

The Antecedents and Outcomes of Job Stress Experienced by School Administrators and Strategies for Coping with Stress*

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Abstract: This study aims to determine the antecedents, consequences, and coping strategies of job stress among school administrators. A exploratory sequential design was used in the study. Interviews were conducted with 19 administrators using a semi-structured interview form to collect qualitative data. Quantitative data was collected using the Marmara Job Stress Scale. The scale was applied to 439 school administrators, and a t-test was used to determine if there were significant differences in the antecedents, consequences, and coping strategies of job stress. As a result of the qualitative interviews, it was found that the antecedents that cause most stress among school administrators are "responsibility" and "difficulty with colleagues, loneliness". As a result of the qualitative interviews, it was found that as a result of job stress, the administrators "do not have time for their families" and "are offensive to the business environment". According to qualitative data, school administrators were found to use individual coping strategies to manage job stress. The qualitative and quantitative results were interpreted together at the end of the study. As a result of the research, it is suggested that educational environments and legislation should be regulated according to the antecedents of work stress, which have a high effect on school administrators.

Keywords: Job stress, antecedents of stress, results of stress, strategies for coping with stress

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Introduction

Stress is a situation that every person can encounter in their daily and business life. Stress is the body's non-specific response to any stimulus (Selye, 1980) or the effort expended by an individual beyond his physical and psychological limits due to the incompatible conditions emanating from his physical and social environment (Cuceloglu, 2006). Beehr and Newman (1978) defined job stress as situations that forces the employee to deviate from his normal functioning due to job-related factors. Stress is complex and can have many sources: Student behaviour, workload, time pressure, working conditions, conflict, lack of support (Borg, 1990), and lack of responsibility and authority (Aydin, 2016). Nowadays, educational organisations that one tries to explain within a social system are defined as open systems because of the interaction with their environment (Yalcinkaya, 2002). Since inputs in open systems come from outside the system, any change that occurs in technology, society, laws, or regulations directly affects the school and may lead to new adaptation efforts within the school. It can be said that school administrators are the first to be affected by this adaptive effort. Since stress is the effort to change and adapt to change, the greater the individual's effort to adapt due to change, the higher the stress response (Aydin, 2016).

In educational institutions, whose input is human beings, it is impossible to escape stress, and many structures that cause stress are inherent in these organisations (Arıcan, 2011). Stress that occurs spontaneously in the organisation has a negative effect on both administrators' and teachers' behaviors, and therefore, it can cause the organisation to be inefficient and employees to be dissatisfied (Akgun & Kemaloglu 1991; as cited in Goksoy et al., 2015). If negative attitudes and thoughts towards the profession caused by the negative experiences in the organization are not considered as part of the professional life, this leads to a decline in the professional self-understanding of the individual. (Yağan, Özgenel, & Baydar, 2022). Since revealing the motivating type of stress (eustress) in educational organisations and protecting them from the harmful type (distress), which is usually identified with the term stress, will increase efficiency at work (Aydin, 2016), it is considered very important to take the necessary measures to identify the causes of stress and keep stress at a moderate level.

To keep stress at a moderate level, it is very important to manage stress properly. So the goal of stress management is not to eliminate stress completely. According to the relationship between stress and performance, it can be said that moderate stress increases productivity, while low and high-intensity stress destroys personal productivity (Aydin, 2016). From this point of view, it is necessary to keep stress at a reasonable level and try to restore it as soon as possible when the said level is exceeded (Tozkoparan, 2019). For this reason, the purpose of stress management is to create a driving force for productivity, energy and vitality, to support the positive effects of stress and to reduce or eliminate its negative effects.

Many studies have been conducted to determine the effects of stress on teachers and administrators. For instance, Manabate et al. (2016) identified role ambiguity, poor

relationships, excessive workload etc as sources of stress. They found that quality of teaching and student satisfaction are low where school administrators and teachers are under stress. Bowers (2004) concluded that 44% of teacher absenteeism is due to stress, depression and dejection. Borg and Riding (1993) attributed the sources of school administrator stress to a four-factor structure with basic components of lack of support-conflict resolution, inadequate resources, workload, and working conditions-responsibility. In their study, they found that lack of material and human resources is an important factor in the smooth functioning of a school. He stated that this was an obstacle and the resulting problems caused relatively a lot of stress. So, it can be said that stress has many negative effects. For this reason, the high cost of compensating for the negative effects of stress (Tutar, 2016) increases the importance of stress recognition and stress management.

Moreover, people/employees are one of the most important factors that carry the mental accumulation of the organisations into the future (Keskin, 2014) and determine the efficiency and effectiveness of the organisation. Since job stress negatively affects the individual's motivation to work (Cengiz & Aslan, 2015), keeping stress at a functional level is extremely important. This is because job stress can lead to negative outcomes, causing employees to leave the workplace, knowledge loss and negative effects on organisational culture (Bildirici, 2020). Reviewing the literature, it is found that the increase in job stress decreases job satisfaction (Acar, 2019), work stress leads to outcomes such as intention to leave school administration temporarily, physical fatigue, and manager's feeling of negative mood in decision making (Akdemir et al., 2021). In relation to school administrators' performance, it is found that administrators are usually reluctant to go to work due to work stress (Usta, 2012). In addition, studies explaining the relationship between job stress and various variables have found that there is an inverse relationship between teachers' job performance level and job stress (Evrenkaya, 2019) and that there is a significant and positive relationship between employees' job stress and intention to leave (Yenihan et al., 2014). For all these reasons, and because work stress can directly affect school administrators' effectiveness, productivity, organisational commitment, and creativity, the aim of this study is to identify the causes, consequences, and coping strategies for school administrators' stress and examine them in terms of some variables. To achieve this goal, answers to the following questions were sought:

- What are the factors that reveal the job stress of school administrators?
- What are the consequences of school administrators' job stress?
- How do school administrators cope with job stress?

