

AN INVESTIGATION ON STRESS FACTORS AND COPING STRATEGIES OF
ENGLISH INSTRUCTORS WORKING AT THE ENGLISH PREPARATORY
SCHOOLS OF METU AND ANKARA UNIVERSITY

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ABSTRACT

AN INVESTIGATION ON STRESS FACTORS AND COPING STRATEGIES OF ENGLISH INSTRUCTORS WORKING AT THE ENGLISH PREPARATORY SCHOOLS OF METU AND ANKARA UNIVERSITY

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This study aimed at investigating the sources of stress that English instructors who work at the English Preparatory Schools of the Middle East Technical University and Ankara University experience and the strategies that they use to cope with stress related to their professions. Two scales which consist of a demographic inventory, two questionnaires and a semi structured interview were developed by the researcher. The first scale is “Stress Factors and Coping Strategies Questionnaire for English Instructors”, the results of which was analyzed by SPSS under five headings. This data gathering instrument was implemented on 174 English instructors working at four universities in Ankara. Data gathered from 54 of these instructors in Hacettepe University and Atılım University English Preparatory Schools were used for the piloting of the study. Later, data gathered from 112 English instructors in Ankara University and METU English Preparatory Schools represented the results of the main study. In analyzing the data, descriptive statistics as frequency, percent, average, and standard deviation, and inferential statistics as ANOVA was used. The second scale of the current study is a semi structured interview. This scale was piloted with 6 instructors to check the reliability. Finally, it

was conducted with 6 instructors from two universities who represent the participants of the main study. The results of the interviews were analyzed through content analysis. The results of the study revealed an inverse correlation between the stress level of English instructors and their effectiveness in coping. The most stress causing factors were “student attitudes” and “work overload” while the most employed coping strategies were “in class coping”, “planfulness”, and “self support”.

Keywords: teacher stress, field-specific stress factors, organizational stress factors, coping strategies

ÖZ

ORTA DOĞU TEKNİK ÜNİVERSİTESİ VE ANKARA ÜNİVERSİTESİ İNGİLİZCE HAZIRLIK OKULLARINDA ÇALIŞAN İNGİLİZCE OKUTMANLARININ STRES KAYNAKLARI VE BAŞ ETME STRATEJİLERİ ÜZERİNE BİR ARAŞTIRMA

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Bu çalışmanın amacı Ortadoğu Teknik Üniversitesi ve Ankara Üniversitesi İngilizce Hazırlık Okullarında çalışan İngilizce okutmanlarının meslekleri ile ilgili stres sebepleri ve baş etme stratejilerini araştırmaktır. Veri toplamak için katılımcıların stres sebepleri ve baş etme stratejilerini araştıran iki anket ve bir yarı yapılandırılmış görüşme içeren iki ölçek geliştirilmiştir. Sonuçları SPSS programı ile beş başlık altında analiz edilen birinci ölçek “İngilizce Okutmanlarının Stres Sebepleri ve Baş Etme Stratejileri Anketi”dir. Bu ölçek Ankara’daki dört üniversitede çalışan 174 İngilizce okutmanı üzerinde uygulanmıştır. İlk aşamada Hacettepe ve Atılım Üniversitesi İngilizce Hazırlık Okullarında çalışan 54 okutmandan toplanan veriler pilot çalışma için kullanılmıştır. Daha sonra Ankara Üniversitesi ve ODTÜ İngilizce Hazırlık Okullarında çalışan 112 okutmandan toplanan veriler çalışmanın asıl sonuçlarını yansıtmaktadır. Veri analizi için betimsel istatistik olarak sıklık, yüzde, ortalama ve standart sapma, çıkarımsal istatistik olarak ANOVA testi kullanılmıştır. Çalışmanın ikinci ölçeği olan yarı yapılandırılmış görüşmenin güvenilirlik analizi için pilot çalışma olarak önce 6 okutmandan veri toplanmıştır. Daha sonra asıl

alıřmadaki 6 okutman ile uygulanarak veri toplanmıřtır. Grüşme sonuçları ierik analizi yntemi ile analiz edilmiřtir. alıřmanın sonuçları, İngilizce okutmanlarının stres seviyesi ile bař etmedeki etkinlięi arasında zıt bir iliřki ortaya koymuřtur. En ok strese yol aan faktrler “ğrenci tutumları” ve “iř yk fazlalıęı”, en ok kullanılan bař etme stratejileri ise “sınıf ii bař etme”, “planlı olma”, ve “z destek” olarak bulunmuřtur.

Anahtar Kelimeler: ğretmen stresi, alanla ilgili stres sebepleri, kurumla ilgili stres sebepleri, bař etme stratejileri

To my parents Mehmet and Hatice Petek,
for their perpetual belief in me...

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CHAPTER I

INTRODUCTION

1.1. Background to the Study

Today's world is full of people who suffer from stress in their daily lives. Although it has a negative connotation among people, stress is actually the adaptation response of the human body to the environment. It is a normal response that individuals experience in the face of threat and it can have both positive and negative consequences. What makes the word *stress* negative depends on the perception of the person regarding the amount of pressure made upon the body and the mind. It is closely related to our emotions. Our emotions and stress shape the brain's perception of and response to the world by means of some brain-body chemicals (Teele and Yemenici, 2006). These chemicals carry utmost importance in determining the way and the degree that body and brain work optimally. It has been proven by the scientific research that the excess amounts of cortisol - a brain chemical which is released when the brain detects a threat - kills the brain cells in the limbic system, the emotional brain, and the hippocampus which is the site for memory.

The first attempt to study the biology of stress was made in the 1930s when a medical doctor, Hans Selye, decided to examine the body's general response to illness. He was different from other doctors in the sense that he explored the general way of body's adaptation to changes in its internal or external environment. He discovered the biological response called stress. Since then, stress has been a commonly examined issue due to the increasing demands of modern life on individuals.

The stress producing factors which are called *stressors* can come from either inside or outside. When somebody feels pressured or overwhelmed by a task which cannot be completed on time, this may become a stressor coming from the inside. On the other hand, the negative attitude of the students towards a teacher or a

coworker who does not like cooperating at work may be a stressor coming from the outside. Whether from inside or outside, the body and the brain handle these stressors in an effort to relieve the feeling of threat. However, it is not possible to avoid stress completely because of the structure of the human mechanism (Selye, 1974). There exists an optimal level of stress necessary for each person to live and for the stimulation of actions that are necessary to stay alive.

It is a fact that we all experience different stressful events in our lives. Some of these events are part of our daily hassles and routines in our life at work and at home. Some other stressful events are caused by extreme life situations like death of a loved one, divorce, loss of job or illness. No matter what the stressors are, they lead to the elicitation of the same biological stress response on the part of the body (Selye, 1974). Unless we find the appropriate strategies to cope with it, we are most likely to face serious illnesses and breakdown of our mechanisms as a result of the weakened immune system in the long term.

The terms of 'stress' and 'burnout' have long been recognized as an issue of primary concern for workers especially in people-oriented occupations such as health care, human relations and education. According to Maslach and Leiter (1997) these are both emotionally and physically demanding occupations because they require face-to-face interaction. Considering teaching, it is obvious that the elements of the educational system - bureaucratic structure and intensive interpersonal communication to overcrowded classrooms, lack of support and time pressures - are closely associated with stress (Özdemir, 2003). However, the main sources of teacher stress differ between the countries depending on the national educational systems, the specific situations of teachers and schools and the predominant values about teachers and schools held in the entire society (Kyriacou, 2001). When teaching a foreign language intensively for a whole year at the preparatory school of a university is taken into consideration, the emergence of various stress factors including field-specific and organizational ones make the profession of language teaching a more demanding and a more stressful occupation.

Lately, English language education in Turkey has gained a lot of importance. There are many reasons for this fact. One of the reasons is Turkey's efforts to enter the European Union, which has played a role in the decision of Ministry of Education in integrating English as the part of the elementary school curriculum. In

parallel with this, the increasing number of public and private universities which have been established within the last ten years has increased the attention given to English as well since these universities highly give importance to the knowledge of English as a foreign language. Together with the foundation of public universities and private universities, the need to know a foreign language for higher quality education has increased. To keep up with the growing needs of this information age makes international communication a must and the use of English, which is becoming a lingua franca, inevitable. Influenced by this fact, almost all universities established one-year English preparatory programs in Turkey. The importance that English language learning and teaching has gained in recent years has led to the increased demand for English instructors and thus, has increased responsibilities that are attributed to English instructors (Önkol, 2002).

Teaching profession is a stressful job no matter what field it is; be it maths or history. However, when the teaching of a foreign language at a preparatory school is concerned, it may be noted that this puts more pressure and responsibilities on the instructor. The reasons of stress felt by the teachers double when the field specific requirements - representing a good model with the use of English in the lessons, increasing awareness of the students about the importance of English in this century, motivating students to study English with a purpose and so forth — are taken into consideration. Besides the occupational responsibilities, nonnative teachers have to carry the burden of operating their classes in a language that is not their own (Canessa, 2006). Therefore, it is possible that English teachers have the feelings of inadequacy and anxiety about teaching a language which is not their native language from time to time. Some other field-specific requirements of being an English teacher can be stated as; having native like pronunciation, enough vocabulary and grammar knowledge, being knowledgeable about the culture and the literature of the countries where English is spoken as the native language and creating communicative authentic materials to foster students' creative thinking and the use of English properly. In addition, working as an English teacher means that these teachers have to maintain their enthusiasm and knowledge up to date to keep up with the fast developments in the related field. For instance; an English teacher needs to be aware of the latest approaches and should always search for the ways to improve his/her skills of English to provide a good example to his/her students. In addition,

pronunciation and the use of language may be a reason of stress for English teachers who have not been to the countries of the target language and who have had no chance to observe the culture of those countries before. Also the use of the target language may turn out to be a stress factor in the language classrooms where students and teachers share a common language, resulting in teachers' code-switching between students' native language (L1) and the target language (L2) (Chang, 2006). Unexpected or irrelevant questions about vocabulary and grammar in the class may be other stress factors which may cause stress in teachers. Besides, heavy teaching load of vocabulary or grammar points included in the curriculum of English preparatory schools may be a reason of stress for the English instructors since they need to cover the syllabus in a limited span of time. When the fact that teaching and learning a language is a longitudinal process requiring careful preparation and time is considered, covering the overloaded syllabuses in short periods of time becomes an unrealistic goal which triggers instructors' feeling of distress.

Among the studies which have recently emerged in the field of English Language Teaching (ELT), there have been debates on whether the researchers' attention should be on the learner rather than on the teacher. However, it has been an ignored significant detail that the road to the learner leads through the teacher (Medgyes, 1992). Therefore, the more importance given to teacher-related research in the field of language learning the more the language learners will benefit from their teachers. Despite the large amount of studies conducted concerning organizational teacher stress so far, not many studies have dealt with the field specific stress factors of English instructors and their coping strategies with a focus on the demanding conditions of the requirement of being a foreign language teacher at a preparatory school. Since language learning is a totally anxiety-provoking situation on its own (Horwitz, 1991), it is a necessity for the language teachers to keep in mind their own emotions as well as their students' emotions, which constitute the affective part of the learning process. Changes in society's expectations mean that teachers need to be able to know and do the best for students. However, first, teachers need to be aware of their own emotions and cope with negative events in the process of language learning and teaching so as to be beneficial for their students. Arnold and Brown (1999) emphasize that learners will

benefit more from the language learning process “if teachers are also concerned with their own emotional intelligence” (as cited in Arnold, 1999, p. 4).

1.2. Purpose and Scope of the Study

The purpose of this study is mainly to investigate field-specific and organizational stress factors resulting from the requirements of teaching English to university preparatory school students on the part of the English instructors and their coping strategies in the face of both field-specific and organizational stressors. The universities chosen for data collection are the English preparatory schools of Hacettepe University, Atılım University, Ankara University and the Middle East Technical University. The data collected from the English instructors of Hacettepe University and Atılım University were used for the piloting of the questionnaires and the semi-structured interview prepared by the researcher. Basing on the reliability statistics of the data gathered from these two universities with the help of SPSS, the scales developed by the researcher were revised to carry out the main study in Ankara University and The Middle East Technical University English Preparatory Schools. At the end of this study, the results are expected to shed light on the field-specific and the organizational stress factors of the English instructors working at the preparatory schools of universities and their coping strategies with these factors. This study will lead to a better understanding of potential threats to the performance of English instructors at the preparatory schools of universities so that effective coping strategies can be developed in the light of the results.

1.3. Significance of the Study

Stress is an important phenomenon that affects the quality of educational environment together with the main elements of educational environment such as teachers, administrators and students if it is experienced at high levels. It has a big influence on teachers’ physical and mental health which may lead to serious decrease in the effectiveness of teachers. Kyriacou (1998) mentions two crucial results of teachers’ stress that may affect their teaching. As the first possible result, the teacher may end up with an indifferent attitude towards teaching which means that s/he may spend less time on the preparation of a lesson and this harms the quality of teaching. As the second, the fact that a stressful teacher might be less

tolerant in dealing with the difficulties faced in the class and have trouble in establishing rapport with students may reduce the quality of interaction between the students and the teacher.

The wealth of research published on teacher stress over the recent years has indicated that most teachers experience some stress from time to time and some other teachers experience a great deal of stress frequently (Travers and Cooper, 1996; Kyriacou, C and Sutcliffe, J., 1978; Balçı, 2000; Önkol, 2002; Özdemir, 2003). Numerous studies have looked at particular subgroups of teachers such as primary school teachers, secondary school teachers, teachers of mathematics, teachers of vocational courses (Dunham and Varma, 1998). So far these studies have not consistently reported a dramatically higher level of stress in one group than other groups. However, the focus of most of these studies were on the organizational factors of stress that teachers experience.

The studies conducted in the field of teacher stress so far have ignored the fact that teaching a foreign language at the preparatory school of a university which devotes a full year and at least 25 class hours to language teaching per week puts an extra strain on English instructors. What distinguishes language teachers from the teachers of other areas is that they need to provide accurate language input environments by preparing loads of authentic materials and presenting a good model for the use of a language which is not their native language (Chang, 2006). Bress (2006) hints at some other factors that make an EFL teacher's job more arduous. Bress (2006) mentions the students who have higher expectations of teachers day by day because they see themselves as consumers and the shorter attention spans of students due to the rapidly changing technology as the sources of stress for EFL teachers. Together with the organization related factors such as work overload, role ambiguity and so forth, being an English instructor constitutes a more stressful occupation which may lead to the downfall in the performance of the instructors affecting their teaching.

In addition, English teachers are faced with the danger of burnout which is one of the results of prolonged stress over the body or brain due to the doubled responsibilities: the responsibility of being a teacher and the responsibility of teaching a foreign language. The symptoms of burnout are feeling powerless in the attempt to educate students, low enthusiasm in preparing lessons, lack of motivation

in coming to work, lack of energy in the subject and impaired memory (Bryne, 1998). Also, some stressed teachers may have a tendency to interpret the student behavior and the teaching environment in a negative way (Özdemir, 2003).

Therefore, in order to prevent the negative outcomes mentioned above from the point of view of English teachers, this study will be enlightening about the stressors that are specific to being an English teacher besides organizational stressors. Also data gathered on the coping strategies of language teachers' with their field specific and organizational stress factors will reveal the possible strategies that English teachers employ in overcoming stress in their professions. Thus the current study will provide valuable ideas on the ways to cope with stressors for other English teachers working in other instituitons so that they can deal with not only organizational but also field specific obstacles to their teaching more effectively.

As a result, this study will be informative for other English teachers who suffer from similar stress factors. Also in the light of the results gathered from this study, more importance can be given to coping related topics during pre and in-service teacher training workshops in the instituitons. This way, English teachers can be more aware of and armed against possible obstacles to their teaching on the individual basis. Furthermore, the findings of this study may also be significant in planning effective training activities for the prospective English instructors in dealing with the stress factors that might influence their teaching performance in the future. This study will also contribute to the limited literature on the field-related stress factors that might affect foreign language instructors in Turkey and their coping strategies. Thus, it will prepare the ground for attempts to develop programs which will promote teachers' professional development and coping skills with their stress. As a conclusion, this study may serve as a guide so that appropriate measures can be taken by the administrators, teacher trainers and English teachers.

1.4. Research Questions

The research questions of the current study are as follows:

1. What are the factors that cause stress in English instructors working at the English preparatory schools of METU and Ankara University?

- 1.a What are the field-specific factors that cause stress in English instructors working at the English preparatory schools of METU and Ankara University?
- 1.b What are the organizational factors that cause stress in English instructors working at the English preparatory schools of METU and Ankara University?
2. What are the coping strategies employed by English instructors working at the English preparatory schools of METU and Ankara University?
 - 2.a What are the coping strategies employed by English instructors working at the English preparatory schools of METU and Ankara University to overcome the stress caused by the field-specific factors?
 - 2.b What are the coping strategies employed by English instructors working at the English preparatory schools of METU and Ankara University to overcome the stress caused by the organizational factors?
3. Is there any significant difference in the perceived level of stress among English instructors and how frequently they employ coping strategies?
 3. a Does the level of stress change according to the instructors'
 - i. gender
 - ii. experience
 - iii. age
 - iv. weekly teaching load?
 3. b Does the use of coping strategies change according to the instructors'
 - i. gender
 - ii. experience
 - iii. age
 - iv. weekly teaching load?

1.5. Hypotheses

In line with the research questions, the hypotheses tested through data analysis are as follows:

H₀: There is no significant difference in the perceived level of stress among English instructors working at the English preparatory schools of METU and Ankara University according to their gender.

H₀: There is no significant difference in the perceived level of stress among English instructors working at the English preparatory schools of METU and Ankara University according to their experience in the profession.

H₀: There is no significant difference in the perceived level of stress among English instructors working at the English preparatory schools of METU and Ankara University according to their age group.

H₀: There is no significant difference in the perceived level of stress among English instructors working at the English preparatory schools of METU and Ankara University according to weekly teaching load.

H₀: There is no significant difference in how frequently English instructors working at the English preparatory schools of METU and Ankara University employ coping strategies according to their gender.

H₀: There is no significant difference in how frequently English instructors working at the English preparatory schools of METU and Ankara University employ coping strategies according to their experience in the profession.

H₀: There is no significant difference in how frequently English instructors working at the English preparatory schools of METU and Ankara University employ coping strategies according to their age group.

H₀: There is no significant difference in how frequently English instructors working at the English preparatory schools of METU and Ankara University employ coping strategies according to weekly teaching load.

1.6. Overview of Methodology

First a preliminary study was conducted to investigate the stress factors that stem from field-related and organizational reasons resulting from the working conditions of instructors and to gather information about the coping strategies employed by instructors to overcome these stressors and reduce their stress. The researcher conducted an unstructured interview with 5 experienced instructors working at different universities in Ankara. The data obtained from the unstructured interviews were helpful in preparing both the questionnaire items and the interview questions about stress factors and coping strategies for the present study. Not only the opinions and the ideas revealed in the unstructured interviews in the preliminary study but also the research done for literature review on the stress factors of English

teachers and their coping strategies played an important role in the formation of related questionnaire items and the interview questions of the current study. The researcher also benefitted from the studies put forth by Önkol (2002) and Balcı (2000) in the creation process of the organizational stress factors in the first questionnaire. In other words, many items on the organizational stress factors of English instructors included in the first questionnaire were chosen and adapted from the questionnaires used by Önkol (2002) and Balcı (2000) in their studies. For the second questionnaire which includes coping strategies with organizational stress factors, “The Ways of Coping Questionnaire” (WCQ) developed by Lazarus and his colleagues and later revised by Lazarus and Folkman (1984) was benefitted from. The items of WCQ which refer to the situations in English instructors’ work environment were chosen in the light of the feedback received from the English instructors interviewed in the preliminary study and adapted by the researcher with minor changes at word or sentence level.

For the first questionnaire of the instrument (Q₁), a 41 item likert-scale questionnaire was developed to elicit the field-specific and the organizational stressors of English instructors. However, after piloting of the questionnaires, one of the items needed to be explained as two separate items. Therefore, the number of the items were increased to 42. Q₁ contains two parts. The first part is for eliciting the field-specific stress factors of English instructors while the second part is for eliciting the organizational stress factors of English instructors. For the second questionnaire of the instrument (Q₂), a second likert-scale questionnaire which is composed of 38 items was designed to gather data on the coping strategies utilized by English instructors in order to overcome their field-specific and organizational stressors. Similar to Q₁, Q₂ includes two parts the first of which urges to reveal the coping strategies with field-specific stress factors and the second is for eliciting the coping strategies with organizational stress factors. In addition to these two questionnaires, a demographic inventory was given at the beginning of the scale to obtain more information about participants. After piloting of the scale with 54 English instructors employed at the preparatory schools of Hacettepe University and Atılım University, the semi-structured interview prepared after the preliminary study was administered to 6 instructors. Taking the number of male and female instructors working at the preparatory schools of these two universities into consideration, 6

instructors in total including 2 males and 4 females have been chosen for the semi-structured interview. Another criterion that was given attention to was that the instructors having been selected for the interview have not only taught at all levels of the preparatory school but they have also had more experience in terms of the organizational duties such as working as the coordinators, in the testing office or in the curriculum development unit. Related to this, the assumption of the researcher was that these six instructors were representative enough to provide valuable information about both field-specific and organizational stressors, and coping strategies. In general, the interviews were intended to provide more insight about field-specific and organizational difficulties that are faced and the coping strategies of instructors that might have not been mentioned in the questionnaires. The use of semi-structured interview during the pilot study was meant not only to highlight the stress factors of instructors together with their coping strategies in a more detailed way but also to be enlightening in the decision process of the reliability of the questionnaire items. According to the results of the pilot study which were analyzed through SPSS 15.0, the reliability of Q₁ was found out to be quite high (0.90) while the reliability of Q₂ was found out to be relatively lower (0.69) (see APPENDIX B). The overall reliability of a questionnaire should be as “Alpha=70” and above according to Leech et al (2005, p. 67). Because of this, items 10, 28, 29 and 30 in Q₂ needed to be either removed or changed so that the reliability of the questionnaire increased to “alpha = 75”. However, these items proved to be closely related to the topic of the current study considering the results of the interviews during the pilot study. Accordingly, these items were reworded instead of being excluded. The feedback from the participants and the guidance of the thesis advisor of the researcher were influential in rephrasing the items. So, basing on the reliability statistics, minor changes were made on Q₂. In the main study, the scale was conducted on 112 instructors working at the English preparatory schools of Ankara University and the Middle East Technical University. The number of instructors selected for the semi-structured interview was 6 in total. Two of these instructors were male while the remaining four were females. The selection criteria for the instructors were similar to the criteria followed during the pilot study. It was crucial that these instructors be experienced in the organization to provide more

comprehensive data. Furthermore, they have taught English in all level classes - from basic starter to advanced levels.

1.7. Overview of Analytical procedures

The recordings of the interviews were transcribed and evaluated through content analysis. Following the interpretation of the interview data, the results of the questionnaire items were analyzed by SPSS 15.0 for Windows.

1.8. Limitations of the Study

Limitations of the study were as follows: First, the sample of this study was limited to the English instructors working at the preparatory schools of universities. Therefore, broader studies need to be conducted to generalize the reasons of field-specific and organizational stress that language teachers experience and their coping strategies in different institutions at various levels of education system. Second, this study has relied on two instruments - teacher questionnaires and interviews - for gathering data. Since the nature of the data collection was in the form of self-report because teachers gave their answers based on their own experiences and perceptions, the results may not completely reflect the teachers' everyday working experience in an objective way. Another study conducting the video recordings of lessons may provide more reliable evidence about especially the relationship between stress of English language instructors and English language classroom environment in Turkey. Further studies trying to reveal the stress factors of language teachers stemming from the classroom environment or the attitudes of students can be conducted to develop remedies for the stress of teachers. Also more empirical and longitudinal research can be conducted to measure and indicate the effectiveness of coping strategies employed by English instructors through a training program.

1.9. Definition of Terms:

Teacher Stress: Kyriacou (1997) provided a comprehensive definition of teacher stress adopted by most writers and researchers. According to Kyriacou, teacher stress is:

“the experience by a teacher of unpleasant emotions such as tension, frustration, anxiety, anger and depression, resulting from aspects of his or her work as a teacher” (Kyriacou, 1997, p. 156) .

Organizational Stress Factor (s): The stress factors that stem from the work environment and the institution English instructors work at.

Field-Specific Stress Factor (s): The stress factors that stem from the field related requirements – in the context of this study the requirements of being an English language teacher – of a profession.

Coping strategies: A person’s continuous efforts in her/his behaviors and thoughts to deal with specific events appraised as overpowering and stressful (Lazarus, 1993). In the present study, two main coping styles were used as the criteria to detect the coping strategies employed to deal with the organizational stress factors: emotion focused coping style and problem focused coping style (Folkman and Lazarus, 1984). Emotion focused coping includes obedient, helpless styles and strategies for seeking social support. It is related to the regulation of emotions and it is a cognitive way of changing our reactions to what is happening. Among the frequently used emotion- focused coping strategies are denial and distancing in the control of psychological stress because they are powerful in appraising an encounter as less dangerous for a person (Lazarus, 1993). However, problem focused coping includes optimistic, self confident and planful problem solving approaches. It includes thoughts and instrumental behaviours that manage or solve the underlying cause of stress. It is related with the handling of the problem effectively (Alkan, 2004).

CHAPTER II

REVIEW OF THE LITERATURE

2.1. Presentation

This chapter first presents the background information on stress that provides the groundwork for this study. Second, it presents the various definitions of stress according to different researchers and the background information on coping. Then the theories and research carried out on the stress factors of teachers and the coping strategies is summarized.

2.2. Theoretical Background

English language education has been an issue that has gained more importance in Turkey in recent years. One important reason for that is the increasing use of English as an international language among countries for different economic and political purposes in parallel with the growing power of the more developed countries whose native language is English. Furthermore, the rapid advances in technology which make the knowledge of English a priority in order to keep up with the developments and use the hi-tech tools to have a job that pays well have led the people to feel the need to know English. In other words, English has become a medium of communication and a means to reach the knowledge in today's contemporary society. Due to these developments, the teaching of English as a foreign language has started to take more attention in the education system in Turkey, like in many other countries of the world. Related to this, more and more universities are giving priority to English as a foreign language in Turkey day by day. Nowadays, nearly all of the private and public universities which have been established in the last fifteen years require their students to study English for one year in the preparatory classes if they are unable to prove their English proficiency level so as to study in their departments. Although this application has not yet reached at a level that is common enough in public universities, there are quite many

universities which have compulsory preparatory programs in big cities like İstanbul, Ankara, İzmir, Adana and other cities in Anatolia. Some of these universities are Boğaziçi University, Middle East Technical University, Hacettepe University, Ankara University, Gazi University, 9 Eylül University, Çukurova University. Besides, nearly all private universities have one year English preparatory programs. Before studying in their departments in these universities, students have to prove their English proficiency level either by passing the exam given by the university or by submitting the results of one of the following exams: IELTS, TOEFL or KPDS. Otherwise, all the students, especially those whose departments are fully or partially English medium, are obliged to study in the preparatory class for one year in order not to have difficulty in their departments. The importance given to English by the university, the demand for qualified English instructors and the responsibility of teaching English as a foreign language in a year intensively lead the instructors to feel stressful in their job. Once the teacher feels distressed, it may have negative outcomes which may not only affect the teacher but also the educational environment that the teacher is working at. As a result of this, the teacher's stress may affect the quality of instruction in and out of the class in an undesired way.

The issue of teachers' stress has been frequently discussed in the literature. The majority of studies dwelled on the organizational factors that lead to stress in teachers. Yet, few research studies have been carried out on the field-specific stress factors of foreign language teachers. The emphasis of most of the field-related researches in the literature was on the difficulties faced by English teachers under the title of *being non-native*, which is also one of the main reasons for stress in this profession.

The studies conducted so far have shown that the stress teachers experience in their professional lives may have negative outcomes such as poor performance, attitude and personality changes (Larchick & Chance, 2001). It may also lead to burnout in teachers, which is the reason of early retirement and also illness if prolonged (Burke, Greenglass & Schwarzer, 1996). Thus, it is crucial that teacher stress be investigated and understood by the teachers so that they can cope with it in more effective ways both in their lives and in their professions (Claxton, 1989).

2.3. Definitions of Stress

The range of studies conducted indicate that the topic of stress is now of major international concern. Although many studies have been carried out on stress so far, much remains to be unknown about the causes and the exact meaning of stress. The fact that it has multiple uses and definitions may be attributed to the reason that it means different things to different people and the causes of stress differentiate among each individual as well (Selye, 1974; Balci, 2000). Due to the diversity of its usage and difficulty to define, it would be appropriate to summarize some of the definitions provided by some researchers here.

The word stress has a negative impression on people and most people see it as a destructive, debilitating force. Thus, they respond to the word stress in negative ways. However, the word stress has both positive and negative connotations.

Eustress is the name used to describe positive stress and it results from exhilarating experiences (Selye, 1974). People experience eustress when they inherit a large amount of money or receive an unexpected promotion or reward. It is the stress of winning and achieving.

On the other hand, the term *distress* is used to describe negative stress which most of us are likely to experience in our daily lives due to various reasons. It is the stress of losing, failing, overworking and not coping. Distress is the negative stress because it affects people in a negative often harmful manner by disturbing the *homeostasis* (Selye, 1974) – a term which is used to define the physiological limits in which the body functions efficiently and comfortably – and creating a state of imbalance. This study will be concerned with the negative definition of stress which is distress.

Many studies conducted on stress so far have emphasized different aspects of it. While some researchers give attention to the positive effects of short-term and limited amount of stress, some others provide definitions which give attention to the destructive effects of stress at a biological level. The first biological definition was provided by Selye (1974) who defined stress as ‘the non-specific response of the body to any demand made upon it’ (p. 14). He announced stress as something unavoidable for every one of us and stated that everyone faces some stress as long as they live. Therefore, he emphasized that it is more logical to learn the ways to cope with it instead of trying to get rid of it totally. Perry (2006) was another researcher

who examined stress at a biological level by claiming that it is any challenge or condition obligating our regulating physiological and neurophysiological systems to change their normal dynamic activity (as cited in Johnson and Taylor, 2006). In other words, stress is our reaction to any change that requires us to adjust or respond. LeDoux (1998) studied the relationship between stress response and the emotional side of the brain by pointing out the strong connection between the *amygdala*, which is the center of our fear and threat responses in the brain and stress. He maintained that the amygdala is responsible for triggering the release of *adrenaline*, *vasopressin*, and *cortisol* which are stress hormones in times of fear or threat. He also highlighted the negative outcomes of stress for the brain by asserting that the brain under stress falls behind the ability to form long-term memory and to have good thinking skills. Genest and Genest (1987) pointed to the *stimulus-response* dimension of stress at a biological level and stated that it requires adaptation or readjustment (as cited in Oral, 1994). The definition by Childre and Rozman (2005) provided another perspective of stress as ‘the body’s warning signal that something is out of whack’ (p. 3). Similar to Selye’s definition of stress, Güçlü (2001) described stress as the biological and nonselective response of human body to any demand. She examined stress as a neutral physiological phenomenon and added that stress can be positive or negative, stimulus or threat. Different from other researchers, Lazarus (1966) touched upon the transactional aspect of the term stress by indicating the important role of personality factors in producing stress reactions and making transactions between individuals and situations, rather than of either one in isolation. He also suggests that stress be treated not as a variable but as an umbrella term for understanding a wide range of important phenomena including many variables and processes in human adaptation. Holmes (2005) declared the necessity of a limited amount of stress - positive stress – by an analogy she made between stress and electricity and she stated “A certain amount is needed in order for things to work, but too much and you’ll blow them up” (p. 20).

2.4. Types and Models of Stress

The term stress is divided into two by some researchers. Selye (1974) and Gmelch (1993) refer to two terms which are ‘distress’ and ‘eustress’. The common definition given by these two researchers is that distress is used for ‘unpleasant

events that create negative reactions in the mechanism'. On the other hand, the term eustress has a positive connotation in the sense that it creates positive reactions in the mechanism due to exhilarating experiences.

The term stress is also divided into other major categories by Gmelch (1993)

1. Short-term Stress: It is the positive healthy response to stress. When the threat is perceived, the brain decides on the necessary actions to be taken by the body quickly and acts accordingly. After the problem is resolved, it returns to normal tasks.

2. Long-Term Stress: It is the hazardous reaction of body and mind to prolonged stress. It happens when one perceives threat continuously and it most frequently ends up with the deterioration of the immune system. Moreover, it is difficult to resolve long-term stress unlike short-term stress.

Spangler (1997) pointed out the positive role of short-term stress in activating the immune system in contrast with the downregulating effect of long-term stress (cited in Yemenici and Teele, 2006).

Cassidy (1999) provides another categorization for stress model. In this categorization, there are three models of stress: *stimulus model*, *response model* and *transactional model*.

According to the stimulus model, stress is an external demand on the person which is existent in the environment. In other words, the situations which impose demands upon us in our lives are the sources of stress. From the point of view of teachers, these demands are financial pressures, preparation for exam, and heavy workload. Along with these, English teachers are also exposed to the demands of teaching a foreign language in the best way they can in a nonnative environment which is demotivating for foreign language learners.

