

Determining the Order of Importance of Stress Factors Caused by School Administration

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Abstract

From the perspective of teachers, this study aims to identify the issues that cause stress in teachers by evaluating the potential stress factors that may arise from the school administration, from most to least stressful, and recommending that school administrators take action to alleviate stress. Since stress factors were ranked in order of importance, the data were analyzed with the median. The data analysis was also carried out with non-parametric tests due to the sequential nature of the scale, and descriptive analysis was performed. Maximum variation sampling was used to determine the study group. 227 teachers working in the first semester of the 2021-2022 academic year in different provinces in the research. The study used a scale including ten stress factors, in which teachers were expected to rank the stress factors originating from school administration according to their importance. According to the findings, the most stressful situations caused by the school administration are unjust attitudes, interfering teachers, and the excessive workload assigned by the administration. In contrast, the least stressful situations are the administration's lack of encouragement, the frequent changes in the practices of the school administration.

Keywords: School administration, stress factors, stress, teacher

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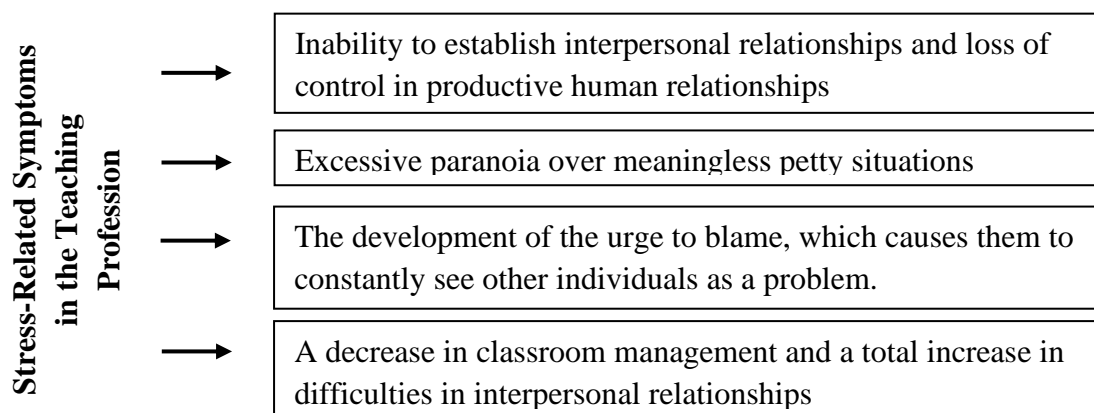
Introduction

Nowadays, stress can be seen in a variety of different contexts. Stress, a reality of organizational life, has manifested itself in many different ways in the social field, especially during the Covid-19 pandemic. Factors that cause stress can be common in workplaces and organizations and differ according to the organization's structure. In this sense, the educational system as a whole, including schools, and teachers, who are crucial stakeholders of schools, are impacted negatively by stress. Various studies have been conducted in our country examining the stress in schools and teachers' stress situations from past to present (Akpınar, 2008; Argon and Ateş, 2007; Balaban, 2000; Carroll et al., 2020 ; Çolak, 2017; Fontana and Abouserie, 1993; Gencer, 2021; Göksoy and Argon, 2014; Günbayı and Tokel, 2012; Yıldırım, 2008; Wilson, 2002). Many distinct stress factors have been pointed out in these studies on the causes of stress in educational organizations. Balaban (2000) stated that different models have been created to describe sources of stress and its possible consequences and that people perceive stress sources differently according to their environment and work environment. Therefore, the symptoms caused by the stress level of the same situation can also be different. Some of the stress factors are administrative tasks, inadequate working conditions, pupil and parents problems, inability to participate in the decision process, discrimination against minority groups, inadequate salaries, attitudes and behaviors of administrators, discipline style, work pressure, and the interference of politics with education (Aslan & Bakır, 2018; Aydın, 2008; Aydın & Kaya, 2016; Ivanković, 2020; Marais, 1992 cited by Paulse, 2005).

In the 1950s, Selye proposed a definition of stress in which it was described as an ambiguous response of physics to pressure. Some of the definitions of stress in the literature are as follows. Stress is a condition that needs to be acknowledged and dealt with in various working environments. The field of education is not an exception (Oliver & Venter, 2003). Stress is the resistance developed against possible deformation that may occur in the individual under the influence of substances or pressure-like forces (Baltaş and Baltaş, 1993). Stress appears with the power of the individual and the environment, motivates the individual too much, and affects the entire organism. There is danger in the concept of stress, and the importance of this danger should be recognized and known that it is often uncontrollable (Ture, 2013). In recent years, there has been a significant increase in people's interest in this subject of stress, which may be better understood as extreme distress.

After studying members of various organizations, many researchers concluded that organizational life experiences could carry a burden that weakens both the individual and the organization (Friesen & Williams, 1985). Stress does not occur suddenly or on its own for no reason. For stress to exist, some changes that happen in the place or environment where the person maintains his life and that are not included in his daily routine must occur and affect the person in a way that it is difficult to overcome (Aslan and Bakır, 2018). Stress is more than just a threat to a teacher's personal well-being, morality, and career; it can also affect the classroom environment, the teaching process, and the success of educational objectives (Canoy, 2020). Lately, Greenberg, Brown, and Abenavoli (2016) reported four main reasons for teacher stress. These reasons are school organization, job demands, work resources, social and emotional competence. According to Ingersoll (2003), teachers say that one of the main reasons for their decision to leave the school is that they don't feel supported by school administrators. The main effects of stress in one's life are: Deformation of the psychological state, which may occur in the form of chronic depression or excessive irritability, a sense of hopelessness and contempt develops in the individual, and a significant decrease in physical and psychological structure occurs, and psychosomatic problems arise from encountering the truth (Abacı, 1997).

