, heavy work load, trying to keep up with the recent changes in teaching area, being criticized by others, having unfavourable interaction with the colleagues or administrators and having inadequate working conditions are among the main stress factors for teachers.

1.8.4. Coping Strategies with Stress

According to Lazarus (1993), coping strategies are a person’s efforts in his /her behaviours and thoughts to deal with specific events appraised as overpowering and stressful.

CHAPTER 2

LITERATURE REVIEW

2.1. The Definitions of Stress

Cox (1978) defines the stress as ‘a threat to the quality of life and to physical and psychological well-being.’ (p.25). Hans Selye, who is known as the ‘father of stress’, cited in Singer (2010:8), defines the stress as “non specific response of the body to any demand”. Argyle (cited in Havlovic and Keenan, 1991) defines the stress as resulting from the misfit between the individuals and their environment. Matthew Arnold (cited in Travers and Cooper, 1996) defined stress as the strange disease of modern life. Another definition of stress done by Claxton (1989) is that stress refers to both pressures and demands from the environment that a person is exposed to and the results of these stressors on the individual’s performance, emotions and physical well-being. He also adds that when the duties and wishes are higher than the limitations of the work, then demands are constituted and when the gap between duties and wishes and limitations increase, the situation becomes more demanding and this leads to overload and pressure in individuals (Claxton, 1989). Claxton summarizes the concept of stress and what it leads to on *The Stress Cycle* (Claxton, 1989, p.70).

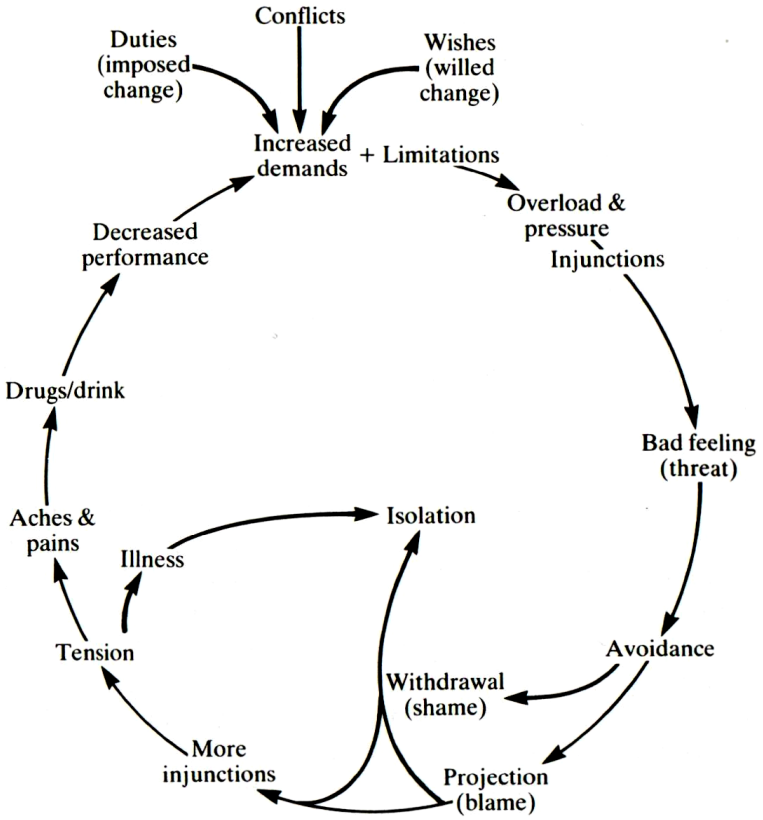


Figure 1. The Stress Cycle (Claxton, 1989, p.70)

According to The Royal College of General Practitioners (RCGP), cited in Cosgrove (2001) stress is the physical, emotional and mental strain resulting from the mismatch between an individual and his/her environment which results from a three-way relationship between demands on a person, that person's feelings about those demands and their ability to cope with those demands. (p. 28)

Cosgrove (2001) mentions that, in reference to this definition of stress, it has a dynamic structure that it may increase or decrease in quantity and quality. Moreover these may change from person to person according to their coping.

Matteson and Ivancevich (cited in P. Wolfgang, 1995, p. 194), define the stress as "an adaptive response moderated by individual differences, that is a consequence of any action, situation or event that places special demands upon a

person". For Carlyle and Woods (2002), stress is a process of change of the individual rather than a physical, mental or psychological status. Moreover, they add that stress is a phenomenon which is the combination of personal, organisational and societal factors (Carlyle and Woods, 2002). Areekkuzhiyil (2011) defines the stress as a matter of misfit in his study named "Organisational Stress Among Faculty members of Higher Education Sector".

2.2. Types of Stress

In this part, types of stress are discussed. Types of stress are namely, eustress versus distress and stress as a stimulus variable versus stress as a response variable.

2.2.1. Eustress versus Distress

Singer (2010) states that there should be some amount of stress in every person's life which is even considered as beneficial. Claxton (1989) mentions the positive sense of stress as bracing, giving energy and focusing which is necessary on a challenge level. Lazarus (1994) mentions that the structure of stress changes according to age, socio-economic features, type of job and personal characteristics. Lazarus also adds that stress is a concept which is personal or in other words, individual; in his transaction approach, stress means the process between the person and the environment (Lazarus, 1994). In Travers and Cooper (1996) distress is mentioned as the negative and the eustress is mentioned as the positive type of stress. Hartney (2008) also mentions the two types of stress as positive stress, in other words, eustress—positive adaptation to a challenge—and negative stress, in other words, distress—feeling under threat or out of control. According to Veninga and Spradley, (cited in Carlyle and Woods, 2002), positive stress (eustress (Selye, 1974)) gives energy and improves the performance.

Cosgrove (2001) states that type and effect of stress change according to context, characteristics and feelings of the people under stress. For Cosgrove (2001), we need stress in order to continue living and actually we cannot live without it. What makes the word stress sounds negative is the level of coping with it. If the person cannot cope with it effectively, then stress becomes negative.

2.2.2. A Stimulus Variable vs. A Response Variable

According to Ivancevich and Matteson, cited in H. Hendrix, P. Summers, L. Leap and P. Steel (1991), stress is defined in two ways; a stimulus variable or a response variable. In the first one, stress is like an outer power which has a negative effect on the human. On the other hand, in the second one, it is the inner, physiological or psychological, response to a stressor (H. Hendrix et al., 1991).

2.3. Symptoms of Stress

Singer (2010) states that the symptoms related to stress can be seen under five categories which are symptoms that can be seen in anxiety, depression, physical, behavior and relationship. Singer also mentions that it is important to keep in mind that the human's believing in something, anxieties, fears, expectations about things which he or she considers as bad and thinking style all cause stress (Singer, 2010, p.8). Carlyle and Woods (2002) put forward that thinking of not being a good teacher anymore leads to feelings of loss, anxiety and depression.

According to Dunham and Varma, (cited in Singer, 2010), physiological symptoms of stress are listed as physical exhaustion/fatigue, tensions/pains in skeleton and muscles, symptoms in heart and high blood pressure, headaches, digestive disorders, difficulties in breathing, hardiness in sleeping and voice loss.

Cummins and Kreps, cited in Di Salvo, Lubbers, M. Rossi and Lewis (1995), state that stress has been regarded as one of the most serious job-related health dangers in our time. French, Caplan and Harrison, cited in D. Spielberger and C. Reheiser (1995), put forward the *Person-Environment Fit Theory* which states that the misfit between the person and the environment cause psychological pressure and physical disorders related to the stress (p.53).

Cosgrove (2001) states that stress may cause some short or long term health problems. If the symptoms such as headache, irritation, backache, restlessness, aggression and so forth continue regularly and frequently which are signs of short term consequences of stress, then help should be sought. In longer term, these indicators turn into chest pains, constant fear, ulcers, inability to think and concentrate and so forth, then they become worrying and help should be sought. Even worse, these indicators may turn into severe symptoms such as heart disease, stroke, hallucinations, suicidal ideas and so forth, then seek must be sought immediately since they have life threatening quality.

According to Cosgrove (2001) depression is a problem related to one's psychology. For him, the most important reason why many of us do not recognise that we are in depression is that the symptoms of it are so common like crying, feeling lonely, not liking and displeasure about the self and so on. If we do not give importance to the symptoms of depression then it will turn into a breakdown which will trouble us much more. Cosgrove also states that "breakdowns" are the responses of the body to stress.

2.4. Teacher Stress

By Fried, Rowland and Ferris, (cited in Di Salvo et al., 1995), it is stated that job stress is a result of misfit between the demands of working conditions and the individual capabilities. Likewise, as a type of job stress, Travers and Cooper (1996)

define the teacher stress as the mismatch between the teacher and his or her profession.

According to the poll conducted by Association of Teachers and Lecturers (ATL), in 1994, (cited in Cosgrove, 2001), 76 per cent of teachers leave their professions for a limited period of time because of illnesses related to stress. Between 1974 and 1983, 77% of teachers in some part of UK had psychiatric disorders and it has been found that stress was a cause for these disorders (Cosgrove, 2001). Another study conducted in 1984 (cited in Cosgrove, 2001) revealed that 75% of French teachers needed long term treatment because of psychological and mental disorders.

In the most general sense, Kyriaccou defines the teacher stress as "the experience by a teacher of unpleasant emotions, such as tension, frustration, anger and depression, resulting from aspects of his work as a teacher" (Kyriaccou, 1987, p.146). According to Kyriaccou, (cited in Gardner, 2010), 37% of teachers were stressed. Another definition is that teacher stress can be defined as the misfit between the teacher's skills and abilities and his/her responsibilities for the teaching profession (Areekkuzhiyil, 2011).

The definition of teacher stress for Kyriaccou and Sutcliffe is:

> A response syndrome of negative affect (such as anger and depression), usually accompanied by potentially pathogenic physiological changes (such as increased heart rate) resulting from aspects of teacher's job and mediated by the perception that the demands made upon the teacher constitutes a threat to his (or her) self-esteem or well-being and by coping mechanisms activated to reduce threat (cited in Travers and Cooper, 1996, p.38).

According to Haberman, (cited in Singer, 2010), stress levels of teachers and administrators of the schools are increasing dramatically over the past years.

According to Laughlin, (cited in Travers and Cooper, 1996), teachers perceive stress differently according to their biographical characteristics. He found that the differences between the level of stress in teachers stem from their sex, age, school types in which they work and positions and qualifications that they held (Travers and Cooper, 1996). In addition to that, Coates and Thoresen, (cited in Travers and Coopers, 1996), stated in their study that younger teachers feel more stressed according to their colleagues in terms of problems resulting from the lack of discipline, poor promotion and management.

For Hoyland, (cited in Travers and Cooper, 1996) stress at teachers should not be regarded as a sign of weakness or incompetence at work. Rogers (1996) refers to organisational stress as stemming from the pressure on us of the environment that we work in.

2.5. Results of Stress

Beehr and Newman, (cited in Dewe, O'Driscoll and Cooper, 2010), touch on the subject that generally, the time that a person spends at work is more than the half of his or her whole lifetime so issues happening at work will more probably affect the person's mood and how she or he feels.

Summers, DeCotiis and DeNisi (1995) put forward the general research model of job stress. According to this model, 'personal characteristics' such as sex and work experience, 'organizational characteristics both related to structure and procedure' and 'role characteristics' cause stress at work Moreover, stress felt at work leads to some attitudinal and behavioral consequences (Summers, DeCotiis and DeNisi, 1995).

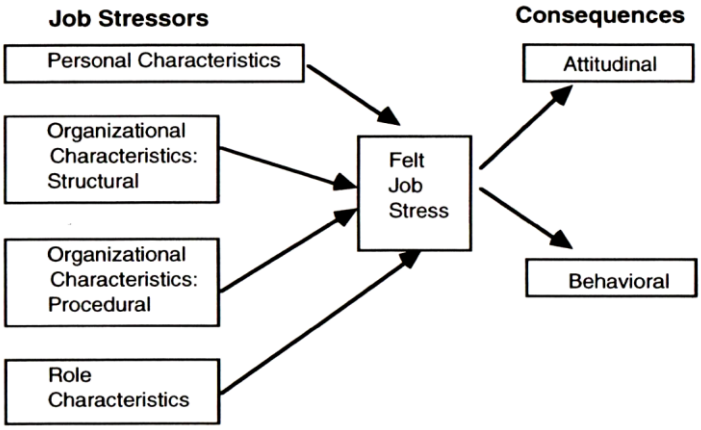


Figure 2: General research model: the causes and consequences of job stress (Summers, DeCotiis and DeNisi, 1995, p.118)

Cooper, (cited in Travers and Cooper, 1996) lists the results of stress as job dissatisfaction problems in mental health, accidents, intention to leave, absenteeism, excessive drinking or smoking, family problems and physiological symptoms.

Milstein and Golaszewski (cited in Travers and Cooper, 1996) indicate that the results of stress can be expressed as emotionally such as anxiety, dissatisfaction, depression, behaviorally such as appetite disorders, excessive smoking or drinking and physiologically such as heart disease, fatigue and exhausted energy level. Rogers (1996), moreover, shows anger toward others and powerlessness as the feelings of teachers under stress.

According to Dunham, (cited in Travers and Cooper, 1996), the manifestations of absenteeism, intention to leave the teaching profession, early retirement and withdrawal from the teaching profession are among some of the responses shown toward stress by teachers. The United States Department of Education (DEA) statistics, (cited in Singer, 2010), revealed that 8.4% of the nation's teachers left their jobs in 2003-2004 education year.

Rogers (1996) states that as a result of unmanaged stress of teachers, some psychological and physical outcomes may appear. For example, teachers'

relationships with their family and colleagues may be affected negatively. According to Rogers (1996), teachers under stress are irritable, restless. They also get annoyed easily, feel useless at any work they do and they are even depressed and ill. Rogers (1996) also adds that there are some strategies to lessen teacher stress. These strategies are 'support from the environment', 'skill development on discipline and management', 'time organisation', 'appropriate workload' and 'special personal coping skills'.

Trotter (cited in Rogers, 1996) mentions Seligman's revised helplessness theory. According to it, when a person uses stable, global and internal terms in explaining the bad things happening around him or her, he or she is quite likely to go into depression when these things occur. For Hartney (2008), when a person undergoes a long-term stress, his or her quality of life becomes poorer, he or she may start to use nicotine, alcohol or caffeine and there may be changes in his or her self-image.

Claxton (1989) states that people are affected from stress physically, behaviorally and socially, mentally and emotionally. For him, there are some behavioral and social aspects of stress. Physical changes on body, sleep disorders, alcohol and drug consumption, using pills, self-neglect, procrastination and disorganized habits are among these aspects. On the other hand, there are mental aspects of stress as confusion, obsessed thinking, lower reasoning powers, misunderstandings and imperceptiveness. Lastly anger, vulnerability, withdrawal, feeling lonely, depression and anxiety are among the emotional results of stress. According to Hartney (2008), common cold, slower wound healing, hypertension, coronary heart diseases, cancer and HIV disease progression are among the physical effects of stress on the body. Hartney also mentions depression and burnout as the mental effects of stress (Hartney, 2008).

Carlyle and Woods make reference to the effects of stress on teachers in terms of identity. Loss of emotional skills, loss of emotional regulation, loss of positive emotional experiences, loss of physical health, emotional estrangement and

loss of the essential self are identified as some of these effects (Carlyle and Woods, 2002, p.58-79).

2.6. Burnout

Burnout, different from stress, is defined as an extreme reaction to stress (cited in Travers and Cooper, 1996). On the other hand, Freudenberger defines the burnout as "To deplete oneself. To exhaust one's physical and mental resources. To wear oneself out by excessively striving to reach some unrealistic expectation imposed by one's self or by the values of society" (cited in Garden, 1995, p.207).

Garden (1995) puts forward a current definition of burnout as "a process which is *experienced* as a chronic unrelenting depletion of energy, not easily renewed by activities such as sleep, rest or vacation" (p.220). According to Pines and Aronson (1981), burnout is a form of physical, emotional and mental exhaustion. It is caused by being in various emotionally demanding situations with people for long periods of time. Hartney (2008) introduces the emotional exhaustion, depersonalization and lack of personal accomplishment as the three central components of burnout.

On the other hand, according to Veninga and Spradley's definition (1981), burnout is primarily caused by "unrelieved stress, the kind that goes on day after day, month after month, year after year... a debilitating psychological condition which results in depleted energy resources, lowered resistance to illness, increased dissatisfaction and pessimism, increased absenteeism and inefficiency at work" (p. 6-7).

According to Burke et al., (cited in Mearns and Cain, 2003), burnout is related to negative affective and occupational consequences which include cynicism, emotional exhaustion, depression, impaired functioning and dissatisfaction with the teaching profession.

2.6.1. Burnout in Teachers

For the burnout in teachers, Kyriaccou puts forward a definition: "prolonged teacher stress, primarily characterised by physical, emotional and attitudinal exhaustion" (Kyriaccou, 1987, p.146).

2.7. Stress Factors

Two main reasons to study on teacher stress are mentioned in Travers and Cooper (1996) as its having important implications for some attitudes and behaviors and the negative stress' having some returns on an individual, organisational and national level.

Di Salvo et al. (1995) studied the stress causes resulting from the work content and work context with 220 respondents via a questionnaire. According to the results of this study, stress causes discussed under the title of work content were 'unpleasant internal task duties', 'unpleasant external task duties', 'others' performance', 'work load' and 'professional risk'. These were direct stress factors for teachers. 'Unpleasant internal task duties' caused stress the most. Moreover, they caused more stress for men compared to women. On the other hand, 'workload' caused stress for women two times more than men. Under the title of work context as a source of stress, they discussed 'others' attitudes and behaviors', 'time', 'work inhibitors', 'power', 'task communication', 'resources', 'personal behaviors', 'relations with others' and 'physical conditions'. These were among the indirect stress causes at work. Out of these stressors, 'others' attitudes and behaviors' caused stress for men two times more than women. On the other hand, 'power' was a stressor which caused more stress for women than men.

2.7.1. Individual Level

Claxton (1989) states that, among individuals, there are great differences in both the amount of pressures they can overcome and how they are stressed and what makes them stressed. “Everyone has their own variable limits and their own characteristic ‘stress portfolio’” (Claxton, 1989, p.51). According to the study of Kyriaccou and Sutcliffe (1979) carried out on 218 teachers from mixed comprehensive schools in England, (cited in Travers and Cooper, 1996), there was a negative correlation between stress and job satisfaction. Moreover, the results of that study showed that there was no significant difference in the level of age, length of experience and the position at the school in terms of job satisfaction. Kyriaccou and Sutcliffe (cited in Travers and Cooper, 1996) listed the stress factors of teachers in the study which were in a negative correlation with job satisfaction. These factors were poor job structure, students with misbehaviour, insufficient salary, school’s insufficient disciplinary policies, naughty students, difficult classes, efforts to meet the standards and work overload.

On the other hand, by contrast with the study mentioned above, Feitler and Tokar (cited in Travers and Cooper, 1996) concluded in biographical differences between teachers in America in terms of their job satisfaction. According to their study, the more the experience at teaching is, the more the level of job dissatisfaction is.

The research done by Davidson and Cooper (cited in Travers and Cooper, 1996) showed that there were some female specific stressors which women were affected more compared to men. These stressors included discrimination, stereotyping, the marriage and work interface and social isolation. Moreover, women teachers were more stressed in terms of job insecurity than male teachers.

Another variable as a stress factor which differs among teacher is the age factor. According to Rogers (1996), beginning teachers are less knowledgeable in

coping with stress. For example they do not know how to set reasonable, simple class rules, organize basic procedures, organise the physical atmosphere of the class, create and practice a discipline plan. Moreover, they do not know how to begin and finish the lesson with less anxiety, deal with students with misbehaviours, handle a crisis situation and follow up the behavior of the student outside the class (Rogers, 1996, p.111).

In Hartney (2008), the stress sources for teachers in their personal lives are also mentioned; these are new relationships, marriage, pregnancy, child birth and child care, divorce, bereavement, coping with family problems, friendships and community (Hartney, 2008, p. 107-114). In addition to this, in Carlyle and Woods (2002), managing loss, managing chronic illness and managing the home shift are shown among the stress factors related to the family (Carlyle and Woods 2002, p.30).

2.7.1.1. Thinking Style as a Stress Factor

One of the sentences of the Greek philosopher, Epictetus (cited in Singer, 2010), reads as: "People are not disturbed by things, but by their perception of things." (Singer, 2010, p.14). According to the studies of Helmstetter, cited in Singer (2010), it is estimated that the events in lives of the people are responsible for only 10% of the stress they feel but on the other hand their feelings and thoughts in other words their 'internal dialogue' about these events are in charge of 90% of the stress that is felt. Alfred Adler, (cited in Singer, 2010), supports this view with his saying as 'We are not influenced by 'facts' but by our interpretation of facts.' (Singer, 2010, p.36). Hartney (2008) states that negative effects of stress are both the results of the level of stress and the individual's interpretation of the stress. As it is said, "Thoughts repeated become believed. Thoughts believed become reality." (Unknown in Singer 2010, p.94).

Singer (2010) cites one of the famous sayings of Shakespeare; "There is nothing good or bad but thinking makes it so."(Singer, 2010, p.40). Helmstetter

(cited in Singer, 2010), related to this, states that out of all things that a person's thoughts, minimum 75% of them are negative, self-defeating, pessimistic and counterproductive. In this respect, Singer (2010) introduces ten negative self-talk patterns as all or nothing, magnification, mind reading, catastrophizing or fortune-telling, having to be right, I should, I must, I have to, mental filter, overgeneralization, blaming, emotional reasoning (Singer, 2010, p.44-45).

Table 2.7.1.1.: Ten Negative Self-Talk Patterns (Singer 2010, p. 44)

Self-Talk Pattern	**Example of Internal Dialogue** (Check off if you believe you are thinking this way)
☐ *All or nothing*	*"If I can't motivate every one of my students, regardless of ability level, I have failed."*
☐ *Magnification*	*"It would be really awful if any of my students didn't like me."*
☐ *Mind reading*	*"If my colleague is irritated, it must be because of something I've done or said."*
☐ *Catastrophizing or fortune-telling*	*"What if my principal asked to see me because he is going to fire me? What will I do? My husband will be so upset with me."*
☐ *Having to be right*	*"I don't care what the rules say. If I have a disruptive child in my class, I have the right to embarrass him or her in front of the entire class."*
☐ *I should, I must, I have to*	*"I should be able handle the multiple roles of teacher, counselor, nurse, attorney, and doormat for parents. That's my job."*
☐ *Mental filter*	*"I don't care how many parents praise me. Even if only one criticizes me, I can't get that out of my mind. I am a failure."*
☐ *Overgeneralization*	*"I always have trouble on standardized tests, so I will probably fail the proficiency test I have to take."*
☐ *Blaming*	*"My poor evaluation was only because the principal doesn't like me."*
☐ *Emotional reasoning*	*"How could I make the same mistake twice? I really must be stupid."*

Claxton (1989) lists having control, being disliked, being criticised by others and being caught between the confronting advice of the institute and the school tutors as the worries of teachers which lead to stress at their work (p.4). According to Claxton (1989), in stressful situations, people tend to see the things blacker, chances smaller, dangers bigger and burdens heavier than they actually are. On the other hand, Hartney (2008), states that some stress factors such as security in job and resources and political issues in educational system are indirectly related to teachers and out of their control.

