

Examination of Stress-coping Methods of Primary School Teachers in Terms of Different Variables¹

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Abstract

This research is a study that aims to reveal whether there is a significant difference between primary school teachers' stress-coping methods and their demographic features, and if any, whether it is negative or positive. The study consists of 191 primary school teachers working in 14 primary schools in seven geographical regions.

The "Stress-Coping Methods" scale developed by Aydın (2008) was used in this study in order to determine stress-coping methods. As a result of this study, it was found that the stress-coping skills of primary school teachers are at the intermediate level and primary school teachers prefer the self-confident approach most. Nevertheless, it was concluded that married teachers prefer the despair approach, male teachers that are older than 46 years prefer the optimistic approach, teachers with the experience of 21 years and more prefer the submissive approach, and teachers working in the Southeastern Anatolia Region prefer the despair approach more.

Keywords: stress, stress management, demographic features

1. Introduction

In such working environments with no stress at all, the ambition to struggle disappears and working performance drops. On the contrary, an increase is observed in business performance with the increase in stress. With correct directions, stress motivates individuals against their struggle with the factors preventing the achievement of their targets. Nevertheless, working performance drops, the individual starts to have hardship in decision-making and imbalances occur in their behaviours when stress reaches excessive dimensions. The effects of excessive and ongoing stress on business organizations are listed as a drop in service and product quality, high staff turnover, increasing rate of nonattendance, negative organizational image, and cold organization climate (Yılmaz and Ekici, 2003). According to another study, various negative reflections are observed on the employees affected by the excessive stress and enterprise ranging from the working performance striking the floor, quitting the job and even death. In addition to this, when the studies conducted are examined, it was determined that there is no difference in terms of the low level of stress and excessive stress in terms of their negative effects on human health and organizations.

Such reasons as the 21st century that we live in, the course of the country's and world economy, uncertainties of political life, unplanned urbanization, and inadequate infrastructure facilities, the lifestyle changed by technologic changes, habits and intergenerational conflict, industrial life based on hard, competitive and excessive work turn stress, which is considered as the disease of our era, into a big danger that threatens people (Aytaç 2009), and the rapid change observed in all areas today has turned stress and stress-coping into a part of our daily lives (Firat and Kaya, 2015). Stress becomes the subject of the studies in such fields as medicine, engineering, organizational behaviour, industrial psychology, etc., and its scope, consequences and ways of coping are sought by many individuals, institutions and organizations in daily life especially as required by the current age.

Canadian physiologist Dr. Hans Selye, who first put forth the concept, defined stress as the nonspecific response of the body to any demand for change (Aydın, 2008). According to this definition of Selye that is widely adopted, stress is the

¹This study is a further developed form of the study presented in the 15th International Classroom Teacher Training Symposium held on 11-14 May 2016 as an oral declaration.

nonspecific response of the body that it shows in order to adapt to any demand, whether it is satisfactory or not (Erkmen and Çetin, 2008). The word stress is used in different meanings depending on the conditions it is in. Stress is a chemical process according to biochemists, a neurophysiological change according to physiologists, tension according to internal medicine specialists, and anxiety and distress according to mental health specialists (Köknel, 1998). For an employee, stress is working excessively, a bad course of one's business for a business person, the laziness of the employees for a manager, the pressure of the boss for a worker, an exam for a student, doing the chores for a housewife, and excessive training for a sports person. Even science people use the word stress with different meanings depending on their own fields of study.

As is seen, the concept of stress has different meanings for different people just as the concepts of success, failure or happiness. Thus, it is extremely hard to make a single definition of the word stress. Tutar pointed to this hardship and defined stress as a psychological state that has an effect on the physiological and psychological structures of an individual and negatively affects their behaviours, business efficiency and relationships with other people (Tutar, 2000).

Stress is caused by many environmental factors that have widespread effects that are hard to eliminate. Although its sources are evident, stress causes quite evident psychological, physiological or behavioural effects. These effects are sometimes in the form of personal advancement and development, and sometimes mental or physical diseases (Örnek and Aydın, 2008, p.146). In the light of all these, it is possible to gather stress sources under three titles in general (Gamsız et al., 2013). These are personal stress sources, organizational stress sources and sources of stress that are linked to the external environment.

Stress increases in case of the vigilance or arousal state of an individual against a stimulus or trigger. Selye named the three-stage reaction given by the body in stress situations as the "General Adaptation Syndrome". According to this theory, the reaction of the organism against stress develops in three stages. These are alarm reaction, resistance and exhaustion stages (Baltaş and Baltaş, 1999). At the alarm stage of stress, the stress level rapidly goes beyond the normal resistance level to the extent that stress sources and their intensity increase, and the first signs of the deviation from normal behaviour are started to be shown (Güçlü, 2001). The alarm stage is followed by the "resistance stage". Everything turns into normal if the individual adapts to the stress source. When the individual fails to adapt, he/she resists by making any effort he/she can make in order to fight stress back. The parasympathetic nervous system is effective at the stage of exhaustion just as at the stage of resistance. The individual becomes exhausted, and the stress source is still present (Örnek and Aydın, 2008). At this stage, it becomes impossible to fight back long-term stress sources, and the individual may show psychological and physical diseases at various dimensions by the end of this stage.