Method

This section highlights the research model, population and sample of the study, the data collection instruments, the application of the data collection instruments and the statistical analysis techniques used to analyse the data collected.

Research Model

It is assumed that the mixed method is an important turning point in educational and social research (Baki & Gokcek, 2012). This study used an exploratory sequential design, which is one of the mixed research methods, was used. In an exploratory sequential design, qualitative data are collected first, followed by quantitative data. The analysis of the collected data is summarised in the discussion section. In such studies, quantitative data is are used to enrich qualitative data (Creswell, 2020). In the first phase of the research, which began with the qualitative method, a case study was conducted to determine the opinions of school administrators about the job stress they experience. In the quantitative part, the second phase of the research, the descriptive survey model was used.

Participants

In developing the study using a mixed-method, the population and the study sample were differentiated.

Qualitative research study group: The maximum variation method was used for the qualitative dimension of the study. Qualitative interviews were conducted with 19 participants to determine the antecedents and consequences of school administrators' job stress and the administrators' strategies for coping with stress. Demographic data of the participants are shown in Table 1.

Quantitative research population and sample: The population of the quantitative study consists of 878 school administrators working in official institutions affiliated with the Directorate of National Education (Silivri, Buyukcekmece, Beylikduzu, Catalca and Gungoren) in 5 districts on the European side of Istanbul in the school year 2020-2021. The quantitative study sample was selected using the simple random sampling method. The sample of the quantitative study consists of 439 school administrators. The demographic data of the participants are shown in Table 1.

Table 1.

Demographic Information on Qualitative Study Group and Quantitative Sampling

Quantitative Sample				Qualitative Working Group			
Variables	Groups	f	%	Variables	Groups	f	%
Sex	Women	117	26.7	Sex	Women	5	26.3
	Men	322	73.3		Men	14	73.7
Marital Status	Married	364	82.9	Marital Status	Married	17	89.5
	Single	75	17.1		Single	2	10.5
Gorev	Principal	145	33.0	Gorev	Principal	4	21.1
	Deputy Principal	294	67.0		Deputy Principal	15	78.9
School Type	Pre-Primary -Primary	148	33.7	School Type	Pre-Primary -Primary	7	36.9
	Secondary	110	25.1		Secondary	2	10.5
	High School	181	41.2		High School	10	52.6
	Total	439	100		Total	19	100

Data Collection Instrument and Procedure

In this study, qualitative data were collected through interviews and quantitative data were collected using the "Marmara Job Stress Scale".

Collection of qualitative data: For data collection in the qualitative dimension of the study, the face-to-face interview method was used. A semi-structured interview form was used during the interview. Semi-structured interview forms are forms in which basic questions are clear, but allow new questions to be asked in line with the course of the interview (Karacabey, 2021). Care was taken to ensure that the semi-structured form questions developed after the researcher's literature review are easy to understand and cover the literature. When the form was created, the opinion of an experts in the field was sought, and the questions that were not clear and could not be understood or misunderstood were revised. After the recommendations of the field expert, the form was submitted to a teacher of Turkish language and literature and the form designed according to the recommendations was resubmitted to the field expert. The semi-structured interview form that emerged in this context took its final form as a tool consisting of two parts, data on personal information of school administrators such as gender and professional seniority, and interview questions. Apart from demographic information, the following questions were asked to school administrators through a semi-structured interview form:

- What are the sources of work stress experienced by school administrators?
- What influences the work stress experienced by school administrators?
- How do school administrators cope with the work stress they experience?

Validity and reliability of qualitative data: To ensure validity and reliability in the qualitative part of the study, assistance was obtained from a Turkish Language and Literature Teacher and a field expert. At the same time, necessary measures were taken to prevent the participants from being manipulated by being exposed to external factors during the collection of data and to ensure that the participants could freely express their thoughts. In this context, interviews were made at the most convenient times of the participants by making an appointment with the participants, and attention was paid to ensure that the interview environment was not open to outside interference.

Collection of quantitative data: In the quantitative dimension, the "Marmara Job Stress Scale" developed by Yuksel (2021) was used to determine the antecedents for school administrators' job stress, the consequences of job stress on administrators, and the strategies used by administrators to cope with stress. The scale, which consists of 54 items and 3 dimensions, is in a 5-point Likert style, where "Never" (0), "Rarely" (1), "Sometimes" (2), "Mostly" (3), "Always" (4) were scored.

The first part of the scale, which consists of 24 questions, examines "antecedens of job stress", the second part, which consists of 25 questions, examines "consequences of job

stress", and the last part, which consists of 5 questions, examines "strategies for coping with job stress".

