

The Relationship between the Styles of Coping with Stress and the Levels of Hopelessness of Preschool Teachers

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Abstract

The main aim of this research is to examine the relationship between the styles of coping with stress and the levels of hopelessness of preschool teachers. Relational survey method was used in this research. The research sample consists of 108 preschool teachers working in preschool education institutions in Küçükçekmece district of İstanbul in the spring term of 2015-2016 and selected by the random sampling method. The Teacher Information Form, Styles of Coping with Stress Scale and Beck Hopelessness Scale were used in the data collection. Data collected for the study were analysed using SPSS 20 program. At the end of the research, it was found out that the most used style by preschool teachers to cope with stress is the self-confident approach and the least used style is the submissive approach. As the preference rates of the self-confident approach and optimistic approach in coping with stress of preschool teachers increase, the level of hopelessness decreases; as the preference rates of the helpless approach increase, the levels of hopelessness increase. The styles of coping with stress and the levels of hopelessness of preschool teachers do not vary by age, marital status, professional seniority, the number of children they have, the level of income and the school type that they work in.

Keywords: hopelessness, styles of coping with stress, preschool teacher

1. Introduction

People do not encounter only pleasant and happy events during their lifetime. As a result of adverse events encountered although they are not desired, the person tries various ways to alleviate the troubles and difficulties he/she experiences and to reach the previous adaptation level by getting over the problems. Stress and the styles to cope with stress are mentioned at this point (Yamaç, 2009).

In general, stress can be defined as an introvert reaction that occurs when the physical and mental borders of the organism are threatened and forced, as a pressure, tension and mental tension that the individual feels due to incompatible conditions in the physical and social environment (Güçlü, 2001; Deniz & Yılmaz, 2005; Durna, 2006).

The fact that stress causes damage to the individual mentally, emotionally and physically begins when the concerns of which causes cannot be understood and cannot be overcome when they are understood change into a continuous tension that exceeds that individual's power. What is important is that these tensions are kept under control before they reach that level and that the energy they create should be utilized for specific purposes. It is required to know what the stress is, its effects, causes, and consequences in order to be able to accomplish this. An individual who has this knowledge can also use stress as a power to support his/her success and healthy life (Barutçugil, 2002). In this regard, it is possible to mention many positive effects of stress on individuals such as providing motivation, being sensitive, paying attention and sustaining attention (Durna, 2006).

Individuals spend most of their time in organizations. The fact that the psychosocial working environment of organizations is negative causes workers to experience stress (Albertsen, Nielsen, & Borg, 2001). Each organization develops different stress sources depending on the work done, the technology used, environmental conditions, education levels and experiences of workers, intra-organizational grouping, organizational climate and other factors (Öztürk, 1995). When the stress that the workers experience in their private lives is added to the stress in the business environment, it can be negative for both the individual and the organization (Cemaloğlu, 2007; Mearns & Cain, 2003). Sabuncuoğlu and Tüz (2001) emphasized that stress experienced at the working

place affects organizational performance negatively and causes absenteeism and causes workers to experience behavioral disorders, anxiety, depression and exhaustion. When educational institutions are accepted as organizations and teachers are accepted as workers, these negativities mentioned regarding stress are experienced by teachers in educational institutions.

Teaching profession is seen as one of the professions in which stress is experienced intensely (Arikewuyo, 2004; Aslan & Çeçen, 2007; Chan, 2003; Stoeber & Rennert, 2008). The stress of a teacher is that the teacher experiences unfortunate situations such as anger, tension, and depression while performing a teaching job (Kyriacou, 2001). Stress causes negative emotions such as anger, disappointment, anxiety and depression in teachers due to their profession. Crowded classes and negative relationships experienced with colleagues cause teachers to have stress. In this respect, the stress that teachers experience at school can result from physical or psychological factors (Dick & Wagner, 2001). Basic stress sources such as the lack of motivation in students, ensuring discipline, time pressure, and workload, dealing with changes, being evaluated by others, dealing with colleagues, self-respect and status, administration and management, role conflict and uncertainty, insufficient working conditions may affect teachers negatively (Doğan, 2008).

Coping with stress is one of the topics in which psychology is intensively focused on as related to the psychological and physical health of individuals, especially since the 1980s (Türküm, 1999). Coping with stress can be defined as behavioral and mental efforts that expand or limit the resources of individuals, are focused on controlling external and internal reactions or conflicts between them to reduce or eliminate the state of physical and psychological over-stimulation caused by stress and the factors determining it (Yiğit, 2012; Savcı & Aysan, 2014).