2.7.1.1.1. Tyranny of the "shoulds"

Karen Horney (cited in Rogers, 1996) uses the phrase 'tyranny of the shoulds' to talk about the stress factors stemming from high demand thinking (p.97). This thinking style can be in the way of 'I must be liked and respected and listened to or I am not a good teacher' and it is not a realistic way of thinking and it can prevent coping with stress effectively (Roger, 1996, p.97).

2.7.1.1.1.1. Levels of Skill Awareness and Development

In order to overcome the sort of thinking as tyranny of shoulds, Rogers (1996) introduces the levels of skill awareness and development. 'Unconscious ineffectiveness' which includes the denial is one of them. 'Conscious ineffectiveness' in which cognition and will are challenged by experience is another one. 'Connecting the skill', that is approximating the known to the actual, and 'conscious effectiveness' are two other levels of skill awareness and development. And lastly 'unconscious effectiveness' is the level when the skill becomes second nature and the teacher does not have to think all the time. Rogers (1996) also adds that to improve one's skills, he or she should be aware of and believe in the need of doing something about his or her skills. To understand the levels of skill awareness and development, the figure below (Rogers, 1996, p. 109) can be examined.

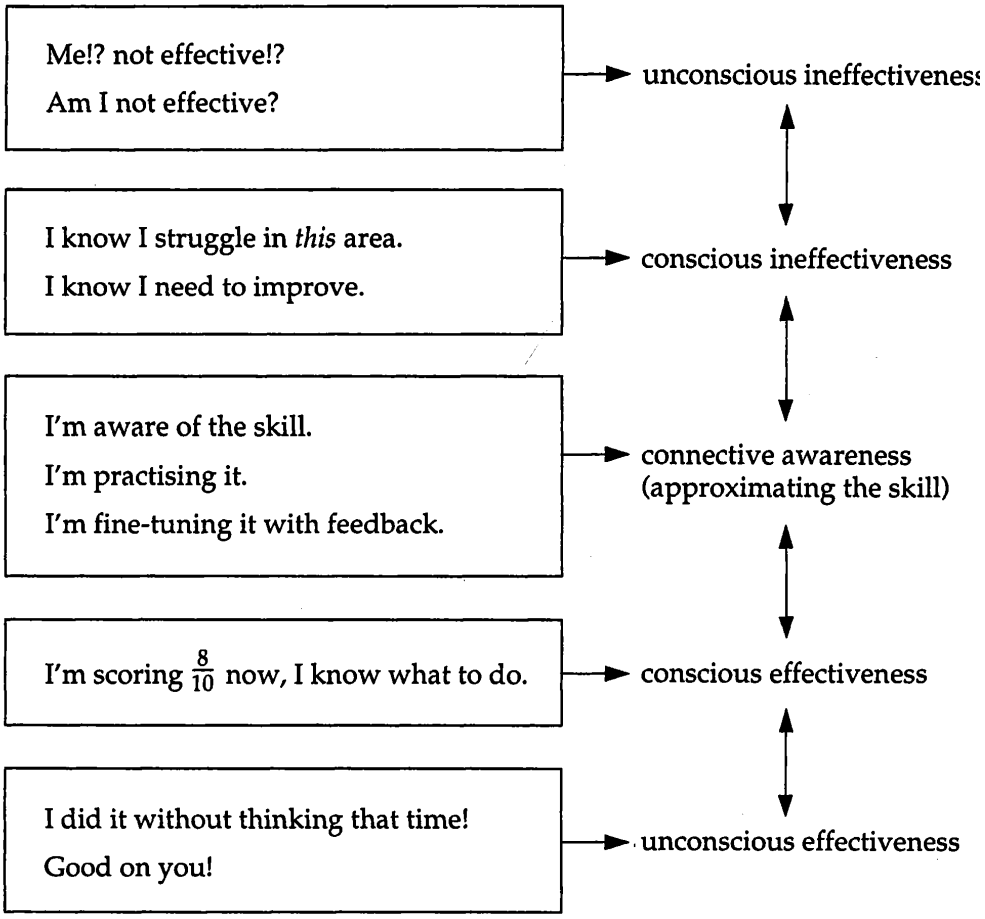


Figure 3: Levels of Skill Awareness and Development (Rogers, 1996, p. 109).

Claxton (1989) mentions self awareness as helping people deal with their feelings more skillfully and he also states the social awareness as helping people create opportunities and deal with confrontations more skillfully.

2.7.1.2. Personality Types

In this section, three different personality types (Type-A personality, People-Pleasing personality and Type-B personality) are introduced and differences among them are discussed.

2.7.1.2.1. Type A Personality

Singer (2010) mentions about Type A personalities. These personalities are inclined to experience stress more than others. They also have behaviors of ‘sense of time urgency’, ‘all-or-nothing thinking’, ‘work addiction’, ‘free-floating hostility’, ‘low self-esteem’, ‘unconscious drive toward self-destruction’ and ‘need to be in control all times’ (p.58-59). These types of people generally do not let themselves have worry-free relaxation times (Singer, 2010, p. 58).

2.7.1.2.2. People-pleasing Personality

Another personality type which is more inclined to experience stress is people-pleasing personality as mentioned in Singer (2010). These people are in need of approval. They have tendency in avoiding confrontations and criticising others. They also suffer from self-doubt, insecurity, fear. Lastly, they disregard negative feelings (Singer, 2010, p.60-61).

2.7.1.2.3. Type B Personality

Contrary to these type of personalities, there are also Type B personalities. They are the ones who do not worry about time, give themselves free time to relax and refresh. They are optimistic and not irritated with negative situations. They have self-esteem and do not have free-floating hostility and more importantly they cope with stress more effectively compared to other types of personalities (Singer, 2010, p.63).

2.7.1.2.4. Differences between Personalities

The difference between these personalities can be best understood by the saying of Mansell: “A pessimist is one who makes difficulties of his opportunities;

an optimist is one who makes opportunities of his difficulties." (Singer, 2010, p. 133).

2.7.3. Organizational Level

In the study of Hendrix et al. (1991), titled *Antecedents and Organizational Effectiveness Outcomes of Employee Stress and Health,* conducted on 463 civilian employees by using survey method, intra organizational variables such as job enhancement, supervision, role conflict, workload, physical stressors were found to be the ones which affected job stress the most. Among these, job boredom, job enhancement and quantitative workload were among the stressors which cause job stress the most. They concluded that when the job stress increased, job satisfaction decreased and emotional exhaustion increased.

Travers and Cooper (1996) studied on teacher stress with 1790 teachers whose ages range from 22 to 65 in UK by using *The Teacher Stress Questionnaire* as the data gathering tool. According to the results of this study, ten sources of pressures for teachers were found. These pressure sources were namely, 'pupil-teacher interaction', 'management and structure of the school', 'overcrowded classes', 'changes in education', 'appraisal of teachers', 'concerns of management', 'lack of promotion', 'staff shortages', 'job insecurity' and 'role ambiguity of teachers.

Cooper (cited in Travers and Cooper, 1996) lists the stress factors related to the job. Stress factors may be intrinsic to the job as physical working conditions and workload. They may be caused by the role in the organisation as role ambiguity and role conflict. Relationships at work are among other stress factors. Impossibility of career development as lack of security at work and under-promotion causes stress at work. Organisational structure and home-work interface are other stress factors at work. According to the model of Cooper, cited in Travers and Cooper (1996), all the stressors mentioned in the model are interactive and they should not be thought as discrete entities.

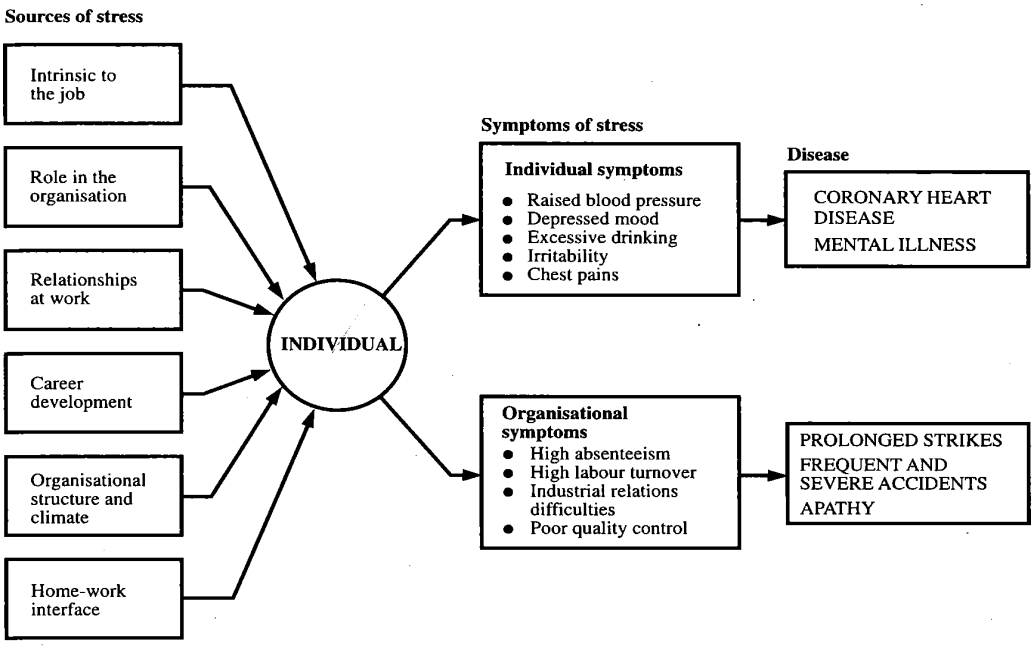


Figure 4: A model of occupational stress (Travers and Cooper, 1996, p. 37)
Source: **Cooper et al. (1988). (Reproduced by permission of Penguin Books Ltd.)**

According to Kahn, Wolfe, Quinn, Snoek and Rosenthal, (cited in Di Salvo et al., 1995) the most common stressors at work are listed as role conflicts, role ambiguity, high expectations difficult to meet, work overload and relational problems between people. For Cummins (cited in Di Salvo et al., 1995), role conflict, role ambiguity, too much workload, the skills' underutilization, inadequate resources and lack of participation are among the causes of job stress. Hartney (2008) puts forward the process of teaching, self-image as a teacher and the politics of teaching as the three major stress factors for teachers. According to the studies mentioned in Kyriaccou (2001), some common stress factors on teacher stress can be listed as following: teaching low motivated students, having discipline problems in the classroom, lack of time and workload, changes in teaching, evaluation by others, relations with colleagues, low self-esteem, lack of status, relations with the school administration, role conflict, role ambiguity and problems in working conditions.

Rogers (1996) summarizes the stress factors of teachers according to the research he has done as pressure of change, low promotion opportunities, role

demands, social expectations, problems of class management and problematic students, the demands of the management, the public image, self image and the climate at school.

In Singer (2010), potential job stressors in teaching are listed in a checklist. Out of these, there are important and changeable stress factors. Some of them are dealing with diverse-skilled students, meeting student needs, having a balance between the school and the family, balancing time demands and managing the class. In that checklist, there are also important but unchangeable stressors at work. Constant assessments, governmental programs, natural disasters in school's community, crowded classes, weak cooperation with parents and uncooperative administrators are among these factors. Bad weather conditions, spilling food on clothes and traffic between school and home are among unimportant and unchangeable stress factors (p.28). Moreover, in one of the real-life stories in Singer (2010), mischievous students, unhappy families and unendurable working loads are introduced as the emotional and physical sources of stress in teaching.

As mentioned in Sun et al. (2011), studies done in Australian universities show that lack of research finance, lack of support, task overload, poor leadership and job insecurity are among the stress factors for teachers at universities. In New Zeland, workload is the most significant stressor for university teachers while in United Kingdom, the most commonly mentioned stress factors are job insecurity, lack of control and communication problems.

One of the specific stressors for the teachers is problems related to the discipline. According to Rogers (1996), resistance to teacher direction, argumentativeness or procrastination, defiance and lower level behaviors are some sorts of discipline problems in the classroom. According to Greenglass, Fiksenbaum and Burke (1994), the main source of teacher stress is relations with pupils. Moreover, relations with supervisors and colleagues are also among the stress sources of teachers. Hartney (2008) puts forward that relationships of teachers with students, colleagues and the organization are among the sources of stress.

2.7.3.1. Change as a Stress Factor

Travers and Cooper (1996) put forward that UK teachers feel stressed the most because of 'lack of support from the government' and 'pace and implementation of change' (p.122). Brown et al. (cited in Hartney, 2008), mention innovation and change as important stress factors in teaching. According to Rahe, (cited in Singer, 2010), certain problems cause some dose of stress in each person's life and all of these problems have a common characteristic: a need to change. For Claxton (1989), the personal characteristics to be effective in change are honesty, responsibility, tolerance for fallibility, lack of blame, tolerance for ignorance, a sense of possibility, power, courage, vision, insight, realism, open self-image, self-indulgence, resourcefulness, flexibility and diplomacy (Claxton, 1989, p. 92-98).

Cox et al. (cited in Travers and Cooper, 1996) indicated change as one of the sources of teacher stress. Esteve (cited in Travers and Cooper, 1996) divided the stress factors stemming from change into two as primary and secondary stress factors. The primary ones are those having direct effect on teachers in their classes. On the other side, secondary changes can be summarized as the role change of teachers, increasing contrasts in teacher's roles in the class, society's viewpoint for the teacher, ambiguities about the objectives of education system and degradation of teacher image in the society (Travers and Cooper, 1996).

2.8. Coping with Stress

In this part, before the definition of the coping process with stress, firstly stressless teachers and low-stress teaching are discussed. Then, the definition of coping with stress is given and coping strategies with stress are identified. Coping is discussed under three main headings: coping at a general level, coping at the individual level and coping at the school level.

2.8.1. Stressless Teacher

Claxton (1989) states that stressless teachers enjoy their professions, feel supported by their colleagues and express their ideas freely. He further presents the characteristics of stressless teachers. They are effective in dealing with students, pleased with themselves, noticed and acknowledged often. They are satisfied, confident, optimistic, relaxed and businesslike individuals in the class. These teachers are also appreciated and respected by students. Claxton (1989) adds that stressless teachers are caring, authentic and energetic in and out of the class. They have a reasonable living, ask for support and advice, collaborate, and develop professionally (Claxton, 1989, p.25-26).

2.8.2. Low-Stress Teaching

Hartney (2008) lists some tips for low-stress teaching as:

- teacher's knowing his or her rights under the education system,
- supporting the school's policy about the behaviors of the students in problematic situations,
- preventing the problematic situations rather than dealing with it after it arises,
- giving importance to the needs of the students,
- dealing with the misbehaviour directly and actively,
- consulting to more experienced colleagues,
- controlling what to teach
- giving positive feedback to students about their works (Hartney, 2008, p.52-53).

Hartney (2008) also adds that directing energy towards goal achievement, self-promotion, interpreting the outcome of a behavior and knowing when to stop and go are among some coping strategies with stress for teachers (Hartney, 2008, p. 70-72).

2.8.3. The Definition of the Coping Process

According to Folkman and Lazarus, (cited in Lazarus, 1994), the coping process is the attempts of the individual, both cognitively and behaviorally, to deal with the requests made that are beyond the individual's personal resources. According to Lazarus and Folkman, (cited in Mearns and Cain, 2003), coping stands for an individual's managing the requests of life cognitively or behaviourally. For Hartney (2008), stress management is a lifelong process and it protects one's health, enhances one's life quality and helps one progress in his or her career.

Coping helps teachers in balancing their psycho-social moods when they come across with stressful events (Gaziel, 1993). According to Monat and Lazarus and Fleishman as well, (cited in Gaziel, 1993), coping means the things that we do to overcome the situations of harm, threat or challenge when the usual response is not readily available.

According to Lazarus and Launier, (cited in Bhagat, Allie and Ford, 1991), coping can be defined as efforts, both action oriented and intra psychic, of the individual to balance the demands from the environment and from his or her inner world as a result of stressful events which are beyond the individual's skills.

According to Lazarus and Folkman, (cited in Hartney, 2008), whether a potential stressor will have an effect on the individual or whether a positive or a negative effect will take place is determined by the way of the individual's handling the stressful situation.

Unpredictability and uncontrollability are two important factors when coping with stress. According to Cosgrove (2001), if the stress is predictable and controllable then its effect on human is less when compared to unpredictable and uncontrollable stress. For example, Cosgrove (2001) mentioned about one study carried out with volunteers who would be shown some horrific photos. One of the

groups had the chance of stopping the slide show by pressing a stop button but the other group did not have this chance. In the end of the study, it was stated that the group which had the chance of pressing the stop button experienced less stress than the other group.

2.8.4. Coping Strategies with Stress

According to Rogers (1996), stress is unavoidable so it is better to learn to control ourselves and the things happening around us in order to live with stress in a less affected way. Singer (2010) suggests that maintaining physical health in a good position by applying healthy eating habits is useful in order to be away from stress. Breathing exercise is also considered as helpful in lessening stress (Singer, 2010). Singer (2010) also mentions some ways of coping with stress. Recognizing the thinking patterns, thinking positively, being away from overgeneralization while talking to self and questioning the thoughts whether they are rational or not are among these strategies.

Lazarus (1994) suggests changing working conditions, helping the ones who have difficulties in the unchangeable working conditions and altering the relations with the setting of the work as some ways of stress management. According to the transaction approach of Lazarus, (cited in Harris, 1994) coping is a mediator which changes the relation between person/environment harmony and the emotional response.

Kyriaccou (cited in Travers and Cooper, 1996), held a study on the coping methods of the teachers. According to the results, out of 33 coping methods on a five-point scale, three groups were identified as main coping methods. These three groups are firstly ‘expressing feelings and seeking support’, secondly ‘taking considered steps’ and thirdly ‘thinking of other things’. In conclusion, ‘try to keep things in perspective’, ‘try to avoid confrontations’ and ‘try to relax after work’ were

found to be mostly used coping methods by teachers (Travers and Cooper, 1996, p.72).

Singer (2010) introduces a checklist of teachers' coping and buffer skills as some suggestions for coping with stress factors. According to this checklist, the coping skills are ranged as:

- having a sense of self-esteem
- having a good idea about oneself in general
- knowing when felt under stress
- deciding the appropriate time to make changes in own's life
- realizing the negative thoughts in one's own mind
- having several relaxing exercises
- allocating free time for oneself
- understanding the personality traits which are dangerous and modifying these
- thinking in a positive way in spite of hard circumstances
- developing psychological hardiness skills to be away from stress
- finding funny things to cheer up oneself
- asserting oneself, having reasonable objectives
- practicing useful social actions like helping someone
- doing exercise
- having healthy eating habits
- visiting someone who is special in one's life (p.15).

On the other hand, Claxton (1989) introduces some coping strategies with stress as relaxing, releasing such as physical exercise and crying, relaxing the rules, re-creating, communicating, waking-up, organizing, leaving the demanding situation, learning, asserting reasonable demands and clarifying the demands and the limitations (p. 74-90).

Kyriaccou (cited in Travers and Cooper, 1996) claims that stress felt by teachers could be reduced at school by the help of developments in administration. Smart arrangements of administration, good relationships with colleagues,

satisfactory working conditions and curriculum also help in lessening stress. Rogers (1996) states that when better working conditions are provided, there are less stress related illnesses among teachers.

Moreover, Dewe (cited in Travers and Cooper, 1996), put forward five main coping styles at the end of the study conducted on primary teachers in New Zeland. These coping styles are as 'attempts to ride the situation', 'rational task-oriented behaviors', 'a conservative approach to teaching', 'utilising colleague support' and 'putting things into perspective' (Travers and Cooper, 1996, p.72). Newton and Keenan (cited in Gaziel, 1993), define five coping strategies with job stress: 'talking with others', 'direct action' (problem solving orientation), 'preparatory actions', 'withdrawal and avoidance' and 'expressing helplessness and resentment'. Kyriaccou (2001) also sums up the common coping strategies with stress in some other studies. These strategies are namely, 'seeing the problems integrally', 'avoiding facing the problem', 'relaxing after work', 'taking action', 'controlling the feelings', 'allocating more time to specific tasks', 'consulting others', 'having a good home life', 'planning' and 'knowing the limitations of the self'.

Travers and Cooper (1996) have remarked that teachers suggest that organisations should take some precautions in order to prevent stress and there should be a multi-dimensional approach when coping with stress.

In Hartney (2008), it is stated that people's personalities are stable and they do not change over time, they are internally based; on the other hand, the behaviors of the people are controllable and changeable. According to him, when change is in question, the teachers should focus on the behaviors of the students rather than their personalities. Wangberg (1982) stated in his study that in order to cope with stress effectively, we should be aware of the stress factors that affect our life. Wangberg (1982) grouped the stressors under two headings as personal and professional stressors. For him, different people have different solutions for stressors. We may not control the stressor itself but we can react to them in a controlled manner; our reactions mean the strategies that we use to cope with stress (Wangberg, 1982).

McManus (1986) uses the mnemonic “SCRAPPP” in order to talk about coping strategies with stress for teachers. He uses S for “stress” and says that the first moment of stress which is felt should be seen as a “Cue” for coping process. Firstly, the teacher “Rejects” the situation but then “Accepts” it and decides to take action. In this point, there can be three types of strategies. They are “Physical”, “Personal” and “Palliative” strategies.

On the other hand, time management is among the coping strategies for teacher stress (Travers and Cooper, 1996). Travers and Cooper (1996) list the advantages of time management as high effectiveness, more productivity, more free time, increased job satisfaction, less stress, more time to switch off after hours, more time to forward planning and higher creativity.

2.8.4.1. Coping at a General Level

At a general level, more training before and during the profession, good promotion opportunities, more support in and out of the school, improved financial promotion, implementing the change adequately and better images in the profession and public are among the stress management techniques for teachers (Travers and Cooper 1996).

Claxton (1989) refers to the stressed institution as having the features of breakdown of community and an increase of disunity. He also mentions the characteristics of stressed institution as a place where there is rumour, humour and gossip, There are low performance or problematic behavior of students in these institutions. The decisions are aversive rather than attractive and there is no collective vision. On the other hand, according to Wilson and Corcoran, (cited in Rogers, 1996) the features of an ‘ideal’ environment for working are common goals and high expectations to have a powerful general identity, respect between colleagues, students and parents, teachers’ taking part in decision-taking process,

interaction with colleagues, rewarding the efforts and achievements, chances of professional development and reasonable working conditions.

The important characteristics of a good school, as mentioned in Kyriaccou (2001) are healthy communication among staff, cooperation between teachers, taking decisions together, having agreement on important values and standards, healthy school policies, defining roles and expectations clearly, positive feedback, supporting teachers with necessary resources, helping in dealing with the problems, easy rules to follow, minimising workload, giving related extra work to teachers, creating a good environment, planning beforehand and offering career development choices. Kyriaccou (2001) also refers to the importance of teacher in-service workshops.

Cohen and Syme define the social support as "the resources provided by other persons" (Frone, Russell and Cooper, 1991, p.131). Greenglass, Fiksenbaum and Burke (1994) state that support from administrators and colleagues to teachers has an inverse relationship with the burnout in teachers. According to the results of the study of Greenglass, Fiksenbaum and Burke (1994), which was titled *The Relationship between Social Support and Burnout Over Time in Teachers,* conducted on 179 female and 182 male teachers, it was found that when the social support was high, the level of burnout in teachers was low when there were stressful events.

