

# Investigation of publications on stress in educational organizations\*

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## Abstract

Stress is one of the most important factors that negatively affects human life in educational organizations. It affects human life mentally and physically. Therefore, the concept of stress is one of the most important factors that should be emphasized in educational organizations. It has been determined that the number of studies on stress in educational organizations in Turkey is limited and studies on stress are not regularly conducted every year. This research aims to examine the publications on stress in educational organizations in Turkey. The qualitative research method was preferred in the study. A systematic review was used According to the research findings; the least number of studies related to the subject were made in 1998, 1999 and 2016, an increase was observed in the studies conducted in 2014, and the most studies were completed in 2018. It has been observed that the greatest number of articles related to the topic have been published, and the least publications have been in the form of papers, master thesis projects and book chapters. The most used model in the research was the relational survey model, and the least used designs were the multiple case-holistic design and case study design. Among the sampling methods used in the research, 17 are simple random sampling, 5 are convenient sampling, 4 are random cluster sampling, 6 are easily accessible sampling, 1 is maximum sampling, 1 is stratified sampling, and 39 are either sampling. It has been added to the unspecified category because it does not follow the path or clearly state it. The most widely used data analysis techniques in research are t-test and document analysis, observation forms analysis, Dunnet's C Test, standardized beta coefficient, Levene test and descriptive analysis. These are the least used data analysis techniques because they are used once.

**Keywords:** Educational organization, Stress, Document analysis

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\* Ethics committee approval is not required as this paper is a theoretical study.

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## INTRODUCTION

An organization is a system consisting of people and structures that come together to achieve certain goals. The Organizations emerge as a result of coordinated activities carried out by people. These activities aim to produce goods or services within the organization (Aydın, 2011). Organizations, which are social structures, sustain their lives through relationships within and outside the organization. Organizations refer to the unity of power and management that ensures the sustainability of the field of activity and the field of activity, organizes the relationship between members systematically. For example, teachers face a certain level of stress in school organizations. Teachers often experience stress due to both the structure of schools and assumptions about people.

The working environment is always conducive to stress. The concept of stress was first introduced by physicist Robert Hook in the 17th century (Vatansever Bayraktar & Gokpinar, 2021). The concept of stress comes from the word "Estrictia" in Latin according to Baltas and Baltas (2021) and "Estrece" in old French. It means strain, tension, and pressure. While the concept of stress was used in the 17th century in the meanings of trouble, disaster, sorrow, grief, and pain, the meaning attributed to the concept changed in the 18th and 19th centuries; it started to be used in the meanings of power, pressure, and difficulty (Şimşek, 2022). Hans Selye (1936), an authority on stress, defined stress as "The non-specific result of any demand on the body with mental or physical effect" (Ornek & Aydın, 2008). According to Eskin, Harlak, Demirkıran, and Dereboy (2013), stress is a situation that can occur when both the physical and psychological limits of the organism are threatened; it can also be considered as a mental tension and a physical reaction. The concept of stress affects people's lives psychologically and mentally, reduces the quality of life, causes human behaviour to be different from normal and can cause many health problems, and is also described as the meaning that people attribute to events or situations rather than describing the event or situation they experience (Eker, 2022). According to Baltas and Baltas (2021), the word stress is used in two different senses. In the first sense, stress is the physiological, biochemical and psychological reactions of the individual in case of danger. In the second meaning, stress is all the factors that disrupt the balance of the organism. These factors, known as stressors in scientific language, can be physical, psychological or social ("Simsek, 2022).

Organizational stress is the physical, mental and psychological reaction of employees when they are expected to perform above their abilities at work (Altan, 2018). Some risks arising from the professional responsibilities of individuals can also create a stress factor in their work. Individual and organizational reasons are effective in this situation. When we look at the organizational stress result in research of the literature review on stress, it is suggested that stress has physiological, psychological and behavioural results depending on each other (Tutar, 2004; cited in Eker, 2022). Strategies for coping with organizational-level stress arising from business life are managerial arrangements made for the control of stress sources at the organizational level and the reduction of these sources to reduce or prevent employees' work stress (Pehlivan, 2002).