Validity and reliability of quantitative data: A literature review was conducted to ensure the validity of the scale. Then an item pool was created based on the qualitative data collected, the opinions of experts and teachers were obtained, various studies and scales on the topic were examined, descriptive analysis and an exploratory factor analysis were conducted. After the exploratory factor analysis was completed, the Cronbach alpha reliability coefficients were found to be .967 for the "antecedents of job stress" sub-dimension, .951 for the "outcomes of job stress" sub-dimension, and .706 for the "strategies to cope with job stress" sub-dimension (Yuksel, 2021).

Data Analysis

Analysis of qualitative data: The qualitative data were analysed using the content analysis method. In this direction, themes and codes were created using the findings from the theoretical framework of the concept and face-to-face interviews. In order to create themes and codes, the data obtained as a result of the interviews were written down, read by the researcher, codes were created based on the words or phrases used by the participants and the literature, and sub-themes were formed by bringing together the related codes. Also in the study, school administrators were coded as SA1, SA2, SA3.

Some methods were followed in the research to increase the validity and reliability in the data analysis process. In this direction, first of all, importance was given to the diversity of the participants' characteristics such as gender, seniority, age, marital status, purposeful sampling was made and suitable environments were prepared so that the managers who participated in the interviews would not be distracted. In addition, the concept of job stress has been examined in detail in the literature.

Quantitative Data Analysis: SPSS 21.0 Statistical Package Programme was used to analyse the quantitative data. The arithmetic mean and standard deviation and t-test were used to analyse the independent variables such as gender and educational status in analysing the research data. The reference ranges (0.00-0.79 = very low, 0.80-1.59 = low, 1.60-2.39 = moderate, 2.40-3.19 = high, 3.20-4.00 = very high) given for scoring the sub-dimensions and items of the "Marmara Job Stress Scale" were considered.

Ethical

The necessary approvals for data collection were obtained from the Ethics Committee of Istanbul Sabahattin Zaim University (paper dated 30/04/2021 with number 2021/04) and Istanbul Provincial Directorate of National Education (text dated 07/04/2021 with number 23741477).

Findings

In this section, the qualitative data collected through the semi-structured interview form developed in line with the purpose of the research and the quantitative data obtained from the "Marmara Job Stress Scale" developed by the researcher are included.

Qualitative Findings

As a result of the descriptive analysis of the face-to-face interviews with the participants, three themes were identified: antecedent, effect, strategies, and eight related sub-themes.

Subtheme antecedents of job stress: The main theme of antecedents of job stress consists of 5 subthemes: *School System/Function, Management, Task, Group, Role Structure*. The views of 19 school administrators interviewed face-to-face about the antecedents of job stress were under 26 different codes.

Table 2.

Antecedents of Job Stress (According to qualitative data)

Theme	SubTheme	Codes	f
Job Stress Antecedents	School System / Operation	Bureaucratic interruptions, repetition, and emphasis on details instead of the work itself.	9
		Scarcity of funds required for the work.	8
		The obligation to do the expected work in a very short time	8
		Lack of training	3
		Inadequate support staff	3
		Not get in return for the work	2
		Use of information technology / not up to date / does not meet requirements	2
		Failure to provide timely information	1
		Responsibility	11
		Problems caused by legislation (e.g., confusion, frequent changes).	7
	Management	The obligation to make important decisions	5
		Inequities in staff appraisals (due to unions, etc.)	4
		The imbalance between authority and responsibility	2
		Heavy workload/intensity	9
	Task	Inadequate salary/personal rights	8
		Not clear what is expected of you in your job	6
		Length of hours worked	3
		Lack of advancement opportunities and lack of objective criterion	1
	Group	Incompatibility with colleagues, subordinates and superiors / being alone.	10
		Problems caused by the pupil's parents	5
		Student-related problems (failure, discipline, level differences...).	4
		Concerns about complaining	2
		Lack of equality between schools	1
	Role Structure	Giving the administrative task within the scope of the second task*	3
		Different people in the workplace have different expectations	1
		Low job status	1

* Principals are chosen from among the teachers and are appointed principals. School principals are not included in the class of administrative services.

As a result of the qualitative interviews, the antecedents of job stress among school administrators are listed in order from highest to lowest: Responsibilities ($f=11$), incompatibility with colleagues, subordinates and superiors; loneliness ($f=10$), heavy workload/intensity ($f=9$), bureaucratic interruptions, repetition, and emphasis on details rather than actual work ($f=9$), inadequate salary/personal rights ($f=8$), scarcity of financial resources required for the job ($f=8$), obligation to do the expected work in a very short time ($f=8$), problems arising from legislation ($f=7$), it is not clear what is expected of you in your job ($f=6$), The pressure to make important decisions ($f=5$), problems caused by students' parents ($f=5$), problems caused by the students ($f=4$), inequities in staff appraisal ($f=4$), length of the working hour ($f=3$), lack of in-service training ($f=3$), giving the administrative task within the scope of the second task ($f=3$), lack of sufficient support staff ($f=3$), The imbalance between authority and responsibility ($f=2$), not get in return for the work ($f=2$), concern about being complained about ($f=2$), use of information technology / not up to date / not meeting requirements ($f=2$), different people in the workplace have different expectations ($f=1$), lack of advancement opportunities and lack of objective criterion ($f=1$), Not being notified in a timely manner ($f=1$), The low status of the job ($f=1$) and Lack of equity between schools ($f=1$).