Five different approaches were suggested in an extensive study conducted on coping with stress (Şahin & Durak, 1995). These are: self-confident approach, helpless approach, submissive approach, optimistic approach and the approaches of searching social support. The self-confident approach is the approach in which the individual wants to fight against a stressful situation, believes in himself/herself and feels strong. The helpless approach indicates that the individual loses faith in that he/she can manage the process in a stressful situation, sees himself/herself as the reason for negativities experienced and fails to find a solution for the problem. In the submissive approach, the individual accepts to experience stress-related negativities by exhibiting a fatalistic attitude. The optimistic approach is the approach in which the individual exhibits an optimistic attitude in which he/she controls himself/herself regarding the stressful situation and approaches the events reasonably. The approach of searching social support argues that it is required to receive help from others to reveal the reason for a stressful situation and to deal with it.

Strategies used to cope with stress are significant to reach a conclusion. According to Macnab (1985), coping strategy applied by individuals to fight against difficulties is determined by previous experiences, social environment and personal resources of the individual. The most known classification of coping strategies applied to cope with a stressful situation belongs to Folkman and Lazarus (1980). Folkman and Lazarus (1980) investigated which coping strategy is used for each stressful situation based on the indications observed in people experiencing stress and determined four general strategies. These strategies are listed as “efforts to change the situation, efforts to collect information that can help manage the situation, accepting the fact and behaving by trying to estimate what the society expects”.

Studies on the stress sources of teachers indicate that teaching profession is defined as a highly stressful profession, teachers are exposed to intense stress at school and they experience overfatigue and exhaustion, and these stress sources should be further investigated (Austin, Shah, & Muncer, 2005; Azeem, 2010; Burchielli & Bartram, 2006; Erçetin, Hamedoğlu, & Çelik, 2008; Güçlü, 2001; Thomson & Wendt, 1995; William & Clouse, 1991). Significant relationships were found between variables such as stress and psychological endurance in the business life (Maddi et al., 2006; Maddi & Khoshaba, 1994), occupational exhaustion (Abel & Sewell, 1999; Mearns & Cain, 2003), self-sufficiency (Chan, 2003) and sense of social support (Chan, 2002) in the related literature.

Hope is defined as a characteristic that gives the feeling of well-being and motivates the individual to take action (Kemer & Atik, 2005), and as the anticipation that faith and plans related to the fact that there is a solution will be succeeded together with positive developments (Üngüren & Ehtiyar, 2009). Hopelessness is that an individual exhibits a negative and pessimistic attitude regarding future and loses motivation for the future (Gençöz et al., 2006). Hopeless individuals believe that nothing comes right for them, whatever they do they cannot be successful, their most important goals will never be achieved and their worst problems will never be solved (Courtney et al., 2008).

Both hope and hopelessness are the possible reflections of the individual's chance to achieve his/her real goals in the future. Hope and hopelessness symbolize opposite expectations. While there is the anticipation of succeeding the plans carried out to reach the goal in hope, there is the anxiety of failure in hopelessness (Dilbaz & Seber, 1993).

Until today, hopelessness is discussed related to different variables and psychological structures in various studies conducted regarding this subject. The results of the studies conducted indicate that hopelessness is negatively related to life satisfaction (Gençay & Gençay, 2011), difficulties related to economic problems and finding job increase the level of hopelessness (D'Zurilla et al., 1998; Gökçakan, I. & Gökçakan, N., 1998), and the levels of hopelessness significantly vary by the perception of success level (Çelikel & Erkorkmaz, 2008; Üngüren & Ehtiyar, 2009), self-respect (Ottekin, 2009), general tendency to postpone (Dünyaogulları, 2011), the level of personal and social adaptation (Erdoğan, 2013), friendship relationships (Üngüren & Ehtiyar, 2009), sense of humor (Sayar, 2012), attitude towards the profession (Dinçer, 2013), choice of profession (Çövenner-Özçelik, Aktaş, & Ocakçı, 2014), school culture (Taner, 2008), perceived social support (Uz-baş & Kabasakal, 2013), family functions (Galioglu, 2014), traumatic experiences (Uçaroğlu, 2013) and the level of exhaustion (Özben & Argun, 2003; Yıldırım, 2007).