When the literature is examined, the number of domestic and foreign studies on stress is quite high: Ravichandran and Rajendran (2007), various sources of stress in high school teachers; Bayram (2006), the list of results and suggestions that are considered to be effective in the stress management of guidance counselors; Areekkuzhiyil (2016), various factors affecting the organizational stress of academicians working in the state of Kerala; Yolbakan (2019), the link between organizational stress levels and job performance of teachers working in private schools; Arıcı (2020), the perceptions of teachers working in secondary schools about the sources of organizational stress and job satisfaction, the mutual relations of perceptions and whether these perceptions differ according to some variables; Kaplan (2021); to determine teachers' psychological capital and organizational stress levels and to examine them according to certain variables; Hussain, Nadeem, Kaynat and Shahzad (2021), to determine the effects of teachers working in primary schools on organizational stress, workload and academic efficiency by establishing a correlation relationship; Bulut Bozkurt (2005) on stressful events and coping styles with stress in primary school teachers; Akpınar (2008) on factors causing stress in teachers; Cankaya and Tan (2010) on the relationship between school-based social support and stress perceived by teachers; Gunduz and Coskun (2011) on the stress caused by inspection practices in teachers; Bakırcı (2012) on the sources of stress affecting teachers working in secondary education institutions; Ozalp (2014) on the organizational factors causing job stress in

teaching staff and their strategies for coping with organizational stress; Omeroglu (2015) on kindergarten teachers' stress symptoms at school, stress sources, ways of coping with these stress sources and the effect of organizational stress on their performance; Sirke (2016) found the relationship between organizational stress levels and organizational identification of teachers working in private schools; Gokpinar (2018) found the relationship between personality traits of educational administrators and classroom teachers and their job stress levels; Colak (2019) the relationship between teachers' self-efficacy perceptions and job stress; Mantı (2020) the relationship between organizational stress and organizational silence behaviors of academicians; Aydin (2021) teachers' views on organizational stress sources and solutions; Kyte (1994) examined the sources of work-related stress and strategies used to cope with stress among principals working in public schools in Tennessee; Anderson, Levinson, Barker, and Kiewra (1999) examined the effects of meditation on teachers' perceived occupational stress, anxiety and burnout; Wilson (2002) examined the literature on teachers' stress. As can be seen, the relationships between stress sources, coping methods, stress and other organizational variables have been studied. However, there is no study in the literature in which stress-related research is discussed together according to years, types, methods, etc. categories. It is thought that such a study will shed light on researchers and practitioners. This study aims to examine the publications on stress in educational organizations in Turkey. Because of this aim; scientific research about stress in educational organizations was examined according to years, types, methods, models/patterns, sampling methods, and data analysis techniques.

## METHOD

### Research Design

A qualitative research method was used in the study. Qualitative research is "research in which qualitative data collection techniques such as observation, interview and document analysis are used and a qualitative process is followed to reveal perceptions and events realistically and holistically in a natural environment" (Yıldırım & Simsek, 2013). The systematic review method was utilized in the research. A systematic review is a structured and comprehensive synthesis of a large number of studies conducted with similar methods to determine the best research evidence that can be obtained by experts in the field (Karacam, 2013).

### Data Set

The data set consists of 38 articles, 25 master's theses, 4 doctoral theses, 4 master's projects without thesis, 1 paper and 1 book chapter on stress conducted between 1998 and 2022. These publications include the topics of "stress in educational organizations, work stress, ways of dealing with stress and stress solutions".

### Data Collection Process

In obtaining publications, YOK National Thesis Center and Google Scholar were used. Firstly, YOK National Thesis Center and Google Scholar were searched and the resulting publications were compiled into a file. To ensure originality; an expert accessed the same research using similar screening concepts (stress in educational organizations, work stress, ways to cope with stress, and stress solutions). In data collection, the opinions of two experts were taken for the validity of the screening words. At the stage of presenting the data, the findings are given according to the research questions (Yıldırım and Simsek, 2013).