Due to changes in social, economic, individual and cultural areas, the stress factors that teachers are under the influence of constantly increase and changes (Argon & Ateş, 2007). Stress-related symptoms that Jameson mentioned about the teaching profession in 1980 are as follows (Abacı, 1997):



Warnings and punishments given by supervisors can create stress for individuals. In conflicts with supervisors, the individual may feel as if they have to work harder than other employees. This is a factor that creates stress in the individual. Supervisors should also be meticulous in employing and supervising their subordinates. The authority and duties assigned to subordinates should be shared fairly and proportionately. Some unimportant actions will cause

organizational stress (Günbayı & Tokel, 2012). When the sources of stress experienced by the teachers are examined, it is seen that the stress caused by the attitudes and behaviors of the school administrators is significant. Leadership skills and style/management positions from people in administration significantly affect teachers' stress levels (Carroll et al., 2020).

Insufficient relationships with school administrators can increase teacher stress (Kyriacou, 2001). To create a psychologically and socially healthy organizational climate, school administrators need to adopt a management style that takes into account the factors that cause stress in teachers (Halitoğlu & Akpınar, 2022). Gence (2021) stated in his study that teachers' stress sources are parents, students, school administration, the teaching profession, physical conditions and colleagues. Many factors such as school administrators' relations with the teacher, their attitude in the supervision process, whether they do a fair distribution of tasks, etc. affect teacher stress. According to Baştuğ's (2009) research results, one of the sources of stress that teachers experience the most is administrative reasons. The idea of trust, particularly between instructors and principals, has been proven to be a key mediating element in determining burnout and emotional weariness for teachers, more so than the experience of trust between teachers and colleagues or pupils (Van Maele & Van Houtte, 2015). In the study of Kaya and Aydın (2016), it was stated that the problems teachers experience the most stress are caused by the school management. These factors are in order of importance: constant supervision, non-encouragement, excessive workload, unjust attitudes, constant change in practices, assignments imposed by time pressure, not involving teachers in decision-making and interfering with their business, working outside of working hours, excessive course load, intimidation policy, trouble using legal rights. Stress factors from school management listed above will be examined in this study. Marais (1992 as cited in Putter, 2003) is one of them who pointed out that principals' management style is causing stress to teachers.

Especially during a stressful period such as the Covid-19 pandemic, it is very important to determine the stress factors originating from the school administration and make suggestions for eliminating these factors. Since stress factors are associated with performance, this study will also be beneficial for research on improving performance. In addition, determining the stress factors originating from the school administration will give the administrators the opportunity to evaluate themselves. Thus, identifying and recognizing the sources of administrative stress in schools, controlling the sources of stress, determining the problems causing stress and taking the necessary precautions make this study significant. From the perspective of teachers, this study aims to identify the issues that cause stress in teachers by evaluating the potential stress factors that may arise from the school administration, from most to least stressful, and recommending that school administrators take action to alleviate stress.

Method

Research Model

From the perspective of teachers, this study aims to identify the issues that cause stress in teachers by evaluating the potential stress factors that may arise from the school administration, from most to least stressful, and recommending that school administrators take action to alleviate stress. This is a descriptive research because it examines and evaluates an existing situation (Karasar, 2012).

Study Group

Maximum variation sampling, one of the purposive sampling methods that reflects the groups brought together to examine common or similar points regarding diverse situations, was used to determine the study group (Patton, 2018). Therefore, a total of 227 teachers working in 7 different geographical regions of Turkey constitute the research study group. Demographic information of teachers is shown in Table 1.

Table 1.

Demographic Information of Teachers in the Participant Group

Demographic Information		<i>f</i>	%
Gender	Female	90	%39,70
	Male	137	%60,30
Type of school studied	Private	87	%38,32
	State	140	%61,68
Level of School	Pre-school	10	%4,400
	Primary school	140	%61,70
	Secondary School	37	%16,30
	High school	40	%17,60
Geographical Region	Mediterranean	24	%10,50
	Central Anatolia	14	%6,200
	Marmara	94	%41,40
	Southeastern Anatolia	21	%9,300
	Aegean	26	%11,40
	Black Sea	36	%15,90
	Eastern Anatolia	12	%5,300
Marital status	Married	71	%31,30
	Single	156	%68,70
Professional Seniority	1-5 years	32	%14,09

	6-10 years	59	%25,99
	11-15 years	58	%25,55
	16-20 years	49	%21,60
	21 years and above	29	%12,77
Age	21-30 years	51	%22,46
	31-40 years	112	%49,35
	41-50 years	64	%28,19
	Total	227	100

When Table 1 is examined, it is seen that 39.7% of the teachers participating in the study are female and 60.3% are male; 61.7% of them work in primary school, the remaining 38.3% in pre-school, secondary and high schools; 14% have 1-5 years, 25.9% have 6-10 years, 25.5% have 11-15 years, 21.6% have 16-20 years, 12.7% have 21 years or more of professional seniority; 22.4% of them are of 21-30 years old, 49.3% are 31-40, and 28.1% are 41-50. 61.6% of the teachers work in public schools, 38.3% in private schools. In addition, according to the geographical regions where the participants work, it is seen that they represent the Marmara, Black Sea, Aegean, Mediterranean, Southeastern Anatolia, Central Anatolia and Eastern Anatolia regions, respectively.