One of the important factors that will provide change, development and production in a society is the individuals of that society. The presence of qualified individuals that the society needs will bring the progress with it. Individuals who can follow technological developments and use them, solve problems, know how to reach information, produce and believe in himself/herself about what he/she can do constitute the foundations of a good future. A forward-looking perspective and future expectations of the individual are very important to exhibit these skills that bring development together. While the individual's abilities to do and contribute to the environment increase in parallel with the level of positivity of their thoughts for the future, they decrease in parallel with the level of hopelessness. The results of the studies indicate that the level of hopelessness of the individual affects the health, approach to life and productivity of the person (Abela & Seligman, 2000; Abramson & Seligman, 1989; Poch, Villar, & Caparros, 2004; Chang, D'Zurilla, & Mayder, 1994). An increase in the level of hopelessness affects the individuals' ability to solve problems, to produce, to use the current information effectively, and their achievements negatively. The negative effect in these abilities reflects on the future of the society in the same way. When it is considered that preschool teachers have a significant role in the development of the individuals forming the future of our society since the preschool period, it is important to indicate forward-looking perspectives, expectations of preschool teachers and whether they are hopeful about the future, to identify the styles they use to cope with the current problems and to determine the relationship between the levels of hope and the styles of coping with stress.

1.1 Main Objective and Sub-Objectives of the Research

The main objective of this research is to examine the relationship between the styles of coping with stress and the levels of hopelessness of preschool teachers. The sub-objectives determined in line with this main objective are as follows:

- What are the most and least used style of coping with stress of preschool teachers?
- Is there a significant relationship between the styles of coping with stress and the levels of hopelessness of preschool teachers?
- Do the styles of coping with stress and the levels of hopelessness of preschool teachers vary by age?
- Do the styles of coping with stress and the levels of hopelessness of preschool teachers vary by marital status?
- Do the styles of coping with stress and the levels of hopelessness of preschool teachers vary by professional seniority?
- Do the styles of coping with stress and the levels of hopelessness of preschool teachers vary by the number of children they have?
- Do the styles of coping with stress and the levels of hopelessness of preschool teachers vary by level of income?
- Do the styles of coping with stress and the levels of hopelessness of preschool teachers vary by the school type that they work in?

2. Method

2.1 Research Model

Since the relationship between the styles of coping with stress and the levels of hopelessness of preschool teachers is examined in this study, the relational survey model was used. Survey models are a research approach aiming at describing a past or present situation as it is. In the relational survey model which is a type of screening models, it is attempted to determine the existence and/or degree of covariance between two or more variables (Karasar, 1999).

2.2 Research Population and Sampling

The population of the study consists of preschool teachers teaching in preschool education institutions in Istanbul. The sample of the study consists of 108 preschool teachers teaching in preschool education institutions in Küçükçekmece district of Istanbul in the spring term of 2015-2016 and selected by the random sampling method.

2.3 Data Collection Tool

Teacher Information Form, Styles of Coping with Stress Scale and Beck Hopelessness Scale were used as data collection tool.

Teacher Information Form: A form structured by the researcher was developed and applied to the participants in the study to acquire information regarding the preschool teacher's age, marital status, professional seniority, the number of children they have, the level of income and school type that they work in.

Styles of Coping with Stress Scale: The scale was developed by Folkman and Lazarus in 1980 as the Inventory of the Styles to Deal with and it is a 4-point Likert-type scale containing 68 items. The adaptation of the scale in Turkish was made by Şahin and Durak (1995) and the scale was subjected to the factor analysis in two stages. As a result of the first factor analysis conducted with the main axes method, an 8-factor structure emerged. However, items were reduced to 5 factors by using graphical methods. The final state of the 30-item scale consists of 5 factors being the self-confident approach, helpless approach, submissive approach, optimistic approach and searching social support approach. In the instruction of the scale, individuals are asked to respond to the items according to the degree of suitability to themselves by considering the events that cause problem or stress for them. In this 4-point Likert-type scale, the items are scored between 0 and 3 (0=not suitable at all, 1=a little bit suitable, 2=quite suitable, 3=completely suitable). Sub-scale points are obtained by dividing points acquired from each sub-scale to the number of items in the related sub-scale. High points obtained from sub-scales by the individual are interpreted as the fact that the individual uses the related way of coping more. The internal consistency coefficients of the sub-scales vary between $\alpha=.62$ and $.80$ for the self-confident approach, between $\alpha=.64$ and $.73$ for the helpless approach, between $\alpha=.49$ and $.68$ for the optimistic approach, between $\alpha=.47$ and $.72$ for the submissive approach and between $\alpha=.45$ and $.47$ for the searching social support approach (Şahin & Durak, 1995).