2.8.4.2. Coping at the Individual Level

Travers and Cooper (1996) state that the word 'individual' has an important meaning when coping with stress since the ability of the individual to control his or her own reactions to stress plays an important role in coping process. Teachers in their study suggested possible stress management interventions. These interventions were 'increased practices because of change', 'improved promotion opportunities', 'improved professional image', 'more organisational support', 'high payment', 'less contact time', 'training opportunities', 'better working conditions in general', 'stress management', 'less administrative work' and 'more secretarial help'. Sacks, (cited in

Rogers, 1996) points out that the individual events cannot be isolated from the social events. According to Gaziel (1993), the coping strategies used by teachers when they come across with stress change according to personal and environmental contexts. So every teacher may use different strategies in coping since personal features also play a role in stress.

Kyriaccou (cited in Rogers, 1996), has remarked that there are differences among individuals in their beliefs about things which are internal, external or out of control. This difference determines the most important characteristics of the effect of stress on them.

According to Matteson and Ivancevich, (cited in Travers and Cooper, 1996), physical activity, relaxation training, biofeedback and cognitive techniques are identified among the coping strategies with stress for the teachers. Singer (2010), on the other hand, states that in order to change the negative thoughts and feelings about stress, there are Cognitive Behavioral Therapy and the art of Cognitive Stress Intervention (p.86).These strategies help lessening and even preventing stress quickly.

Rogers (1996) mentions about the self-esteem in managing teacher stress. He defines the term 'self-esteem' as one's giving value to himself or herself, both accepting himself or herself with positive and negative sides and handling them in an honest way instead of putting the blame on other things or people. On the other hand, according to Huang and Liu, (cited in Hartney, 2008) self-efficacy is strongly related to self-esteem in teachers. Self-efficacy is defined in Hartney (2008) as believing oneself as a capable and component teacher. When self-efficacy is high, teacher stress is low and the teachers avoid stress (Hartney, 2008). Juhasz, cited in Hartney (2008), lists three roles of the teacher: a facilitator of students learning, a participant in planning policies and procedures and a developing professional. According to her, these roles help teachers get self-esteem which needs self-acceptance (Hartney, 2008).

Rogers (1996) states that when the teacher is unable to control the things happening around him or her, he or she controls his or her thinking about stressful events, his or her reactions and responses to the stressful events, the skills to reduce stress and his or her style on organising the things. According to Maddi, (cited in Singer, 2010), teachers who have control over stress try to transform the outcomes of stress as advantageous for themselves rather than feeling helpless. Schwerdtfeger et al. (cited in Singer, 2010) put forward that teachers whose self-efficiencies are high tend to have lower stress hormones and fewer complaints about cardiac disorders.

In order to develop optimistic thinking, the A-B-C-D-E Model illustrated in Figure 5 is presented by Singer (2010).

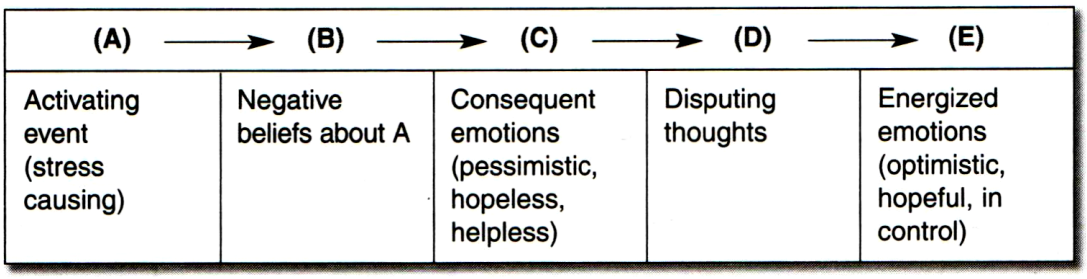


Figure 5: The A-B-C-D-E Model for Developing Optimistic Thinking (Singer 2010, p.138)

Singer (2010) cites the research findings of Dr. Lee Berk and Dr. Stanley Tan on the physical impacts of laughing on our bodies. In these findings, it is seen that with the help of laughing, the stress hormones in the body are reduced. H.G. Wells quotes "The crisis of today is the joke of tomorrow." (Singer, 2010, p. 122).

2.8.4.3. Coping at the School Level

On the other side, school level is also important when coping with teacher stress (Travers and Cooper, 1996). Some of the coping strategies at school level are 'counselling and curative strategies which are used after stress is experienced', 'improved organisational support', 'less contact time and less administrative duties',

‘re-imposition of assent for basic behavioural problems’ and ‘improved managements of schools’ (Travers and Cooper, 1996).

Rogers (1996) claims that some actions are useful in order to prevent unnecessary stress in the environment that the teacher works. These actions include realizing the stress factors in the workplace, negotiation with the staff and the students, deciding on the modification and change of the occupational stress factors, being aware of the short and long-term objectives and having an action plan to success in meeting these objectives.

The importance of creating a supportive school environment is mentioned in Rogers (1996). According to the definition of Rogers (1996), a supportive school environment is usually created by an ideal team which shapes the tone and the quality of a school life. This process is active, deliberative, intentional and collaborative. Rogers (1996) also puts forward that collaborative applications, non-confrontational styles, positive communication systems, clear roles and a sense of community help to create a supportive school environment for teachers to work in a less stressful way.

A positive discipline policy, as defined in Rogers (1996), is an effort to clarify how a school will try to teach, lead, support, guide and motivate students to behave appropriately in school in order to take the responsibility of their own behaviors and show respect to others at school as well.

Positive Discipline, (cited in Rogers, 1996), lists the advantages of using the whole-school process. Some of them are ‘improved support networks between staff’, ‘a positive, disincentive approach to discipline’, ‘staff development’, ‘parent and student contribution’, ‘understanding each other better’ and ‘more job security’ (p.69). Moreover, according to the result of Hamilton’s study, (cited in Rogers, 1996), the teachers experience less stress because of student behavior at the school where whole school policy is practiced.

Hochwarter, Perrewe and Kent (1993), in their study titled *The Impact of Persistence on the Stressor-Strain and Strain-Intentions to Leave Relationships: A Field Examination,* stated that when the job demands were high, there would be negative strain responses. According to the results of their study, which carried out with 238 managers and non-managerial staff of six firms, the ones whose persistence levels were low were found to likely leave the job because of strain.

According to Rogers (1996) with the help of peer support, the feeling of being isolated decreases or diminishes. Moreover, structural, moral and professional support is provided. Teachers can discuss on problem solving, problem analysis and action planning among themselves when peer support is provided. Also, managing students with misbehaviours in the classroom leads to less teacher stress.

Rogers (1996) states that peer observation can be used as another way of peer support in order to have an idea about how well a teacher is doing in the class while teaching. He also adds that peer observation helps to identify strengths and weaknesses about the situation in the class. On the other hand, according to Newton and Keenan, (cited in Gaziel, 1993) people who work in large institutions tend more to speak with others for help in stressful events. Kyriaccou (2001) touches upon the importance of social relations in coping with stress. He tells that colleague support can make things easier for teachers in stressful events.

2.9. Types of Coping with Stress

In this section, firstly, types of coping with stress will be discussed. Lazarus (1994) gives problem-focused versus emotion-focused coping as two different coping types. Direct action versus Palliation are two types of coping for Kyriaccou (2001). On the other hand, Hartney (2008) discusses types of coping as dealing with the symptoms of stress and dealing with the causes of stress. Lastly, preventative versus curative approach is put forth by Travers and Cooper (1996) as the types of

coping. After discussing the coping types of coping, integration taxonomies about the coping strategies with stress is presented.

2.9.1. Problem-focused versus Emotion-focused Coping

According to Lazarus (1994), there are two types of coping with stress; problem focused coping which is to change the relation between the person and the environment and emotion-focused coping which is to arrange the emotional stress as a result of harm or a threat.

In the study of S. Bhagat, M. Allie and L. Ford (1991), titled *Coping with Stressful Life Events: An Empirical Analysis*, done with 304 teachers using a survey as data gathering tool, the results show that teachers use problem-focused coping more than other jobs when they face job stress.

2.9.2. Direct Action versus Palliation

In coping with stress in teachers, Kyriaccou (2001) suggested two types of coping as direct action and palliative techniques. As understood by the names, in direct techniques, the teacher directly takes action in order to eliminate stress factor so that it will not cause any stress for him/her in the future. On the other hand, palliative techniques are used in order to lessen the stress that is felt. Kyriaccou (2001) says that they offer teachers some direct action or palliative techniques in coping with stress. However, he adds that the most crucial thing to keep in mind for a teacher in coping with stress is to know the best and the most appropriate strategy for himself or herself.

2.9.3. Dealing with the symptoms of the stress versus Dealing with the causes of the stress

Hartney (2008) introduces two types of coping with stress as dealing with the symptoms and dealing with the causes of stress. She lists ‘having a positive attitude’, ‘applying stress-management skills’, ‘specifying the sources of support’ and ‘learning effective communication skills’ among the coping strategies with the symptoms of the stress. Among the coping strategies with the causes of stress, she puts forward ‘determining whether having burnout or rust out’, ‘evaluating the culture at the workplace’, ‘discussing stress with the manager’ and ‘deciding the time to stop or go’.

2.9.4. Preventative versus Curative Approach

In Travers and Cooper (1996), it is suggested that when coping with teacher stress, there are two different approaches; preventative approach which is used before the stress is experienced and curative approach which is used after the stress is experienced by the teacher.

For the preventative approach, Rogers (1996) refers to a discipline plan at the classroom level which will prevent emerging the potential stress factors. In this plan, he mentions about eight points: prescribing the rules at the beginning, talking about the consequences of the possible behaviors, having a plan which will improve the quality of the class atmosphere, planning the language that will be used which related to thinking about what and when to say something, knowing the importance of the tone which will make the discipline more effective and positive, showing the importance of positive working conditions, having a support and backup plan for the students with misbehaviour and lastly being aware of the difference between the short and long-term issues in the discipline.

2.10. Integration of Taxonomies about the Coping Strategies with Stress

Gaziel (1993) summarizes the integration of taxonomies about the coping strategies with stress as active behavioural strategies (confronting), active cognitive strategies (talking about, seeking more information), inactive behavioural strategies (escape, avoid) and inactive cognitive strategies (helplessness and resentment). According to Billings and Moos (cited in Gaziel 1993), more educated people tend to use more active coping strategies rather than avoiding the stressful event. They also mention that women use inactive coping strategies more than men as a result of cultural sex-role strategies. Accepting the source of stress as internal or external also changes the type of coping strategies. Anderson (cited in Gaziel, 1993) indicates that people who see the stress sources as internal tend to use active coping strategies more than people who see the sources as external. Moreover Parker states that regarding the stress as arising from internal sources help the individual use less but more effective coping strategies when compared to the externals, (cited in Gaziel, 1993).

2.11. Related Studies Abroad

Gaziel (1993), in his study, examined 373 teachers in the Jerusalem education district. The group consisted of both the Jewish and the Arab teachers. They completed a three-part questionnaire, the first part was about personal information, the second part was about stress sources for the respondents and the third part of which was about coping strategies of teachers with stress. The Jewish have reported more feelings of job stress and are affected by environmental stress factors more than the Arabs. Moreover, working conditions are seen as stress factors by the Arab teachers more than the Jewish ones. They are also more stressed from the image of teaching profession because their role in the society is expected to be in a high place. According to the results of the study, inactive behavioural coping strategies are used by the Arab teachers more because of the effect of cultural factor. Thus, the Jewish

teachers use active behavioural coping strategies more. Inactive cognitive coping strategies are used by external-oriented teachers more. Moreover, men use these strategies more than the female teachers. On the other hand, active strategies affected by gender and locus of control are used more by the Jewish teachers when compared to the Arab teachers. Female and internal-oriented teachers use active coping strategies more than male and external-oriented teachers. Family is not a stress source for the Arab teachers but working conditions are more stressful for the Arabs since they are poorer than the Jewish ones. The principals in the Arab countries are authoritative, but in the Jewish ones there is a more democratic atmosphere. So, relation between the teachers and school management is less regarded as stressful for the Jewish teachers than the Arab ones. Gaziel (1993) concluded that the coping strategy is related to the nature of the occupational stress and the cultural factor has an important role in perceiving occupational stress and choosing appropriate coping strategies with stress.

Bhatti et al. (2011) studied the relationship between job stress and job satisfaction and they founded that there was a negative correlation between them. They conducted their study on 400 instructors from public universities and they specified some stress factors for instructors as management role, relations with others, workload, homework interface, role ambiguity and performance pressure. In the study, it was stated that job stress led to bad health among instructors. Out of four hundred instructors, 203 responded to the close-ended questionnaires. The respondents were from different nations; 192 Malays, 7 Chinese, 3 Indians and 1 foreigner. The Job Stress Questionnaire focused on the four dimensions: workload, role conflict, role ambiguity and performance pressure as the stress sources. *The Job Descriptive Index* was used in order to determine the level of job satisfaction of the instructors. According to the results of the study, the four dimensions had a significant and direct effect on job stress. Relations with others and management role which were considered as stress sources at the beginning of the study did not have a direct effect on job satisfaction because everybody was very friendly and cooperative. The researchers suggested that a university should be aware of the needs and problems of its instructors. Motivation was very important to cope with stress.

What caused stress were the institution and the external and the internal environment. Highly motivated instructors were more willing to teach and they were more useful for the future of students and their teaching was more effective.

According to Cooper and Marsha, (cited in Areekkuzhiyil, 2011) some of the sources of stress for teachers are work overload, role conflict, role ambiguity and the low quality of working conditions. The article studied the organisational stress and quality of work life of the faculty members in higher education institutions. It focused on the differences between male and female teachers, experienced and inexperienced teachers and different categories of institutions according to stress levels. *Organisational Stress Scale* was used as the data collection instrument and it was applied to 180 teachers. According to the results, the male teachers experienced stress more than the females and the less experienced teachers experienced less stress than the medium and more experienced teachers. On the other hand, teachers working at the aided institutions experienced less stress than the teachers in self-financing or government institutions. So, it can be concluded that stress level of the teacher in higher education institutions changed according to gender, year of experience and type of the institutions.

In the study of Mearns and Cain (2003), the attribution of personality characteristics to the level of stress for a teacher was studied on. 86 primary and secondary school teachers from 6 different schools were examined through *The Teacher Stress Inventory* (Fimian, 1984, 1985), *Negative Mood Regulation Scale* (Catanzaro and Mearns, 1990), *The COPE* (Carver et al., 1989), *The Maslach Burnout Inventory Educaors Survey* (1996) and *The Brief Symptom Inventory* (derogates and Melisaratos, 1983) in terms of their negative mood expectancies. Negative mood expectancies are people's beliefs about their control on their experiences of negative moods. Mearns and Cain (2003) assert that negative mood regulation expectancies are related with the teacher's level of confidence about himself/herself. According to the results, people with high level of negative mood regulation expectancies tend to use more active coping strategies when they face stressful events. Women teachers tend to use more emotion-focused coping with

stress. Moreover, Mearns and Cain (2003) stated that the teachers with high levels of negative mood regulation expectancies use more adaptative coping strategies and as a result of this, they come across with negative consequences of stress less than teachers with weak negative mood regulation expectancies.

In the article of Ross et al., (2008), four questionnaire; *Demographics, Distruptive Student Behaviour, Teacher Management Strategies and Teacher Self-Reported Stress*, were used as data collection instrument to get data from 97 teachers of 21 different primary schools in Melbourne. Out of these 97 teachers, 20 of them were also observed in their classrooms. The aim of the article was to show the relationship between self-reported and actual use of coping strategies. They listed the stress factors of the teachers as workload, lack of resources, poor professional relationships with colleagues, role conflict, inadequate salary, student misbehaviour, difficult interactions with parents and expectations of other staff. According to Miller, (cited in Ross et al., 2008), misbehaviours of the students in the classroom can lead to high level of stress for teachers. This stress can be both occupational and personal as well. According to Little and Hudson, (in Ross et al., 2008), problematic student behaviours cause teacher stress, students' being unsuccessful and disturbed teaching environment. In the study, it is mentioned that two types of coping strategies are used; proactive and reactive. Proactive strategies are used before the problem emerges in order to prevent it and reactive strategies are used after the misbehaviour of the student. As for the proactive strategies, spending time and energy to help a child, stating the rules, reading articles about the problem and modifying the teacher style can be given as examples. On the other hand, for reactive strategies, using lectures or threat, using punishments, having the child removed and using corporal punishment can be shown as examples. According to Little and Hudson, cited in Ross et al. (2008), using proactive strategies is more effective when compared to reactive ones. They present a more positive atmosphere in the classroom. As the results of the study reveal, the teachers use proactive strategies more in academic field and less in social field. However, when looked at the overall view, it can be said that teachers use proactive strategies more than reactive ones when they come across with student misbehaviour and thus stress. This also means

that overall; teachers have a more positive approach in dealing with the misbehaviour. The researchers have summed up the stress sources under five headings in order to examine the relationship between teacher stress and their coping strategies more easily. These stress sources are workload, student misbehaviour, professional recognition, time/resource difficulties and poor colleague relations. The first two have turned out to be the stress sources that cause the highest level of stress for teachers.

Dale et al. (1985) studied on 399 teachers, having a mean of 13 years of experience in teaching, with *Teaching Events Stress Inventory (TESI)*, and stated that the things which the teachers do not have any control on cause stress the most for them. They suggested that allowing the teachers more freedom on the decisions about their teaching will decrease the level of stress felt by them.

The study of Bowers (2004) was conducted on 281 school managers in various schools of England. The researcher has tried to find the link between the stressful events at school for the teacher and teacher absence at school. He stated that the length of teaching profession, which is 40 years in England to complete the full pension, will bring about a lot of changes and reforms through the years. Hargate, (cited in Bowers, 2004), mentioned that mental health problems had an equal meaning with prolonged depression for the teachers. As mentioned in Bowers (2004), for the stressors for a teacher, the students who take the time of teacher more, the difficulty of separating the social and job relations from each other and actual symptoms of stress can be considered. He indicated that it has been revealed that our emotions affect our physical well being. Whether we feel ourselves good or bad improve or reduce our immunity. According to Rumsbys' survey (2003), (cited in Bowers, 2004), extra work demands outside the classroom, role conflicts, being obliged to complete the work in a limited time and workload are among stress factors for the teachers. Bowers (2004) emphasized that a teacher's behaviours in response to stress related to health, the way how we perceive the events around us, the kind of support we receive from environment and the characteristics of our sociability all affect the coping process with stress. Since these things change from person to

person, there will some differences between the results of stressors on each person. According to the results of the study of Bowers (2004), the main reason for the absence of 39% of the female teachers was problems related to mental health. On the other hand, 54 % of male teachers indicated mental health problems as the cause for their absence. As a result, 44% of the teacher absence was shown "stress" as the reason in general.

Kyriaccou (2001) suggested educational reforms, some teachers' refreshing themselves and having positive approaches while others cannot do this, demands from environment, thoughts about self-image, deciding on the effective coping strategies with stress, effect of the relations with students and the general view in the classroom as the five directions for the future research on teacher stress.

2.12. Related Studies In Turkey

Petek (2008), in her thesis titled *An Investigation on Stress Factors and Coping Strategies of English Instructors Working at the English Preparatory Schools of METU and Ankara University*, aimed at searching the stress factors of instructors of English and their coping strategies. The study was conducted on 112 English instructors working in two state universities in Ankara", Turkey. Two questionnaires, with a demographic inventory, and a semi-structured interview were used to collect data from the respondents. According to the results, there was an inverse correlation between stress level of instructors of English and their being effective in the coping process with stress. Moreover, 'student attitudes' and 'workload' were determined as the stress factors which caused stress the most. On the other hand, as the results showed, instructors mostly used 'in class coping', 'planfulness' and 'self-support' as coping strategies with stress.

Kaya (2006), in his study *The Source of Organizational Stress and the Sample of a Study on Academicians*, has aimed to analyze the organizational stress factors for academicians, their results and strategies that they may use in order to

cope with stress. He studies on five stress factors for the academicians, which are stress stemming from the requirements of the occupation, stress stemming from the relationships at work, stress stemming from the structure and climate of the organization, stress stemming from policy of organization and stress stemming from the physical conditions at the working place. The researcher concluded that the occupation of being an academician is a stressful job which produces stress.

Kul (2006), in her study titled *Eğitim fakülteleri öğretim elemanlarının örgütsel stress değişkenlerine ilişkin görüşlerinin değerlendirilmesi (Dicle, Fırat ve İnönü Üniversiteleri Örnekleri)*, has received the opionion of academicians teaching at three universities in Turkey on stress factors. According to the results of the study, there were significant difference related to status, sex and marital status of the academicians on their opinions regarding the stress factors for their occupation.

Ağma (2007), in his research titled *İş Yaşamında Stresin Nedenleri ve Olumsuz Etkileri* aimed at presenting the stress factors of the personnel working at a unit in Ministry of Environment and Forestry of Turkey and the negative effects of stress. He has concluded that there was a total agreement on the idea that stress at the workplace will affect the working life and social life in a negative way in the end of the study.

Sızan (2006), in his study *Organizational Stress Factors that Affect Performance and a Study* intended to analyze the organizational stress factors and some solutions to eliminate these factors. According to the results of the study, there was a direct relationship between the level of stress and job performance. There were also significant differences in standpoints to problems and solutions for stress factors in terms of the length of service in the occupation.

Arslan and Özdemir (2010) aimed to indicate the organizational stress factors which affect the job performance of research assistants in their study titled *Sources of Organizational Stress that Affect Job Performance: A Study on Research Assistants.* They used a scale with 35 items in order to evaluate the stress levels of the research

assistants. In reference to the results of the study, workload, disturbance of the studies by various reasons such as telephones or visits, inequities in the work distribution and inadequacies in salaries or other payments are among the stress factors that cause stress the most. On the other hand, conflicts with the others, being compared to other research assistants and misfit between the personal abilities and occupational abilities are among the stress factors that cause stress the least.

Aydın, Üçüncü and Taşdemir (2011), in their study titled, "A Case Study to Determine Stress Sources Affecting the Academic Performance", studied on the stress factors that affect the job performance of academicians working at Karadeniz Technical University. In the end, it has been stated that personal factors are the most important factor that cause stress. Other stress factors are ranged as inadequate salary, unbalanced salaries, workload, communication problems, being not involved in the decision-taking process, discrimination among academicians and the responsibilities related to roles.

CHAPTER 3

METHOD OF DATA COLLECTION, ANALYSIS AND INTERPRETATION

3.1. Presentation

In this chapter, some basic information about the methodology of the research will be found. Firstly, the design of the study will be briefly explained. Then other information such as characteristics of the participants and the setting will be given. Lastly, the data gathering instrument of the study will be explained and procedures about data collection and analysis of the research will be presented.

3.2. Design of the study

In this study, the quantitative research is used. According to Burns and Grove, (cited in Cormack, 1991), quantitative research is 'a formal, objective, systematic process in which numerical data are utilized to obtain information about the world' (p.140).

Survey method is among the ways of quantitative research and it is used as the overall design for this study. The definition of survey done by Brown and Rodgers (2002) is as:

> "Surveys are any procedures to gather and describe the characteristics, attitudes, views, opinions and so forth of the students, teachers, administrators or any other people who are important to a study. Surveys typically take the form of interviews or questionnaires or both (Brown and Rodgers, 2002, p.42)."

According to Simon and Francis (2001), it is stated that questionnaires and survey are among the most popular data collection instruments in order to gather precise information about the study.

The aim of this study is to investigate the stress factors, both field-specific and organizational, of the instructors of English and their coping strategies with stress. In order to do this, questionnaires are used as forms of the quantitative research. Two different questionnaires are used to gather information. One is for the stress factors of instructors of English and the other is for their coping strategies with stress. It would be useful to indicate that the questionnaires are evaluated by four specialists who include a testing specialist, a specialist in the field of psychology and two specialists in English Language Teaching (ELT) in the study of Petek (2008).