### Data Analysis

Descriptive analysis was used in the study. According to Yıldırım and Simsek (2013); "descriptive analysis is an analysis approach that includes the steps of processing qualitative data based on a predetermined framework, defining the findings and interpreting the defined findings". Studies on stress were analyzed according to years, types, methods, models/patterns, sampling methods and data analysis techniques. These criteria were handled as themes.

### Validity, Reliability, and Ethical Considerations

National Thesis Center and Google Scholar were consulted to obtain the publications. First of all, the National Thesis Center of the Council of Higher Education and Google Scholar were searched and the publications accessed were turned into a file. To ensure originality; an expert used similar scanning concepts (stress in educational organizations, work stress, ways of dealing with stress and stress solutions). and accessed the same

studies. In data collection; the opinions of two experts were taken for the validity of the screening words. At the stage of presenting the data; the findings obtained were given according to the research questions (Yıldırım & Simsek, 2013).

## FINDINGS

In this section, findings are given by the research questions.

**Table 1.** Frequency Distribution of Publications Related to Stress by Years

Years	f	%
1998	1	1
1999	1	1
2005	2	3
2006	2	3
2008	3	4
2009	3	4
2010	4	6
2011	4	6
2012	3	4
2013	5	7
2014	6	8
2015	6	8
2016	1	1
2017	3	4
2018	8	11
2019	5	7
2020	5	7
2021	6	8
2022	5	7

As seen in Table 1, studies on stress and coping with stress were analyzed from 1998 to 2022. A total of 73 studies were conducted, including one study in 1998, 1999 and 2016, two studies in 2005 and 2006, three studies in 2008, 2009, 2012 and 2017, four studies in 2010 and 2011, five studies in 2013, 2019, 2020 and 2022, six studies in 2014, 2015 and 2021, and 8 studies in 2018. If given as a percentage; 1 percent in 1998 and 1999, 3 percent in 2005 and 2006, 4 percent in 2008 and 2009, 5 percent in 2010 and 2011, 4 percent in 2012, 7 percent in 2013, 8 percent in 2014 and 2015, 1 percent in 2016, It is 4 percent in 2017, 11 percent in 2018, 7 percent in 2019 and 2020, 8 percent in 2021 and 7 percent in 2022. The fewest studies on the subject were conducted in 1998, 1999 and 2016, and an increase was observed in the studies conducted in 2014, while most studies were conducted in 2018.

**Table 2.** Frequency Distribution of Publications Related to Stress According to Types

Publication Type	f	%
Article	38	52
Thesis	29	40
Project	4	6
Paper	1	1
Book Chapter	1	1

As seen in Table 2, there are a total of 73 studies, 38 of which are articles, 29 theses, 4 thesis projects, 1 paper and 1 book chapter. It was seen that most of the studies on the subject were in the form of articles. If given as a percentage; 52 percent of the studies conducted are articles, 40 percent are thesis, 5 percent are projects, 1 percent are papers and 1 percent are book chapters. Accordingly, while most studies were published as articles, the least studies were published as papers and book chapters.

**Table 3.** Frequency Distribution of Publications on Stress According to Methods

Methods	f	%
Quantitative	6	8
Qualitative	6	8
Mixed Method	4	6
Unspecified	57	78

As seen in Table 3, 6 of the methods used in the studies were qualitative, 6 were quantitative, 4 were mixed, and 57 of them were not specified. If given as a percentage; 8 per cent of the studies used quantitative and 8 per cent qualitative methods, and 6 per cent used mixed methods. 78 per cent are not clearly stated. Although the majority of these 57 studies seem to be quantitative studies, the research method used was not clearly stated and therefore added to the unspecified category.