The response model is related to the physiological mobilization of the body in fighting with stress. It addresses the consequences of the demands, or attempts to deal with the demands. This model was supported by Selye (1974). According to what Selye (1974) claims, whatever type the situation is, it has the potential to cause the same stress reaction in the body which is known as *General Adaptation Syndrome* (GAS).

The third model, the transactional model, incorporates both stimulus and response perspectives and views stress as a part of a transactional process between the person and the environment. Lazarus (1995) views stress as a transaction

between the person and the environment and states “stress depends on the balance of power as judged subjectively, between the environmental demands, constraints and resources and the ability of the person to manage them” (cited in Crandall and Perrewe, 1995; p.5). Since it has a much more complex view of stress than simplistic stimulus-response model and encaptures a more holistic approach, it has been currently accepted by many researchers.

According to the categorization of American Psychological Association (2004), there are three types of stress – *acute stress*, *episodic acute stress* and *chronic stress*.

Acute stress which is the most common form of stress results from the demands of the recent past and anticipated demands of the near future. It has a thrilling and exciting effect in small doses and in short term. However, the overdose of it in the long run leads to psychological distress. Rushing to meet a deadline, the loss of an important contract are the examples to acute stress. The common symptoms encountered are muscular problems, headaches and upset stomach. Because it is short term, the damage is not extensive on the body and one good point about acute stress is that it is recognizable, treatable and manageable.

Episodic Acute Stress, however, poses a bigger threat because it is the prolonged and frequently experienced form of acute stress. The lives of people with episodic acute stress are so disordered that they feel in chaos all the time and they suffer from ceaseless worry. These people take on too much and they can't organize their self-inflicted responsibilities which leads to irritability and a lot of nervous energy. The symptoms are persistent tension headaches, migraines, hypertension and heart disease. Two types of personality are mentioned in accordance with the stress response. ‘Type A’ personality people are described to be competitive, aggressive, impatient with a feeling of deep-seated insecurity and even hostility. The work becomes a very stressful place for them. Type A personality characteristics create frequent episodes of acute stress. On the other hand, ‘Type B’ personality shows an opposite pattern of behaviour in times of increase in the demand in their environment. The crucial fact about episodic acute stress sufferers is that they resist change and are difficult to treat to relieve from stress.

Chronic stress which has a big destroying effect on the body, mind and life is the most dangerous and insidious form of stress because people get used to it and are

not aware that it is there. People experience chronic stress when they are unable to see a way out of a miserable situation because of unrelenting demands for continuous periods of time. It is possible that they give up searching for solutions due to hopelessness. The examples of chronic stress are having a dysfunctional family, being trapped in a despised job or career and so forth. It is ultimately dangerous in the sense that it mostly ends up with suicide, violence, heart attack, and even cancer. As seen, while acute stress may be thrilling and exciting, chronic stress is not. The recovery from chronic stress requires too much effort including self-examination, reformulation of beliefs and often professional help.

Stress is an old term, the definition of which has been given in different ways by many researchers. In simple words, it means the pressure related to sources of strain in English (Ursin, and Eriksen, 2004). The concern of the current study is distress which has been defined as the negative stress that has detrimental effects on the human mechanism. It is necessary for one to be aware of what stress is and what its association with the reactions of body is in order to cope with it and have a healthier life both physiologically and psychologically.

2.5. Biological Stress Response

The stress is a system which orchestrates the responses that brain and body give to the environment (De Kloet, 2004). *Cortisol* and *corticosteroids* are hormones of stress that work as important mediators in the body. These mediators are released when the brain perceives a threat from the environment to protect the mechanism. However, these two hormones can change their action from protection to damage in the face of long term stress. It has been the concern of many research in recent years that how the cortisol which is a stress hormone changes its action from protective to harmful. It has been found out that too low and too high cortisol concentrations have debilitating effects on the immune system.

2.5.1. What happens at the cognitive (brain) and the physiological (body) level?

In their study, Ursin and Eriksen (2004) examine stress in cognitive terms. They propose a theory which is called *Cognitive Activation Theory of Stress* (CATS). According to CATS, stress is defined and operationalized in four aspects - stimuli,

experience, response, and feedback from the stress response. In *stress stimuli*, the appraisal of the situation by the individual, which is based on previous experience and expectations, determines whether a stimulus is pleasant or threatening. That is why some stimuli are regarded as negative while others are regarded as positive by different individuals. In *the stress experience*, Levine and Ursin (1991) claim that among all stimuli evaluated and filtered by the brain, psychological and emotional ‘loads’ are the most commonly recorded ones (cited in Ursin and Eriksen, 2004). When humans perceive these psychological and emotional experiences of load as threatening and negative, they report it as stress. The *stress response*, which derives from Selye’s definition of stress, is the non-specific alarm response of the brain and the body to a stimuli in forms of wakefulness and brain arousal. As the final link in total stress concept, *the feedback from the stress response* is the feedback cycle from the outer changes, the experience of stress response, back to the brain and this causes the feeling of being stressed. The figure below developed by Ursin and Eriksen (2004) demonstrates the four aspects of stress and the process of stress response in the brain.

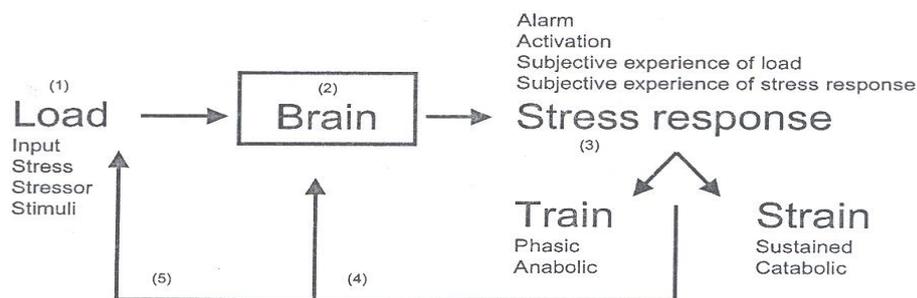


Figure 2.1: Four Aspects of Stress and the Process of Stress Response

Source: Ursin and Eriksen, 2004

According to this cycle, the load (1) may result in stress response after being evaluated by the brain (2) and then it enters the alarm stage (3) which is fed back to the brain (4). Whether the physiological stress response leads to training or straining depends on the type of activation. Individuals with a positive expectancy experience phasic arousal which is constructive (anabolic) for the mechanism. However, the experience of sustained arousal brings on pathology (strain) which is destructive (catabolic) for the mechanism.

Once the perception of stimulus is threatening, the sustained arousal leads to changes in the brain itself such as high levels of transmitters and hormones which generally cause down-regulation of receptors – the nerve endings in the brain that receive information carried by the neurotransmitters (carriers). Also many studies conducted on animals and humans showed that stress causes the atrophy in the *hippocampus*, which is a brain area involved in learning and memory, with associated memory deficits (Bremner, 1999; Vedhara K. et al., 2000; Sandi C. et al., 2003; De Kloet, 2004) and the results view that cortisol can modulate some cognitive processes such as impaired attention and an impairment in the primacy effect (a hippocampal-specific index of short term memory) in the long term.

Apart from the cognitive activation of responses in the brain and the debilitating effects on the cognitive processes, stress is widely believed to produce alterations at a physiological level due to sustained arousal. Stressful events have an association with changes in the immune system. The kind of change that occurs is determined by the characteristics of experienced events (Segerstrom, 2004).

Stress leads to different physiological responses in the body. These responses indicate that the body is seeking to maintain a balance between the outer and the inner environment. This balance is mostly called *homeostasis*. Without the responses, the body would have no mechanisms to fight with the varying degrees of stress that it experiences every day. In order to counteract with a threat, the body initiates the *General Adaptation Syndrome* (GAS) which was first described by Hans Selye in 1930s. After Selye, the GAS was also mentioned by other researchers (Cassidy, 1999; Balcı, 2001; Güçlü, 2001; Holmes, 2005) in their studies. These researchers provided the explanation of the GAS process in slightly different ways. Therefore, a general summary of the common features of GAS can be as follows:

When the organism is exposed to threat, it initiates a three stage reaction process – GAS -, which is a selection of internal changes to protect the organism against downfall of the immune system and the disease. The first stage is called the *alarm stage* which is also known as the *fight-or-flight* response. It is a short term but a dramatic response to ensure that the organism has necessary energy to overcome the stressor. In order to do this effectively, the body goes through a set of physical changes, such as the increase in the heart rate and blood pressure and tensing of muscles together with the uplift in the release of stress hormones – adrenaline and

noradrenaline. If this first stage is successful, the body is restored. However, if the exposure to the stressor is repeated this means that fight-or-flight reaction is unsuccessful and the second stage starts the *resistance stage*. Other hormones are released to keep the body supplied with energy, proteins and circulatory changes towards regaining its balance. If this stage is successful, the stressor is beaten. If it fails, despite this continued fighting, the body enters the third stage called the *exhaustion stage*. Here, the body is no longer able to resist the threat and meet the demands. Organs collapse, ulcers develop, even death may occur in the absence of rapid treatment (Balci, 2000).

Childre and Rozman (2005) explained the process of GAS with the help of a figure that was introduced by Swank and Machand in 1946 (cited in Childre and Rozman, 2005).

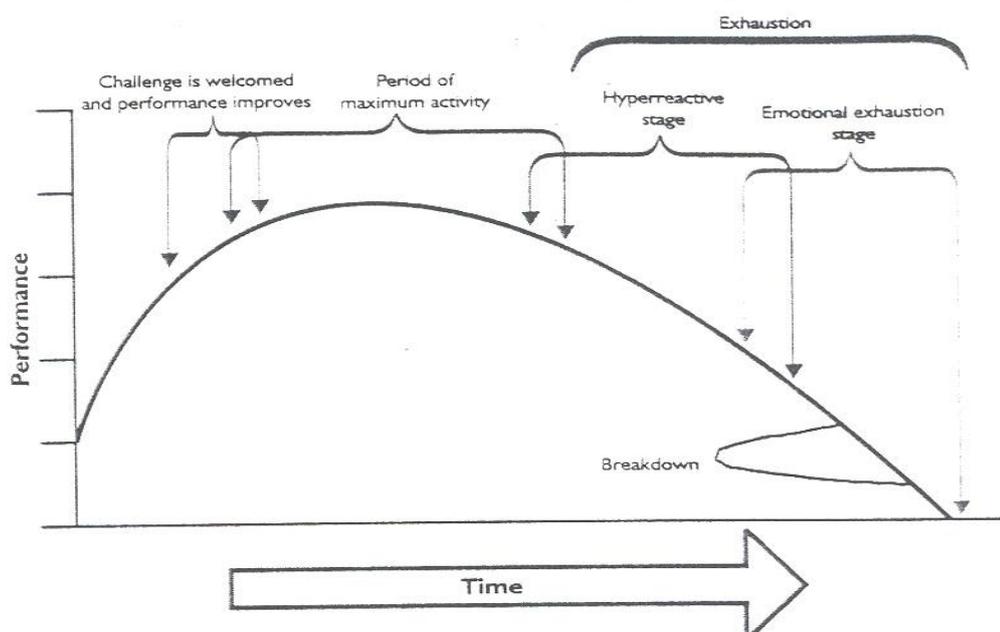


Figure 2.2: The Process of GAS

Source: Childre and Rozman, 2005

According to the figure, the performance improves when somebody is first exposed to stress in the form of a challenge because the sympathetic nervous system is awakened. The reason why people feel that stress motivates them can be attributed to this activation. However, at a certain point, together with the increasing level of challenge or amount of work, the ability to perform at your best is blocked. If the stress level is not reduced in time, the consequence will be exhaustion which

provokes the inability to operate well mentally, emotionally, and physically. In time, various symptoms of downfall in the system, such as loss of focus and mental clarity, increased negative emotion and attitude, inability to relax or sleep well, loss of self-esteem, feeling tired and on the edge, and struggle to motivate oneself arise.

As a result, GAS is the body's response to stress to maintain its balance. It is an important mechanism for dynamic capacity to respond to new challenges, in the absence of which increased levels of illness and disease is unavoidable.

2.5.2. Diseases and The Hazardous Effects of Stress

In the face of a physical or psychological threat – worry and fears or a traumatic event like an accident – which constitutes a stressful situation, the sympathetic nervous system is activated by the alarm sent from the body for survival reactions. Some physical changes occur such as the rate of breathing, heart beat and change in the blood pressure depending on the degree of the alarm. The whole system is alerted through the nerve fibers coming from the brain stem and going directly to the frontal cortex and limbic system which houses the hippocampus and amygdala that have vital roles in the protection of the brain mechanism against threat. Some brain chemicals such as adrenaline, noradrenaline and cortisol are released for the protection of the whole mechanism during a dangerous situation. For example, noradrenaline which functions as a neurotransmitter in the sympathetic nervous system is a beneficial chemical for the survival of the whole mechanism if released for a short period of time whereas it is destructive for the brain in the long-term. Yemenici and Teele (2006) emphasize the necessity and benefit of noradrenaline in the short-term as follows:

...It causes an increase in heart rate, blood pressure, breathing rate, which can be beneficial in responding to a life threat; subjective sensations of anxiety also increase. It sharpens the senses, focuses attention, raises the level of fear, quickens the heart rate and blood pressure and thus prepares the individual for the worst. Lower levels of noradrenaline stimulation increases the efficiency of the brain, whereas very high levels make it more inefficient (p. 10).

As seen, these series of reactions are actually valuable for the body and they cause acute stress which is short-term and manageable. However, what causes these hormones to turn their actions into a destructive way is the period of time that the

threat is faced by the individual. Repeated exposure to the stressors over a long time triggers chronic stress which has hazardous effects both on the brain and the immune system and thus the body. The part of the brain that controls stress response constantly pumps out a lot of stress hormones in people with chronic stress, which leads to decreased resistance of the immune system and prolonged healing time (Wein, 2000). Together with the weakening of the immune system due to continuous stress invoking circumstances in the family, in the marriage or in the work place, different consequences of psychological problems, health deterioration and memory loss, the level of which vary according to the individual, may be experienced.

Some researchers dwelled upon the link between stress-disease and prolonged activation of cognitive representations of stressors and they assumed that psychological stressors can have a role in determining the development of somatic diseases (Ursin and Eriksen, 2004; Brosschot et al., 2005). They also indicated the negative physiological effects of stress on sleep which is a vital restorative period in human life. According to Lundberg (2005) overactivity of the hypothalamic pituitary adrenocortical (HPA) system - responsible for the secretion of cortisol which is a stress hormone – has association with increased risk of several health problems such as cardiovascular disease, diabetes, reduced immune function and cognitive impairment. He mentions several diseases in the form of acute responses to stress as a result of the elevated cortisol levels. These diseases are: increased blood pressure and heart rate, redistribution of blood from the gastrointestinal system to the muscles and the brain, suppression of reproductive functions, suppressed pain sensitivity, hypertension, and cognitive changes. Even though, these responses are the signals of body as a reaction to the stressors and they have preventing effects from threat in the short term, longer duration of stressors end up debilitating symptoms.

Apart from that, a study examining the effects of acute and chronic stress on DNA-fragmentation in rats revealed that both acute and chronic stress may cause alterations in the DNA cells, which result in damage (Bagchi et al., 1999 cited in Gidron et. al., 2006). In another study conducted on 54 Japanese workers 50 percent of who were women, a positive correlation between DNA-damage in women and workload, stress and inability to reduce it were found (Irie et al., 2001 cited in Gidron et. al, 2006). The reason why these studies related to DNA-damage carry

importance for the current study is because the cells in our brain and body are inhibited in their ability to repair themselves and prevent disease when DNA is damaged as a consequence of acute or chronic stress.

The majority of the studies conducted in the last ten years have proven that stress plays a considerable role in various physical and psychological processes with deleterious effects. The outcome depends on many variables – amount of stress, duration of influence, individual's predisposition and coping styles. One common notion about stress despite its various definitions is that adequate stress which is not overwhelming may improve performance and be beneficial in certain cases in a short period of time. On the other hand, prolonged activation of the stress hormones in the brain and the body may result in detrimental effects and even serious illnesses such as heart attack and cancer. Thus, it is necessary to find a reasonable balance between activation and rest for health and survival by developing different coping strategies. Considering all the destructive effects of stress on people's lives and their performance, the results gained from the current study on the stress factors of English instructors and how they deal with these factors may illuminate some essential points that should be taken into account by the managers of educational institutions.

2.6. The Coping process

The research literature on stress is infinite. However, the number of studies on the coping strategies of people in different occupations is inadequate. Therefore, the exploration of the coping strategies of English instructors in this study may highlight some important points and give way to the development of effective techniques to deal with job related stress of other teachers.

Lazarus defined coping as 'the cognitive and behavioral efforts to manage specific external or internal demands (and conflicts between them) that are appraised as taxing or exceeding the resources of a person' (Lazarus, 1991, p. 112).

Oral (1994) summarizes three key features of coping mentioned by Folkman and Lazarus (1984). First, coping has a process oriented nature. It focuses on the person's thoughts and actions against stressors in the face of a stressful encounter. Second, it is contextual which means that both the person and the situational variables are influential in the forming of coping efforts. Third, it would be

inappropriate to make assumptions about what constitutes a good or bad coping strategy. It is dependent on individual differences. Therefore, it is better to define it as the person's efforts to manage the factors that cause stress in the environment.

2.6.1. Types of Coping

Even though there are many strategies suggested by many researchers in the literature, it is not easy to define a fixed set of coping strategies. Like in the definition of stress, it is because providing a common explanation for coping strategies that covers all situations and all individuals is inevitable. Different coping strategies proposed by various researchers in this field can be summarized as follows:

In a study, Jammer and Leigh (1999) refer to two types of coping, defensive coping and repressive coping. Defensiveness is a coping style which follows a route away from threatening situation and a minimization of distress. A person with a defensive coping style has a tendency to stay away from negative emotions. On the contrary, a repressive coping style hinders emotions from finding a way out by suppressing them. The results of the study by Jammer and Leigh (1999) shed light on the possible negative effects of both high- defensive and repressive coping styles on the immune system. For instance repressive coping style was found to be positively correlated with increased heart rate and greater cortisol levels. In addition, there is a negative correlation between the immune system and the high-defensive coping style (Olf, 1999).

In another study on the coping strategies adopted by a group of working women and men in Stockholm (Theorell et al., 2005), the relationship between coping patterns and health was investigated. Two coping styles called *covert coping* and *open coping* were defined in the study. A person with covert coping embraces an avoidance attitude which can also be named as learned helplessness. For instance, in the face of a threat, the person at work appraises the situation in such a way that s/he chooses not to say or do anything. However, the tension arises and it may lead to physical and psychological reactions that accelerate illness. In contrast, open copers are more habituated to anger creating situations which reduce the effect of stress on them.

As the last and most commonly embraced model, Lazarus (1966) adopts a transactional model of coping which views the person and the environment in a dynamic and mutually bidirectional relationship. He mentions two major types of coping: problem-focused and emotion-focused coping which were also attributed to in the Ways of Coping Inventory proposed and revised by Folkman and Lazarus (1984). In problem-focused coping, the person handles the stressful situation directly. This includes the efforts of alteration in the person-environment relationship to remove the source of stress. On the other hand, the situation remains the same in emotion-focused coping. The regulation of distressing emotion is the main aim in emotion-focused coping. An active problem-focused coping style is associated with good morale whereas an emotion-focused coping style complements with depressive symptoms (Turner et al., 1992; Haghightgou & Peterson, 1996; cited in Olf, 1999). Another study by Alkan (2004) on the role of cognitive appraisal of the situation, emotions experienced and coping styles used after a real life stressful event that university students experienced revealed that problem focused coping was positively correlated with positive emotions. On the other hand, emotion focused coping was positively correlated with negative emotions and stress level.

As seen, there are different types of coping which are explained in different parameters. What kind of a coping strategy should be adopted by individuals depends on the individual characteristics because how a person perceives, interprets, and evaluates a challenge is of paramount importance in determining the reaction to various stressors. Even though, the studies summarized on coping provided insight into the coping part of the current study, the researcher benefitted most from the transactional model put forth by Lazarus (1966) and the organizational coping strategies were mainly examined under two categories as emotion-focused and problem-focused coping. In the current study, the coping inventory developed and later revised by Folkman and Lazarus (1984) was helpful in designing the second part of Q₂ which is related to coping with organizational stress factors. The questionnaire is mainly designed to identify the cognitive and behavioral strategies employed by individuals to cope with stressful encounters.

2.7. Sources of Work Related Stress

The research conducted so far on teacher stress has indicated that most teachers experience stress from time to time and it is a serious factor in the decline of teachers' success in their professions. Thus, it is vital that the effective ways to deal with stress be explored to minimize the amount of stress that teachers face (Kyriacou, 1998).

The difficulty that many researchers experienced in defining the term stress arises in explaining the sources of it as well. The reason is that it is impossible to state a specific number of sources and generalize them to all people because stress is the adaptation of the human mechanism to the new situation and the sources of stress may depend on each individual's perception as Lazarus (1966) puts it.

However, it is possible to find out different classifications for sources of stress in some research studies.

In a study by Balcı (2000), stress factors are categorized under two general headings, personal factors and occupational factors. As the personal factors, he mentions five subcategories:

- 1) Personality: A-type personality (impatient, aggressive, restless, competitive)
B-type personality (relaxed, conflict-free, calm)
- 2) Focus of Control: intrinsic, based on external situations
- 3) The rate of life change: deaths of loved ones, change of job
- 4) Abilities and needs: the harmony between one's abilities, needs and the requirements of the work environment
- 5) Introvertness and extrovertness: the amount of being affected by the conflicts experienced in the work environment.

As the occupational factors Balcı provides seven subcategories which are occupational differences; role ambiguity; role conflict; overload or underuse of role; being responsible for people; lack of participation; job security

On the other hand, Kyriacou (as cited in Önkol, 2002, pp.19 – 20) specifically focuses on the sources of stress the teachers face. According to his classification, there are seven main sources of stress for the teacher that are listed below:

- 1) pupils with low motivation and poor attitudes towards work

- 2) discipline problems with the pupils who misbehave
- 3) frequent changes in curricular and organizational demands
- 4) inconvenient working conditions with insufficient facilities and resources
- 5) time pressures and work overload
- 6) conflicts with colleagues
- 7) feeling undervalued by society

Moreover, in another study by Joseph (as cited in Önkol, 2002, p. 28) four main stress factors of teachers are mentioned. These factors are provided below:

1. Organizational factors: The factors related with the organization such as management, organizational culture, regulations, facilities and resources are in this category.
2. Customer Status factors: The factors related to the customers who are students and the issues they bring into the classroom environment like negative attitudes, and disciplinary problems.
3. Service provision management: The wider range of stress potential influences coming from internal and external resources.
4. Personal capacity factors: The factors that put a strain upon the personal capacity of each person to deal with stress. When this capacity is overloaded, negative stress becomes inevitable.

In her book, Aydın (2002) categorizes the factors of work stress as follows:

- 1- factors related to the duty structure at the organization (workload, salary, physical conditions)
- 2- factors related to the production structure at the organization (timing, instructional materials, flow of work)
- 3- factors related to the role structure at the organization (role-conflict, disharmony between the personality and the responsibilities at work, role-ambiguity)
- 4- factors related to the power relationships at the organization (attitude of the administrators, relationships with colleagues)

Even though the classifications offered by these researchers contributed a lot to the development of Q₁ in the current study, the data obtained from the English instructors who were interviewed during the preliminary study also played great role in forming the questionnaire items to detect the English instructors' organizational stress factors. Furthermore, the ideas and the suggestions given by the five English

instructors during the preliminary part of the current study were of great help in providing valuable information about the possible field-specific stress factors. They were enlightening in constructing the second part Q₁ which deals with the language and teaching related problems of English instructors. Besides, literature review regarding the problems that English instructors face was also beneficial for the second part of Q₁.

2.8. Research on Teacher Stress and Coping in Turkey and Abroad

Apart from the studies mentioned above, other numerous studies have been carried out in the field of teacher stress. While some of these studies focused only on the stress factors of teachers, others emphasized both the stress factors and the coping strategies of teachers. Here, the wealth of research which was influential in the creation of the current study in terms of eliciting the organizational and the field-specific stress factors that teachers face and their coping strategies will be mentioned.

A study by Zhang (2005) focused on female English teachers' work-related stress and their coping strategies in the School of Foreign Languages at Xi'an Jiaotong University. Twenty four female English teachers participated in the study by providing data through a questionnaire which was comprised of fourteen multiple-choice questions. The findings of the study indicated that nearly all of the teachers were afraid of making mistakes which triggered their stress and they pointed out the need to have a counseling service for personal and professional development in their institutions. Another finding was that, these Chinese English teachers were trapped between their culture and the western culture despite their cultural awareness and this added to their work stress. Interestingly, the coping strategies they used were found as escape and saving face. Under the heading of escape, the common coping strategies adopted by these teachers were lying down on the bed and doing nothing when they got tired, talking to their husbands and close friends, finding some quiet time of their own every day. In the framework of saving face, majority of teachers claimed that they were worried about the feedback from their students during the midterm teaching inspection and were afraid of losing face in front of the dean and the colleagues. In order to cope with the stress caused by these fears, they took unfinished work home and worked late into the night until

they finished. Also they stated that they tried to improve their teaching skills and tried to have the best possible feedback from the students.

Another study was carried out by Chris Kyriacou and Pei-Yu Chien (2004) which aimed to explore the general level, sources and coping strategies of teacher stress amongst teachers in primary schools in Taiwan. A five-point likert scale questionnaire was distributed to 203 teachers to obtain data. The results gained from the study showed that the main source of stress was the changing education policies of the government. The most effective coping strategy was found to have a healthy home life. Also among the suggestions by the teachers on what schools and government can do in reducing stress, *decreasing teacher workload* was the most frequent one.

A study by Balçı (2000) investigated the organizational sources of stress that university faculty experienced, the strategies that the faculty used to cope with stress, and the performance behaviors of faculty members under stress. In order to gather data, a comprehensive stress instrument consisting of three different scales was sent to the 86 faculty instructors of some universities in Ankara. Some important results especially related to the stress factors of university staff emerged out of this study. The results revealed that among the most stress experienced factors was the *professional principles*, which refers to the field-specific work related stress of instructors. The second factor was “conflict and inconsistency” which is closely related to organizational stress. These factors were independent of some variables such as sex, age, academic position and college.

In her study carried out as a survey on 774 English instructors in all the public and private universities in Ankara, Önkol (2002) aimed to explore the organizational stress factors of English instructors with the help of a 73 item questionnaire. When the data collection instrument was subjected to factor analysis, the results showed that the organizational stress factors explored in the study had four dimensions. The researcher named these four dimensions as follows: factors related with the organizational structure, factors intrinsic to work, inadequacies at work, and factors related with students. Among these dimensions, the last one which is about the factors related with students was found out to be the most stressful.

In another study which refers to the field-specific stress factors of the current study, Canessa (2006) tried to explore the foreign language teaching anxiety of

English as a Foreign Language (EFL) teachers. The researcher used an online survey to collect data from 103 instructors employed in four different countries; Argentina, Korea, Taiwan and the United States. The two research questions that the study sought were whether Foreign Language (FL) teachers are affected by FL teaching anxiety and whether there is a relationship between the years of experience in the target language and teachers' FL teaching anxiety. The results substantiated the researcher's assumption that FL teachers experience feelings of FL teaching anxiety to some degree. It has revealed that some teachers are concerned about making language related mistakes and are afraid of losing face in front of their colleagues and students. Another finding of the study was that teachers felt that they lacked adequate preparation in the target language due to time restrictions and therefore felt higher levels of foreign language speaking anxiety in the classroom. Regarding the second research question, the only statistically significant finding suggested that as nonnative teachers gained more teaching experience in the target language, their level of anxiety tended to decrease. Although the correlation between the FL teaching anxiety and the years of formal study in the target language was also inspected, no significant correlation was found.

A qualitative pilot research by Chang (2006) consisted of six Taiwanese secondary English teachers' interview accounts of their uses of native language (L1) and the target language (L2) in EFL classroom and the factors influencing their choice of one language over the other. In other words, the research questions were about when Taiwanese teachers felt the need to code-switch in the classroom and what factors were influential in their code-switching behaviours. The data collected unveiled some expedient points that indirectly shed light on the field-specific stress factors part of the current study. According to the findings, teachers preferred to use L1 for grammar instruction, disciplining students, and giving information on homework or exams since they feared that their students would have comprehension difficulties due to low proficiency level of English. Moreover, most teachers admitted that they had trouble in explaining some vocabulary or concepts in English from time to time and this caused short time stress in them during the lesson. Another inestimable finding was that nonnative teachers were prompted to benefit from students' native language more frequently if they felt lack of confidence and the pressure to speak perfect English.

Everaert and Wolf (2007) analyzed the stress levels and gender perceptions of challenging students behaviours of elementary teachers in the Netherlands. In order to gather data, a questionnaire, which required the teachers to respond to 22 items, was administered to 583 elementary teachers. The items measured the problematic behaviours of students that may cause psychological distress among teachers. These behaviours were classified into six different behavioral components: against the grain, easily distractable, needs a lot of attention, easily upset, excessively perfectionist and aggressive. The data suggested that for every type of problematic behaviour, there was a positive correlation between the frequency of behaviour and the perceived level of teacher stress. As a second finding, even though male students tended to be selected as the most challenging students, there was little proof to validate the notion that teachers differentiate between boys and girls in terms of frequency of these behaviours and perceived levels of stress. Another invaluable finding pointed to the importance of teacher self-efficacy and negative affect which have significant effects upon the perceived levels of stress. It was concluded that high self-efficacy lowered feelings of stress in teachers while negative affect enlarged them.

The findings of a study by Kızıltepe (2007) highlighted the occupational stress factors of teachers in İstanbul, Turkey. A total number of 152 teachers were given a translated version of a teacher stress inventory in the questionnaire format. The majority of the teachers reported high stress levels with respect to work load, adequacy of salary, and work ethic of students. Furthermore, the feelings of anxiety and fatigue were other results of teacher stress. Additionally, significant differences came in sight between the stress levels of female and male teachers; married and single teachers. The results revealed that female teachers felt higher levels of stress compared to male teachers whereas single teachers felt lower levels of stress compared to married teachers. Moreover, analysis of the inventory exhibited discrepancy in disclosed levels of stress between teachers working in state and private schools.

All of these studies have contributed to the formation of the current study about stress factors and commonly adopted coping strategies. Also the results of these studies were helpful in quiding the reseracher of the current study.

CHAPTER III

METHOD OF DATA COLLECTION, ANALYSIS AND INTERPRETATION

3.0. Presentation

This chapter provides information about the methodology of the research. First an overall explanation of the design of the study is presented. Then, information about the participants is provided and the characteristics of the setting are explained briefly. Finally, information about the instruments used in the study, data collection and analysis procedures are presented.

3.1. Design of the Study

The overall design of this study is survey. Survey is defined by Brown and Rodgers as follows:

“Surveys are any procedures to gather and describe the characteristics, attitudes, views, opinions, and so forth of students, teachers, administrators or any other people who are important to a study. Surveys typically take the form of interviews or questionnaires or both” (2002, p.142).

Whitley (2002) also defines survey research as ‘the process of collecting data by asking questions and recording people’s answers’ (p. 344).

Moreover, the design of the current study complies with the qualifications of a mixed methods research which has gained popularity in recent years. Johnson and Onwuegbuzie (2004) define the mixed methods research as ‘the class of research where the researcher mixes or combines quantitative and qualitative research techniques into a single study’ (as cited in Onwuegbuzie, Jiao and Collins, 2007, p. 216). They also assert that creating a combination of quantitative and qualitative research encourages researchers, also those from the field of stress and coping, to adopt a more flexible, integrative, holistic, and accurate approach in their investigative techniques. In the case of the current study, phenomena emerging through questionnaires were verified via semi structured interviews.

This study is designed to investigate the field-specific and the organizational factors that cause stress in English instructors and their coping strategies with stress. In order to achieve this aim, the quantitative data gathered through the questionnaires were supported with the qualitative data obtained from the interviews with English instructors.

After conducting an unstructured interview with five experienced English instructors, the researcher determined the potential key factors that may lead to stress in English teachers and their coping strategies. Apart from this preliminary study, literature based on the previous research in the field of teachers' stress factors and coping strategies was also illuminating in the construction of the questionnaires and the interview questions. Two questionnaires were designed to depict the stress factors of English instructors and their coping strategies in the face of stressors. A semi-structured interview was used to support the results gained from the questionnaire about the stress factors of English instructors and how they cope with these factors. Before piloting, the items in the questionnaires and the interview questions were evaluated by five specialists; a Turkish instructor (for the interview questions), a testing specialist, a specialist in the field of psychology and two specialists in ELT. Besides, a Canadian English teacher was consulted for the proof reading of the items in the questionnaires. According to their feedback the questionnaires and the interview questions were revised and redesigned.

3.2. Research Questions

The research questions of the current study are as follows:

1. What are the factors that cause stress in English instructors working at the English preparatory schools of METU and Ankara University?
 - 1.a What are the field-specific factors that cause stress in English instructors working at the English preparatory schools of METU and Ankara University?
 - 1.b What are the organizational factors that cause stress in English instructors working at the English preparatory schools of METU and Ankara University?
2. What are the coping strategies employed by English instructors working at the English preparatory schools of METU and Ankara University?