Data collection tool

In the research, a measurement tool consisting of 10 stress factors was used, in which teachers were expected to rank the stress factors originating from school administration according to their importance levels. During the preparation of the data collection tool, the stress sources study of Aydin and Kaya (2016) in a mixed-methods research design was taken as reference. While developing the items, “*school management*” stress factors that emerged in the qualitative part of the relevant research were used. The reason for taking this theme as a reference is that it ranks first among the themes that cause stress among teachers, as it is the theme with the highest number of opinions. Among the codes that emerged under this theme, the codes with the highest opinion were given priority, and draft items were developed by combining the other codes. After this stage, six teachers working in different regions of Turkey were asked for their opinions on the situations in which they experienced stress due to school administration. The factors with the highest number of views on the draft items were determined and a final measurement tool with ten factors was developed. These factors are as follows: “*continuous supervision, lack of encouragement by the administration, excessive workload assigned by the administration, unjust attitudes, frequent changes in practices by the school administration,*

assignments imposed by the school administration, interference with the teacher's work, inability to participate in the decision-making process, exposure to a policy of intimidation, and inability to use legal rights." It was ensured that the experts controlled the determined factors in the field of Education Administration and Supervision (Dr. and Assoc. Dr.) As a result of the feedback received, necessary corrections were made and the mentioned factors were included in the measurement tool. Teachers were asked to evaluate these factors according to the level of stress they experienced as a result of the school administration and to rank them from the most (1) to the least (10). In addition, the teachers' opinions on the subject were examined by asking the question, *"Did you experience any stress caused by the school administration during your job? If so, would you explain this stress factor in one sentence?"*

Data Analysis

In this study, a 10-item ranking scale developed by the researchers was used. In the application of the scale, the participants first review the items in the scale and write the number 1 in the box to the right of the most important stress factor for them due to the school administration, then choose the second important one and write the number 2 in the box to the right, and this process continues until the items to be evaluated are finished. In other words, each number (1-10) corresponds to a stress factor and can be used only once. Stress factors are ranked from most important to least important. In this way, numbers are written to the right of all stress factors from 1 to 10 and the scale is completed. There are 10 items in total in the scale. The data of the study were analyzed with the SPSS 23 statistical software. As a number of stressors were ranked in order of importance, ranking scores were taken into account and the median was used. In addition, it was determined that it was appropriate to use non-parametric tests (Mann-Whitney U test and Kruskal-Wallis) in data analysis due to the sequential nature of the scale. In addition, descriptive analysis was carried out by presenting the responses they gave to the stressors directly.

Findings

The research findings are presented below in tables, respectively.

General ranking of stress factors originating from school administration

Table 2.

Findings on the order of importance of stress factors originating from school administration from the perspective of teachers

Stress factors	N	Mean	Median	Std. Deviation
Continuous supervision	227	5,48	5	3,19
Inability to participate in the decision-making process	227	5,56	6	2,63

Inability to use legal rights	227	5,96	6	3,04
Exposure to intimidation policy	227	5,42	5	3,09
Interfering with the teacher's work	227	4,72	5	2,45
Assignments imposed by the school administration	227	5,53	6	2,46
Frequent changes in practices by the school administration	227	6,02	6	2,51
Unjust attitudes	227	4,00	3	2,74
Excessive workload assigned by administration	227	5,41	5	2,81
Lack of encouragement by the administration	227	6,89	7	2,82

When Table 2 is examined, it is seen that the most important factor in which teachers experience stress arising from school administration is unjust attitudes ($\sum = 3$), while the factor lack of encouragement by the administration ($\sum = 7$) is the least important stress factor for teachers.

Ranking of stress factors in terms of school level

Table 3.

Findings on the order of importance of stress factors according to pre-school teachers

Stress factors	Pre-school		
	Mean	Median	Std. Deviation
Continuous supervision	6,22	8	2,99
Inability to participate in the decision-making process	6,00	7	2,87
Inability to use legal rights	5,00	4	3,64
Exposure to intimidation policy	4,33	2	3,39
Interfering with the teacher's work	4,56	3	2,83
Assignments imposed by the school administration	6,11	7	2,47
Frequent changes in practices by the school administration	6,11	6	2,20
Unjust attitudes	4,00	5	2,55
Excessive workload assigned by administration	6,33	5	3,24
Lack of encouragement by the	6,33	6	2,50

administration

When Table 3 is examined, it is seen that the factors of being exposed to intimidation policy most ($\Sigma = 2$) and interfering with the teacher's work ($\Sigma = 3$) are at the forefront among teachers working in preschool.

Table 4.

Findings on the order of importance of stress factors according to primary school teachers

Stress factors	Primary school		
	Mean	Median	Std. Deviation
Continuous supervision	5,36	5	3,26
Inability to participate in the decision-making process	5,42	5,5	2,53
Inability to use legal rights	6,04	6	3,04
Exposure to intimidation policy	5,73	6	3,07
Interfering with the teacher's work	4,75	5	2,43
Assignments imposed by the school administration	5,83	6	2,50
Frequent changes in practices by the school administration	5,85	6	2,58
Unjust attitudes	3,86	3	2,68
Excessive workload assigned by administration	5,27	5	2,77
Lack of encouragement by the administration	6,88	7	2,80

When Table 4 is examined, it is seen that the factors of unjust attitudes ($\Sigma = 3$) and interfering with the teacher's work ($\Sigma = 5$) are the most prominent among teachers working in primary schools.

Table 5.

Findings on the order of importance of stress factors according to teachers working in secondary school

Stress factors	Secondary School		
	Mean	Median	Std. Deviation

Continuous supervision	5,13	5,5	3,16
Inability to participate in the decision-making process	6,25	6	2,58
Inability to use legal rights	6,28	6,5	3,07
Exposure to intimidation policy	5,65	6	3,07
Interfering with the teacher's work	4,48	5	2,20
Assignments imposed by the school administration	4,78	5	2,26
Frequent changes in practices by the school administration	6,18	6,5	2,30
Unjust attitudes	4,28	3,5	2,83
Excessive workload assigned by administration	5,20	4,5	3,12
Lack of encouragement by the administration	6,80	7	3,06

When Table 5 is examined, it is seen that the factors of unjust attitudes ($\sum = 3.5$) and excessive workload assigned by the administration ($\sum = 4.5$) are at the forefront among teachers working in secondary schools.