The school administrators expressed the following views about their job stress:

Sometimes there are papers (correspondences) that bore you with too many details, like last years stats, the number of stairs, the number of floors in the school, the number of basements. Instead of dealing with your main job, education, you can always try to answer the texts and put your main job in the background (SA11).

There are financial inadequacies. These financial inadequacies pushing us hard. (SA11).

The biggest problem in correspondence is that the time limit is not respected or there is no standard in this regard. A letter is sent at two o' clock and it is said to be done until four o' clock. It is not possible to complete this task in two hours, but while you are reading this article, in the last two hours I have been served with a letter that was issued twenty days ago, twenty days before the date of leaving the ministry, and I am expected to complete the task (SA13). Among the sources of my work stress is that it is very stressful for parents and students to hear about developments and announcements in the Ministry of National Education. Without our knowledge, parents and students hear about the situation and begin to ask us questions about the issue. We inevitably be like fish out of water because we have no idea about the issue. This is one factor that increases my work stress (SA15).

And then there is also the issue of projects. I think schools today are project-weary schools now. Sometimes that gets in the way of the real thing. Somebody should review these projects and have to say, yes, they are useful to the school, but they are also tiring schools; they should say they should not be like that (SA2).

We as school administrators have more responsibility and less authority, making it difficult to manage. This is one of the sources of stress. Our superiors make too many demands on us to get the job done; but the people who are supposed to do the job are aware of our low authority (SA16).

Another source of stress that weighs us down is the fact that the salary is not satisfactory, that is, considering the presumption of benefaction and burdens, there is a situation where the richness of this job is ridiculous compared to the burden it causes (SA13).

Consequences of work stress sub-theme: The theme of consequences of work stress consists of two sub-themes: Individual and organizational. It is clear that the results of work stress experienced by school administrators are grouped under 23 codes.

Table 3

Consequences of Job Stress (According to qualitative data)

Theme	Subtheme	Codes	f
Consequences of Job Stress	Individual	Too little time for the family	11
		Domestic disturbances	8
		Insomnia	7
		Headaches	5
		Reluctance to engage in personal activities outside of work hours	3
		Forgetfulness/ inattention	3
		Tiredness	3
		Abdominal/ stomach pain	3
		Hair loss	2
		Burnout	2
		Increase/irregularity of eating habits	1
		Inability to enjoy life	1
		Tension	1
		Incompatibility	1
		Restlessness	1
		Discomfort	1
		Skin shedding	1
		Blood pressure	1
		Organizational	Offensive behavior towards the working work environment
	Coldness towards school/work		5
	More mistakes/carelessness		4
	Consideration of giving up management		3
			Procrastination

Not spending time with family ($f=11$), offensive behavior towards the work environment ($f=9$), restlessness in the family ($f=8$), insomnia ($f=7$), coldness towards school/work ($f=5$), headaches ($f=5$), more mistakes/carelessness ($f=4$), thoughts of leaving management ($f=3$), unwillingness to engage in personal activities outside of work hours ($f=3$), forgetfulness/inaccuracy ($f=3$), tiredness ($f=3$), abdominal/stomach pain ($f=3$), hair loss ($f=2$), burnout ($f=2$), procrastination, putting it off until later ($f=1$), increase/irregularity of eating habits ($f=1$), no joy in life ($f=1$), tension ($f=1$), incompatibility ($f=1$), restlessness ($f=1$), anxiety ($f=1$), skin shedding ($f=1$), blood pressure ($f=1$). The evaluations of 19 school administrators who participated in the face-to-face interviews about the consequences of work stress are as presented above, and it is clear that school administrators are least able to spend time with their families due to work stress, they are offensive to the work environment, and they experience domestic unrest and sleep deprivation. Below are some testimonies from school administrators on the consequences of work stress:

This will give you a headache. This is only the first moment. That is one of the situations we are facing at the moment. In the evening, of course, you cannot sleep when you are lying in bed

thinking all the time about the same subject, the same problem. The second reaction is that you can not sleep. That is one of the deepest problems. If you can not sleep, if you wake up with little sleep, of course that stress is reflected the next day. This time you experience tiredness as a continuation of that. The second day's reaction is tiredness (SA10).

Job stress affects our personal lives so much that there is no such thing as a personal life anymore (SA11).

The job stress we experience has a great impact on our work performance. What kind of impact does it have? First of all, the job stress we experience reflects on the people around us. It can be the staff, but of course it is also what we pass on to the students. There are situations where we talk more sharply (SA10).

That leads to us getting sloppy in our work. You do what you should write, what you need to do, late this time or you sent it wrong. That kind of issue creates problems (SA1).

Strategies for coping with work stress Subtheme: The strategies used by school administrators to cope with job stress are grouped under nine different codes.

Table 4.