Even when the stress lasts for a short period, it may make consequences such as an increase in heart beats or excessive alcohol and cigarette consumption that occur in short time permanent (Güçlü, 2001). While stress causes an increase in excessive eating-drinking and cigarette use that bear a high risk for heart diseases, it is among the factors that constitute the cause of the diseases such as a migraine, eczema, asthma. Stress-related symptoms may be gathered under four sub-groups, being physical, emotional, mental and social (Braham, 1998, p.52-54). This is such a variety that it is almost impossible to think that there is a disease that is not caused or increased by stress, or it does not affect any part of the body.

When an individual faces stress in any case, the reactions shown by the organism change depending on different factors. These are properties that depend on the stress and the individual. The age, gender and marital status of an individual are among these factors, and the situations that create stress and their effects differ depending on their development features (Durmuş and Aşçıoğlu, 2005). It is believed that there is no expert who can object to short-term stress. On the contrary, it is the sign of a healthy organism in the form of a response given by the body against external threats. Nevertheless, excessive stress becomes the enemy of an individual in the long term, takes away his/her energy, weakens emotions and makes an individual fragile against physical and psychological problems. Nevertheless, the right amount of stress ensures that an individual thinks reasonably, creates innovative thoughts and copes with situations that require intervention (Markham, 1998). The lack of stress or low-level of stress may cause dissatisfaction by increasing boredom, the feeling of deprivation and tiredness. This may lead to a loss of performance just as in excessive stress levels. When we look at this from this point-of-view, a reasonable amount of stress will provide the opportunity for creativity, overcoming problems and development.

Coping with stress, which is defined as the disease of the modern society that drops efficiency by creating an emotional tension among individuals, (Kaya et al., 2014) effectively can be explained as stress management. In other words, changing a state or the reaction shown against a state in order to cope with stress and increase life quality is called "stress management" (Özgen, 2003). The aim of stress management is to teach an individual methods and develop them in order to present an individual the causes of stress and reactions shown to them, help the correct diagnosis of the

problems, and protect an individual against psychological and physiological harms in order to direct the factors creating stress in an individual (Koç 2002). In addition to this, it will be indispensable that increasing life quality ranks at the top of the most remarkable results as a consequence of the effective stress management.

As a result of the literature review made on the subject, the studies “Relationship between Sources of Stress and the Behaviours in a Stressful State and Coping with Stress in Academicians – Near East University example” carried out by Tomruk (2014), “What are stress indicators, sources of stress, ways of coping with these sources of stress of pre-school teachers, and the effect of stress on their performance?” carried out by Ömeroğlu (2015), “Examination of the relations between the concept of stress, coping, personality and health in interactive stress and coping model” carried out by Aysal (2014), “Sources of stress, reactions of stress and ways of stress-coping of physical education teachers (Hatay province practice)” carried out by Temiz (2006), “Work stress factors and stress indicators of the teachers working in the centre and villages of Samsun province, Havza district, and the effects of stress on their performance” carried out by Yılmaz (2001), “Effect of the stress-coping program for developing a healthy lifestyle on the stress levels and stress-coping strategies of university students” carried out by Maşraf (2003), “Examination of the relation between the stress levels and stress factors of the teachers working at state schools and private schools” carried out by Erden (2015), “Examination of the sources of stress and stress management styles of primary and secondary school managers” carried out by Hatipoğlu (2014), “Organizational factors causing work stress among teaching staff and their organizational stress-coping strategies (Trakya University example)” carried out by Baykal Özalp (2014), “Sources of stress of teachers and their ways of coping (Edirne province, Keşan district example)” carried out by Turna (2014), “Stress sources related to the duties of training supervisors and their methods of coping with these sources of stress” carried out by Canlı Tetik (2011), “A research on the examination of stressful life events and ways of coping with stress of primary school managers by different variables” carried out by İmamoğlu (2009), “Relationship between the organizational sources of stress and stress-coping styles of education institution managers and their level of self-respect” carried out by Madenoğlu (2010), “Opinions of branch teachers working at secondary schools on their stress levels caused by their work and their relation with school managers” carried out by Bilek (2001), “Stress Coping Ways, Psychological Empowerment and Conflict Management Styles of Graduate Nursing Students” carried out by Gökalp (2014), “Type A Personality, Stress Sources, Self-Efficacy and Job Satisfaction in Teachers” carried out by Gamsız et al. (2013), and “Causes of stress among high school teachers” carried out by Kayhan (2015) were encountered. However, no study that examines the stress-coping methods of primary school teachers was encountered. In this context, it is believed that this study that is carried out for the purpose of revealing the relations between the stress-coping methods of primary school teachers and different variables will contribute to the field.