Table 6.

Findings on the order of importance of stress factors according to teachers working in high schools

Stress factors	High school		
	Mean	Median	Std. Deviation
Continuous supervision	6,10	6	3,03
Inability to participate in the decision-making process	5,28	5,5	2,89
Inability to use legal rights	5,55	5	2,92
Exposure to intimidation policy	4,38	4	2,95
Interfering with the teacher's work	4,90	4	2,72
Assignments imposed by the school administration	5,10	5,5	2,38
Frequent changes in practices by the school administration	6,45	7	2,54
Unjust attitudes	4,23	3,5	2,92

Excessive workload assigned by administration	5,90	6,5	2,52
Lack of encouragement by the administration	7,13	8	2,78

When Table 6 is examined, it is seen that unjust attitudes ($\sum = 3.5$) and exposure to intimidation policy ($\sum = 4$) factors are at the forefront among teachers working in high schools.

Ranking of stress factors in terms of gender

The Mann-Whitney U test was carried out to examine whether there was a difference in the ranking of the stress factors arising from the school administration in terms of gender.

Table 7.

Findings on the importance of stress factors according to teachers' gender

Stress factors	Gender	N	Rank Avg.	Rank Total	U	p
Continuous supervision	Male	90	111,85	10066,50	5971,50	0,69
	Female	137	115,41	15811,50		
Inability to participate in the decision-making process	Male	90	123,16	11084,50	5340,50	0,09
	Female	137	107,98	14793,50		
Inability to use legal rights	Male	90	117,12	10541,00	5884,00	0,56
	Female	137	111,95	15337,00		
Exposure to intimidation policy	Male	90	112,56	10130,00	6035,00	0,79
	Female	137	114,95	15748,00		
Interfering with the teacher's work	Male	90	108,93	9804,000	5709,00	0,34
	Female	137	117,33	16074,00		
Assignments imposed by the school administration	Male	90	108,01	9721,000	5626,00	0,26
	Female	137	117,93	16157,00		
Frequent changes of practices by the school administration	Male	90	111,41	10027,00	5932,00	0,63
	Female	137	115,7	15851,00		
Unjust attitudes	Male	90	118,05	10624,50	5800,50	0,45
	Female	137	111,34	15253,50		
Excessive workload assigned by administration	Male	90	107,77	9699,500	5604,50	0,24
	Female	137	118,09	16178,50		
Lack of encouragement by the	Male	90	118,42	10657,50	5767,50	0,41

* $p < 0.05$

When Table 7 is examined, it is seen that there is no statistically significant difference between the stress factors in the study in terms of gender ($p < 0.05$).

Ranking of stress factors in terms of age

The Kruskal Wallis test was conducted to examine whether the ranking of the teachers in terms of the stress factors arising from the school administration differed in terms of age.

Table 8.

Findings on the views of teachers in order of importance of stress factors in terms of age

Stress factors	Age	N	Rank Avg.	X ²	sd	p
Continuous supervision	21-30	51	115,25	1,696	2	0,428
	31-40	112	118,45			
	41-50	64	105,23			
Inability to participate in the decision-making process	21-30	51	115,16	2,873	2	0,238
	31-40	112	119,95			
	41-50	64	102,67			
Inability to use legal rights	21-30	51	130,27	5,482	2	0,065
	31-40	112	104,90			
	41-50	64	116,95			
Exposure to intimidation policy	21-30	51	130,88	10,196	2	0,006*
	31-40	112	100,15			
	41-50	64	124,78			
Interfering with the teacher's work	21-30	51	106,49	1,489	2	0,475
	31-40	112	113,26			
	41-50	64	121,28			
Assignments imposed by the school administration	21-30	51	112,22	4,43	2	0,109
	31-40	112	122,29			
	41-50	64	100,91			
Frequent changes in practices by the school administration	21-30	51	109,06	5,858	2	0,053

	31-40	112	124,13			
	41-50	64	100,20			
Unjust attitudes	21-30	51	93,37	6,673	2	0,036*
	31-40	112	120,34			
	41-50	64	119,34			
Excessive workload assigned by administration	21-30	51	99,27	3,369	2	0,186
	31-40	112	117,73			
	41-50	64	119,20			
Lack of encouragement by the administration	21-30	51	117,63	5,458	2	0,065
	31-40	112	104,48			
	41-50	64	127,77			

*p<0.05

When Table 8 is examined, the stress factors is “exposure to intimidation policy” [$X^2_{(2)} = 10,196$; $p < 0.05$] and “unjust attitudes” [$X^2_{(2)} = 6.673$; $p < 0.05$] show a statistically significant difference. When the multiple comparison tests are examined, “exposure to intimidation policy” is in favor of the 21-30 age group between the 31-40 and 21-30 age groups; in favor of the 41-50 age group in the 31-40 and 41-50 age groups, and “unjust attitudes” is in favor of the 31-40 age group in the 31-40 and the 21-30 age group.

Ranking of stress factors in terms of marital status

Mann-Whitney U test was carried out to examine whether the ranking of teachers in stress factors arising from school administrators differ in terms of marital status.

Table 9.

