



N.C.T.R
NEAR EAST UNIVERSITY
EDUCATIONAL KNOWLEDGE INSTITUTE
GUIDANCE AND PSYCHOLOGICAL COUNSELING DISCIPLINE

**INVESTIGATION OF THE STRESS SOURCES IN COUN-
SELLOR TEACHERS**

BACHELOR'S DEGREE THESIS

MEHMET ALİ BULUT

LEFKOŞA - 2006

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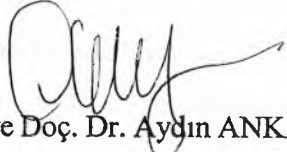
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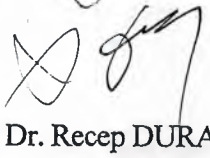
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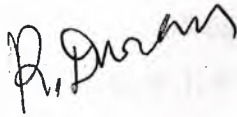
Eğitim Bilimleri Enstitüsü Müdürlüğü'ne;

Mehmet Ali BULUT' a ait; "Rehber Öğretmenlerde Stres Kaynaklarının İncelenmesi" adlı çalışma jürimiz tarafından Rehberlik Psikolojik Danışmanlık Anabilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

Başkan Prof. Dr. Orhan ÇİFTÇİ


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Üye Doç. Dr. Recep DURAN



ONAY

Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.

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Enstitü Müdürü





ÖZET

Bu çalışmada rehber öğretmenlerin stres nedenleri ele alınmıştır. Bu araştırmada rehber öğretmenlerin algıladıkları stres kaynaklarının ne olduğu ve algılanan bu kaynakların cinsiyet, medeni durum, uyruk, kurum, kurumun resmi yada özel sektör oluşu ve yaş değişkenlerine göre anlamlı farklılık gösterip göstermediği incelenmiştir.

Araştırma kapsamına giren bireyler Kuzey Kıbrıs Türk Cumhuriyetinde resmi ve özel tüm okullarda 2004-2005 öğretim yılında Rehberlik ve Psikolojik Danışmanlık görevini yürüten 22 Türkiye' li 45 KKTC' li 67 rehber öğretmendir.

Rehber öğretmenlerin stres nedenlerinin belirlenmesinde Baltaş & Baltaş tarafından geliştirilen. "Baltaş Stres Kaynağı Ölçeği" stres kaynağı ölçeği kullanılmıştır. Bireylerin özlük niteliklerini belirlemek için kişisel bilgi formu kullanılmıştır.

Stres kaynağı ölçeğinden elde edilen puanların aritmetik ortalamaları ve standart sapmaları hesaplanmıştır. Gruplar arasında anlamlı düzeyde fark olup olmadığını anlamak üzere tek yönlü varyans analizi farkın kaynağını bulmak amacıyla Scheffe testi uygulanmıştır. Anlamlılık düzeyi 0.05 olarak kabul edilmiştir.

Araştırma bulgularına göre kadın rehber öğretmenlerin kendini yorumlama ile ilgili stresinin erkek rehber öğretmenlerden daha fazla olduğu, medeni durumlarına göre stres kaynakları açısından anlamlı bir fark çıkmadığı. KKTC'li rehber öğretmenlerin kendini yorumlama, işle ilgili ve fiziksel koşullar ile ilgili stresinin T.C. uyruklu rehber öğretmenlerden daha fazla olduğu, liselerde çalışan rehber öğretmenlerin sosyal stresinin ortaokulda çalışan rehber öğretmenler daha fazla olduğu, özel sektörde çalışan rehber öğretmenlerin kendini yorumlama ve işle ilgili stresleri kamu sektöründe çalışan rehber öğretmenlerden daha fazla olduğu, görülmüştür.

Anahtar kelimeler: Stres, Psikolojik Danışma, Rehber Öğretmen

SUMMARY

In this study the reasons of stress on counsellor teachers are taken into account both in social and experimental levels. It is also examined that what the sources of stress are which the counsellor teachers perceive, and whether those perceptions differ meaningfully according to variations of sexuality, marital status, citizenship, an official or private work having and age.

The study involves 22 Turkish and 45 Cypriot teachers who worked as a psychological counsellor in private or states schools of the Turkish Republic of Northern Cyprus during 2004-2005 academic year.

“Baltaş Stress Resource Scale” which is developed by Baltaş&Baltaş is used in order to identify the reasons of counsellor teacher’s stress. Individual information form is used to determine the personal qualities of individuals.

Arithmetical means and standard deviation of the dots, which are obtained from the stress resource scale, are calculated “Schffe Test” is applied in order to find out the source of difference in one-way variance to understand if there is a certain difference among the groups. Mean level is accepted 0,05.

According the research findings it’s seen that female teachers have more stress than male counsellor teachers in commenting themselves, there isn’t meaningful difference from the point of stress sources considering their marital status, Cypriot teachers have more stress than Turkish teachers about commenting on themselves, work, and physical conditions, counsellor teachers who work in high schools have more stress than the ones who work in primary schools, counsellor teachers who work in private fields have more stress about commenting themselves than the ones who work in public fields.

Key words: Stress, psychological counsellor, and counsellor teacher.

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FOREWORD

Human beings carry out their life in every field in a rapidly growing world. The situations that we come across provide new problems and new difficulties to this intensive tempo.

Among the personnel working in schools are also counsellor teachers. In this respect, in our study which is the first in NCTR, we tried to find out what the stress sources the counsellor teachers are and in what means they can have stress. I hope that the result of this study will be helpful to everyone.

I thank to my lecturer Doç. Dr. Aydın ANKAY who helped me in this study. I thank to Ege University Lecturer Serkan DENİZLİ who did statistical analysis, and English teacher İlknur Çavuşoğlu for translating the sources, and İbrahim YAĞAN who has always supported me.

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2.7.1. Psychological Results.....	21
2.7.1.1. Sleep Defects.....	21
2.7.1.2. Anxiety	21
2.7.1.3. Depression.....	22
2.7.1.4. Being Exhausted.....	23
2.7.2. Physiological Results.....	24
2.7.3. Behavioural Results.....	25
2.7.3.1. Usage of Alcohol, Cigarette and Material.....	26
2.7.3.2. Industrial Accidents and Tendency of Accident....	26
2.7.3.3. Irregular Attendance to Work.....	27
2.8. HOW TO COPE WITH STRESS	27
2.8.1. Breath Education.....	28
2.8.2. Physical Exercise.....	29
2.8.3. Sufficient and Balanced Nourishing	29
2.8.4. Management of Time.....	29
2.8.5. Biofeedback (Biological Feedback).....	30
2.8.6. Otojenik Education.....	30
2.8.7. Relaxation Education.....	30
2.8.8. Meditation.....	30
2.8.9. Hydrotherapy (Water Treatment).....	31
2.9. RESEARCHES ABOUT THE TOPIC.....	31
2.9.1. Researches Done Inside the Country.....	31
2.9.2. Researches Done Outside the Country	31
PART 3	35
METHOD.....	35
3.1. METHOD OF INVESTIGATION	35
3.2. GROUP OF INVESTIGATION	35
3.3. DATA COLLECTING TECHNIQUES.....	35
3.4. DATA COLLECTING TOOLS	36
3.4.1. Stress Source Scale.....	36
3.4.2. Evaluation of Stress Source Scale	37

3.4.3. Marking Stress Dimensions.....	37
PART 4.....	39
FINDINGS AND COMMENTS	39
4.1. FINDINGS ABOUT THE STRESS LEVELS OF COUNSELLOR TEACHERS.....	39
4.2. FINDINGS AND COMMENTS ABOUT INVESTIGATION OF THE STRESS LEVELS OF COUNSELLOR TEACHERS IN POINT OF DIF- FERENT FACTORS.....	40
4.2.1. Findings Related to Sexuality Variation and Its Comment....	40
4.2.2. Findings Related to Martial Status Variation and Its Comment	42
4.2.3. Findings Related to Citizen Variation and Its Comment	44
4.2.4. Findings Related to the Institution They Work in Variation and Its Comment	46
4.2.5. Findings Related to Whether the Institution They Work in is Offi- cial or Private Variation and Its Comment	49
4.2.6. Findings Related to Age Variation and Its Comment.....	51
4.3. QUALITATIVE FINDINGS RELATED TO THE NEGATIVE FAC- TORS THAT AFFECT THE PROFESSIONAL LIVES OF COUNSELLOR TEACHERS	54
PART 5.....	56
GENERAL RESULTS AND COMMENTS.....	56
SOURCES	59

APPENDIX

APPENDIX -1 Personal Knowledge Form.....	64
APPENDIX -2 Stress Source Scale	65
APPENDIX -3 Approval of Primary Education Department	69
APPENDIX -4 Approval of General Secondary School Education	70
APPENDIX -5 Approval of Professional Technical Education Department	71

TABLES

1. Standard Deviation and Average of Stress Sources' Marks of Counsellor Teachers According to Their Sexuality.....	40
2. Single Sided Analysis of Standard Deviation and Average of Stress Sources' Marks of Counsellor Teachers According to Their Sexuality	41
3. Standard Deviation and Average of Stress Sources' Marks of Counsellor Teachers According to Their Martial Status.....	42
4. Single Sided Analysis of Standard Deviation and Average of Stress Sources' Marks of Counsellor Teachers According to Their Martial Status	43
5. Standard Deviation and Average of Stress Sources' Marks of Counsellor Teachers According to Their Citizenship.....	44
6. Single Sided Analysis of Standard Deviation and Average of Stress Sources' Marks of Counsellor Teachers According to Their Citizenship	45
7. Standard Deviation and Average of Stress Sources' Marks of Counsellor Teachers According to the Places They Work.....	47
8. Single Sided Analysis of Standard Deviation and Average of Stress Sources' Marks of Counsellor Teachers According to the Places They Work	47
9. Standard Deviation and Average of Stress Sources' Marks of Counsellor Teachers According to the Places They Work is Either Private or Official	49
10. Single Sided Analysis of Standard Deviation and Average of Stress Sources' Marks of Counsellor Teachers According to the Places They Work is Either Private or Official	50
11. Standard Deviations and Averages of Stress Sources of Counsellor Teachers According to Their Ages	51
12. Unilateral Variance Analysis Results Related to Stress Source Average of Counsellor Teachers According to Their Ages.....	52

13. Scheffe Test Results Made in order to Unilateral Variance Analysis Results Related to Stress Source Average of Counsellor Teachers According to their Ages	53
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14. Qualitative Findings Related to the Factors That Affect the Professional Lives of the Counsellor Teachers	55
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PART I

ENTRANCE

Human beings live in an intensive tempo in every field of a world which is continually and rapidly changing. The situations that we come across contribute to this intensive tempo by new difficulties and new problems.

Stress is a natural reaction of our organism. This reaction comes into existence when we have to adapt a new situation so we make an effort for this. Stress has three elements; psychological element, physiological element, and behavioral element. Lelord&André (2004)

A connection between the negative life conditions and serious illnesses has been known since ancient ages; however, the concept of stress couldn't be defined until 1920s. Afterwards, it was stated that stress had psychological affects that weakens the immunity system. Graham (1999)

Human beings somehow come across stress in both working periods and private lives. The stress during the working period both has opposite and negative affects. The studies done generally focus on the negative affects of stress. The well known of these affects is the loss of production and the increase in psychological uneasiness about stress. Özkalp (1989)

In many countries, researches about the stress that the counselor jobs, which help people psychologically having one to one relations with them, exist whereas these researches cannot be found in NCTR. One of these psychological aid occupations is the counselor teacher (psychological counselor), who carries out the guidance activities almost in every educational institution.