Beck Hopelessness Scale: It was developed by Beck et al. (1974). The Cronbach's alpha reliability coefficient of the original form was found to be 0.93 and it was detected that the item-total point correlation varied between 0.39 and 0.76. The scale was translated into Turkish by Seber (1991). The validity and reliability study was carried out by Seber (1991) and Durak (1993). In the study to identify validity and reliability of the scale, Durak (1993) found the alpha reliability coefficient to be 0.85, examined the item-test correlation on the basis of the whole sample and found the lowest correlation coefficient to be 0.31 and the highest correlation coefficient to be 0.67. Seber et al. (1993) found the Cronbach's alpha coefficient to be 0.86 in the reliability study that they conducted and determined that the item-total point correlation varied between 0.07 and 0.72 and the test-retest reliability was 0.74. This scale consisting of 20 items contains expressions indicating emotions and thoughts for the future and is scored as 0-1. Points that can be obtained from the scale vary between 0-20. The total point obtained constitutes hopelessness point and it is assumed that when the points obtained are high, hopelessness in the individual is high (Duman et al., 2009).

2.4 Data Collection

In order to collect the data related to the study, state and private preschool education institutions in Küçükçekmece District of Istanbul were visited in the spring term of 2015-2016. Institution managers and preschool teachers working at the institution were informed about the study. Then, the data collection tools were applied by being distributed and the forms applied were collected.

2.5 Data Analysis

Data collected for the study were analysed using SPSS 20 program. Mean, standart deviation, Pearson's Product-Moment Correlation Analysis, Kruskal-Wallis H Test and Independent Group t-Test were used in the analysis of the data.

3. Findings

The findings obtained from the study are tabulated below in the framework of sub-objectives.

3.1 Findings on the First Sub-Objective

The first sub-objective of the study is to identify the most and least used style of coping with stress of preschool teachers. Below, there are findings on the first sub-objective in the form of a table.

Table 1. The mean and standard deviation values of the styles of coping with stress used by preschool teachers

Subdimensions of Styles of Coping With Stress Scale	X	Standart deviation
Self confident approach	23.79	2.881
Helpless approach	14.71	4.026
Optimistic approach	15.34	2.687
Submissive approach	10.38	3.434
Searching social support approach	10.53	2.417

When Table 1 is examined, it is seen that average of the self-confident approach of preschool teachers is 23.79, average of the helpless approach of preschool teachers is 14.71, average of the optimistic approach of preschool teachers is 15.34, average of the submissive approach of preschool teachers is 10.38 and the average of the searching social support approach is 10.53. Thus, the most used style by preschool teachers to cope with stress is the self-confident approach ($\bar{X}=23.79$), and the least used style is the submissive approach ($\bar{X}=10.38$).

3.2 Findings on the Second Sub-Objective

The second sub-objective of the study is to determine whether there is a significant relationship between the styles of coping with stress and the levels of hopelessness of preschool teachers. Below, there are findings on the second sub-objective in the form of a table.

Table 2. The results of Pearson's Product-Moment Correlation analysis conducted to identify the relationship between the points obtained from the Beck Hopelessness Scale and the points obtained from the sub-dimensions of the Styles of Coping with Stress Scale by preschool teachers

Scales	N	r	P
Sub-dimension of self confident approach Beck Hopelessness Scale	108	-.316	.001*
Sub-dimension of helpless approach Beck Hopelessness Scale	108	.327	.001*
Sub-dimension of self optimistic approach Beck Hopelessness Scale	108	-.330	.001*
Sub-dimension of submissive approach Beck Hopelessness Scale	108	.143	.146
Sub-dimension of searching social support approach Beck Hopelessness Scale	108	-.007	.945

As it is seen from Table 2, a statistically weak, negative and significant relationship was detected between the points obtained from the Beck Hopelessness Scale and the points obtained from the sub-dimension of the self-confident approach ($r=-.316$; $p<.05$), and the sub-dimension of the optimistic approach ($r=-.330$; $p<.05$) by

preschool teachers. Therefore, as the levels of the self-confident and optimistic approaches of preschool teachers increase, the level of hopelessness decreases.