Findings on the views of teachers in order of importance of stress factors in terms of marital status

Stress factors	Marital Status	N	Rank Avg.	Rank Total	U	p
Continuous supervision	Single	71	102,31	7264,000	4708	0,069
	Married	156	119,32	18614,00		
Inability to participate in the decision-making process	Single	71	119,42	8478,500	5153,5	0,399
	Married	156	111,54	17399,50		
Inability to use legal rights	Single	71	122,91	8726,500	4905,5	0,165
	Married	156	109,95	17151,50		

Exposure to intimidation policy	Single	71	117,66	8354,000	5278	0,696
	Married	156	112,33	17524,00		
Interfering with the teacher's work	Single	71	103,67	7360,500	4804,5	0,107
	Married	156	118,70	18517,50		
Assignments imposed by the school administration	Single	71	104,85	7444,000	4888	0,153
	Married	156	118,17	18434,00		
Applications are frequently changed by the school administration.	Single	71	108,94	7734,500	5178,5	0,430
	Married	156	116,30	18143,50		
Unjust attitudes	Single	71	118,43	8408,500	5223,5	0,487
	Married	156	111,98	17469,50		
Excessive workload assigned by administration	Single	71	116,23	8252,000	5380	0,729
	Married	156	112,99	17626,00		
Lack of encouragement by the administration	Single	71	125,58	8916,500	4715,5	0,069
	Married	156	108,73	16961,50		

* $p < 0.05$

When Table 9 is examined, it is understood that the stress factors in the study do not differ statistically and significantly in terms of marital status ($p < 0.05$).

Ranking of stress factors in terms of professional seniority

The Kruskal Wallis test was carried out to evaluate whether there is a difference in the ranking of the stress factors arising from the school administration in terms of professional seniority.

Table 10.

Findings on the views of teachers in order of importance of stress factors in terms of professional seniority

Stress factors	Professional seniority	N	Rank Avg.	χ^2	sd	p
Continuous supervision	1-5	32	93,80	7,572	4	0,109
	6-10	59	118,05			
	11-15	58	129,86			
	16-20	49	108,80			
	21 and over	29	105,12			

Inability to participate in the decision-making process	1-5	32	116,88	4,162	4	0,384
	6-10	59	121,32			
	11-15	58	120,01			
	16-20	49	98,50			
	21 and over	29	110,10			
Inability to use legal rights	1-5	32	128,53	5,782	4	0,216
	6-10	59	115,27			
	11-15	58	101,20			
	16-20	49	124,26			
	21 and over	29	103,66			
Exposure to intimidation policy	1-5	32	132,27	10,166	4	0,038*
	6-10	59	109,09			
	11-15	58	94,48			
	16-20	49	125,81			
	21 and over	29	122,91			
Interfering with the teacher's work	1-5	32	119,92	6,826	4	0,145
	6-10	59	105,75			
	11-15	58	104,53			
	16-20	49	116,35			
	21 and over	29	139,21			
Assignments imposed by the school administration	1-5	32	114,52	6,628	4	0,157
	6-10	59	111,21			
	11-15	58	131,23			
	16-20	49	106,06			
	21 and over	29	98,05			
Frequent changes in practices by the school administration	1-5	32	98,64	6,372	4	0,173
	6-10	59	117,69			
	11-15	58	128,16			
	16-20	49	112,00			
	21 and over	29	98,52			
Unjust attitudes	1-5	32	104,56	1,775	4	0,777
	6-10	59	110,58			
	11-15	58	116,95			
	16-20	49	122,15			
	21 and over	29	111,71			
Excessive workload	1-5	32	100,77	4,028	4	0,402
	6-10	59	111,60			

assigned by administration	11-15	58	124,38	5,142	4	0,273
	16-20	49	107,40			
	21 and over	29	123,88			
Lack of encouragement by the administration	1-5	32	123,63	5,142	4	0,273
	6-10	59	115,77			
	11-15	58	99,22			
	16-20	49	114,72			
	21 and over	29	128,12			

*p<0.05

When Table 10 is examined, it is seen that the values included in the study show a statistically significant difference in terms of professional seniority in “exposure to intimidation policy” [$X^2_{(4)} = 10,166$; $p < 0,05$]. When the multiple comparison tests are examined, those with a professional seniority of 1-5 years think that they experience the stress of being exposed to a intimidation policy more than those with a professional seniority of 11-15 years.

Ranking of stress factors in terms of the type of school

The Mann-Whitney U test was conducted to evaluate whether there is a difference in the ranking of the stress factors arising from the school administration in terms of the type of school. Table 11.

Findings on the importance order of stress factors according to the type of school

Stress factors	School type	N	Rank Avg.	Rank Total	U	p
Continuous supervision	Private	87	106,85	9296,000	5468	0,193
	State	140	118,44	16582,00		
Inability to participate in the decision-making process	Private	87	112,89	9821,500	5993,5	0,840
	State	140	114,69	16056,50		
Inability to use legal rights	Private	87	117,29	10204,50	5803,5	0,549
	State	140	111,95	15673,50		
Exposure to intimidation policy	Private	87	134,57	11708,00	4300	0,000*
	State	140	101,21	14170,00		
Interfering with the teacher's work	Private	87	120,93	10520,50	5487,5	0,207
	State	140	109,70	15357,50		
Assignments imposed by the school administration	Private	87	115,70	10065,50	5942,5	0,757
	State	140	112,95	15812,50		

Applications are frequently changed by the school administration.	Private	87	97,39	8473,000	4645	0,002*
	State	140	124,32	17405,00		
Unjust attitudes	Private	87	114,84	9991,000	6017	0,878
	State	140	113,48	15887,00		
Excessive workload assigned by administration	Private	87	98,83	8598,500	4770,5	0,006*
	State	140	123,43	17279,50		
Lack of encouragement by the administration	Private	87	118,14	10278,00	5730	0,449
	State	140	111,43	15600,00	5468	0,193

* $p < 0.05$

When Table 11 is examined, it is understood that there is a statistically significant difference in the factors of “being exposed to intimidation policy” ($U=4300$; $p > .05$), “frequent changes in practices by the school administration” ($U=4645$; $p > .05$), and “excessive workload assigned by administration” ($U=4770,5$; $p > .05$) in terms of school type. Among these values, “frequent changes in practices by the school administration” and “excessive workload given by the administration” are in favor of teachers working in public schools; “exposure to intimidation policy” is in favor of teachers working in private schools.