In this concept, in our investigation that is initially in NCTR, we investigated the stress sources of the counselor teachers, in what level they are exposed to stress so that we can help the following cases.

PROBLEM CASE

In this part, the aim of the investigation, problem sentence, lower problems, premise, and limitations take place.

1.1. AIM

The aim of this study is to investigate the reason of the stress sources that the counselor teachers working in North Cyprus Turkish Republic have. In this direction, the answers of the questions below were looked into.

1.2. PROBLEM SENTENCE

What are the stress sources that the counselor teachers working in North Cyprus Turkish Republic perceive in their jobs, interpreting themselves, social and physical environment?

1.3. LOWER PROBLEMS

1. What are the stress sources that the counselor teachers perceive?
2. The stress sources of the counselor teachers;
 - a. Is there a difference according to their sexuality?
 - b. Is there a meaningful difference according to their martial status?
 - c. Is there a meaningful difference according to their citizenship?
 - d. Is there a meaningful difference according to the places they work in?
 - e. Is there a meaningful difference whether they work in an official-private place?
 - f. Is there a meaningful difference according to their ages?

1.4. PREMISE

It was accepted that the counselor teachers answered the questions in the data-gathering toll sincerely.

1.5. LIMITATIONS

The research group is limited by the counselor teachers working in North Cyprus Turkish Republic in 2004 - 2005 educational year.

PART 2

RELEVANT PUBLICATIONS

In this part, the definition of stress, which is the basis of our search, the symptoms, its reasons, results, how to cope with stress, and the investigations done about this topic.

2.1. DEFINITION OF STRESS

In the Turkish Language Association Science of Soul Dictionary, "compulsion" is used for the term stress. When the stress is applied to any existence, it is defined as creating tension, and causing tension and disorder, so, causing fundamental changes in construction and missions. Enç (1980)

Stress is one of the most complex definitions of today, as it is hard to define it, it is usually described. As Ertekin (1993) quoted, there are definitions of stress equal of researchers in number. Morgan (1993) says that it is originally Latin, and comes from the verb *estrictia*. It is used as verb in the sentences, and means to press, suppress, stretch, give importance, attribute, force; as noun, press, pressure, tension power, force, importance, violence, accent, load, damage, difficult.

It is said that Robert Hooke used this word in 17th century in scientific world, in order to define the relation between elastic item and the outer power applied to it. After the word stress was used in science, it also has been used other branches of science. But, none of them have been defined as measurable units as in science. Şahin (1994), Davis and et al (1990, s.109), define stress as "a tension state that threats power of the individual to cope with the environment in the emotions, thought process, or physical conditions".

According to the definitions above, stress is mostly defined as being forced and tension. When the definitions are taken into consideration, it can be said that different searchers join in similar definitions.

"Stress is a biochemical reaction for a threatening state (stress maker)." (Ellison, 1991, p. 109)

According to Arnold, stress is "a reaction given to the new and threatening factors

in the work environment." (Arnold, 1991, s.456)

As Arnold and Ellison, Baltaş (2000) tried to explain stress in means of reaction chain.

"Claude Bernard defined stress as stimulants that demolish the balance of the organism." (Morgan, 1993, s.12)

Can (1992, s.278) explained "Stress is explained also as demand and restrictions. Restrictions prevent people to do the wanted things. Desires include the inclinations the individual doesn't have but other people have."

According to Albercht (1998), stress is a matter of perception. Beer and Newman (1978) describe stress as a situation that arises from the interaction of an individual with his environment. According to the general definition of Artan (1986), Iwanchewich, Gibison and Donelly, as stress is a harmonious behavior shown by individual differences and psychological process, it is a result of any interior and exterior movement, state and event that put extreme psychological or physical pressure on the organism. Similarly, Şahin (1994) states that everybody defines stress according to his points of view, and the stress source stimulant differs from person to person.

2.2. SIGNS OF STRESS

Stress produces some physiological changes. Şahin (1994) states that central nervous system starts to work a lot. The process of the organism about concentration sharpens, changes in memory occur. Consequently, thinking and problem solving processes of human being start to work continually because of the chaos that stress creates.

When the organism is under influence of the nervous system that causes physiologic effect, that is to say, his heartbeat accelerates, he gets pale, his skin gets cold, he gets the shivers, he needs to go to the toilet, he feels tension, spasm, fear and enthusiasm, being choked; central nerve system defines the state, makes mental analysis. Tries to find solutions and starts solution process. An investigation by Şahin that supports central nervous system makes logical analysis to the physiological

changes that occurs in organism during stress is seen in a study by Makin and Lindey (1995). As a matter of fact, Makin and Lindey states the early signs signals of stress as below.

- Sense of warmth
- Rapid respiration
- Dry mouth and throat
- Tense muscles
- Indigestion

Makin and Lindey state that the following reactions occur when the body is exposed to the alarm reaction of against stress. The muscles are tense ready for movement. Air fords in the lungs expand; respiration accelerates so that it supplies more oxygen in order to support increasing blood circulation. Heart beats faster. Blood becomes dense so that it carries more oxygen and it struggles with infection. Sweat glands make a move in order to cool the muscles that grow warm. Digestion stops because blood scatter to other parts of the body. Skin becomes pale because blood passes through vital organs.

Rowshan (1998) deals with the symptoms of stress in five dimensions such as mental, emotional, social, psychological and physical.

Mental stress dimension:

- ◆ Frequent mental loss
- ◆ The attack of ideas to mind
- ◆ Difficulty in concentration
- ◆ Difficulty in giving decisions
- ◆ Boredom
- ◆ Continually talking selfishly
- ◆ Getting confused
- ◆ Pessimism
- ◆ Thought of suicide

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Emotional stress dimension:

- ◆ Frequent changes in emotions
- ◆ Feeling disharmony
- ◆ Anger
- ◆ Depression
- ◆ Sorrow
- ◆ Frequent nightmares
- ◆ Not calming
- ◆ Lack of hope
- ◆ Over cry
- ◆ Hysterical laughs
- ◆ Lack of excitement
- ◆ Hypochondria

Social stress dimension:

- ◆ Abstraction of other people
- ◆ Feeling pain and offended
- ◆ Being self-centered
- ◆ Being alone
- ◆ Withdrawal
- ◆ Not being tolerant
- ◆ Not having relation with people

Psychologically stress dimension

- ◆ Feeling stolid
- ◆ Feeling hatred
- ◆ Losing the meaning of life
- ◆ Feeling of guilty

- ◆ Feeling enmity to other people
- ◆ Committing suicide

Physical stress dimension:

- ◆ Tachycardia
- ◆ Increase in blood pressure
- ◆ Constipation
- ◆ Starving
- ◆ Pain in back
- ◆ Pain in chest
- ◆ Spasm of muscles
- ◆ Feeling cool of hands and feet
- ◆ Skin disease
- ◆ Unexpected change in weight
- ◆ Chronic tiredness
- ◆ Lack of sleep, headache
- ◆ Lack of emotion in hand and foot fingers
- ◆ Squeaking the teeth
- ◆ Moving hand and foot fingers more than usual
- ◆ Biting nails
- ◆ Increase in smoking and drinking alcohol
- ◆ Indigestion
- ◆ Ulcer
- ◆ Dry mouth and throat
- ◆ Neural twitching
- ◆ To piddle frequently
- ◆ To be down frequently
- ◆ To eat in irregular times
- ◆ To be out of breath
- ◆ Dizziness, to faint
- ◆ Stammer

2.2.1. General Symptom of Harmony

Songar (1981, s. 113) tried to explain the reaction of the organism to the stress givers, according to Cannon Bard's excitement theory, as "the outer conditions that threaten the organism, and show risk of demolish the balance of it cause fight or flight type of responds that are ruled by acute and autonomous nervous system. Baltaşlar state that "This state of fight or flight appears especially in case of threat. A living thing that comes across threat fights with the threat that he believes he can cope with and thus adopts." Baltaş & Baltaş (2000, s.21)

The symptoms that Hans Selye called General Adaptation Syndrome have three steps. Songar (1981)

- ◆ **Alarm Stage:** The state that organism perceives the outer stimulant as stress. Lelord & André (2004) states that some changes occur in organism. Hormones, mainly adrenalin, are secreted.
- ◆ **Resistance Stage:** Resistance of the body goes over the normal rates; it increases its resistance towards that stress giving state. Its resistance to other stress sources decreases, as it has to escape from this state.
- ◆ **Stage of Coming to an End:** If the stress-giving event is very serious and it lasts long, the organism comes to the step of coming to an end. Sometimes, reactions of alarm period. Each creature has a different adaptation and energy. Sleep and rest may restore body but stresses that go on demolish the balance, and adaptation energy finishes. After these, periods of coming to an end and exhaustion are seen. This is a period that invites illnesses. Baltaş & Baltaş (2000)

2.3. POSITIVE AND NEGATIVE STRESS

Stress is an answer that is not original for a desire of the organism. Stress is not synonymous with irritation, tension and anxiety. Stress obtains abilities,

energy, and the effort of getting happiness. But stress also causes tiredness, physical and psychological illnesses, such as heart disease and accidents. The most important rule in case of stress that it is sometimes necessary and important. Stress is a double-sided fact. From this point of view, it has a positive value although it is accepted negatively. It can increase the performance as well as decreasing it. Mitchel & Larson (1987) Positive stress occurs in occasions that people are motivated feeling tension. Stress is not always bad. It is a motivating process that gives us energy and motivates us. Promotion, gaining fame, getting married can be called as positive stress for the aims that people want to reach; being dismissed, and being unsuccessful at work can be called as negative stress. Positive stress motivates the person whereas negative stress causes psychologically and bodily harmful results. Selye (1977) Stress is a part of life that cannot be given up; because it gives us a chance to behave better for the stimulants around us. As Selye says, "zero stress is death".

Negative stress occurs in case of very little or extreme tension. There isn't a very big difference between normal stress and extreme stress. Stress is useful to some extent. But extreme stress is harmful if it lasts long. Because extreme stress causes loss of energy, weak emotions and becoming weak in case of physical and psychological problems.

The basic affect of the stress doesn't depend on stress itself, but on how a person gives a meaning to it. What wear a person down are the emotional reactions of a person, not chaos in city life, responsibilities to be done, the rude people around. Loehr (1999)

Although our physiological reactions to positive stress resemble each other, we interpret stress events differently. For example, talking in front of a crowd makes many people feel stressed. But, some people enjoy talking in front of people. The first group of people takes stress in a timid way but the second group rules stress confidently.

Many people know that overstress causes health problems and it sometimes can be fatal. When stress lasts long, it prevents to cope with the problems physically and physiologically. As a result, a continual stress ruins health physically, emotionally and in social areas.

2.4. REASONS OF STRESS

There are many reasons of stress and these reasons show differences from person to person, because everyone perceives stress differently. An event may express different from people to people.

Investigators classify the reasons that form stress differently. According to Rowshan (1998), factors that create stress can be classified into two groups: expected and unexpected factors. Two big stress factors that can be estimated are business life and expectations that can be impossible to happen. Unexpected factors are death of a loved person, natural diseases, being wounded, torture etc.

Two doctors in American navy, Thomas Holmes and Richard Rahe, made a list of significant stress sources. They listed the sources that create more stress at the beginning of the list.