3.3. Research Questions

The following research questions are used in order to fulfill the aim of this thesis study:

RQ1: What are the factors that cause stress for instructors of English the most?

i. field-specific stress factors?
ii. organizational stress factors?

RQ2: What are the most frequently used coping strategies with stress for the instructors of English?

i. coping with field-specific stress factors?
ii. coping with organizational stress factors?

RQ3: Does the level of stress which is felt by instructors of English change according to their

i. gender?

ii. level of education?
iii. age?
iv. experience in teaching profession?
v. length of working at the present institution?
vi. weekly teaching loads?
vii. involvement in any units or any administrative units?

RQ4: Does the use of coping strategies change according to instructors'
i. gender?
ii. level of education?
iii. age?
iv. experience in teaching profession?
v. length of working at the present institution?
vi. weekly teaching loads?
vii. involvement in any units or any administrative units?

3.4. Participants

The population for this study is the instructors of English working at the state universities in Turkey. In order to conduct the study, the sample is composed of 110 instructors of English working at Trakya University, Kırklareli University, Namık Kemal University and Çanakkale Onsekiz Mart University. Before selecting the participants of this study, the numbers of the instructors of English working at the aforementioned universities were taken into consideration in order to decide whether it would provide a sufficient sample for the population. For this reason, firstly the e-mails of the instructors were obtained from the websites of the aforementioned universities. The total number of instructors of English in these four universities is 135. However, 110 of these instructors have filled in the questionnaires. Before sending the questionnaires to the instructors, the researcher prepared a consent letter written to the Rectorates of Trakya University, Kırklareli University, Namık Kemal University and Çanakkale Onsekiz Mart University to carry out the study with these

instructors (see Appendices 2, 3, 4 and 5). Since there was a limited time to conduct the study, four state universities, which are near Edirne, the city where the researcher lives in, are seen as representative enough to form a sample for the study. After receiving the consent letters from the rectorates and respective departments of the universities where the instructors of English work (see Appendices 6-24), the researcher sent questionnaires to the universities in the number of instructors of English there both by mail and e-mail. As return, 110 instructors of English from the aforementioned universities filled in the questionnaires and sent them back to the researcher. The questionnaires were also sent to the e-mail addresses of the participants in case they do not receive it by hand. For this, the questionnaires were sent to the participants via Google Drive, which is an easy and fast way to collect data online, to the participants.

This study is carried out with the data collection instrument of the study which was carried out with the instructors of English in Middle East Technical University (METU) and Ankara University (see Appendix 1) with the same purposes of the current study. The participants of the abovementioned study were also instructors of English working at state universities in Turkey. So, based upon an expert opinion in SPSS, piloting the study is not seen as necessary since it has already been piloted with 54 instructors of English in Hacettepe University and Atılım University.

3.5. Setting

The current study was conducted on the instructors of English teaching at four state universities, namely Trakya University, Kırklareli University, Namık Kemal University and Çanakkale Onsekiz Mart University. The study was carried out with the instructors of English who are mostly graduates of EFL departments of the universities in Turkey. Also, there are some English Language and Literature and English Linguistics graduates among the participants.

3.6. Data Collection Instrument

'Stress Factors and Coping Strategies Questionnaire for English Instructors' (see Appendix 1) was used in order to collect data from the participants. This questionnaire was taken from the thesis of Petek (2008). In order to do this, first of all, the researcher got in contact with Petek to get her permission to use her data collection instrument in the current study. After mailing with Petek, the necessary consent was taken and the researcher changed the cover letter of the questionnaire and adapted it for her study before sending it to the instructors of English.

The questionnaire consists of three parts which include the demographic inventory, the first questionnaire, related to the stress factors of instructors of English and the second questionnaire, about the coping strategies with stress. The questionnaires are in English. It is a five-point likert scale. The responses to the items in Questionnaire 1 are as follows:

1. None
2. Little
3. Average
4. Much
5. Very much

The responses to the items in Questionnaire 2 are as follows:

1. Never
2. Rarely
3. Sometimes
4. Often
5. Always

According to Simon and Francis (2001), the more the categories in the likert scale, the more reliable the questionnaire is.

3.6.1. Questionnaires

The data collection of the study includes three subgroups, namely Demographic Inventory, Questionnaire 1 and Questionnaire 2.

Before selecting the appropriate questionnaire, the researcher has done a lot of research to find the most appropriate one. After finding this questionnaire, to use it, the necessary consent was taken from Petek.

Questionnaire 1 consists of two subgroups as field-specific stress factors and organizational stress factors. Field-specific stress factors are the stressors which are particular to the instructors of English language while the organizational ones are for the instructors in general. Petek (2008) constructed the first part of the Questionnaire 1 (Q1), related to field-specific stressors, with the help of her literature review about the related subject. The second part of the Q1, which is related to the organizational stressors, is an adaptation of Önkol's (2002) 'Organizational Stress Questionnaire' and Balcı's (2000) 'Öğretim Elemanının İş Stresi Anketi'. Some items in the second part of Questionnaire 2 (Q2) are constructed by Petek (2008).

The Q2 also consists of two parts, which are coping strategies with the field-specific stress factors and coping with the organizational stress factors. The first part of Q2 is constructed by Petek (2008). On the other hand, the second part of Q2 consists of 'Ways of Coping Questionnaire (WCQ). WCQ was a result of the revision of Lazarus and Folkman's (1984) 'The Ways of Coping Checklist', which is a framework of Lazarus and his colleagues (Lazarus, 1966; Lazarus and Launier, 1978). WCQ handles the coping strategies with organizational stress factors under two headings: problem-focused coping and emotion-focused coping. The problem-focused coping is related to change and manage the problem source while the emotion-focused coping is about decreasing or managing the negative stress. Since WC may reflect different factors in each different context, Petek (2008) modified and

made slight changes on WCQ. Thus, it became a much more appropriate data collection tool.

The questionnaire contains 80 items in total. The Q1 constitutes 42 of these items and the remaining 38 items take place in the Q2. In Petek (2008), the overview of 'Stress Factors and Coping Strategies Questionnaire for English Instructors' is presented in Figure 6 as follows:

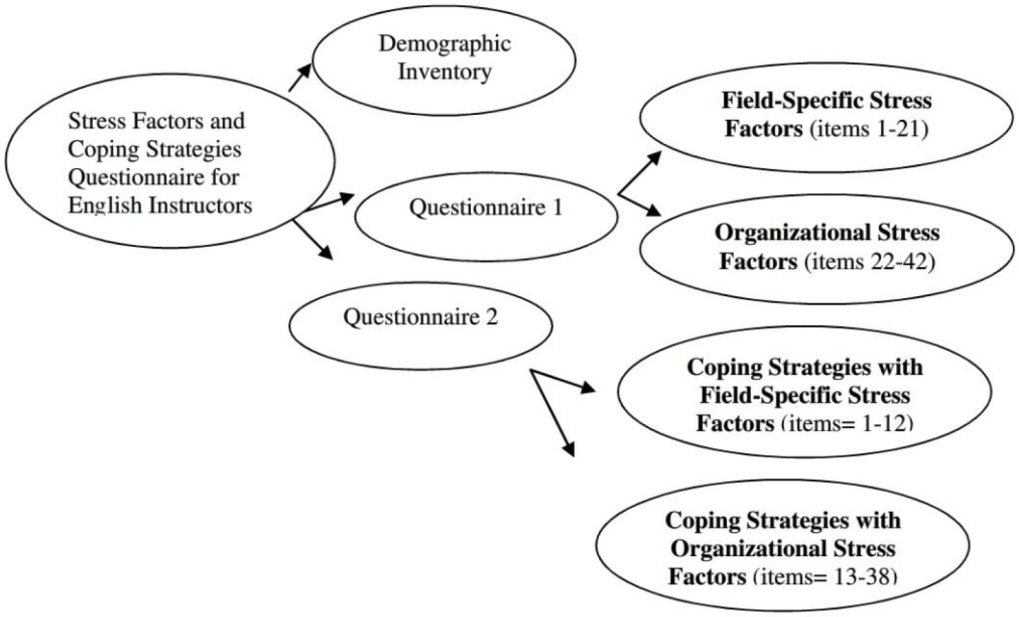


Figure 6: Stress Factors and Coping Strategies Questionnaire for English Instructors (Petek, 2008, p. 43)

As it can be seen from Figure 6, in Q1, out of 42 items, the items between 1-21 are related with the field-specific stress factors whereas items between 22-42 are about the organizational stress factors. On the other hand, items between 1-12 in Q2 are about the coping strategies with the field-specific stress factors while items between 13-38 are related to the coping strategies with the organizational stress factors.

3.7. Data Analysis

This study was analyzed through SPSS 20(Statistical Package for Social Sciences) for the statistical analyses of the data. An Excel sheet was prepared to input the numerical data to SPSS. In order to get the results of the collected data, the researcher received professional help from an expert in SPSS. In the data analysis, statistical measures such as mean, average, Standard deviation, mean rank, frequency and percentage distribution, T-test, "significance test that uses the t distribution" (Simon and Francis, 2001, p.72), Mann Whitney U test, "nonparametric test is to determine if there is a difference between two groups" and it is also the nonparametric equivalent of the t-test (Simon and Francis, 2001, p.109), Kruskall Wallis test, in other words H-test, "a nonparametric hypothesis test used to compare three or more independent samples" (Simon and Francis, 2001, p.70), descriptive statistics, non-parametric statistical Method, "statistical methods that do not require a normal distribution or that data be interval or rational" (Simon and Francis, 2001, p.70) are included.

For the reliability scores of the factors in the questionnaires used in the study, Cronbach Alpha Methods is used. "Cronbach Alpha is used when there are several likert-type items that are summed to make a composite score of summated scale" (Leech, Barrett and Morgan, 2011, p.52).

CHAPTER 4

FINDINGS AND DISCUSSION

4.1. Introduction

This chapter includes the results and interpretation of the analysis of the data gathered from the participants in the study who are the instructors of English. Besides, the results of the study are compared with the results and findings of the previous studies.

In order to analyse the data gathered, descriptive statistics and inferential statistics were used. The total number of the participants was 110, 72 of which were females and 38 of which were males who were instructors of English at four state universities, namely Trakya University, Kırklareli University, Namık Kemal University and Çanakkale Onsekiz Mart University. The researcher chose four universities in Turkey in order to attain the sufficient number of participants which formed a good and adequate sample for the universe of the study, which were instructors of English in Turkey. Since there was a limited time to complete the study, the researcher had to choose universities which were near to her transportability.

The data collection tools included a demographic inventory and two likert-type scales. The results of the data analysis were analyzed through Statistical Package of Social Sciences (SPSS for Windows 20.0) and were shown in tables and analyzed descriptively. For the reliability scores of the factors in the questionnaires used in the study, Cronbach Alpha was used.

The demographic characteristics included gender, level of education, age, experience in the teaching profession, length of working at the same institution,

weekly teaching hours and involvement in any units or any administrative units. The gathered data was analyzed according to these variables. These characteristics also form the variables for the current study. The quantitative data collection instrument of the study was “Stress Factors and Coping Strategies Questionnaire for English Instructors” (Petek, 2008). The instrument consisted of two questionnaires; first to collect data about the factors causing stress for the instructors of English which consisted of 42 items and the second to collect data about the coping strategies of the instructors of English with stress which consisted of 38 items.

4.2. Research Questions

The four research questions of the study are as follows:

RQ1: What are the factors that cause stress for instructors of English the most?

i. field-specific stress factors?
ii. organizational stress factors?

RQ2: What are the most frequently used coping strategies with stress for the instructors of English?

i. coping with field-specific stress factors?
ii. coping with organizational stress factors?

RQ3: Does the level of stress which is felt by instructors of English change according to their

i. gender?
ii. level of education?
iii. age?
iv. experience in teaching profession?
v. length of working at the present institution?
vi. weekly teaching loads?
vii. involvement in any units or any administrative units?

RQ4: Does the use of coping strategies change according to instructors’

i. gender?

ii. level of education?
iii. age?
iv. experience in teaching profession?
v. length of working at the present institution?
vi. weekly teaching loads?
vii. involvement in any units or any administrative units?

4.3. Descriptive Analysis Regarding the Characteristics of Participants

A demographic inventory was circulated before the questionnaires of the study. This inventory included some information about the characteristics of the participants such as gender, level of education, age, experience in the teaching profession, length of working at the present institution, weekly teaching load and involvement in any units or any administrative units. Below, the descriptive statistics about the demographic characteristics of the participants of the study are shown in frequency tables.

Out of 110 participants in the study, 65,5 % (n = 72) of them were females and 34,5 % (n= 38) were male participants. In Table 4.1, these statistics were shown in frequency table.

Table 4.1: Frequency table of instructors according to gender

Gender	Frequency	Percent	Valid percent	Cum. Percent
Female	72	65,5	65,5	65.5
Male	38	34,5	34,5	100,0
Total	110	100,0	100,0	

For the level of education of the participants, 65,5 % (n=72) were graduates of university and 34.5 % (n=38) of them had a master or doctoral degree. Below,

Table 4.2 shows the distribution of instructors according to their level of education is presented.

Table 4.2: Frequency table of instructors according to their level of education

Level of education	Frequency	Percent	Valid percent	Cum. Percent
Undergraduate	72	65,5	65,5	65.5
Postgraduate	38	34,5	34,5	100,0
	110	100,0	100,0	

Participants' 57,3 % (n=63) were among the age group of 25-30, 17,3% (n=19) were in 31-35 age group, 13,6% (n=15) belonged to 36-40 age group, 5,5 % (n=6) were between 41-45 years old, 3,6% (n=4) were 46-50 years old and 2,7% (n=3) were among the 51-60 age group. Table 4.3 presents the distribution of instructors in the study according to their ages.

Table 4.3: Frequency table of instructors according to their age

Age	Frequency	Percent	Valid percent	Cum. Percent
25-30	63	57,3	57,3	57,3
31-35	19	17,3	17,3	74,6
36-40	15	13,6	13,6	88,2
41-45	6	5,5	5,5	93,7
46-50	4	3,6	3,6	97,3
51-60	3	2,7	2,7	100,0
Total	110	100,0	100,0	

Another demographic feature of the participants was their experience in the teaching profession in general. According to the answers of the participants, 47,3% (n=52) had experience in teaching profession between 0-5 years, 24,5% (n=27) had 6-10 years of experience, 18,2% (n=20) had 11-15 years of experience, 5,5% (n=6)

worked as a teacher for 16-20 years and 4,5% (n=5) for 21-30 years. Table 4.4 illustrates the results of the statistics.

Table 4.4: Frequency table of instructors according to their experience in the teaching profession

Experience	Frequency	Percent	Valid percent	Cum. Percent
0-5	52	47,3	47,3	47,3
6-10	27	24,5	24,5	71,8
11-15	20	18,2	18,2	90,0
16-20	6	5,5	5,5	95,5
21-30	5	4,5	4,5	100,0
Total	110	100,0	100,0	

For the length of working at the present institution, out of 110 participants, 108 of them gave answers. And according to their answers, 64,8% (n=70) had been working at the current institution for 0-5 years, 17,6% (n=19) for 6-10 years, 13.9% (n=15) for 11-15 years, 0,9% (n=1) for 16-20 years and lastly 2,8% (n=3) for 21-30 years. Table 4.5 shows the distribution of instructors according to their length of working at the same institution.

Table 4.5: Frequency table of instructors according to their length of working at the present institution

Length of working at the present institution	Frequency	Percent	Valid percent	Cum. Percent
0-5	70	64,8	64,8	64,8
6-10	19	17,6	17,6	82.4
11-15	15	13,9	13,9	96,3
16-20	1	0,9	0,9	97,2
21-30	3	2,8	2,8	100,0
Total	108	100,0	100,0	

Instructors' weekly teaching loads were one of the demographic features in the inventory. Out of 110 instructors, 9,1% (n=10) had 0-5 hours of teaching per week, 5,5% (n=6) had 6-10 hours of teaching per week, 9,1% (n=10) had 11-15 hours of teaching a week, 19,0% (n=21) had 16-20 hours of teaching a week and lastly 57,3% (n=63) of the instructors of English had 21 and above hours of teaching in a week. Table 4.6 presents the distribution of the instructors according to their weekly teaching loads.

Table 4.6: Frequency table of instructors according to weekly teaching hours

Weekly teaching hours	Frequency	Percent	Valid percent	Cum. Percent
0-5	10	9,1	9,1	9,1
6-10	6	5,5	5,5	14,6
11-15	10	9,1	9,1	23,7
16-20	21	19,0	19,0	42,7
21 and above	63	57,3	57,3	100,0
Total	110	100,0	100,0	

For the last demographic characteristics, instructors' involvement in any units or any administrative units in addition to their teaching load was questioned. Among 110 instructors, 41,8% (n=46) had additional duties in their institutions other than their teaching load, on the other hand, 58,2% (n=64) had just taught and had no additional duties in their institutions. Table 4.7 shows the distribution of instructors of English according to their involvement in any units or any administrative units.

Table 4.7: Frequency table of instructors according to their involvement in any units or any administrative units

Involvement in any units or any administrative units	Frequency	Percent	Valid percent	Cum. Percent
Yes	46	41,8	41,8	41,8
No	64	58,2	58,2	100,0
Total	110	100,0	100,0	

4.4. Reliability Statistics

In this part, the reliability statistics of the questionnaires and the reliability scores of the factors were presented.

4.4.1. Reliability Statistics of Questionnaires

The questionnaire used in the current study belong to Petek(2008), as stated before. The necessary consent was taken from her in order to use it as data collection instrument for the study. Since, the participants of the study belong to the same profession; instructors of English in state universities in Turkey, an expert in the field of statistics did not need to test the reliability of an instrument whose reliability was proven beforehand. She explained that since no item was changed for the current study, there was no need to do the same procedure again and again. However, the reliability scores of the factors were measured again for the current study. The reliability statistics of the questionnaire is shown in Table 4.8.

Table 4.8: Reliability Statistics according to the Alpha Method

(Petek, 2008, p. 60)

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Q_1	**0,916**	0,914	**42**
Q_2	**0,790**	0,802	**38**

As it can be seen from the table above, according to Leech, (cited in Petek, 2008), both of the questionnaires were considered as highly reliable since their Cronbach’s Alphas were above the limit of ,70.

4.4.2. Reliability Scores of the Factors

The first questionnaire which was about the stress factors of the instructors of English was divided into two parts as field-specific stress factors and organizational stress factors. The second questionnaire was divided into two parts as coping with field specific stress factors and coping with organizational stress factors. For coping with organizational stress factors, there were also two sub parts as problem-focused coping and emotion-focused coping. These were shown on a figure as summary (quod vide Fig.6 on page 78). The Cronbach Alpha of the first part of the first questionnaire, field specific stress factors, was found as 0,870. The reliability coefficient for the second part of the first questionnaire was 0,908. Cronbach Alpha of the first part of the second questionnaire was 0,762. The reliability coefficients of the items regarding problem-focused coping in the second questionnaire were measured as 0,720 and for the emotion-focused coping as 0,628. The reliability scores of the factors are shown in Table 4.9 below.

Table 4.9: Reliability scores of the factors

Factors	**Cronbach Alpha**
Field specific stress factors	0,870
Organizational stess factors	0,908
Coping with the field specific stress factors	0,762
Problem-focused coping	0,720
Emotion-focused coping	0,628

To describe Table 4.9, the expert in the field of statistics who analyzed the data of the current study stated that the reliability of the factors regarding the field-specific stress factors was good ($0.8 \leq \alpha < 0.9$), the reliability of the organizational stress factors was excellent ($\alpha \geq 0.9$), the reliability of the part of coping with the field specific stress factors and the part of problem-focused coping were acceptable

($0.7 \leq \alpha < 0.8$). Lastly, the reliability of the part of emotion-focused coping was accepted as having low reliability ($0.6 \leq \alpha < 0.7$).

4.5. Results

In this part, the results of the analysis regarding the research questions of the study were presented.

4.5.1. Research Question 1

The first research question was as the following:

RQ1: What are the factors that cause stress for instructors of English the most?

i. field-specific stress factors?

ii. organizational stress factors?

In her study, Petek (2008) grouped the stress factors under 17 main factors with an expert opinion. The same data collection instrument was used without any change and the same 17 factors were analyzed in this study as well.

To give information about 17 main factors of the questionnaire, according to the results of factor analysis of the items in Petek's study (2008), they are as the following:

- Student attitudes
- Teacher competence
- In-class situations
- Organizational structure
- Work overload
- Physical conditions
- In-class
- Academic development

- Face-saving
- Precaution,
- Planfulness
- Optimistic approach
- Seeking support
- Emotional control
- Self-support
- Avoidance
- Submission

To explain the above stated factors clearly, ‘students attitudes’ are related with the situations that cause stress for the instructors of English caused by problems related to the students; ‘teacher competence’ is among the stress factors related to the instructor’s efficiency as a teacher; ‘in-class situations’ are about the problems that cause stress for being in a language classroom; the factors that cause stress due to the structure of the organization are gathered under the title of the ‘organizational structure’; ‘work overload’ is related to the stress stemming from the working conditions; ‘physical conditions’ are among the stress factors resulting from the physical working environment which is necessary for teaching; ‘in-class’ is one of the coping strategies with stress which the instructors use while teaching; ‘academic development’ is accepted as another way of coping with stress for the instructors of English; ‘face saving strategy’ is about the coping strategies which is used just to save the situation but not to solve the problem; ‘precaution’ is among several coping strategies which is used before or during teaching by the instructors of English to cope with the stress; ‘planfulness’ is another coping strategy as it can be understood from its name which is about planning to solve the problem that cause stress for the instructor of English; ‘optimistic approach’ is thinking the good side in face of the stressful situation; ‘seeking support’ is another coping strategy in which the instructor seeks for help from his/her colleagues for the stressful events; ‘emotional control’ is about an instructor’s control of his/her expression of the emotions resulting from the stress in teaching; ‘self-support’ is another coping strategy which is about seeking the help inside rather than the others; ‘avoidance’ is one of 17

factors which is used as avoiding the stressful situation and lastly, ‘submission’ is the factor when the instructor accept the stressful event as it is and try to struggle with it.

Out of these, students’ attitudes, teacher competence and in-class situations are among the factors related to field-specific stress factors. Organizational structure, work overload and physical conditions are among the organizational stress factors. The factors related to coping strategies with the field-specific stress factors are in-class, academic development, face saving and precaution. Whereas planfulness, optimistic approach, seeking support and emotional control are among the problem-focused coping strategies; self-support, avoidance and submission are among the emotion-focused coping strategies.

Below, in Table 4.10 there is the descriptive statistics of the factors regarding the field-specific stress factors that cause stress the most for the instructors in the current study.

Table 4.10: Descriptive Statistics of the factors regarding field-specific stress factors

	N	**Minimum**	**Maximum**	**Mean**	**Standard Deviation**
Field specific stress factors					
Teacher competence	110	11,00	50,00	**35,6727**	8,08454
Inclass situations	110	5,00	20,00	10,9364	3,32981
Student attitudes	110	5,00	19,00	10,3364	3,98685

According to Table 4.10, in the field-specific stress factors, there were three main factors as teacher competence, in-class situations and student attitudes. Out of these, teacher competence is seen as the most stress causing factor when the mean scores of the factors are taken into consideration (M=35,6727).