- 2.a What are the coping strategies employed by English instructors working at the English preparatory schools of METU and Ankara University to overcome the stress caused by the field-specific factors?
- 2.b What are the coping strategies employed by English instructors working at the English preparatory schools of METU and Ankara University to overcome the stress caused by the organizational factors?
3. Is there any significant difference in the perceived level of stress among English instructors and how frequently they employ coping strategies?
3. a Does the level of stress change according to the instructors’
- i. gender
 - ii. experience
 - iii. age
 - iv. weekly teaching load?
3. b Does the use of coping strategies change according to the instructors’
- i. gender
 - ii. experience
 - iii. age
 - iv. weekly teaching load?

3.3. Hypotheses

In line with the research questions, the hypotheses tested through data analysis are as follows:

H₀: There is no significant difference in the perceived level of stress among English instructors working at the English preparatory schools of METU and Ankara University according to their gender.

H₀: There is no significant difference in the perceived level of stress among English instructors working at the English preparatory schools of METU and Ankara University according to their experience in the profession.

H₀: There is no significant difference in the perceived level of stress among English instructors working at the English preparatory schools of METU and Ankara University according to their age group.

H₀: There is no significant difference in the perceived level of stress among English instructors working at the English preparatory schools of METU and Ankara University according to weekly teaching load.

H₀: There is no significant difference in how frequently English instructors working at the English preparatory schools of METU and Ankara University employ coping strategies according to their gender.

H₀: There is no significant difference in how frequently English instructors working at the English preparatory schools of METU and Ankara University employ coping strategies according to their experience in the profession.

H₀: There is no significant difference in how frequently English instructors working at the English preparatory schools of METU and Ankara University employ coping strategies according to their age group.

H₀: There is no significant difference in how frequently English instructors working at the English preparatory schools of METU and Ankara University employ coping strategies according to weekly teaching load.

3.4. Participants

The sample of this study is composed of 112 English instructors working at English preparatory schools of two universities in Ankara.

When selecting the subjects of the study, first of all private and public universities in Ankara that provide English preparatory programs for their students were listed. Then e-mails including the brief summary and the aim of the study were sent to the related addresses in order to get permission for the administration of the questionnaire and interviews. Taking the number of English instructors employed at the preparatory schools in Ankara into consideration and the limited number of permissions obtained from the universities in a limited time period, four of the universities were found out to be representative enough for the sampling of the current study.

During the pilot study, the data gathered from English instructors (N=54) employed at Hacettepe University and Atılım University English Preparatory Schools were used to verify the validity and the reliability of the questionnaire items. Also 6 English instructors were interviewed so as to acquire more in-depth information about the stress factors and the coping strategies of instructors. Later,

the data provided by the 56 English instructors of Ankara University English Preparatory School and 56 English instructors employed at the Middle East Technical University English Preparatory School (N total =112), formed the sampling of the main study. After the administration of the questionnaire, 6 instructors – 3 from Ankara University, 3 from METU -were chosen for the semi-structured interviews. The interviewees were chosen according to quota sampling. In quota sampling, the researcher determines a quota for each category of samples. Since the proportion of the male participants is smaller than the female samples and that reflects the general distribution in the English preparatory schools of universities in Turkey, it is decided to have 4 (2 from each institution) female interviewees and 2 (1 from each institution) male interviewees. Another criterion in the selection of these samples was that all these 6 instructors were experienced in both the profession and the institution so that they provided representative data.

3.5. Setting

The research was carried out at the English preparatory schools of four universities in Ankara, Turkey. These universities are Hacettepe University, Atılım University, Ankara University and the Middle East Technical University (METU). Data gathered from Hacettepe University and Atılım University English Preparatory School instructors were used for the piloting of the study. Later, the main study was conducted in Ankara University and METU English Preparatory School. Most of the instructors working in these institutions are the graduates of English Language Teaching (ELT) departments from various universities in Turkey. Besides the population who are graduates of ELT, there are also instructors who are the graduates of English Language and Literature and English Linguistics Departments. These instructors stated that they had certificates of English teaching, which they had received while studying in the departments of English Language and Literature and English Linguistics Departments. All of the instructors mentioned above were included in the current study.

3.6. Data Collection Instruments

Before designing the instruments for the current study, the previous research on teacher stress and coping in the literature was taken into consideration. After that,

the researcher conducted a preliminary study to build a framework for the questionnaire items and the interview questions. Having an unstructured interview with three experienced instructors working at Çankaya University Preparatory School and two other instructors employed at Hacettepe University and Ankara University Preparatory Schools (1 from each institution), the researcher aimed to confirm her assumptions about the field-specific and the organizational stress factors of English instructors and their coping strategies. Considering the data gathered from the preliminary study and the results of the previous research in the related field, first a two part instrument composed of the demographic inventory and two questionnaires were developed. The first questionnaire aimed to explore the stress factors of instructors while the aim of the second questionnaire was to detect instructors' coping strategies with the stressors. Then a semi-structured interview was developed in order to support the data gathered from the questionnaires and to unearth the points which may not be touched upon in the questionnaires. The language of communication during the interviews was Turkish because it was assumed that the instructors might feel more comfortable in answering the questions. However, the language of the questionnaires was English. The researcher encouraged the instructors to get in touch with her via e-mail or phone in case they have a question about any item.

3.6.1. Questionnaires

Several steps were followed during the development of the data collection instruments in this study. For the quantitative part of the study, two main questionnaires including four parts in total were used to gather data. The main questionnaire was "Stress Factors and Coping Strategies Questionnaire for English Instructors" with subgroups including Demographic Inventory, Questionnaire 1 (Q₁) and Questionnaire 2 (Q₂). For the qualitative part of the study, a semi-structured interview was developed by the researcher in order to provide more in-depth data about the stress factors and the coping strategies of instructors.

In the construction process, the initial step was to conduct an extensive questionnaire review of literature from books, journals and theses at YÖK and METU online libraries about the stress factors of teachers and their coping strategies. Despite the large number of studies conducted on teacher stress in

different contexts, there were only few studies regarding the instructors teaching English as a foreign language. These studies were the resource of inspiration for the researcher to form the items in the questionnaires that would apply to the context of the present study. The questionnaires administered in the previous studies focused only on the organizational stress factors or the findings about the coping strategies of instructors were inadequate. Moreover, most of the previous studies carried out in this field, mainly referred to either secondary or high school teachers and their organizational stress factors but not to the English instructors working at the English preparatory schools of universities and their field related stress factors. Because of these reasons, the researcher created the items in the first part of Q₁ which is in quest of the field-specific stress factors in the light of literature review she has gone through and by making use of the data obtained from the unstructured interviews in the preliminary study. Items in the second part of Q₁ – organizational stress factors - were constructed by making use of different questionnaires in the related field. Items in this part were either adapted by changing the wordings so that they appealed to the context of English instructors or some of them were translated from Turkish to English. Also some of the items were created by the researcher in the light of the suggestions received from five interviewees during the preliminary study. The questionnaires that quided the development of the second part of Q₁ – organizational stress factors - were Önkol (2002)'s "Organizational Stress Questionnaire" and Balcı's (2000) "Öğretim Elemanının İş Stresi Anketi", which were composed by these researchers by making use of other international questionnaires. For the first part of Q₂, which seeks to find English instructors' coping strategies with their field-specific stressors, the preliminary study results of the unstructured interviews and the research studies in the literature, which were indirectly related to the topic of the current study were illuminating. For the second part of the Q₂, which aims to unearth the coping strategies of instructors with their organizational stressors, the "Ways of Coping Questionnaire" (WCQ) was used. Originally, the questionnaire was derived from the framework suggested by Lazarus and his colleagues (Lazarus, 1966; Lazarus and Launier, 1978) and was entitled "Ways of Coping Checklist". Later, it was revised by Lazarus and Folkman (1984) and entitled "Ways of Coping Questionnaire". The WCQ is commonly used for the coping related research in the field of psychology. It is a checklist of 67 items describing a broad range of

behavioral and cognitive coping strategies that individuals might use. The items in “The Ways of Coping Questionnaire” were basically classified into two categories: problem-focused coping and emotion focused coping. The problem focused category includes items that describe cognitive problem solving efforts and behavioral strategies for altering or managing the source of the problem. Examples are: I made a plan of action and followed it., I stood my ground and fought for what I wanted.

The emotion-focused category, on the other hand, includes items that describe cognitive and behavioral efforts directed at reducing or managing emotional distress. Examples are: I wished that the situation would go away or be over with;I looked for the silver lining so to speak; tried to look on the bright side of things. However, the weak reflection of the complexity and richness of coping processes in this classification, forced the researchers to carry out a series of factor analyses with different data sets (Schwarzer and Schwarzer, cited in Zeidner and Endler, 1996). Eight scales were agreed upon by the researchers. These scales were named as confrontive coping, distancing, self-controlling, seeking social support, accepting responsibility, escape-avoidance, planful problem solving and positive reappraisal. Although these factors are commonly adopted in the literature, various studies show that internal consistencies of these factors are not always satisfactory, and test-retest disabilities are not reported. Since individuals are expected to adjust their actual coping responses to the requirements of each specific situation, a high stability is not desired. In other words, the results of WCQ may reflect different factors in each different context. Folkman and Lazarus (1984) encourage researchers to adjust the WCQ to the specific study context to achieve a close match between the stress experience and the coping statements. Considering this, many items were modified and adapted with slight changes according to the research questions of the current study for highlighting the coping strategies of English instructors with their organizational stress factors.

There are 80 items in total in the questionnaires. 42 items belong to Q₁ and the other 38 items make up the Q₂. A brief overview for the grouping of the items in the questionnaires are presented as follows:

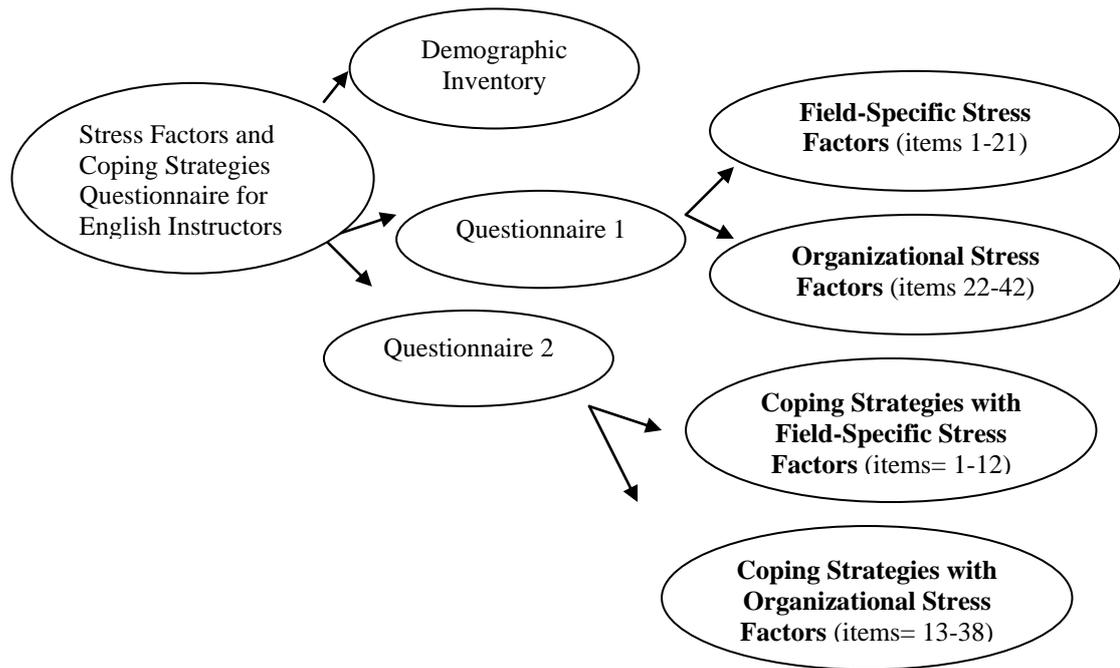


Figure 3.1: Stress Factors and Coping Strategies Questionnaire for English Instructors

3.6.2. Interview

According to Brown and Rodgers (2002), the most obvious way of doing research is asking the participants of a study what is going on from their own perspectives. Also Gass and Mackey (2005) state that it is possible for researchers to investigate phenomena which cannot be directly observed with the help of unstructured, semi-structured or structured interviews. They claim that unstructured interviews are like natural conversations in that interviewers develop and adapt their own questions, which make the outcomes less limited. On the other hand, the researcher uses a list of questions but still has the freedom to probe for more information in semi-structured interviews. Structured interviews are identical with questionnaires in the sense that they provide the participants with a set of questions leaving no controversy.

The interviews utilized in the current study which represent the qualitative part were unstructured and semi-structured. First, an unstructured interview was conducted with five instructors in order to build a framework about the potential stress factors and coping strategies of English instructors during the preliminary

study. Following the information gathered from the preliminary study, a semi-structured interview with 7 main questions was designed to enhance the interpretations of the quantitative results (see Appendix C). After piloting of the semi-structured interview, questions were revised and reevaluated. With the use of interviews, it was aimed that the study will gain a more in-depth dimension with the help of unrehearsed and spontaneous data. Gass (2007) supports this aim of using interviews in the current study as follows “interviews are usually one-on-one exchanges conducted in person, and one of their advantages is that they provide researchers with unscripted, conversational data” (p136).

The interviews in the pilot and main study were conducted in Turkish, the native language of the participants, to make the instructors feel more comfortable in expressing themselves. The interview questions were translated into English by the researcher and proofread by a Canadian English instructor (see, Appendix D).

The interviewees were chosen according to quota sampling in which the researcher determines a quota for each category of samples. In the current study, it is decided to have 4 (2 from each institution) female interviewees and 2 (1 from each institution) male interviewees. The percentage of female English instructors is higher than male English instructors in these institutions; therefore, the samples of the questionnaire are female dominant. Since the number of female respondents is determined to be higher than the male participants, a parallelism between the sampling of the questionnaire and the interviews will be achieved. Before the questionnaires were administered, it was announced to the instructors that volunteering instructors were needed for the interview. Taking the insufficient number of volunteers for the interview into consideration, it was decided that instructors who are more experienced at the institutions be interviewed.

A semi-structured interview was conducted with six participants during the main study. 7 questions to elicit answers for the research questions were used in the semi-structured interview, but the researcher still had the freedom to digress to get more information (Gass & Mackey, 2005). Each interview session took approximately 45 - 50 minutes. Interview questions 1, 2, 3, 4, 5 and 6 are to elicit field-specific stress factors and coping strategies of English instructors. On the other hand, question 7 is to investigate organizational stress factors and coping strategies of English instructors.

The interviews were recorded through digital sound recorders and conducted in the offices of the instructors. In order to decrease the anxiety of the interviewees and get more accurate answers, no other person was allowed to be in the room during the interviews. The interviewer asked the questions one by one and followed with new questions according to the answers of the interviewees. The aim was to make the participants think more on the topic and gather more information about the issue. The recordings were listened once and the important points were transcribed after the second listening. The results were categorized and evaluated by using content analysis. A summary of the interview questions and their relationship with the research questions is given in Table 3.1.

Table 3.1 Interview Questions Related to the Research Questions

<p>R.Q.1. What are the factors that cause stress in English instructors working at the preparatory schools of universities? R.Q. 2. What are the coping strategies employed by English instructors working at the preparatory schools of universities?</p>	
<p>1.1. What are the <u>field-specific factors</u> that cause stress in English instructors working at the preparatory schools of METU and Ankara University?</p> <p>2.1. What are the <u>coping strategies</u> employed by English instructors working at the preparatory schools of METU and Ankara University to overcome the stress caused by the field-specific factors?</p>	<p>1. Have you ever been to a country where English is spoken as the native language? a) If your answer is yes, how do you think this influenced your teaching? b) If your answer is no, does having not been to a country where English is spoken as the native language cause the feeling of stress in you? Please explain. c) If it causes stress in you, what kind of strategies do you use to cope with this feeling? (coping)</p> <p>2. Do you ever have trouble about the usage of English as an English instructor in the classroom? Please explain. a) If you experience any troubles, does this cause any stress in you? Please explain. b) If yes, what do you do to cope with the situation? (coping)</p> <p>3. Do you ever feel the need to speak in Turkish in the classroom? Please explain. a) If yes, does this make you feel stressed? b) If this makes you feel stressed, what do you do to cope with it? (coping)</p> <p>4. Do you ever feel stressed when the students ask unexpected or irrelevant questions related to English in the classroom? Please explain. a) What kind of strategies do you use to cope with your stress in the face of unexpected and irrelevant questions? (coping)</p> <p>5. Do you ever feel stressed when there are students in your class who have been to the countries of the target language (English) before? Please explain. a) If your answer is yes, what do you do to deal with the problems you face and reduce your stress? (coping)</p> <p>6. What are the factors that cause stress in you related to the students' attitudes towards English? Please explain. a) What do you do to cope with these stress factors? (coping)</p>
<p>1.2. What are the <u>organizational factors</u> that cause stress in English instructors working at the preparatory schools of METU and Ankara University?</p> <p>2.2. What are the <u>coping strategies</u> employed by English instructors working at the preparatory schools of METU and Ankara University to overcome the stress caused by the organizational factors?</p>	<p>7. What are the factors that cause stress in you in your workplace? a) What are the stress factors related to the duty structure in your workplace and how do you cope with them? b) What are the stress factors related to the production structure in your workplace and how do you cope with them? c) What are the stress factors related to the role structure in your workplace and how do you cope with them? d) What are the stress factors related to the power relationships in your workplace and how do you cope with them?</p>

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

4.0 Presentation

This chapter presents analysis of the questionnaires and the interviews and discussion of the results.

The aim of the current study is to investigate the stress factors and coping strategies of English instructors working at the preparatory schools of METU and Ankara University. For this purpose, descriptive statistics was used to explore the most stress causing stress factors and frequently employed coping strategies and inferential statistics as ANOVA was used to examine the relationship between the stress factors that create stress on the part of English instructors, their coping strategies and their gender, experience in the profession, age and weekly teaching load. The quantitative instrument prepared for the implementation of the research was administered to 112 English instructors working at the preparatory schools of two universities (56 from each) in Turkey. For the qualitative part of the study, semi-structured interviews were conducted with 6 English instructors employed at these two universities.

The quantitative instrument of this study called “Stress Factors and Coping Strategies Questionnaire for English Instructors” consists of two main parts. While the first part consists of multiple choice questions that aim to define the characteristics of the sample of this study, the second part is composed of likert type items to detect the potential stress factors and coping strategies of English instructors. Likert-scale is used in many questionnaires with a purpose of scaling the items and it provides results with high reliability.

In the first part of the first instrument, which is the demographic inventory part, information about the participants was gathered. In the second part of the instrument, which includes two questionnaires with 80 items in total, stress factors and coping strategies of English instructors employed at the preparatory schools of

two universities were investigated. “Multiple choice” and “close-ended” type of questions were used in the questionnaires.

Universe of the study comprises all the English instructors employed at the English preparatory schools of universities in Turkey. However, sampling of the main study covers 2 universities in Ankara, considering the time limitations and the difficulty to reach all the universities in Turkey in a limited time span. The sample universities are the Middle East Technical University and Ankara University.

The quantitative data were analyzed through Statistical Package of Social Sciences (SPSS for Windows15.0). The qualitative data were analyzed using content analysis.

In order to demonstrate the analysis of the data obtained from the demographic inventory part of the instrument, frequency distribution tables and histograms are presented. The data gathered from the likert scale items and the multiple-choice items were analyzed through descriptive statistics in the SPSS. After the analysis of each item, the total frequency and percentage rates of the responses are presented in the form of tables and figures.

4.1. Research Questions

The research questions of the current study are as follows:

1. What are the factors that cause stress in English instructors working at the English preparatory schools of METU and Ankara University?
 - 1.a What are the field-specific factors that cause stress in English instructors working at the English preparatory schools of METU and Ankara University?
 - 1.b What are the organizational factors that cause stress in English instructors working at the English preparatory schools of METU and Ankara University?
2. What are the coping strategies employed by English instructors working at the English preparatory schools of METU and Ankara University?
 - 2.a What are the coping strategies employed by English instructors working at the English preparatory schools of METU and Ankara University to overcome the stress caused by the field-specific factors?

- 2.b What are the coping strategies employed by English instructors working at the English preparatory schools of METU and Ankara University to overcome the stress caused by the organizational factors?
3. Is there any significant difference in the perceived level of stress among English instructors and how frequently they employ coping strategies?
3. a Does the level of stress change according to the instructors’
- i. gender
 - ii. experience
 - iii. age
 - iv. weekly teaching load?
3. b Does the use of coping strategies change according to the instructors’
- i. gender
 - ii. experience
 - iii. age
 - iv. weekly teaching load?

4.2. Hypotheses

In line with the research questions, the hypotheses tested through data analysis are as follows:

H₀: There is no significant difference in the perceived level of stress among English instructors working at the English preparatory schools of METU and Ankara University according to their gender.

H₀: There is no significant difference in the perceived level of stress among English instructors working at the English preparatory schools of METU and Ankara University according to their experience in the profession.

H₀: There is no significant difference in the perceived level of stress among English instructors working at the English preparatory schools of METU and Ankara University according to their age group.

H₀: There is no significant difference in the perceived level of stress among English instructors working at the English preparatory schools of METU and Ankara University according to weekly teaching load.

H₀: There is no significant difference in how frequently English instructors working at the English preparatory schools of METU and Ankara University employ coping strategies according to their gender.

H₀: There is no significant difference in how frequently English instructors working at the English preparatory schools of METU and Ankara University employ coping strategies according to their experience in the profession.

H₀: There is no significant difference in how frequently English instructors working at the English preparatory schools of METU and Ankara University employ coping strategies according to their age group.

H₀: There is no significant difference in how frequently English instructors working at the English preparatory schools of METU and Ankara University employ coping strategies according to weekly teaching load.

4.3. Descriptive Analysis Regarding the Characteristics of Participants

In order to find out the demographic information, in the first part of the first scale, the subjects involved in this study were asked to indicate their gender, age, education, total teaching experience, teaching experience at the present university, unit duty and administrative duty, which constituted the variables of the study. Descriptive statistics regarding the demographic features of participants is revealed in tables and graphics as figures.

Among the 112 subjects involved in the study, 82, 1 % (n = 92) were females, whereas 17, 9 % (n = 20) were males. Table 4.1 shows the distribution of English instructors according to their gender.

Table 4.1 Frequency table of instructors according to gender

	Frequency	Percent	Valid Percent	Cum. Percent
Female	92	82,1	82,1	82,1
Male	20	17,9	17,9	100,0
Total	112	100,0	100,0	

Figure 4.1 demonstrates the histogram of English instructors' gender distribution. (1- Female, 2- Male).

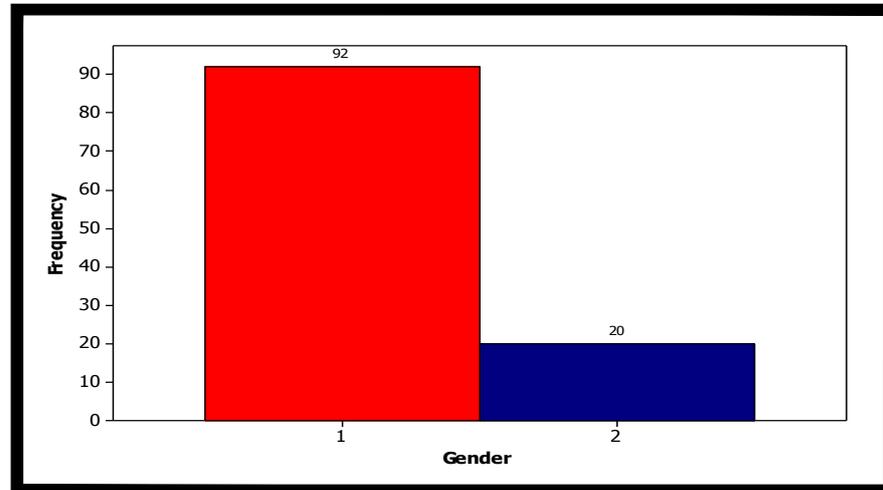


Figure 4. 1 Histogram of instructors regarding their gender

When the degree of education the instructors have recently gained is concerned, 54, 5 % (n = 61) of the English instructors stated that they were university graduates while 42, 9 % (n = 48) of them had a masters degree in the related field. The remaining 2, 7 % (n = 3) stated that they held a doctoral degree. The distribution of English instructors according to their latest education level is presented below in Table 4.2.

Table 4.2 Frequency table of instructors regarding latest education degree

			Valid	Cum.
	Frequency	Percent	Percent	Percent
University	61	54,5	54,5	54,5
Master's Degree	48	42,9	42,9	97,3
PhD Degree	3	2,7	2,7	100,0
Total	112	100,0	100,0	

Figure 4.2 illustrates the histogram of English instructors' latest degree of education. (1-University, 2-Master's Degree, 3-PhD Degree)

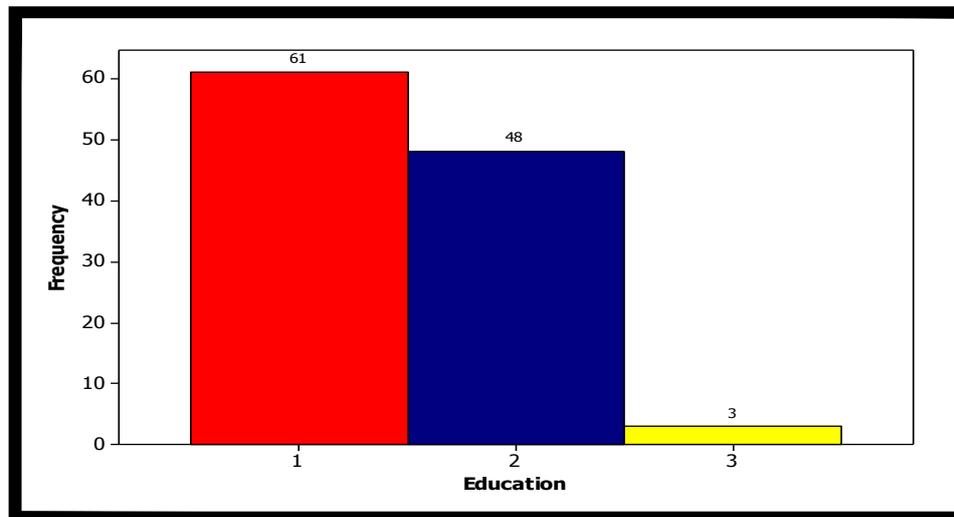


Figure 4. 2 Histogram of instructors regarding latest education degree

When the instructors' involvement in a postgraduate program was investigated, among the 112 respondents, 54, 5 % (n = 61) of them indicated that they were not involved in a postgraduate program, 14, 3 % (n = 16) of them were involved in a Master's program, 9, 8 % (n = 11) were attending a PhD program, and 21, 4 % (n = 24) of them indicated that they were not currently attending any postgraduate programs but planning to in the future. Table 4.3 below shows the distribution of English instructors according to the type of education program they are attending.

Table 4. 3 Frequency table of instructors according to the type of education program that they attend

	Frequency	Percent	Valid Percent	Cum. Percent
I'm currently involved in a Master's program	16	14,3	14,3	14,3
I'm currently involved in a PhD program	11	9,8	9,8	24,1
I'm currently not involved in a postgraduate program	61	54,5	54,5	78,6
I'm not currently involved in a postgraduate program, but I'm planning to in the future	24	21,4	21,4	100
Total	112	100	100	

Figure 4.3 illustrates the histogram of English instructors regarding the education program they are involved in. (1- Master's Program, 2- PhD Program, 3- not involved in a Postgraduate Program, 4- Planning to attend in the future)

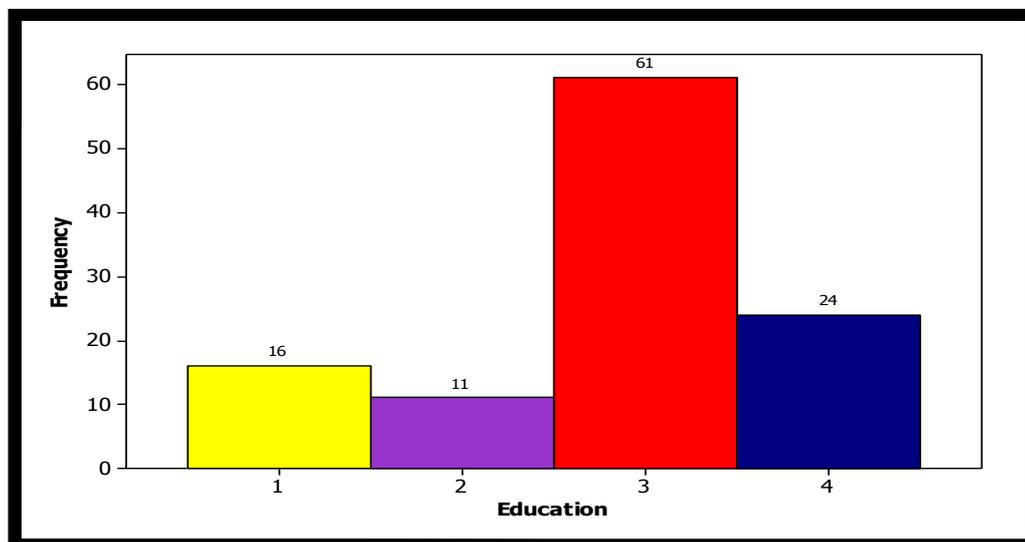


Figure 4. 3 Histogram of instructions regarding the education program involved in

In relation to instructors' age, among the 112 respondents, 25 % (n = 28) of instructors were in the 25 - 30 years age group, 22,3 % (n = 25) were in the 31 - 35 years age group, 22,3 % (n = 25) were in the 36 - 40 years age group, 11,6 % (n = 13) were in the 41 - 45 years age group, 18,8 % (n = 21) were in the 46 years and older age group. The frequency distribution of English instructors according to their age group is shown below in table 4.4.

Table 4. 4 Frequency table of instructors according to their age

	Frequency	Percent	Valid Percent	Cum. Percent
25-30 years	28	25,0	25,0	25,0
31-35 years	25	22,3	22,3	47,3
36-40 years	25	22,3	22,3	69,6
41-45 years	13	11,6	11,6	81,3
46 years and older	21	18,8	18,8	100,0
Total	112	100,0	100,0	

Also figure 4.4 represents the histogram of instructors' age group. (1- 25 - 30 years, 2 - 31-35 years, 3 – 36 - 40 years, 4 – 41 - 45 years, 5 - 46 years and older).

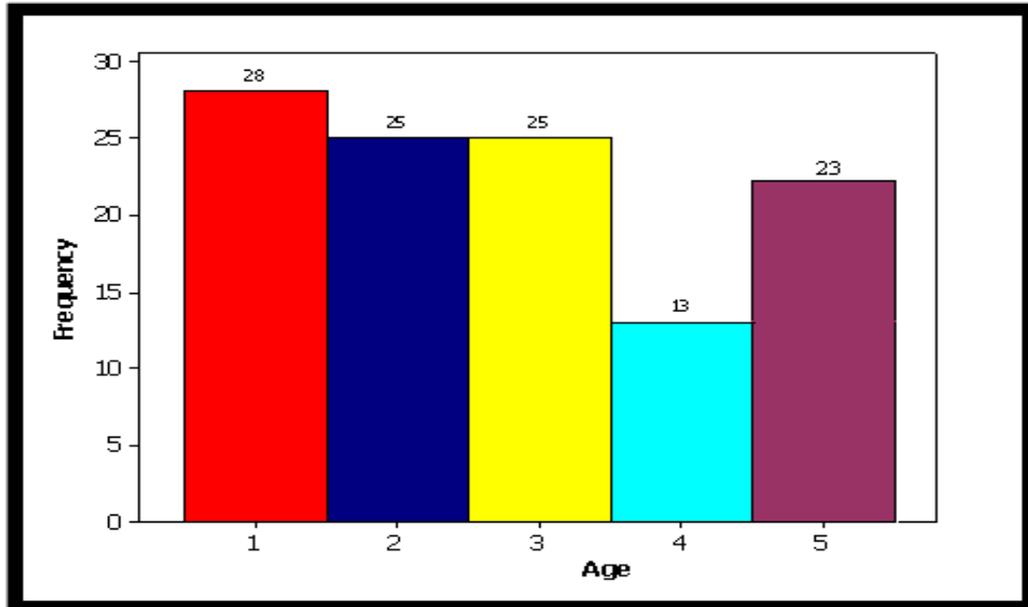


Figure 4. 4 Histogram of instructors regarding their age group

Regarding instructors' total teaching experience in the profession, among the 112 respondents, 42% (n = 47) of the instructors were in the group of 0 - 10 years, 34, 8 % (n = 39) were in the group of 11 - 20 years, 23, 2 % (n = 26) were in the group of 21 years and more. Table 4.5 shows the frequency distribution of English instructors according to their total teaching experience.

