

COMPARATIVE ANALYSIS OF ORGANIZATIONAL STRESS SOURCES OF TEACHERS WHO WORK IN GENERAL HIGH SCHOOLS AND ANATOLIAN HIGH SCHOOLS

Asst. Prof. Dr. Mahire Aslan

Cyprus International University
Faculty of Education
Nicosia – North Cyprus

Seval Merkan

ABSTRACT

Being as old as the mankind history, stress phenomenon is one of the basic elements that threaten the life individually, organizationally and increasingly institutionally. One of the social institutions in which the stress is experienced intensively is education. The stressful situations experienced at schools which are the organizations of educational institution affect teachers' efficiency in a negative way. The definition of the organizational stress sources is required in order to cope with this problem. In this study, it was aimed at comparing the organizational stress sources of the teachers working at General High Schools and Anatolian High Schools.

Key words: stress, organizational stress, stress of the teacher.

INTRODUCTION

Increased knowledge, rapidly advancing technology, and parallel with their continuous changes in the shapes seen in every area of contemporary social life has become the stress as the disease century for the man who is inadequate of an attempt to adapt to the motion.

Stress, as social life, it is closely related to organizational life. Organizational life; through employee, the organizational goals attempted, with employees working in organizations as to their work, economic, social and psychological process of content based on the balance between individual expectations.

Employee-the balance of the organization expectations deteriorate markedly because of the structure and functioning of organizations and employees' expectations met from the adverse conditions affecting the emergence of a number of difficulties . These situations are called sources of stress, weaken the adaptability of employees exceeds the capacity of resistance, is perceived as stressful by the employee and organizational stress occurs.

Organizational stress, the demands on the organization created by an adequate level of mental or behavioral response among employees (Aslan, 1995: 8). Like all organizations, school organizations, structural characteristics and sources of stress developed due to processing, depending on the process, teachers, and creating organizational stress negatively affects their performance.

Our lives' the most characteristic is the rapid changed experienced at time and dimension (Akgündüz, 2006: 6).

As to Balcı (2000:3) stress is a phenomenon that a person can encounter in his/her life's every phase. Stress is the result of a reaction that is against an action, situation or physical enforcement (Sabuncuoğlu ve Tüz, 2001:230).

The population of the study, which was a descriptive study based on survey model, was composed of 1071 teachers in total, 830 of whom were working at 23 General High Schools and 241 of whom were working at 5 Anatolian High Schools within the borders of Malatya province in 2009-2010 educational year. As for the sampling, there were 692 teachers in total, 451 of whom were working at 10 General High Schools and 241 of whom were working at 5 Anatolian High Schools.

The “Survey of Teachers’ Organizational Stress Sources”, developed by Aslan (1995), was used as the data collection tool; and the organizational stress sources of teachers were investigated under 13 dimensions (Contributing to Decision Making Process, Communication, the Attitudes and Behaviors of the Administrators, Control Style, Working Conditions, Promoting and Development Opportunities, Professional Insurance, Professional Appearance, Organizational Opportunities, Role-Conflict-Role Ambiguity, Human Relationships, the Attitudes and Behaviors of the Students, the Attitudes and Behaviors of the Parents).

The scale was composed of two parts. The first part of the scale is composed of questions related to the personal information of the participants (the type of school working at, gender, professional seniority, branch, the school graduated recently). In the second part of the scale, there were 71 items for measuring the perceptions of the teachers working at General High Schools and Anatolian High Schools towards organizational stress sources. The scale was graded as strongly agree (5), agree (4), somewhat agree (3), disagree (2) and strongly disagree (1). The standard deviations, frequencies, percentages and arithmetic averages were taken into account for the responses that participants graded between 1 and 5 about each item and dimension in the scale.

In order to determine whether there was a significant difference among the stress perceptions of the teachers working at General High Schools and Anatolian High Schools *t*-test was used for paired comparisons and one-way analysis of variance (ANOVA) was used for multi-comparisons. In addition to this, *t*-test was used in order to determine the source of the difference between groups in which a significant difference was observed after multi comparisons.

METHODOLOGY

Research Model

In this study the goal of which is to have a comparative analysis of the sources of the organizational stress teachers working in general and Anatolian high schools experience, descriptive analysis based on general scanning method has been used. The goal of the scanning (survey) model is to explain the present situation without change (Karasar, 2007: 34). In other words, its goal is to explain the interaction between situation considering the relations of previous events and conditions with the present situation (Kaptan, 1998: 59).

Aim of the study, the opinions of teachers working in general and Anatolian high schools regarding the sources of their organization stress are the dependent variables while the schools worked, gender, professional seniority, branch and the last school graduated from are independent variables.