Methods of Coping with Job stress (According to qualitative data)

Theme	Subtheme	Codes	f
Methods of Coping with Job stress	Individual Strategies	Being active in a field of talent	8
		Being with family members and friends in a fun environment	6
		Trying not to think about the stressful situation, give up	5
		Talking to a trusted person about the stressful situation	4
		Focusing on the good aspects of the job	4
		Handling with event or situation	3
		Blaming others for the issue	1
		Using medicine	1
		Consuming alcohol	1

Being active in a field of talent ($f=8$), being with family members and friends in a fun environment ($f=6$), trying not to think about the stressful situation, give up ($f=5$), talking to a trusted person about the stressful situation ($f=4$), focusing on the good aspects of the job ($f=4$), handling with event or situation ($f=3$), blaming others for the issue ($f=1$), using medicine ($f=1$), consuming alcohol ($f=1$). 19 school administrators who were interviewed face to face undertake activities in the areas in which they are most talented to cope with job stress, including meeting with family members or friends, trying not to think about the stressful situation, talking about the stressful situation with a trusted person. It can be seen that they try to focus on their good sides. The opinions of school administrators on this issue are as follows:

Honestly, we have not done much for ourselves as we try hard as administrators, but I wish we could. If our kids did an activity and it went well, we were happy about it (SA11).

We make excuses or give ourselves up to deal with the stress. Just as the court says that the kadi is not property, we console ourselves by saying that the school is not property to me. If not, we console ourselves by thinking that it was not our fault or blaming others for not having it. It

becomes a bureaucracy, other administrators, and we try to forgive ourselves by blaming it on them (SA13).

Quantitative Findings

In this section, the answers given by the school administrators to the Marmara Job Stress Scale are included.

Antecedents of job stress: The arithmetic mean (M) and standard deviation (Sd) of the items representing the antecedents of job stress according to school administrators' responses on the Marmara Job Stress Scale are shown in Table 5.

Table 5

Average and Standard Deviation of The Scores Obtained in The Dimension Antecedents of Job Stress

Scale Items	N	M	Sd	Rating
Q1. Having to work outside of work hours means job stress for me.	439	2,17	1,28	Medium
Q2. Salary, etc. The inadequacy of my rights causes me job stress.	439	2,59	1,28	High
Q3. My heavy workload causes me job stress.	439	2,40	1,22	High
Q4. I am not clear about what is expected of me in my job, which causes me job stress.	439	2,28	1,29	Medium
Q5. Problems arising from legislation (complexity, frequent changes...) cause me to job stress.	439	2,79	1,049	High
Q6. Too many responsibilities and too little authority cause job stress for me.	439	2,83	1,142	High
Q7. Fear of the responsibilities I carry causes me job stress.	439	2,53	1,142	High
Q8. The need to make important decisions causes me job stress.	439	2,13	1,153	Medium
Q9. Unfairness in staff appraisal causes me job stress.	439	2,55	1,270	High
Q10. The conscientious responsibility I feel because of the decisions I make causes me job stress.	439	1,92	1,262	Medium
Q11. When I am asked to do the expected work in a very short time, it causes me job stress.	439	2,37	1,241	Medium
Q12. Not get return for my work causes me job stress.	439	2,64	1,237	High
Q13. Incompatibility with my colleagues, subordinates and superiors causes me job stress.	439	1,77	1,286	Medium
Q14. The unfair demands of students' parents cause me to job stress.	439	2,22	1,207	Medium
Q15. The fact that different people have different expectations from me at work causes me job stress.	439	1,92	1,132	Medium
Q16. The thought that the status of the job is low causes me job stress.	439	1,86	1,375	Medium
Q17. The problems I experienced from students cause me job stress (such as failure, discipline, level differences).	439	1,70	1,144	Medium
Q18. The lack of inservice training needed to learn or do the job better causes me job stress.	439	1,76	1,237	Medium
Q19. The fact that I have to do repetitive/unnecessary work postphoning the things I really need to do to the second schedule for various reasons causes me stress.	439	2,68	1,166	High
Q20. The scarcity of financial resources that I need to do my work causes me job stress.	439	2,92	1,085	High
Q21. Lack of sufficient support staff causes me job stress.	439	2,71	1,205	High
Q22. Fulfilling the management task under the second task causes me job stress.	439	2,77	1,272	High
Q23. The fact that I am not informed about the work on time causes me job stress.	439	2,56	1,184	High
Q24. The fact that the information technology products I use for my work are not met requirements causes me job stress.	439	1,98	1,193	Medium

Examination of Table 5 reveals that the factor that weighs most heavily on the 439 school administrators because of their work and business environment is "scarcity of financial resources." According to the data obtained, the factors that cause the most stress among school administrators can be listed as follows: Scarcity of financial resources ($M=2.92$), too many responsibilities and less powers ($M=2.83$), problems arising from legislation ($M=2.79$), fulfilling the management task under the second task ($M=2.77$), lack of sufficient support staff ($M=2.71$), repetitive, unnecessary work pushing essential work to the second plan for various reasons ($M=2.68$). As the factors that cause the least stress to school administrators; problems I had due to students ($M=1.70$), lack of in-service training ($M=1.76$), incompatibility with colleagues ($M=1.77$).

Table 6

Antecedents of Job Stress by Gender t-Test Results

Variables	Groups	N	M	Sd	t	df	p
Antecedents of Job Stress	Female	117	2,54	,763	3,178	437	,002
	Male	322	2,26	,837			

When Table 6 is examined, it is seen that the level of being affected by the causes of job stress is significantly different by gender ($p<.05$). Accordingly, female school administrators ($M=2.54$) are more affected by the causes of job stress than male school administrators ($M=2.26$).

Table 7

t-Test Analysis of The Antecedents of Job Stress by Task

Variables	Groups	N	M	Sd	t	df	p
Antecedents of Job Stress	School Principal	145	2,27	,789	-1,067	437	,287
	Deputy Principal	294	2,36	,844			

When Table 7 is examined, it is seen that the antecedents of job stress do not make a significant difference depending on whether school administrators are principals or assistant principals ($p>.05$).