Table 4. 5 Frequency table of instructors according to total teaching experience

	Frequency	Percent	Valid Percent	Cum. Percent
0-10 years	47	42,0	42,0	42,0
11-20 years	39	34,8	34,8	76,8
21 years and more	26	23,2	23,2	100,0
Total	112	100,0	100,0	

Figure 4.5 demonstrates the histogram of instructors' total teaching experience. (1- 0 - 10 years, 2- 11 - 20 years, 3- 21 years and more).

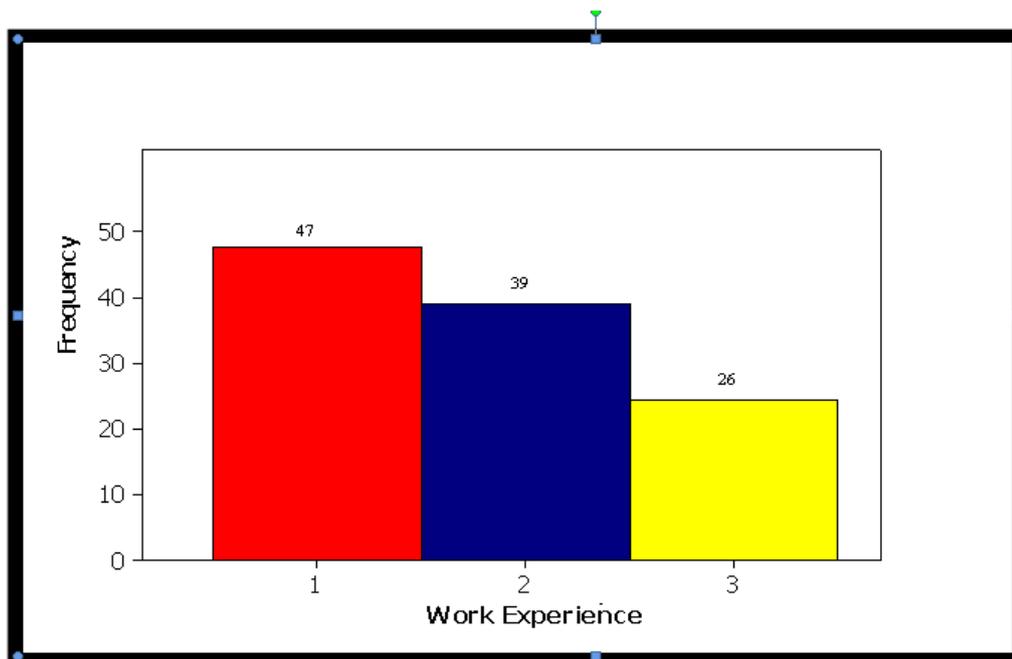


Figure 4. 5 Histogram of instructors regarding their total teaching experience in the profession

Among the 112 respondents, 67, 9 % (n = 76) of them indicated that they worked between 0 - 5 years in another institution before while 27, 7 % (n = 31) of them stated that they worked between 6 - 10 years, 3, 6 % (n = 4) of them worked between 11-20 years and 0, 9 % (n = 1) of them worked for 21 years and more. The distribution of English instructors according to the period of time they worked in another institution before is presented in Table 4.6.

Table 4. 6 Frequency table of instructors according to previous teaching experience

			Valid	Cumulative
	Frequency	Percent	Percent	Percent
0-5 years	76	67,9	67,9	67,9
6-10 years	31	27,7	27,7	95,5
11-20 years	4	3,6	3,6	99,1
21 years and more	1	0,9	0,9	100,0
Total	112	100,0	100,0	

Figure 4.6 presents the histogram of instructors' previous work experience. (1- 0 - 5 years, 2- 6 - 10 years, 3- 11 - 20 years, 4- 21 years and more).

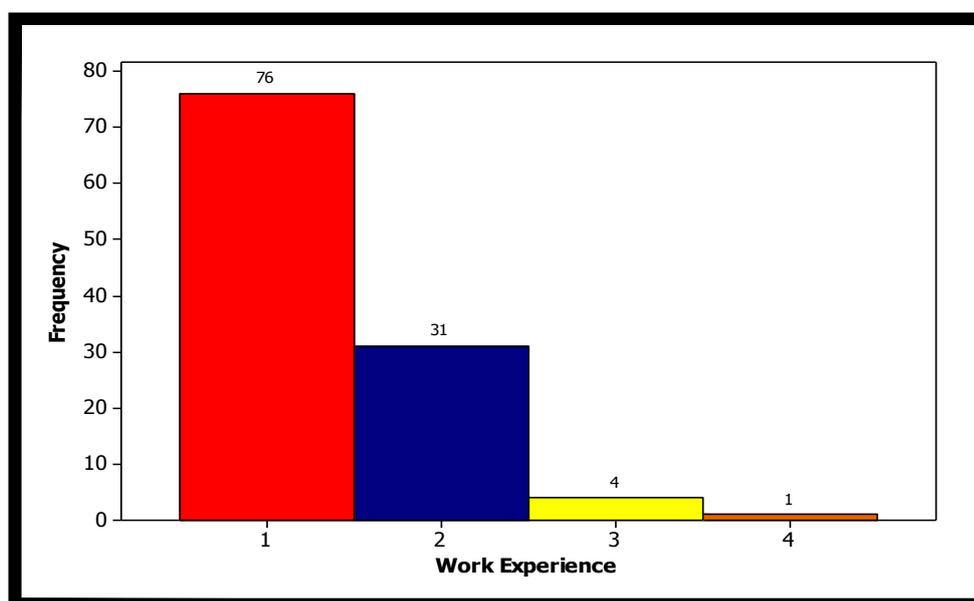


Figure 4. 6 Histogram of instructors regarding the previous teaching experience in another institution

Related to the work experience in the institution they are currently working at, among the 112 respondents, 48, 2 % (n = 54) were in the group of 0 - 5 years, 14, 3 % (n = 16) were in the group of 6 - 10 years, 13, 4 % (n = 15) were in the group of 11 - 15 years, 5, 4 % (n = 6) were in the group of 16 - 20 years and 18, 8 % (n = 21) were in the group of 21 - 30 years. Table 4.7 reveals the distribution of English instructors according to the years of experience they have gained in their present institution.

Table 4. 7 Frequency table of instructors according to teaching experience in the current institution

	Frequency	Percent	Valid Percent	Cum. Percent
0-5 years	54	48,2	48,2	48,2
6-10 years	16	14,3	14,3	62,5
11-15 years	15	13,4	13,4	75,9
16-20 years	6	5,4	5,4	81,3
21-30 years	21	18,8	18,8	100,0
Total	112	100,0	100,0	

Figure 4.7 shows the histogram of instructors' experience in their present institution. (1- 0 - 5 years, 2- 6 - 10 years, 3- 11 - 15 years, 4- 16 - 20 years, 5- 21 - 30 years).

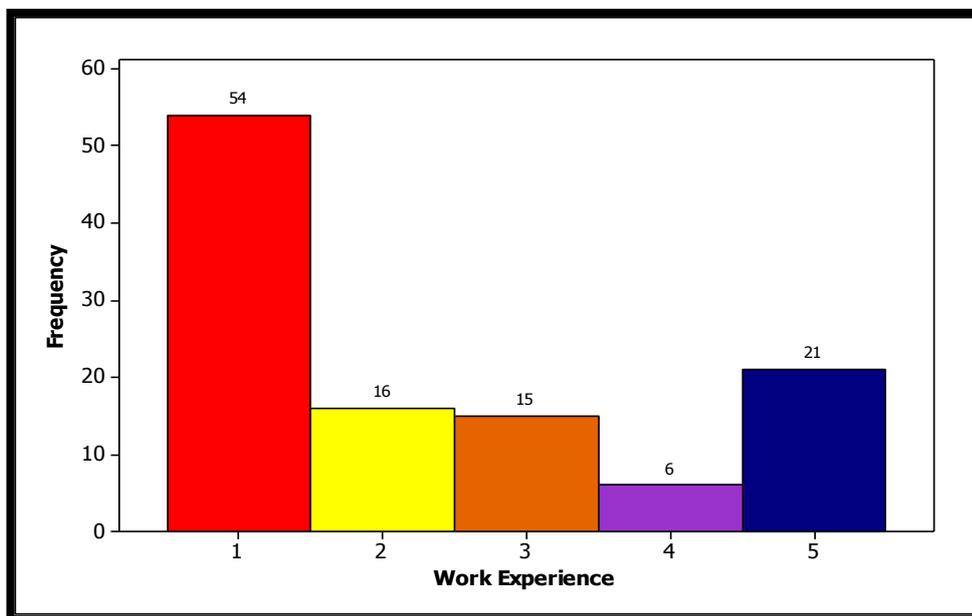


Figure 4. 7 Histogram of instructors regarding teaching experience in the current institution

When the participants were asked about their weekly teaching load, among the 112 respondents, 17 % (n = 19) of them indicated that they had less than 15 hours of teaching per week while 33 % (n = 37) of them had between 16 - 20 hours, and the remaining 50 % (n = 56) had more than 21 hours of teaching per week. The distribution of English instructors according to the weekly teaching load they have is shown in Table 4.8.

Table 4. 8 Frequency table of instructors according to weekly teaching load

	Frequency	Percent	Valid Percent	Cum. Percent
below 15 hours	19	17,0	17,0	17,0
16-20 hours	37	33,0	33,0	50,0
above 21 hours	56	50,0	50,0	100,0
Total	112	100,0	100,0	

Figure 4.8 demonstrates the histogram of instructors' weekly teaching load. (1- below 15 hours, 2- between 16-20 hours, 3- above 21 hours).

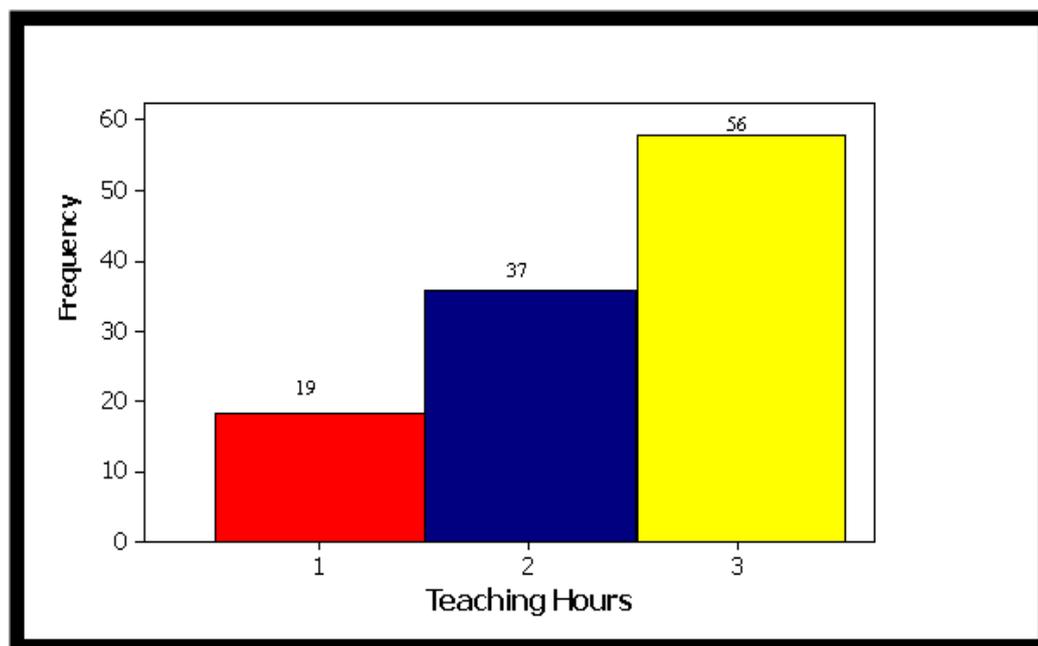


Figure 4. 8Histogram of instructors regarding their weekly teaching load

Among the 112 respondents, 13, 4 % (n = 15) of the English instructors gave the answer “yes” to the question whether they had additional duties in the institution while 86, 6 % (n = 97) of the English instructors gave the answer “no” to the same question. The frequency distribution of instructors according to whether they have additional duties in the institution or not is given in Table 4.9.

Table 4. 9 Frequency table of instructors according to their additional duties

	Frequency	Percent	Valid Percent	Cum. Percent
Yes	15	13,4	13,4	13,4
No	97	86,6	86,6	100,0
Total	112	100,0	100,0	

Figure 4.9 shows the histogram of instructors regarding their additional duties. (1-Yes, 2- No).

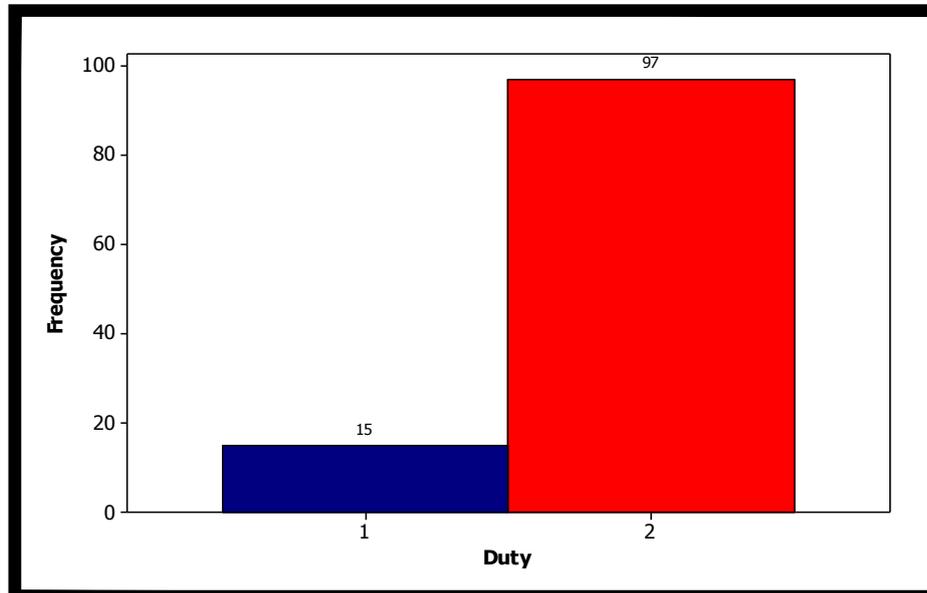


Figure 4. 9 Histogram of instructors regarding their additional duties in the institution.

Although there was another question in the demographic inventory which requires the instructors to state the unit they are involved in or their duties, only three instructors gave an answer to that question. So this question was exempted from the analysis.

4.4. Reliability Statistics of Questionnaire Items

Before analyzing the questionnaire, SPSS reliability analysis was conducted in order to check the reliability of the items in the questionnaires (see Appendix B). This analysis was conducted on the second part of the instrument - Q₁ and Q₂ - which includes likert-type items (see Appendix A). The results of the reliability statistics are shown in Table 4.10.

Table 4. 10 Reliability Statistics according to the Alpha Method

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Q ₁	0,916	0,914	42
Q ₂	0,790	0,802	38

The results were computed in SPSS (Statistical Package for the Social Science) 15 version and Cronbach Alpha analysis was calculated to find the reliability coefficients of the questionnaires. Reliability coefficients for 42 items in Q₁ were calculated as “Alpha = 0,916”, for 38 items in Q₂ were calculated as “Alpha = 0,790. The overall reliability of the questionnaire was considered acceptable for Leech et al (2005, p. 67) “As with other reliability coefficients, alpha should be above ,70”. Alpha coefficients of both questionnaires were close to 1 which means that the 80 items included in Q₁ and Q₂ are highly reliable.

SPSS provides a measurement of internal consistency (reliability) of the test items called Cronbach’s Alpha. It can vary from 0 to 1, indicating that the test is perfectly reliable. Furthermore, the computation of Cronbach’s Alpha when a particular item is removed from consideration is a good measure of that item’s contribution to the entire test’s assessment performance. In the column of “Cronbach's Alpha if Item Deleted.”, contribution of the item to the entire test is seen. For example, when a question is deleted from the scale and the Alpha statistics climbs to ,95, that question should be examined and perhaps rewritten. However, the reliability statistics of Q₁ and Q₂ in the current study reveals that there is no such item. All of the items have crucial contribution that range from 0, 916 to 0, 911 in Q₁ and from 0, 798 to 0, 771 in Q₂ (see Appendix F). It is seen that the extraction of any items for increasing the reliability of the scale is not necessary due to the fact that the reliability of the questionnaires will not increase in that case. For this reason, we have no need to delete any item. Also positive correlations in Tables 4.11 and 4.12 reveal that the scale has the feature of collectivity and repeatability.

Table 4.11 Item-Total Statistics Test Scores of Q₁

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. Students' unattendance problems due to the negative attitude towards English	108,24	561,230	,284	,915
2. Students' lack of interest in the lessons due to the negative attitude towards English	107,55	564,988	,227	,916
3. Students' reflection of personal problems (problems related to family, depression, and so forth) to the class	108,33	568,133	,184	,916
4. The difficulty of motivating students to learn a foreign language	108,04	560,341	,293	,915
5. Students' lack of systematic study habits	107,60	557,378	,392	,914

Table 4. 12 Item-Total Statistics Test Scores of Q₂

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. I check classroom equipment before using it in the class.	126,88	181,149	,125	,791
2. I try to be a <i>good enough</i> teacher rather than a perfect one.	127,39	184,331	,005	,798
3. I keep "fillers" in my folder (extra language activities).	127,05	182,339	,107	,791
4. I write a plan but am prepared to modify it.	127,57	176,625	,221	,788
5. I care about each student's linguistic ability and personality.	126,61	180,024	,256	,786

4.5. Results

In this study, three main research questions were asked to investigate field-specific and organizational stress factors along with coping strategies of English instructors working at the English preparatory schools of Ankara University and the Middle East Technical University. The results will be presented in the same order with the research questions posed for the study.

4.5.1. Research Questions 1 and 2

In the first and second research question, the aim was to explore the main field-specific and organizational stress factors indicated by English instructors and their coping strategies with stress. In order to find out the answer to these questions, the data gathered via “Stress Factors and Coping Strategies Questionnaire for English Instructors” was subjected to descriptive and factor analyses. Descriptive statistics was used to portray means and standard deviations of the items and variables (See Appendix E). Descriptive statistics indicated that there was a set of factors that may lead to stress among English instructors and there was a set of coping strategies that English instructors adopt to reduce their stress related to the profession. Some of the items that had greater mean than ‘average’ on a five-point scale are as follows:

When Table 4.13 is examined, it is seen that most of the items that are indicated as creating average or above average stress belong to the dimensions related with student attitudes and work overload.

Table 4. 13 Stress-related items that have a greater mean than average ($M > 3$) in Q_1

Item	Mean	SD
39. Lack of adequate salary	4,21	1,058
6. Students’ unwillingness to do research and investigation to improve their English	3,79	1,041
7. Students’ coming to class without the necessary class materials or not taking the English lesson seriously	3,75	1,219
5. Students’ lack of systematic study habits	3,63	1,074
17. Difficulty to motivate students to speak in English and students’ insistent tendency to speak in Turkish	3,54	1,114
16. Students’ lack of awareness of the importance of learning English	3,36	1,146
4. The difficulty of motivating students to learn a foreign language	3,20	1,199
40. Too much homework load to read	3,07	1,334
25. Too much workload in terms of course hours per week	3,06	1,384
29. Overcrowded classes	3,01	1,492

Table 4.14 demonstrates that the most frequently adopted coping strategies are related with in-class, planfulness and self-support dimensions. However, it is not easy to make generalizations about the most common coping strategies like stress factors here, because coping strategies have a changeable nature. As Lazarus (1993) asserts, coping is highly ‘contextual’ even though stable coping styles exist

because it must change over time and across different stressful situations to be effective.

Table 4. 14 Coping-related items that have a greater mean than average ($M > 3$) in Q_2

Item	Mean	SD
12. I make explanations about the aims and the importance of learning English to motivate my students.	4,53	,710
7. I try to increase my students' motivation by creating an encouraging language teaching environment.	4,30	,804
34. I try to understand what my blame in this problem is.	4,23	,816
33. I try to analyze the problem in order to understand it better.	4,22	,732
5. I care about each student's linguistic ability and personality.	4,21	,810
35. I criticize and lecture myself.	4,01	,991
20. I try to be patient with myself.	3,96	1,013
1. I check classroom equipment before using it in the class.	3,94	1,133
23. I go over in my mind what I would say or do.	3,79	,953
3. I keep <i>fillers</i> in my folder (extra language activities).	3,77	1,004
22. I draw on my past experiences; I was in similar situation before.	3,73	,977
37. I tell myself that things will help me to improve and feel better.	3,71	1,017
11. I tell the students that I will check the correct answer later in the face of unexpected questions related to language.	3,71	1,372
36. I try other ways to cheer myself up.	3,70	,994
25. I keep my faith and double my efforts to make things work.	3,60	1,009
6. When I feel under stress, I try to remember how a(n) caring/ emphatic/ encouraging/ kind person I am who gives time to people.	3,59	1,167
19. I talk to someone who can help me relax.	3,58	1,136
38. I look for the silver lining, so to speak; try to look on the bright side of things.	3,55	1,089
18. I stand my ground and fight for what I want.	3,54	1,030
15. I try not to act too hastily or follow my first hunch (intuition).	3,50	,986
29. I psychologically prepare myself for the worst outcome in the negotiation process.	3,45	1,003
2. I try to be a <i>good enough</i> teacher rather than a perfect one.	3,43	1,313
28. I negotiate with the people who cause stress in me to solve the problem.	3,43	,965
31. I make a plan of action and follow it.	3,36	,919
4. I write a plan but am prepared to modify it.	3,25	1,332
32. I wish that I could change what happened or how I felt.	3,17	1,185
27. I ask for advice from my relatives or friends before deciding what to do.	3,17	1,122
24. I let my feelings out somehow.	3,16	1,053
16. I wish that the situation would go away or somehow be over with.	3,09	1,062
13. I minimise the situation by refusing to get too serious about it.	3,06	1,059

Following the descriptive statistics, factor analysis was conducted. The purpose of the factor analysis was to look for the possible multi-dimensionality of the stress factors and coping strategies. Before the analysis, questionnaire items were grouped with the help of factor analysis. As a result of factor analysis, constructs were formed. The rotated solution yielded 17 interpretable factors, the eigenvalues of which are given in tables.

Initially, the factor analysis of Q₁ representing the first part of the scale was made. This questionnaire included two headings which are Field-specific Stress Factors and Organizational Stress Factors.

As shown in Table 4.15, the three-factor solution for 21 items in Q₁ accounted for 50, 1 % of the total variance for – Field-Specific Stress Factors. Factors one, two and three accounted for 26, 620 %, 15, 401 %, 8, 146 %, of the total variance, respectively. It is clear that the first few factors explain relatively large amounts of variance whereas subsequent factors only small amounts of variance. For this reason we take a criteria of 50 % of variances.

Table 4. 15 Q₁ – Field-Specific Stress Factors Total Variance Scores

Comp.	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Var.	Cum. %	Total	% of Var.	Cum. %	Total	% of Var.	Cum. %
1	5,590	26,620	26,620	5,590	26,620	26,620	3,889	18,518	18,518
2	2,604	15,401	42,022	2,604	15,401	42,022	3,128	16,895	33,414
3	1,711	8,146	50,168	1,711	8,146	50,168	2,888	14,754	50,168
4	1,340	6,383	56,550						
5	1,172	5,580	62,131						
6	1,057	5,034	67,164						
7	,928	4,419	71,584						
8	,878	4,180	74,763						
9	,771	3,672	77,436						
10	,711	3,388	80,824						
11	,674	3,210	83,034						
12	,564	2,686	85,719						
13	,495	2,355	88,074						
14	,481	2,290	90,364						
15	,413	1,967	92,331						
16	,355	1,690	94,021						
17	,342	1,628	95,649						
18	,322	1,535	97,184						
19	,245	1,168	98,352						
20	,201	,956	99,308						
21	,145	,692	100,000						

Extraction Method: Principal Component Analysis.

Table 4.16 illustrates that the three-factor solution for the remaining 21 items in Q₁ accounted for 54, 3 % of the total variance for Organizational Stress Factors. Factors one, two and three accounted for 37, 075 %, 9, 950 %, 7, 307 %, of the total variance, respectively.

Table 4. 16 Q₁ – Organizational Stress Factors Total Variance Scores

Comp.	Initial Eigenvalues			Extraction Sums of Squared			Rotation Sums of Squared		
	Total	% of		Total	% of		Total	% of	
		Var.	Cum. %		Var.	Cum. %		Var.	Cum. %
1	7,786	37,075	37,075	7,786	37,075	37,075	4,787	22,797	22,797
2	2,090	9,950	47,025	2,090	9,950	47,025	3,790	18,048	40,845
3	1,535	7,307	54,332	1,535	7,307	54,332	2,832	13,487	54,332
4	1,343	6,396	60,728						
5	1,001	4,768	65,496						
6	,974	4,636	70,133						
7	,754	3,589	73,722						
8	,725	3,450	77,172						
9	,661	3,150	80,322						
10	,569	2,712	83,034						
11	,542	2,580	85,614						
12	,480	2,285	87,898						
13	,461	2,194	90,093						
14	,397	1,889	91,981						
15	,338	1,608	93,589						
16	,294	1,399	94,988						
17	,285	1,357	96,345						
18	,230	1,094	97,439						
19	,211	1,006	98,445						
20	,166	,788	99,233						
21	,161	,767	100,000						

Extraction Method: Principal Component Analysis.

The same procedure was made for the factor analysis of Q₂ representing the second part of the scale with three headings. These headings are Coping Strategies with Field- Specific Stress Factors, Coping Strategies with Organizational Stress Factors as Problem Focused, Coping Strategies with Organizational Stress Factors as Emotion Focused.

The four-factor solution for 12 items in Q₂ accounted for 51, 7% of the total variance for Coping Strategies with Field-Specific Stress Factors. Factors one, two, three and four accounted for 18, 122 %, 12, 273 %, 11, 417 %, 9, 933 % of the total variance, respectively. Table 4.17 demonstrates the total variance scores of factors.

Table 4. 17 Q₂ –Coping Strategies with Field-Specific Stress Factors Total Variance Scores

Comp.	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings			
	Total	% of		Total	% of		Total	% of		Cum. %
		Var.	Cum. %		Var.	Cum. %		Var.	Cum. %	
1	2,175	18,122	18,122	2,175	18,122	18,122	1,808	15,064	15,064	
2	1,473	12,273	30,395	1,473	12,273	30,395	1,650	13,752	28,816	
3	1,370	11,417	41,812	1,370	11,417	41,812	1,427	11,895	40,711	
4	1,192	9,933	51,746	1,192	9,933	51,746	1,324	11,035	51,746	
5	1,055	8,792	60,537							
6	1,042	8,686	69,223							
7	,841	7,011	76,234							
8	,737	6,141	82,374							
9	,626	5,220	87,594							
10	,617	5,143	92,737							
11	,480	4,002	96,739							
12	,391	3,261	100,000							

Extraction Method: Principal Component Analysis.

The four-factor solution for 15 items in Q₂ accounted for 50, 3% of the total variance for Problem Focused Coping Strategies with Organizational Stress Factors. Factors one, two, three and four accounted for 20, 461 %, 11, 679 %, 9, 626 %, 8, 564 % of the total variance, respectively.

Table 4. 18 Q₂ – Coping Strategies with Organizational Stress Factors Total Variance Scores
Problem Focused Coping

Comp.	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of		Total	% of		Total	% of	
		Var.	Cum. %		Var.	Cum. %		Var.	Cum. %
1	3,069	20,461	20,461	3,069	20,461	20,461	2,260	15,068	15,068
2	1,752	11,679	32,140	1,752	11,679	32,140	1,898	13,653	28,721
3	1,294	9,626	41,766	1,294	9,626	41,766	1,830	12,202	40,923
4	1,285	8,564	50,330	1,285	8,564	50,330	1,411	9,406	50,330
5	1,168	7,787	58,117						
6	1,050	7,000	65,117						
7	,903	6,022	71,138						
8	,766	5,105	76,244						
9	,709	4,729	80,972						
10	,599	3,992	84,964						
11	,592	3,947	87,911						
12	,580	3,865	91,776						
13	,450	3,000	94,777						
14	,416	2,775	97,552						
15	,367	2,448	100,000						

Extraction Method: Principal Component Analysis.

The three-factor solution for 11 items in Q₂ accounted for 50, 9% of the total variance for Emotion Focused Coping Strategies with Organizational Stress Factors. Factors one, two and three 25, 817 %, 13, 524 %, 11, 646 % of the total variance, respectively.

Table 4. 19 Q₂ – Coping Strategies with Organizational Stress Factors Total Variance Scores
Emotion Focused Coping

Comp.	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of		Total	% of		Total	% of	
		Var.	Cum. %		Var.	Cum. %		Var.	Cum. %
1	2,840	25,817	25,817	2,840	25,817	25,817	2,145	19,496	19,496
2	1,488	13,524	39,341	1,488	13,524	39,341	1,842	16,743	36,239
3	1,281	11,646	50,986	1,281	11,646	50,986	1,622	14,748	50,986
4	1,076	9,780	60,767						
5	,968	8,804	69,570						
6	,781	7,096	76,667						
7	,680	6,181	82,847						
8	,582	5,287	88,135						
9	,523	4,757	92,892						
10	,504	4,582	97,474						
11	,278	2,526	100,000						

Extraction Method: Principal Component Analysis.

The factor analysis conducted revealed that there were 17 dimensions in the ‘Stress Factors and Coping Strategies Questionnaire for English Instructors’. A minimum factor loading of ,30 was a criteria for considering an item to be part of a factor. As shown in Tables 4.20, 4.21, 4.22, 4.23, 4.24, all of the factor loadings are higher than ,30.

These factors were named by examining the items in each factor and finding a common theme for them in the light of the suggestions made by a specialist in the field of psychology and a specialist in the field of English language teaching. Results of the related previous studies in the literature were also helpful in naming the factors. The answers to the items in the two questionnaires were gathered under 5 headings. The names and the brief explanations of the 17 factors are as follows:

1-Student Attitudes: This factor refers to the items that create stress in instructors stemming from student-related issues such as, their negative attitudes towards English, interaction with students, students’ discipline problems and lack of responsibility, study skills and interest.

2- Teacher Competence: In this factor, the resource of stress is the teacher’s perception of the responsibilities and adequacies at work as an English instructor and teacher’s perception of her use of English.

3- In-class situations: These are the items that seek for the stress resulting from the spontaneous nature of a language classroom. As human beings, teachers may also lack necessary knowledge to answer an unexpected question at that very moment, or they may feel the fear of losing other students’ motivation during the lesson in the face of an irrelevant question.

Analysis results of factor groups in Q_1 and their correlation coefficients are presented in Tables 4.20 and 4.21. The names of the factors are presented in the right column of the tables.

Table 4. 20 Q₁ - Rotated Factor Matrix and Factor Names

FIELD-SPECIFIC STRESS FACTORS				
	Component			Factor Names
	1	2	3	
Students' unwillingness to do research and investigation to improve their English	,741			Student Attitudes
Students' lack of systematic study habits	,739			
Students' lack of interest in the lessons due to the negative attitude towards English	,661			
Difficulty to motivate students to speak in English and students' insistent tendency to speak in Turkish	,620			
Students' coming to class without the necessary class materials or not taking the English lesson seriously	,590			
Students' unattendance problems due to the negative attitude towards English	,559			
Students' lack of awareness of the importance of learning English	,526			
Always having to prepare authentic and up to date materials in English	,442			
The difficulty of motivating students to learn a foreign language	,426			
Students' reflection of personal problems (problems related to family, depression, and so forth) to the class	,354			
The assessment of oral performance	,350			
Not having been in the country of the target language before (as an instructor)		,716		Teacher Competence
Having pronunciation difficulties as a nonnative speaker of English		,709		
Teaching a language (English) which is not your (as an instructor) mother tongue		,637		
The assessment of written performance		,625		
Conflict between your beliefs about language teaching and your practice in the classroom		,560		
Unexpected questions about grammar structures which you haven't prepared the lesson for as the teacher			,853	In Class Situations

Table continued

Unexpected questions about grammar structures which are irrelevant to the lesson		,841
Unexpected questions about vocabulary which are irrelevant to the topic in the lesson or which the teacher is not familiar with as the teacher		,711
Always having to find meaningful context for vocabulary teaching		,506
Having students in the class who have been in the target culture before		,476

4- **Organizational Structure:** These are the items about involvement in the decision making process, communication channels in the organization, administrators' attitudes, supervision, and development opportunities.

5- **Work Overload:** This factor includes items about working conditions like the amount of work expected from the instructors and the adequacy of money they earn in exchange for the work they do.

6- **Physical Conditions:** This factor includes items which refer to the inadequacies in the institution regarding services, opportunities and facilities provided for language teaching.