**Table 4.** Frequency Distribution of Publications Related to Stress According to Models/Patterns

Model-Pattern	f	%
Relational Survey	21	29
Descriptive Survey	7	9
General Survey	19	26
Holistic-Multiple Case	1	1
Phenomenology	3	4
Experimental Design	3	4
Action Research	1	1
Unspecified	19	26

As seen in Table 4, 21 of the models-patterns used in the studies are relational surveys, 7 of them are descriptive surveys, 19 of them are general surveys, 1 of them is a holistic multiple case model, 3 of them are phenomenology, 3 of them are experimental design, 1 of them is action research and 19 of the studies did not specify which model-pattern was used. If given as a percentage; 29 percent of the studies used the relational survey model, 9 percent used the descriptive survey model, 26 percent used the general survey model, 1 percent used the holistic-multiple model, 4 percent used the phenomenology model and experimental design, and 1 percent used the action research model. 26 percent are not specified. When the table is examined, the most commonly used model is the relational survey model and the least used designs are the holistic multiple case and action research design.

**Table 5.** Frequency Distribution of Publications on Stress According to Sampling Methods

Sampling Method	f	%
Simple Random Sampling	17	23
Convenience Sampling	5	7
Random Cluster Sampling	4	6
Convenience Sampling	6	8
Maximum Diversity Sampling	1	1
Stratified Sampling	1	1
Unspecified	39	54

As seen in Table 5, 17 of the sampling methods used in the studies are simple random sampling, 5 are convenience sampling, 4 are random cluster sampling, 6 are convenience sampling, 1 is maximum sampling, 1 is stratified sampling, and 39 are added to the unspecified category because they either did not use sampling or did not explicitly state it. If given as a percentage; 23 percent of the studies used simple random, 7 percent convenience, 6 percent random cluster, 1 percent convenience, 1 percent maximum diversity and stratified sampling method. The sampling method was not clearly stated in 54 per cent of the studies. Accordingly, the most used sampling method is simple random sampling, while the least used sampling methods are maximum diversity and stratified.

**Table 6.** Frequency Distribution of Publications on Stress According to Data Analysis Techniques

Data Analysis Techniques	f	%
Normality Analysis	9	3
T-Test	37	13
One-Factor Analysis of Variance	36	12
Pearson Product Moment Correlation Analysis	18	6
Regression Analysis	13	4
Content Analysis	12	4
Document Analysis	1	0,3
Observation Forms Analysis	1	0,3
Arithmetic Mean	27	9
Standard Deviation	20	7
Percentage Analysis	26	9
Frequency Analysis	18	6
Scheffe Test	3	1
LSD Test	3	1
Mann Whitney U	12	4
Dunnet`s C Test	1	0,3
Standardized Beta Coefficient	1	0,3
Cronbach's Alpha	10	3
Levene Test	1	0,3
Chi-Square Test	2	0,7
Spearman Test	3	1
Kruskal Wallis H Test	11	4
Kolmogorov-Smirnov	10	3
Shapiro-Wilk Test	3	1
Correlation Analysis	8	3
Wilcoxon Signed Ranks Test	3	1
Tukey B test	6	2
Exploratory Factor Analysis	3	1
Descriptive Analysis	1	0,3
Unspecified	3	1