On the other hand, when organizational stress factors are in question, Table 4.11 presents the results of the descriptive statistics of the factors below.

Table 4.11: Descriptive Statistics of the factors regarding organizational stress factors

	N	**Minimum**	**Maximum**	**Mean**	**Standard Deviation**
Organizational stress factors					
Organizational structure	110	51,00	32,0455	**32,0455**	9,28191
Work overload	110	30,00	18,7818	18,7818	5,56757
Physical conditions	110	20,00	12,4091	12,4091	3,70295

In table 4.11, it is apparent that organizational structure is the stress factor that causes stress the most for the instructors of English in the level of organizational stressors when the mean scores of three factors are analyzed (M= 32,0455).

4.5.2. Research Question 2

The second research question was as the following:

RQ2: What are the most frequently used coping strategies with stress for the instructors of English?

i. coping with field-specific stress factors?
ii. coping with organizational stress factors?

In this part, the results are analyzed according to the coping with field-specific and organizational stress factors. As stated earlier, coping with organizational stress factors is analyzed under two sub-topics; problem-focused and emotion-focused coping.

Below, there is the descriptive statistics of the factors regarding coping with the field-specific stress factors in Table 4.12.

Table 4.12: Descriptive Statistics of the factors regarding coping with the field-specific stress factors

	N	Minimum	Maximum	Mean	Standard Deviation
Coping with the field specific stress factors					
In class	110	6,00	20,00	**15,5000**	2,60821
Academic development	110	3,00	15,00	9,5909	2,59249
Face saving	110	2,00	10,00	5,7091	1,70453
precaution	110	3,00	15,00	10,9455	2,25379

By looking at the mean scores of the factors, it is seen that instructors use in-class the most as coping strategy with the field-specific stress factors (M=15,5000).

On the other hand, in Table 4.13 below, the descriptive statistics of the factors regarding problem-focused coping of instructors are illustrated.

Table 4.13: Descriptive Statistics of the factors regarding problem-focused coping

	N	Minimum	Maximum	Mean	Standard Deviation
Problem focused coping					
Planfulness	110	6,00	25,00	18,5909	3,40613
Optimistic approach	110	12,00	30,00	**20,4727**	3,05818
Seeking support	110	8,00	20,00	13,2364	2,36537
Emotional control	110	3,00	15,00	11,5273	2,20387

According to the results, out of four factors, optimistic approach is the problem-focused coping strategy which the instructors use the most when they face stressful events in their teaching professions (M= 20,4727).

Lastly, the descriptive statistics of the factors regarding emotion-focused coping are presented as in Table 4.14 below.

Table 4.14: Descriptive Statistics of the factors regarding emotion-focused coping

	N	Minimum	Maximum	Mean	Standard Deviation
Emotion-focused coping					
self-support	110	5,00	25,00	**13,4000**	3,16865
avoidence	110	2,00	10,00	6,4364	1,44328
submission	110	3,00	10,00	6,4091	1,40311

In the light of the analysis, it is understood that self-support is used the most as the emotion-focused coping strategy by the instructors participated in the current study (M=13,4000).

4.5.3. Research Question 3

The third research question was as the following:

RQ3: Does the level of stress which is felt by instructors of English change according to their

i. gender?
ii. level of education?
iii. age?
iv. experience in teaching profession?
v. length of working at the same institution?
vi. weekly teaching loads?

vii. involvement in any units or any administrative units?

Gender was the first variable for the analysis of the data of instructors' stress level caused by both field-specific and organizational stress factors. In table 4.15, the results of the analysis regarding the mean scores of the field-specific stress factors according to gender are illustrated.

Table 4.15: T-test results of the mean scores regarding the field-specific stress factors according to gender

Gender	N	Average	S	sd	t	p
Female	72	64,6250	16,85601	108	,762	,448
Male	38	60,2105	14,29072			

As it can be seen from the table, there is no significant difference among the mean scores of the instructors regarding the field-specific stress factors according to the gender [$t_{(108)}$=0,762, p>.05]. So it can be inferred that the level of stress which is felt by female or male instructors of English because of field-specific stress factors do not change. In other words, instructors' being female or male does not make any difference when they face stress factors which are specific to their teaching English as a profession.

On the other hand, when the difference between female and male instructors of English in their perceiving stress caused by organizational stress factors is questioned, Table 4.16 presents the results of the data analysis.

Table 4.16: T-test results of the mean scores regarding the organizational stress factors according to the gender

Gender	N	Average	S	sd	t	p
Female	72	67,7391	13,14270	108	1,374	,172
Male	38	70,4560	11,85973			

According to Table 4.16, there is no significant difference among the mean scores of the instructors regarding the organizational stress factors according to gender. [$t_{(108)}$=1,374, p>.05]. So, the variable of gender does not have any significant importance when the stress level caused by organizational stress factors is questioned.

As another variable, the difference of stress levels among instructors, the level of education of the instructors was taken into consideration. In Table 4.17, the results of analysis of this variable regarding the field-specific stress factors are revealed.

Table 4.17: T-test results of the mean scores regarding the field-specific stress factors according to level of education of the instructors.

Level of education	N	Average	S	sd	t	p
Undergraduate	72	56,9722	11,25751	108	,211	,833
Postgraduate	38	56,4474	14,36154			

It is found in Table 4.17 that, there is no significant difference among the mean scores of the instructors regarding the field-specific stress factors according to the level of education [$t_{(108)}$=0,211, p>.05]. That is, the stress level of instructors does not change dramatically because of the differences in their levels of education.

Below, Table 4.18 shows the results of the analysis of the data gathered for the difference of stress level among the instructors according to their level of education caused by the organizational stress factors.

Table 4.18: T-test results of the mean scores regarding the organizational stress factors according to level of education of the instructors.

Level of education	N	Average	S	sd	t	p
Undergraduate	72	60,8472	15,73877	108	-2,051	,043
Postgraduate	38	67,3684	16,08158			

Table 4.18 puts forward that, the mean scores of the instructors regarding the organizational stress factors differ according to the level of education of the instructors. [$t_{(108)}$=-2,051, p<.05]. The mean scores of the instructors with the postgraduate education regarding the organizational stress factors is higher than the mean scores of the instructors with undergraduate education. So, it can be inferred that instructors' having master or doctoral degree leads them to feel stress more caused by organizational stress factors according to the instructors who are undergraduates and do not have any postgraduate degree.

The stress caused by both field-specific and organizational stress factors of the instructors whose age groups are different from each other was also analyzed. In this sense, Table 4.19 presents the data analysis of this variable.

Table 4.19: Kruskal Wallis Test Results of the mean scores of instructors of English regarding the field specific stress factors according to age

Age	N	Mean rank	sd	χ^2	p
25-30	63	53,72	5	5,313	,379
31-35	19	51,61			
36-40	15	68,77			
41-45	6	48,50			
46-50	4	73,75			
51-60	3	40,83			

As it can be seen from the table, most of the instructors are between 25 and 30 years old. Table 4.19 reveals that there is no significant difference among the mean scores of the instructors regarding the field-specific stress factors according to age [$\chi^2_{(5)}$=5,313, p>.05]. In other words, instructors from different age groups do not feel more stress than any age group.

When the difference in perceiving stress resulting from the organizational stress factors in different age groups is questioned, the results of the analysis are presented below in Table 4.20.

Table 4.20: Kruskal Wallis Test Results of the mean scores of instructors of English regarding the organizational stress factors according to age

Age	N	Mean rank	sd	χ^2	p
25-30	63	52,15	5	5,581	,349
31-35	19	63,21			
36-40	15	60,77			
41-45	6	45,25			
46-50	4	78,50			
51-60	3	40,50			

It is revealed that there is no significant difference among the mean scores of the instructors regarding the organizational stress factors according to age [$\chi^2_{(5)}$=5,581, p>.05].

Another variable to test the gathered data was experience. The difference, if there is any, in stress level resulting from field-specific stress factors of instructors who have different experience in the teaching profession was investigated. In this respect, Table 4.21 shows the results of the analysis.

Table 4.21: Kruskal Wallis Test Results of the mean scores of instructors of English regarding the field specific stress factors according to experience

Experience	N	Mean rank	sd	χ^2	p
0-5	52	56,54	4	1,980	,739
6-10	27	49,50			
11-15	20	55,70			
16-20	6	64,92			
21-30	5	65,00			

As it is understood from Table 4.21, the mean scores of the instructors regarding the field-specific stress factors according to their experience do not differ [$\chi^2_{(4)}$=1,980, p>.05]. Thus, different lengths of experience do not have any meaning for the different stress levels because of field-specific stress factors among the instructors.

The same procedure was applied for the organizational stress factors as well and the results are presented in Table 4.22.

Table 4.22: Kruskal Wallis Test Results of the mean scores of instructors of English regarding the organizational stress factors according to experience

Experience	N	Mean rank	sd	χ^2	p
0-5	52	53,12	4	1,211	,876
6-10	27	56,26			
11-15	20	55,65			
16-20	6	64,33			
21-30	5	65,00			

Similarly, according to Table 4.22, there is no significant difference among the mean scores of the instructors regarding the organizational stress factors according to experience [$\chi^2_{(4)}$=1,211, p>.05].

The length of working at the present institution was among the variables for this research question. The gathered data was also analyzed from this respect and the results are shown in Table 4.23.

Table 4.23: Kruskal Wallis Test Results of the mean scores of instructors of English regarding the field-specific stress factors according to their length of working at the present institution

Length of working at the present institution	N	Mean rank	sd	χ^2	p
0-5	70	54,12	4	3,462	,484
6-10	19	49,55			
11-15	15	58,27			
16-20	1	106,00			
21-30	3	58,67			

In Table 4.23, it is found that, there is no significant difference among the mean scores of the instructors regarding the field-specific stress factors according to length of working at the same institution [$\chi^2_{(4)}$=3,462, p>.05].

Table 4.24 shows the analysis regarding the difference because of the organizational stress factors according to length of working at the present institution of the instructors

Table 4.24: Kruskal Wallis Test Results of the mean scores of instructors of English regarding the organizational stress factors according to their length of working at the present institution

Length of working at the same institution	**N**	**Mean rank**	**sd**	**χ^2**	**p**
0-5	70	53,04	4	2,150	,708
6-10	19	56,68			
11-15	15	54,60			
16-20	1	96,50			
21-30	3	60,33			

According to Table 4.24, there is no significant difference among the mean scores of the instructors regarding the organizational stress factors according to length of working at the same institution [$\chi^2_{(4)}$=2,150, p>.05].

It can be inferred that the variable of the length of working at the same institution does not have any important meaning and does not lead to any difference regarding the stress level caused by both the field-specific and organizational stress factors among the instructors.

Weekly teaching hours are also considered to potentially change the level of stress of instructors of English caused by field-specific and organizational stress factors. Below, Table 4.25 and 4.26 present the results regarding the variable of weekly teaching hours of the instructors.

Table 4.25: Kruskal Wallis Test Results of the mean scores of instructors of English regarding the field-specific stress factors according to weekly teaching load

Weekly teaching hours	**N**	**Mean rank**	**sd**	**χ^2**	**p**
0-5	10	62,35	4	4,069	,397
6-10	6	42,17			
11-15	10	69,70			
16-20	21	50,26			
21 and above	63	55,17			

In table 4.25, it is revealed that there is no significant difference among the mean scores of the instructors regarding the field-specific stress factors according to weekly teaching load [$\chi^2_{(4)}$=4,069, p>.05]. So, an instructor's having few or many hours of teaching does not lead to any change in the perceived stress level because of field-specific stress factors.

On the other hand, this variable was tested for the different stress levels caused by organizational stress factors. Table 4.26 shows the statistics of the data.

Table 4.26: Kruskal Wallis Test Results of the mean scores of instructors of English regarding the organizational stress factors according to weekly teaching load

Weekly teaching hours	N	Mean rank	sd	χ^2	p	Significant difference
0-5	10	89,10	4	19,565	,001	0-5 and 6-10; 0-5 and 16-20; 0-5 and 21-over; 6-10 and 11-15; 11-15 and 16-20
6-10	6	34,25				
11-15	10	72,00				
16-20	21	43,71				
21 and above	63	53,50				

Table 4.26 reveals that there is a significant difference among the mean scores of the instructors regarding the organizational stress factors according to weekly teaching load [$\chi^2_{(4)}$=19,565, p<.05]. In order to give details about the significant differences between the instructors according to their weekly teaching load, the Mann Whitney U Test, which is one of the non-parametric methods, is used. According to the results of this test, there are significant differences between 0-5 and 6-10 teaching hours; 0-5 and 16-20 teaching hours; 0-5 and 21-and above teaching hours; 6-10 and 11-15 teaching hours; 11-15 and 16-20 teaching hours of the instructors [$U_{(0\text{-}5 \text{ and } 6\text{-}10)}$=6,000, p<.05; $U_{(0\text{-}5 \text{ and } 16\text{-}20)}$=29,000, p<.05; $U_{(0\text{-}5 \text{ and } 21\text{-and above})}$=103,000, p<.05; $U_{(6\text{-}10 \text{ and } 11\text{-}15)}$=7,500, p<.05; $U_{(11\text{-}15 \text{ and } 16\text{-}20)}$=48,500, p<.05]. From Table 4.27, it can be inferred that instructors who have 0-5 hours of teaching per week feel stress more caused by organizational stress factors according to the instructors having 6-10, 16-20 or 21 and above hours of teaching in a week. Moreover, instructors who have 6-10 hours a week experience stress more because of organizational stress factors when they are compared with the instructors who have 11-15 hours of teaching in a week. Lastly, the same situation is valid for the instructors who have 11-15 hours of teaching a week. They feel stress caused by

organizational stress factors more than the instructors who have 16-20 hours of teaching in a week.

The last variable was instructors' involvement in any units or any administrative units to search for any difference between the instructors for the stress level stemming from field-specific or organizational stress factors. Table 4.27 presents the results of stress level regarding the field-specific stress factors according to instructors' involvement in any units or any administrative units.

Table 4.27: T-test results of the mean scores of instructors of English regarding the field-specific stress factors according to instructors' involvement in any units or any administrative units

Involvement in any units or any administrative units	**N**	**Average**	**S**	**sd**	**t**	**p**
Yes	46	55,2174	14,20784	108	-1,134	,259
No	64	57,9219	10,80609			

As Table 4.27 puts forward that there is no significant difference among the mean scores of the instructors regarding the field-specific stress factors according to instructors' involvement in any units or any administrative units [$t_{(108)}$=-1,134, p>.05].

Below is the data analysis regarding the organizational stress factors according to instructors' involvement in any units or any administrative units in Table 4.28.

Table 4.28: T-test results of the mean scores of instructors of English regarding the organizational stress factors according to instructors' involvement in any units or any administrative units

Involvement in any units or any administrative units	**N**	**Average**	**S**	**sd**	**t**	**p**
Yes	46	65,1522	15,46030	108	1,136	,259
No	64	61,6250	16,48713			

As it is seen from Table 4.28, there is no significant difference among the mean scores of the instructors regarding the organizational stress factors according to instructors' involvement in any units or any administrative units [$t_{(108)}$=1,136, p>.05].

So it can be inferred that although nearly half of the participants (n=46) have some additional duties in the institution, this does not lead to any meaningful difference between instructors in terms of their stress levels caused by field-specific or organizational stress factors.

4.5.4. Research Question 4

The fourth research question was to investigate the following:

RQ4: Does the use of coping strategies change according to instructors'

i. gender?
ii. level of education?
iii. age?
iv. experience in teaching profession?
v. length of working at the same institution?
vi. weekly teaching loads?
vii. involvement in any units or any administrative units?

As the second part of the study, the coping strategies of the instructors were investigated. They were investigated under two main factors, namely coping with field-specific stress factors and coping with the organizational stress factors. Last mentioned factor was also divided into two sub-groups as problem-focused coping and emotion-focused coping.

The coping strategies with stress which are used by the instructors were also examined under many variables to find differences if there is any. Below, Table 4.29 shows the results of the mean scores regarding the coping process with the field-specific factors according to gender.

Table 4.29: T-test results of the mean scores regarding the coping process with the field-specific stress factors according to the gender

Gender	N	Average	S	sd	t	p
Female	72	42,6528	6,90409	108	1,996	,048
Male	38	40,0263	5,84709			

According to Table 4.29, the mean scores of the instructors regarding the coping process with the field-specific stress factors differ according to the gender. [$t_{(108)}$=1,996, p<.05]. The mean scores of the female instructors of English is higher than the mean scores of the male instructors of English. Thus, female instructors are considered to cope with the field-specific stress factors more effectively when compared to male instructors in the current study.

For coping with the organizational stress factors, the results were examined firstly under the title of problem-focused coping. In this respect, Table 4.30 shows the results of the mean scores regarding the problem-focused coping according to gender.

Table 4.30: T-test results of the mean scores regarding the problem-focused coping according to gender

Gender	N	Average	S	sd	t	p
Female	72	52,4861	6,70924	108	1,278	,204
Male	38	50,8158	6,13741			

As Table 4.30 shows there is no significant difference among the mean scores of the instructors regarding the problem-focused coping according to gender [$t_{(108)}$=1,278, p>.05].

Table 4.31 presents the results of the study if there is any difference between male and female instructors of English regarding their emotion-focused coping.

Table 4.31: T-test results of the mean scores regarding the emotion-focused coping according to gender

Gender	N	Average	S	sd	t	p
Female	72	34,8056	5,12557	108	1,930	,056
Male	38	32,8421	4,97304			

Table 4.31 reveals that there is no significant difference among the mean scores of the instructors regarding the emotion-focused coping according to gender [$t_{(108)}$=1,930, p>.05].

As the second variable, the results were examined for any difference regarding the level of education of the instructors. Table 4.32 shows the results regarding the coping process with the field-specific stress factors according to the level of education of the instructors.

Table 4.32: T-test results of the mean scores regarding the coping process with the field-specific stress factors according to the level of education of the instructors

Level of education	N	Average	S	sd	t	p
undergraduate	72	41,7778	6,96717	108	,070	,944
Postgraduate	38	41,6842	6,09433			

According to the results in Table 4.32, the mean scores of the instructors regarding their coping process with the field-specific stress factors according to their level of education does not differ [$t_{(108)}$=0,070, p>.05]. In other words, there is no significant difference between undergraduate and postgraduate instructors in their coping with the field-specific stress factors.

For the problem-focused coping, Table 4.33 can be examined for the differences according to the level of education of the instructors participated in the study.

Table 4.33: T-test results of the mean scores regarding the problem-focused coping according to the level of education of the instructors

Level of education	N	Average	S	sd	t	p
Undergraduate	72	51,7361	6,24836	108	-,380	,704
Postgraduate	38	52,2368	7,12982			

It is revealed in Table 4.33 that there is no significant difference among the mean scores of the instructors regarding the problem-focused coping according to the level of education [$t_{(108)}$=-0,380, p>.05].

As the other coping type with the organizational stress factors, the emotion-focused coping of the instructors is used according to level of education as shown in Table 4.34.

Table 4.34: T-test results of the mean scores regarding the emotion-focused coping according to level of education of the instructors

Level of education	N	Average	S	sd	t	p
Undergraduate	72	33,5000	4,87593	108	-1,780	,078
Postgraduate	38	35,3158	5,46787			

It can be inferred from Table 4.34 that there is no significant difference among the mean scores of the instructors regarding the emotion-focused coping according to level of education [$t_{(108)}$=-1,780, p>.05].

The next variable was age. Table 4.35 shows the results of the mean scores of instructors of English regarding the coping process with the field-specific stress factors according to age.

Table 4.35: Kruskal Wallis Test Results of the mean scores of instructors of English regarding the coping process with the field-specific stress factors according to age

Age	N	Mean rank	sd	χ^2	p
25-30	63	59,21	5	9,003	,109
31-35	19	47,34			
36-40	15	54,50			
41-45	6	48,58			
46-50	4	79,00			
51-60	3	16,83			

Table 4.35 puts forward that there is no significant difference among the mean scores of the instructors regarding coping process with the field-specific stress factors according to age [$\chi^2_{(5)}$=9,003, p>.05].

Below, it can be found the results of the mean scores of instructors of English regarding the problem-focused coping process according to age.

Table 4.36: Kruskal Wallis Test Results of the mean scores of instructors of English regarding the problem-focused coping process according to age

Age	N	Mean rank	sd	χ^2	p
25-30	63	58,51	5	4,479	,483
31-35	19	48,74			
36-40	15	50,53			
41-45	6	41,17			
46-50	4	66,75			
51-60	3	73,67			

It is seen in Table 4.36 that the mean scores of the instructors regarding their problem-focused coping process according to their age does not differ [$\chi^2_{(5)}$=4,479, p>.05].

In table 4.37, the results of the mean scores of instructors of English regarding the emotion-focused coping process according to age are presented.

Table 4.37: Kruskal Wallis Test Results of the mean scores of instructors of English regarding the emotion-focused coping process according to age

Age	N	Mean rank	sd	χ^2	p
25-30	63	55,17	5	2,234	,816
31-35	19	55,42			
36-40	15	50,47			
41-45	6	53,00			
46-50	4	70,50			
51-60	3	73,17			

According to the analysis in Table 37, there is no significant difference among the mean scores of the instructors regarding the emotion-focused coping according to age [$\chi^2_{(5)}$=2,234, p>.05].

When the data gathered is analyzed according to experience of the instructors regarding their coping process with the field-specific stress factors, Table 4.38 gives the information about the analysis.

Table 4.38: Kruskal Wallis Test Results of the mean scores of instructors of English regarding the coping process with the field-specific stress factors according to experience

Experience	N	Mean rank	sd	χ^2	p
0-5	52	58,69	4	3,818	,431
6-10	27	45,17			
11-15	20	58,60			
16-20	6	58,67			
21-30	5	61,90			

As the results of the analysis presented in Table 4.38 shows, there is no significant difference among the mean scores of the instructors regarding the coping process with the field-specific stress factors according to experience [$\chi^2_{(4)}$=3,818, p>.05].

For coping with the organizational stress factors, Table 4.39 reveals the results of the mean scores of instructors of English regarding the problem-focused coping according to experience.

Table 4.39: Kruskal Wallis Test Results of the mean scores of instructors of English regarding the problem-focused coping according to experience

Experience	N	Mean rank	sd	χ^2	p
0-5	52	58,18	4	6,747	,150
6-10	27	48,04			
11-15	20	54,38			
16-20	6	45,17			
21-30	5	84,80			

Similarly, in Table 4.39, it is revealed that there is no significant difference among the mean scores of the instructors regarding the problem-focused coping according to experience [$\chi^2_{(4)}$=6,747, p>.05].

Below are the results of the mean scores of instructors of English regarding the emotion-focused coping according to experience in Table 4.40.

Table 4.40: Kruskal Wallis Test Results of the mean scores of instructors of English regarding the emotion-focused coping according to experience

Experience	N	Mean rank	sd	χ^2	p
0-5	52	52,13	4	2,826	,587
6-10	27	57,63			
11-15	20	55,68			
16-20	6	57,42			
21-30	5	76,10			

When Table 4.40 is examined, it is understood that there is no significant difference among the mean scores of the instructors regarding the emotion-focused coping according to experience [$\chi^2_{(4)}$=2,826, p>.05].

The instructors' length of working at the present institution was one of the variables in the current study. The gathered data was also examined regarding the coping process with the field-specific stress factors according to their length of working at the present institution. Table 4.41 shows the results.