The general aim of this study is to reveal the relations between the stress-coping methods of primary school teachers and different variables. The following questions were tried to be replied in line with this general aim.

1. What is the stress-coping method level of primary school teachers?
2. Do the stress coping methods of primary school teachers vary by marital status, gender and age?

2. Method

2.1 Model of the Research

This study aims to find whether there is a relation between stress-coping methods of primary school teachers and different variables and if any, to reveal whether it is positive or negative. The research model is the comparison type relational screening model among relational screening models. The relations between two and more variables are generally tried to be revealed in relational screening studies, which are among the types of screening studies (Gürbüz and Şahin, 2014). The relational screening model, a type of comparison used in this study as a type of relational screening, is defined as a research approach that aims to describe a situation that existed in the past or still exists as it is (Karasar, 2002).

2.2 Population and Sample

The population of the study consists of primary school teachers working at 14 primary schools in total; two schools from each of seven geographical regions were chosen. The subjects were chosen randomly from schools that make up the population. The scale was distributed to 250 primary school teachers. Volunteer teachers answered the questions in the scale. As a result, the sample group consists of 191 primary school teachers.

2.3 Data Collection Tools and Techniques

The “*Stress Coping Methods*” scale adapted by Aydın into Turkish from the “*Ways of Coping Inventory*” developed by Folkman and Lazarus in order to determine stress-coping methods and implemented in Ph.D. thesis called “*Sources of Stress in Education Management*” was used in this study. The reliability and validity study of the stress scale used within the scope of the research was previously performed by Aydın, and the reliability of the scale (Cronbach’s Alpha

values) was found as 0,89. As a result of the analyses carried out by Aydın, it is seen that the scale is gathered under five factor groups. These factors are self-confident, despair, optimistic, submissive and seeking social support.

The self-confident approach measures one's ability to cope with a problem by following a planned path with self-confidence in order to be able to cope with a stressful event or state effectively.

The despair approach is defined as an individual waiting for a miracle to happen in order to be able to cope with a stressful event or state and having the belief and the sense of despair that he/she cannot cope with it individually.

The optimistic approach includes finding something positive in a stressful event or state, believing that one can cope with it, i. e. to be optimistic.

The submissive approach includes the attitudes of completely accepting the factor that creates stress, stepping back with the belief that one cannot succeed and giving up on struggling.

The seeking social support approach includes such coping ways as getting support from other individuals and looking for support in order to cope with the stressful event or state.

The survey is prepared in 5-item Likert scale, and it includes the expressions, D1: "Totally disagree.", D2: "Disagree.", D3: "Neither agree nor disagree.", D4: "Agree", and D5: "Totally agree." While the answer "*Totally Disagree*" is represented with the number (1), the answer "*Totally Agree*" is represented with the number five (5). The following assessment table is found when we proceed in the light of the formula $(n-1/n)$ that will form the scale that represents this range equally.

Table 1. Scale Arithmetic Mean Distribution

Totally Disagree	Disagree	Neither Agree Nor Disagree	Agree	Totally Agree
Very Low	Low	Medium	High	Very High
$1 \leq \bar{x} < 1,80$	$1,81 \leq \bar{x} < 2,60$	$2,61 \leq \bar{x} < 3,40$	$3,41 \leq \bar{x} < 4,20$	$4,21 \leq \bar{x} < 5$

With the help of this rating, it is assessed that the mean of the answers given will help reveal the stress-coping levels of the participants of the survey. The teachers who were believed to represent the universe and made up the sample were chosen randomly for the research, and the scales were implemented. It was tried to ensure that the scales were replied sincerely considering the principle of voluntariness. It was also aimed to ensure the trust of the teachers by declaring that the results would not be given to anyone in line with the principle of privacy that the scale results would be used for the research.

At the stage of the data analysis; frequency, percentage, arithmetic mean and standard deviation data were used by the state of need in the analysis of the data using the statistics software, while ANOVA test and independent t tests were used in order to reveal the difference and significant relation between the factors and personal traits. When the reliability values formed in accordance with the answers given to the scale that had been applied were examined before including the findings found as a result of the analyses, the alpha value of the stress-coping methods scale was found as 0,659.

3. Findings

3.1 Findings on Demographic Data

The frequency distributions of the scales applied within the scope of the research are presented below.

Table 2. Distribution of the Sample Group by Gender

Gender	Frequency	Percentage	Total Percentage
Female	113	59	59
Male	78	41	100
Total	191	100	

When the genders of the teachers participating in the survey are examined in Table 2, it is seen that 59% of the sample group are made up of females, while 41% are made up of males.