Research Population

The population of the study was composed of teachers working in general and Anatolian high schools in Malatya, in 2009-2010 academic year. According to the statistical data given in the official website of the Malatya the National Directorate of Education, in 2009-2010 academic year, there are 1071 teachers, 830 of whom were working in 18 general high schools and 241 of whom were working in 5 Anatolian high schools.

Research Sample

In order to set the research sample, the cluster sample method was used. In the cluster sample method in which the limits of the population is known and can be grouped, the sample of groups is taken (Kaptan, 1998: 121–122).

In the research, out of the 23 general high schools included in the population, 10 general high schools were determined objectively through disproportional cluster method (Kaptan, 1998: 120). All of the 5 Anatolian high schools in Malatya were incorporated into the sample while vocational and technical Anatolian high schools were not included. Of the 456 teachers working in the general high schools, 246 were reached; however, the 45 surveys in which questions about personal variables were not answered were not evaluated. Of the 241 teachers working in Anatolian high schools, 150 were reached; however, the 34 surveys in which questions about personal variables were not answered were not evaluated. Therefore, the analyses were carried out on the data taken from 317 teachers, 201 of whom were from general high schools while 116 of them were from Anatolian high schools.

Data Collection Tool and Its Development

In this study the goal of which is to have a comparative analysis of the sources of the organizational stress teachers working in general and Anatolian high schools experience, questionnaire technique has been used. In the study, “the Questionnaire of the Sources of Organizational Stress Experienced by Teachers” (ÖÖSKA) developed by Aslan (1995) was used as a data collection tool.

During the process of developing the data collection tool, Aslan (1995) carried out a review of the domestic and foreign literature and analyzed the research studies about organizational stress and the measurement tools used in these researches. Accordingly, it was determined that there was no measurement tool that questioned the stressors of teachers in relation with the structure and operation of the school organization and that was compatible with Turkish education system. Regarding this determination, a novel tool of measurement was attempted to be developed under the light of the scales in the related literature. The theoretical background of the survey questions was based on the information collected through the systematized in interviews with the teachers and literature reviews.

Data Analysis

The questions in the questionnaire were analyzed according to the distribution of the replies to choices. In order to carry out the comparative analysis of the sources of the organizational stress experienced by teachers working in general and Anatolian high schools, the standard deviation, frequency, percentage and arithmetic average of the replies graded 1-5 were taken into consideration. On the other hand, in the analysis of the replies according to independent variables (the high school worked for, gender, professional seniority, branch and the last school graduated from) and to sub dimensions, the total scores got by the 5 grades were taken into consideration. The statistical analysis revealed that the data were normally distributed. In the analysis of research data, the Tukey test was used for differences between paired groups while one-sided variance analysis was applied in multiple group comparisons. The level of significance was set as 0,05 in the analyses.

CONCLUSION AND DISCUSSION

1. While teachers in general high schools experience organizational stress at “moderate level” ($\bar{X} = 2,69$), teachers in Anatolian high schools experience it at “low level” ($\bar{X} = 2,50$). When this is evaluated on the basis of the questions in the research scale, the factors that cause stress for teachers in Anatolian high schools are parents, students and some problems about school facilities. However, participant teachers from general high schools focused on the management and surveillance in the school as factors of stress. In order to bring the perceptions of teachers in general high schools

regarding organizational stress to an optimum level, on-the-job training activities about stress and management can be organized for teachers of these organizations.

2. From the perspective of the dimensions, there was no significant difference between the perceptions of teachers in general and Anatolian high schools regarding such dimensions as “Agreement with Decisions”, “Opportunities of Promotion and Development,” “Professional Security,” “Professional Profile,” “Organizational Opportunities,” “Role Conflict- Role Ambiguity” and “the Attitudes and Behaviours of Parents.” However, the organizational perception of teachers in general high schools regarding “Communication Dimension” is at “moderate” level ($\bar{X} = 2,70$) while those of teachers from Anatolian high schools were at “low” level ($\bar{X} = 2,56$). In order for teachers to cope with the organization stress caused by the parents, parents’ meetings that can be evaluated as functional can be organized, and the parent-teachers association in the school can be made more functional.

In terms of the dimensions such as “the Attitudes and behaviours of Administrators” and “Working Conditions,” teachers from general high schools are under more stress than teachers from Anatolian high schools. In terms of “Human Relations,” teachers from Anatolian high schools are under more stress than teachers from general high schools. While there was no statistical difference regarding “the Students’ Attitudes and Behaviours,” the perceptions of teachers from general high schools about organizational stress is “low” ($\bar{X} = 2,50$) while those of teachers from Anatolian high schools are “moderate” ($\bar{X} = 2,62$). In order to reduce the level of stress experienced by teachers from the so-called high schools, the guidance and counselling service can provide contributions. The guidance and counselling services at schools can be made more functional by prompting the potential of students from Anatolian high schools, informing them about their schools and future plans, increasing their motivation through individual or collective meetings.