Table 4.41: Kruskal Wallis Test Results of the mean scores of instructors of English regarding the coping process with the field-specific stress factors according to their length of working at the present institution

Length of working at the present institution	N	Mean rank	sd	χ^2	p
0-5	70	54,60	4	6,429	,169
6-10	19	45,95			
11-15	15	64,37			
16-20	1	107,00			
21-30	3	39,50			

If Table 4.41 is taken into consideration, there is no significant difference among the mean scores of the instructors regarding the coping process with the field-specific stress factors according to the length of working at the present institution [$\chi^2_{(4)}$=6,429, p>.05].

For the difference between instructors of English in their problem-focused coping according to the length of working at the present institution, Table 4.42 gives the results.

Table 4.42: Kruskal Wallis Test Results of the mean scores of instructors of English regarding the problem-focused coping according to the length of working at the present institution

Length of working at the present institution	N	Mean rank	sd	χ^2	p
0-5	70	53,04	4	7,032	,134
6-10	19	53,82			
11-15	15	51,47			
16-20	1	103,00			
21-30	3	92,00			

It is found in Table 4.42 that there is no significant difference among the mean scores of the instructors regarding the problem-focused coping according to the length of working at the present institution [$\chi^2_{(4)}$=7,032, p>.05].

Table 4.43 puts forward the results of the mean scores of instructors of English regarding the emotion-focused coping according to their length of working at the present institution.

Table 4.43: Kruskal Wallis Test Results of the mean scores of instructors of English regarding the emotion-focused coping according to their length of working at the present institution

Length of working at the present institution	N	Mean rank	sd	χ^2	p
0-5	70	52,27	4	4,150	,386
6-10	19	57,11			
11-15	15	54,67			
16-20	1	106,00			
21-30	3	72,00			

When the emotion-focused coping is in question, Table 4.43 shows that there is no significant difference among the mean scores of the instructors regarding the emotion-focused coping according to the length of working at the present institution [$\chi^2_{(4)}$=4,150, p>.05].

Table 4.44, below, shows whether there is any significant difference among the instructors according to the results of the mean scores of instructors of English regarding the coping process with the field-specific stress factors according to weekly teaching load.

Table 4.44: Kruskal Wallis Test Results of the mean scores of instructors of English regarding the coping process with the field-specific stress factors according to weekly teaching load

Weekly teaching hours	N	Mean rank	sd	χ^2	p
0-5	10	78,95	4	9,474	,050
6-10	6	34,08			
11-15	10	45,85			
16-20	21	59,26			
21 and above	63	54,10			

According to Table 4.44, there is no significant difference among the mean scores of the instructors regarding the coping process with the field-specific stress factors according to weekly teaching load [$\chi^2_{(4)}$=9,474, p>.05].

Below, in Table 4.45, the results of the mean scores of instructors of English regarding the problem-focused coping according to weekly teaching load are presented.

Table 4.45: Kruskal Wallis Test Results of the mean scores of instructors of English regarding the problem-focused coping according to weekly teaching load

Weekly teaching hours	N	Mean rank	sd	χ^2	p
0-5	10	65,40	4	6,040	,196
6-10	6	39,92			
11-15	10	44,15			
16-20	21	65,76			
21 and above	63	53,79			

Likewise the coping process with the field-specific stress factors, in Table 4.45 it is revealed that there is no significant difference among the mean scores of the instructors regarding the problem-focused coping according to weekly teaching load [$\chi^2_{(4)}$=6,040, p>.05].

On the other hand, when the emotion-focused coping is in question, in Table 4.46, the results of the mean scores of instructors of English regarding the emotion-focused coping according to weekly teaching load is found.

Table 4.46: Kruskal Wallis Test Results of the mean scores of instructors of English regarding the emotion-focused coping according to weekly teaching load

Weekly teaching hours	N	Mean rank	sd	χ^2	p
0-5	10	72,90	4	6,431	,169
6-10	6	32,17			
11-15	10	58,70			
16-20	21	56,17			
21 and above	63	54,23			

As it is seen from Table 4.46 that there is no significant difference among the mean scores of the instructors regarding the emotion-focused coping according to weekly teaching load [$\chi^2_{(4)}$=6,431, p>.05].

Instructors' having any duty in any units or in any administrative units was also among the variable of the current study for analysing the coping strategies of the instructors with stress. In Table 4.47, the results regarding this variable are given.

Table 4.47: T-test results of the mean scores of instructors of English regarding the coping process with the field-specific stress factors according to instructors' involvement in any units or any administrative units

Involvement in any units or any administrative units	**N**	**Average**	**S**	**sd**	**t**	**p**
Yes	46	41,8261	7,65159	108	,107	,915
No	64	41,6875	5,89020			

Table 4.47 shows that there is no significant difference among the mean scores of the instructors regarding the coping process with the field-specific stress factors according to instructors' involvement in any units or any administrative units [$t_{(108)}$=0,107, p>.05].

Below, the results of the mean scores of instructors of English regarding the problem-focused coping according to instructors' involvement in any units or any administrative units are put forward.

Table 4.48: T-test results of the mean scores of instructors of English regarding the problem-focused coping according to instructors' involvement in any units or any administrative units

Involvement in any units or any administrative units	N	Average	S	sd	t	p
Yes	46	51,3913	6,42730	108	-,703	,484
No	64	52,2813	6,64154			

It is revealed in Table 4.48 that there is no significant difference among the mean scores of the instructors regarding the problem-focused coping according to instructors' involvement in any units or any administrative units [$t_{(108)}$=-0,703, p>.05].

Lastly, in Table 4.49, results of the mean scores of instructors of English regarding the emotion-focused coping according to instructors' involvement in any units or any administrative units are presented.

Table 4.49: T-test results of the mean scores of instructors of English regarding the emotion-focused coping according to instructors' involvement in any units or any administrative units

Involvement in any units or any administrative units	N	Average	S	sd	t	p
Yes	46	34,1957	5,10172	108	,118	,906
No	64	34,0781	5,20166			

Lastly, in Table 4.49 it is understood that there is no significant difference among the mean scores of the instructors regarding the emotion-focused coping according to instructors' involvement in any units or any administrative units [$t_{(108)}$=0,118, p>.05].

To sum up the results of the analysis of the study, out of the 17 factors, teacher competence was found to be the most stress causing field-specific stress factor for 110 instructors of English. In other words, teacher competence causes stress more than inclass situations and student attitudes, as being other field-specific stress factors. On the other hand, it came to light that among the organizational stress factors for the instructors, the organizational structure induced stress more than work overload and physical conditions. As regards to coping process, in-class coping became prominent that it was the mostly used coping strategy with the field-specific stress factors. Besides, instructors of English in the current study use mostly precaution, then academic development and lastly face saving respectively as the coping strategies with the field-specific stress factors after in-class coping. When it comes to problem-focused coping, optimistic approach is seen as the mostly used coping strategy with the organizational stress factors. Other problem-focused coping strategies were planfulness, seeking support and emotional control according to their frequency of usage by the instructors. Lastly, the emotiton-focused coping strategies with the organizational stress factors were examined and it has been discovered that self-support is the coping strategy which the instructors in the current study applied the most when they came across with stressful events. The other mostly used emotion-focused coping strategies were avoidance and submission, respectively. Below on Table 4.50, the descriptive statistics of the factors in the current study can be examined collectively.

Table 4.50: Descriptive Statistics of the factors

	N	Minimum	Maximum	Mean	Standard Deviation
Field specific stress factors					
Teacher competence	110	11,00	50,00	**35,6727**	8,08454
Inclass situations	110	5,00	20,00	10,9364	3,32981
Student attitudes	110	5,00	19,00	10,3364	3,98685
Organizational stress factors					
Organizational structure	110	51,00	32,0455	**32,0455**	9,28191
Work overload	110	30,00	18,7818	18,7818	5,56757
Physical conditions	110	20,00	12,4091	12,4091	3,70295
Coping with the field specific stress factors					
In class	110	6,00	20,00	**15,5000**	2,60821
Academic development	110	3,00	15,00	9,5909	2,59249
Face saving	110	2,00	10,00	5,7091	1,70453
Precaution	110	3,00	15,00	10,9455	2,25379
Problem focused coping					
Planfulness	110	6,00	25,00	18,5909	3,40613
Optimistic approach	110	12,00	30,00	**20,4727**	3,05818
Seeking support	110	8,00	20,00	13,2364	2,36537
Emotional control	110	3,00	15,00	11,5273	2,20387
Emotion-focused coping					
Self-support	110	5,00	25,00	**13,4000**	3,16865
Avoidence	110	2,00	10,00	6,4364	1,44328
Submission	110	3,00	10,00	6,4091	1,40311

The data gathered from 110 instructors of English was also analyzed for any significant difference according to several variables. These variables were the instructor's gender, level of education, age, experience in the teaching profession, length of working at the present institution, weekly teaching hours and involvement in any units or any administrative units. According to the results of the analysis, there were significant differences in three variables.

Firstly, the level of stress perceived from the organizational stress factors showed difference according to the level of education of the instructors. Thus, the instructors who have postgraduate degree, master degree or doctoral degree, feel more stressed than the instructors with only undergraduate degree because of the organizational stress.

Secondly, there is significant difference among instructors of English in their stress levels because of organizational stress factors according to their weekly teaching hours. It is understood that the difference is between the instructors who have 0-5 and 6-10 hours of teaching a week; 0-5 and 16-20 hours of teaching a week; 0-5 and 21 and above hours of teaching a week; 6-10 and 11-15 hours of teaching a week; and 11-15 and 16-20 hours of teaching a week. Thus, instructors of English that have 0-5 hours of teaching per week feel more stressed because of the organizational stress factors than the instructors with 6-10, 16-20 and 21 and above hours of teaching per week. Instructors with 6-10 hours of teaching in a week are more stressed caused by the organizational stress factors according to the instructors with 11-15 hours of teaching in a week. Likewise, instructors having 11-15 hours of teaching in a week are more stressed as a result of organizational stress factors than the instructors having 16-20 hours of teaching in a week.

Lastly, the significant difference was between the female and male instructors of English in terms of their coping with the field-specific stress factors. According to the results presented in Table 4.29 above, it is apparent that female instructors of English cope with the field-specific stress factors more effectively than their male colleagues.

The frequency and percentage table of the items in both Questionnaire 1 and 2 are presented in Table 4.51 and 4.52.

Table 4.51: The frequency and percentage table of the items in Questionnaire 1

	1		**2**		**3**		**4**		**5**	
	f	%	f	%	f	%	f	%	f	%
i1	12	10,9	35	31,8	33	30,0	22	20,0	8	7,3
i2	7	6,4	18	16,4	30	27,3	36	32,7	19	17,3
i3	13	11,8	36	32,7	32	29,1	25	22,7	4	3,6
i4	7	6,4	21	19,1	25	22,7	39	35,5	18	16,4
i5	5	4,5	12	10,9	19	17,3	39	35,5	35	31,8
İ6	5	4,5	9	8,2	24	21,8	44	40,0	28	25,5
i7	7	6,4	13	11,8	26	23,6	32	29,1	32	29,1
i8	48	43,6	34	30,9	19	17,3	7	6,4	2	1,8
i9	56	50,9	33	30,0	13	11,8	7	6,4	1	,9
i10	45	40,9	40	36,4	16	14,5	7	6,4	2	1,8
i11	36	32,7	44	40,0	18	16,4	9	8,2	3	2,7
i12	43	39,1	38	34,5	17	15,5	12	10,9	0	,0
i13	50	45,5	36	32,7	12	10,9	7	6,4	5	4,5
i14	23	20,9	35	31,8	34	30,9	15	13,6	3	2,7
i15	55	50,0	23	20,9	22	20,0	8	7,3	2	1,8
i16	10	9,1	15	13,6	25	22,7	31	28,2	29	26,4
i17	4	3,6	12	10,9	31	28,2	38	34,5	25	22,7
i18	26	23,6	41	37,3	14	12,7	17	15,5	12	10,9
i19	24	21,8	28	25,5	35	31,8	17	15,5	6	5,5
i20	17	15,5	29	26,4	32	29,1	22	20,0	10	9,1
i21	24	21,8	34	30,9	26	23,6	20	18,2	6	5,5
İ22	40	36,4	21	19,1	22	20,0	21	19,1	6	5,5
i23	31	28,2	28	25,5	25	22,7	18	16,4	8	7,3
i24	20	18,2	18	16,4	28	25,5	23	20,9	21	19,1
i25	13	11,8	29	26,4	26	23,6	22	20,0	20	18,2
i26	19	17,3	23	20,9	29	26,4	26	23,6	13	11,8
i27	11	10,0	28	25,5	21	19,1	31	28,2	19	17,3
i28	17	15,5	20	18,2	25	22,7	26	23,6	22	20,0
i29	6	5,5	13	11,8	18	16,4	34	30,9	39	35,5
i30	21	19,1	26	23,6	22	20,0	28	25,5	13	11,8
i31	20	18,2	24	21,8	27	24,5	25	22,7	14	12,7
i32	34	30,9	32	29,1	23	20,9	10	9,1	11	10,0
i33	17	15,5	33	30,0	12	10,9	28	25,5	20	18,2
i34	25	22,7	34	30,9	27	24,5	13	11,8	11	10,0
i35	15	13,6	24	21,8	29	26,4	21	19,1	21	19,1
i36	17	15,5	30	27,3	22	20,0	25	22,7	16	14,5
i37	13	11,8	22	20,0	29	26,4	21	19,1	25	22,7
i38	14	12,7	25	22,7	28	25,5	23	20,9	20	18,2
i39	11	10,0	25	22,7	22	20,0	26	23,6	26	23,6
i40	16	14,5	21	19,1	23	20,9	29	26,4	21	19,1
i41	14	12,7	18	16,4	29	26,4	30	27,3	19	17,3
i42	11	10,0	14	12,7	24	21,8	28	25,5	33	30,0

Table 4.52: The frequency and percentage table of the items in Questionnaire 2

	1		**2**		**3**		**4**		**5**	
	f	%	f	%	f	%	f	%	f	%
i1	3	2,7	7	6,4	14	12,7	52	47,3	34	30,9
i2	9	8,2	16	14,5	18	16,4	46	41,8	21	19,1
i3	1	,9	19	17,3	22	20,0	45	40,9	23	20,9
i4	8	7,3	17	15,5	33	30,0	29	26,4	23	20,9
i5	2	1,8	8	7,3	27	24,5	49	44,5	24	21,8
İ6	5	4,5	12	10,9	40	36,4	35	31,8	18	16,4
i7	2	1,8	2	1,8	19	17,3	48	43,6	39	35,5
i8	11	10,0	26	23,6	36	32,7	29	26,4	8	7,3
i9	5	4,5	25	22,7	33	30,0	33	30,0	14	12,7
i10	34	30,9	39	35,5	20	18,2	13	11,8	4	3,6
i11	7	6,4	19	17,3	34	30,9	30	27,3	20	18,2
i12	2	1,8	4	3,6	12	10,9	45	40,9	47	42,7
i13	9	8,2	20	18,2	48	43,6	27	24,5	6	5,5
i14	20	18,2	23	20,9	36	32,7	22	20,0	9	8,2
i15	1	,9	15	13,6	42	38,2	46	41,8	6	5,5
i16	14	12,7	21	19,1	50	45,5	22	20,0	3	2,7
i17	51	46,4	26	23,6	16	14,5	15	13,6	2	1,8
i18	4	3,6	7	6,4	30	27,3	50	45,5	19	17,3
i19	4	3,6	13	11,8	38	34,5	44	40,0	11	10,0
i20	2	1,8	5	4,5	20	18,2	57	51,8	26	23,6
i21	12	10,9	36	32,7	37	33,6	20	18,2	5	4,5
İ22	3	2,7	13	11,8	37	33,6	39	35,5	18	16,4
i23	2	1,8	9	8,2	32	29,1	48	43,6	19	17,3
i24	4	3,6	28	25,5	46	41,8	24	21,8	8	7,3
i25	0	,0	10	9,1	31	28,2	44	40,0	25	22,7
i26	18	16,4	27	24,5	31	28,2	18	16,4	16	14,5
i27	5	4,5	25	22,7	42	38,2	30	27,3	8	7,3
i28	3	2,7	14	12,7	44	40,0	41	37,3	8	7,3
i29	5	4,5	23	20,9	30	27,3	40	36,4	12	10,9
i30	30	27,3	34	30,9	38	34,5	4	3,6	4	3,6
i31	6	5,5	12	10,9	32	29,1	45	40,9	15	13,6
i32	9	8,2	26	23,6	51	46,4	21	19,1	3	2,7
i33	3	2,7	4	3,6	10	9,1	55	50,0	38	34,5
i34	3	2,7	4	3,6	19	17,3	50	45,5	34	30,9
i35	4	3,6	4	3,6	21	19,1	46	41,8	35	31,8
i36	3	2,7	6	5,5	31	28,2	46	41,8	24	21,8
i37	2	1,8	5	4,5	26	23,6	53	48,2	24	21,8
i38	3	2,7	8	7,3	37	33,6	45	40,9	17	15,5

4.6. Discussion of the findings

In this section, the findings of the current study are compared with the results of the similar studies conducted in the same field. To do so, the researcher used the findings of the research questions by which she questioned the stress factors of instructors of English and their coping strategies with stress. In this respect, there were several variables of which the research questions were analyzed such as gender, level of education, age, experience in the teaching profession, the length of working at the present institution, weekly teaching hours and involvement in any units or any administrative units.

The findings of the current study is consistent with the results of the study of Zhang (2005) in which the work-related stress of female teachers of English in the school of Foreign Languages at Xi'an Jiaotang University and their coping strategies were investigated. At the end of that study, it was understood that escape and saving face were among the mostly used coping strategies of the English teachers when they face stress. In the current study as well, face saving, although not being the mostly used one, is among one of the coping strategies of instructors of English.

Another comparison can be done between the current study and the one of Kyriaccou and Chien (2004) in which they examined the stress level and coping strategies of teachers at the primary schools in Taiwan. According to their results, changing education policies of the government was seen as the factor that led to stress in teachers the most. However in the current study, when the organizational stress factors of instructors were analyzed, organizational structure was seen as the highest stress causing factor. On the other hand, work overload was the organizational stress factor for the instructors in the second place. In their study Kyriaccou and Chien (2004) suggested decreasing teacher workload as a way of decreasing work-related stress of the teachers. As the coping strategy, the teachers in that study (Kyriaccou and Chien, 2004) used a healthy home life. When the coping procedure with the organizational stress factors was analyzed in the current study, it

was seen that in problem-focused coping, optimistic approach and in emotion-focused coping, self-support were the mostly used coping strategies.

As the contrary of the results of the current study, Balcı (2000) conducted a study on the faculty members of university. He investigated the stress level of them and coping strategies, performance behavior of faculty members under stress. According to the results of that study, professional principles was the field-specific stress factor that caused the stress the most, conflict and inconsistency were the organizational stress factors that caused the stress the most. However in this study, whereas teacher competence was seen as the most stress causing field-specific stress factor, organizational structure was the most stress causing organizational stress factor. The results of the current study were consistent with Balcı's study in regards of its being independent of age, academic position and college. In other words, there was not any significant difference according to these variables in both of the studies. However, the current study is in contrast with Balcı (2000) since there is a significant difference in coping with the field-specific stress factors according to the gender. In the current study, it has been understood that female instructors of English are more effective in coping with the field-specific stress factors than their male colleagues. However in Balcı's study (2000), there is not any significant difference according to the gender.

Another comparison is done between the current study and the one of Önkol (2002). In that study, the organizational stress factors of English instructors were examined. Moreover, as a result, there were four dimensions in the organizational factors. These dimensions were related with the organizational structure, intrinsic to the work, inadequacies at work and related with the students. Out of these, organizational stress factors related with the students were the most stress causing one. On the contrary to this finding, in the current study, in the field of organizational stress factors of the instructors, organizational structure led to the stress the most and actually student behaviors were not among the list.

Unlike the current study, the study of Canessa (2006) put forward that there was an inverse relationship between the experience in teaching English profession and stress level. The foreign language teaching anxiety of English as a Foreign Language Teacher was examined in the study of Canessa (2006). Thus, when the experience was high, the English language teachers felt less stress. However, in the current study it was concluded that there was not any significant difference among instructors of English in their perceiving stress according to their experience in the teaching profession.

Consistent with the findings of the current study, Chang (2006) examined the interview accounts of 6 Taiwanese secondary English language teachers. According to the results, teachers were afraid of explaining some vocabulary or concepts in English and this led to stress in them. This situation is related to a teacher's competence in the English language field. So consistent with the current study, it came forward that teacher competence is the most stress causing field-specific stress factor for the instructors in the current study.

In parallel with the current study, Kızıltepe (2007) conducted a study on the occupational teacher stress in İstanbul. According to the results, workload, adequacy of salary and work ethic of the students were the most stress causing factors. Likewise, work overload was the organizational stress factor that led to stress in instructors of English the most in the second place. Unlike the current study, Kızıltepe (2007) found that there was a significant difference between female and male teachers in their perceiving stress. Females felt stress more than the males. But, there was not any difference in perceiving the organizational stress factors according to the gender in the current study.

Another comparison is between the current study and Bhatti et al. (2011). In their study, they have found that workload, role conflict, role ambiguity and performance pressure have a significant direct effect on the stress of teachers. Likewise, work overload is in the second place of the organizational stress factors which cause stress the most.

Inconsistent with the current study, Cooper and Marsha, cited in Areekkuzhiyil, 2011), studied on the organizational stress and quality of work life of the faculty members of the higher education institutions and concluded that there was significant difference among teachers according to the gender, experience and type of institution. In other words, as the results of the study showed, male teachers were more stressed than the females; less experienced teachers were less stressed than the medium-experienced or more experienced ones and lastly, teachers working in the aided institutions were less stressed than the ones working in the self-financing or government institutions. However, there was not any significant difference among the instructors participated in the current study in terms of their stress level according to the variables of gender and experience.

Unlike the current study, as one of the results, Mearns and Cain (2003) put forward that female teachers tended to use emotion-focused coping more than their male colleagues in their study in which they studied the attribution of personality characteristics to the level of stress for a teacher. However, in the current study, there was significant difference between female and male instructors of English in terms of their coping with the field-specific stress factors. As previously stated, emotion focused coping is related to the coping process with the organizational stress factors. Thus, the current study put no significant difference in instructors' emotion-focused coping.

Similar with the findings of the current study, Ross et al. (2008) listed the stress sources as workload, student misbehaviour, professional recognition, time/resource difficulties and poor colleague relations in their study which focused on the relationship between the self-reported and actual use of coping strategies. According to their results, students' misbehaviour led to stress in teachers. Moreover, workload was seen as the stress source which caused the stress the most for the teachers as it was in the second place of organizational stress factors of the current study.

Likewise, Kaya (2006), in his study in which the sources of organizational stress and the sample of a study on academicians were investigated, presented requirements of the job, relationships at work, structure and climate of the organization, physical conditions at work and policy of the organization as the stress sources. Similarly, in the current study, organizational structure and physical conditions at work were among the organizational stress factors for the instructors.

The last but not the least, Petek (2008) studied the stress factors of English instructors and their coping strategies with stress with the instructors in Middle East Technical University and Ankara University. She dealt with the issue in general, in other words, she did not presented the results according to both field-specific and organizational stress factors. According to the results of the study, it was put forth that female instructors of English were more stressed than the male instructors of English. As well as this, they were also better than their male colleagues in the coping process with the stress. As inconsistent with that study, in the current study, there was not any significant difference regarding stress levels because of field-specific or organizational stress factors of the instructors according to the gender. However, in the coping process with the field-specific stress factors, it was also seen that female instructors of English were more effective than the male ones in the current study. In this respect, two studies are consistent with each other.