Table 4. 21 Q₁ - Rotated Factor Matrix and Factor Names

ORGANIZATIONAL STRESS FACTORS				
	Component			Factor Names
	1	2	3	
Vague role definitions of instructors	0,784			Organizational Structure
Being obliged to attend frequent department meetings	0,696			
Lack of harmony among colleagues	0,691			
Not being supported enough for personal efforts on professional development	0,669			
Insufficient in-service training opportunities	0,662			
Lack of social and cultural facilities at the university (sports center, library, and so forth)	0,662			

Table continued

Not receiving announcements about related professional development (national and international seminars, workshops, courses etc) on time	0,654		
Role conflict (the conflict between the personality and various roles in the institution)	0,629		
Lack of flexibility in the institutional practices (attending meetings, ceremonies, deadlines of reports and so forth)	0,546		
Administrators' ignorance of instructors' problems related to teaching and students	0,457		
Insufficient financial support for attending conferences related to the profession	0,356		
Too much homework load to read		0,797	Work Overload
Too much paperwork (marking the exams, filling in the report forms)		0,779	
Too much workload in terms of course hours per week		0,710	
The examination assessment overload		0,674	
Lack of adequate salary		0,556	
Varied type of courses to prepare and teach (e.g. reading, writing, grammar)		0,481	
Inadequate physical conditions (heating, lightning, and so forth)		0,859	Physical Conditions
Inadequate instructional equipment/materials (technological tools, board, board marker and so forth)		0,770	
Inadequate services (photocopying, secretarial, and so forth)		0,610	
Overcrowded classes		0,541	

Analysis results of factor groups in Q_2 and their correlation coefficients are presented in Tables 4.22, 4.23 and 4.24. The names of the factors are presented in the right column of the tables.

7- **In-class:** These are the field-related strategies that instructors may adopt during teaching.

8- **Academic Development:** This factor includes the items that are about the professional efforts of instructors in order to improve themselves in English language teaching.

9- **Face Saving:** These items refer to the instructors' tendency to refrain from stressful situations related to their field instead of directly solving the problem.

10- **Precaution:** The items in this factor are about the efforts of instructors to reduce or control their stress by taking action before coming to class or during the lesson.

Table 4. 22 Q₂ - Rotated Factor Matrix and Factor Names

COPING WITH FIELD-SPECIFIC STRESS FACTORS					
	Component				Factor Names
	1	2	3	4	
I care about each student's linguistic ability and personality.	0,755				In-class
I make explanations about the aims and the importance of learning English to motivate my students.	0,707				
When I feel under stress, I try to remember how a(n) caring/ emphatic/ encouraging/ kind person I am who gives time to people.	0,579				
I try to increase my students' motivation by creating an encouraging language teaching environment.	0,549				
I attend conferences, seminars and so forth to improve my methodological knowledge.		0,831			Academic Development
I attend courses to improve my language skills.		0,767			
I write a plan but am prepared to modify it.		0,392			
I avoid questions related to English, the answer of which I am not sure of during the lesson.			0,755		Face Saving
I try to be a <i>good enough</i> teacher rather than a perfect one.			0,736		
I keep "fillers" ¹ in my folder				0,829	Precaution
I tell the students that I will check the correct answer later in the face of unexpected questions related to				-0,463	

¹ Fillers: extra language activities

language.			
I check classroom equipment before using it in the class.		0,448	

11- **Planfulness:** These are planful behavioral and cognitive actions taken by the individual to solve the problem. Analysis of the situation and then following a plan is the main technique according to this factor. It is composed of finding ways to solve the problem instead of avoiding it.

12- **Optimistic Approach:** The items in this factor reveal focusing on the good in what is happening or what has happened to cope with stressful situation.

13- **Seeking Support:** In this kind of coping, the individual feels the need to consult another person for guidance, and feedback in the search of resolution. Therefore, the person prefers to take action with others, instead of trying to solve the problem on his/her own.

14- **Emotional Control:** The items in this factor are based on the decision of expressing or not expressing the feelings and emotions, to overcome the stressful situation.

Table 4. 23 Q₂ - Rotated Factor Matrix and Factor Names

COPING WITH ORGANIZATIONAL STRESS FACTORS					
PROBLEM FOCUSED					
	Component				Factor Names
	1	2	3	4	
I make a plan of action and follow it.	0,703				Planfulness
I try to understand what my blame in this problem is	0,649				
I try to analyze the problem in order to understand it better.	0,632				
I psychologically prepare myself for the worst outcome in the negotiation process.	0,564				
I keep my faith and double my efforts to make things work.	0,520				

Table continued

I look for the silver lining, so to speak; try to look on the bright side of things.		0,768		Optimistic Approach
I try to be patient with myself.		0,642		
I minimise the situation by refusing to get too serious about it.		0,631		
I stand my ground and fight for what I want		0,586		
I maintain my pride and keep a stiff upper lip.		0,546		
I draw on my past experiences; I was in a similar situation before.		0,438		
I ask for advice from my relatives or friends before deciding what to do.		0,698		Seeking Support
I negotiate with the people who cause stress in me to solve the problem.		0,532		
I try not to act too hastily or follow my first hunch.			-0,604	Emotional Control
I let my feelings out somehow.			0,581	

15 - **Self- Support:** Items in this factor include turning to oneself for finding the source of the problem or boosting emotions by being hopeful for the future.

16 - **Avoidance:** This factor is directed at relieving oneself by avoiding the problem or wishful thinking.

17 - **Submission:** The items here show an acceptance of the situation since it is perceived as overwhelming. Therefore, the individual tries to reduce stress cognitively by negotiating with the present situation in his/her mind.

Table 4. 24 Q₂ - Rotated Factor Matrix and Factor Names

COPING WITH ORGANIZATIONAL STRESS FACTORS				
EMOTION FOCUSED				
	Component			Factor Names
	1	2	3	
I try other ways to cheer myself up.	0,844			Self-Support
I tell myself that things will help me to improve and feel better.	0,782			
I criticize and lecture myself.	0,689			
I give up and let go of the struggle to be the winner in the negotiation process.		0,666		Avoidance
I wish that I could change what happened or how I felt.		0,655		
I pray.		0,546		
I try to make myself feel better by eating, drinking, smoking, using drugs or medication, and so forth		0,540		
I talk to someone who can help me relax.		0,416		
I wish that the situation would go away or somehow be over with.			0,764	Submission
I go over in my mind what I would say or do.			0,623	
I accept the situation since nothing can be done.			0,600	

In the questionnaires, respondents were asked to indicate their agreements or disagreements with various statements on five-point Likert scales ranging from 5 indicating “Very Much”, 4 indicating “Much”, 3 indicating “Average”, 2 indicating “Little”, and 1 indicating “None”. The weight for every answer varies between 5 and 1, in the direction from most positive to most negative. In Table 4.25, descriptive statistics showing the means of instructors’ responses in the framework of 17 factor groupings are presented. High means should be analysed as factors that cause high feeling of stress or high usage of the related strategies in coping with stress within its own title.

Table 4. 25 Descriptive Statistics for Factors

	Minimum	Maximum	Mean	Std. Deviation
Field Specific Stress Factors				
Teacher Competence	1	5	2,220	0,791
In-Class Situations	1	4	2,009	0,741
Student Attitudes	1	5	3,305	0,629
Organizational Stress Factors				
Organizational Structure	1	5	2,227	0,873
Work Overload	1	5	3,081	0,918
Physical Conditions	1	5	2,680	1,078
Coping with Field Specific Factors				
In-class	2	5	4,158	,5812
Academic Development	1	5	3,008	,8219
Face Saving	1	5	2,758	,9817
Precaution	2	5	3,559	,6963
Problem Focused Coping				
Planfulness	2	5	3,771	,6115
Optimistic Approach	2	5	3,569	,5943
Seeking Support	1	5	3,299	,8066
Emotional Control	1	5	3,175	,6052
Emotion Focused Coping				
Self-support	2	5	3,806	,8086
Avoidance	1	5	2,825	,7318
Submission	1	5	3,282	,7368

According to the mean scores of factors under five headings of the questionnaires in Table 4.25, among the field specific stress factors, *student attitudes* is the most stress causing factor for English instructors (M = 3, 305) while *work overload* is the highest stress causing factor among the organizational stress factors (M = 3, 081). Regarding the most frequently used coping strategies, *in-class coping* is highly preferred by English instructors to reduce their field-specific stress (M = 4, 158). *Planfulness* is the most adopted problem focused coping strategy (M = 3, 771) while *self-support* is the second most frequent emotion focused coping strategy among English instructors to reduce their organizational stress.

The analyses conducted so far have dealt with the description of the current data. As the next step, the relationship between English instructors' stress factors and their coping strategies, and these instructors' demographic features will be analyzed according to the research questions.

4.5.2. Research Question 3

The third research question was “Is there any significant difference in the perceived level of stress among English instructors and how frequently they employ coping strategies?” This research question was divided into two sub-questions to test the relationship between the perceived stress level of instructors, how frequently they employ coping strategies and each of four variables (gender, experience, age, weekly teaching load). Questions 3a and 3b first aimed to explore whether the level of stress and use of coping strategies change according to the instructors gender. Because the number of samples in each category was not evenly distributed ($F = 92$, $M = 20$), ANOVA test could not be conducted. Instead, descriptive statistics revealing the mean scores of groups and the interpretation of the results are presented. As can be seen in Table 4.26, the mean score of females regarding the frequency of facing stress factors is relatively higher than males ($M = 2,62$) with a standard deviation of $,580$. In addition to this, the mean score of females related to coping with stress is slightly higher ($M = 3,42$) with a standard deviation of $,358$. Based on this finding, it can be interpreted that females feel more stressful than males at work. Likewise, females benefit from coping strategies more frequently compared to males.

Table 4. 26 Descriptive Information of Facing Stress Factors and Coping With Stress Factors

Facing Stress Factors	N	Mean	SD
Female	92	2,6204	,58062
Male	20	2,4743	,53723
Total	112	2,5943	,57353
Coping With Stress Factors			
Female	92	3,4234	,35835
Male	20	3,1987	,31249
Total	112	3,3833	,35981

Close mean scores of both males and females may confirm the null hypotheses that there is no significant difference in the frequency of facing stress factors and coping strategies by English instructors working at the English preparatory schools of METU and Ankara University according to their gender.

Second variable in questions 3a and 3b was experience. Therefore, whether the level of stress and use of coping strategies change according to instructors' experience in the profession was tested. A one-way analysis of variance was conducted to evaluate the relationship between perceived stress level and coping

scores of English instructors and their total teaching experience. The independent variable, total teaching experience, included three levels: 0 - 10 years, 11 - 20 years, and 21 years and more. The dependent variables were the sums of stress and coping scores.

One way ANOVA evaluates the difference in general level. However, more analysis is required to reveal the categories that differ from each other. In the light of this consideration, Tukey test, which is one of the most conservative multiple pairwise comparison tests is used in the following analyses.

Looking at the ANOVA results in Table 4.27, since $0,004 < 0,05$, we reject the null hypothesis about the frequency of facing stress factors according to experience, and argue that there is a significant difference between experience categories. In general, it is possible to assert that experience is a factor that generates a difference on the frequency of facing stress factors among instructors. However, looking at the significance results related to frequency of coping strategies, since $0,105 > 0,05$, we can not reject the null hypothesis about the frequency of coping strategies according to experience, so it can be argued that there is no significant difference among instructors.

Table 4. 27 ANOVA Results – according to stress level and frequency of coping strategies and experience

		Sum of Squares	df	Mean Square	F	Sig.
Facing Stress Factors	Between Groups	3,495	2	1,748	5,769	,004
	Within Groups	33,017	109	,303		
	Total	36,512	111			
Coping with Stress Factors	Between Groups	,583	2	,292	2,305	,105
	Within Groups	13,787	109	,126		
	Total	14,370	111			

Tukey Test displays that there is significant difference between the instructors who have 0 - 10 years and 11 - 20 years of experience, 11 - 20 years and 21 years and more of experience. However, since $0,976 > 0,05$, there is no significant difference between 0 - 10 years and 21 years and more. Because $0,976$ is very close to 1, it is possible to argue that these two categories reflect same level of facing stress.

Table 4. 28 Multiple Comparisons of groups according to Tukey HSD

Dep. Variable	(I) Exp. _recoded	(J) Experience_recoded	Mean Difference (I-J)	Std. Er.	Sig.
Facing Stress Factors	0-10 years	11-20 years	-,36006(*)	,11921	,009
		21 years and more	,02819	,13452	,976
	11-20 years	0-10 years	,36006(*)	,11921	,009
		21 years and more	,38825(*)	,13935	,017
	21 years and more	0-10 years	-,02819	,13452	,976
		11-20 years	-,38825(*)	,13935	,017

In Table 4.29, descriptive details of the experience categories is seen. According to means, it can be argued that instructors who have 11 - 20 years of experience face more stress than the others. This result verifies the comparisons of Tukey test. Looking at the frequency of coping with stress, the mean score of instructors who have 0 - 10 years of experience ($M = 3,45$) is higher than the others. This may indicate that the instructors with less than 10 years of experience feel more effective in coping than the other two groups.

Table 4. 29 Descriptive table of instructors according to their experience

		N	Mean	SD
Facing Stress Factors	0-10 years	47	2,4755	,48268
	11-20 years	39	2,8355	,59218
	21 years and more	26	2,4473	,59915
	Total	112	2,5943	,57353
Coping with Stress Factors	0-10 years	47	3,4513	,34438
	11-20 years	39	3,3804	,34723
	21 years and more	26	3,2647	,38730
	Total	112	3,3833	,35981

As the third variable, the effect of age on instructors' perceived level of stress and use of coping strategies was examined. A one-way analysis of variance was conducted to evaluate the relationship between the perceived level of stress and coping scores of English instructors and their age. The independent variable, age,

included five levels: 25 - 30 years, 31 - 35 years, 36 - 40 years, 41 - 45 years and 46 years and more. The dependent variables were the sums of stress and coping scores.

Table 4.30 shows the analysis of variance for testing the null hypothesis that there is no significant difference in the frequency of facing stress factors and frequency of coping according to five age categories. By analyzing this table, we will be able to tell whether we have enough evidence to reject the null hypothesis. By looking at the observed significance level, which is labeled Sig, whether the null hypothesis is rejected or not is seen. Since $0,012 < 0,05$, the null hypothesis that there is no significant difference between five age categories about the frequency of facing stress factors is rejected. Moreover, since $0,112 > 0,05$, we fail to reject our null hypothesis about the frequency of coping with stress factors according to age. As a result, it can be concluded that there is a significant difference between five age groups for facing stress factors, however, there is no significant difference between five age groups for the frequency of coping with stress factors.

Table 4. 30 ANOVA Results – according to stress level and frequency of coping strategies and age

		Sum of				
		Squares	df	Mean Square	F	Sig.
1	Between Groups	4,105	4	1,026	3,388	,012
	Within Groups	32,408	107	,303		
	Total	36,512	111			
2	Between Groups	,964	4	,241	1,923	,112
	Within Groups	13,407	107	,125		
	Total	14,370	111			

Table 4.31 shows that there is no significant difference among 25 - 30 years, 31 - 35 years and 41 - 45 years for facing stress factors. On the other hand, there is a significant difference between instructors who are in the 36 - 40 years of age category and 46 and older years of age category since $0,044 < 0,05$.

Table 4. 31 Multiple Comparisons of groups according to Tukey HSD

Dep. Variable	(I) Age	(J) Age	Mean Difference		
			(I-J)	Std. Error	Sig.
Facing Stress Factors	25-30 years	31-35 years	-,11682	,15143	,938
		36-40 years	-,40444	,15143	,065
		41-45 years	-,41956	,18470	,162
		46 and older	,05547	,15887	,997
	31-35 years	25-30 years	,11682	,15143	,938
		36-40 years	-,28762	,15566	,352
		41-45 years	-,30274	,18818	,495
		46 and older	,17229	,16290	,828
	36-40 years	25-30 years	,40444	,15143	,065
		31-35 years	,28762	,15566	,352
		41-45 years	-,01513	,18818	1,000
		46 and older	,45990(*)	,16290	,044
	41-45 years	25-30 years	,41956	,18470	,162
		31-35 years	,30274	,18818	,495
		36-40 years	,01513	,18818	1,000
		46 and older	,47503	,19422	,111
46 and older	25-30 years	-,05547	,15887	,997	
	31-35 years	-,17229	,16290	,828	
	36-40 years	-,45990(*)	,16290	,044	
	41-45 years	-,47503	,19422	,111	

In Table 4.32, descriptive details of the age categories is seen. According to mean, it can be argued that instructors who are in 41 - 45 years and 36 - 40 years of age category feel more stressed than the others. On the other hand, instructors who are in 46 years and older age group feel least stressed. This result verifies the comparisons of Tukey test.

Table 4. 32 Descriptive table of instructors according to their age

		N	Mean	Std.
				Deviation
Facing Stress Factors	25-30 years	28	2,4397	,52179
	31-35 years	25	2,5565	,42207
	36-40 years	25	2,8441	,68039
	41-45 years	13	2,8592	,32016
	46 and older	21	2,3842	,64965
	Total	112	2,5943	,57353
Coping with Stress Factors	25-30 years	28	3,5133	,33188
	31-35 years	25	3,4114	,38416

Table continued				
	36-40 years	25	3,3641	,33194
	41-45 years	13	3,2369	,33284
	46 and older	21	3,2898	,38190
	Total	112	3,3833	,35981

The last research question aimed to explore the effect of weekly teaching load on instructors' perceived level of stress and use of coping strategies. A one-way analysis of variance was conducted to evaluate the relationship between the stress and coping scores of English instructors and their weekly teaching load. The independent variable, weekly teaching load, included three levels: below 15 hours, 16 - 20 hours, above 21 hours. The dependent variables were the sums of stress and coping scores.

According to table 4.33, since $0,019 < 0,05$, the null hypothesis that the frequency of facing stress factors does not differ according to weekly teaching load is rejected. On the contrary, there is a significant difference among the level of stress instructors feel according to their weekly teaching load. However, since $0,634 > 0,05$, it can be argued that teaching load does not have a role on the effectiveness of coping with stress.

Table 4. 33 ANOVA Results – according to stress level and frequency of coping strategies and weekly teaching load

		Sum of Squares	df	Mean Square	F	Sig.
Facing Stress Factors	Between Groups	2,575	2	1,287	4,135	,019
	Within Groups	33,938	109	,311		
	Total	36,512	111			
Coping with Stress Factors	Between Groups	,120	2	,060	,458	,634
	Within Groups	14,251	109	,131		
	Total	14,370	111			

Table 4.34 below presents the Tukey Test which examines the differences category by category. Since $0,040 < 0,05$ it can be understood that there is a significant difference between English instructors who teach below 15 hours weekly and who teach above 21 hours weekly.

Table 4. 34 Multiple Comparisons of groups according to Tukey HSD

Dependent Variable	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.
	Teaching Hours_recoded	TeachingHours_reco ded			
Facing Stress Factors	below 15	16-20	-,10677	,15749	,777
		above 21	-,36524(*)	,14815	,040
	16-20	below 15	,10677	,15749	,777
		above 21	-,25847	,11822	,078
	above 21	below 15	,36524(*)	,14815	,040
		16-20	,25847	,11822	,078

Table 4.35 demonstrates the categorized sample as working below 15 hours, between 16–20 hours and above 21 hours. As shown in the table, instructors who teach below 15 hours weekly have a mean of 2, 3764 for perceived level of stress, instructors who teach between 16 - 20 hours weekly have a mean of 2, 4832, and the instructors who teach above 21 hours weekly have a mean of 2, 7417. Looking at the descriptive results, it can be put forward that the level of stress increases in positive relation with the amount of teaching hours. However, there is no linear relation for coping and the amount of teaching hours.

Table 4. 35 Descriptive table of instructors according to their weekly teaching load

		N	Mean	Std. Deviation
Facing Stress Factors	below 15	19	2,3764	,56800
	16-20	37	2,4832	,51951
	above 21	56	2,7417	,57863
	Total	112	2,5943	,57353
Coping with Stress Factors	below 15	19	3,3262	,36341
	16-20	37	3,4220	,35223
	above 21	56	3,3770	,36698
	Total	112	3,3833	,35981

Following the Likert-scale items in the questionnaires, the participants were asked a multiple choice question at the end of each questionnaire to present an overview of the stress level felt by English instructors and their perception of

effectiveness in coping with stress at work. These questions were: “In general how stressful do you find being an English instructor?” and “In general how effective do you find yourself in coping with stress as an English instructor?”

As the first dependent variable, when the instructors were inquired about how stressful they found themselves at work, 20, 5 % (N = 23) of them gave the answer “Below average”, 50, 9 % (N = 57) of them gave the answer “Average”, 28, 6 % (N = 32) of them gave the answer “Above average”. Table 4.36 shows the distribution of participants according to the frequency of stress factors they perceive.

Table 4. 36 Frequency Table of facing stress factors

In general how stressful do you find being an English instructor?	Frequency	Percent	Valid Percent	Cum. Percent
Below average	23	20,5	20,5	20,5
Average	57	50,9	50,9	71,4
Above average	32	28,6	28,6	100,0
Total	112	100,0	100,0	

Figure 4.10 demonstrates the histogram of instructors’ perceived stress level. (1- Below average, 2- Average, 3- Above average).

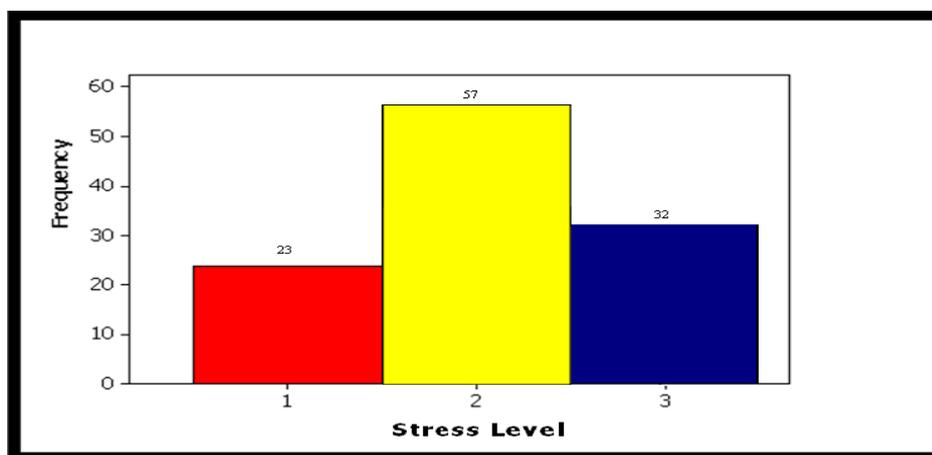


Figure 4.10 Histogram of participants regarding frequency of facing stress factors

Analysis of the second dependent variable reveal that, when the instructors were inquired about how effective they found themselves in coping with stress at work, 8 % (N = 9) of them gave the answer “Below average”, 33 % (N = 37) of

them gave the answer “Average”, 58,9 % (N = 66) of them gave the answer “Above average”. Table 4.37 shows the frequency distribution of participants according to their efficiency of coping with stress at work.

Table 4. 37 Frequency table related to the efficiency of English instructors in coping with stress at work

In general how effective do you find yourself in coping with stress as an English instructor?	Frequency	Percent	Valid Percent	Cum. Percent
Below average	9	8,0	8,0	8,0
Average	37	33,0	33,0	41,1
Above average	66	58,9	58,9	100,0
Total	112	100,0	100,0	

Figure 4.11 reveals the histogram of instructors’ effectiveness in coping with stress. (1- Below average, 2- Average, 3- Above average).

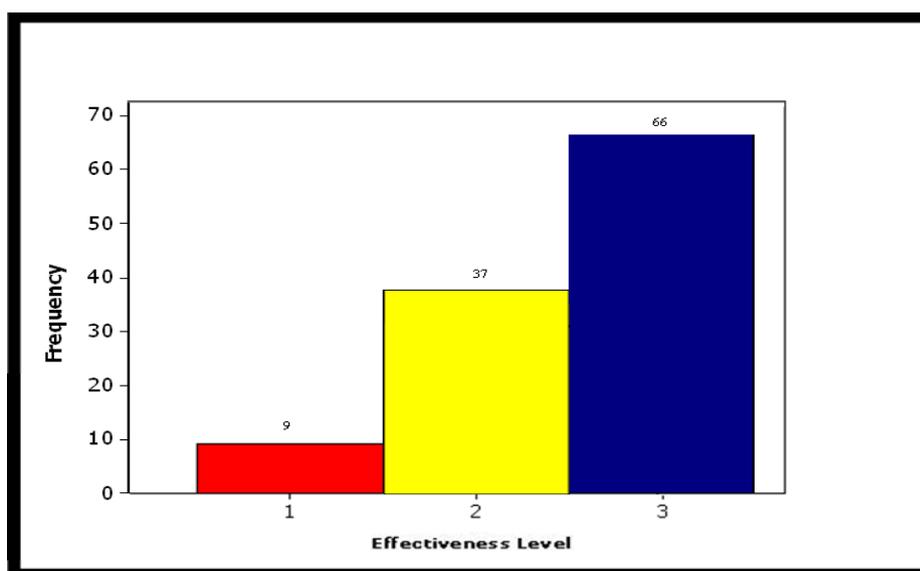


Figure 4. 11 Histogram of participants regarding their efficiency in coping with stress at work

Table 4.38 is a contingency table which shows the joint classification on the two variables. It is possible to see that 7 of the respondents choose both “above average” for facing stress factors and “below average” for coping with stress factors. In addition, it is seen that 18 of the respondents choose both below average for facing stress factors and above average for coping with stress factors. Stress level of 4 respondents is “below average” while their level of coping is “average”. 21 of the respondents think their level of stress is at an “average” level and surprisingly these

respondents also find the effectiveness level of their coping as “average”. 12 of the respondents find their stress level as “above average” while their coping level is “average”. The stress level of 35 respondents is at an “average” level while their coping level is “above average”. 13 of the respondents define both their level of stress as “above average” and their coping effectiveness as “above average”.

Table 4. 38 Coping with Stress Factors and Facing Stress Factors Crosstabulation

			Facing Stress Factors			Total
			Below average	Average	Above average	
Coping with Stress Factors	Below average	Count	1	1	7	9
		% within Coping with Stress Factors	11,1%	11,1%	77,8%	100,0%
		% within Facing Stress Factors	4,3%	1,8%	21,9%	8,0%
	Average	Count	4	21	12	37
		% within Coping with Stress Factors	10,8%	56,8%	32,4%	100,0%
		% within Facing Stress Factors	17,4%	36,8%	37,5%	33,0%
	Above average	Count	18	35	13	66
		% within Coping with Stress Factors	27,3%	53,0%	19,7%	100,0%
		% within Facing Stress Factors	78,3%	61,4%	40,6%	58,9%
Total		Count	23	57	32	112
		% within Coping with Stress Factors	20,5%	50,9%	28,6%	100,0%
		% within Facing Stress Factors	100,0%	100,0%	100,0%	100,0%

It can be inferred from the results displayed in Table 4.38 that the coping level of majority of the respondents whose stress level is in “above average” range is “below average”. Also, majority of the respondents whose level of stress is “average” find their effectiveness in coping at “above average” level. Another important finding is that majority of the respondents whose coping level is “above average” felt stressful either at a “below average” or “average” level.

Another outstanding finding in the current study revealed a relationship between the perceived high stress level of 39 instructors who belong to the 11 – 20 years of experience group and their workload in terms of weekly teaching hours. In addition, the number of units they are responsible for and master's or doctoral degrees they have gained were found to be closely related to the level of stress they felt. According to the data gathered through demographic inventory, the age range of instructors with 11 - 20 years of experience differs from 36 to 45 indicating a parallelism between the results of research questions 3a and 3b about experience and age. In other words, the majority of the instructors whose perceived level of stress is higher than the others are in the 36 - 45 years of age interval and have between 11 - 20 years of experience in the profession. Considering the teaching load of these instructors, it is seen that they are either obliged to teach more than 22 hours per week or some are responsible for at least two units such as testing, curriculum development or material development. One of the interviewed instructors mentioned the reason of his stress as follows:

... I have 8 hours of lessons to teach but I am also responsible for a lot of committees. I have to be engaged in some duties like testing, materials development, syllabus design and other things about students. Having a lot of responsibilities about various subjects causes me to have some problems. Sometimes workload brings some responsibilities along and it affects my daily life at home. (interviewee 4).

As can be seen, being responsible for more than one unit leads to high feeling of stress in instructors due to the fact that they feel trapped between their institutional and teaching duties. Also, the instructors find this heavy workload irritating because they are not able to specialize in an area because of time constraints.

Moreover, the demographic inventory results displayed that 13 of the instructors, whose level of stress is higher, held Master's or PhD degrees and they had more than 20 hours of teaching load per week.

When the demographic features of remaining 23 instructors who are in the 11 - 20 years of experience group are examined, it is concluded that they generally have more than 24 hours of teaching load per week. The numerical results are given in Table 4.39.

Table 4. 39 Demographic Features of instructors with 11 – 20 years of teaching experience

Category	N	P
Instructors who are working towards a Master's or Phd degree and who are responsible for more than 20 teaching hours per week	13	34,2 %
Instructors who are responsible for teaching between 15 – 20 hours and at the same time who are responsible for more than one academic unit	3	5,3 %
Table continued		
Instructors with more than 24 teaching hours per week	23	60,5 %
N Total	39	100 %

It is seen in Table 4.39 that there is a positive correlation between the teaching load and stress level of instructors. Apart from the high stress level of instructors in 11 – 20 years of experience group, the stress level of other instructors with more than 20 hours of teaching load per week was also found to increase. In other words, when the demographic features and stress level of instructors who have between 0 - 10, and 21 years and more experience are examined, it is concluded that instructors with more than 20 hours of teaching feel higher level of stress compared to the others in the same group. This finding is in line with the opinions of interviewees who complain about having too many teaching hours.

...An instructor gives at least four classes a day and the salary s/he gets for that is not enough. To earn more money, s/he has to consider giving extra courses in programs which are oriented for some particular exams like TOEFL and KPDS. If the teacher gives extra classes in one of these programs, it makes six hours every day. This leads to an over-loaded work schedule. (interviewee 1).

...Another topic I am not happy about is the lack of adequate salary. In order to compensate for this, I teach extra hours but this is a reason of work overload. (interviewee 2).

...Workload in terms of class hours is a bit too much compared to the other universities. Lack of salary is another issue that causes stress in me. In order to earn extra money, I need to teach over 20 class hours a week but even when I do this, they pay it late and this makes me angry. (interviewee 5).

...Since the salary is not enough, I give other courses to make the ends meet. However, this means that I have to have 6 teaching hours a day which is too much. (interviewee 6).

It can be interpreted from the interview scripts that the instructors teach extra hours in order to earn more money to make the ends meet. According to the results of the current study, lack of adequate salary is the most stress causing factor which

indirectly is the reason of too much workload. In order to earn more money, instructors have to teach more than 20 hours weekly. Thus, their stress level goes up together with the teaching load.

4.6. Summary of the Questionnaire results

The quantitative data of this study were analyzed through SPSS 15. First, descriptive statistics of the participants were given so as to provide an overall view of the participants' demographic features. After that, SPSS reliability and factor analyses were conducted in order to check the reliability of the items in the questionnaires. Then the items were grouped with the help of factor analysis to strengthen the results of analysis. Later, descriptive statistics regarding the relationship between 17 factors and the English instructors' perceived level of stress and their effectiveness level of coping with stressors is presented. Following that, one-way ANOVA tests and Tukey tests revealing the significance of differences in instructors' level of stress and coping according to their gender, total teaching experience, age and weekly teaching hours were conducted. As the final step, crosstabulation was given in order to present a general picture of the relationship between instructors' stress level and coping. Summary of the applied tests for the analysis of the quantitative data in the light of research questions is shown in Table 4.40.