Opinions of teachers on the stress factors they experience from school administration

The teachers' opinions on the subject were examined by asking the questions “*Did you experience any stress caused by the school administration during your job? If so, could you explain this stress factor in one sentence?*” In this direction, examples of the views of the teachers according to the priority situation in which they experience stress are given below by quoting directly.

Stress Factors	Order of importance	Opinions
Unjust attitudes	1	<p>“Treating people based on who they are is in itself unfair and stresses me out.” (T168)</p> <p>“Unjust attitudes affect me a lot. I loose my motivation. In particular, the assignments that have nothing to do with me and far from my branch, instead of the duties that I think I deserve, cause me stress.” (T176)</p>

Interfering with the teacher's work	2	<p><i>"The fact that he is with me every minute and expresses an opinion on everything makes me very nervous." (T117)</i></p> <p><i>"Unknowingly objecting to my videos, which were requested from us for distance education and on which I spent a long time." (T106)</i></p>
Excessive workload assigned by administration	3	<p><i>"Unfortunately, the extra workload negatively affects my family life. This is reflected in my work." (T20)</i></p> <p><i>"My workload at school was doubled in order to look nice to the parents. My right, and naturally all other students, was ignored to make one parent happy." (T50)</i></p>
Exposure to intimidation policy	4	<p><i>"I was exposed to mobbing in public for expressing my opinion during a meeting. I was told that if I don't like it, I can go." (T23)</i></p> <p><i>"I was shown the door because I asked permission to pursue graduate education. I had a lot of stress while I was finishing my master's degree." (T64)</i></p>
Continuous supervision	5	<p><i>"I am tired of being constantly monitored as if I had no knowledge in my field. The administrator is always in my class." (T156)</i></p> <p><i>"Continuous supervision by non-equipped administrators and following every step we take in the school, every word we say." (T15)</i></p>
Assignments imposed by the school administration	6	<p><i>"We can't keep up with the curriculum. Especially in pandemic conditions, we had a hard time. On top of that, new duties are assigned. We do school work all the time, both at school and at</i></p>

		<p>home.” (T175)</p> <p><i>“The Individualized Education Program documents were requested to be completed and delivered within one day; they even told us to do it between breaks and finish it, not until the next day. I was stressed about carrying out this task.”</i> (T51)</p>
Inability to participate in the decision-making process	7	<p><i>“Our special situations are ignored and our opinion is never asked when preparing the timetables.”</i> (T151)</p> <p><i>“Decisions are made in my field without asking me and waiting for me to implement this decision.”</i> (T171)</p>
Inability to use legal rights	8	<p><i>“There were cases in the past in which our legal rights were not fulfilled, and even those who sought rights could not get their due.”</i> (T134)</p> <p><i>“Because I wanted my legal rights, I was exposed to mobbing by illegally overworking. I also received a warning with a yellow envelope on the incident.”</i> (T164)</p>
Frequent changes in practices by the school administration	9	<p><i>“We take a decision at school and implement it throughout the year. The following year, we see that the decision has changed but we are not asked. I don't know why they change things that are going well, and I get very stressed. Because I do not find it right to constantly change an application that we are used to.”</i> (T174)</p> <p><i>“I am stressed because of the arbitrary practices conducted to show the manager's power.”</i> (T78)</p>
Lack of encouragement by the administration	10	<p><i>“Words that lower motivation affect me very negatively.”</i> (T80)</p>

“The administration did not stand with me when I had a problem with parents. He didn't support me.” (T113)

Conclusion, Discussion and Implications

From the perspective of teachers, this study aims to identify the issues that cause stress in teachers by evaluating the probable stress factors that may arise from the school administration, from most to least stressful, and recommending that school administrators take action to alleviate stress.

According to the findings of the study, in the order of importance of the stress factors originating from the school administration from the perspective of the teachers, it was determined that the most stressful factor is the unfair attitudes and the least stressful factor is the administration's lack of encouragement. When these findings are evaluated, it is understood that teachers mostly experience stress due to the unfair attitudes of the administrators. Based on this finding, it can be said that the unfair practices or decisions made by school administrations annoy teachers and cause stress. In other words, when teachers are exposed to the unfair practices of the school administration, it is seen that their stress levels increase. It is seen that the factor that causes teachers the least stress is not being encouraged. This finding can be interpreted that teachers experience stress primarily due to the negative behaviors of the administrators and that the stress experienced due to the lack of positive behaviors such as encouragement is in the lower rank. In Baştuğ's (2009) research, it is seen that the administrators' behavior that causes the most stress in teachers is their inconsistent and unfair behaviors, and the second one is the unfair attitudes in the distribution of rewards, which supports the findings of the current study. Similar findings were also found in the study of Selvi and Ağca (2015). In their research with teachers working in private schools, it was concluded that the administrators do not act fairly although it is not at a high level, and they act in a political way. Yetişir's (2011) findings are also similar to the findings of this study. According to the answers of the teachers participating in the research in the thesis titled “Distinctive principal behaviors causing stress on primary school teachers and teachers? reactions to these behaviors”, Yetişir (2011) stated that “good performance is not taken into account in awards, those who do the given job well are loaded with more work, and those who do not seek their rights come to mind last in the distribution of rights” are the items with the highest average. In their study, Karataş and Kınalıoğlu (2018) concluded that teachers' problems stemming from administrators are the pressure of being unable to participate in the administration and being supervised. In Canoy's (2020) research, very few teachers commented that administrators did not particularly recognize their hard work and did not encourage promotion, which also supports the findings of this study. Contrary to this study, the most