- Death of partner
- Getting divorced
- Living away from partner
- Be in prison
- Death of a close relative
- Become physically disabled or illness
- Getting married
- Being fired of work
- Make peace with partner
- Retirement
- Illness of a close relative
- Pregnancy
- Sexual problems
- Giving birth or adopting a child
- Making a new arrangement at work
- Changes in financial status
- Death of a close family

Changing job

Increase in discussions with the partner

Having mortgage for a big real estate

Seizure for a real estate under mortgage

Changes in responsibilities at work

Abandoning home of child

Problems with mother and father in law

An important personal success

Leaving or being dismissed of life of the partner

Starting a school or graduation

Changes in life conditions

Problems with the boss

Changes of working time / conditions

Changes in school or at home

Changes in personal habits

Social activities

Changes in habits of sleep

Having a holiday

Committing little crimes

Changes in habits of eating

However, it is seen that stress sources are generally gathered in three groups as physical, individual and organizational agents. Baltaş & Baltaş (2000)

2.4.1. Physical Reasons of Stress

Stress sources in this group are properties that are influenced of the interaction of the individual with the outer environment conditions. These are some of the physical stress sources: air pollution, noise, conditioning, illuminating, and crowd. The basic physiological affect of the crowd is being over stimulated. Blood pressure increases and heart beats faster. The idea of the individual of the crowd is important, not how many people are in the crowd. Four factors affect the individual in a crowd according to the psychologists.

- 1- Whether the individual enters the crowd or not
- 2- Whether the individual attributes his uneasiness to the crowd or not
- 3- Whether the individual has self-control over his behaviors to satisfy his needs or not.
- 4- Whether the individuals forming the crowd make cooperation inside themselves or with foreigners or not. Cüceloğlu (1999)

When the individuals show all these features, they become over stressed.

2 4.2. Individual Stress Reasons

Stress belongs to the person who carries it, according to the psychologists. Different people have different points of views even in simple daily occasions. A person won't face stress only if he uses his riggings or possibilities. For that reason, personal features affect protection from stress. Baltaş & Batlaş (2000) people have two evaluation systems as primer and secondary systems. Lazarus & et al (1986)

- 1- Primer evaluation: Process the person perceives coming conditions, evaluates them and decides whether the condition will harm him or not.
- 2- Secondary evaluation: If the stimulant is evaluated as stress giving, the person searches the ways to cope with them. Favorite methods are determined. At the end of primer and secondary evaluations, it can be considered in three angles including psychological factors in perceiving the event as threat or stress. Needs and motivations, beliefs and value systems and perceptual features, mental sources dependent on educational and knowledge accumulation.

Robins (1991) states the individual stress source as active stress agent. Active stress agent includes each state the individual perceives as threat. These states can be considered as three ways, family relations, love-affection, and role of sex.

According to Eysenck, the whole of the actual and potential behaviors signified according to the hereditary and environmentally conditions of the organism are interpreted as personality. The first of the two dimensions in personality is being neurotic and the opposite of this being balanced; the second is being extrovert and its opposite being introverted. People are affected from both sides of these dimensions, not one

side. Being dominant of these dimensions determine the personality.

Three basic features designating neurotic behavior that is neurotic behavior is a learnt, discordant and has a dense emotional task. For example, a normal person chooses a different way when he comes into a disturbing event that he finds hard to solve. This way is a sudden tiredness, a headache or another difficulty that makes it hard to do the job. The dimension of dominant neurotic behavior determines the stress to cost the organism somatically. Different personalities have different risks under physical or psychological stress. Various investigations let us understand some personal features that make adaptation harder. The factors that make struggle with stress can be arranged as above. People who have hatred, the ones who always blame themselves, people who are over sensitive, furthermore, self-centered, egoist people, people who find events either marvelous or awful. Individuals who are insufficient (passive) in interaction with their surroundings fail in coping with stress. (Baltaş & Batlaş (2000)

2.4.2.1. Stress in A Type and B Type Personality

Type A people are more aggressive, complicated, and in continuous struggling than type B people. The emotional formations in type A and B tipi individuals have an important role. Critical looking type A individuals are enterprising, competing and impatient. Type A individuals also have a secret grudge and a definite hatred as well as emotional sides. Ben - Zur (2001)

Type B individuals are the opposite. They don't feel time pressure and moderate, are less likely for stress risk because they aren't tense and greedy. Type A and Type B individuals have contrary social behavior moulds. Type As are more impatient to others and quickly get angry, feel less satisfaction than Type B individuals, and when a choice is given, prefer to work alone. Type A wants to dominate all events. Everybody makes a move in an important event, but for Type A person, every event is important.

Type A tends to have more stress than many people than other people. Mostly, he doesn't care to pull himself, he faces the results when he is young. But when he gets

older, he has more risks to have tension. Type A personalities are always in stress. Type A is a hard personality for others, his families and family; overworks, is in extreme stress, and is likely to have health problems. LeLord & André (2004)

2.4.3. Reasons of Organizational Stress

There are always factors that create stress in an organization. Stress affects either director or laborer behaviors negatively and causes the organization to be unproductive and laborers to be unhappy.

Robbins (1991) summarizes the reasons of stress such as following.

- ◆ the expectations of job
- ◆ the expectations of role
- ◆ relations among people
- ◆ organizational construction
- ◆ organizational management
- ◆ living area of organization

Stress sources about business life:

- ◆ indefiniteness in roles
- ◆ skirmishes among people
- ◆ limited authority despite extra responsibilities
- ◆ intensive
- ◆ participation
- ◆ problems of place (lack of table or room for a worker)

Luthans (1992) groups organizational stress sources in four groups.

- a. Organizational politics: Unequal wages, strict rules of organization, contradictory methods, unreal definitions of work
- b. Structural features of organization: Centralism and being dismissed of decision, insufficient possibilities of rises, extreme formalities, being highly specialized

c. Physical conditions: Crowded working conditions and life, extremely loud noise, cold or hot working place, poisonous substances and radiation, air pollution, industrial accident, and lack of clarification.

d. Organizational processes: Insufficient feedback, indefinite and contradictory aims, and indefinite and contradictory success evaluation

Heater (1982) states the reasons of organizational stress as above.

- ◆Conflict in role
- ◆The characteristics of duty, plan of duty at work
- ◆Location order at work
- ◆Not having organizational order
- ◆Fee paying politics
- ◆Behaviors of employees
- ◆As giving decision process in organization

2.5. STRESS AT WORK

Stress affects almost everyone at work directly or indirectly, goes beyond the working hours excessively, and spreads through life in every aspect. The job of a person determines the status of that person in the society and pleasure he gets from life. Business expresses action. Business in sociological view is defined as "if the activity produced for others is for psychological view, the control and organization of the inner and outer environments successfully in the most expected way". There are many business choices in business life. There is more supply than demand in some business branches, whereas there is more demand than supply in some of them. In some business branches, work is really simple, monotonous and satisfaction is very low; whereas in some of them the work requires abilities and creative and forces people and satisfaction is high. Baysal (1991)

The occupations at work are investigated in four groups.

1- Active Occupations: These are occupations that have heavy work pressure, but that allow to problem solving. They require intelligence and working a long period. Doctors, engineers, farmers etc are some of them.

2- Low Tension Occupations: They are rare jobs, and they require giving high decisions at work. Professors, successful artists, carpenters etc are some of them.

3- Passive Occupations: These are occupations that require little mental effort in order to learn or give decisions. Bond sellers, night watchmen, chambermaids, carriers, key-makers are some of them.

4- High Tension Occupations: These are occupations that that require little mental effort but have heavy pressure. They require long working periods. They have strict arrangements. Telephone operators, nurse assistants, waiters etc. Robbins (1991). Business stress is a highly universal and strong type of stress. Business stress may arise from the conflicts between colleagues, conflicts with the administrators, and dissatisfaction in business, having many responsibilities in business, lack of social support, indefiniteness in business expectations, or pressure of time. Laborers may become stressed when they think that they aren't allowed to use their abilities at work. There always conflicts and disharmony between laborers in business life. These may end up with stress. Pehlivan (1995) In business life, the laborer will work sufficiently if only he feels himself do the work that he is able to do. Negative attitudes will occur in people who think that their needs and wishes aren't satisfied. Thus, dissatisfaction and conflict will occur at work Eren (1985)

People have to work in several jobs especially for economical reasons today. Overworking brings excessive energy expenditure, excessive forces in respiration, circulation, and muscle activities. When the business responsibilities increase, the organism is excessively forced, becomes tired, and has aptness to biochemical remains due to tiredness, aptness of becoming physically disabled in the dense biochemical structure. Escape from work and business yield loss can be seen due to tiredness. (Erkan, 1989)

The main stress sources at work can be listed as above:

Direct Conflict With the Chiefs: If the laborer is more talented than the administrator, or the director thinks that way, the director isn't fully pleased with the laborer, the administrator is too hard to please, and the laborers will be stressed.

Another stress factor that may exist between administrators and the laborers is a disappointment that doesn't support the laborers in need or the ones that administrators create. This state alienates the laborer from the efforts to be productive. However, another stress factor is a director who always goes into details and critics, or doesn't let the laborers the freedom of giving decisions. Fontana (1993)

Conflict in Role: They are problems especially in the interval ranks. It is not always easy to confirm the expectations that the lower ranks should do by the orders of the upper ranks. Generally in these kinds of tasks, the responsibilities and the authority given to these people are not the same. People may have conflicts at home or at work because of their roles. For example, two people trying to do the same duty may put forward that some part of the task isn't their duty, but the other people should do it. And sometimes, people have conflicts because they don't want to share the duties they don't know. (1998)

Indefiniteness in Role: Indefiniteness occurs when the laborers think that all the responsibilities related with the job don't belong to them and think that something goes wrong at work. Indefiniteness causes various difficulties in determining the duties of the laborers and priorities in handing proper time for the tasks. Handing proper tasks for duties and time is the most important stress source. Fontana (1993)

Too Much Responsibility: is one of the very important stress sources. The responsibility of the person is either very much or the one perceives his responsibility high as for his personal features. This state causes health defects. When the one carries too much responsibility, the authorities that aren't given come to existence parallel to responsibility. This kind of stress increases the stress load of the person and affects his health and productivity negatively. Either too much responsibility or too much business load is a very important stress source. Too much responsibility, although not as much as dense business loads, is an important stress source.

Definite Time Boundaries: Some duties have definite time limitations. Some tasks have definite time limitations. Tax collectors, accountants, teachers come across duties that should be finished at a definite period and they have dense

business tasks. This state brings an important stress source according to the special status and the responsibility understanding of the individuals. The journalists feel this pressure daily, not a definite time of the year.

Working Too Much: this is possible in two ways. Either the task is too hard for the person to do or it requires more time than he can do. In both ways, the person will be affected bodily and psychologically. The laborers working in private sector are under a difficult business pressure. And laborers working in many organizations are forced to overtime work. Baltaş & Batlaş (2000)

2.6. ORGANIZATIONAL STRESS

Dökmen (1998) defines it as the coordination of the activities of the people who come together in order to confirm a shared aim. This definition means that the people working in this association have the roles that are pre-defined and try to carry out these roles in a hierarchical order.

Organizational stress concept is also named as business stress and professional stress. The individual who carries out definite roles and duties in business atmosphere is face to face with stress that arises from organizational atmosphere. Stress is also seen as a term that explains the status of the laborers in definite positions in an organization is in and is used to emphasize their difference to other members of the organization. Some conflicts may occur between laborers in the process of the organization. In a business environment, the colleagues should cooperate so that the tasks are carried out properly. But cooperation isn't confirmed in many situations. People have conflicts instead of working together, that is to say, they work damaging each other, don't cooperate. As Kağıtçıbaşı (1999) stated, in researches carried out, the directors in many companies say that they spend 20% of their time to solve the conflicts in and among the groups. Besides, although the conflicts disappear, the conflicts may continue. Problems among people that arise from the conflicts may go on for years and it can decrease the productivity.