Consequences of job stress: The arithmetic mean (M) and standard deviation (Sd) of the items representing the results of job stress experienced by school administrators are presented in Table 8.

Table 8.

Means and standard deviation of the obtained values in the dimension of the consequences of work stress..

Items	N	M	Sd	Rating
Q25. I suffer from insomnia due to job stress.	439	1,60	1,107	Medium
Q26. I feel tense due to job stress.	439	2,07	1,103	Medium
Q27. I have blood pressure problems due to job stress.	439	,84	1,067	Low
Q28. I have anxiety due to job stress.	439	1,77	1,173	Medium
Q29. I have incompatibility due to job stress.	439	1,31	1,132	Low
S30. I have a headache due to job stress.	439	1,46	1,156	Low
Q31. I feel tired due to job stress.	439	2,24	1,169	Medium
Q32. I have irregularity in my eating habits due to job stress.	439	1,94	1,397	Medium
Q33. I have skin shedding due to job stress.	439	,54	,969	Very Low
Q34. I am forgetful due to job stress.	439	1,48	1,199	Low
Q35. I feel burnt out due to job stress.	439	1,54	1,236	Low
Q36. I have a stomach ache due to job stress.	439	1,01	1,118	Low
Q37. I suffer from hair loss due to job stress.	439	,96	1,205	Low
Q38. I feel cold towards school due to job stress.	439	1,30	1,210	Low
Q39. I can be abusive to my work environment due to job stress.	439	1,24	,998	Low
Q40. Due to job stress, I make more mistakes in my work.	439	1,14	,935	Low
Q41. Because of job stress, I have started not to enjoy life.	439	1,35	1,151	Low
Q42. Because of job stress, I can not take time for my family.	439	2,00	1,172	Medium
Q43. Due to job stress, I am reluctant to participate in personal activities outside work hours.	439	1,95	1,233	Medium
Q44. Due to job stress, I experience domestic disturbances.	439	1,23	1,070	Low
Q45. I procrastinate my schoolwork due to job stress.	439	,96	1,013	Low
Q46. I postpone my personal work because of job stress.	439	2,05	1,201	Medium
Q47. I am thinking about changing the school where I work because of job stress.	439	1,36	1,315	Low
Q48. I am considering changing my job because of job stress.	439	1,09	1,313	Low
Q49. I am considering resigning from the leadership position due to job stress.	439	1,67	1,314	Medium

Table 8 shows the mean scores of school administrators' responses to workload outcomes. According to it, 439 school administrators perceive the greatest "tiredness" due to job stress in general. According to the quantitative research findings, the major consequences of job stress experienced by school administrators are as follows: Tiredness ($M=2.24$), tension ($M=2.07$), I postpone my private affairs ($M=2.05$), Inability to spend time with family due to job stress ($M=2.00$), unwillingness to participate in personal activities outside work hours ($M=1.95$), irregularity in eating habits ($M=1.94$).

Among the results of stress for school administrators are those with the lowest level; I have skin problems due to job stress ($M= .54$), I have blood pressure problems due to job stress ($M= .84$), I have hair loss due to job stress ($M= .96$), I postpone my schoolwork due to job stress ($M= .96$).

Table 9 shows the results of the analysis of job stress outcomes by gender variable.

Table 9

t-Test Analysis of the Results of Job Stress by Gender

Variables	Groups	N	M	Sd	t	df	p
Consequences of Job Stress	Female	117	1.67	,860	3,639	437	,000
	Male	322	1.35	,792			

Examination of the data in Table 9 reveals that workload scores differ significantly by gender of school administrators ($p < .05$). Accordingly, female school administrators ($M=1.67$) are more affected by job stress outcomes than male school administrators ($M=1.35$).

Table 10.

t-Test Analysis of the Consequences of Job Stress by Task

Variables	Groups	N	M	Sd	t	df	p
Consequences of Job Stress	Principal	145	1,26	,732	-3,246	437	,001
	Deputy Principal	294	1,53	,849			

Table 10 shows a significant difference between the principal and deputy principals in the degree to which they are influenced by job stress outcomes ($p < .05$). Accordingly, the deputy principals ($M=1.53$) are more affected by the results of job stress than school principals ($M = 1.26$).

Strategies for coping with job stress: The arithmetic mean (M) and standard deviation (SD) of the strategy used by school administrators to cope with job stress are given in Table 11.

Table 11

Average and Standard Deviation Values of Scores Obtained from the Dimension of Coping with Job stress

Items	N	M	Sd	Rating
S50. I strive to solve the issue or situation that causes job stress.	439	2,41	1,014	High
Q51. I meet with family members and friends in a pleasant environment.	439	2,18	1,082	Medium
Q52. I talk to a trusted person about a stressful situation.	439	2,43	1,074	High
S53. I am active in the areas in which I am talented (art, music, sports, reading, etc.).	439	2,06	1,160	Medium
Q54. I try to focus on the good parts of work.	439	2,84	,926	High

Table 11 shows the strategies school administrators use to cope with the job stress they experience. According to this table, the 439 school administrators who participated in the quantitative survey mainly try to "focus on the good aspects of work" to cope with job stress. The strategies used by school administrators to cope with job stress are listed

below: I try to focus on the good aspects of the job ($M=2.84$), I talk to a trusted person about the stressful situation ($M=2.43$), I strive to solve the issue or situation that causes job stress ($M=2.41$), I socialise with family members and friends in a comfortable environment ($M=2.18$), I am active in the areas in which I am talented ($M=2.06$).