A statistically weak, positive and significant relationship was detected between the points obtained from the Beck Hopelessness Scale and the points obtained from the sub-dimension of the helpless approach ($r=.327$; $p<.05$). Therefore, as the level of the helpless approaches of preschool teachers increases, the level of hopelessness increases.

There is not a significant relationship between the points obtained from the Beck Hopelessness Scale and the points obtained from the sub-dimensions of the submissive ($r=.143$; $p<.05$), and searching social support ($r=-.007$; $p<.05$) approaches.

3.3 Findings on the Third Sub-Objective

The third sub-objective of the scale is to determine whether the styles of coping with stress and the levels of hopelessness of preschool teachers vary by age. Below, there are findings on the third sub-objective in the form of a table.

Table 3. Results of the Kruskal Wallis-H Test carried out in order to determine whether the sub-scale scores of the the Styles of Coping with Stress Scale and the scores of Beck Hopelessness Scale of preschool teachers vary by the age

Scales	Age	N	Mean rank	df	X ²	P
Self confident approach	20-25	31	62.13	4	5.282	.422
	26-30	36	57.26			
	31-35	26	46.52			
	36-40	12	43.75			
	41-45	3	54.67			
	Total	108				
Helpless approach	20-25	31	52.39	4	2.774	.596
	26-30	36	52.99			
	31-35	26	52.83			
	36-40	12	62.17			
	41-45	3	78.33			
	Total	108				
Optimistic approach	20-25	31	62.13	4	7.556	.109
	26-30	36	56.88			
	31-35	26	50.21			
	36-40	12	45.96			
	41-45	3	18.50			
	Total	108				
Submissive approach	20-25	31	55.61	4	1.199	.878
	26-30	36	55.32			
	31-35	26	49.23			
	36-40	12	59.88			
	41-45	3	57.33			
	Total	108				
Searching social support approach	20-25	31	58.84	4	3.188	.527
	26-30	36	52.83			
	31-35	26	47.73			
	36-40	12	64.17			
	41-45	3	49.67			
	Total	108				

	20-25	31	47.30			
	26-30	36	51.14			
Beck	31-35	26	56.88	4	3.885	.624
Hopelessness	36-40	12	58.88			
Scale	41-45	3	75.83			
	Total	108				

Upon examining Table 3, it is seen that no statistically significant difference was found between the sub-scores of the self confident approach ($X^2=5.282$; $p>.05$), helpless approach ($X^2=2.774$; $p>.05$), optimistic approach ($X^2=7.556$; $p>.05$), submissive approach ($X^2=1.199$; $p>.05$), searching social support approach ($X^2=3.188$; $p>.05$) and the score of Beck Hopelessness Scale ($X^2=3.885$; $p>.05$) of preschool teachers.

3.4 Findings on the Fourth Sub-Objective

The fourth sub-objective of the scale is to determine whether the styles of coping with stress and the levels of hopelessness of preschool teachers vary by marital status. Below, there are findings on the fourth sub-objective in the form of a table.

Table 4. Independent group t-test results carried out in order to determine whether the sub-scale scores of the Styles of Coping with Stress Scale and the scores of Beck Hopelessness Scale of preschool teachers vary by marital status

Scales	Marital status	N	\bar{X}	Standart deviation	Standart error mean	T Testi		
						t	df	P
Self confident approach	married	51	23.82	2.826	.396	-.028	104.552	.977
	not married	56	23.84	2.909	.389			
Helpless approach	married	51	14.82	4.213	.590	.441	105	.660
	not married	56	14.48	3.790	.506			
Optimistic approach	married	51	15.29	2.955	.414	-.518	89.753	.441
	not married	56	15.55	2.114	.283			
Submissive approach	married	51	10.53	3.337	.467	.444	105	.658
	not married	56	10.23	3.573	.477			
Searching social support approach	married	51	10.49	2.611	.366	.445	104.928	.657
	not married	56	10.55	2.272	.304			
Beck Hopelessness Scale	married	50	2.84	2.142	.303	-.334	101.613	.739
	not married	54	2.98	2.176	.296			

Upon examining Table 4, it is seen that no statistically significant difference was found between the arithmetic means of the subscales of the self confident approach ($t=-.028$; $p>.05$), helpless approach ($t=.441$; $p>.05$), optimistic approach ($t=-.518$; $p>.05$), submissive approach ($t=.444$; $p>.05$), searching social support approach ($t=.445$; $p>.05$) and the arithmetic means of the Beck Hopelessness Scale ($t=-.334$; $p>.05$) of preschool teachers.