Table 3. Distribution of the Sample Group by Marital Status

Marital Status	Frequency	Percentage	Total Percentage
Married	125	65	65
Single	66	35	100
Total	191	100	

When the marital status of the participants is examined in Table 3, it is seen that approximately 65% are married, while 35% are divorced.

Table 4. Distribution of the Sample Group by Age

Age	Frequency	Percentage	Total Percentage
22-27	55	29	29
28-33	71	37	66
34-39	42	22	88
40-45	9	5	93
46 and above	14	7	100
Total	191	100	

The distribution of the participants by age groups is shown in Table 4. Upon examining the table, it is seen that the age group of 22-27 represents 29% of the sample group, the age group of 28-33 represents 37% of the sample group, the age group of 34-39 represents 22% of the sample group, the age group of 40-45 represents 5% of the sample group, and the age group of 46 and above represents 7% of the sample group.

Table 5. Distribution of the Sample Group by Educational Status

Educational Status	Frequency	Percentage	Total Percentage
Bachelor's	169	88	88
Master's	22	12	100
Total	191	100	

When the data presented in Table 5 are examined, it is seen that a majority (88%) of the participants have a graduate degree, and 12% have master's degree.

Table 6. Distribution of the Sample Group by the Period of service

Period of service	Frequency	Percentage	Total Percentage
0-5	81	42	42
6-10	52	28	70
11-15	34	18	88
16-20	19	10	98
21 and above	5	2	100
Total	191	100	

The distribution of the participants by their period of service is presented in Table 6. When the table is examined, it is seen that those with a period of service of 0-5 years represent 42% of the sample group, those with a period of service of 6-10 years represent 28% of the sample group, those with a period of service of 11-15 years represent 18% of the sample group, those with a period of service of 16-20 years represent 10% of the sample group, and those with a period of service of 21 years and above represent 2% of the sample group.

Table 7. Distribution of the Sample Group by Regions

Geographical Region	Frequency	Percentage	Total Percentage
Marmara Region	36	19	19
Aegean Region	29	15	34
Mediterranean Region	21	11	45
Black Sea Region	23	12	57
Central Anatolia Region	27	14	71
Eastern Anatolia Region	27	14	85
Southeastern Anatolia Region	28	15	100
Total	191	100	

The distribution of the participants by regions is presented in Table 7. When the table is examined, it is seen that the sample group in the Marmara Region represents 19%, the sample group in the Aegean Region represents 15%, the sample group in the Mediterranean Region represents 11%, the sample group in the Black Sea Region represents 12%, the sample group in the Central Anatolia Region represents 14%, the sample group in the Eastern Anatolia Region represents 14%, and the sample group in the Southeastern Anatolia Region represents 15%.

Table 8. Distribution of the Sample Group by Provinces

Province	Frequency	Percentage	Total Percentage
Amasya	10	5	5
Ankara	17	9	14
Burdur	14	7	21
Istanbul	24	13	34
Izmir	17	9	43
Kocaeli	12	7	50
Malatya	10	5	55
Mersin	7	3	58
Muğla	12	7	65
Siirt	18	9	74
Sivas	10	5	79
Şırnak	10	5	84
Tokat	13	7	91
Van	17	9	100
Total	191	100	

The distribution of the participants by provinces is shown in Table 8. Upon examining the table, it is seen that the

sample group in Amasya represents 5%, the sample group in Ankara represents 9%, the sample group in Burdur represents 7%, the sample group in Istanbul represents 13%, the sample group in Izmir represents 9%, the sample group in Kocaeli represents 7%, the sample group in Malatya represents 5%, the sample group in Mersin represents 3%, the sample group in Muğla represents 7%, the sample group in Siirt represents 9%, the sample group in Sivas represents 5%, the sample group in Şırnak represents 5%, the sample group in Tokat represents 7%, and the sample group in Van represents 9%.

3.2 Findings on Research Questions

The tables showing the factor based frequency distribution, arithmetic mean and standard deviations of stress-coping methods implemented within the scope of the research, and ANOVA test and independent sample t-test results are presented below.

Table 9. Stress-Coping Levels of Teachers

Row No	Factor Code	Factor (Approach)	Number of Questions	Participants (n)	\bar{x}
1	SA	Submissive Approach	6	191	2,52
2	DA	Despair Approach	8	191	2,86
3	OA	Optimistic Approach	5	191	3,81
4	SCA	Self-Confident Approach	7	191	4,05
5	SSSA	Seeking Social Support Approach	4	191	3,24
TOTAL			28	191	3,28

The distribution formed in line with the responses of primary school teachers to stress-coping methods is seen in Table 9. The scale consists of five factors in total in itself, these being the submissive approach, despair approach, optimistic approach, self-confident approach and seeking social support approach. The stress-coping skills of the teachers were detected to be at the intermediate level ($x=3,28$) when the whole scale was assessed. When examined by factors, it is seen that teachers generally prefer the Self-Confident Approach as a stress-coping method.