The current study is not consistent with Petek (2008) that in that study there was significant difference among the instructors according to the experience in the teaching. In Petek's study (2008), there was significant difference between instructors of English who had 0-11 years of experience and 11-20 years of experience and who had 11-20 years of experience and 21 and above years of experience. But, in the current study, no significant difference was present between any experience groups. Likewise, another inconsistency is within age groups. In the current study, there was not any significant difference in terms of stress factors or coping procedures according to the age, in Petek (2008), the results presented that there was significant difference in terms of stress level between 36-40 and 46 and above age groups according to the age.

Inconsistent with the findings of Petek (2008), according to the results of the current study, there were significant differences between 0-5 and 6-10 teaching hours; 0-5 and 16-20 teaching hours; 0-5 and 21-and above teaching hours; 6-10 and 11-15 teaching hours; 11-15 and 16-20 teaching hours of the instructors. In other words, instructors who have 0-5 hours of teaching per week feel stress more because of organizational stress factors according to the instructors having 6-10, 16-20 or 21 and above hours of teaching in a week. Moreover, instructors who have 6-10 hours a week experience stress more because of organizational stress factors when they are compared with the instructors who have 11-15 hours of teaching in a week. Lastly, the same situation is valid for the instructors who have 11-15 hours of teaching a week. They feel stress because of organizational stress factors more than the instructors who have 16-20 hours of teaching in a week. However, in Petek (2008), there was a significant difference between instructors of English who had less than 15 hours of teaching in a week and who had 21 and above hours of teaching in a week in terms of their stress level. It was seen that the more the teaching hours are, the more the stress level of the instructors increase.

On the other hand, in coping process of the instructors according to their weekly teaching loads, there was not any significant difference in both of the study, so in this respect; two studies are in line with each other.

When it comes to compare two studies in terms of the aforementioned seventeen factors, it is apparent that two studies are not consistent with each other in terms of the field-specific stress factors for the instructors. In Petek (2008), the most stress causing stress factor was the ones resulting from the student attitudes. On the other hand, in-class situations were the least stress causing factor. However, the researcher of the current study found that while teacher competence was the most stress causing factor, student attitudes were the least stress causing one. Another inconsistency between two studies is that while organizational structure was the least stress causing organizational stress factor in Petek (2008), it was the most stress causing one for the current study.

On the other hand, there are some parallelisms between Petek (2008) and the current study. Firstly, when the coping process with the field-specific stress factors for the instructors are in question, it is seen that instructors of English have preferred in-class coping the most and the face-saving the least as coping strategies in Petek (2008). The same situation is valid for the current study as well. Secondly, in emotion-focused coping, instructors of English use self-support the most as a coping strategy likewise the instructors participated in the current study. They also use self-support the most as a emotion-focused coping strategy. Lastly, the instructors participated in Petek's study (2008) and the current one, use the emotional control the least as a means of problem-focused coping when they face organizational stress factors.

CHAPTER 5

CONCLUSION AND SUGESSTIONS

5.1. Presentation

In this chapter, the study is summarized briefly in the summary part. Also, the limitations of the study and suggestions for further research are presented.

5.2. Summary

In Chapter 1, information about the statement of the problem, purpose and importance of the study, research questions, assumptions for the study, limitations of the study and the definitions of the key terms were given. In this study, the main aim was to investigate the stress factors of the instructors of English and their coping strategies which they use for the stressful situations.

Research questions of the current study were as the follows:

RQ1: What are the factors that cause stress for instructors of English the most?

i. field-specific stress factors?
ii. organizational stress factors?

RQ2: What are the most frequently used coping strategies with stress for the instructors of English?

i. coping with field-specific stress factors?
ii. coping with organizational stress factors?

RQ3: Does the level of stress which is felt by instructors of English change according to their

i. gender?

ii. level of education?
iii. age?
iv. experience in teaching profession?
v. length of working at the same institution?
vi. weekly teaching loads?
vii. involvement in any units or any administrative units?

RQ4: Does the use of coping strategies change according to instructors'

i. gender?
ii. level of education?
iii. age?
iv. experience in teaching profession?
v. length of working at the same institution?
vi. weekly teaching loads?
vii. involvement in any units or any administrative units?

In Chapter 2, the researcher presented the review of literature for the study. In that part, as related with the subject of the study, the definitions of stress, types and symptoms of stress, teacher stress, results of stress, definition of the term of burnout, stress factors, coping with stress, coping types, integration of taxonomies about coping with stress and related studies to the current study done abroad and in Turkey were explained in detail.

In Chapter 3, information about the methodology of the study was presented. In that part, design of the study was explained. Moreover, information about the participants, setting of the study, data collection instrument and data analysis was documented. For this respect, to give brief information about the methodology, survey method was used as the design of the study. In order to collect data, 'Stress Factors and Coping Strategies for English Instructors Questionnaire' (Petek, 2008) was used. The participants of the current study were constituted from 110 instructors of English who work in four different state universities in Turkey. These universities included Trakya University, Kırklareli University, Namık Kemal University and Çanakkale Onsekiz Mart University. In order to apply the questionnaire to the

instructors, firstly a consent letter was written to the rectorate of Trakya University. The aim of the study was told in the letter. Than the rectorate of Trakya University made the formal correspondences with the concerned departments of the other three universities. After getting permission to apply the questionnaire, it was sent to the departments. The questionnaire was sent both by mail and e-mail to the instructors. It took approximately 2-3 months to collect all the data. During this time, the researcher did the necessary literature review for her study. After getting the data, an expert in the field of statistics analyzed the gathered data in the light of the research questions.

In Chapter 4, the researcher wrote the findings and discussion part with the results of the data analysis. In this part, the researcher presented the data analysis, interpreted the results and compared the results of the current study with the results of the similar studies done before in the same field. To summarize the findings of the current study, according to the results, **three significant differences** were found in the current study**. The first** was in the stress level of the instructors because of the organizational stress factors according to their level of education. It was seen that the instructors who had master or doctoral degree were turned out to have more stress because of organizational stress factors than the ones who did not have any post graduate degree. **The second significant** difference was in the stress level of the instructors because of the organizational stress factors of according to their weekly teaching hours. The results revealed that there was a significant difference among the mean scores of the instructors regarding the organizational stress factors according to weekly teaching load [$\chi^2_{(4)}$=19,565, p<.05]. In order to determine between which teaching hours there is a significant difference, the Mann Whitney U Test, which is one of the non-parametric methods, is used. According to the results of Mann Whitney U Test, there were significant differences between 0-5 and 6-10 teaching hours; 0-5 and 16-20 teaching hours; 0-5 and 21-and above teaching hours; 6-10 and 11-15 teaching hours; 11-15 and 16-20 teaching hours of the instructors [$U_{(0\text{-}5 \text{ and } 6\text{-}10)}$=6,000, p<.05; $U_{(0\text{-}5 \text{ and } 16\text{-}20)}$=29,000, p<.05; $U_{(0\text{-}5 \text{ and } 21\text{-and above})}$=103,000, p<.05; $U_{(6\text{-}10 \text{ and } 11\text{-}15)}$=7,500, p<.05; $U_{(11\text{-}15 \text{ and } 16\text{-}20)}$=48,500, p<.05]. So, it can be inferred that instructors who have 0-5 hours of teaching per week feel stress more because of

organizational stress factors according to the instructors having 6-10, 16-20 or 21 and above hours of teaching in a week. Moreover, instructors who have 6-10 hours a week experience stress more because of organizational stress factors when they are compared with the instructors who have 11-15 hours of teaching in a week. Lastly, the same situation is valid for the instructors who have 11-15 hours of teaching a week. They feel stress because of organizational stress factors more than the instructors who have 16-20 hours of teaching in a week. **The third significant difference** was in the coping process with the field-specific stress factors of the instructors according to the gender. As the results show, the mean scores of the instructors regarding the coping process with the field-specific stress factors differ according to the gender. [$t_{(108)}$=1,996, $p<.05$]. In other words, it turned out that female instructors of English were better than their male colleagues in the current study in the coping process with the field-specific stress factors.

On the other hand, when the factors that were previously grouped in Petek (2008) according to the factor analysis were taken into consideration for the current study, it was seen that in the field-specific stress factors, teacher competence was accepted as the most stress causing field-specific stress factor for the participants of the study. In-class situations and student attitudes followed that. For the organizational stress factors, ordering from the most to the lowest stress causing factors was as organizational structure, work overload and physical conditions. Instructors of English participated in the current study preferred in-class coping the most as a coping strategy with the field-specific stress factors. After that, they used precaution the most. Academic development and face saving were preferred after these two mostly preferred coping strategies with the field specific stress factors. When the emotion-focused was in question, it turned out that self-support was used the most as a coping strategy and avoidance and submission were preferred lesser than it. Participants of the current study used optimistic approach the most as a means of problem-focused coping when they faced stressful events in teaching. Following this, mostly preferred problem-focused coping strategies were planfulness, seeking support and emotional control respectively.

5.3. Limitations of the Study

The limitations of the study can be arranged as the following:

- The research is restricted to a limited number of participants.
- The research is restricted to the instructors of English working at Trakya, University Kırklareli University, Namık Kemal University and Çanakkale Onsekiz Mart University in Turkey.
- The data collection instrument is restricted to "The Stress Factors and Coping Strategies Questionnaires for English Teachers".
- There is an unbalance in the distribution of gender of the participants of the current study. The female participants were 72 and male ones were 38.

5.4. Suggestions for Further Research

Several suggestions can be made for further research in the field of stress factors of instructors of English and their coping strategies with stress. Some of them are:

- The sample size of the current study was restricted to four state universities in Turkey which were near to the surrounding of the researcher due to the time limitations. In further studies, the research can be done in broader samples, for example in universities of Turkey.

- Only the instructors of English working at the four state universities of Turkey participated in the study. In further studies, the instructors working at both public and private universities can be selected as the participants. Thus, there would be an opportunity to compare the results with each other as well.
- The current study was done with the instructors whose mother tongues were Turkish. The same study can be done with the instructors of English whose mother tongues are English or other languages. This would be useful to gather data about the different cultures as well.

- In this study, only one questionnaire was used to collect data from the instructors of English. In further research, other data collection instruments like interviews or observations can be used as alternatives. This would strengthen the results much more.

- Only the stress factors related to the teaching profession of the instructors of English were covered in the current study. However, in the future studies, stress factors of the instructors of English because of their personal lives can also be examined to collect different data in the field.

- The number of the female and male instructors of English participated in the study can be made equal in a broader sample to avoid any asperities resulting from the unbalance in the distribution of gender of the participants.

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APPENDIX 1

AN INVESTIGATION ON FACTORS CAUSING STRESS FOR INSTRUCTORS OF ENGLISH AND THEIR COPING STRATEGIES WITH STRESS

STRESS FACTORS AND COPING STRATEGIES QUESTIONNAIRE FOR ENGLISH INSTRUCTORS

Teaching a foreign language is itself a stressful activity for non-native English Language instructors. And yet there are many other factors which cause stress for the teachers in their teaching environments. These factors may give significant harms for the process of education and may prevent an effective teaching and learning atmosphere. Like there is different cure for each and every disease, there are different coping strategies to overcome the stress. Each instructor will employ different coping strategies and thus will overcome the barriers which are caused by stress. For this reason, the researcher will try to put forward the factors causing stress for instructors of English and their coping strategies with stress. The studies held in the field of teacher stress have ignored the extra burden of the teacher of foreign language.

Therefore, this research will be helpful in determining the stress factors for instructors of English and providing some coping strategies with stress. Knowing the ways to cope with stress, instructors of English will be much more confident when they come across with stressful events in or out the classroom. This will also contribute to the effectiveness of teaching and therefore the learning of the students.

This study aims to investigate the factors causing stress for instructors of English working at state universities in Turkey and their coping strategies with stress. In this regard, there will be two questionnaires and a demographic inventory in this study. You will first answer the demographic inventory, then Questionnaire 1, which will be related to stress factors of English instructors and finally Questionnaire 2 which about coping strategies of English instructors with stress.

It will take approximately 20 minutes to answer the questions in all three parts. Your responses will be kept confidential and any information revealing your identity will not be given in the publications (thesis, research article) that will be done making use of the data in this research.

Please answer each item by only selecting one alternative, and do not leave any item blank. Your sincere responses are quite important for the research to reach its aim. Thank you in advance for your contributions and time you'll be allocating. In case of having any questions about this study, please do not hesitate to contact me.

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DEMOGRAPHIC INVENTORY

1. Gender: ☐ Female ☐ Male

2. Education: (please indicate the final degree you gained)

☐ University ☐ Master's degree ☐ Phd Degree

3. Please mark the alternative that applies to you.

☐ I'm currently involved in a Master's program.

☐ I'm currently involved in a PhD.program.

☐ I'm not involved in a postgraduate program.

☐ I'm not involved in a postgraduate program, but I'm planning to in the future.

4. Age: ☐ 25-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐ 46-50 ☐ 51-60

5. For how many years have you been working as an English instructor?

☐ 0-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ 21-30 years

6. Have you ever taught English in another institution before? If yes, for how many years?

☐ 0-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ 21-30 years

7. How long have you been working as an English instructor at your present institution?

☐ 0-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ 21-30 years

8. Your total teaching hours in a week ☐ 0-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21 and above

9. In the university you're working now, are you involved in any units or any administrative duties (testing, material development, head of department, coordinator and so forth)?

☐ Yes ☐ No

10. If you indicated 'yes' to the previous question, please indicate which unit or duties you are involved in, and write the total number of unit work in a week:

I'm working at ☐ testing ☐ material development ☐ curriculum unit for ..... hours in a week.

QUESTIONNAIRE 1

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

Explanation of scale:

1 - None 2 - Little 3 - Average 4 - Much 5 - Very much

		1	2	3	4	5
1	Students' unattendance problems due to the negative attitude towards English					
2	Students' lack of interest in the lessons due to the negative attitude towards English					
3	Students' reflection of personal problems (problems related to family, depression, and so forth) to the class					
4	The difficulty of motivating students to learn a foreign language					
5	Students' lack of systematic study habits					
6	Students' unwillingness to do research and investigation to improve their English					
7	Students' coming to class without the necessary class materials or not taking the English lesson seriously					
8	Teaching a language (English) which is not your (as an instructor) mother tongue					
9	Not having been in the country of the target language before (as an instructor)					
10	Having pronunciation difficulties as a nonnative speaker of English					
11	Unexpected questions about vocabulary which are irrelevant to the lesson or/and which you are not familiar with as the teacher					
12	Unexpected questions about grammar structures which are irrelevant to the lesson					
13	Unexpected questions about grammar structures which you haven't prepared the lesson for as the teacher					
14	Always having to find meaningful context for vocabulary teaching					
15	Having students in the class who have been in the target culture before					
16	Students' lack of awareness of the importance of learning English					
17	Difficulty to motivate students to speak in English and students' insistent tendency to speak in Turkish					
18	Conflict between your beliefs about language teaching and your practice in the classroom					
19	Always having to prepare authentic and up to date materials in English					
20	The assessment of written performance					
21	The assessment of oral performance					
22	Role conflict (the conflict between the personality and various roles in the institution)					
23	Not receiving announcements about related professional development (national and international seminars,					

	workshops, courses etc) on time					
24	Administrators' ignorance of instructors' problems related to teaching and students					
25	Too much workload in terms of course hours per week					
26	Inadequate services (photocopying, secretarial, and so forth)					
27	Too much paperwork (marking the exams, filling in the reports)					
28	Inadequate physical conditions (heating, lightning, and so forth)					
29	Overcrowded classes					
30	Lack of flexibility in the institutional practices (attending meetings, ceremonies, deadlines of reports and so forth)					
31	Varied type of courses to prepare and teach (e.g. reading, writing, grammar)					
32	Being obliged to attend frequent department meetings					
33	Not being supported enough for personal efforts on professional development					
34	Inadequate instructional equipment/materials (technological tools, board, board marker and so forth)					
35	Insufficient in-service training opportunities					
36	Lack of social and cultural facilities at the university (sports center, library, and so forth)					
37	Vague role definitions of instructors					
38	Lack of harmony among colleagues					
39	Lack of adequate salary					
40	Too much homework load to read					
41	The examination assessment overload					
42	Insufficent financial support for attending conferences related to the profession					

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

.....

.....

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

☐ none ☐ little ☐ average ☐ much ☐ very much

QUESTIONNAIRE 2

In this part of the inventory, there are the things that English instructors may think or do when they feel under stress throughout their professional lives. Please read each of the items and decide how often you do them in your work life. Indicate your response on the scale by putting a tick (✓) in the related column. Please do not leave any blank statements.

Explanation of scale:
1 - Never 2 - Rarely 3 - Sometimes 4 -Often 5 -Always

		1	2	3	4	5
1	I check classroom equipment before using it in the class.					
2	I try to be a *good enough* teacher rather than a perfect one.					
3	I keep "fillers" in my folder (extra language activities).					
4	I write a plan but am prepared to modify it.					
5	I care about each student's linguistic ability and personality.					
6	When I feel under stress, I try to remember how a(n) caring/ emphatic/ encouraging/ kind person I am who gives time to people.					
7	I try to increase my students' motivation by creating an encouraging language teaching environment.					
8	I attend courses to improve my linguistic skills.					
9	I attend conferences, seminars and so forth to improve my methodological knowledge.					
10	I avoid questions related to English, the answer of which I am not sure of during the lesson.					
11	I tell the students that I will check the correct answer later in the face of unexpected questions related to language.					
12	I make explanations about the aims and the importance of learning English to motivate my students.					
13	I minimise the situation by refusing to get too serious about it.					
14	I maintain my pride and keep a stiff upper lip.					
15	I try not to act too hastily or follow my first hunch (intuition).					
16	I wish that the situation would go away or somehow be over with.					
17	I try to make myself feel better by eating, drinking, smoking, using drugs or medication, and so forth					
18	I stand my ground and fight for what I want.					
19	I talk to someone who can help me relax.					
20	I try to be patient with myself.					
21	I accept the situation since nothing can be done.					
22	I draw on my past experiences; I was in similar situation before.					
23	I go over in my mind what I would say or do					
24	I let my feelings out somehow.					
25	I keep my faith and double my efforts to make things, work.					
26	I pray.					
27	I ask for advice from my relatives or friends before deciding what to do.					
28	I negotiate with the people who cause stress to me in					

	order to solve the problem.					
29	I psychologically prepare myself for the worst outcome in the negotiation process.					
30	I give up and let go of the struggle to be the winner in the negotiation process.					
31	I make a plan of action and follow it.					
32	I wish that I could change what happened or how I felt.					
33	I try to analyze the problem in order to understand it better.					
34	I try to understand what my blame in this problem is.					
35	I criticize and lecture myself.					
36	I try other ways to cheer myself up.					
37	I tell myself that things will help me to improve and feel better.					
38	I look for the silver lining, so to speak; try to look on the bright side of things.					

If there are any other strategies you use to get over your stress related to your professional life (which you believe are not covered in this inventory) please write them in the space provided below.

.....

.....

In general how effective do you find yourself in coping with stress as an English instructor? Please tick the appropriate alternative.

☐ none ☐ little ☐ average ☐ much ☐ very much

APPENDIX 2

TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜNE

EDİRNE

Trakya Üniversitesi'nde İngilizce okutmanı olarak görev yapmaktayım. Ayrıca Trakya Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi bölümünde yüksek lisansımı yapmaktayım. "İngilizce Okutmanlarının Stres Faktörleri ve Stresle Başa Çıkma Yöntemleri" başlıklı tezimin anketini üniversitenizdeki İngilizce okutmanlarına ve öğretim görevlilerine uygulamak istemekteyim. Anketi uygulamam için gerekli iznin verilmesi ve uygulanması hususunda gereğinin yapılmasını saygılarımla arz ederim.



Esin ÇİFTÇİ BİRİNCİBUBAR

Öğrenci no: 1108210101

25.01.2012

EK: 1tk.

Adres: Trakya Üniversitesi Rektörlüğü

Balkan Yerleşkesi Dış İlişkiler Ofisi

22030 EDİRNE

Telefon: (0284) 223 41 12

: 0544 771 74 60

APPENDIX 3

TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜNE

EDİRNE

Trakya Üniversitesi'nde İngilizce okutmanı olarak görev yapmaktayım. Ayrıca Trakya Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi bölümünde yüksek lisansımı yapmaktayım. "İngilizce Okutmanlarının Stres Faktörleri ve Stresle Başa Çıkma Yöntemleri" başlıklı tezimin anketini Çanakkale Onsekiz Mart Üniversitesi'ndeki İngilizce okutmanlarına ve İngilizce öğretim görevlilerine uygulamak istemekteyim. Anketi uygulamam için gerekli iznin verilmesi ve uygulanması hususunda gereğinin yapılmasını saygılarımla arz ederim.



Esin ÇİFTÇİ BİRİNCİBUBAR

Öğrenci no: 1108210101

25.01.2012

EK: 1tk.

Adres: Trakya Üniversitesi Rektörlüğü

Balkan Yerleşkesi Dış İlişkiler Ofisi

22030 EDİRNE

Telefon: (0284) 223 41 12

: 0544 771 74 60

APPENDIX 4

TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜNE

EDİRNE

Trakya Üniversitesi'nde İngilizce okutmanı olarak görev yapmaktayım. Ayrıca Trakya Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi bölümünde yüksek lisansımı yapmaktayım. "İngilizce Okutmanlarının Stres Faktörleri ve Stresle Başa Çıkma Yöntemleri" başlıklı tezimin anketini Kırklareli Üniversitesi'ndeki İngilizce okutmanlarına ve öğretim görevlilerine uygulamak istemekteyim. Anketi uygulamam için gerekli iznin verilmesi ve uygulanması hususunda gereğinin yapılmasını saygılarımla arz ederim.



Esin ÇİFTÇİ BİRİNCİBUBAR

Öğrenci no: 1108210101

25.01.2012

EK: 1tk.

Adres: Trakya Üniversitesi Rektörlüğü

Balkan Yerleşkesi Dış İlişkiler Ofisi

22030 EDİRNE

Telefon: (0284) 223 41 12

: 0544 771 74 60

APPENDIX 5

TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜNE

EDİRNE

Trakya Üniversitesi'nde İngilizce okutmanı olarak görev yapmaktayım. Ayrıca Trakya Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi bölümünde yüksek lisansımı yapmaktayım. "İngilizce Okutmanlarının Stres Faktörleri ve Stresle Başa Çıkma Yöntemleri" başlıklı tezimin anketini Namık Kemal Üniversitesi'ndeki İngilizce okutmanlarına ve İngilizce öğretim görevlilerine uygulamak istemekteyim. Anketi uygulamam için gerekli iznin verilmesi ve uygulanması hususunda gereğinin yapılmasını saygılarımla arz ederim.



Esin ÇİFTÇİ BİRİNCİBUBAR

Öğrenci no: 1108210101

25.01.2012

EK: 1tk.

Adres: Trakya Üniversitesi Rektörlüğü

Balkan Yerleşkesi Dış İlişkiler Ofisi

22030 EDİRNE

Telefon: (0284) 223 41 12

: 0544 771 74 60

APPENDIX 6

T.C.
TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterlik

SAYI :B.30.2.TRK.0.70.00.00/ 060-177-1919
KONU :

EDİRNE
27 OCA 2012

DAĞITIMLI

Rektörlüğümüz İngilizce okutman kadrosunda görev yapan ve Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Bölümü yüksek lisans programı öğrencisi Esin ÇİFTÇİ BİRİNCİBUBAR'ın "İngilizce Okutmanların Stres Faktörleri ve Stresle Başa Çıkma Yöntemleri" başlıklı tez çalışması kapsamında ekte iletilen anket çalışmasının, Birimlerinizde bulunan İngilizce öğretim görevlilerine ve İngilizce okutmanlara uygulanması talebi Rektörlüğümüzce uygun görülmüştür.