Table 4. 40 Summary of the Quantitative Results of the Study

Research Questions	A. C. ²	Results
<p>1. What are the factors that cause stress in English instructors working at the English preparatory schools of METU and Ankara University?</p> <p>1.1 What are the <u>field-specific</u> factors that cause stress in English instructors working at the English preparatory schools of METU and Ankara University?</p> <p>1.2 What are the <u>organizational</u> factors that cause stress in English instructors working at the English preparatory schools of METU and Ankara University?</p> <p>2. What are the coping strategies employed by English instructors working at the English preparatory schools of METU and Ankara University?</p> <p>2.1 What are the coping strategies employed by English instructors working at the English preparatory schools of METU and Ankara University to overcome the stress caused by the field-specific factors?</p> <p>2.2 What are the coping strategies employed by English instructors working at the English preparatory schools of METU and Ankara University to overcome the stress caused by the organizational factors?</p>	<p>Descriptive Statistics and Factor Analysis</p>	<p>17 factors: Field Specific Stress Factors: 1- Student Attitudes, 2- Teacher Competence, 3- In-class situations, Organizational Stress Factors: 4- Organizational Structure, 5- Work overload, 6- Physical Conditions, Field Sepecific Coping: 7- In-class, 8- Academic Development, 9- Face Saving, 10- Precaution, Problem Focused Coping: 10- Planfulness, 11- Optimistic Approach, 12- Seeking Support, 13- Emotional Control, Emotion Focused Coping: 14- Self-Support, 15- Avoidance, 16- Submission</p>
<p>3. Is there any significant difference in the perceived level of stress among English instructors and how frequently they employ coping strategies?</p> <p>3. a Does the level of stress change according to the instructors' <u>gender</u>?</p> <p>3. b Does the use of coping strategies change according to the instructors' <u>gender</u>?</p>	<p>Descriptive Statistics</p>	<p>Stress level = Females (higher mean) Coping level = Females (higher mean)</p>
<p>3. a Does the level of stress change according to the instructors' <u>experience</u>?</p> <p>3. b Does the use of coping strategies change according to the instructors' <u>experience</u>?</p>	<p>One-way ANOVA Tukey tests</p>	<p>Stress level: 0-10 years x 11-20 years → sig. 11-20 x 21 years and more → sig.</p> <p>Coping level: Not sig.</p>
<p>3. a Does the level of stress change according to the instructors' <u>age</u>?</p> <p>3. b Does the use of coping strategies change according to the instructors' <u>age</u>?</p>	<p>One-way ANOVA Tukey tests</p>	<p>Stress level: 36-40 years of age x 46 years and older of age → sig. Coping level: Not sig.</p>
<p>3. a Does the level of stress change according to the instructors' <u>weekly teaching load</u>?</p> <p>3. b Does the use of coping strategies change according to the instructors' <u>weekly teaching load</u>?</p>	<p>One-way ANOVA Tukey tests</p>	<p>Stress level: below 15 hours x above 21 hours → sig.</p> <p>Coping level: Not sig.</p>

² Analysis Conducted

4.7. Analysis of Interviews with English Instructors

In the context of the current study, content analysis of the interviews was used as supplementary source of data to improve the quality of interpretation and inference of the results. Holsti (1969) emphasizes the usefulness of content analysis as follows:

...A related application of content analysis, even when direct access to the subject poses no difficulty, is to develop an independent line of validation for data obtained through other methods. The investigator may check the results of the questionnaire or the interview data by comparing them with content analysis of the subject's statements (p. 17).

He also reminds the investigator the necessity to use his/her judgements in making decisions about the data even in the simplest and most mechanical forms of content analysis. In the light of this information, the data gathered from the interviews were analyzed through content analysis in this study.

The first question of the interview aimed to highlight the field-specific stress factors that instructors feel if they haven't been to a country where English is the native language and their coping strategies. In the light of the data gathered through the preliminary study, the assumption of the researcher was that having not been in the country of the target language might be a reason of stress for English instructors. Therefore, the instructors were asked if they have ever been to a country where English is spoken as the native language. Upon getting an affirmative answer from nearly all of the interviewees (f=5), they were asked about its influence on their profession as English instructors. Among the six respondents, most of them (f=4) stated that their self-confidence while speaking English has increased. Increased knowledge about the culture of the target language was another perceived advantage by most of the instructors (f=5). 66% of the instructors (f=4) were of the opinion that their awareness of daily usage of English has increased, and 50% (f=3) of them stated that their fluency and pronunciation were positively influenced. The results gained from the interviews reveal that having been in the country of the target language (English) has an important role in decreasing instructors' stress related to the use of English. The percentages regarding the results are presented in Tables 1 and 2.

Table 4. 41: Interview response regarding having been in the country of the target language before

Q ₁	f	%
Yes, I have been to a country where English is spoken as the native language.	5	83%

Table 4. 42: Interview responses regarding the effects of having been in the country of the target language before on English instructors

Q _{1a}	f	%
Having been in a country where English is spoken as the native language...		
- has increased my self-confidence in the use of English	4	66%
- has increased my knowledge about the target culture	5	83%
- has increased my awareness of daily usage of English	4	66%
- has influenced my fluency and pronunciation positively	3	50%

In addition, the opinions of the participants are provided in the excerpts below:

The most important thing happened to me was the increase in my self-confidence. I realized that I could communicate with people whose native language is English easily. I had the chance to use English for reasons other than its usage in class. As a whole, this experience has increased my self-confidence. Besides, the period I stayed there was influential in improving my fluency in English. Concerning its impact on my teaching in class, I managed to get over being cautious as I used to be. I started to feel much more comfortable and make more use of spoken English in the class. In addition, during my stay in America, I got to know the culture of the country. I observed different eating habits of people, festivals and many more about the life style. Thanks to this, I share my observations with my students in class and this is very useful to boost their motivation since they are always curious about such things. (interviewee 1).

I think having been in the target culture even for a short span of time has a big influence on us as English teachers. I personally had the chance to observe the daily usage of English. For example, I realized that *tag questions* are not necessarily used anymore, instead, people give the tone of questioning by saying “yes?” or “no?”. This is only one example. Having been in England has had a positive influence on my use of English, I started to speak more fluently and feel more confident while speaking. Moreover, having been in a country where people speak English as the mother tongue and observing their lifestyles helped me a lot in giving realistic examples of that culture and how these people speak English. My students are curious about this. (interviewee 2).

I had the opportunity to experience speaking English in its own culture. Going to a bazaar in which goods are sold, the sentences people make use of and my observations about their lifestyles and communicating with the people have helped me to answer my students’ questions about *authentic English* more easily. I visited

London, Manchester and some other towns and I realized that there are certain points that are not reflected in our books. Having been in these towns has enabled me to give more realistic examples about those points. In short, these have all been important in reflecting the culture of British people and their language in the class. Furthermore, I have realized that I have acted more comfortably in the class, that my self-confidence has increased, enabling me to speak more fluently. (interviewee 4).

It was a great opportunity for me to see its atmosphere and people's lifestyles. I got some ideas about people's point of views to the events, where they enjoy themselves and about their daily lives. I sometimes tell my experiences concerning this culture in the class. I see that the students wonder about it. I feel that the students give more respect to the information coming from me as I had been to this culture before. To be able to communicate with the people whose native language is English has increased my self-confidence and I observed that I started to speak more fluently in the class. Moreover, it was really helpful for not only fluency but also pronunciation. It helped me to internalize the language and use it more efficiently. (interviewee 5).

I have been to England but it was for a very short while. Due to time limitations, I do not think that having been there influenced my teaching or use of English a lot. However, I worked in Saudia Arabia for 5 years. I had and still have many friends who are native speakers of English. Communicating with them has really improved my fleuncy and self-confidence much. Of course, this has a positive influence on my classroom teaching. (interviewee 6).

Only 16 % (f = 1) of the interviewees stated that she has been to other countries but she has not been to a country where English is spoken as the native language. When she was asked whether this created any stress in her while teaching English, her answer was “yes” and the coping strategy she adopted was asking the colleagues who have been there and the native speakers in the institution to get more examples (Table 4. 43). When the opinions of other interviewees were inquired about whether having not been in a country where English is spoken as the native language creates any stress, they accepted that it might be a reason of stress especially in pronunciation and fluency.

Table 4. 43: Interview responses regarding the effects of not having been in the country of the target language

Q1b	f	%
Factors		
Having not been in a country where English is spoken as the native language... - creates stress in me	1	16%
Coping Strategies		
- I ask the colleagues who have been there and the native speakers in my institution to give examples.	1	16%

The responses gathered from the interviews are as follows:

I have been to different countries but I have not been to a country where English is spoken as the native language. I sometimes feel this need. The books we use in the classroom consist of really interactive and up-to-date topics. For instance, when talking about culture, it would be good to have been there to indicate the differences between Turkish culture and those of England and America. When I need to explain a topic related to culture, I mention the examples that I heard from my colleagues and native speakers. (interviewee 3).

Having not been to a country where English is spoken as the first language may be a reason of stress for an English instructor because, I think, it is necessary to observe and experience the use of language in its natural environment. Otherwise, it is like teaching something which is not real. The teacher may not really feel confident.

Having not been to a country where English is spoken as the first language may be a reason of stress for an English instructor particularly in dealing with cultural issues in the classroom and pronunciation of some words or phrases. (interviewee 6).

The second question of the interview was again to highlight the field-specific stress factors of instructors and how they deal with them. With this aim in mind, interviewees were asked whether they had trouble about the usage of English as an English instructor in the classroom and they were requested to explain the situations. As can be seen in Table 4, the emphasized problematic areas were vocabulary ($f = 5$), grammar ($f = 4$) and pronunciation ($f = 2$). Furthermore, the interviewees were inquired about their coping strategies in the face of difficulties resulting from the stress factors above. Among the answers, benefiting from a dictionary in and out of the classroom was the most frequent coping strategy ($f = 5$). Also, half of the respondents ($f = 3$) stated that being always prepared about the related subject of that lesson is a good way to decrease the possibility of facing problems in the class. Consulting the native speakers of the target language on the points that the instructor is hesitant ($f = 2$) and making use of the internet or books for more research ($f = 1$) were the other two coping strategies. Although most of the coping strategies were related to instructors' usage of English in class, some of the instructors asserted that the stress they feel was due to students' lack of comprehension especially in low level classes. According to these instructors, clarifying the unknown vocabulary or a confusing topic by giving examples and with the use of a simpler English ($f = 2$) was an effective coping strategy.

Table 4. 44: Interview responses regarding the stressors related to the use of English and coping strategies

Q ₂	f	%
Factors		
Most problems I face related to English in the class are about ...		
- vocabulary	5	83%
- grammar	4	66%
- pronunciation	2	33%
Coping Strategies		
	f	%
- I always come to class prepared for the subject of that lesson.	3	50%
- I use a dictionary	5	83%
- I ask native speakers	2	33%
- I do research on the internet or in books	1	16%
- I explain the word or topic by giving examples with simpler sentences if students don't understand	2	33%

The excerpts of the interviews are given below:

I mostly feel stressed about unknown vocabulary. I face problems mostly in the area of *collocations*. For example, when I use the structure “to perform a show”, I am hesitating for if I can name it also as “to give a show”. So, this is one of the dilemmas I come across during class. And of course this is causing stress in me because then I worry that my students may lose their trust and respect to my knowledge. In times like these, I ask for advice to the teachers who are native speakers or I tell the students that I am not sure of the answer and I will let them know as I search about it. Afterwards, benefitting from the written sources and the internet, I convey my knowledge to them. Moreover, I actually try my best to come to class as prepared, after searching for the answers of some questions that they probably will ask. Likewise, I usually enter my classes with a dictionary in my hand and I use them in front of my students so that I would be a model for them. (interviewee 1).

There are times when I avoid making mistakes about grammar. For instance, I try not to make any tense or subject-verb agreement mistakes. Sometimes, this creates a bit of tension in me. In other times, I face unknown vocabulary during the preparation of my lesson. When I experience this, I either check the meanings of probable unknown vocabulary from the dictionary or ask a native speaker teacher in my institution. I also frequently make use of the dictionary in the class. (interviewee 2)

I might suffer from stress in terms of vocabulary, pronunciation or grammar teaching in classes where the level of the students is high. I am always prepared for the lessons to keep my anxiety in the class to a minimum. I always look up the meaning and pronunciation of the words I do not know in a dictionary. (interviewee 3).

Sometimes there may be problems with vocabulary. I may not be sure or the students may not understand a word no matter how hard I try to simplify my explanations. In these situations, if I am not sure I say “I know it like this but let's look it up in a dictionary”. I always enter the class with a dictionary in my hand and I encourage the students to bring their dictionaries as well. If there is a serious

breakdown in the communication I provide the Turkish equivalent of key words so that we can go on the lesson. (interviewee 4).

For instance, one of the students wants to tell something and suddenly asks “Teacher, how do you say it in English?”. At that moment, the student makes a comparison between English and Turkish and tries to translate the word or sentence in his/her mind into English. I try to convince the student by saying that there are some structures in English like in Turkish. I state that English also has some rules and we have to accept them as they are. Sometimes I feel stressed about the pronunciation of some vocabulary. I either look the word up in a dictionary or ask a native speaker. (interviewee 5).

I do not experience any problems with my own usage of English. I have some problems about the explanation of vocabulary due to students’ lack of comprehension. There may be some words they can’t understand when I make explanations in English. This is mostly the situation in low level classes. I explain the word by giving examples or I provide the Turkish meaning if all the students are Turkish. If it is a word that I do not know, I check it in the dictionary and then tell the students. (interviewee 6).

The third question aimed to explore instructors’ tendency to switch from English to Turkish in the classroom due to possible field-specific stressors. In other words, the assumption was that, as the nonnative speakers of English, instructors might need to speak in their mother tongue in certain situations but this may also be a reason of stress for the instructors. For this purpose, the interviewees were asked if they ever feel the need to speak Turkish in the classroom and if this creates any stress in them. All of the instructors (f = 6) are of the opinion that use of Turkish in the classroom by the teacher is necessary from time to time, yet the frequency of Turkish use by the students in the classroom is a reason of stress for them. The most common areas that the instructors need to make clarifications in Turkish are vocabulary and grammar points in low level classes (f = 6) and in high level classes explaining classroom and school rules in Turkish may be necessary (f = 2). When their coping strategies with this situation if it causes any stress in them was asked, answers revealed that instructors feel the need to use Turkish in the class from time to time. However, they try to prevent the students’ overuse of Turkish by keeping it at a very limited level (f = 2). Surprisingly, most of the interviewees (f = 5) are of the opinion that the purposeful use of Turkish is necessary to save time and get the students’ attention at times. (Table 4.45).

Table 4. 45: Interview responses regarding the stressors related to the use of Turkish in class and coping strategies

Q ₃	Factors	f	%
I switch to Turkish ...			
-	to clarify the vocabulary or grammar points in low-level classes	6	100%
-	to explain classroom and school rules in high level classes	2	33%
-	I think the use of Turkish in the classroom is necessary to some extent.	6	100%
Coping Strategies		f	%
-	I switch to Turkish if needed but at a very limited level.	2	33%
-	I use Turkish on purpose to save time and to get students' attention.	5	83%

The ideas of the interviewees are presented below:

I have problems especially when I am dealing with beginner and elementary level students. For example, in a reading hour, I try my best to simplify a question in class but sometimes even this may not be the solution. When, sometimes a student does not understand an important word, I give the Turkish meaning of it. My aim in doing this is to save time and to prevent students from getting distracted. Also, I sometimes use this strategy to get their attention and answer questions they have in their minds because some examples in Turkish fit the case very well. In times like these, when I speak Turkish, I feel worried that my students need me to speak Turkish more. To prevent such a concern, I use a strategy in the beginning of the semester: I inform the students about the conditions in which I will use Turkish. For example, when I use Turkish in explaining a particular word, I let them know that I do it only for particular cases so that there will be no misunderstanding and this will not always happen. (interviewee 1).

I especially feel the need to switch from English to Turkish in low-level classes because the student doesn't not feel comfortable until s/he hears the Turkish explanation or equivalent of the related topic. I am careful about the frequency of my usage of Turkish. For instance, I switch to Turkish if I do not want to spend too much time on a confusing topic; so I use Turkish to save time. I also speak in Turkish in high-level classes at times but this is only for the explanation of rules and regulations of the lessons and the school. When I speak in Turkish, I fear that the students may get used to it and always ask me to make Turkish explanations. In order to prevent this, I tell them the times that I need to speak Turkish and assure that this is for their sake. However, I tell them that my usage of Turkish will be limited in the class. (interviewee 2).

I feel the need to speak Turkish mostly in classes where the level of the students is low. I do not suffer from stress as I speak Turkish; on the contrary, I think they surely need Turkish when there is a topic they do not understand. Of course this does not happen continuously but I have realized that students feel relieved when I tell something in English and then make a summary in Turkish. However, it is important for us to determine when students need this and it should be applied in low-level classes. (interviewee 3).

If it is not a speaking lesson, I feel the need to speak Turkish from time to time, especially in low-level classes. I make use of Turkish examples so that they can learn and remember better. In low-level classes students cannot understand subjects well and I think their understanding is more important than my speaking in English. Furthermore, I make explanations in Turkish when talking about classroom and school rules. I think the use of mother tongue is necessary to an extent in language classes. (interviewee 4).

I make explanations in Turkish when I have to. Especially, in low level classes, I need Turkish much more. This makes me feel the anxiety that they tend to think in Turkish all the time; so I usually tell the subject in English. If they do not understand, I summarize it in Turkish. Actually, I sometimes use this as an advantage. The teacher can also use the mother tongue to attract their attention. (interviewee 5).

In the past, I did not speak Turkish at all because I was influenced by the teaching approach popular at that time. In addition, I was afraid that the students would ask me to translate all the time. However, I relatively speak Turkish in class now since I sometimes feel that this is necessary. Especially, when teaching a grammar structure and explaining some vocabulary items, I speak Turkish. In order to cope with this situation, I firstly explain in English, then I summarize the points that need clarification in Turkish. However, I don not use Turkish much in the classroom. (interviewee 6).

The fourth question which is related to the spontaneous nature of classroom atmosphere seeked the potential problematic situations or areas in which instructors might feel stressed in the face of unexpected questions from the students. When they were asked the question if they ever feel stressed when the students ask unexpected or irrelevant questions related to English in the classroom, a large proportion of the interviewees ($f = 5$) claimed to feel stressed about the questions regarding grammar or vocabulary. In addition, comparison of some structures or phrases in English with their Turkish equivalents was another reason of stress for the instructors ($f = 4$). The related coping strategies employed by English instructors were promising the students to check the correct answer if they are not sure and explaining the answer to the students later ($f = 4$), delaying the question if it is irrelevant to the topic of that lesson ($f = 3$) and explaining the students that English has its own rules ($f = 2$). (Table 4.46).

Table 4. 46: Interview responses regarding the stressors related to unexpected questions and coping strategies

Q ₄		f	%
	Factors		
-	unexpected or irrelevant questions about grammar or vocabulary	5	83%
-	when the students make comparison of some structures or phrases in English with their Turkish equivalents	4	66%
	Coping Strategies	f	%
-	I tell them that we will talk about it later	3	50%
-	I tell them that I'm not sure of the answer but I'll check and explain it to them later	4	66%
-	I tell them that English has its own rules	2	33%

The excerpts from the interviews are provided below:

My students sometimes come up with weird questions concerning the structure of the language. They tend to compare a structure in English with its Turkish meaning. Moreover, they sometimes come up with an unexpected question about grammar or a particular word. In fact, this used to cause more stress in me in the first years of my teaching because there were a lot of things I did not know at that time. Now, I am more relaxed. However, I still have worries concerning my image on my students. In addition, if the question is not related with the topic, I fear that my students get distracted. If I am not sure about the answer, I give the answer which sounds right to me but I also add that we should search for it all together. For example, I tell them: "I know this is it but let's ask a foreign teacher for advice". If it is a question that will distract the students, I tell them to talk about it in the break. When they compare the structures in English with Turkish, I tell them that it is a structure specific to English language as a result of its historical and cultural evolution; so they should not be looking for the Turkish equivalent. (interviewee 1).

I usually feel stressful in the face of unexpected questions about vocabulary. If I do not know the word or if the question is irrelevant to the topic at that moment, this causes stress in me. In order to cope with this feeling, I frankly tell the students that I don't know the word and suggest to search the meaning all together. If the question is irrelevant, I tell the student that we can discuss the answer during the break time if s/he wants.(interviewee 2).

For instance, we are studying a grammar structure and they are trying to compare that structure with its Turkish equivalent. They have a correct answer in their minds and they are surely writing it on the board. "Teacher, is this all right?". This is not true all the time since they confuse it with its Turkish meaning and they try to find its equivalent in Turkish. Sometimes this causes difficulties for me. Since this is a spontaneous situation, I cannot always decide what to do. If the question asked is irrelevant to the topic and if it is likely to distract the other students, I explain that we will study that point later. When I think that the other students will also benefit, I answer the question. (interviewee 3).

Sometimes, they ask an unexpected question, you might not have looked at it from that perspective. Or they compare certain sentences and structures of English with Turkish and try to find a logical explanation. Because of this, I feel stressed. Although I cannot think of a certain answer at that moment, I provide them with an answer that I suppose to be suitable but I tell them that I will check it later and

answer them. I tell them that the rules of English are different. If the questions are asked at a time when the other students have focused on the lesson and I do not want to distract their attention, I say that “This is not a suitable time now I will answer this question during the break”. (interviewee 4).

Generally, I feel stressed about the meaning or pronunciation of some vocabulary or idioms. I try to answer the student’s question but if I 'm not sure, I say “let's search together, I'll search for it in the books and you can search on the internet and then let's compare our findings.” (interviewee 5).

They mostly say something in Turkish and ask about its English equivalent. I confess when I do not know. I tell them that I will explain it later. I learn the answer of the questions by asking my colleagues, looking up in the dictionary and searching on the internet and then I tell the answer to my students. (interviewee 6).

The fifth question of the interview intended to detect the field-specific stress factors related with in-class situations and instructors’ coping strategies. The interviewees were asked if they ever feel stressed when there are students in their class who have been to the countries of the target language (English) before or who have got education in any of those countries. In general, interviewees stated that they do not feel overstressed because they know that these students have inadequacies about English when they come to the preparatory school. Nevertheless, they claimed to feel a bit of tension in some situations. Mostly fear of making mistakes in the class was a reason of stress for the instructors (f = 3), and if one of those students mention a structure which the instructor does not know, this creates stress in some instructors (f = 2). Besides, some questions concerning the daily usage of English by these students lead to stress (f = 1). After detecting the stress factors, the most common coping strategy pointed out was benefitting from the students’ knowledge in the class if the question is not irrelevant to the topic (f = 5). As the second coping strategy, interviewees mentioned paying more attention to their own usage of English in class.(f = 3). (Table 4.47).

Table 4. 47: Interview responses regarding the stressors related to the students in class who have been to the country of the target language before and coping strategies

Q ₅		f	%
	Factors		
-	I'm afraid of making mistakes about English	3	50%
-	When they mention a structure which I don't know	2	33%
-	When they ask a structure which belongs to daily usage of English	1	16%
	Coping Strategies		
-	I become more careful about my English in the class	3	50%
-	I benefit from his/her knowledge in the class if it is not irrelevant to the topic	5	83%

The opinions of interviewees are as follows:

I feel the existence of a third person as a watcher in class, especially about my pronunciation skills, rather than grammar use. In such a case, most of the time I am careful but if there is a foreign student in my class, I think I tend to be much more careful in using the language because I worry that s/he will understand the mistakes I make. But if s/he is in a low-level class, this makes me feel more relaxed because I know that s/he doesn't know the language very well. If there is an example or a bit of information added by a student in my class and if it is true, I respect his/her knowledge. I try to encourage the others in class to benefit from his/her knowledge. For example, I tell them: "Look what Alan knows, now we also know about it" and by doing so I involve him in the lesson as well. (interviewee 1).

I have had students who were from different nations but I haven't had a student whose first language is English. Even those foreign students from other nationalities caused distress in me. First, I felt as if they were going to find my mistakes, I happened to become more careful about my usage of English in the class. Later, however, I realized that their competence of English was not that good since they were preparatory school students. (interviewee 2).

I have had some students in my classes who have been to a country where English is the native language or students who have been educated there. This does not make me feel stressed since I have learned to benefit from these students. For instance, I have these students read the long reading texts so that the other students benefit from their pronunciation. In addition, I answer the question of such a student when it is relevant to the topic, otherwise I tell him/her that I will explain it during the break. (interviewee 3).

I have never had such a student but this would be a situation which would make me be more careful. If the student asked questions about daily language, I would tell him/her that I would answer his/her questions after the lesson because the language used in the classroom is not the same as daily language. I would not like the other students to be confused. However, if the question s/he asked was useful for the rest of the class, I would respect his/her knowledge and use it to the benefit of the class. (interviewee 4).

I haven't had foreign students, but; I had students who had high level of English. I pay attention to my use of English a bit more and I try not to make mistakes. In general, I do not use this as a reason for stress because I somehow try to have the

student join the lesson by asking “how was it in your hometown or how did you learn?” I also respect his/her experience. (interviewee 5).

I have had foreign students whose second language was English. At the beginning, I felt stressed but later I realized that their knowledge in grammar was inadequate although they were fluent speakers of English. These students may sometimes come up with an irrelevant topic to show off. If I think that the question is distracting for the other students, I tell them that we will not focus on that question now but cover it later on. (interviewee 6).

As the last question that seeks to ascertain English instructors’ field-specific stress factors, the interviewees were asked about the stress factors related to the students’ attitudes towards English and their coping strategies. The most frequent stress factor was students’ unawareness about the importance of learning English (f = 6). Another stress factor commonly mentioned by the instructors was the lack of motivation of students due to their negative attitude towards English (f = 5). Unattendance was another factor that caused stress in instructors but it was less common (f = 2). Besides, students’ lack of systematic study habits was another stress factor (f = 1). After discovering the stress factors of English instructors related to students’ attitudes, their coping strategies were inquired. The answers revealed that all of the interviewees try to increase students’ awareness about the importance of English by giving examples or telling anecdotes (f = 6). Also a majority of them (f = 4) claimed to guide the students about how to study English (Table 4.48).

Table 4. 48: Interview responses regarding the stressors related to the attitudes of students towards English and coping strategies

Q ₆	f	%
Factors		
- students’ negative attitudes towards English and lack of motivation	5	83%
- students’ unawareness about the importance of English in their future lives	6	100%
- students’ unattendance problems	2	33%
- students’ lack of systematic study habits	1	16%
Coping Strategies		
- I try to increase their awareness about the importance of English by giving examples or telling anecdotes	6	100%
- I guide them about how to study English	4	66%

The excerpts are as follows:

Well, when the students come to English prep-school, they feel inadequate in English. Even the students who graduate from Anatolian High Schools are taking low-level courses of English nowadays. They tell me that they have not been busy with English for 2-3 years due to their hurry on ÖSS exam. Therefore, they do not like English and they become prejudiced. Besides, they get bored because of having so many intense English lessons during the prep-class. Sometimes I see some of them solving problems in mathematics. Moreover, hardly can they understand the importance of English. They regard English as a mandatory means of passing the prep-class. To overcome their prejudices, I give examples to make them understand the importance of English in our lives. I tell them that English is necessary for them to reach their goals, for finding a good job and having lives with higher standards. To prevent them from getting bored in the lesson, I try to use a variety of methods and techniques during my lectures. When I enter the classes, I try my best to get their attention before starting to teach a topic. When I see that they lose, I direct their attention to something else for five minutes. For example, when I am teaching a particular topic in class, I ask my students “have you ever done that/what do you think about that?”. I also guide them for self study in student working centers so that they can improve their study skills. (interviewee 1).

They come to the preparatory school with a negative attitude towards English. They see the English they learn in the prep. class as a means of passing proficiency exam but not as a real means of communication. Therefore, they seek for the ways to pass the exam straightaway instead of learning English completely. Students generally have low motivation to learn English. I tell them that they absolutely need to know English to find a good job after graduating. This is an effort to increase their awareness.(interviewee 2).

The students who fail to attend lessons regularly really make me feel stressed because these students want me to make a revision at the beginning of the lesson for 15-20 minutes. However, the other students are distracted during this time. Additionally, students generally do not have regular studying habits and they have no idea about how to study English. Furthermore, they do not take English seriously, they are not aware of its importance in their lives. All these make me feel stressed. In order to cope with all these problems, I frequently remind the students the advantages of speaking English, especially at the beginning of the term. I emphasize the fact that they have to learn English well in order to find a job and to be distinguished from the others who are also qualified. I give advice to my students about techniques of studying English effectively. (interviewee 3).

The students who make me feel stressed most are those who do not attend classes regularly, who do not care about the lesson and who are demotivated. They seem not to take English seriously. I emphasize the role of English in getting a job by talking about the importance of the exams in our country such as KPDS, TOEFL, ÜDS; additionally, I bring some job advertisements taken from newspapers so that they gain awareness. I guide them about how to study English. (interviewee 4).

While some come to school with nice opinions about English, some others have prejudices. They are not aware of the importance of English in their lives and in our country. Therefore, they do not like it. They study in order to pass the exam as quickly as possible. I make some explanations to get rid of these prejudices and give some examples. I explain that they will have advantages when they have job

interviews after four years of education. In short, I try to increase their awareness. (interviewee 5).

The fact that they do not like English is what makes me feel stressed the most. They do not enjoy it since they are learning English to pass the course and they don't regard it as a means of communication. Some of them have trouble learning and some are prejudiced thinking that it is not worth learning English. In order to encourage these students, I always emphasize that they should consider English not as a lesson but as a means of communication, a way of finding a job and step for MA or Phd studies. I also tell them about the people who attend courses to learn English by paying money after graduation. I tell them to regard themselves as lucky. I highlight the aim of learning English by examples, anecdotes. I try to help them gain awareness. (interviewee 6).

The questions included in the interview so far have dealt with the field-specific stress factors of English instructors. Through the end of the interview another question with four sub-parts was asked to find out the stress factors of instructors associated with the organization they work at and their coping strategies. The main question was *“What are the factors that cause stress in you in your workplace and how do you cope with them?”*. Since this was a too general question to ascertain the specific factors, the interviewees were first asked about the stress factors related to the duty structure in their workplace and their coping strategies. The researcher aimed to explore the stressors stemming from the structure of the work in terms of salary, physical conditions and teaching hours. Among the 6 respondents, majority of them (f = 5) complained about inadequate salary. The other most frequent stress factor was too much workload in terms of class hours (f = 4). Also some instructors stated that the high number of students in the classrooms was a source of stress for them because it is difficult to teach language in a crowded classroom (f = 3). When the coping strategies were inspected, being careful about the expenditures (f = 3) and working part-time to earn extra money (f = 2) were the two solutions to compensate for the lack of inadequate salary. Having a more teacher-centered lesson was the proposed coping strategy for the crowded classrooms (f = 3). Furthermore, planning the week beforehand (f = 2) was the solution proposed to the problem of too much teaching workload. (Table 4.49).

Table 4. 49: Interview responses regarding the stressors related to duty structure and coping strategies

Q7 a		f	%
	Factors		
-	inadequate salary	5	83%
-	crowded classrooms	3	50%
-	too much workload in terms of class hours	4	66%
	Coping Strategies	f	%
-	I'm careful about my expenditures	3	50%
-	I have a more teacher-centered lesson	3	50%
-	I plan my week beforehand	2	33%
-	I work part-time to earn extra money	2	33%

The excerpts revealing interviewees' opinions are provided below:

An instructor gives at least four classes a day and the salary s/he gets for that is not enough. To earn more money, s/he has to consider giving extra courses in programs which are oriented for some particular exams like TOEFL and KPDS. If the teacher gives extra classes in one of these programs, it makes six hours every day. This leads to an over-loaded work schedule. To be able to get prepared for the class of the next day, I have to take home work to do. In such a case, I either have to give up extra classes or be very careful with my expenditures. In addition, the fact that classes are very crowded is also decreasing my efficiency during the lectures. Then I can't attend to every student. In such cases, I tend to use group activities in class rather than bilateral dialogue. (interviewee 1).

There are too many students in an English classroom than it should be. The maximum number of students in an English class should be between 15 and 16. However, the population of classrooms has increased a lot in the last years reaching 24 students. Because of this, I sometimes prefer not to do the activities which I think are useful in a less crowded classroom. For instance, I prefer big group activities instead of pairwork activities. Also, the way of communication turns out to be more teacher centered. Another topic I am not happy about is the lack of adequate salary. In order to compensate for this, I teach extra hours but this is a reason of work overload. If I do not want to get stressed about this, I become more careful about my expenditures. (interviewee 2).

We have an overloaded program in terms of the lessons. The fact that our building is far from the city center leads to a waste of time and this creates a problem. I get prepared for the lessons in advance and share the problems with the administration but when I realize that the situation will not improve, I accept it since I cannot help it. (interviewee 3).

I have 8 hours of lessons but I am responsible for a lot of committees. I have to be engaged in some duties like testing, materials development, syllabus design and other things about students. Having a lot of responsibilities about various subjects causes me to have some problems. Sometimes workload brings some responsibilities along and it affects my daily life at home. I try to cope with the stress caused by my workload by studying regularly. If I believe I can solve a problem at work, firstly I go and talk with the related people but when I think I cannot solve it I do not anticipate much, I take precautions myself. (interviewee 4).

Workload in terms of class hours is a bit too much compared to the other universities. Lack of salary is another issue that causes stress in me. In order to earn extra money, I need to teach over 20 class hours a week but even when I do this, they pay it late and this makes me angry. Therefore, I try to become a good handler of money by paying attention to my expenses and spending carefully. I reduce my stress by coming to class well prepared for what I am going to teach that day to deal with work overload. (interviewee 5)

Having crowded classrooms makes it difficult to communicate with the students. It leads to trouble as regards arranging the seats in exams and causes time consumption and ineffectiveness. Besides, salary is of course insufficient. Since the salary is not enough, I give other courses to make the ends meet. However, this means that I have to have 6 teaching hours a day which is too much. I try to be optimistic since this is my only chance. I act like “pollyanna”. At least I think that I have the opportunity to earn money. (interviewee 6).

Another question posed to the instructors was about the stress factors related to the production structure in their workplace and their coping strategies to explore the effectiveness of the institution in dealing with the requirements of syllabus and adequacy of equipments for the classroom use. Half of the respondents (f = 3) mentioned the lack of technological tools as a source of stress in an English classroom. As the second stress factor, lack of time for covering the syllabus was referred to by some interviewees (f = 2). Sharing the problem with the administration to handle the problems about the syllabus was a coping strategy mentioned by half of the respondents (f = 3) on the condition that their ideas will be given importance to. Keeping extra activities for the times that technological tools are insufficient in one’s folder while coming to class (f = 2) or bringing one’s own lap-top or CD player to compensate for the lack of technological tools (f = 2) were the other two detected coping strategies. (Table 4.50).