Table 10. Anova Test Results Showing the Difference between the Marital Status and Stress-Coping Methods of Teachers

Factors		K.T.	S.D.	K.O.	F	P
Submissive	Intergroup	,577	1	,577	1,286	,258
	Intragroup	84,763	189	,448		
	Total	85,340	190			
Despair	Intergroup	1,846	1	1,846	6,442	,012
	Intragroup	54,150	189	,287		
	Total	55,996	190			
Optimistic	Intergroup	,619	1	,619	1,892	,171
	Intragroup	61,831	189	,327		
	Total	62,450	190			
Self-Confident	Intergroup	,065	1	,065	,276	,600
	Intragroup	44,268	189	,234		
	Total	44,333	190			
Seeking Social Support	Intergroup	,024	1	,024	,128	,721
	Intragroup	34,786	189	,184		
	Total	34,810	190			

In Table 10, whether there is a difference between the marital status and stress-coping methods of teachers in the sample group was shown with ANOVA test. When the results are examined, it is seen that the approaches apart from the despair approach do not exhibit a significant difference by marital status. As for the despair approach, a significant difference is found between the marital status and despair approach as the P value is $0,012 < 0,05$. While the difference between two variables is found with ANOVA test, it is necessary to apply the *independent sample t-test* in order to determine whether this difference is positive or negative.

Table 11. Statistics on the Marital Status of Teachers

Marital Status		N	\bar{x}	S.D.	S.E. \bar{x}
Despair	Married	125	3,0206	,52134	,04663
	Single	66	2,8139	,56087	,06904

Table 12. Independent Sample T-Test Results of the Marital Status of Teachers

		Levene's Equal Variance Test		Levene's Equal Variance Test		Significance (2-tailed)	Avg. Difference	Standard Error Difference	Difference at 95% Confidence Interval	
		F	Sig.	t	df				Low	High
Despair	Presumption that Variances are Equal	,736	,392	2,538	189	,012	,20672	,08144	,04606	,36737
	Presumption that Variances are not Equal			2,481	124,274	,014	,20672	,08331	,04183	,37161

According to the findings obtained in Table 11 and Table 12, a significant difference was found between the marital status of the teachers and their responses to the despair approach ($t(189)=2,538$; $p<0,05$). The average of the opinions of married teachers on the despair approach ($\bar{x}=3,02$; $S.S.=0,52$) was found higher than the average of the opinions of single teachers on despair approach ($\bar{x}=2,81$; $S.S.=0,56$). These results show that married teachers prefer the despair approach more when coping with stress.

Table13. Anova Test Results Showing the Difference between the Genders and Stress-Coping Methods of Teachers

Factors		K.T.	S.D.	K.O.	F	P
Submissive	Intergroup	,680	1	,680	1,518	,219
	Intragroup	84,660	189	,448		
	Total	85,340	190			
Despair	Intergroup	,847	1	,847	2,904	,090
	Intragroup	55,148	189	,292		
	Total	55,996	190			
Optimistic	Intergroup	1,536	1	1,536	4,767	,030
	Intragroup	60,914	189	,322		
	Total	62,450	190			
Self-Confident	Intergroup	,010	1	,010	,042	,837
	Intragroup	44,323	189	,235		
	Total	44,333	190			
Seeking Social Support	Intergroup	,381	1	,381	2,092	,150
	Intragroup	34,428	189	,182		
	Total	34,810	190			

Whether there is a difference between the genders and stress-coping methods of the teachers in the sample group was shown with ANOVA test in Table 13. When the results are examined, it is seen that the approaches apart from the optimistic approach do not exhibit a significant difference. As for the optimistic approach, a significant difference is found between the genders of the teachers and optimistic approach as the P value is $0,030 < 0,05$. While the difference between two variables is found with ANOVA test, it is necessary to use the *independent sample t-test* in order to be able to determine whether this difference is positive or negative.

Table 14. Statistics on the Genders of the Teachers

	Gender	N	\bar{x}	S.D.	S.E. \bar{x}
Optimistic	Female	113	3,7381	,62569	,05886
	Male	78	3,9205	,47080	,05331

Table 15. Independent Sample T-Test Results on the Genders of Teachers

		Levene's Equal Variance Test		Levene's Equal Variance Test		Significance (2-tailed)	Avg. Difference	Standard Error Difference	Difference at 95% Confidence Interval	
		F	Sig.	t	df				Low	High
Optimistic	Presumption that Variances are Equal	2,735	,100	-2,183	189	,030	-,18246	,08357	-,34731	-,01761
	Presumption that Variances are not Equal			-2,298	187,549	,023	-,18246	,07941	-,33911	-,02581

According to the findings obtained in Table 14 and Table 15, a significant difference was found between the genders of primary school teachers and the responses they give to the optimistic approach ($t(189)=-2,183$; $p<0,05$). The average of the opinions of male teachers on optimistic approach ($\bar{x}=3,92$; $S.S.=0,47$) was found higher than the average of the opinions of female teachers on optimistic approach ($\bar{x}=2,73$; $S.S.=0,62$). These results show that male teachers prefer the optimistic approach more when coping with stress.