Table 12

t-Test Analysis of Strategies for Coping with Job Stress by Gender

Variables	Groups	N	M	Sd	t	df	p
Strategies for Coping with Job stress	Women	117	2.43	,706	,956	437	,340
	Men	322	2.36	,693			

When Table 12 is examined, it is seen that school administrators' strategies for coping with job stress show no significant difference as a function of gender ($p>.05$).

Table 13

t-Test Analysis of Strategies for Coping with Job Stress by Task

Variables	Groups	N	M	Sd	t	df	p
Strategies for Coping with Job stress	Principal	145	2.50	,721	2,586	437	.010
	Deputy Principal	294	2.32	,677			

Table 13 shows that the strategies used by school administrators to cope with job stress differ significantly depending on whether they are principals or assistant principals ($p<.05$). Accordingly, school principals use stress coping strategies ($M=2.50$) more intensively than deputy principals ($M=2.32$).

Discussion, Conclusion and Recommendations

Stress affects employees' productivity, attendance at work, mental and physical health (Tozkoparan, 2019), and creativity (Akca & Beydilli, 2018). It is known that stress experienced at a very low level has negative effects on performance also there are the negative effects of intense stress (Aydin, 2016). For this reason, uncovering the sources of stress of school administrators who perform administrative tasks in the delivery of educational services that are vital to shaping the future of society and trying to keep them at an ideal level are an important part of creating an effective school. According to the study's qualitative findings, the first precursors of work stress on school administrators were identified as responsibilities, incompatibility with colleagues and superiors, heavy workload, repetition of bureaucratic disruptions, and details coming to the fore instead of the actual work to be done. When the quantitative data are examined, the scarcity of financial resources, responsibilities, legislation, the assignment of management within the scope of the second task and the lack of sufficient auxiliary personnel are the most common sources of stress for managers.

When the qualitative and quantitative data from the study are analysed together, it is found that the responsibility assumed by administrators is one of the most important factors in the job stress they face. According to qualitative data, while school administrators consider responsibility as the greatest source of job stress, anxiety arising from responsibility is among the sources of high stress in the quantitative interviews. In addition, despite their high responsibility, administrators include their low authority among the sources of high stress. It is considered that, in order to keep administrators' job stress at the desired level, it is very important to try to reduce administrators' responsibility by clarifying legislation, improving schools' financial capabilities, increasing measures related to workplace safety, creating a supportive environment for administrators, providing necessary training support, and providing legal support. In the literature, Luthans (2011) found that organizational stress sources are competitive pressure, bureaucratic rules, task conflict, role ambiguity, crowded work environments, lack of participation in decision-making, etc. It can be seen that the factors related to the structure of the workplace, the factors related to the leadership style, structure, culture and climate of the organisation, individual and group factors and general environmental factors are referred to as sources of job stress by Hellriegel (2001, cited in Tozkoparan, 2019). In the study conducted by Usta (2012), it was found that the sources that cause most stress among school administrators are inadequate authority, not get in return results their work and inequities in staff appraisal. In the study by Demirbilek and Bakioglu (2019), it is found that the deputy principals who resigned in support of the research findings stated that their responsibility was indefinite and difficult.

The second most frequently expressed source of stress in qualitative data was expressed as conflicts with colleagues and superiors. On the other hand, incompatibility with colleagues, subordinates, and superiors was among the moderate stress sources in the quantitative data. In a study conducted by Aksoy and Kutluca (2010) on civil servants and military personnel, incompatibility with coworkers was shown among high-level organizational stress sources. In the study conducted by Isik (2007), it was determined that the job stress of the employees who were exposed to mobbing practices by their colleagues at the workplace increased. Eren Gumustekin and Gultekin (2009) state that the individual should get the support of his colleagues and senior management in order to get rid of organizational stress sources quickly. In the study conducted by Pehlivan (1993) in the field of education, it was determined that school principals experienced moderate stress due to their disagreements with their superiors and less stress due to disagreements with their subordinates. Since educational organizations are in a more informal atmosphere than other organizations, interpersonal relations and group dynamics are more important (Bursalioglu, 2019). Since educational organizations are in a more informal atmosphere than other organizations, interpersonal relations and group dynamics are more important (Baydar & Çetin, 2021; Bursalioglu, 2019). For this reason, it is thought that it is very important to keep the stress caused by colleagues, subordinates and superiors at a functional level in educational organizations.

According to qualitative data the heavy workload of school administrators, bureaucratic interruptions and their repetitive preoccupation with tasks that precede the actual work

cause job stress among administrators. When the quantitative data are examined, school administrators see heavy workloads and having to do repetitive and unnecessary work instead of what they should do as a source of high level of work stress. Jaiyeoba and Jibril (2008) stated that workload is one of the highest sources of stress on middle school administrators; Akpınar (2008), on the other hand, reported that excessive workload is a moderate source of stress by teachers. Keskin (2012) determined that dealing with the form rather than the essence of the job creates stress on school administrators. Ural (2002) also included excessive workload among the "management stressors" for school administrators. In order to reduce this source of stress to the desired level, it is considered very important to save school administrators from repetitive work caused by some dysfunctions and lack of coordination and ensure that administrators focus on organising education and training by reducing their dysfunctional workload.