3.5 Findings on the Fifth Sub-Objective

The fifth sub-objective of the scale is to determine whether the styles of coping with stress and the levels of hopelessness of preschool teachers vary by professional seniority. Below, there are findings on the fifth sub-objective in the form of a table.

Table 5. Results of the Kruskal Wallis-H Test carried out in order to determine whether the sub-scale scores of the the Styles of Coping with Stress Scale and the scores of Beck Hopelessness Scale of preschool teachers vary by professional seniority

Scales	Professional seniority	N	Mean rank	df	X ²	P
Self confident approach	1-5 year	42	61.37	3	5.292	.152
	6-10 year	39	46.31			
	11-15 year	21	50.19			
	16-20 year	4	58.38			
	Total	106				
Helpless approach	1-5 year	42	51.98	3	3.445	.328
	6-10 year	39	49.18			
	11-15 year	21	61.43			
	16-20 year	4	70.00			
	Total	106				
Optimistic approach	1-5 year	42	53.60	3	1.976	.577
	6-10 year	39	54.90			
	11-15 year	21	54.67			
	16-20 year	4	32.75			
	Total	106				
Submissive approach	1-5 year	42	53.02	3	1.400	.705
	6-10 year	39	50.65			
	11-15 year	21	57.26			
	16-20 year	4	66.50			
	Total	106				
Searching social support approach	1-5 year	42	60.15	3	4.196	.241
	6-10 year	39	48.88			
	11-15 year	21	47.05			
	16-20 year	4	62.50			
	Total	106				
Beck Hopelessness Scale	1-5 year	42	50,39	3	.497	.919
	6-10 year	39	51,76			
	11-15 year	21	54,17			
	16-20 year	4	59,38			
	Total	106				

Upon examining Table 5, it is seen that no statistically significant difference was found between the sub-scores of the self confident approach ($X^2=5.292$; $p>.05$), helpless approach ($X^2=3.445$; $p>.05$), optimistic approach ($X^2=1.976$; $p>.05$), submissive approach ($X^2=1.400$; $p>.05$), searching social support approach ($X^2=4.196$; $p>.05$), and the score of Beck Hopelessness Scale ($X^2=.497$; $p>.05$) of preschool teachers.

3.6 Findings on the Sixth Sub-Objective

The sixth sub-objective of the scale is to determine whether the styles of coping with stress and the levels of hopelessness of preschool teachers vary by the number of children they have. Below, there are findings on the sixth sub-objective in the form of a table.

Table 6. Results of the Kruskal Wallis-H Test carried out in order to determine whether the sub-scale scores of the Styles of Coping with Stress Scale and the scores of Beck Hopelessness Scale of preschool teachers vary by the number of children they have

Scales	The number of children they have	N	Mean rank	df	X ²	P
Self confident approach	0	45	45.66	3	5.481	.140
	1	21	35.88			
	2	13	41.58			
	3	3	18.17			
	Total	82				
Helpless approach	0	45	42.34	3	2.906	.406
	1	21	43.43			
	2	13	32.54			
	3	3	54.17			
	Total	82				
Optimistic approach	0	45	44.88	3	6.403	.094
	1	21	39.00			
	2	13	41.04			
	3	3	10.33			
	Total	82				
Submissive approach	0	45	53.02	3	.248	.969
	1	21	50.65			
	2	13	57.26			
	3	3	66.50			
	Total	82				
Searching social support approach	0	45	45.96	3	7.350	.062
	1	21	29.55			
	2	13	44.00			
	3	3	47.50			
	Total	82				
Beck Hopelessness Scale	0	45	40.30	3	.915	.822
	1	21	41.60			
	2	13	37.12			
	3	3	50.33			
	Total	82				

Upon examining Table 6, it is seen that no statistically significant difference was found between the sub-scores of the self confident approach ($X^2=5.481$; $p>.05$), helpless approach ($X^2=2.906$; $p>.05$), optimistic approach ($X^2=6.403$; $p>.05$), submissive approach ($X^2=.248$; $p>.05$), searching social support approach ($X^2=7.350$; $p>.05$), and the score of Beck Hopelessness Scale ($X^2=.915$; $p>.05$) of preschool teachers.