In order to establish a balance among the people working, form true relations

between the managers and the workers, and increase the quality of the duty; the stress should be defined, understood and managed in individual and organizational level. Ertekin (1993)

2.7. REASONS OF STRESS

Stress is a state that occurs when the bodily and physiological limits of a person are forced. Stress, in long period, affects bodily health, physiological health and social health of a person.

2.7.1. Psychological Results

Defects of sleep, chronic anxiety, serious depression periods etc. Stress can decrease productivity, may alienate from social relations, may prevent us to take pleasure of life, and may cause indecision in either important or unimportant topics. It also may cause feelings of worthless, insufficiency, and being left. If one interprets that the death of a beloved or failure as a loss, he will be pessimist and hopeless.

2.7.1.1 Defects of Sleep

Sleep is the most important activity that cannot be given up. When there's a health problem, the sleep is affected, and when there's a defect in problem, the health is also affected.

Whatever the reason is, the smallest change in physiological health of the individual exposes itself as sleep defect. The sleep starts when a mechanism in brain stem makes a move. This mechanism makes a move when the tension in tissues reduces. Unless the tension in tissues reduces, 'being alert' system in brain stem continues, and the person cannot sleep. Tension in tissues doesn't diminish because of two reasons; there are too many cautions from the outer atmosphere (voice, light etc.) or the individual stimulates himself with his own thoughts and when he comes across a biochemical threat and experiences a similar state. Batlaş & Batlaş(2000)

2.7.1.2. Anxiety

“Anxiety means sorrow and grief. The troubles that the pressures in life may cause illness, and it may affect the process of getting better.” (Goleman, 2000, p.223) Generally, negative feelings cause anxiety. The first symptoms of anxiety increase when the one approaches the person that creates anxiety. Anxiety dependent on the state are experienced in these conditions and when the conditions that cause anxiety, the symptoms of it are removed. However, a continual anxiety is a quality that belongs the individual, and it contains the whole life although they are felt more in specific occasions. Baltaş&Batlaş (2000) The anxiety mostly appears in the atmosphere that stress sources are dense. An individual who has stress starts to be anxious. In other words, anxiety and stress have a direct relationship. Artan (1986)

When the uneasy and unpleasant state goes on, the individual is anxious, unhappy and uneasy. Tension can psychologically be seen as uneasiness or anxiety. The person becomes scanty that arises in throat and chest. That feeling may cause you to be anxious, and that may cause a bigger anxiety. People who have chronic tension are in a vicious circle that more anxiety comes after sorrow and fear. Although they are tired, the tension in their muscles prevents them to relax or sleep and causes them to be more exhausted. Graham (1999) Repeating anxiety attacks designate that stress reaches a high level. An example given in lessons at school how anxiety and stress can intensify medical problems is relapsing of gastrointestinal (stomach-intestine) problems of a woman who is always stressed. Goleman (2000)

2.7.1.3. Depression

Depression is a physiological illness. It can be seen in every age, sexual and socio-economical level. The rate of depression, which is a frequently seen illness in the society, changes from 8% to 12% according to the researches carried out. It is seen in women twice more than men. International data points out a modern depression epidemic invasion that spreads through a modern life style. From the beginning of the century, each generation carries a heavier risk of depression than their parents; not only sorrow, but also a weakness, grief, and a dominant hopelessness that can cause apoplexy starts in early ages. Goleman (2000)

Symptoms of Depression: Depression makes life difficult for the individual and his family. Life quality and productivity of the person decreases, he may have social and economical loss. He cannot go to work, even he goes his performance decreases, his relations with his environment spoils, and he has problems with his family.

Collapsed emotional case: is a condition that the person becomes sad, has sorrow and grief. He starts to dislike the things he likes.

Tiredness, lack of energy and exhaustion

Sleep defect: Some patients find it hard to sleep. Some can wake up many times in a single night.

Difficulty in paying attention: The person cannot pay attention to a point or a topic.

Appetite defect: The person has no appetite, loses weight, and loses his taste of the food. In some cases the opposite is seen, he eats a lot. Candansayar(1997)

Losing self-confidence, feeling worthless and guilty: The person finds himself worthless, insufficient, and unsuccessful. He criticizes and blames himself a lot.

Pessimism, hopelessness: The person loses his plans for the future, becomes pessimistic and hopeless. He doesn't want to communicate with people. Littauer (1997)

Increase in drinking alcohol and taking drugs: Depression may appear by psychosocial forces. A hardworking worker may feel exhausted and may not work. He may lose many of his interests. A friendly person may become autistic. A friendly person may behave lukewarm at work in order to escape from his friends. He doesn't like happy people and he may want to be alone not to see them. The agents that create stress may affect neuron improvement in early ages and even many years later, this may cause depression in case of stress. Goleman (2000)

2.7.1.4. Being Exhausted

It was first stated by Freudenberg (1974), and then was defined by Maslach

and Jackson (1981). Being exhausted in individuals arise when individual is emotionally exhausted and insensitive.

“Being exhausted is a state of being emotionally over exhausted due to over working so not fulfilling responsibilities in business.” (Maslach & Jackson, 1981, p. 18)

In another definition, Being exhausted was defined as “the end of personal sources, hopelessness in normal daily events and negativism, running out of energy, a professional autism”(Özer, Ekinçi, 1997, p. 221)”

Edelwich stated that being exhausted syndrome develops step by step, and appears in four steps.

- 1- Exuberance and disappointment
- 2-Becoming dull
- 3-Precaution
- 4-Apathy (insensitiveness, lack of interest). Gökçakan (1999)

Being exhausted shows psychological, philological and behavioral stress reactions. The symptoms of being exhausted can be enumerated as the following.

- ◆Losing sense of humor, forgetting to laugh
- ◆Symptoms of tiredness and tension
- ◆Getting away from social environment, family, colleagues
- ◆Increase in drinking alcohol
- ◆Emotional being exhausted, disappearance of self confidence, depression
- ◆Decrease in business performance, efficiency and productivity, reduce in not irregular attendance to work

2.7.2. Physiological Results

In Archives of Internal Medicine published in 1991, a psychologist from Yale, Bruce Mc Even, went over stress- illness connection, and talked about its many affects: it prevents immunity system so that metastasis speed of cancer accelerates; reduces resistance to virus infections, increase of the plaque formation that causes atherosclerosis (embolism) and increase of blood coagulation that causes myocardial infarcts, accelerates the start of the 1st type diabetes and 2nd type diabetes de-

velopment; starts and makes asthma attacks frequent. Stress also causes ulcer in gastro-intestinal system, and starts intestinal diseases of ulcer colitis and inflamed intestinal diseases. Hippocampus or memory may also be infected in time. According to Mc Even, stressed experiences can cause the nerve system collapse. Stress - infection model is valid for two herpes viruses that cause cold sores in lips and sores in genital parts.

In over intensive business environments, or lives of lonely mothers trying to train their children in intensive pressure, stress and anxiety have physically sly and anatomical affects. For example, a psychologist from Pittsburgh University, Stephen Monack, worked over 30 volunteers. He examined a substance called adenosine triphosphate (ATP) that may be secreted by their thrombosis, and can cause heart attacks or apoplexy in men forcing the volunteers in laboratory environment for a care requiring task. When the men were under stress, their ATP levels went up as well as their pulses and blood pressures.

As seen above, the ones working under stressed conditions have a risky health. When the laborer isn't acknowledged to be right in how to do his duty but expected to have an advanced performance, he is probably under advanced risk. (For example, bus drivers suffer from hypertension rather much.) For example, when 569 patients suffering from cancer were compared to the other group, it was seen that the people telling that many things went rather bad suffered from cancer five and a half times more than the group who didn't have that much stress. Goleman (2000)

2.7.3. Behavioral Results

Stress also affects the behaviors of the individual, and that is, his social life. Smoking and drinking, uneasiness in families, divorces and separations, breaking off friends and social relations, changes in speeches, lack of harmony or failure at work and school, aggressiveness, emotional explosions, overeating or eating too little can be seen.

2.7.3.1. Use of Alcohol, Cigarette and Material

Alcohol reduces stress for some time but the real reason of stress and its s-destructive affect remain the same. Alcohol causes hormones such as hypo cortisone secrete more. Alcohol taken in small amount makes the brain alert. If the brain stays alert for a long time, many illnesses caused by stress arise. Alcohol, at the same time, makes a pressure in cerebral cortex and affects the brain. In excessive consumptions, hallucinations related to psychos, insanity attacks and brain damages occur. Rowshan (1998)

Nicotine in small amounts is a complex matter that is stimulant in small amounts, and sedative in excessive amounts. Many people say that they smoke because they have the habit of smoking. However, anxiety, irritation, stimulant, and need to gain social taste require this habit. In many events, it is seen that people start smoking in order to get rid of anxiety and then they carry on smoking. Anxious and emotionally unbalanced people tend to give excessive reactions to environmental rooted stresses than the balanced people. Have a tendency to smoke a lot when stressed. In addition to the personality, a person smokes abnormally when he is stressed. Graham (1993) Continually smoking and drinking prevents a human being to carry out his responsibilities at home and at work. (Decrease in business performance, irregular attendance to work etc.) Ögel (1998)

2.7.3.2. Industrial Accidents and Education of Accident

Psychological and bodily tiredness as a result of organizational stress reduces the concentration ability of the individual. Thus, the individual may not take necessary precautions. Also, the effects of the work done or excessive work, bodily physical forces may occur and a risk to have accidents may occur. The temperature of the environment may also affect the frequency of accidents, increases in number of accidents in working in the temperatures below 13C° and over 25 C°. Vibrations from physical stress in business place, noise, breeze, and moisture level affect each other and reveal risk of accident. Over working brings physical and physiological tiredness, and not taking necessary precautions bring industrial accidents. Erkan (1989)

2.7.3.3. Irregular Attendance to Work

In business and management fields, the common problems can be defined as irregular attendance to work, that is, the laborer not coming to work. In some definitions, not coming to work in case of a reason such as illness except for holidays can be tolerated, but it is not an accepted case anyway. Eren (1984)

2.8. COPING WITH STRESS

Coping with stress: are emotional, agnostic and behavioral efforts that the individual under stress uses in order to rule the conflicts exceeding its sources and limits. When an organism enters the body, the body starts to defend itself and the illness is only probable when the microorganism wins the war; the individual starts these kinds of defense systems when stress is perceived. Gençtan (1984)

When examined historically, it is seen that coping with stress mechanisms are taken in 5 different views. Şahin & Durak (1995)

1. Subcognitive defense mechanisms that Freud suggested in psychoanalytic theory.
2. Individual sources such as self-confidence, self-efficiency, or inner control that Erikson defined in "approach periods".
3. Problem solving efforts in behavioral movement.
4. A programmed reaction genetically programmed that investigators such as Cannon, Selye, both animals and people show when they get angry.
5. It can be arranged as continually changing, agnostic and behavioral efforts that organism shows when its physio-psychological sources come to an end.

Coping with efforts are classified also as sources, styles and definite efforts. Coping with sources form some parts of the personality such as the problem solving skills, positive conceit concepts and social supports, whereas coping with styles consists of coping with efforts a person uses in time.

These, at the same time, are the reflection of a person, indirectly his values or beliefs. The efforts to cope with them are agnostic or behavioral strategies in a stress constituting state and changes according to stressed event context.

According to empirical studies done, coping with strategies were gathered in two basic categories.

I. Problem Focused Management: Problem focused behaviors include active, logical, coolheaded, conscious efforts to change the condition.

2. Approaches Aimed at Emotions: Generally includes approaches such as agreement, controlling oneself, searching for social support, acceptance. These strategies change according to problems, people and states. They take place nearly in every scale developed in order to measure coping with mechanisms. Skill required for coping with stress, protecting soul and body health, and living productive and fruitful life can be learnt throughout a program.