stressed factors in Aydın and Kaya's (2016) study were the lack of constant supervision and encouragement. The fact that the sample group in the study consisted only of teachers working in private schools may have led to this result. İnandı, Yaman, and Ataş (2021) also stated that the lack of encouragement by the administrators may cause stress in teachers. In the qualitative study of Haydon et al. (2018) with special education teachers, "lack of administrative support" was the most frequently mentioned theme among the participants, contrary to this study. Halitoğlu and Akpınar (2022), in their research on the relationship between school administrators' leadership styles and teachers' perception of stress, stated that teachers mostly perceive high levels of stress in the dimensions of decision making, skill use, and workload. Ivanković (2020 as cited in Betoret, 2009; Brkić & Rijavec, 2011) stated that the support received from colleagues and school administration reduced the stress in teachers. The findings of Carroll et al. (2020)'s research emphasize the significance of individuals in management positions, particularly their leadership skills, in developing teachers' experiences of stress or resilience at work.

While examining the findings, the opinions of the teachers were also analyzed in terms of personal variables, and the stress factors were also listed according to the school level of the teachers. According to this, when the findings regarding the order of importance of stress factors according to teachers working in preschool are examined, it is seen that the factors of exposure to intimidation policy and interference with the teacher's work are the most prominent among teachers working in preschools. On the other hand, it is seen that the factor of constant supervision is in the last place. When the findings regarding the order of importance of stress factors according to the teachers working in primary school are evaluated, it is seen that the factors of unfair attitudes and interference with the teacher's work are the most prominent among the teachers working in primary school and it is seen that the item of lack of encouragement by the administration is in the last place. When the findings related to the order of importance of stress factors according to the teachers working in high schools are examined, unfair attitudes and the factors of exposure to the intimidation policy are at the forefront the most, while the item lack of encouragement by the administration is in the last place. When these findings are evaluated, it can be said that teachers working in pre-school, primary and high schools make similar rankings. However, there are also some differences. It is seen that the factor that primary and high school teachers experience stress the most is unfair attitudes, while exposure to intimidation policy is for teachers working in pre-school. Both pre-school and primary school teachers stated that the second factor that causes the most stress is the factor of interference with the teacher's work. The least stressful factor is the lack of encouragement for primary school teachers and high school teachers, while constant supervision for preschool teachers. The reason for this finding may be that preschool teachers have a different working structure than other teachers and are less supervised as preschool teachers physically work in a more independent environment than other classes in the school. Therefore, it is possible that preschool teachers

who carry out educational activities with younger age groups think that they are not constantly supervised and do not see this as a primary cause of stress. On the other hand, the fact that primary and high school teachers experience stress in similar factors or experience less stress can be interpreted as the overlapping of school administration's practices. Unlike this study, Yetişir (2011), Ekinici (2006) stated that there was no significant difference in ordering the stress factors according to the branch. In their study, Bilek (2001) found that the stress level experienced by branch teachers is higher than that of primary school classroom teachers. Gülbeyaz (2006), on the other hand, found the stress experienced by primary school classroom teachers higher than that experienced by branch teachers.

As a result of Halitoğlu and Akpınar's (2022) research, foreign language teachers perceive more stress in terms of workload than teachers in the skill group. As seen in the studies, it can be said that the stress perceptions of the teachers vary in the levels they work.

When the findings regarding the importance of the stress factors in terms of the gender of the teachers were evaluated, it was found that the stress factors in the study did not make a statistically significant difference in terms of gender. When this result is interpreted, it is understood that school management-related stress factors are ranked similarly in males and females. Therefore, it can be said that school administrators do not discriminate between males and females in their administrative practices and behaviors. In other words, regardless of gender, factors causing stress are perceived in a similar way. No significant difference was found in some studies supporting the findings of this study (Bilek, 2001; Doğan, 2008; Ekinici, 2006). Contrary to this study, in the studies of Baştuğ (2009), Yetişir (2011) and Aydın and Kaya (2016), it is seen that the stress level arising from school administrator is higher in female teachers. Gülbeyaz (2006) stated in her research that male teachers experience more stress due to school administration. Contrary to this study, Aslan and Bakır (2018) concluded that male teachers feel more stressed than females in the dimensions of “participating in decisions” and “attitudes and behaviors of principals”.

When the findings of teachers' views on the importance of stress factors in terms of age are evaluated, it is understood that there is a statistically significant difference in the factors of “exposure to intimidation policy “ and “unfair attitudes”. It is understood that teachers in the age group of 21-30 and 41-50 put the item of exposure to intimidation policy higher than the teachers in the age group of 31-40. In addition, it was observed that the teachers in the 31-40 age group experienced more stress due to unfair attitudes compared to the teachers in the 21-30 age group. The reason for this finding can be evaluated as follows. Those who will be appointed as school principals: to work as a principal, to have worked separately or in total for at least one year as the founding principal, assistant principal, assistant principal and authorized teacher; Those who will

be appointed as vice principals must have at least 2 years of teaching experience. Administrators who meet these conditions may apply more intimidation policy as they think that teachers who have just started their profession are inexperienced in terms of seniority and age. On the other hand, the fact that relatively more experienced teachers are also exposed to intimidation policy can be attributed to the fact that the more experienced teachers are in their profession, the more they express their opinions about the problems in the school, and the administration does not want them to express their opinions on the issues. The fact that the teachers in the 31-40 age group experience stress due to unfair attitudes may be due to the fact that the teachers in this age group do not want to turn a blind eye to the injustices in the practices of the school administration, considering that their profession is in the most productive and effective time. It makes one think that having certain professional knowledge and skills is effective in distinguishing injustices. Therefore, it can be accepted that it is natural for the unfair practices of the school administration to create stress on them. Özbaş (2019) stated in their research that teachers in the 21-30 age group who have professional seniority of 1-10 years have more stress symptoms than teachers who have professional seniority of 11-20 years and in the 31-40 age group. It is understood that the teachers in the 50-age group put the item “exposure to the intimidation policy” on the top more compared to the teachers in the 31-40 age group. It is also seen that the 31-40 age group teachers put the item “unfair attitudes” on the top more compared to the 21-30 age group teachers. Contrary to this study, Baştuğ's (2009) study found that there was no significant difference in terms of age group.