According to qualitative data, inadequate wages and personal rights cause job stress for school administrators. Insufficient wages and individual rights are among the sources of high stress in the study of the quantitative data. The survey conducted by Yuce (2019) concluded that school administrators' salaries and personal rights are inadequate. In the study conducted by Gok (2009) on bank employees, it was determined that there was an inverse relationship between wage level and stress, and as the wage levels of the participants increased, the perception of stress factors as stressors decreased. Although school administrators have responsibilities as part of their second job, they do not receive financial compensation. Also, school administrators do not have personal rights, such as moving between provinces as school administrators. Considering that this situation is a stressor for school administrators, it is expected that improving the wages and personal rights of school administrators will reduce the burden of job stress for administrators.

One of the causes of stress for school administrators is the scarcity of financial resources they need. When analysing quantitative data, it is apparent that financial resources are the most significant source of stress. Parent associations cover many expenditure items from school renovation and repair works to support personnel expenditures. Providing financial support to schools, especially in regions with low parental interest, can reduce the job stress of school administrators. Again, the necessity of doing the expected work quickly finds its place in the qualitative data, and when the quantitative data are examined, it is seen among the sources of moderate stress.

When the level of exposure to stressors causing job stress is examined using some variables, it is found that gender causes a significant difference. Accordingly, female school administrators are more affected by the sources of job stress than male school administrators. In the study conducted by Hatiboglu (2014), although no significant difference was found, it was concluded that female school administrators are more affected by organisational sources of stress than male school administrators. Tung (1980), on the other hand, stated that female managers perceive lower levels of occupational stress than their male colleagues. In Can's (2008) study, it is said that management requires overtime, women have to manage household and school together, and the fact that senior administrators prefer to work with male administrators is an obstacle to women's orientation towards management. Accordingly, besides some

disadvantages that women have as school administrators, according to our research results it is evident that women administrators are more affected by the sources of job stress than male administrators. For this reason, creating support structures for women and organising the necessary training can reduce the burden of job stress for female school administrators, which could increase the number of female administrators.

When looking at the effects of job stress on school administrators, they state that they do not have time for their families, are abusive to their work environment, and suffer from domestic unrest, insomnia, coldness toward school, and headaches due to job stress. In addition when examining quantitative data, outcomes such as tiredness, tension, putting off personal work and inability to have time for family also come to the fore.

In the study conducted by Usta (2012), tension and tiredness come to the fore as symptoms of stress, while concerning the effects of stress on performance, reluctance to go to work, reduction in the quality of work done and the thought of leaving the job come to the fore. In the study conducted by Yilmaz and Ekici (2003) on public employees, sleep disorders, smoking, headache and fatigue, and tension problems were determined as the importance perceptions for organizational stress symptoms. McShane and Von Glinow (2016) state that many people experience headaches and muscle pain due to stress, and studies on this subject state that high levels of stress can even cause diseases such as heart attack and some types of cancer. In addition, the authors state that high and continuous stress is associated with many behavioral consequences such as poor performance, inability to make healthy decisions, increase in occupational accidents and aggressive behaviors. Aydin (2016) emphasizes that stress can cause short and long-term diseases individually, and stress-related diseases will lead to productivity and production losses in terms of the organization. Based on the findings, it can be said that the stress experienced by school administrators affects their quality of life and work. Therefore, it is very important to reduce the effects of job stress by controlling the sources.

Female school administrators are more affected by the consequences of job stress than male school administrators. Female administrators, who are more affected by the sources of job stress, experience the consequences of job stress also more intensely than male administrators. For this reason, it is believed that creating the supportive environment necessary to reduce the sources of stress in female school administrators will reduce the consequences of stress in female school administrators. Also assistant principals also feel the consequences of job stress more than principals. To reduce the effects of job stress on deputy principals, who use fewer individual coping strategies compared to principals, it is very important that they receive the necessary training when they begin to become a leader.

When examining school administrators' strategies to cope with stress according to the qualitative data, school administrators are active in the areas in which they are talent; they try to create a pleasant environment with their family members and ignore the stressful situation. The quantitative data shows that they focus on the good aspects of work and talk to a confidant about the stressful situation. From these results, it is evident that school administrators use individual strategies to cope with job stress. It is believed

that it is very important to take measures to cope with job stress in the organisational sense to manage job stress effectively and efficiently. For this reason, mechanisms to cope with work stress such as time management, social support, goal setting, job enrichment, participatory management, clarification of roles and conflict prevention, career planning, stress management trainings, improvement of physical conditions, and arrangements in wage management (Aydin, 2004) should be developed in educational organizations.

Recommendations

Our study identified the causes of school administrators' job stress. However, the costs of stress are unknown. For this reason, studies can be conducted on the cost of job stress in schools. In this study, job stress was assessed from the perspective of school administrators. Comparisons can be made by conducting studies on other stakeholders in education. As a result of our research, it was found that female school administrators experience both the sources of job stress and the consequences of job stress more intensely than male school administrators. For this reason, provisions can be made to create a supportive environment for female school administrators.

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