Table 4. 50: Interview responses regarding the stressors related to production structure and coping strategies

Q7b	f	%
Factors		
- lack of time for covering the syllabus and too much workload	2	33%
- inadequate technological tools	4	50%
Coping Strategies		
- I talk with the administration if I think that it will make any difference	3	50%
- I keep time fillers in my folder	2	33%
- I bring my own lap-top or Cd-player	2	33%

The opininons are provided below:

I often feel worried about covering the syllabus. Sometimes, time for each subject is not enough sometimes. To be able to deal with such a stress, I come to my classes very well prepared and I just skip some points which I think are not that significant. In addition, I also talk with the administration about this. Concerning material needs of the school, we are not having problems that much but of course technological sources can be increased. For instance, sometimes I have to bring my own lap-top or cassette player to the class with me. (interviewee 1).

Sometimes, things do not go in the expected way. For instance, we used to have our lessons in barracks so the walls were permeable to noise. In order not to disturb the others, everybody used to start the listening exams at the same time. Before we had the tape recorders, instructors used to read the scripts. This is not authentic anyway. (interviewee 2).

We do not experience a lot of problems as regards materials since the building is new, I think there are enough facilities. There are not major problems with the way the system works and with timing due to good coordination. (interviewee 3).

Although the materials seem to be enough, technological aids are insufficient. Under these conditions, if I have to use a tape recorder or computer, I either bring it myself or use the extra activities in my folder. (interviewee 4).

For instance, I need to use the projector or the tape but there is none of them at that moment. Therefore, I always have 'time-filler' activities in my folder some of which include pictures for speaking or writing. Another stress factor for me is timing: while everything goes perfect at the beginning of the semester, things start to get confusing with the increasing number of exams by mid-semester. Suddenly, there is too much paperwork. To be able to cope with my stress, I share the situation with my friends and the coordinators and seeing they have the same situation makes me relaxed. Or sometimes, to be able to cover the syllabus, I try to decrease the load by teaching the important points of a unit and giving less important parts as homework.(interviewee 5)

Since we have a sedentary system, we do not have serious problems. We have the necessary materials but we could have more technological aids. (interviewee 6).

The third question aimed to dig out the stress factors related to the role division and academic development in the institution. For this purpose, the interviewees were asked about their stress factors related to the role structure in their workplace and their coping strategies. Lack of support for academic development especially in terms of financial support and permission ($f = 6$) was the most common stressor among the instructors. Conflict in having many roles in the institution ($f = 2$) and lack of a systematic teacher training program ($f = 1$) were the other two factors that create stress in the respondents. In order to deal with these, the majority of the respodents stated that they attend conferences or seminars for academic

development (f = 4) while the others stated that they do masters or doctoral studies (f = 2). Some stated benefitting from the internet or books to keep their knowledge up to date as another effective coping strategy (f = 2). (Table 4.51).

Table 4. 51: Interview responses regarding the stressors related to role division and academic development and coping strategies

Q7c	f	%
Factors		
- role ambiguity in the institution	2	33%
- lack of support for academic development	6	100%
- lack of a systematic teacher training program	1	16%
Coping Strategies		
- I attend the conferences or seminars myself	4	66%
- I do masters or doctoral study	2	33%
- I benefit from the internet or books to keep my knowledge up to date	2	33%

The interviewee's ideas are as follows:

Both the time and the budget for academic development is not enough. The administration seems to be open to academic development but the budget is not sufficient for attending international conferences, for instance. In such a case, I put extra effort by going to the conferences. (interviewee 1).

For academic development, I need to do extra studies. I need more time and financial support to do academic search and improve myself as an English instructor. However, the support is insufficient. Besides having 4 teaching class hours every day, I also have responsibilities at home. Therefore, I need to manage the time very well so as to do academic work. I just try to attend the related conferences. (interviewee 2).

I do not think that the institution I work at supports my academic development. I suppose this stems from the work overload. I try to improve myself through my own efforts. I completed my MA and now I am trying to improve myself by pursuing PHD studies. (interviewee 3).

I experience problems regarding the description of my task. I should be given enough time and opportunity to specialize in my field. Both attending courses and being responsible for a lot of committees make me feel stressed because I think I am not doing my job well enough. There is not enough support for academic development. In addition, there is an incredible circulation in our field in terms of new movements and methods. I am trying to follow them and choose the suitable ones for me. I am trying to improve myself by searching through the websites of such institutions as TESOL, INGED or I attend conferences as much as possible. (interviewee 4).

I sometimes happen to feel like I am a psychologist while dealing with students' problems. I get stressed as I do not have sufficient information and education background in this area. I wish we had a systematic teacher training program that enables us to develop both in this subject and academically. I wish we organized

some seminars or conferences addressing to the English instructors at universities. I try to improve myself as an English instructor by making some research on the internet and attending conferences. However, because most of the national conferences are organized for primary or secondary school education teachers, they are not the kind of activities that I can use in my classes as an instructor working at the university. I talk with the people in charge about it and I give up when I see that some of things cannot be applied. I wish some teachers were invited from British Council to start a teacher-training program. (Interviewee 5).

I do not feel any role conflict because what is expected from me is obvious. There are no fluctuations. Although the institution supports the instructors in terms of permission when they want to make presentations at conferences, I don't find enough financial support to improve myself academically. I try to improve myself by reading books, attending seminars. Also I try to develop academically by pursuing masters or doctoral studies. (interviewee 6).

Finally, interviewees were expected to explain their stress factors related to the power relationship in their workplace and their coping strategies to investigate the stress factors connected to the attitude of the administration towards the instructors and the relationship among the colleagues. Among the 6 respondents, most of them pronounced feeling discomfort about their ideas' not being taken into consideration (f = 4). Also lack of communication among colleagues (f = 2) and lack of professionalism in the decision making process (f = 2) were the other stressors. Concerning the coping strategies, negotiating with people to solve the problem if it is possible (f = 5) was the most frequent coping strategy announced by the respondents. However, some of the respondents stated that accepting the situation if they feel that their efforts won't make any difference(f = 2) or sharing the feelings with friends (f = 2) were the other common strategies they adopted. Additionally, criticizing oneself was another pronounced coping strategy (f = 1). (Table 4.52).

Table 4. 52: Interview responses regarding the stressors related to power relationship and coping strategies

Q7d	f	%
Factors		
- Lack of communication among colleagues	2	33%
- If my thoughts are not taken into consideration by the administration	4	66%
- Lack of professionalism in the decision making process	2	33%
Coping Strategies		
- I criticize myself	1	16%
- I negotiate with people if I think that the problem can be solved	5	83%
- I accept the situation if I think that it won't change	2	33%
- I share my feelings with my friends	2	33%

The responses of the interviewees are presented below:

Each person is asked for his/her opinion in my institution. However, of course, to get a direct feedback from everybody is difficult. That is why small meetings are organized beforehand to make everybody informed if there is a new decision to be taken. If I feel that the stress I feel is going to be taken into consideration, then I talk with related people and share my feelings with them. (interviewee 1).

I have always been a devoted participant in the meetings to give some valuable ideas. It is natural that all the suggestions are not taken into consideration. However, the reason for this should be explained to the instructors. If I feel that my thoughts are not valuable, I get stressed. I discuss the issue with related people about this. However, if I think that my ideas will not make any sense, I protest by remaining silent in the following meetings. I also tell myself that I did my best. My attitude changes depending on the situation. For instance, if there is a problem with one of my colleagues, I talk with my close friends and ask for advice. If the problem is about the administration, I let my feelings out. (interviewee 2).

Sometimes when there are misunderstandings and when I feel bothered, I criticize myself and I try to find out the point at which I have made a mistake. If I think I am right, I share my ideas with the other person. (interviewee 3).

Like in every institution, it is difficult to reach all teachers and learn about their opinions. For instance, books are distributed to us during the selection process but this could be done in a more professional way. In addition, I try not to make so close friendships with my colleagues to keep my professionalism because the quality at work decreases when there is a problem in terms of professionalism. When I think I have an idea to be taken into consideration by the institution, I share it with the administration. (interviewee 4).

Especially during hectic periods, there may be lack of communication among colleagues. If I am bothered about something, I first discuss the issue with that person. However, if I think that it will make no sense, I don't do anything, I just accept the situation. (interviewee 5).

There are times when the administration makes changes regarding regulations and the books to be taught without asking our opinions. I talk with the administration in such a situation and I try to compromise by asking about the reasons. There are some problems between people but I do not act emotionally at these times. I do not end my relationship with them to be professional. As there are more female instructors in English departments, there are conflicts among females and they are more emotional. To me, men are more direct and they act by focusing on the results. (interviewee 6).

4.8. Results and Discussion

The seven questions in the semi-structured interview were aimed at finding more answers to the first and second research questions of the current study with the help of qualitative data. The first and the second research questions of the study seek the field-specific and organizational stress factors and coping strategies of English

instructors with these factors. The first question of the interview aims to find out whether English instructors feel stressed due to not having been in a country where English is spoken as the native language or not. Majority of the interviewees stated that they had been to a country where English is spoken as the native language and this had been very beneficial in terms of increase in self-confidence while speaking English in the class. They claimed that lack of such an experience could be a reason of stress for an English instructor from time to time especially during teaching hours in the classroom. When these interviewees were asked about their coping strategies to deal with their field-specific stress, asking the colleagues for their experiences in the country of the target language was the most frequent answer. This reveals that most of the instructors perceive getting help from the others as a way of solving the problem. As a coping strategy, they do not hesitate to seek support to overcome the stressful situations.

The answers to the second interview question demonstrate that majority of the interviewees face problems related to grammar and vocabulary in class. However, they state that these problems mostly result from the students' lack of comprehension and motivation. Regarding their own usage of English, they generally claim to feel stressed about possible unknown vocabulary or complex grammar structures. Among the frequently adopted coping strategies, using a dictionary in the class and always coming to class prepared were highly preferred by the interviewees. This means that instructors prefer to take precautions before or during class not to lose authority and to prevent feeling stressful.

The aim of the third interview question was to test whether the need to speak Turkish in the classroom is a reason of stress for instructors or not. The results gained from the interviews indicate all of the instructors' belief that the use of Turkish is useful in the class on the condition that it is kept at a limited level. Instructors believe in the necessity to speak Turkish particularly in low level classes for clarifying the vocabulary and grammar points and in high level classes for explaining the rules. The stress they feel is due to the fear that students get used to Turkish in class. In order to prevent this, interviewees stated that they kept the use of Turkish in class at a very limited level.

The answers to the fourth interview question point out that unexpected or irrelevant questions about grammar and vocabulary are commonly perceived as

stressors by the interviewees. However, interviewees asserted that this was not a reason of high stress from their own point of view because they feel successful in coping with the unexpected questions in the classroom. One of the interviewees attributes this feeling of effectiveness in coping with such situations in class to the experience she has gained over the years as follows:

...In fact, this used to cause more stress in me in the first years of my teaching because there were a lot of things I did not know at that time. Now, I am more relaxed. (interviewee 1).

Additionally, it is concluded that most of the stress instructors feel is due to students' lack of comprehension. The most adopted coping strategy was telling the students that the instructor is not sure of the answer but s/he will check and explain it later. This strategy is also highly emphasized in the quantitative data (Q₂ - item 11, M = 3, 71). This reveals that instructors feel comfortable with saying "I don't know" by offering solution to the students.

The responses gained from the fifth interview question were helpful in providing more in-depth data about the stressors of English instructors related to in-class situations which refer to the field-specific stressors. Regarding the data gathered from the interviewees, who have had foreign students in their classes, the possibility of making mistakes in English in front of these students is the most common stressor. In order to cope with this, nearly all of the interviewees (83 %) are of the opinion that benefitting from these students' knowledge is a good way to deal with their stress. This means that interviewees cooperate with students with foreign country experience in the class to reduce their stress. Also paying more attention to the use of English in class is another coping strategy employed by the participants of the interview (50 %), which refers to field-specific precautions coping.

The answers to the sixth interview question, which seeks to unearth the field-specific stress factors of instructors stemming from students' attitudes and how they cope with the stressors, are strongly correlated with the results gained from quantitative data. Students' unawareness about the importance of English was the most frequently pronounced stress factor by the interviewees, and this is in line with the results of item 16 (M = 3, 36) in Q₁, which has a higher mean score than average.

Furthermore, there seems to be a strong relationship between the items 4 (M = 3, 20), 17 (M = 3, 54) and 6 (M = 3, 79) in Q₁ and the interview results regarding the students' negative attitudes towards English and lack of motivation (80 %) as the second common factor that leads to stress in English instructors. When the coping strategies are examined, it is seen that there is a strong agreement between the interview results in Table 4.48 and the high mean scores of items 12 (M = 4, 53) and 7 (M = 4, 30) in Q₂. Trying to increase students' motivation by explaining the importance of English and providing an encouraging language teaching environment with a positive and guiding attitude is the most frequent coping strategy that instructors make use of.

The seventh question of the interview tries to explore the organizational stress factors of English instructors and their coping strategies. According to the responses gathered from the interviewees, lack of adequate salary, too much workload and overcrowded classrooms are the three most frequently mentioned stress factors. The results of the interviews are in line with the results of the items 39 (M = 4, 21), 25 (M = 3, 06) and 29 (M = 3, 01) in Q₁. The mean scores of the items in the questionnaire are higher than the average mean score, (Average M = 3). Even though the coping strategies mentioned in the interviews do not seem to be directly related with the results of the Q₂, they are indirectly related. Ignoring the word or sentence level changes in the way of defining strategies in the interviews, it can be seen that being more careful about the expenditures and working part-time to earn extra money (interview Table 4.49) highly refer to the item 25 (M=3,60) in Q₂. This item represents a planful problem focused way of coping with stressors and it has a high mean score which shows instructors' tendency to solve problems in a more optimistic and planful way in their professions. On the other hand, having a more teacher centered classroom refers to a more passive coping style in which the individual prefers to avoid the stressor. This also reveals that instructors have ways to deal with problems in class.

Another question in the interview aims to investigate the stress factors of instructors related to the production structure of the organization they work at and their coping strategies. As can be seen in interview Table 4.50, interviewees mostly complain about the work overload in terms of covering the syllabus and marking the exams. The results of the item 27 (M = 2, 88) in Q₁ support the responses of the

interviews with a mean score close to average. Furthermore, lack of technological tools is a commonly mentioned stress factor but interviewees stated that it is not a high stressor because they find ways to deal with it, such as bringing their own tools or keeping “filler” activities in their folders to use in the class. High preference of this coping strategy was also supported with the results of the quantitative data item 3 ($M = 3, 77$ in Q_2). When the coping strategies of interviewees were asked, majority of the respondents stated that they try to solve the problem by talking with the administration. Results of the item 28 ($M = 3, 43$) in Q_2 supports a problem focused coping strategy by negotiating with people. However, instructors prefer to benefit from this strategy only if they believe that it will make a change. This means that the appraisal of the event has an influence on the action to be taken.

The question 7c of the interview aims to explain the English instructors' stress factors about role division and academic development and their coping strategies. All of the interviewees claimed to feel stressful about not being supported enough for academic development, but they claimed that this was not a high stressor because these instructors are aware of the fact that they need to improve themselves academically in order to work at a university; so they put extra effort into academic development individually. This can be interpreted as a problem focused coping strategy considering instructors' not giving up and trying to improve themselves even if they do not get support from their institutions.

The purpose in asking the last interview question (7d) is to investigate the stress factors about the power relationship in the institution and instructors' coping strategies. Results of the interviews indicate a significant relationship between the stress level of instructors and the importance given to their ideas by the administration. These results find support in the items 24 ($M = 2, 65$) and 33 ($M = 2, 46$) of Q_1 , which are close to average. When they were asked about how they cope with their stress about these issues, the interviewees reveal a high preference for a problem focused coping style. This finding is supported by the results of the item 28 ($M = 3, 43$) in Q_2 with a higher mean score than average. This means that instructors prefer negotiating with the related people in the face of problematic situations.

CHAPTER V

CONCLUSION

5.0. Presentation

This chapter consists of the summary of the study, discussion of the findings, pedagogical implications and recommendation for further research.

5.1. Summary of the Study

The aim of the present study is to elucidate the stress factors of English instructors working at the preparatory schools of universities and their coping strategies to reduce stress. Two scales were designed for the study. The first scale is composed of two questionnaires with 80 items in total and a demographic inventory. As the second scale, a semi-structured interview was developed by the researcher. Since the study is the first study in the context of English language teaching which focuses on the field-specific and the organizational stress factors and the coping strategies of English instructors, the researcher had a preliminary study to prepare the questionnaire items and the questions for the interview. Besides, different questionnaires and research studies were examined to prepare the questionnaire. The items in the questionnaire were evaluated by a Canadian instructor for its language, a specialist in the field of psychology, a testing expert and two specialists in ELT. Also the questions in the interview were evaluated by a Turkish instructor for its language. After necessary changes, the items both in the questionnaires and the semi-structured interview were evaluated by five experienced English instructors working at different universities in Ankara. According to the feedback gathered from these instructors, the scales were revised. The final version of the questionnaires was piloted with 54 English instructors employed at the English preparatory schools of Hacettepe University and Atılım University and the semi-structured interview was piloted with 6 instructors from these universities. The sample size of the research was 112 English instructors working at the English

preparatory schools of Ankara University and the Middle East Technical University. The quantitative data were gathered through the questionnaires and fostered and broadened with qualitative data obtained from the open ended questions in the interviews. 6 English instructors (M = 2, F = 4) took part in the interviews. The interviews were semi-structured and 7 main questions were asked to the participants.

The sessions were in the mother tongue of the participants. In order to analyze quantitative data, SPSS 15.0 (Statistical Package of Social Sciences) was used. Qualitative data were analyzed through content analysis. Then the results were presented under 17 factors which were listed under 5 main categories. The research findings were interpreted and presented in accordance with this classification.

5.2. Discussion

In the light of the research questions given in the previous chapter, the results are summarized below.

Because there were too many items in the questionnaires of the current study, factor analysis was needed to gather the related items under groupings so as to provide more comprehensive and representative interpretation. Then, descriptive statistics revealing the mean scores of 17 factors was done to decide the factors that cause higher feeling of stress and the coping strategies that are employed more to overcome the stress by English instructors. According to the results of the study, the factor *student attitudes*, which includes stressors related to the negative attitudes of students towards English and thus their lack of motivation was the most stressful dimension among field-specific stress factors with the highest mean score among the other field-specific dimensions (M = 3, 305). Among the organizational stress factors, *work overload* dimension turned out to cause the highest stress for English instructors (M = 3, 081). Concerning the mostly employed coping strategies, *in-class coping*, which includes field-related strategies that instructors adopt during teaching in the class (M = 4, 158), *planfulness*, which is composed of the planful behavioral and cognitive actions taken by the individual to solve a problem (M = 3, 771) and *self-support*, which is based on the cognitive and emotional actions taken by the individual to reduce stress (3, 806), were the three dimensions about mostly adopted coping strategies. The instructors who adopt a planful coping strategy have a higher tendency to employ a more problem focused action oriented coping style while

reducing their stress. However, instructors who prefer a self-support coping strategy adopt a cognitively active but not behaviour oriented coping style for reducing their stress. In other words, they favor emotion focused coping strategies.

When all the items and the dimensions in the questionnaires are considered, Table 5.1 and Table 5.2 summarize in rank order the most frequently indicated items according to their mean scores. As can be seen from the Table 5.1, the items that cause more stress than average are either related to student attitudes or work overload. The table clearly shows that the most stressful situations for English instructors mainly result from the interaction with students and the classroom management and work overload in the institution. The findings of Önkol's (2002) study support the findings of this study. The most stressful items were found to be about students and lack of adequate salary in Önkol's study. Also, work overload was one of the most stressful factors in another study (Balci, 2000). The results of another study carried out by Chris Kyriacou and Pei-Yu Chien (2004) showed that the main source of stress was the changing education policies of the government and changing working conditions in the institutions. When the teachers were asked about what can be done for this, *decreasing teacher workload* was the most common suggestion. Another study by Canessa (2006) revealed that teachers lacked adequate time for preparation in the target language and therefore felt higher levels of foreign language speaking anxiety in the classroom and they felt difficulty in motivating their students. Moreover, the findings of the study by Kızıltepe (2007) support the findings of the current study in that the majority of the teachers reported high stress levels with respect to workload, adequacy of salary, and work ethic of students in the study.

Table 5.1 Most stressful items ($M > 3$) in Q_1 and factors they belong to

Item	M	Factor
39. Lack of adequate salary	4,21	Work overload
6. Students' unwillingness to do research and investigation to improve their English	3,79	Student attitudes
7. Students' coming to class without the necessary class materials or not taking the English lesson seriously	3,75	Student attitudes
5. Students' lack of systematic study habits	3,63	Student attitudes
17. Difficulty to motivate students to speak in English and students' insistent tendency to speak in Turkish	3,54	Student attitudes

Table continued		
16. Students' lack of awareness of the importance of learning English	3,36	Student attitudes
4. The difficulty of motivating students to learn a foreign language	3,20	Student attitudes
40. Too much homework load to read	3,07	Work overload
25. Too much workload in terms of course hours per week	3,06	Work overload
29. Overcrowded classes	3,01	Work overload

The results regarding the organizational stress factors were consistent with the previous research studies. Furthermore, both quantitative and qualitative results related to the field-specific stress factors of English instructors revealed that English teachers need to change the negative attitudes of the students towards English in order to reduce their stress. Although they are aware that learning a language is a difficult job, instructors have difficulty in persuading students about the importance of learning English at the preparatory schools and they face trouble in guiding the students lacking regular study habits. Another finding of the current study, which was supported with the interview results, was that English instructors need to be supported academically in order to deal with language related difficulties of students effectively.

As Table 5.2 shows, most common field-specific coping strategies indicated by the participants belong to the *in-class coping* and *precaution* dimensions, which include instructors' efforts to deal with their stress stemming from field-related reasons – in this context the requirements of teaching a foreign language. In addition, *planfulness* and *optimistic approach*, which can be categorized as problem-focused coping strategies, and *self-support* that includes emotion focused coping strategies were the other most commonly preferred coping strategies.

Table 5.2 Most adopted coping strategies ($M > 3$) in Q_2 and factors they belong to

Item	M	Factor
12. I make explanations about the aims and the importance of learning English to motivate my students.	4,53	In-class
7. I try to increase my students' motivation by creating an encouraging language teaching environment.	4,30	In-class
34. I try to understand what my blame in this problem is.	4,23	planfulness
33. I try to analyze the problem in order to understand it better.	4,22	planfulness
5. I care about each student's linguistic ability and personality.	4,21	In-class

Table continued		
35. I criticize and lecture myself.	4,01	Self-support
20. I try to be patient with myself.	3,96	Optimistic approach
1. I check classroom equipment before using it in the class.	3,94	Precaution
23. I go over in my mind what I would say or do.	3,79	Submission
3. I keep <i>fillers</i> in my folder (extra language activities).	3,77	Precaution
22. I draw on my past experiences; I was in similar situation before.	3,73	Optimistic approach
37. I tell myself that things will help me to improve and feel better.	3,71	Self-support
11. I tell the students that I will check the correct answer later in the face of unexpected questions related to language.	3,71	Precaution
36. I try other ways to cheer myself up.	3,70	Self-support
25. I keep my faith and double my efforts to make things work.	3,60	Planfulness
6. When I feel under stress, I try to remember how a(n) caring/ emphatic/ encouraging/ kind person I am who gives time to people.	3,59	In-class
19. I talk to someone who can help me relax.	3,58	Avoidance
38. I look for the silver lining, so to speak; try to look on the bright side of things.	3,55	Optimistic approach
18. I stand my ground and fight for what I want.	3,54	Optimistic approach
15. I try not to act too hastily or follow my first hunch (intuition).	3,50	Emotional control
29. I psychologically prepare myself for the worst outcome in the negotiation process.	3,45	Planfulness
2. I try to be a <i>good enough</i> teacher rather than a perfect one.	3,43	Face saving
28. I negotiate with the people who cause stress in me to solve the problem.	3,43	Seeking support
31. I make a plan of action and follow it.	3,36	Planfulness
4. I write a plan but am prepared to modify it.	3,25	Academic dev.
32. I wish that I could change what happened or how I felt.	3,17	Avoidance
27. I ask for advice from my relatives or friends before deciding what to do.	3,17	Seeking support
24. I let my feelings out somehow.	3,16	Emotional control
16. I wish that the situation would go away or somehow be over with.	3,09	Submission
13. I minimise the situation by refusing to get too serious about it.	3,06	Optimistic approach

The overall examination of the results regarding the stress factors and the coping strategies of English instructors is consistent with their responses on how stressful they find teaching English in general and how effective they find themselves in coping with their stress in general. Majority of the instructors' response (50, 9 %) to the question about their perceived stress level was "average". Thus, the items in questionnaire 1 mostly had a mean greater than 2 (little stress) and smaller than 5 (a lot of stress). Regarding the question about the perceived

effectiveness of instructors in coping with stress, the majority of the answers (58, 9%) were “above average”. Therefore, the items in the questionnaire mostly had a mean greater than 3 (little stress). Additionally, results indicate that majority of the instructors who feel high level of stress find their effectiveness in coping below average which means that they need to improve their coping strategies. Another finding was that most of the instructors who are good at coping stated that the stress level they felt was either average or below average. Based on these findings, it can be interpreted that instructors with poor coping strategies are subjected to higher feeling of stress while the instructors who adopt effective coping strategies are more successful at reducing their stress related to their profession.

When the participants’ total stress scores and genders were considered, the results showed that female teachers had slightly higher means of stress scores. This finding was in line with Kızıltepe’s (2007) findings. The results regarding effectiveness in coping, which represent the distinctive part of the current study, revealed that female teachers had slightly higher mean scores. However, the fact that the number of participants in each gender group is not evenly distributed in this study made it impossible to conduct ANOVA tests which demonstrate whether there is a significant difference between stress and coping scores of genders or not. Therefore, descriptive statistics consisting mean scores were the main resource of information for the interpretation of the results. More studies with equal number of variables are needed in this area to show the differences between genders.

Regarding the relationship between participants’ total stress scores, use of coping strategies and their total teaching experiences in the profession, the analyses only exhibited significant differences between groups about the stress factors but not the coping strategies. At the end of the Tukey tests, significant differences were found between the groups with 0 - 10 years of experience and 11 - 20 years of experience, 11 - 20 years of experience and 21 and more years of experience. The instructors in 11 - 20 years of experience group had the highest stress level according to descriptive statistics, whereas their junior and senior colleagues had lower scores respectively. These results were partially consistent with what Önkol (2002) and Canessa (2006) found. In their studies, they suggested that as teachers gained more teaching experience, their level of stress tended to decrease. As seen in the current study, stress level of instructors in 21 and more years of experience

group is lower than their younger colleagues, which reveals that the stress felt by the instructors decreases after an amount of experience. However, an important finding indigenous to the sample of the current study was that instructors with 11 – 20 years of experience felt higher levels of stress due to three reasons. Some of them (N = 13) have either a master's or a doctoral degree and more than 20 teaching hours per week, some others (N = 3) are responsible for teaching and at the same time they work at more than one academic unit (testing, curriculum, material development and so forth), and some others (N = 23) have more than 24 teaching hours per week. As can be seen, the high stress level of instructors in this group is closely connected to work overload in their institutions. In fact, based on the mean scores of stress causing factors in Q₁ and the interview results, lack of adequate salary is the main source of work overload for the instructors, which triggers stress. Because majority of the instructors suffer from lack of adequate salary, they may feel the need to get an additional income. This is possible when they teach over 20 hours which is the standard amount for a fixed salary. However, it causes higher feeling of stress due to work overload. Thus, they may not have enough time for personal or professional development.

When the relationship between participants' age and their perceived level of stress and use of coping strategies were analyzed, the results of Tukey test revealed significant differences between the groups about perceived level of stress. On the other hand, no significance was found about coping strategies. According to Tukey test, there was a significant difference between the instructors who are 36 - 40 years of age and instructors who are 46 and older years of age. The mean scores displayed higher feelings of stress by the 36 - 40 years of age group while the instructors who are 46 or older have the lowest stress level. The findings were partially in line with the results of Önkol's (2002) study claiming that the older teachers get, the less stress they feel due to the fact that they get experience in time and they learn how to cope with various situations both in the class and the organization. It is seen from the current study that the instructors who belong to the oldest age group had the lowest level of stress. However, it is understood from the findings that instructors whose ages range between 36 - 45 years are the most stressed group. At the same time these instructors are in 11 - 20 years of experience group. Therefore, it can be said that the results of research questions 3a and 3b about experience and age are

interrelated in that the instructors in these groups are affected by heavy workload the most. Based on the demographic features, one of the biggest reasons of stress was found to be too much teaching load per week. This finding also indicates a relationship between the research questions 3a and 3b about experience, age and weekly teaching load. As a result, it can be concluded that as the weekly teaching load increases, the perceived stress level of instructors increases. Apart from that, the high feeling of stress by instructors between ages 36 - 45 may be attributed to the increasing responsibilities in life. As Kızıltepe's (2007) study reveals, single teachers felt lower levels of stress compared to married teachers. The fact that majority of the participants in the current study were females and considering the importance given to marriage after an age level in Turkish culture, most of the instructors in the this age group may be married and thus they have many more responsibilities such as earning more money, spending more time at home with children and their husband than their younger or older colleagues. This may put an extra strain on the instructors. Lack of time due to work overload and responsibilities in private life may prevent instructors from developing efficient coping strategies.

The final research question aimed to find out whether there were differences between the perceived stress level, use of coping strategies and the weekly teaching load of English instructors. Significant differences were found between the instructors who taught below 15 hours and who taught above 21 hours on account of stress level scores. However, no significant relationship was detected between the groups about coping strategies. The current finding that as the number of class hours increases so does the stress level of instructors were in line with the results of previous studies, which hint at work overload that includes too many hours in a week to teach. Also the qualitative data from the interviews support this finding. Majority of the instructors complained about demanding teaching hours and the necessity to teach extra hours if they needed to earn more money. As a result, in this study total stress scores increased as the teaching load increased.

At the end of the analyses conducted for the third research question, which aims to detect the relationship between instructors' perceived stress level, use of coping strategies and their demographic features (gender, experience, age and weekly teaching load), there are two general findings. One of them reveals that there

is a significant difference between the groups in terms of stress level. However, the second indicates that there is no significant difference between groups in terms of effectiveness in coping. The reason for this may be that majority of the instructors feel effective in coping more than average level related to the issues in their professions. However, one striking finding referring to lack of adequate salary as the most stress causing factor ($M = 4.21$) in the current study shows that instructors do not have many solutions other than teaching extra hours in order to earn more money. Therefore, the only way to deal with their stress about lack of adequate salary seems to be giving extra courses which leads to work overload. Also, this interpretation is supported with the opinions of interviewees about organizational stress factors given in chapter IV.

5.3. Pedagogical implications

In order to deal with each field-specific and organizational stress factor, each instructor might have a different approach or solution. Moreover, the precautions taken by the administrators are of paramount importance to help English instructors to deal with the possible stress factors emerging from the field related issues (teaching English as a foreign language) as well as the organizational structure of the institution. As Dunham and Bath (1998) recommend adopting whole-school approaches to stress management is crucial because the school organization is one of the major causes of work stress.

To sum up, this research is a descriptive study which explored the main field-specific and organizational stress factors and the coping strategies that English instructors use to deal with their stress at work. It is hoped that the results of the study become illuminating for the administrators, teacher trainers when designing pre and in-service training activities and the candidate English teachers. The results of the questionnaires and the interviews also pointed out some strategies that English instructors make use of to deal with the stress they feel but this is not enough if serious measures are not taken by the administrators, curriculum specialists and the instructors of the institutions. All of the above have an important role in establishing such an organizational structure that the stress experienced by the instructors due to different reasons like student attitudes and workload structure is decreased to a minimum. As a result, it is seen that bilateral measures should be taken to reduce the

stress of English instructors, which will give way for higher quality of English education in the institutions including the individual coping and the help of administration. Kyriacou (2001) divides coping strategies into two main types: direct action techniques and palliative techniques. Direct action refers to effective managing or organizing of oneself by developing new knowledge, skills and working practices or negotiating with colleagues so that the stressful situation is changed with the help of others. This technique resembles the problem focused coping strategies mentioned by Lazarus and Folkman (1984). What they have in common is that both techniques / styles aim at handling the problem more actively with a purpose of solving it and with a more optimistic point of view. On the other hand, palliative techniques are more mentally or physically oriented and lessening the feeling of stress is achieved by changing the appraisal of the stressful situation. Emotion focused coping strategies mentioned by Lazarus and Folkman (1984) share common features with palliative techniques. In both of them, the individual makes use of cognitively oriented strategies aimed at avoiding the stressful situation in one's mind.

No matter what the coping strategy is, it is crucial that the organizations offer instructors chances to improve their coping skills with stress so that the teachers become armed against the possible debilitating effects of stress on them, on their students and the educational system they are involved in. However, it is clear from the results of the previous studies on coping that encouraging more problem-focused coping strategies, which are action oriented and which trigger achievement in solving the problem and overcoming the stressful situation through negotiation should be the aim of English instructors, administrators, and mentors in the field.