When the findings about the views of the teachers on the order of importance of stress factors in terms of marital status are examined, it is determined that the stress factors in the study do not make a statistically significant difference. In support of this finding, Seyhan (2015) stated that there was no significant difference in terms of marital status in their research on chemistry teachers' work stress. Yıldırım (2008) also concluded in their study that, in parallel with this study, the stress level arising from school administration do not change significantly in terms of marital status. According to this finding, it was seen that the teachers' being married or single did not have a distinctive effect on the stress factors. In other words, the fact that teachers are married or single does not affect the situations in which they experience stress.

When the findings regarding the importance order of stress factors in terms of professional seniority of the teachers are evaluated, it is understood that there is a statistically significant difference in “exposure to intimidation policy” according to the professional seniority. When multiple comparison tests are examined, those with a professional seniority of 1-5 years think that they experience the stress of exposure to intimidation policy more than those with a professional seniority of 11-15 years. In some studies, it has been determined that there is no significant difference between the levels of stress caused by the administrators according to

the seniority of the teachers (Baştuğ, 2009; Bilek, 2001; Doğan, 2008; Yetişir, 2011). Contrary to the current study, it was determined in some studies that there were significant differences in teachers' views on stress factors in terms of professional seniority. Ekinci (2006) found in their research that as teachers' seniority increases, they experience less stress. Contrary to this finding, Gülbeyaz (2006) concluded that as the seniority of teachers increased, they experienced more stress. Çevik (2009), on the other hand, found in their research that teachers with 0-5 years of seniority are more affected by the administrators' behaviors compared to other teachers.

When the findings regarding the importance order of stress factors according to the type of school the teachers work in are examined, it is seen that the stress factors in the study do not make a statistically significant difference in the factors of “exposure to intimidation policy”, “frequent changes in practices by the school administration” and “excessive workload given by the administration” according to the school type. Among these values, “frequent changes in practices by the school administration” and “excessive workload given by the administration” are in favor of teachers working in public schools and “exposure to intimidation policy” is in favor of teachers working in private schools. In other words, teachers working in public schools put the items “frequent changes in practices by the school administration” and “excessive workload given by the administration” on top compared to those working in private schools. Based on this finding, it can be said that the teachers in public schools think that the school administration frequently changes practices and gives more workload compared to the teachers working in private schools. Teachers in private schools, on the other hand, placed intimidation policy on the top in order of importance compared to teachers in public schools. This finding can be interpreted as teachers in private schools are more exposed to intimidation policies. According to this finding, the reason why teachers in private schools think in this may be the absence of job guarantees based on their contracted work. As a matter of fact, teachers working in private schools remain silent on many issues in order to obtain their personal rights and allow the implementation of a policy of intimidation by the administration (Celep ve Kaya, 2016). Therefore, it is thought that this may cause stress in teachers. In their study, Pervez and Hanif (2003) concluded that public school teachers are under more stress than private school teachers due to stressors caused by work and time management. In the study of Lazuras (2006), it was concluded that private school teachers experienced more stress than public school teachers due to factors such as wrong assignments, insufficient information and assistance regarding what to do in the functioning of the administrators.

When the teachers' views on the stress factors they experience from school management are examined, the question “Have you experienced any stress caused by school administration during your job? If you have, can you explain this stress factor in one sentence?” was asked and the perspectives on the subject were examined. While the least opinion was expressed about the

item “lack of encouragement by the administration”, the most opinions were expressed about the “unfair attitudes” item. Therefore, when teachers' statements are examined, the causes of stress for teachers are to see that they are treated depending on the person, to be exposed to assignments that are not related to their field, and to state that they have witnessed unfair practices in many subjects. On the other hand, it is seen that they experience less stress in situations such as hearing words that lower their motivation and the school administration not standing behind them in the problems they experience compared to other issues.

When all these findings are evaluated, it can be recommended that new studies should be carried out and this issue should be examined in more detail, starting with the problems mentioned in the first place in the stress factors arising from administrators according to the opinions of the teachers. Stress is a concept that exists in the teaching profession (Bayraktar ve Gökpinar, 2021). Considering the negative effects of stress on teachers and education, the importance of the subject is better understood. It has become a necessity to investigate such an important concept in depth. According to the results of the current study, since the stress levels of teachers who are exposed to unfair practices of the school administration increase, measures can be taken by the Ministry of National Education so that school administrators can create a fairer management environment. Teachers' opinions can also be consulted in the process of supervising school administrators. Moreover, when the findings are interpreted, it is understood that the teachers who are at the beginning of the professional experience more administration-related stress than the senior teachers. Guiding and professionally supporting teachers with less seniority and those who has just started their profession by the school administration can help reduce their stress levels. It can be suggested to improve the personal rights of teachers in private schools to reduce the stress they experience due to being exposed to the intimidation policy, and to provide job guarantees by making some legal arrangements in the context of state policies. One of the limitations of this study, the fact that the current study is carried out only by taking the views of teachers, reveals the necessity of conducting more comprehensive research that will include other stakeholders in education. In this sense, administrator-related stress factors not only for teachers but also for other school personnel can be included in the research. However, including school administrators in the research, in terms of having a different perspective, may provide an opportunity to address the factors that cause stress in a multi-faceted manner. It is expected that each stress factor specified by the teachers will be handled meticulously in order to make education more qualified and to create a safer environment between the administrator and the teacher.

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