Table 16. Anova Test Results Showing the Difference between the Age Groups and Stress-Coping Methods of Teachers

Factor		K.T.	S.D.	K.O.	F	P
Submissive	Intergroup	,265	4	,066	,145	,965
	Intragroup	85,075	186	,457		
	Total	85,340	190			
Despair	Intergroup	,909	4	,227	,767	,548
	Intragroup	55,087	186	,296		
	Total	55,996	190			
Optimistic	Intergroup	3,661	4	,915	2,896	,023
	Intragroup	58,788	186	,316		
	Total	62,450	190			
Self-Confident	Intergroup	1,347	4	,337	1,458	,217
	Intragroup	42,986	186	,231		
	Total	44,333	190			
Seeking Social Support	Intergroup	,355	4	,089	,479	,751
	Intragroup	34,454	186	,185		
	Total	34,810	190			

Whether there is a difference between the age groups and the stress-coping methods of the teachers in the sample group in Table 16 was shown with ANOVA test. When the results are examined, it is seen that the approaches other than the optimistic approach do not exhibit a significant difference by age groups. As for the optimistic approach, a significant difference is found between the age groups of teachers and optimistic approach as the P value is $0,023 < 0,05$.

Table 17. Descriptive Statistics Results of the Responses Given by Teachers to Optimistic Approach by Age Groups

Age Group	N	\bar{x}	S.D.	S.E.	95% Confidence Interval for the		Min	Max
					Average Lower Level	Upper Level		
22-27	55	3,7273	,60659	,08179	3,5633	3,8913	1,80	4,60
28-33	71	3,7099	,55321	,06565	3,5789	3,8408	2,20	4,80
34-39	42	3,9905	,57075	,08807	3,8126	4,1683	2,60	5,00
40-45	9	3,8667	,44721	,14907	3,5229	4,2104	3,40	4,80
46 and above	14	4,1000	,44202	,11814	3,8448	4,3552	3,60	4,80
Total	191	3,8126	,57331	,04148	3,7307	3,8944	1,80	5,00

When the statistical distribution shown in Table 17 is examined, it is seen that the teachers in the age group of 46 and above prefer the optimistic approach more than other age groups.

Table 18. Anova Test Results Showing the Difference between the Educational Status and Stress-Coping Methods of Teachers

Factors		K.T.	S.D.	K.O.	F	P
Submissive	Intergroup	,077	1	,077	,171	,680
	Intragroup	85,263	189	,451		
	Total	85,340	190			
Despair	Intergroup	,000	1	,000	,000	,992
	Intragroup	55,996	189	,296		
	Total	55,996	190			
Optimistic	Intergroup	,014	1	,014	,043	,837
	Intragroup	62,436	189	,330		
	Total	62,450	190			
Self-Confident	Intergroup	,027	1	,027	,116	,733
	Intragroup	44,306	189	,234		
	Total	44,333	190			
Seeking Social Support	Intergroup	,043	1	,043	,233	,630
	Intragroup	34,767	189	,184		
	Total	34,810	190			

In Table 18, it was shown whether there is a difference between the educational status and stress-coping methods of the teachers in the sample group using ANOVA test. Upon examining the results, it is seen that there is no significant difference of the educational status of the approaches in the scale.

Table 19. Anova Test Results Showing the Difference Between the Period of Service and Stress-Coping Methods of Teachers

Factors		K.T.	S.D.	K.O.	F	P
Submissive	Intergroup	6,364	4	1,591	3,747	,006
	Intragroup	78,976	186	,425		
	Total	85,340	190			
Despair	Intergroup	,780	4	,195	,657	,623
	Intragroup	55,215	186	,297		
	Total	55,996	190			
Optimistic	Intergroup	2,379	4	,595	1,842	,123
	Intragroup	60,071	186	,323		
	Total	62,450	190			
Self-Confident	Intergroup	1,915	4	,479	2,099	,083
	Intragroup	42,419	186	,228		
	Total	44,333	190			
Seeking Social Support	Intergroup	,356	4	,089	,481	,750
	Intragroup	34,453	186	,185		
	Total	34,810	190			

In Table 19, it was shown whether there is a difference between the period of service and stress-coping methods of the teachers in the sample group using ANOVA test. Upon examining the results, it was seen that the approaches apart from the submissive approach do not exhibit a significant difference by the period of service. As for the submissive approach, a significant difference is found between the period of service of the teachers and the submissive approach as the P value is $0,006 < 0,05$.