3. In terms of gender, there was no significant difference regarding the perceptions of teachers from general and Anatolian high schools about their organizational stress. However, it was seen that male teachers ($\bar{X} = 2,72$), from Anatolian high schools experienced more stress than female teachers ($\bar{X} = 2,52$). It was determined that male teachers experienced more organizational stress in terms of the sub dimensions “Professional Profile” and “Students’ Attitudes and Behaviours.”

4. When the variable of the school (general or Anatolian) worked was evaluated in terms of gender, it was seen that there was no organizational difference between the perceptions of teachers about the sources of organizational stress.

5. When evaluated both as a whole and under the sub dimensions of organizational stress, there was no significant difference between the perceptions of teachers from Anatolian and general high schools in terms of the variable of professional seniority. In terms of the dimensions such as “*Agreement with Decisions*” (General High School $\bar{X} = 2,85$ Anatolian High School $\bar{X} = 2,30$) and *Surveillance System* (General High School $\bar{X} = 3,20$ Anatolian High School $\bar{X} = 2,68$) *Attitudes and Behaviours of Administrators* (General High School $\bar{X} = 3,03$ Anatolian High School $\bar{X} = 2,47$),” teachers of general high schools with 6-10 years of professional seniority experienced more stress than teachers of the same seniority from Anatolian high schools. In terms of the dimension of “*Human Relations*,” teachers of general high schools with 16-20 years of professional seniority experienced a higher level of stress ($\bar{X} = 3,16$). Teachers of general high schools with more than 20 years of professional seniority experienced more stress ($\bar{X} = 3,01$) in terms of the dimension of “*Role Conflict- Role Ambiguity*” while teachers of the same professional seniority from Anatolian high schools experienced more stress ($\bar{X} = 2,79$) in terms of the dimensions of “*Attitudes and Behaviours of Students*.”

6. In terms of the variable of the school (General- Anatolian High School) worked for according to professional seniority, there was no significant difference in the perceptions of teachers from general

and Anatolian high schools about organizational stress. All the teachers participating in the study experienced organizational stress at a “moderate” stress.

7. When the sources of organizational stress were evaluated as a whole, there was no significant difference in the perceptions of teachers from general and Anatolian high schools in terms of the variable of branch.

8. When evaluated in terms of the dimensions, there were significant differences in four dimensions and only in terms of the branches of teachers from Anatolian high schools. These differences about organizational stress were in the dimensions of “*Agreement with Decisions* (Science and Mathematics $\bar{X}=2,4$, Social Sciences $\bar{X}=2,44$, Fine arts and Sports $\bar{X}=3,35$), *Attitudes and Behaviours of Administrators* (Science and Mathematics $\bar{X}=2,40$, Social Sciences $\bar{X}=2,72$, Fine Arts and Sports $\bar{X}=3,58$), *Surveillance System* (Science and Mathematics $\bar{X}=2,63$, Social Sciences $\bar{X}=2,53$, Fine Arts and Sports $\bar{X}=3,63$), *Working Conditions* (Science and Mathematics $\bar{X}=2,84$, Social Sciences $\bar{X}=2,79$, Fine Arts and Sports $\bar{X}=3,57$).

9. In terms of the dimension of school graduated from, there was no significant difference in the perceptions of teachers working in general and Anatolian high schools about organizational stress. On the other hand, teachers graduating from a faculty of education and working in Anatolian high schools ($\bar{X}=2,72$) experienced more organizational stress than those graduating from other faculties ($\bar{X}=2,51$). When evaluated in terms of the dimensions, teachers graduating from teachers graduating from a faculty of education and working in Anatolian high schools ($\bar{X}=2,70$) experienced more organizational stress than their colleagues graduating from other faculties ($\bar{X}=2,32$).

10. In terms of the dimension of “*Surveillance System*” teachers graduating from a faculty of education and in terms of the “*Human Relations*” teachers graduating from other faculties and working in general high schools experienced more organizational stress ($\bar{X}=2,79$) than their colleagues from Anatolian high schools ($\bar{X}=3,09$). In terms of the dimension of “*the Attitudes and behaviours of Students*,” teachers graduating from a faculty of education and working in Anatolian high schools ($\bar{X}=2,51$) experienced more stress than their colleagues from general high schools ($\bar{X}=2,23$). Teachers graduating from other faculties and working in Anatolian high schools are more stressful than their colleagues than in general high schools.

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