These are some suggestions to cope with stress.

2.8.1. Breath Education

Taking breath truly should be slow, silent and calm. The body relaxes giving breath. When the oxygen amount increases in body and it reaches every part of the body, it calms down the person reducing the matters (Adrenalin and nor adrenalin) that appear during stress and makes him emotionally balanced. Using the full capacity of the lungs both accelerates the blood circulation and protects the body for the illnesses related with respiration system.

2.8.2. Physical Exercise

Exercise discharges the energy of the body so reduces the physical effects of stress. Having movement this way reduces tension, widens blood vessels, reduces blood pressure and heartbeats, increases the effect of heart-vessel system, reduces cholesterol and carbohydrates in vessels, exercise helps the body waste calories and thus protects the body for the diseases that are caused by being overweight. Regular exercise helps the lungs circulation system work better, strengthens muscles including heart, and resists to the effects of old age. Exercise increases energy levels so it reduces the risk to suffer heart diseases and paralysis. Batlaş & Batlaş (2000)

2.8.3. Sufficient and Balanced Nourishing

Carbohydrate consumption is one of the elements that support physical and physiological health. Especially cereal products, leguminous that aren't refined, natural vegetables and fruit should be eaten. What is more, a balanced nourishing consists of sodium and potassium is necessary. And that requires eating green leafed vegetables full of potassium, bananas, and other fresh fruit. Water is necessary for cleaning of liver and kidneys, arranges digestion, helps eyes and joints work, cleans skin, and it is a stress removing as stress dries the body. Graham (1997)

2.8.4. Time Management

Time management is to control aim and time greeting with needs and desires. For a successful time management, aim should be designated, plan should be made for the aim, plan should be restricted determining its starting and ending time, and the aim should be reached.

Time should be planned and used well in order to cope with stress experienced especially with time pressure. These methods can be used in order to cope with stress as well as the suggestions stated above.

2.8.5. Biofeedback (Biologic Feedback)

It is a method that a human being learns is aware of the normal and abnormal physiological reactions by the help of a device and in an educational program learn to arrange autonomous activities (warmth of body, perspiration secretion etc) in true ways. Biofeedback sets out with the imagination that we have the ability and potential that we affect our automatic functions of our body by our mental power. Baltaş & Baltaş (2000)

2.8.6. Autogenic Training

Autogenic means "creates or arranges himself". The word Autogenic here defines impressive methods in order to balance systems controlling blood circulation, respiration, blood circulation functions that our brain autonomously arranges. Autogenic education, supplies us to control our system relaxing our autonomous nerve system.

2.8.7. Relaxing Education

Relaxation education makes the opposite affect of stress to people under stress. The muscles calm down, respiration becomes slow and intensive, and blood sugar reduces. When relaxation technique is used, psychosomatic stress reaction is prevented.

Relaxation technique also provides mental, perceptual benefits. In individuals educated with this technique, attention widens, ideas become clear, and emotions get sharp.

2.8.8. Meditation

It includes inner intensity and calmness in order to allow the body to rest physically and emotionally. It helps individuals to get away from stressed conditions and reduce stress symptoms. There are different types of meditation. It happens by repeating the word "mantra" for twenty to fifty minutes a day. The individual won't think of anything else than this word.

A relaxing environment, an easy position, and repeated mental stimulant is necessary for meditation, which is a passive state. Meditation is reaching a calmness digressing from anxiety, tension and illusions.

2.8.9. Hydrotherapy (Water Treatment)

Hydrotherapy is a type of treatment that is safe, simple, cheap and requiring very little effort, and it may have a wonderful usage. After a boring business day or a busy athletic study, taking a bath or a shower can refresh many people. Whatever the stress we are coping with is, hydrotherapy will help us to relax. Tepid water calms down the body slowing down the activity of the organs. Ajlan (1997)

2.9. RESEARCHES ABOUT THE TOPIC

2.9.1. Researches Done in Motherland

An original study like ours isn't present in NCTR about this topic.

2.9.2. Researches Done Outside Motherland

In an investigation carried out, **Sowa, Iaudia J. and et al (1995)** investigated Professional Stress in Guidance duty. They make proposals according to the results they get from the inquiry.

Professional Stress Inventory was used in the study. According to the results derived from the research, it was stated that the counselors had professional stress, and the stress level was related with the individual effort and perceptional level in coping with stress.

In the research carried out by **Arslan** in 1995, the stress sources of the teachers were investigated. 275 teachers working in 12 general high schools participated the research. The Organizational Stress Sources Inquiry, prepared by the investigator was used.

These are some of the results derived from the research:

- Teachers find Attitude and Behaviors of Students as the most stressed dimension. The ideas of the teachers in this dimension have differences according to age variant. According to that, the teachers in and under the age of 29 have more stress than the other teachers.
- Teachers have a good deal of stress in the dimensions of Professional Aspect, Attitude and Behaviors of Parents, Organizational Possibilities, Attitude and Behaviors of Directors.
- It was found that the male teachers have more stress only in Professional Guarantee dimension.
- It was seen that in the dimensions of Working Conditions, Advancing and Improvement Facilities, Participating in the Decisions, Relations Among People, Conflict in Roles, Indefiniteness in Role, Type of Inspection and Communication, the teachers were stressed in middle level.

In these dimensions of Conflict in Role and Indefiniteness in Role it is in men's favor; in Auditing Form, for the educational institution the teacher graduated from, the teachers who graduated from schools except teacher training schools have less stress than the teachers who graduated both from teacher training institutions and teacher training faculties.

In the research carried out by **Zoraloğlu** in 1998, The Professional Stress Sources of the Teachers and the Organizational Stress Consequences were examined. In order to signify stress sources, "Minnesota Teacher Tension Inventory Turkish Form" was used. (Açıkgöz, Skovholt and Açıkgöz, 1997) 191 teachers, 60 female, 131 male attended the research.

These are some of the results derived from the investigation:

◆ The teachers see the stress sources in the dimension of "Educational Politics" as the highest level of stress makers in the stress sources. In this dimension seen as the highest stress maker, the items "the government doesn't have a fixed educational program", "the salaries are low", and "being a teacher has a small amount of respect" are perceived as high stress makers.

◆ The lack of interest of the parents-students are the second dimension of the stress makers. In this dimension, the items "the lack of interest of the parents" and "the lack of interest of the students" are seen as high stress makers.

The commonly observed behaviors according to the teachers for organizational consequences, caused by stress, are "working perior." (the items in the dimension of leaving school.)

In a study done by **Gökçakan** and **Özer** in 1999 all around Turkey, "Being exhausted" levels of 595 counselor teachers working in Guidance and Research Center and School, Guidance and Psychological Counseling Services were investigated. The data was gathered by Maslach Being Exhausted Inventory. In the analysis of the data, t-test and chi square test were used.

As a result of the analysis, the highest being exhausted level of the counselor teachers was seen as "personal failure", and emotional being exhausted followed it.

When the dispersion of the points the counselor teachers who indicating being exhausted get from the inventory are investigated, it is seen that most of male and female counselor teachers (90% of female, 79% of male) have personal failure in middle level. It was seen that emotional being exhausted was meaningfully higher in female counselor teachers than male counselor teachers according to sex variant, but a meaningful difference wasn't seen in personal failure.

Arway-Marla-J. (2001) dealt with the last investigation and literature about the second traumatic stress topic among Trauma Counselors in the article they published. The researches show that the counselors working in trauma field are exposed to threat and criticism.

Paksoy investigated that "Stress reasons" of 67 counselor teachers working in Erzurum in 2003. The data was gathered by Batlaş Stress Source Scale and Personal Information Form. In the analysis of the data, t-test and chi square test were used.

Two general results were reached in the investigation.

In the first general result of the investigation, it was seen that the business stress of the women were more than the men, the social stress of the married teachers were more than the single teachers.

It was seen that the counselor teachers working in secondary schools were more stressful than the counselor teachers working in primary schools.

It was stated that the female counselor teachers were more stressed than the male counselor teachers in interpreting themselves, and married counselor teachers were more stressed than the single counselor teachers in business stress.

Depending on the question "what are the factors that affect the counselor teachers' professional lives negatively?", it was seen that the most important factors that affect the counselor teachers were the teachers and the administrators not having efficient knowledge about guidance (81%), the teachers and the administrators behaving unwilling in guidance (76%), the social environment in guidance (administration, teacher, parents, students, personnel etc) in psychology and psychological health) (72%).

PART 3

METHOD

In this part, the method of the investigation, the group of the investigation, data analysis techniques, data collection tools were taken into consideration.

3.1. THE METHOD OF THE INVESTIGATION

This investigation is a descriptive hatching investigation. It aims to explain the relations between the variants of counsellor teachers according to their age, sexuality, martial status, citizen, whether they work in public or private institutions.

3.2. THE GROUP OF THE INVESTIGATION

Counsellor teachers working in public and private institutions of NCTR Ministry of Education and Culture in 2004-2005 educational year form the universe of this investigation.

Although there were 72 counsellor teachers connected with Ministry at the investigation period, 5 teachers couldn't be connected because of health, permission and other reasons, 67 teachers could be reached.

Our investigation was carried out in direction of permission taken from department directorates, and inquiries were given to counsellor teachers visiting them in their schools.

3.3. DATA ANALYSIS TECHNIQUES

The data derived from the scales used in the study were analysed using SSPS for Windows 13.0 statistical programme. Assistant Serkan Denizli, Ege University Faculty of Training Educational Studies Department, analysed the data.

Statistical techniques were used in order to analyse the data, each technique was explained through the findings related.

- 1) Average
- 2) Standard Deviation

- 3) Frequency and Percentage
- 4) Variance Analysis
- 5) Scheffe Test

3.4. DATA COLLECTION TOOLS

The validity of the findings derived from this investigation is firstly due to the method used. In our investigation; stress source scale that Baltaşlar prepared after long period researches was use.

In this investigation, Stress Source Scale (Baltaş & Baltas, 1993) was used in order to establish the stress sources; Personal Information Form was used in order to get employee information.

3.4.1. Stress Source Scale

Stress source scale that we use in our investigation has 43 items. Stress source scale of Baltaşlar has 14 **social stress** (10, 19, 21, 23, 24, 25, 27, 28, 29, 30, 31, 36, 37, 38), 8 **interpreting oneself stress** (2,3,12,13,14,22,35,39), 12-business **stress** (4,6,7,8,9,11, 15,16,18,20,26,32), 3 **stress about physical environment** (34,40,41) items.

Some items deals up with two dimensions of stress.

Social stress + 1 item about interpreting oneself (1)

Business stress + 2 items about social stress (5,17)

Business stress + 2 items about interpreting oneself (33)

Physical environment – 2 items about interpreting (42,43)

3.4.2. Evaluation of Stress Source Scale

Stress source scale is fivefold liker type scale. 1 point was evaluated as never, 2 points rarely, 3 points sometimes, 4 points always; and each dimension was pointed

individually.

In the stress source scale of Baltaşlar, who are two specialist psychologists, stress givers were gathered in four main groups. Social stress givers result from relations among people, business stress givers result from business life, physical environment stress givers result from the physical features of environment concerning noise and air pollution, interpreting oneself stress givers result from interpreting one's own emotions and knowledge.