Table 20. Descriptive Statistical Results of the Responses of Teachers Given to the Submissive Approach by Their Period of Service

	Period of Service	N	\bar{x}	S.D.	S.E.	95% Confidence Interval for the Average		Min	Max
						Lower Limit	Upper Limit		
Submissive	0-5	81	2,4444	,63792	,07088	2,3034	2,5855	1,33	3,83
	6-10	52	2,6635	,60633	,08408	2,4947	2,8323	1,50	3,83
	11-15	34	2,5196	,72563	,12444	2,2664	2,7728	1,33	4,17
	16-20	19	2,2368	,69681	,15986	1,9010	2,5727	1,00	3,33
	21 and above	5	3,3333	,62361	,27889	2,5590	4,1076	2,67	4,00
	Total	191	2,5201	,67019	,04849	2,4244	2,6157	1,00	4,17

Upon examining the ANOVA test statistical distribution given in Table 20, it is seen that the teachers with a period of service of 21 years and more prefer the submissive approach more than other service periods.

Table 21. Anova Test Results Showing the Difference between the Geographical Regions where Teachers Work and Their Stress-Coping Methods

Factors		K.T.	S.D.	K.O.	F	P
Submissive	Intergroup	4,759	6	,793	1,811	,099
	Intragroup	80,581	184	,438		
	Total	85,340	190			
Despair	Intergroup	3,806	6	,634	2,237	,042
	Intragroup	52,189	184	,284		
	Total	55,996	190			
Optimistic	Intergroup	1,734	6	,289	,876	,514
	Intragroup	60,716	184	,330		
	Total	62,450	190			
Self-Confident	Intergroup	,951	6	,158	,672	,672
	Intragroup	43,382	184	,236		
	Total	44,333	190			
Seeking Social Support	Intergroup	,778	6	,130	,701	,649
	Intragroup	34,031	184	,185		
	Total	34,810	190			

In Table 21, whether there is a difference between the geographical regions where teachers in the sample group work and their stress-coping methods was shown using ANOVA test. Upon examining the results, it is seen that the approaches apart from the despair approach do not exhibit a significant difference by geographical regions. As for the despair approach, a significant difference is found between the geographical regions where teachers work and the despair approach as the P value is $0,042 < 0,05$.

Table 22. Statistical Results of the Responses Given by Teachers to the Despair Approach by the Geographical Regions Where They Work

Geographical Region	N	\bar{x}	S.D.	S.E.	95% Interval Average	Confidence for the	Min	Max
					Lower Limit	Upper Limit		
Marmara Region	36	2,8571	,54746	,09124	2,6719	3,0424	1,86	4,14
Aegean Region	29	3,0148	,34435	,06394	2,8838	3,1458	2,43	3,86
Mediterranean Region	21	2,7279	,56407	,12309	2,4711	2,9847	1,57	3,86
Black Sea Region	23	2,9317	,47159	,09833	2,7277	3,1356	2,14	4,00
Central Anatolia Region	27	3,1217	,53262	,10250	2,9110	3,3324	2,29	4,29
Eastern Anatolia Region	27	2,8148	,68605	,13203	2,5434	3,0862	1,86	4,43
Southeastern Anatolia Region	28	3,1429	,52740	,09967	2,9384	3,3474	2,43	4,29
Total	191	2,9491	,54288	,03928	2,8717	3,0266	1,57	4,43

Upon examining the statistical distribution of the ANOVA test given in Table 22, it is seen that teachers working in the Southeastern Anatolia Region prefer the despair approach more than other regions.

Table 23. Anova Test Results Showing the Provinces Where Teachers Work and Their Stress-Coping Methods

Factors		K.T.	S.D.	K.O.	F	P
Submissive	Intergroup	5,977	13	,460	1,025	,429
	Intragroup	79,363	177	,448		
	Total	85,340	190			
Despair	Intergroup	5,315	13	,409	1,428	,150
	Intragroup	50,681	177	,286		
	Total	55,996	190			
Optimistic	Intergroup	2,718	13	,209	,620	,836
	Intragroup	59,732	177	,337		
	Total	62,450	190			
Self-Confident	Intergroup	2,832	13	,218	,929	,524
	Intragroup	41,501	177	,234		
	Total	44,333	190			
Seeking Social Support	Intergroup	2,060	13	,158	,856	,600
	Intragroup	32,750	177	,185		
	Total	34,810	190			

In Table 23, whether there is a difference between the provinces where the teachers in the sample group work and their stress-coping methods was shown with ANOVA test. Upon examining the results, it is seen that the approaches in the scale do not exhibit a significant difference by the provinces they work.