Bilgilerinizi ve söz konusu anketin doldurularak Rektörlüğümüze gönderilmesi hususunda gereğini rica ederim.

Prof.Dr.Timur KIRGIZ
Rektör V.

EK:1 tk.

DAĞITIM:
Fakülte Dekanlıklarına
Enstitü Müdürlüklerine
Yüksekokul Müdürlüklerine
Meslek Yüksekokulu Müdürlüklerine
Devlet Konservatuvarı Müdürlüğüne

27/01/2012 Bilg. İşl. : T.BAKDEMİR
.../01/2012 Şef : S.BİÇER
.../01/2012 Şube Md. : F.GÜLBAHAR
.../01/2012 Gen.Sek. : E.ÖZDEMİR

Trakya Üniversitesi Rektörlüğü Balkan Yerleşkesi 22030 / EDİRNE
Telefon: (0-284) 223 42 10-11-12-13 Fax: (0-284) 223 33 14
e-posta : genelsekreterlik@trakya.edu.tr Elektronik Ağ: www.trakya.edu.tr

APPENDIX 7

T.C.
TRAKYA ÜNİVERSİTESİ
GÜZEL SANATLAR FAKÜLTESİ DEKANLIĞI

SAYI : B.30.2.TRK.0.69.00.00/044-
KONU :

EDİRNE 2012

TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜ'NE
(Genel Sekreterlik)

İLGİ: 27 Ocak 2012 tarih ve B.30.2.TRK.0.70.00.00/044-177-1919 sayılı yazınız.

İlgi yazı gereği; "İngilizce Okutmanlarının Stres Faktörleri ve Stresle Başa Çıkma Yöntemleri" başlıklı tez çalışması kapsamında ekte gönderilen anket çalışması, Fakültemizde görevli İngilizce Okutmanı tarafından doldurulmuş olup yazımız ekinde gönderilmiştir.

Bilgilerinize arz ederim.

Prof. Dr. Ahmet SINAV
Dekan

EK : Anket formu (1 tk.)

Trakya Üniversitesi Güzel Sanatlar Fakültesi Dekanlığı
22050 Karaağaç/EDİRNE
Telefon: 0284 236 27 85 Faks: 0284 235 17 14
e-mail:gsf@trakya.edu.tr

APPENDIX 8

T.C.
TRAKYA ÜNİVERSİTESİ
Sağlık Bilimleri Fakültesi Dekanlığı

Sayı : B.30.TRK.0.28.00.00/ 044/ 059
Konu :

TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 27 Ocak 2012 tarih ve B.30.2.TRK.0.70.00.00/ 044-177-1919 sayılı yazınız.

İlgi sayılı yazınızla istemiş olduğunuz "İngilizce Okutmanlarının Stres Faktörleri ve Stresle Başa Çıkma Yöntemleri" başlıklı ekindeki anket Fakültemiz İngilizce okutmanına talebiniz üzerine doldurulmuştur.

Bilgilerinizi saygılarımla arz ederim

Prof. Dr. M.Cem UZAL
Dekan

Eki: Anket Formu

Tel.-Faks : 0 (284) 213 30 42 -212 61 07
E-Posta : sbf@trakya.edu.tr

Trakya Üniversitesi
Sağlık Bilimleri Fakültesi
Ayşekadın Yerleşkesi-22030 EDİRNE

APPENDIX 9

T.C.
TRAKYA ÜNİVERSİTESİ
HAVSA MESLEK YÜKSEKOKULU
MÜDÜRLÜĞÜ

SAYI :B.30.2.TRK.0.M4.00.00/ 040- 92
KONU :

14 Şubat 2012

TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Genel Sekreterlik)

İlgi: 27.01.2012 Tarih ve B.30.2.TRK.0.70.00.00/044-177-1919 Sayılı yazınız.

İlgili yazınızla İngilizce okutmanlarına uygulanması istenen anket çalışması tamamlanarak ekte gönderilmiştir.

Gereğini saygılarımla arz ederim.

Yrd.Doç.Dr.Ayhan AYTAÇ
Müdür

Ek. Anket

TRAKYA ÜNİVERSİTESİ HAVSA MESLEK YÜKSEKOKULU MÜDÜRLÜĞÜ
22500 Havsa/EDİRNE

TLF: 0284 3362841 FAKS :0284 3362831

APPENDIX 10

T.C.
TRAKYA ÜNİVERSİTESİ
İPSALA MESLEK YÜKSEKOKULU MÜDÜRLÜĞÜ

İpsala / EDİRNE

Sayı : B.30.2.TRK.0.M5.00.00/044-301
Konu :

16 SUBAT 2012

TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi: 27 Ocak 2012 tarih B.30.2TRK.0.70.00.00/044-177-1919 sayılı yazınız.

İlgi yazınız ekinde gönderilen "İngilizce Okutmanlarının Stres Faktörleri ve Stresle Başa Çıkma Yöntemleri" başlıklı tez çalışması ile ilgili anket, Yüksekokulumuz İngilizce Okutmanınca doldurularak yazımız ekinde sunulmuştur.

Gereğini bilgilerinize arz ederim.

Yrd. Doç. Dr. Hayati ARDA
Müdür

EKLER:
1. Anket

Trakya Üniversitesi
İpsala Meslek Yüksekokulu
22400 İpsala / EDİRNE

Tel: (0284) 616 13 48 Faks: (0284) 616 35 34
E-Posta: ipsalamyo@trakya.edu.tr

APPENDIX 11

T.C
TRAKYA ÜNİVERSİTESİ
EDİRNE TEKNİK BİLİMLER MESLEK YÜKSEKOKULU
MÜDÜRLÜĞÜ

SAYI : B.30.2.TRK.0.M3.00.00/044/264
KONU :

EDİRNE
23.02.2012

TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Genel Sekreterlik)

İLGİ : 27.01.2012 tarih, B.30.2.TRK.0.70.00.00/044-177-1919 sayılı yazınız.

Rektörlüğümüz İngilizce Okutman kadrosunda görev yapan ve Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Bölümü yüksek lisans programı öğrencisi Esin ÇİFTÇİ BİRİNCİBUBAR'ın 'İngilizce Okutmanların Stres Faktörleri ve Stresle Başa Çıkma Yöntemleri' başlıklı tez çalışması kapsamında ilgi yazınız ekinde gönderilen anket Yüksekokulumuzda görev yapan İngilizce Okutmanları tarafından doldurularak ekte sunulmuştur.

Bilgilerinize arz ederim.

Prof.Dr.Yunus PINAR
Müdür

5

Posta Adresi: Trakya Üniversitesi Sarayiçi Yerleşkesi 22020 Yeni İmaret EDİRNE
Telefon : (0284)224 02 83- 224 02 84- 224 02 85- 224 02 86- 224 02 87
Fax : (0284) 224 02 88
e-mail : emyoz@trakya.edu.tr
e-mail : www.trakya.edu.tr
: http://tbmyo.trakya.edu.tr

APPENDIX 12

T.C.
TRAKYA ÜNİVERSİTESİ
EĞİTİM FAKÜLTESİ DEKANLIĞI

Sayı : B.30.2.TRK.0.12.71.00 - 199 - 2410
Konu :

EDİRNE
Tarih 03 NİS 2012

TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İLGİ: 27.01.2012 tarih ve B.30.2.TRK.0.70.00.00/044-177-1919 sayılı yazınız.

İlgi yazınız ile Rektörlüğümüz İngilizce okutman kadrosunda görev yapan ve Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Bölümü Yüksek Lisans öğrencisi Esin ÇİFTÇİ BİRİNCİBUBAR'ın "İngilizce Okutmanlarının Stres Faktörleri ve Stresle Başa Çıkma Yöntemleri" başlıklı tez çalışması kapsamında göndermiş olduğu anket çalışmaları, Fakültemiz İngiliz Dili Eğitimi Anabilim Dalı öğretim görevlileri ve okutmanlar tarafından doldurularak ekte sunulmuştur.

Bilgilerinize arz ederim.

Prof. Atilla SAĞLAM
Dekan V.

Ek- 4 (15 sayfa)

Posta Adresi :
T.Ü.Eğitim Fakültesi Dekanlığı
İsmail Hakkı Tonguç Yerleşkesi
22030 Ayşekadın-EDİRNE

Tel : (0284) 2120808 - 2145712
Faks : (0284) 2146279

APPENDIX 13

T.C.
TRAKYA ÜNİVERSİTESİ
SAĞLIK HİZMETLERİ MESLEK YÜKSEKOKULU
MÜDÜRLÜĞÜ

TRAKYA ÜNİVERSİTESİ
Gelenbe Kapısı
3
2012

15-02-2012

SAYI : B.30.2.TRK.0.M7.00.00/ 284
KONU :

EDİRNE

TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterliğine

İLGİ : 27.01.2012 tarih ve B.30.2.TRK.0.70.00.00/044-177-1919 sayılı yazınız.

Yüksekokulumuzda görev yapan İngilizce Okutmanlarına ilgi yazınız ekinde alınan anket formları uygulanarak yazımız ekinde gönderilmiştir.

Bilgilerinize arz ederim.

Prof.Dr.Dilek MEMİŞ
Müdür

EK : 2

Posta Adresi:
Trakya Üniversitesi
Balkan Yerleşkesi
22030 EDİRNE

Tel :0.284.235 78 85

Telefaks: 0.284.235 77 87

APPENDIX 14

T.C.
TRAKYA ÜNİVERSİTESİ
EDİRNE SOSYAL BİLİMLER MESLEK YÜKSEKOKULU MÜDÜRLÜĞÜ

SAYI : B.30.2.TRK.0.M2.00.00/044-206
KONU :

EDİRNE

4 02 12

T.C.
TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Genel Sekreterlik)

İlgi : 27.01.2012 tarihli ve B.30.2.TRK.0.70.00.00-044-177-1919 sayılı yazınız.

Rektörlüğümüz İngilizce Okutman kadrosunda görev yapan ve Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Bölümü yüksek lisans programı öğrencisi Esin ÇİFTÇİ BİRİNCİBUBAR'ın "İngilizce Okutmanların Stres Faktörleri ve Stresle Başa Çıkma Yöntemleri" başlıklı tez çalışması kapsamındaki anket formları Yüksekokulumuzda görevli İngilizce Okutmanları tarafından doldurularak yazımız ekinde sunulmuştur.

Bilgilerinize arz ederim.

Yrd. Doç. Dr. Cengiz DANE
Müdür

EKİ : 4 tk.

Posta Adresi:
Trakya Üniversitesi
Ayşekadın Yerleşkesi
22030 / EDİRNE

Telefon : (0284) 225 24 72 - 225 24 79
Faks : (0284) 212 23 35
e-posta : esosbilmyo@trakya.edu.tr
web site : www.trakya.edu.tr
http://esbmyo.trakya.edu.tr

APPENDIX 15

T.C.
TRAKYA ÜNİVERSİTESİ
EDEBİYAT FAKÜLTESİ
MÜTERCİM-TERCÜMANLIK BÖLÜM BAŞKANLIĞI

Sayı : B.30.2.TRK.0.11.14.00/53
Konu :

07.02.2012
EDİRNE

EDEBİYAT FAKÜLTESİ DEKANLIĞINA

İLGİ: Dekanlığın 31.01.2012 tarih ve B.30.2.TRK.0.11.71.00/044-230 sayılı yazısı.

"İngilizce Okutmanlarının Stres Faktörleri ve Stresle Başa Çıkma Yöntemleri" başlıklı tez çalışmasına esas teşkil edecek anket uygulaması için istenilen anket formları doldurularak yazımız ekinde gönderilmiş olup, gereğini müsaadelerinize saygılarımla arz ederim.

Yrd.Doç.Dr. İ.Murat ÇAKMAKÇI
Bölüm Başkanı

EK: 6 adet anket formu

Rektörlüğe arz.
07.02.2012

APPENDIX 16

T.C.
TRAKYA ÜNİVERSİTESİ
Edebiyat Fakültesi Dekanlığı

10 SUBAT 2012
EDİRNE

Sayı : B.30.2.TRK.0.11.71.00/044-294
Konu :

TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İLGİ: 27 Ocak 2012 tarih ve B.30.2.TRK.0.70.00.00/044-177-1919 sayılı yazınız.

İngilizce Okutmanlarının Stres Faktörleri ve Stresle Başa Çıkma Yöntemleri başlıklı tez çalışmasına ilişkin ilgi yazı ekinde gönderilen anket formaları Fakültemiz Mütercim Tercümanlık Bölümü (İngilizce) Mütercim Tercümanlık Bölümünde görev yapan öğretim görevlisi ve okutmanlarına doldurtularak ekte sunulmuştur.

Gereğini bilgilerinize arz ederim.

Prof.Dr.İlker ALP
Dekan

EK: Anket Formu (6 Adet)

T.Ü.Edebiyat Fakültesi Dekanlığı
Balkan Yerleşkesi -EDİRNE

Tel : (0284) 235 95 27 (0284)235 95 28
Fax: (0284) 235 95 22

APPENDIX 17

T.C
TRAKYA ÜNİVERSİTESİ
İktisadi ve İdari Bilimler Fakültesi Dekanlığı

13 Şubat 2012

SAYI : B.30.2.TRK.0.13.00.00- 044-219
KONU :

EDİRNE..../..../2012

TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi: 27 Ocak 2012 tarihli ve B.30.2.TRK.070.00.00/044-177-1919 sayılı yazınız

İlgide kayıtlı yazıyla Fakültemizde görevli İngilizce Okutmanlara uygulanması istenen anket formları doldurularak yazımız ekinde gönderilmiştir.

Gereğini bilgilerinize arz ederim.

Prof.Dr.Derman KÜÇÜKALTAN
Dekan V.

EK: Anket Formu(1 Takım)

Posta Adresi :
Trakya Üniversitesi
Balkan Yerleşkesi
İktisadi ve İdari Bilimler Fakültesi
22030 EDİRNE

Tel:(0.284) 2357151
2357152

Faks:(0.284) 2357363

APPENDIX 18

T.C.
TRAKYA ÜNİVERSİTESİ
KEŞAN YUSUF ÇAPRAZ UYGULAMALI BİLİMLER
YÜKSEKOKULU MÜDÜRLÜĞÜ

KEŞAN
03./02/2012

SAYI : B.30.2.TRK.0.Y5.00.00/044 / 221
KONU : İngilizce Okutmanların Stres Faktörü ve
Stresle Başa Çıkma Yöntemleri Hk.

TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Genel Sekreterlik)
EDİRNE

İlgi: 27/01/2012 tarih, B.30.2.TRK.0.70.00.00/044-177-1919 sayılı yazınız.

İlgi yazınıza istinaden, Rektörlüğünüzde İngilizce okutman kadrosunda görev yapan ve Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Bölümü yüksek lisans programı öğrencisi Esin ÇİFTÇİ BİRİNCİBUBAR'ın "İngilizce Okutmanların Stres Faktörleri ve Stresle Başa Çıkma Yöntemleri" başlıklı tez çalışması kapsamında ekte iletilen anket çalışmasını Yüksekokulumuzda bulunan İngilizce okutmanlar tarafından uygulanmış olup, yazımız ekinde sunulmuştur.

Gereğini bilgilerinize arz ederim.

Yrd. Doç. Dr. İlknur KUMKALE
Müdür

EK -1 Anket (2 Adet)

Trakya Üniversitesi Tel: 0-284 712 52 06 Faks: 0-284 712 52 08
Keşan Yusuf Çapraz Uygulamalı Bilimler Yüksekokulu 0-284 712 52 07/09 e-posta: kycubyo@trakya.edu.tr
22800 Keşan / EDİRNE

APPENDIX 19

T.C.
TRAKYA ÜNİVERSİTESİ
Fen Fakültesi Dekanlığı

Sayı : B.30.2.TRK.0.10.73.00/ 044- 168
Konu :

01 Şubat 2012

TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İLGİ: 27/01/2012 tarih ve B.30.2.TRK.0.70.00.00/044-177-1919 sayılı yazınız.

"İngilizce Okutmanların Stres Faktörleri ve Stresle Başa Çıkma Yöntemleri" başlıklı tez çalışması kapsamında hazırlanan anket formu Fakültemizde görevlendirilen Okutman Pınar AKTAŞ'a doldurtularak ekte sunulmuştur.

Gereğini bilgilerinize arz ederim.

Doç.Dr.Şaban AKTAŞ
Dekan V.

EK:
3

T.Ü.Fen Fakültesi Dekanlığı Balkan Yerleşkesi-EDİRNE
Tel : (0284) 236 00 90 - 236 13 50 Fax: (0284) 235 11 98 e-posta:fenf@trakya.edu.tr

APPENDIX 20

T.C.
TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Uygulamalı Bilimler Yüksekokulu Müdürlüğü

SAYI : B.30.2.TRK.0.Y3.00.00- 044-288
KONU:

EDİRNE 09/02/2012

TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterliğine

İLGİ: 27 Ocak 2012 tarih ve B.30.2.TRK.0.70.00.00/044-177-1919 sayılı yazınız.

İlgide kayıtlı yazıda belirtilen Rektörlüğümüz İngilizce okutman kadrosunda görev yapan ve Sosyal Bilimler Enstitüsü İngiliz Dili Eğitim Bölümü yüksek lisans programı öğrencisi Esin ÇİFTÇİ BİRİNCİBUBAR'ın tez çalışması kapsamında bulunan anket çalışması yüksekokulumuzda bulunan İngilizce okutmanlarınca doldurularak ekte gönderilmiştir.

Gereğini bilgilerinize arz ederim.

Prof.Dr.İ.Sadi UZUNOĞLU
Müdür

Eki : 3 Adet anket formu

Trakya Üniversitesi Ayşekadın Yerleşkesi Uygulamalı Bilimler Yüksekokulu 22030 EDİRNE
Telefon : (0 284) 214 69 12 Faks : (0 284) 214 72 00
e-posta : ubyo@trakya.edu.tr Elektronik Ağ : www.trakya.edu.tr

APPENDIX 21

T.C.
TRAKYA ÜNİVERSİTESİ
Uzunköprü Meslek Yüksekokulu Müdürlüğü

Sayı : B.30.2.TRK.M9.00.00/044- 352
Konu :

UZUNKÖPRÜ
09 SUBAT 2012

TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Genel Sekreterlik)
EDİRNE

İlgi : 27 Ocak 2012 tarihli ve B.30.2.TRK.0.70.00.00/044-177-1919 Sayılı yazınız.

İlgi yazı ekinde gönderilen " İngilizce Okutmanların Stres Faktörleri ve Stresle Başa Çıkma Yöntemleri" hakkındaki anket formu, Meslek Yüksekokulumuz İngilizce Okutmanı tarafından doldurularak yazımız ekinde sunulmuştur.

Bilgilerinize saygıyla arz ederim.

Prof.Dr.Erol ÇAKIR
Müdür

Ek: 1 Takım form.

Trakya Üniversitesi Uzunköprü Meslek Yüksekokulu Müdürlüğü
Mescit Mah. Keşan Yolu Cad. No: 15 22300 Uzunköprü/EDİRNE
Telefon : (0284) 513 14 91 – 513 14 92
E-posta : umyo@trakya.edu.tr

Ayrıntılı bilgi için:

Faks: (0284) 513 14 90

APPENDIX 22

T.C.
TRAKYA ÜNİVERSİTESİ
Kırkpınar
Beden Eğitimi ve Spor Yüksekokulu Müdürlüğü

SAYI : B.30.2.TRK.0.Y1.00.00 / 044/288 TARİH 01.02.2012
KONU :

TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜ'NE
(Genel Sekreterlik)

İLGİ: 27 Ocak 2012 tarih ve 044-177-1919 sayılı yazınız.

İlgide kayıtlı yazınız ile istemiş olduğunuz yüksek lisans programı öğrencisi Esin ÇİFTÇİ BİRİNCİBUBAR'ın "İngilizce Okutmanların Stres Faktörleri ve Stresle Başa Çıkma Yöntemleri" ile ilgili anket doldurularak ekte sunulmuştur.

Bilgilerinize arz ederim.

Prof.Dr.Derman KÜÇÜKALTAN
Müdür Vekili

EK:3

Posta Adresi :
Trakya Üniversitesi
Kırkpınar Beden Eğitimi ve Spor Yüksekokulu
Balkan Yerleşkesi
75.Yıl Kapalı Spor Salonu 22030 / Edirne

Tel : 0 284 236 04 36
Fax : 0 284 236 04 35
E Posta : tubesyo@trakya.edu.tr

APPENDIX 23

T.C.
NAMIK KEMAL ÜNİVERSİTESİ REKTÖRLÜĞÜ
Personel Daire Başkanlığı

Sayı : B.30.2.NKÜ.0.70.71.00/ 677-259

17 Şubat 2012

TRAKYA ÜNİVERSİTESİ REKTÖRÜLÜĞÜNE

İlgi: 27.01.2012 tarih ve B.30.2.TRK.0.70.00.00/044-176-1918 sayılı yazınız.

Üniversiteniz Rektörlük İngilizce Okutman kadrosunda görev yapan ve Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Eğitimi yüksek lisans programı öğrencisi Esin ÇİFTÇİ BİRİNCİBUBAR'ın, "İngilizce Okutmanların Stres Faktörleri ve Stresle Başa Çıkma Yöntemleri" başlıklı tez çalışması kapsamında ilgi yazınız ekinde gönderilen anketin uygulanmasını talep etmektesiniz.

Söz konusu anket, Üniversitemiz Yabancı Diller Yüksekokulu İngilizce okutmanlarına uygulanarak yazımız ekinde gönderilmiştir.

Bilgilerinizi arz ederim.

Prof.Dr. Osman ŞİMŞEK
Rektör

EK:
Anket (1 Takım)

Namık Kemal Mahallesi Kampüs Cad. N:1 / TEKİRDAĞ
Telefon: (0 282) 250 14 00 Faks: (0 282) 250 99 07
Ayrıntılı Bilgi İçin: Ayça ÇİNAR Bilg.İşlt.

APPENDIX 24

T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ
PERSONEL DAİRE BAŞKANLIĞI

13 Mart 2012

Sayı : B.30.2.ÇAÜ.0.71.00-929- 2344 2356

Konu : Anket

TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi: 27.01.2012 tarih ve 044-176-1918 sayılı yazınız.

Üniversiteniz Rektörlük İngilizce Okutman kadrosunda görev yapan ve Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Bölümü yüksek lisans programı öğrencisi Esin ÇİFTÇİ BİRİNCİBUBAR'ın "İngilizce Okutmanların Stres Faktörleri ve Stresle Başa Çıkma Yöntemleri" başlıklı tez çalışması kapsamında Üniversitemize gönderilen anket formları doldurularak yazımız ekinde gönderilmektedir.

Bilgilerinize saygılarımla arz ederim.

Prof.Dr. Sedat LAÇİNER
Rektör

Rektörlük Binası, Terzioğlu Kampüsü, B Blok 1. Kat 17020-ÇANAKKALE-TURKİYE
Tel: +90 (286) 218 00 20 Fax: +90 (286) 218 05 16 E-mail: personel@comu.edu.tr
Web: www.comu.edu.tr