As seen in Table 6, 9 of the data analysis techniques used in the studies were normality analysis, 37 were t-test, 36 were one-factor analysis of variance, 18 were Pearson product-moment correlation analysis, 13 were regression analysis, 12 were content analysis, 1 was document analysis, 1 was observation form analysis, 27 were arithmetic mean, 20 were standard deviation, 26 were percentage analysis, and 18 were frequency analysis, 3`scheffe test, 3`s LSD test, 1`s dun net`s C test, 12`s mann whitney u, 1`s standardized beta coefficient, 10`s Cronbach alpha, 2`s chi-square test, 3`s spearman test, 11`s kruskal wallis h test, 10 of them are Kolmogorov-Smirnov, 3 of them are Shapiro-Wilk test, 8 of them are correlation analysis, 3 of them are Wilcoxon Signed Ranks Test, 6 of them are Tukey B test, 3 of them are exploratory factor analysis, 1 of them is descriptive analysis and 3 of them are not specified. If given as a percentage; of the data analysis techniques used, 3 percent are normality analysis, 13 percent are T-Test, 12 percent are one-factor analysis of variance, 6 percent are Pearson Product Moment Correlation Analysis and Frequency Analysis, 4 percent are regression analysis, mann whitney u, content analysis and kruskal wallis h test, 0,3 percent document analysis, observation forms analysis, dunnet`s c test, standardized beta coefficient, levene test and descriptive analysis, 9 percent arithmetic mean and percentage analysis, 7 percent standard deviation, 1 percent scheffe test, lsd test, spearman test, shapiro-wilk test, wilcoxon signed ranks test and exploratory factor analysis, 3 percent cronbach's alpha, kolmogorov-smirnov and correlation analysis, 2 percent tukey b test, 0,7 percent chi-square test. 1 per cent of the data analysis techniques used are not explicitly given. Looking at the table, the t-test is the most used data analysis technique and document analysis, observation forms analysis, Dunnet`s C Test, standardized beta coefficient, levene test and descriptive analysis are the least used data analysis techniques because they were used once.

## DISCUSSION AND CONCLUSION

From 1998 to 2022, studies on stress and coping with stress were analyzed. A total of 73 studies were found, including one study each in 1998, 1999 and 2016, two studies each in 2005 and 2006, three studies each in 2008, 2009, 2012 and 2017, four studies each in 2010 and 2011, five studies each in 2013, 2019, 2020 and 2022, six studies each in 2014, 2015 and 2021, and 8 studies in 2018. If given as a percentage; 1 percent in 1998 and 1999, 3 percent in 2005 and 2006, 4 percent in 2008 and 2009, 5 percent in 2010 and 2011, 4 percent in 2012, 7 percent in 2013, 8 percent in 2014 and 2015, 1 percent in 2016, It is 4 percent in 2017, 11 percent in 2018, 7 percent in 2019 and 2020, 8 percent in 2021 and 7 percent in 2022. The fewest studies on the subject were conducted in 1998, 1999 and 2016, and an increase was observed in the studies conducted in 2014, while most studies were conducted in 2018. The reason for the majority of the studies on stress may be that Turkey is shown in the category of countries that are not free because not being free can cause stress in people (Freedom House, 2018) According to Yasarturk and Yilmaz (2019), employees who cannot participate in recreational activities for any reason may have a higher level of stress than employees who participate in recreational activities. According to Koksall (2019), when the distribution of theses according to years was examined, it was seen that postgraduate thesis studies conducted in recent years have decreased.

Among the types of publications analyzed, 38 articles, 29 theses, 4 thesis projects, 1 paper and 1 book chapter, totaling 73 studies. It was seen that most of the studies on the subject were in the form of articles. If given as a percentage; 52 percent of the studies conducted are articles, 40 percent are thesis, 5 percent are projects, 1 percent are papers and 1 percent are book chapters. Accordingly, while most studies were published as articles, the least studies were published as papers and book chapters. Koksall (2019) found that the number of doctoral-level theses in the field of educational administration is considerably less than the number of master's level theses.

Of the methods used in publications, 6 were qualitative, 6 were quantitative, 4 were mixed, and 57 of them were not specified. If given as a percentage; 8 per cent of the studies used quantitative and 8 per cent qualitative methods, and 6 per cent used mixed methods. 78 per cent are not clearly stated. Looking at the methods used in the theses analyzed in Bayrakcı's (2022) study, it was seen that the quantitative research method was preferred in 30 theses (90.9%) and the qualitative research method was preferred in 3 theses (9.1%). According to Duygulu and Sezgin (2015), a survey (65.7%) was determined as the research method in doctoral dissertations. Koksall (2019) found that the quantitative method was largely chosen as the method used in theses.