3.4.3. Grading Stress Dimensions

Grading Social Stress Donors

Between 85-60 points (almost likely to improve an illness related with social stress)

Between 59-40 points (tends to improve an illness related with social stress)

Between 39-25 points (possible to improve an illness related with social stress)

Between 24-17 points (doesn't have a risk to improve an illness related with social stress)

Grading Stress Donors About Job

80-60 points (almost likely to improve an illness related with business stress)

Between 59-40 points (tends to improve an illness related with business stress)

Between 39-25 points (possible to improve an illness related with business stress)

Between 24-15 points (doesn't have a risk to improve an illness related with business stress)

Grading Stress Donors That Arise From Interpreting Oneself

Between 50-35 points (almost likely to improve an illness related with interpreting himself)

Between 34-25 points (tends to improve an illness related with interpreting himself)

Between 24-15 points (possible to improve an illness related with interpreting himself)

Between 14-10 points (doesn't have a risk to improve an illness related with interpreting himself)

himself)

Grading Stress Donors of Physical Environment

Between 25-18 points (almost likely to improve an illness related with physical environment)

Between 17-13 points (tends to improve an illness related with physical environment)

Between 12-8 points (possible to improve an illness related with physical environment)

Between 7-5 points (doesn't have a risk to improve an illness related with physical environment)

As seen above, the maximum point that can be gathered from social stress givers is 85, from business stress givers 80, from interpreting oneself 50, from the point of view of physical environment 25.

PART 4

FINDINGS AND COMMENTS

In this part, findings derived as a result of analysis using the methods and techniques signified in the method part of this study were presented according to the order of lower problems of our study.

4.1. FINDINGS RELATED TO THE STRESS LEVELS OF COUNSELOR TEACHERS

As explained in method part; 13 (19%) of the 67 counselor teachers, it was seen that the 1st group was in the (doesn't carry risk of threat of health) level. 32 (48%) people, the 2nd group, were seen to be in (are possible to be ill) level; 21 (31%), 3rd group, were in (tend to be ill) level. 1 (2%) person was in the 4th group, was seen to be (is likely to be ill) level.

In business stress in stress source scale, it was seen that 13 (19%) of the counselor teachers were in the 1st group, (doesn't carry risk of threat of health) level, 38 (57%) of them, the 2nd group, were seen to be in (are possible to be ill) level; 16 (24%) of them, 3rd group, were in (tend to be ill) level.

In interpreting oneself stress dimension; 4 (6%) counselor teachers were in the 1st group, (doesn't carry risk of threat of health), 28 (42%) of them the 2nd group, were seen to be in (are possible to be ill) level, 27 (40%) of them were seen to be in 3rd group, were in (tend to be ill) level, 8(12%) of them were in 4th group, was seen to be (is likely to be ill) level.

In physical environment stress dimension; 29 (43%) of the teachers were in the 1st group, (doesn't carry risk of threat of health), 26 (39%) of them were in the 2nd group (are possible to be ill), 10 (15%) of them, 3rd group, were in (tend to be ill) level, 2 (3%) of them were in 4th group, was seen to be (is likely to be ill) level.

4.2. FINDINGS AND COMMENTS RELATED TO THE INVESTIGATION OF STRESS SEEN IN COUNSELOR TEACHERS REGARDING DIFFER-

ENT VARIANTS

Stress seen in the counselor teachers were examined through sexuality, martial status, citizenship, the institution they work in, public – private sector, age variants. The findings derived were given above in order.

4.2.1. Findings and Comments of Stress Related to Sexuality Variant

One sided variance analysis was used in order to determine whether the stress sources of the counselor teachers had meaningful difference according to their sexuality. Average and standard sapma of the stress sources points of counselor teachers were given in Table-1.

Table-1
Average and Standard Sapma of the Stress Source of the Counselor Teachers
Due to Sexuality

STRESS SOURCE		n	\bar{X}	Ss
Sosyal Stres	Kadın	40	36,8250	10,06616
	Erkek	27	31,6667	10,97900
	Toplam	67	34,7463	10,67047
Kendini Yo- rumlama	Kadın	40	27,2250	7,15931
	Erkek	27	22,6667	7,07651
	Toplam	67	25,3881	7,42223
İşle İlgili	Kadın	40	34,1250	8,28712
	Erkek	27	30,2593	9,64601
	Toplam	67	32,5672	8,99364
Fiziksel Koşullar	Kadın	40	9,9500	4,52883
	Erkek	27	8,3333	3,79271
	Toplam	67	9,2985	4,29240

As seen in the table, in evaluating the test subjects of stress sources points; in social stress source, the average of women was 36,8250, the average of men 31,6667, in interpreting oneself source, the average of women was 27,2250, men 22,6667, in the source related with business women 34,1250, men 30,2593. In physical conditions, the average of women was 9,9500, men 8,3333.

Tablo-2

**Variance Analysis Results of Average and Standard Sapma of the Stress Source
of the Counselor Teachers Due to Sexuality**

VARYANS KAYNAĞI		KT	SD	KO	F	ÖNEM DENETİMİ
Social Stress	Among Groups	428,912	1	428,912	3,935	FARK ÖNEMSİZ
	Inside Groups	7085,775	65	109,012		
	Total	7514,687	66			
Interpreting Oneself	Gruplar Arası	334,935	1	334,935	6,595	FARK ÖNEMLİ p< .05
	Gruplar İçi	3300,975	65	50,784		
	Toplam	3635,910	66			
About Work	Gruplar Arası	240,888	1	240,888	3,072	FARK ÖNEMSİZ
	Gruplar İçi	5097,560	65	78,424		
	Toplam	5338,448	66			
Physical Condi- tions	Gruplar Arası	42,130	1	42,130	2,333	FARK ÖNEMSİZ
	Gruplar İçi	1173,900	65	18,060		
	Toplam	1216,030	66			

When the social stress lower scale was examined through social stress source, it was seen that the difference among men and women was meaningless. ($F(1, 65) = 3,935$, $p > .05$)

When the social stress lower scale was examined through sex variant, a meaningful difference was seen between men and women. ($F(1, 65) = 6,595$, $p < .05$). The stress sources interpretation of women about stress sources points average ($\bar{X} = 27,2250$, $SS = 7,15931$) was meaningfully higher than the men's ($\bar{X} = 22,6667$, $SS = 7,07651$).

This finding shows that female counselor teachers are more stressed about interpreting themselves than male counselor teachers. This may be because female self – interrogate themselves.

When the difference in social stress lower scale points was examined through sex (F

(1,65=3,072, $p>.05$) and physical conditions (F (1,65=2,333, $p>.05$) variant, it was seen that there wasn't a meaningful difference between men and women.

4.2.2. Findings and Comments of Stress Related to Martial Status Variant

One sided variance analysis was used in order to determine whether the stress sources of counselor teachers have a meaningful difference or not. One teacher was divorced so was added to the single teachers group. The average and standard sapma points of the stress sources of counselor teachers according to their martial status was given in Table-3.

Tablo-3

Variance Analysis Results of Average and Standard Sapma of the Stress Source of the Counselor Teachers Due to Martial Status

STRESS SOURCE		n	\bar{X}	Ss
Sosyal Stres	Evli	28	34,4286	11,24616
	Bekar	39	34,9744	10,38087
	Toplam	67	34,7463	10,67047
Kendini Yo- rumlama	Evli	28	23,6786	6,59996
	Bekar	39	26,6154	7,81232
	Toplam	67	25,3881	7,42223
İşle İlgili	Evli	28	32,5357	8,73258
	Bekar	39	32,5897	9,28983
	Toplam	67	32,5672	8,99364
Fiziksel Koşullar	Evli	28	8,8214	3,94456
	Bekar	39	9,6410	4,54502
	Toplam	67	9,2985	4,29240

As seen in the table, the social stress sources of the test subjects according to their martial status were examined; the average of the married ones is 34,4286, the average of the single ones is 34,9744, in interpreting oneself, the married ones 23,6786, the single ones 26,6154, in the source related with job the married ones 32,5357, the single ones 32,5897. In physical conditions the average of the married ones is

8,8214, the single ones 9,6410.

Tablo-4
One Sided Variance Analysis Results of Average Points of Stress Sources of
Counselor Teachers Due to Their Martial Status

VARIANCE SOURCE		KT	SD	KO	F	IMPORTANCE SUPERVISION
Sosyal Stres	Gruplar Arası	4,855	1	4,855	,042	DIFFERENCE MEANINGLESS
	Gruplar İçi	7509,832	65	115,536		
	Toplam	7514,687	66			
Kendini Yo- rumlama	Gruplar Arası	140,573	1	140,573	2,614	DIFFERENCE MEANINGLESS
	Gruplar İçi	3495,338	65	53,774		
	Toplam	3635,910	66			
İşle İlgili	Gruplar Arası	,048	1	,048	,001	DIFFERENCE MEANINGLESS
	Gruplar İçi	5338,400	65	82,129		
	Toplam	5338,448	66			
Fiziksel Koşullar	Gruplar Arası	10,948	1	10,948	,591	DIFFERENCE MEANINGLESS
	Gruplar İçi	1205,082	65	18,540		
	Toplam	1216,030	66			

A meaningful difference wasn't found in social stress ($F(1,65)=,042, p>,05$), interpreting oneself ($F(1,65)=2,614, p>,05$), about job ($F(1,65)=,001, p>,05$), physical conditions ($F(1,65)=,591, p>,05$) according to martial status of counselor teachers.

4.2.3. Findings and Comments of Stress Related to Citizenship Variant

One sided variance analysis was used in order to determine whether the stress sources of the counselor teachers differ according to their citizenship. The average and stan-

dard sapma of counselor teachers according to their citizenship was given in Table 5.

Tablo-5

Variance Analysis Results of Average and Standard Sapma of the Stress Source of the Counselor Teachers Due to Their Citizenship

STRESS SOURCE		N	\bar{X}	Ss
Sosyal Stres	T.C	22	31,2727	11,55600
	KKTC	45	36,4444	9,90307
	Toplam	67	34,7463	10,67047
Kendini Yo- rumlama	T.C	22	22,3636	6,99350
	KKTC	45	26,8667	7,24443
	Toplam	67	25,3881	7,42223
İşle İlgili	T.C	22	29,2727	9,34616
	KKTC	45	34,1778	8,45923
	Toplam	67	32,5672	8,99364
Fiziksel Koşullar	T.C	22	7,5455	3,60855
	KKTC	45	10,1556	4,37428
	Toplam	67	9,2985	4,29240

As seen in Table 5, the stress sources of the test subjects were examined according to their citizenship. The average of the Cypriots was 36,4444, the Turks 31,2727, in the evaluating oneself source the average of the Cypriots was 26,8667, the Turks 22,3636, in the source related with job the Cypriots 34,1778, Turks 29,2727. in physical conditions the Cypriots 10,1556, Turks 7,5455.

Tablo-6

One Sided Variance Analysis Results of Average Points of Stress Sources of Counselor Teachers Due to Their Citizenship

VARIANCE SOURCE	KT	SD	KO	F	IMPORTANCE INSPECTION
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Sosyal Stres	Gruplar Arası	395,212	1	395,212	3,608	DIFFERENCE MEANINGLESS
	Gruplar İçi	7119,475	65	109,530		
	Toplam	7514,687	66			
Kendini Yo- rumlama	Gruplar Arası	299,620	1	299,620	5,837	FARK ÖNEMLİ $p < .05$
	Gruplar İçi	3336,291	65	51,328		
	Toplam	3635,910	66			
İşle İlgili	Gruplar Arası	355,506	1	355,506	3,608	FARK ÖNEMLİ $p < .05$
	Gruplar İçi	4982,941	65	76661		
	Toplam	5338,448	66			
Fiziksel Koşullar	Gruplar Arası	100,664	1	100,664	5,866	FARK ÖNEMLİ $p < .05$
	Gruplar İçi	1115,366	65	17,159		
	Toplam	1216,030	66			

When the difference between the social stress sources points of counselor teachers according to their citizenship, it was seen that there wasn't a meaningful difference between the Cypriots and Turks. ($F(1, 65)=3,608, p>.05$)

When the difference between the social stress sources points of counselor teachers according to their evaluating themselves lower scale, a meaningful difference was seen between the Cypriots and Turks. ($F(1, 65)=5,837, p<.05$), the average points of Cypriots ($\bar{X}=26,8667, SS=7,24443$) according to their interpretation of themselves were meaningfully higher than the Turks ($\bar{X}=22,3636, SS=6,99350$).