5.4. Suggestions for Further Research

Based on the findings of the current research, the following suggestions might be helpful for administrators, teacher trainers and English teachers:

In the present study, two scales were used in order to gather data. Besides the questionnaire for quantitative analysis, interview results were very helpful in providing more insight into the study. However, the relationship between the stress factors and coping strategies of English instructors in the classroom environment may be observed through the use of video to present more realistic results.

Since the distribution of the participants in terms of gender was not equal, only descriptive statistics revealing the mean scores and standard deviations were given to detect the relationship between the perceived stress level, coping and gender of the participants in the present study. More research investigating the relationship between the stress level, effectiveness in coping and gender could be conducted by the use of inferential statistics as ANOVA on the condition that the proportion of female and male participants is kept at an equal level.

In the future research studies on teacher stress, the stress factors and the coping strategies of English instructors working at public and private universities could be examined separately by using multivariate statistics.

This was an exploratory study in the sense that it explored the stress factors and coping strategies of English instructors. However, it did not focus on the ways to cope with stressors in the English language teaching profession due to time limitations. Another experimental study comprising a longitudinal teacher training program about how to cope with the stressors intrinsic to the profession of English teaching at the preparatory schools of universities could be conducted.

The sample size of this study was limited to the English Preparatory Schools of four universities in Ankara, Turkey because of time limitations. Another study, involving larger sample sizes would be more representative about the stress factors and the coping strategies of all English instructors.

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APPENDICES

APPENDIX A

STRESS FACTORS and COPING STRATEGIES QUESTIONNAIRE FOR ENGLISH INSTRUCTORS

Dear English instructor,

Like in all areas of worklife, there may be certain factors in the teaching environment of a teacher, which might cause stress. These factors are called ‘stress factors’ or ‘stressors’, and they may stem from various demands which are not met such as the expectations of employers, students and parents from the teachers and the expectations of teachers from their employers, students and parents. Although ‘teaching’ in all areas is a stressful job on its own, being a language teacher at the preparatory school of a university which devotes one whole year to the teaching of English seems to put more pressure on language teachers due to different field-related and organizational reasons. In order to provide better language teaching conditions, it is crucial that the stress of language teachers be decreased. Thus, the stress factors of English language teachers working at preparatory schools and how they cope with these factors should be explored.

This study attempts to detect the various field-specific and the organizational stress factors and coping strategies of English instructors. With this aim, you will be introduced to two questionnaires and a demographic inventory in this study. You’ll first find the demographic inventory, then *Questionnaire 1* including the items related to the field-specific and the organizational stress factors. As the last step, you will find *Questionnaire 2* including the field-specific and the organizational coping strategies.

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

Please answer each item by only indicating one alternative, and do not leave any item blank. **Your sincere responses are quite important for the research to reach its aim. Thank you in advance for your contributions and time you’ll be allocating.** If there are any queries regarding this study, please do not hesitate to contact me.

Elçin PETEK
Middle East Technical University
Faculty of Education
Department of English Language Teaching
M.A. Student (elcin.petek@yahoo.com)

DEMOGRAPHIC INVENTORY

1. Gender: Female Male

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

University Master's degree Phd Degree

3. Please mark the alternative that applies to you.

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

I'm currently involved in a PhD.program.

I'm not involved in a postgraduate program.

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

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

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

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

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

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

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

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

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

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

Yes No

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

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

QUESTIONNAIRE 1

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

Explanation of scale:

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

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

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

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

.....

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

 none little average much very much

QUESTIONNAIRE 2

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

Explanation of scale:

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

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

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

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

.....
.....

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

- none
 little
 average
 much
 very much

APPENDIX B
RELIABILITY ANALYSIS OF THE QUESTIONNAIRES

Q₁ Reliability Statistics:

Reliability coefficients for 41 items in Q₁ which was conducted on 54 participants were calculated as “Alpha = 0,905” (very close to 1). This means that Q₁ is highly reliable.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items		
.905	.905	41		
Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. Students' unattendance problems due to the negative attitude towards English	121.1667	438.567	.370	.903
2. Students' lack of interest in the lessons due to the negative attitude towards English	121.6875	446.177	.250	.904
3. Students' reflection of personal problems (problems related to family, depression, and so forth) to the class	120.7917	435.743	.520	.901
4. The difficulty of motivating students to learn a foreign language	121.5208	439.446	.397	.903
5. Students' lack of systematic study habits	121.8333	440.525	.312	.904
6. Students' unwillingness to do research and investigation to improve their English	121.8750	438.707	.422	.903
7. Students' coming to class without the necessary class materials or not taking the English lesson seriously	121.6667	439.546	.335	.904
8. Teaching a language (English) which is not your (as an instructor) mother tongue	120.2292	452.946	.074	.906
9. Not having been in the country of the target language before (as an instructor)	120.0208	444.191	.242	.905
10. Trying to have a native-like pronunciation	119.9583	438.764	.426	.902

11. Unexpected questions about vocabulary which are irrelevant to the topic in the lesson or which the teacher is not familiar with	120.4792	425.106	.613	.900
12. Unexpected questions about grammar structures which are irrelevant to the topic in the lesson or which the teacher is not familiar with	120.3750	432.069	.517	.901
13. Always having to find meaningful context for vocabulary teaching	120.7500	434.745	.435	.902
14. Having students in the class who have been in the target culture before	120.0833	437.823	.281	.905
15. Students' lack of awareness of the importance of learning English	121.7083	433.360	.462	.902
16. Difficulty to motivate students to speak in English and students' insistent tendency to speak in Turkish	121.6667	445.844	.243	.905
17. Conflict between your beliefs about language teaching and your practice in the classroom	120.9583	438.764	.326	.904
18. Always having to prepare authentic and up to date materials in English	120.8750	425.686	.578	.900
19. The assessment of written performance	120.8125	431.390	.593	.901
20. The assessment of oral performance	120.5833	422.461	.690	.899
21. Role conflict (the conflict between the personality and various roles in the institution)	120.7292	426.840	.584	.900
22. Not receiving announcements about related professional development (national and international seminars, workshops, courses etc) on time	120.6458	430.574	.444	.902
23. Administrators' ignorance of instructors' problems related to teaching and students	121.6042	429.010	.485	.902
24. Too much workload (courses per week)	120.9792	431.425	.502	.901
25. Inadequate services (photocopying, secretarial, and so forth)	121.6875	441.368	.281	.904
26. Too much paperwork (marking the exams, filling in the report forms, and so forth)	120.8125	434.198	.461	.902
27. Inadequate physical conditions (heating, lightning, and so forth)	121.4167	427.950	.538	.901

28. Overcrowded classes	121.9583	428.551	.551	.901
29. Lack of flexibility in the institutional practices (attending meetings, ceremonies, deadlines of reports and so forth)	121.1667	421.801	.685	.899
30. Varied type of courses to prepare and teach (e.g. reading, writing, grammar)	120.5417	431.573	.566	.901
31. Being obliged to attend frequent department meetings	120.4792	443.361	.310	.904
32. Not being supported enough for personal efforts on professional development	121.2708	441.223	.280	.904
33. Inadequate instructional equipment/materials (technological tools, board, board marker and so forth)	121.7708	433.329	.398	.903
34. Insufficient in-service training opportunities	121.2500	431.936	.435	.902
35. Lack of social and cultural facilities at the university (sports center, library, and so forth)	120.9583	433.871	.425	.902
36. Vague role definitions of instructors	121.0625	437.166	.328	.904
37. Lack of harmony among colleagues	120.2708	436.968	.393	.903
38. Lack of adequate salary	121.6250	445.346	.284	.904
39. Too much homework load to read	120.6042	443.989	.267	.904
40. The examination assessment overload	120.3750	436.707	.440	.902
41. Insufficient financial support for attending conferences related to the profession	121.4167	443.355	.213	.906

Q₂ Reliability Statistics:

Reliability coefficients for 38 items in Q₁ which was conducted on 54 participants were calculated as “Alpha = 0,695” (not close to 1). This means that Q₂ is not highly reliable. When the **Item-Total Statistics** tables are examined, it can be seen that the coefficient correlations of some items are negative or very low which is the reason of low reliability results in Q₂. These items should either be removed or changed in order for the reliability statistics of Q₂ be increased.

In the second try, it is seen that the reliability of Q₂ increases to “Alpha = 0,750” on the condition that the items in red are removed or reworded.

1 st TRIAL		Reliability Statistics		
	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	
	.528	.695	38	
Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. I check classroom equipment before using it in the class.	70.7593	82.715	.227	.674
2. I try to be a <i>good enough</i> teacher rather than a perfect one.	70.7407	90.082	.205	.706
3. I keep “fillers” in my folder (extra language activities).	70.7222	85.035	.332	.681
4. I write a plan but be prepared to modify it.	70.2778	83.299	.434	.684
5. I care about each student's linguistic ability and personality.	71.2037	85.637	.433	.676
6. When I feel under stress, I try to remember how a(n) caring/ emphatic/ encouraging/ kind person I am who gives time to people.	70.3519	79.704	.314	.662
7. I try to increase my students' motivation by creating an encouraging language teaching environment.	71.0556	81.978	.107	.665
8. I attend courses to improve my linguistic skills.	70.2963	82.061	.076	.673
9. I attend conferences, seminars and so forth to improve my methodological knowledge.	70.6481	87.704	.222	.690
10. I change the topic if I face unexpected questions related to language during the lesson.	69.9259	88.825	-.088	.715
11. I tell the students that I will check the correct answer later in the face of unexpected questions related to language.	70.0370	84.527	.211	.681

12. I make explanations about the aims and the importance of learning English to motivate my students.	70.6481	89.817	.121	.694
13. I minimise the situation by refusing to get too serious about it.	70.3148	91.352	.232	.704
14. I maintain my pride and keep a stiff upper lip.	70.7407	85.894	.060	.682
15. I try not to act too hastily or follow my first hunch (intuition).	70.6481	87.780	.233	.688
16. I wish that the situation would go away or somehow be over with.	71.0741	86.410	.077	.681
17. I try to make myself feel better by eating, drinking, smoking, using drugs or medication, and so forth	70.5370	88.555	.404	.693
18. I stand my ground and fight for what I want.	70.7037	85.835	.228	.681
19. I talk to someone who can help me relax.	70.4444	88.742	.166	.690
20. I try to be patient with myself.	70.8519	84.129	.383	.671
21. I accept the situation since nothing can be done.	69.8889	83.799	.051	.681
22. I draw on my past experiences; I was in similar situation before.	70.5185	86.443	.107	.685
23. I go over in my mind what I would say or do.	70.8704	83.360	.117	.670
24. I let my feelings out somehow.	71.2407	89.356	.447	.691
25. I keep my faith and double my efforts to make things work.	70.9630	88.414	.564	.688
26. I pray.	70.2222	87.384	.455	.689
27. I ask for advice from my relatives or friends before deciding what to do.	70.5926	81.340	.216	.664
28. I talk to the people who cause stress in me to solve the problem.	78.8333	79.915	-.307	.741
29. I prepare myself for the worst.	70.6296	81.219	-.043	.703
30. I give up.	71.4074	86.774	-.164	.722
31. I make a plan of action and follow it.	70.8704	83.360	.332	.670
32. I wish that I could change what happened or how I felt.	71.2407	89.356	.434	.691
33. I try to analyze the problem in order to understand it better.	70.9630	88.414	.433	.688
34. I try to understand what my blame in this problem is.	70.2222	87.384	.314	.689
35. I criticize and lecture myself.	70.6926	81.355	.117	.647
36. I try other ways to cheer myself up.	72.8333	79.920	.087	.652
37. I tell myself that things will help me to improve and feel better.	71.6296	81.321	.352	.666

38. I look for the silver lining, so to speak; try to look on the bright side of things.	71.4804	86.873	.026	.686
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2 nd TRIAL		Reliability Statistics	
	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
	.619	.755	34

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. I check classroom equipment before using it in the class.	48.2963	68.514	.441	.729
2. I try to be a <i>good enough</i> teacher rather than a perfect one.	48.2593	71.215	.350	.737
3. I keep "fillers" in my folder (extra language activities).	47.8148	69.210	.315	.741
4. I write a plan but be prepared to modify it.	48.7407	73.177	.397	.737
5. I care about each student's linguistic ability and personality.	47.8889	68.101	.451	.728
6. When I feel under stress, I try to remember how a(n) caring/ emphatic/ encouraging/ kind person I am who gives time to people.	48.5926	69.303	.514	.726
7. I try to increase my students' motivation by creating an encouraging language teaching environment.	47.8333	68.557	.418	.731
8. I attend courses to improve my linguistic skills.	48.1852	74.569	.184	.749
9. I attend conferences, seminars and so forth to improve my methodological knowledge.	47.5741	74.928	.118	.756
10. I tell the students that I will check the correct answer later in the face of unexpected questions related to language.	48.2778	76.619	.104	.754
11. I make explanations about the aims and the importance of learning English to motivate my students.	48.6111	75.412	.179	.748
12. I minimise the situation by refusing to get too serious about it.	48.3889	72.469	.412	.735
13. I maintain my pride and keep a stiff upper lip.	47.4259	70.891	.291	.742
14. I try not to act too hastily or follow my first hunch (intuition).	48.0556	74.091	.200	.748

15. I wish that the situation would go away or somehow be over with.	48.4074	71.076	.435	.732
16. I try to make myself feel better by eating, drinking, smoking, using drugs or medication, and so forth	48.5000	77.123	.065	.754
17. I stand my ground and fight for what I want.	47.7593	74.186	.196	.748
18. I talk to someone who can help me relax.	48.1296	70.983	.384	.735
19. I try to be patient with myself.	48.3704	69.294	.522	.725
20. I accept the situation since nothing can be done.	48.1667	70.745	.400	.734
21. I draw on my past experiences; I was in similar situation before.	48.9444	76.506	.108	.752
22. I go over in my mind what I would say or do.	83.6111	83.601	.215	.708
23. I let my feelings out somehow.	83.3519	84.874	.163	.713
24. I keep my faith and double my efforts to make things work.	83.7593	82.262	.359	.699
25. I pray.	82.7963	80.995	.241	.704
26. I ask for advice from my relatives or friends before deciding what to do.	83.4259	82.777	.228	.707
27. I make a plan of action and follow it.	83.7778	81.912	.319	.700
28. I wish that I could change what happened or how I felt.	82.8889	89.346	.333	.736
29. I try to analyze the problem in order to understand it better.	84.1481	86.883	.244	.716
30. I try to understand what my blame in this problem is.	83.8704	86.077	.192	.708
31. I criticize and lecture myself.	83.1296	85.247	.185	.712
32. I try other ways to cheer myself up.	82.8963	82.995	.221	.724
33. I tell myself that things will help me to improve and feel better.	84.4259	82.937	.216	.707
34. I look for the silver lining, so to speak; try to look on the bright side of things.	84.7667	82.912	.310	.700

APPENDIX C

GÖRÜŞME SORULARI

1. İngilizce'nin ana dil olarak konuşulduğu bir ülkede daha önce hiç buldunuz mu (İngiltere, Amerika, Avustralya vs.).
 - a) Cevabınız evet ise, bu durum mesleğinizi nasıl etkiledi?
 - b) Cevabınız hayır ise, İngilizce'nin konuşulduğu ülkede daha önce bulunmamış olmanız sizde stres yol açıyor mu? Açıklayınız.
 - c) Açıyor ise baş etmek için ne gibi yöntemler kullanıyorsunuz?
2. Bir İngilizce okutmanı olarak sınıf içinde İngilizcenin kullanımı ile ilgili sorun yaşadığınız oluyor mu? Evet ise genelde hangi alan ve durumlarda sorun yaşıyorsunuz?
 - a) Bu durum sizde stres yaratıyor mu?
 - b) Cevabınız evet ise bununla baş etmek için ne yapıyorsunuz?
3. Sınıf içinde Türkçe konuşmaya ihtiyaç duyduğunuz oluyor mu? Lütfen açıklayınız.
 - a) Oluyor ise bu sizde strese yol açıyor mu?
 - b) Eğer bu durum sizde strese yol açıyor ise baş etmek için ne yapıyorsunuz?
4. Sınıfta öğrencilerden İngilizce'ye dair beklenmedik veya uygun olmayan sorularla karşılaştığınızda bu sizde bir gerginlik yaratıyor mu? Açıklayınız.
 - a) Beklenmeyen veya uygun olmayan sorular karşısında hissettiğiniz stresinizle baş etmek için ne gibi yöntemler kullanıyorsunuz?
5. Sınıfınızda, İngilizcenin ana dil olarak konuşulduğu bir ülkede daha önce bulunmuş öğrenciler olduğunda kendinizi stresli hissediyor musunuz? Lütfen açıklayınız.
 - a) Cevabınız evet ise karşılaştığınız problemlerle baş etmek ve stresinizi azaltmak için ne yapıyorsunuz?
6. Öğrencilerin İngilizce'ye karşı tutumları ile ilgili sizde strese yol açan faktörler nelerdir? Lütfen açıklayınız.
 - a) Bu stres faktörleri ile baş etmek için ne yapıyorsunuz?
7. İş yerinizde çalışma şartlarından kaynaklanan stres faktörleriniz nelerdir?
 - a) Görev yapısına ilişkin stres kaynaklarınız nelerdir ve bunlarla baş etmek için neler yapıyorsunuz?
 - b) Üretim yapısına ilişkin stres kaynaklarınız nelerdir ve bunlarla baş etmek için neler yapıyorsunuz?
 - c) Rol yapısına ilişkin stres kaynaklarınız nelerdir ve bunlarla baş etmek için neler yapıyorsunuz?
 - d) Yetke yapısına ilişkin stres kaynaklarınız nelerdir ve bunlarla baş etmek için neler yapıyorsunuz?

APPENDIX D

ENGLISH TRANSLATION OF THE INTERVIEW QUESTIONS

1. Have you ever been to a country where English is spoken as the native language? (England, America, Australia and so forth)
 - a) If your answer is yes, how do you think this influenced your teaching?
 - b) If your answer is no, does having not been to a country where English is spoken as the native language cause the feeling of stress in you? Please explain.
 - c) If it causes stress in you, what kind of strategies do you use to cope with this feeling?
2. Do you ever have trouble about the usage of English as an English instructor in the classroom? Please explain.
 - a) If you experience any troubles, does this cause any stress in you? Please explain.
 - b) If yes, what do you do to cope with the situation?
3. Do you ever feel the need to speak in Turkish in the classroom? Explain.
 - a) If yes, does this make you feel stressed?
 - b) If this makes you feel stressed, what do you do to cope with it?
4. Do you ever feel stressed when the students ask unexpected or irrelevant questions related to English in the classroom? Please explain.
 - a) What kind of strategies do you use to cope with your stress in the face of unexpected and irrelevant questions?
5. Do you ever feel stressed when there are students in your class who have been to the countries of the target language (English) before? Please explain.
 - a) If your answer is yes, what do you do to deal with the problems you face and reduce your stress?
6. What are the factors that cause stress in you related to the students' attitudes towards English? Please explain.
 - a) What do you do to cope with these stress factors?
7. What are the factors that cause stress in you in your workplace?
 - a) What are the stress factors related to the duty structure in your workplace and how do you cope with them?
 - b) What are the stress factors related to the production structure in your workplace and how do you cope with them?
 - c) What are the stress factors related to the role structure in your workplace and how do you cope with them?
 - d) What are the stress factors related to the power relationships in your workplace and how do you cope with them?

APPENDIX E

Descriptive Statistics of Questionnaires according to the mean scores of items

Q ₁			
	N	Mean	Std. Deviation
39. Lack of adequate salary	112	4,21	1,058
6. Students' unwillingness to do research and investigation to improve their English	112	3,79	1,041
7. Students' coming to class without the necessary class materials or not taking the English lesson seriously	112	3,75	1,219
5. Students' lack of systematic study habits	112	3,63	1,074
17. Difficulty to motivate students to speak in English and students' insistent tendency to speak in Turkish	112	3,54	1,114
16. Students' lack of awareness of the importance of learning English	112	3,36	1,146
4. The difficulty of motivating students to learn a foreign language	112	3,20	1,199
40. Too much homework load to read	112	3,07	1,334
25. Too much workload in terms of course hours per week	112	3,06	1,384
29. Overcrowded classes	112	3,01	1,492
27. Too much paperwork (marking the exams, filling in the report forms)	112	2,88	1,393
41. The examination assessment overload	112	2,88	1,236
20. The assessment of written performance	112	2,87	1,298
26. Inadequate services (photocopying, secretarial, and so forth)	112	2,69	1,369
28. Inadequate physical conditions (heating, lightning, and so forth)	112	2,66	1,339
24. Administrators' ignorance of instructors' problems related to teaching and students	112	2,65	1,406
19. Always having to prepare authentic and up to date materials in English	112	2,65	1,176
42. Insufficient financial support for attending conferences related to the profession	112	2,59	1,379
18. Conflict between your beliefs about language teaching and your practice in the classroom	112	2,53	1,362
33. Not being supported enough for personal efforts on Professional development	112	2,46	1,258
14. Always having to find meaningful context for vocabulary teaching	112	2,45	1,097
21. The assessment of oral performance	112	2,42	1,152
30. Lack of flexibility in the institutional practices (attending meetings, ceremonies, deadlines of reports AND SO FORTH)	112	2,40	1,189
31. Varied type of courses to prepare and teach (e.g. reading, writing, grammar)	112	2,38	1,225

34. Inadequate instructional equipment/materials (technological tools, board, board marker and so forth)	112	2,37	1,266
22. Role conflict (the conflict between the personality and various roles in the institution)	112	2,29	1,228
32. Being obliged to attend frequent department meetings	112	2,22	1,257
36. Lack of social and cultural facilities at the university (sports center, library, and so forth)	112	2,21	1,436
38. Lack of harmony among colleagues	112	2,21	1,370
11. Unexpected questions about vocabulary which are irrelevant to the topic in the lesson or which the teacher is not familiar with as the teacher	112	2,17	1,056
37. Vague role definitions of instructors	112	2,14	1,287
35. Insufficient in-service training opportunities	112	2,07	1,191
8. Teaching a language (English) which is not your (as an instructor) mother tongue	112	1,95	1,064
9. Not having been in the country of the target language before (as an instructor)	112	1,93	1,176
13. Unexpected questions about grammar structures which are irrelevant to the lesson	112	1,88	,947
14. Unexpected questions about grammar structures which you haven't prepared the lesson for as the teacher	112	1,85	,951
10. Having pronunciation difficulties as a nonnative speaker of English	112	1,83	,919
23. Not receiving announcements about related professional development (national and international seminars, workshops, courses etc) on time	112	1,71	1,026
15. Having students in the class who have been in the target culture before	112	1,70	,919
Valid N (listwise)	112		

	N	Mean	Std. Deviation
12. I make explanations about the aims and the importance of learning English to motivate my students.	112	4,53	,710
7. I try to increase my students' motivation by creating an encouraging language teaching environment.	112	4,30	,804
34. I try to understand what my blame in this problem is.	112	4,23	,816
33. I try to analyze the problem in order to understand it better.	112	4,22	,732
5. I care about each student's linguistic ability and personality.	112	4,21	,810
35. I criticize and lecture myself.	112	4,01	,991
20. I try to be patient with myself.	112	3,96	1,013
1. I check classroom equipment before using it in the class.	112	3,94	1,133
23. I go over in my mind what I would say or do.	112	3,79	,953
3. I keep <i>fillers</i> in my folder (extra language activities).	112	3,77	1,004
22. I draw on my past experiences; I was in similar situation before.	112	3,73	,977
37. I tell myself that things will help me to improve and feel better.	112	3,71	1,017
11. I tell the students that I will check the correct answer later in the face of unexpected questions related to language.	112	3,71	1,372
36. I try other ways to cheer myself up.	112	3,70	,994
25. I keep my faith and double my efforts to make things work.	112	3,60	1,009
6. When I feel under stress, I try to remember how a(n) caring/ emphatic/ encouraging/ kind person I am who gives time to people.	112	3,59	1,167
19. I talk to someone who can help me relax.	112	3,58	1,136
38. I look for the silver lining, so to speak; try to look on the bright side of things.	112	3,55	1,089
18. I stand my ground and fight for what I want.	112	3,54	1,030
15. I try not to act too hastily or follow my first hunch (intuition).	112	3,50	,986
29. I psychologically prepare myself for the worst outcome in the negotiation process.	112	3,45	1,003
2. I try to be a <i>good enough</i> teacher rather than a perfect one.	112	3,43	1,313
28. I negotiate with the people who cause stress in me to solve the problem.	112	3,43	,965
31. I make a plan of action and follow it.	112	3,36	,919
4. I write a plan but am prepared to modify it.	112	3,25	1,332
32. I wish that I could change what happened or how I felt.	112	3,17	1,185
27. I ask for advice from my relatives or friends before deciding what to do.	112	3,17	1,122
24. I let my feelings out somehow.	112	3,16	1,053
16. I wish that the situation would go away or somehow be over with.	112	3,09	1,062
13. I minimise the situation by refusing to get too serious about it.	112	3,06	1,059

9. I attend conferences, seminars and so forth to improve my methodological knowledge.	112	3,01	1,044
21. I accept the situation since nothing can be done.	112	2,97	1,150
14. I maintain my pride and keep a stiff upper lip.	112	2,87	1,135
8. I attend courses to improve my linguistic skills.	112	2,77	1,115
26. I pray.	112	2,54	1,321
30. I give up and let go of the struggle to be the winner in the negotiation process.	112	2,49	1,031
17. I try to make myself feel better by eating, drinking, smoking, using drugs or medication, and so forth	112	2,34	1,298
10. I avoid questions related to English, the answer of which I am not sure of during the lesson.	112	2,09	1,143
Valid N (listwise)	112		

APPENDIX F

Reliability Analysis of Q₁ and Q₂

	Q ₁			
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach' s Alpha if Item Deleted
1. Students' unattendance problems due to the negative attitude towards English	108,24	561,230	,284	,915
2. Students' lack of interest in the lessons due to the negative attitude towards English	107,55	564,988	,227	,916
3. Students' reflection of personal problems (problems related to family, depression, and so forth) to the class	108,33	568,133	,184	,916
4. The difficulty of motivating students to learn a foreign language	108,04	560,341	,293	,915
5. Students' lack of systematic study habits	107,60	557,378	,392	,914
6. Students' unwillingness to do research and investigation to improve their English	107,44	553,798	,480	,913
7. Students' coming to class without the necessary class materials or not taking the English lesson seriously	107,48	553,423	,410	,914
8. Teaching a language (English) which is not your (as an instructor) mother tongue	109,29	559,629	,351	,915
9. Not having been in the country of the target language before (as an instructor)	109,30	556,375	,372	,915
10. Having pronunciation difficulties as a nonnative speaker of English	109,40	567,053	,240	,916
11. Unexpected questions about vocabulary which are irrelevant to the topic in the lesson or which the teacher is not familiar with as the teacher	109,06	562,510	,295	,915
12. Unexpected questions about grammar structures which are irrelevant to the lesson	109,35	564,157	,297	,915
13. Unexpected questions about grammar structures which you haven't prepared the lesson for as the teacher	109,38	564,725	,283	,915
14. Always having to find meaningful context for vocabulary teaching	108,79	554,548	,438	,914
15. Having students in the class who have been in the target culture before	109,54	561,476	,370	,915
16. Students' lack of awareness of the importance of learning English	107,87	555,570	,399	,914
17. Difficulty to motivate students to speak in English and students' insistent tendency to speak in Turkish	107,70	553,366	,454	,914
18. Conflict between your beliefs about language teaching and your practice in the classroom	108,71	540,552	,569	,912

19. Always having to prepare authentic and up to date materials in English	108,58	551,705	,459	,914
20. The assessment of written performance	108,37	558,306	,300	,915
21. The assessment of oral performance	108,81	554,208	,422	,914
22. Role conflict (the conflict between the personality and various roles in the institution)	108,94	544,167	,572	,912
23. Not receiving announcements about related professional development (national and international seminars, workshops, courses etc) on time	109,52	560,847	,340	,915
24. Administrators' ignorance of instructors' problems related to teaching and students	108,58	538,048	,589	,912
25. Too much workload in terms of course hours per week	108,17	541,692	,540	,913
26. Inadequate services (photocopying, secretarial, and so forth)	108,54	544,881	,495	,913
27. Too much paperwork (marking the exams, filling in the report forms)	108,35	541,166	,545	,913
28. Inadequate physical conditions (heating, lightning, and so forth)	108,57	549,743	,428	,914
29. Overcrowded classes	108,22	545,418	,442	,914
30. Lack of flexibility in the institutional practices (attending meetings, ceremonies, deadlines of reports and so forth)	108,83	547,728	,526	,913
31. Varied type of courses to prepare and teach (e.g. reading, writing, grammar)	108,85	541,950	,613	,912
32. Being obliged to attend frequent department meetings	109,01	541,721	,600	,912
33. Not being supported enough for personal efforts on Professional development	108,78	539,616	,637	,911
34. Inadequate instructional equipment/materials (technological tools, board, board marker and so forth)	108,87	552,351	,411	,914
35. Insufficient in-service training opportunities	109,16	551,019	,465	,914
36. Lack of social and cultural facilities at the university (sports center, library, and so forth)	109,02	544,829	,470	,913
37. Vague role definitions of instructors	109,09	535,415	,694	,911
38. Lack of harmony among colleagues	109,03	543,972	,510	,913
39. Lack of adequate salary	107,03	565,900	,226	,916
40. Too much homework load to read	108,16	543,199	,538	,913
41. The examination assessment overload	108,35	546,085	,533	,913
42. Insufficient financial support for attending conferences related to the profession	108,64	554,682	,336	,915

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	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
1. I check classroom equipment before using it in the class.	126,88	181,149	,125	,791
2. I try to be a <i>good enough</i> teacher rather than a perfect one.	127,39	184,331	,005	,798
3. I keep “fillers” in my folder (extra language activities).	127,05	182,339	,107	,791
4. I write a plan but am prepared to modify it.	127,57	176,625	,221	,788
5. I care about each student’s linguistic ability and personality.	126,61	180,024	,256	,786
6. When I feel under stress, I try to remember how a(n) caring/ emphatic/ encouraging/ kind person I am who gives time to people.	127,23	173,477	,371	,781
7. I try to increase my students’ motivation by creating an encouraging language teaching environment.	126,52	182,270	,153	,789
8. I attend courses to improve my linguistic skills.	128,05	175,979	,305	,784
9. I attend conferences, seminars and so forth to improve my methodological knowledge.	127,81	174,586	,383	,781
10. I avoid questions related to English, the answer of which I am not sure of during the lesson.	128,73	177,783	,234	,787
11. I tell the students that I will check the correct answer later in the face of unexpected questions related to language.	127,11	182,655	,046	,796
12. I make explanations about the aims and the importance of learning English to motivate my students.	126,29	180,552	,272	,786
13. I minimise the situation by refusing to get too serious about it.	127,76	177,968	,253	,786
14. I maintain my pride and keep a stiff upper lip.	127,96	180,944	,131	,791
15. I try not to act too hastily or follow my first hunch (intuition).	127,32	178,220	,268	,785
16. I wish that the situation would go away or somehow be over with.	127,73	177,207	,280	,785
17. I try to make myself feel better by eating, drinking, smoking, using drugs or medication, and so forth	128,48	177,063	,217	,788
18. I stand my ground and fight for what I want.	127,29	179,936	,190	,788
19. I talk to someone who can help me relax.	127,24	176,797	,270	,785
20. I try to be patient with myself.	126,86	172,322	,485	,777
21. I accept the situation since nothing can be done.	127,85	180,725	,135	,791
22. I draw on my past experiences; I was in similar situation before.	127,09	178,028	,278	,785

23. I go over in my mind what I would say or do.	127,04	177,098	,324	,783
24. I let my feelings out somehow.	127,66	182,352	,098	,792
25. I keep my faith and double my efforts to make things work.	127,22	176,643	,320	,783
26. I pray.	128,28	173,103	,328	,783
27. I ask for advice from my relatives or friends before deciding what to do.	127,65	176,643	,279	,785
28. I negotiate with the people who cause stress in me to solve the problem.	127,39	183,124	,084	,792
29. I psychologically prepare myself for the worst outcome in the negotiation process.	127,38	176,633	,323	,783
30. I give up and let go of the struggle to be the winner in the negotiation process.	128,33	182,133	,109	,791
31. I make a plan of action and follow it.	127,46	175,891	,390	,781
32. I wish that I could change what happened or how I felt.	127,65	173,779	,354	,782
33. I try to analyze the problem in order to understand it better.	126,60	178,495	,369	,783
34. I try to understand what my blame in this problem is.	126,59	177,037	,393	,782
35. I criticize and lecture myself.	126,81	173,109	,466	,778
36. I try other ways to cheer myself up.	127,13	169,372	,614	,773
37. I tell myself that things will help me to improve and feel better.	127,11	167,826	,659	,771
38. I look for the silver lining, so to speak; try to look on the bright side of things.	127,27	173,369	,407	,780