4. Result, Discussion and Suggestions

The research results are presented below in the light of the data and findings obtained in the research carried out for the purpose of revealing the relations between the stress-coping methods of primary school teachers and different variables.

It was determined that the stress-coping skills of primary school teachers are at the intermediate level. Upon examining by factors, it is seen that primary school teachers generally prefer the Self-Confident Approach as a stress-coping method.

Upon examining whether the stress-coping methods of primary school teachers exhibit a significant difference by their demographic properties, a significant difference was determined between the marital status variable and despair approach, and the gender and age variables and optimistic approach. When the arithmetic means of the responses where differences occurred were examined, it was determined that married teachers tend to prefer the despair approach more when coping with stress when compared to single teachers, male teachers and teachers at the age of 46 and above prefer the optimistic approach more than female teachers and teachers in other age groups, teachers with period of service of 21 years and more prefer the submissive approach more, and teachers working in the Southeastern Anatolia Region prefer the despair approach more.

The studies that are similar to and different from the results of this study are as follows:

According to Madenoğlu (2010) the subject of which is managers in education institutions, it is seen that they prefer the *Self-Confident Approach* and *Optimistic Approach* first, and secondly the *Seeking Social Support Approach*.

Firat and Kaya (2015) observed that the use of despair stress-coping style among passive coping styles increases as the generally perceived social support level of the students that are the subject of the research increases, and the use of the self-confident approach and optimistic approach among active coping styles decreases.

As a result of the findings obtained from the study performed by Tomruk (2014), despite there was no statistical difference, it was found that the stress levels of teaching staff are at the medium and intermediate level, in terms of demographic properties of stress sources and stress levels, women, married people, people in the age group between 36 and 45 years, research associates with Ph.D., those with 1-5 years of experience, and people who work at technical departments experience more stress. Upon addressing the subject, in terms of the behaviours shown in stressful situations, it was determined that absenteeism from work and the lack of cooperation are present at all dimensions, and forgetting and the sharing of stress are used in coping.

As a result of the study carried out by Ömeroğlu (2015), regarding the sources of stress of pre-school teachers, work-related stress causes more stress than personal stress, the stress experienced by pre-school teachers is more work-related when compared to kindergarten teachers, they observe psychological stress indicators consisting of the expressions tension, tiredness and the desire to sleep more than physiological stress indicators, the organizational stress they experience has a low effect on their performance, and they prefer seeking social support in coping with organizational stress than dealing with the problem.

No significant difference was observed in the sources of stress, stress reactions and stress-coping ways of Physical Education teachers in the study carried out by Temiz (2006) by gender factor.

In the study carried out by Argon and Ateş (2007) in Bolu Gerde district for the purpose of determining the stress factors of primary school teachers and their stress levels, that teachers experience stress resulting from the social environment was found higher than the stress caused by the physical environment and personal reasons. Furthermore, no significant difference was found in the stress level by the age, gender and degree of seniority.

In the study carried out by Hatipoğlu (2014), it was found that the most frequently used stress-coping method by school managers is to press the pressure on the incident or situation and that the rate of using other methods is very low.

As a result of the study carried out by Baykal Özalp (2014), it was found that the organizational stress experienced by teaching staff is at the medium level. It was seen that the factor that causes stress most among teaching staff is the workload. It was determined that the organizational stress levels of teaching staff differ significantly by age, title, and professional seniority variables.

As a result of the study carried out by Turna (2014), it was found that “insufficiency of wages”, “students’ lack of interest in the lesson”, “harsh and offending behaviours of the managers” are among the most stress causing reasons for primary school teachers. Nevertheless, primary school teachers prefer “spending time with loved ones, seeking the good sides of the incidents and avoiding the stressful situations” in their fight against stress most, respectively.

The following suggestions were mentioned in line with the findings of the research:

Awareness of stress-coping should be raised among the employees of educational institutions, teachers, who are under great stress both during and after working hours as of their profession. That the psychological consultation services working for the students at schools also prepare programs for the employees of the institutions is important for the awareness related to the subject.

Up-to-date studies may be carried out for the purpose of determining the situations that cause stress among teachers. That managers’ paying attention to the stressful situations of the teachers and approaching the subject sensibly by paying attention in their dialogues in case such a situation is determined have a particular importance in coping with stress has been shown with the studies conducted. In the light of these suggestions, it should not be forgotten that the best stress-coping method will come out as a result of the self-knowledge of an individual, and the managers and teachers will adopt the approach that suits them most in this direction.

Primary school teachers were examined in this study as the sample group. Similar studies may be conducted on a different sample group. It can be applied by expanding the sample group. The sources of stress and stress-coping ways of pre-service teachers and teachers may be compared.

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