When the difference between the social stress sources points of counselor teachers according to their jobs lower scale, a meaningful difference was seen between the Cypriots and Turks. ($F(1,65)=3,608, p<.05$). The average stress sources of the Cypriots about their jobs ($\bar{X}=34,1778, SS=8,45923$) were meaningfully higher than the Turks ($\bar{X}=29,2727, SS=9,34616$).

When the difference between the social stress sources points of counselor teachers according to the physical conditions lower scale, a meaningful difference was seen between the Cypriots and Turks. The average stress sources of the Cypriots about the

physical conditions ($F(1,65)=5,866, p<, 05$) were meaningfully higher than the Turks ($\bar{X}=7,5455, SS=3,60855$).

These findings show that the stress of the Cypriot teachers about interpreting oneself, physical conditions and conditions about job are more than the Turkish teachers. This difference may have various reasons, but the meaningful difference in low scales that are affected directly from the arrangements about work probably arise from indefiniteness in subjects under discussion. Not making the subjects under discussions such as professional limitations, arrangements, office conditions create indefiniteness and a state of not knowing what to do. Indefiniteness is known to be a serious stress source. The findings above show that there isn't a difference between Cypriot and Turkish teachers.

4.2.4. Findings and Comments of Stress Related to Business Place Variant

Counselor teachers in North Cyprus Turkish Republic work in primary schools, secondary schools, and psychological counselor and guidance department. We included these four groups into our research. But the teachers working in primary schools and psychological counselor and guidance department are small in number so we evaluated only the secondary school and high school teachers.

One sided variance analysis was used in order to determine whether stress sources of counselor teachers have a meaningful difference according to the institution they work in or not. The average and standard sapma of the points of the working place of the counselor teachers are given in Table 7.

Tablo-7

Variance Analysis Results of Average and Standard Sapma of the Stress Source of the Counselor Teachers Due to the Place They Work

STRESS SOURCE	N	\bar{X}	Ss
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Sosyal Stres	Ortaokul	20	33,3500	8,22880
	Lise	31	36,0323	11,10100
	Toplam	51	34,9804	10,07073
Kendini Yo- rumlama	Ortaokul	20	24,7500	7,30447
	Lise	31	26,0645	6,84561
	Toplam	51	25,5490	6,98660
İşle İlgili	Ortaokul	20	32,9000	8,81924
	Lise	31	33,0000	7,96660
	Toplam	51	32,9608	8,22426
Fiziksel Koşullar	Ortaokul	20	9,1000	3,83849
	Lise	31	9,7742	4,69546
	Toplam	51	9,5098	4,35143

As seen in the table in evaluating social stress sources of the test subjects, the average of the teachers working in secondary schools is 33,3500, the average of the teachers working in high schools is 36,0323, in interpreting themselves the average of the ones working in secondary schools is 24,7500, the average of the teachers working in high schools is 26,0645, in the sources about job the average of secondary school teachers is 32,9000, high school teachers 33,0000, in physical conditions the average of secondary school teachers is 9,1000, high school teachers 9,7742.

Tablo-8

**One Sided Variance Analysis Results of Average Points of Stress Sources of
Counselor Teachers Due to the Place They Work**

VARIANCE SOURCE	KT	SD	KO	F	ÖNEM DENETİMİ
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Tablo-8'in Devamı

Sosyal Stres	Gruplar Arası	87,463	1	87,463	,860	DIFFERENCE
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	Gruplar İçi	4983,518	49	101,704		MEANINGFUL $p < .05$
	Toplam	5070,980	50			
Kendini Yo- rumlama	Gruplar Arası	21,006	1	21,006	,425	DIFFERENCE MEANINGLESS
	Gruplar İçi	2419,621	49	49,380		
	Toplam	2440,627	50			
İşle İlgili	Gruplar Arası	,122	1	,122	,002	DIFFERENCE MEANINGLESS
	Gruplar İçi	3381,800	46	69,016		
	Toplam	3381,922	50			
Fiziksel Koşullar	Gruplar Arası	5,526	1	5,526	,288	DIFFERENCE MEANINGLESS
	Gruplar İçi	941,219	49	19,209		
	Toplam	946,745	50			

A meaningful difference was seen between high school and secondary school teachers according to the school they work in variant in social stress lower source. ($F(1, 65) = 860, p < .05$). The average of stress sources points related to social stress in high school teachers is ($\bar{X} = 36,0323, SS = 11,10100$) meaningfully higher than the secondary school teachers ($\bar{X} = 33,3500, SS = 8,22880$).

It is thought that the difference is because of the age levels of the students, managerial differences, and social perception of the schools they work in of the counselor teachers working in high schools.

There isn't a meaningful difference according to interpreting oneself variant according to the school they work ($F(1,65) = 425, p > .05$), about job ($F(1,65) = 002, p > .05$), physical conditions ($F(1,65) = 288, p > .05$) in counselor teachers.

4.2.5. Findings and Comments of Stress Related to Whether They Work in Official or Public School

One sided variance analysis was used in order to determine whether stress sources of counselor teachers have a meaningful difference according to the institution they

work is public or private school. The average and standard sapma of the points of the counselor teachers are given in Table 9.

Tablo-9

Variance Analysis Results of Average and Standard Sapma of the Stress Source of the Counselor Teachers Due to Whether They Work in Official or Public School

STRES KAYNAĞI		N	\bar{X}	Ss
Sosyal Stres	Resmi	58	34,1897	11,20848
	Özel	9	38,3333	5,24404
	Toplam	67	34,7463	10,67047
Kendini Yo- rumlama	Resmi	58	24,6034	7,13022
	Özel	9	30,4444	7,68295
	Toplam	67	25,3881	7,42223
İşle İlgili	Resmi	58	31,6034	8,95787
	Özel	9	38,7778	6,74125
	Toplam	67	32,5672	8,99364
Fiziksel Koşullar	Resmi	58	9,2931	4,37701
	Özel	9	9,3333	3,93700
	Toplam	67	9,2985	4,29240

As seen in the table, in evaluating the stress source points whether the school they work in is private or public, the average of the ones working in public school is 34,1897, the average of the ones working in private is 38,3333, in interpreting one-self the average of the ones working in public school is 24,6034, the average of the ones working in private is 30,4444, in sources about work isle the average of the ones working in public school is 31,6034, the average of the ones working in private is 38,7778, in physical conditions the average of the ones working in public school is 9,2931, the average of the ones working in private is 9,3333.

Tablo-10

**One Sided Variance Analysis Results of Average Points of Stress Sources of
Counselor Teachers Due to Whether They Work in Official or Public School**

VARYANS KAYNAĞI		KT	SD	KO	F	ÖNEM DENETİMİ
Sosyal Stres	Gruplar Arası	133,773	1	133,773	1,178	FARK ÖNEMSİZ
	Gruplar İçi	7380,914	65	113,553		
	Toplam	7514,687	66			
Kendini Yo- rumlama	Gruplar Arası	265,809	1	265,809	5,127	FARK ÖNEMLİ p< .05
	Gruplar İçi	3370,102	65	51,848		
	Toplam	3635,910	66			
İşle İlgili	Gruplar Arası	401,013	1	401,013	5,279	FARK ÖNEMLİ p< .05
	Gruplar İçi	4937,435	65	75,361		
	Toplam	5338,448	66			
Fiziksel Koşullar	Gruplar Arası	,013	1	,013	,001	FARK ÖNEMSİZ
	Gruplar İçi	1216,017	65	18,708		
	Toplam	1216,030	66			

A meaningful difference wasn't found whether the schools the teachers work is private or private according to social stress ($F(1,65)=1,178$, $p>,05$), physical conditions ($F(1,65)=,001$, $p>,05$).

A meaningful difference was seen between high school and secondary school teachers according to the school they work is public or public school variant in interpreting oneself lower source. ($F(1,65)=5,127$, $p<,05$). In private sector, the average of the stress source points according to interpreting oneself is ($\bar{X}=30,4444$, $SS=7,68295$) meaningfully higher than the public school teachers ($\bar{X}=24,6034$, $SS=7,13022$).

A meaningful difference was seen between the public school and private school teachers according to the lower scale points about work. ($F(1,65) = 5,279$, $p < .05$). The average of the stress points about work of the teachers working in private school ($\bar{X} = 38,7778$, $SS = 6,74125$) is meaningfully higher than the ones working in public schools ($\bar{X} = 31,6034$, $SS = 8,95787$).

As seen above, the teachers working in private schools are more stressed in interpreting themselves and about work.

Its reasons are thought to be the expectations from the colleagues, making use of them at most, working overtime, and having different duties (giving philosophy lessons as well).

4.2.6. Findings and Comments of Stress Related to Age Variant

One-sided variance analysis was used in order to examine whether the stress sources differ according to the ages of the counselor teachers. There are few students over the age of 46 so they were added to age group of 36-45. The average and standard sapma of points according to the ages of counselor teachers were given in table 11.

Tablo-11

Variance Analysis Results of Average and Standard Sapma of the Stress Source of the Counselor Teachers Due to Their Ages

STRES KAYNAĞI		N	\bar{X}	Ss
Sosyal Stres	21-30	32	35,8750	8,19422
	31-35	20	31,1500	10,51453
	36 ve üstü	15	37,1333	14,51042
	Toplam	67	34,7463	10,67047

Tablo-11'in Devamı

Kendini ruhlama	Yo-	21-30	32	27,5938	7,34346
		31-35	20	22,9000	6,31539

	36 ve üstü	15	24,0000	8,00892
	Toplam	67	25,3881	7,42223
İşle İlgili	21-30	32	35,0313	7,87599
	31-35	20	28,8000	8,93603
	36 ve üstü	15	32,3333	10,06881
	Toplam	67	32,5672	8,99364
Fiziksel Koşullar	21-30	32	9,1873	3,41191
	31-35	20	9,3000	5,50693
	36 ve üstü	15	9,5333	4,45400
	Toplam	67	9,2985	4,29240

When the homogeneous of the variants are examined with Levene test, it is found out that meaningfulness level, social stress, interpreting oneself, and physical conditions .193, .552, .280, and 223, $p < ,05$ is found and it is seen that variants are homogeneous.

Tablo-12

One Sided Variance Analysis Results of Average Points of Stress Sources of Counselor Teachers Due to Their Ages

VARYANS KAYNAĞI		KT	SD	KO	F	ÖNEM DENETİMİ
Sosyal Stres	Gruplar Arası	384,903	2	192,452	1,728	FARK ÖNEMSİZ
	Gruplar İçi	7129,783	64	111,403		
	Toplam	7514,687	66			
Kendini Yo-rumlama	Gruplar Arası	308,392	2	154,196	2,966	FARK ÖNEMSİZ
	Gruplar İçi	3327,519	64	51,992		

Tablo-12'nin Devamı

	Toplam	3635,910	66			
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İşle İlgili	Gruplar Arası	478,946	2	239,473	3,154	FARK ÖNEMLİ p< .05
	Gruplar İçi	4859,502	64	75,930		
	Toplam	5338,448	66			
Fiziksel Koşullar	Gruplar Arası	1,222	2	,611	,032	FARK ÖNEMSİZ
	Gruplar İçi	1214,808	64	18,981		
	Toplam	1216,030	66			

A meaningful difference was seen between the lower scale points according to age variant of counselor teachers. ($F(2,64) = 3,154, p < .05$)

A meaningful difference wasn't found between social stress ($F(2,64) = 1,728, p > .05$) interpreting oneself ($F(2,64) = 2,966, p > .05$), physical conditions ($F(2,64) = ,288, p > .05$) according to age variant.