Of the model patterns used in the studies, 21 are relational surveys, 7 are descriptive surveys, 19 are general surveys, 1 is a holistic multiple case model, 3 are phenomenology, 3 are experimental design, 1 is action research, and 19 of the studies did not specify which model-pattern was used. If given as a percentage; 29 percent of the studies used the relational survey model, 9 percent used the descriptive survey model, 26 percent used the general survey model, 1 percent used the holistic-multiple model, 4 percent used the phenomenology model and experimental design, and 1 percent used the action research model. 26 percent are not specified. Looking at the table, the most commonly used model is the relational survey model, while the least used models are the holistic multiple case model and the action research model. According to Alp and Sen (2021), survey design was mostly used in the studies.

Among the sampling methods used in the studies, 17 were simple random sampling, 5 were convenience sampling, 4 were random cluster sampling, 6 were convenience sampling, 1 was maximum sampling, 1 was stratified sampling, and 39 were added to the unspecified category because they either did not use sampling or did not explicitly state it. If given as a percentage; 23 percent of the studies used simple random, 7 percent convenience, 6 percent random cluster, 1 percent convenience, 1 percent maximum diversity and stratified sampling method. The sampling method was not clearly stated in 54 per cent of the studies. According to Alp and Sen (2021), it was seen that teachers, teacher-administrators and students were the most frequently studied sample groups in the studies.

Among the data analysis techniques used in the studies, 9 were normality analysis, 37 were t-tests, 36 were one-factor analysis of variance, 18 were Pearson product-moment correlation analysis, 13 were regression analysis, 12 were content analysis, 1 was document analysis, 1 was observation form analysis, 27 were arithmetic mean, 20 were standard deviation, 26 were percentage analysis, 18 were frequency analysis, and 3 were the Schcheffe test, 3 LSD test, 1 dun net's C test, 12 mann whitney u, 1 standardized beta coefficient, 10 Cronbach alpha, 2

chi-square test, 3 spearman test, 11 kruskal wallis h test, 10 of them are Kolmogorov-Smirnov, 3 of them are Shapiro-Wilk test, 8 of them are correlation analysis, 3 of them are Wilcoxon Signed Ranks Test, 6 of them are Tukey B test, 3 of them are exploratory factor analysis, 1 of them is descriptive analysis and 3 of them are not specified. Looking at the table, the t-test is the most used data analysis technique and document analysis, observation forms analysis, Dunnet's C Test, standardized beta coefficient, levene test and descriptive analysis are the least used data analysis techniques because they were used once. If given as a percentage; of the data analysis techniques used, 3 percent are normality analysis, 13 percent are T-Test, 12 percent are one-factor analysis of variance, 6 percent are Pearson Product Moment Correlation Analysis and Frequency Analysis, 4 percent are regression analysis, mann whitney u, content analysis and kruskal wallis h test, 0,3 percent document analysis, observation forms analysis, dunnet's c test, standardized beta coefficient, levene test and descriptive analysis, 9 percent arithmetic mean and percentage analysis, 7 percent standard deviation, 1 percent scheffe test, lsd test, spearman test, shapiro-wilk test, wilcoxon signed ranks test and exploratory factor analysis, 3 percent cronbach's alpha, kolmogorov-smirnov and correlation analysis, 2 percent tukey b test, 0,7 percent chi-square test. 1 per cent of the data analysis techniques used are not explicitly given. According to Alp and Sen (2021), it was determined that t-test and ANOVA were the most common data analysis techniques used in the studies and that basic-level analysis was generally performed in the studies. According to Koksal (2019), it was observed that questionnaires, scales, and forms were generally used as data collection tools in theses. It may be recommended to examine the subject of stress with different samples, methods, and data analysis techniques. Researchers interested in this topic can be advised to produce more papers and thesis projects. Mixed research on stress can be expanded. Enriching the literature on stress in our country can be effective in popularizing this subject. The methods and models of the research to be conducted.

### Statement of Researchers

This work is original and has not been published elsewhere, nor is it currently under consideration for publication elsewhere.

**Conflict statement:** There is no potential conflict of interest with any institution or organization.

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