Tablo-13

**Scheffé Test Results Done in Order to Determine the Difference Among Groups
As a Result of One Sided Variance Analysis Results of Average Points of Stress
Sources of Counselor Teachers Due to Their Ages**

INDEPENDENT FACTOR			Difference of Averages	Standard Error	P
(I) Age	(II) Age				
Sosyal Stres	21-30	31-35	4,7250	3,00857	,298
		36 and more	-1,2583	3,30276	,930
	31-35	21-30	-4,7250	3,00857	,298
		36 ve Üstü	-5,9833	3,60514	,260
	36 ve Üstü	21-30	1,2583	3,30276	,930
		31-35	5,9833	3,60514	,260

Tablo-13'ün Devamı

Kendini Yo- rumlama	21-30	31-35	4,6938	2,05533	,082
		36 ve Üstü	3,5938	2,25631	,288
	31-35	21-30	-4,6938	2,05533	,082
		36 ve Üstü	-1,1000	2,46288	,905

	36 ve Üstü	21-30	-3,5938	2,25631	,288	
		31-35	1,1000	2,46288	,905	
İşle İlgili	21-30	31-35	6,2312	2,48381	,050	*
		36 ve Üstü	2,6979	2,72668	,615	
	31-35	21-30	-6,2312	2,48381	,050	
		36 ve Üstü	-3,5333	2,97632	,498	
	36 ve Üstü	21-30	-2,6979	2,72668	,615	
		31-35	3,5333	2,97632	,968	
Fiziksel Koşullar	21-30	31-35	-,1125	1,24187	,996	
		36 ve Üstü	-,3458	1,36330	,968	
	31-35	21-30	,1125	1,24187	,996	
		36 ve Üstü	-,2333	1,48812	,988	
	36 ve Üstü	21-30	,3458	1,36330	,968	
		31-35	,2333	1,48812	,988	

Scheffe test was applied in order to determine the source of the difference. As a result of Scheffe test, a meaningful difference was seen between age group of 21-30 and age group of 31-35 according to stress source about work.

4.3. QUALITATIVE FINDINGS RELATED TO THE FACTORS THAT AFFECT THE PROFESSIONAL LIVES OF COUNSELOR TEACHERS NEGATIVELY

The 7th item was set in order to take opinions of the counselor teachers about the difficulties they face. The difficulties and problems written were gathered in 5 main topics by the investigator. These are subjects under discussion, rigging, student, management, and long working hours.

The difficulties faced in the field were enumerated in Table 14 according to the density the counselor teachers stated them.

Tablo-14

Qualitative Findings Related to the Factors That Affect the Professional Lives of the Counselor Teachers

Item		f	%
1	Subjects under discussion	31	79
2	Rigging	18	46
3	Student	12	31
4	Management	8	21
5	Long working hours	1	3

It was seen that the most important three reasons that the counselor teachers signified were subjects under discussion, (79%), rigging (46%), and number of students (31%).

Subjects under discussion were signified as the first stress source that affect the experiences, and that means either the counselor teachers aren't interested in their own titles, essential character rights, roles and responsibilities or they are insufficient in these. This is an important stress source and it prevents the productivity.

The factor that affect as the second negative factor was not having a working room, and even not having necessary tools and devices (computer, internet, air conditioner, telephone, photocopying facilities)

PART 5

GENERAL RESULTS AND SUGGESTIONS

In this study, the stress reasons of the counselor teachers were taken into consideration. In this study, what the stress sources the counselor teachers are and whether these sources show a difference according to sexuality, martial status, citizenship, institution, working in public or private institution or not and sexuality or not have been investigation.

A meaningful difference wasn't determined between men and women in stress sources in sexuality, according to the job and physical conditions. However, a meaningful difference was seen between women and men in sexual stress sources according to interpreting themselves.

A meaningful difference wasn't seen according to stress sources in martial status.

Counselor teachers, when compared according to their citizenships, the Cypriot teachers are more stressed in interpreting themselves, about job and physical conditions than Turkish teachers, but a difference wasn't seen according to social stress.

A meaningful difference wasn't seen according to the institution the counselor teachers work in variant in stress sources of interpreting themselves, about jobs and physical sources, the high school teachers have more social stress than the secondary school teachers.

Private school counselor teachers are more stressed than the public school counselor teachers according to stress in interpreting themselves and about jobs when compared according to working in public or private school variant. A meaningful difference wasn't seen according to physical conditions and social stress.

A meaningful difference wasn't seen from the point of the stress sources in counselor teachers according to social stress, interpreting oneself, and physical conditions.

However, the stress related with the job was seen to be different, and a difference was seen between age groups of 21-30 and 31-35 as a result of Scheffe test results.

The most important suggestions were seen as subjects under discussion (79%), rigging (46%), and number of students (31%) according to the answers given to the question "what are the problems that affect your professional studies?" in the 7th item of the information form.

The suggestions above were done according to the investigation results.

- 1- When it is thought that the counselor teachers cannot do their duties in case of dense stress, the counselor teachers should be informed in the topic of stress, and they should be helped in emergency cases. The counselor teachers should be encouraged to get some seminars when they start work. The experienced teachers should help them, they should be provided supervision, conferences, and meetings can be efficient in this topic.
- 2- Counsellorship and Guidance Service should be actively communicating with the counselor teachers at schools.
- 3- The topics under discussion should be arranged according to contemporary examples.
- 4- The directors and directors should be by in service courses in counsellorship subject.
- 5- The counselor teachers should be supported by in service courses by Ministry of Education and Culture in order to increase the knowledge levels.
- 6- New researches interrogating in which sources the stresses of Cypriot counselor teachers about job and physical conditions are based on.
- 7- New researches interrogating in which sources the stresses of counselor teachers working in private schools in interpreting oneself and about job are based on can be done.

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APPENDIX

APPENDIX-1. Personal Knowledge Form

APPENDIX -2. Stress Source Scale

APPENDIX-3. The approval so that this research should be done given by NCTR Ministry of Education and Culture.

APPENDIX -4. The approval so that this research should be done given by Ministry of Education and Culture General Secondary Education Department Administration.

APPENDIX -5. The approval so that this research should be done given by Ministry of Education and Culture Professional Technical Department Administration.

APPENDIX- 1

PERSONAL KNOWLEDGE FORM

EXPLANATION: Dear counsellor teacher, this inquiry is a basic aim of an investigation in order to determine knowledge about your socio-economic and individual identity.

The basic knowledge that will be derived will form the basic of the investigation we are working on.

You needn't write your name in this inquiry. For that reason, please be sincere.

Your ideas are important for us. Thank you for participating.

1. Your age. ☐ 21-30 ☐ 31-35 ☐ 36-45 ☐ 46 and more
2. Your sexuality. ☐ M ☐ F
3. Your citizenship. ☐ NCTR ☐ TR
4. Your martial status.
☐ Single ☐ Married ☐ Divorced
5. The school you work in.
☐ RAM ☐ Primary school ☐ Secondary school ☐ High school
6. Your institution. ☐ Official ☐ Private
7. What are the problems that affect you negatively in your professional work, please notify.

APPENDIX- 2

BALTAŞ STRESS SOURCE SCALE

The states below are stress giving daily states. Read them and put a cross to the left of the line that is appropriate for you. Then, go back to the choices that you chose and choose the frequency number of these choices.

The symbols in the parentheses below determine all the donors. P (Physical environment stress givers), S (Social stress givers), W (Stress givers at work) and SI (Stress givers caused by self identification). Explanation of frequency degrees: 1= Never, 2= Seldom, 3= Sometimes, 4= Frequently, 5= Always.

1. I become uncomfortable meeting foreigners. (S)/ (SI)
1 2 3 4 5
2. I become uncomfortable talking in front of a group (SI)
1 2 3 4 5
3. I feel doubt that I can confirm my wishes. (SI)
1 2 3 4 5
4. The people I work with don't have an idea about the work I do. (İ)
1 2 3 4 5
5. I have divergences with my superiors. (İ)/ (S)
1 2 3 4 5
6. The ones who have conflicts with each other affect me badly. (İ)
1 2 3 4 5
7. I believe myself in "Management". (İ)
1 2 3 4 5
8. My duty of "Management" prevents me demanding new requests. (İ)
1 2 3 4 5
9. There is conflict between my department and the ones I have to work with. (İ)
1 2 3 4 5
10. Remembers me only when I'm insufficient at work. (S)

1 2 3 4 5

11. The decisions or changes that will affect me are confirmed without asking me. (I)

1 2 3 4 5

12. I have lots to do but very little time. (SI)

1 2 3 4 5

13. I believe that I can do more than what I do now. (SI)

1 2 3 4 5

14. I believe that I am not sufficient for the job I do now (SI)

1 2 3 4 5

15. My colleagues who I work closely with have different education than me. (I)

1 2 3 4 5

16. I should go to other departments in order to do my job. (I)

1 2 3 4 5

17. I cannot solve the problems I have with my colleagues at work and with my family (I)/(S)

1 2 3 4 5

18. I cannot solve the problems I have with the other departments. (I)

1 2 3 4 5

19. I get very little personal support from my colleagues at work. (S)

1 2 3 4 5

20. While working I spend my time over beating the difficulties instead of working over the plan. (I)

1 2 3 4 5

21. I feel family pressure because of overworking in weekdays and weekends (S)

1 2 3 4 5

22. I put time limitations to myself. (SI)

1 2 3 4 5

23. It is hard me to say negative things to the ones younger than me (or children). (S)

1 2 3 4 5

24. I feel uneasiness to cope with aggressive people. (S)

1 2 3 4 5

25. I feel uneasiness to work with passive people. (S)

1 2 3 4 5

26. Responsibilities fitting into one other make my life difficult. (I)

1 2 3 4 5

27. I feel uneasiness to make arbitration among my coevals. (S)

1 2 3 4 5

28. I feel uneasiness to make arbitration among the ones younger than me (or children). (S)

1 2 3 4 5

29. I try to avoid conflict with my coevals. (S)

1 2 3 4 5

30. I try to avoid conflict with my superiors. (S)

1 2 3 4 5

31. I try to avoid conflict with my sub colleagues (S)

1 2 3 4 5

32. Complex studies bother me. (I)

1 2 3 4 5

33. My personal needs have conflicts with my working place. (I)/(KY)

1 2 3 4 5

34. The noisy environment bothers me. (FÇ)

1 2 3 4 5

35. I have difficulty in being careful. (FÇ)

1 2 3 4 5

36. My partner demands a lot from me (S)

1 2 3 4 5

37. I should deal with the health of my parents. (S)

1 2 3 4 5

38. I have difficulty in communicating with my children (S)

1 2 3 4 5

39. I feel difficulty in telling my emotions. (SI)

1 2 3 4 5

40. Cigarette is smoked a lot in the place where I work. (FÇ)

1 2 3 4 5

41. The smell in the place where I work disturbs me. (FÇ)

1 2 3 4 5

42. I work in a really noisy place. (FÇ)

1 2 3 4 5

43. I'm complainant of environmental pollution in the place I live. (İ)/(FÇ)

1 2 3 4 5