3.7 Findings on the Seventh Sub-Objective

The seventh sub-objective of the scale is to determine whether the styles of coping with stress and the levels of hopelessness of preschool teachers vary by the level of income. Below, there are findings on the seventh sub-objective in the form of a table.

Table 7. Results of the Kruskal Wallis-H Test carried out in order to determine whether the sub-scale scores of the the Styles of Coping with Stress Scale and the scores of Beck Hopelessness Scale of preschool teachers vary by the level of income

Scales	Level of income	N	Mean rank	df	X ²	P
Self confident approach	low	18	51.08	2	1.075	.584
	medium	83	51.68			
	high	2	73.50			
	Total	103				
Helpless approach	low	18	42.89	2	2.259	.323
	medium	83	54.16			
	high	2	44.25			
	Total	103				
Optimistic approach	low	18	60.61	2	4.790	.091
	medium	83	51.03			
	high	2	14.75			
	Total	103				
Submissive approach	low	18	50.44	2	.154	.926
	medium	83	52.48			
	high	2	46.00			
	Total	103				
Searching social support approach	low	18	45.64	2	1.036	.596
	medium	83	53.27			
	high	2	56.75			
	Total	103				
Beck Hopelessness Scale	low	18	47.26	2	2.580	.275
	medium	83	51.91			
	high	2	21.00			
	Total	103				

Upon examining Table 7, it is seen that no statistically significant difference was found between the sub-scores of the self confident approach ($X^2=1.075$; $p>.05$), helpless approach ($X^2=2.259$; $p>.05$), optimistic approach ($X^2=4.790$; $p>.05$), submissive approach ($X^2=.154$; $p>.05$), searching social support approach ($X^2=1.036$; $p>.05$), and the score of Beck Hopelessness Scale ($X^2=2.580$; $p>.05$) of preschool teachers.

3.8 Findings on the Eighth Sub-Objective

The eighth sub-objective of the scale is to determine whether the styles of coping with stress and the levels of hopelessness of preschool teachers vary by marital status. Below, there are findings on the eighth sub-objective in the form of a table.

Table 8. Independent group t-test results carried out in order to determine whether the sub-scale scores of the the Styles of Coping with Stress Scale and the scores of Beck Hopelessness Scale of preschool teachers vary by the school type that they work in

Scales	School type	N	X	Standart deviation	Standart error mean	T Test		
						t	df	P
Self confident approach	State	49	23.69	2.945	.421	-,304	101,079	,762
	Private	59	23.86	2.849	.371			
Helpless approach	State	49	14.80	3.989	.570	.194	106	.846

	Private	59	14.64	4.089	.532			
Optimistic approach	State	49	15.00	2.828	.404	-1.199	97.840	.234
	Private	59	15.63	2.552	.332			
Submissive approach	State	49	10.06	3.262	.466	-.885	105.034	.378
	Private	59	10.64	3.576	.466			
Searching social support approach	State	49	10.06	2.240	.320	-1.849	106	.067
	Private	59	10.92	2.507	.326			
Beck Hopelessness Scale	State	46	3.17	2.360	.348	.767	92.568	.445
	Private	59	2.83	2.167	.282			

Upon examining Table 8, it is seen that no statistically significant difference was found between the arithmetic means of the subscales of the self confident approach ($t=-.304$; $p>.05$), helpless approach ($t=.194$; $p>.05$), optimistic approach ($t=-1.199$; $p>.05$), submissive approach ($t=-.885$; $p>.05$), searching social support approach ($t=-1.849$; $p>.05$) and the arithmetic means of the Beck Hopelessness Scale ($t=.767$; $p>.05$) of preschool teachers.

4. Results and Discussion

The research results are presented below in the light of the findings obtained in the research.

It was identified as a result of the study that the most used style by preschool teachers to cope with stress is the self-confident approach and the least used style is the submissive approach. There are findings supporting that result in the literature (Kaya et al., 2007; Gürdil, 2007; Kılınç, Receptoğlu, & Koşar, 2015; Duman, 2016). Differently from this, it was concluded in the study conducted by Ergin, Uzun and Bozkurt (2014), and Erdem (2015) that the participants used the self-confident approach at most and used the searching social support approach at least. It was identified in the study conducted by Özdemir, Kaya and Receptoğlu (2011) that the participants preferred the searching social support and self-confident approaches more in coping with stress. The differences in the findings of the study can be explained by the fact that sampling groups are different and there are different factors identifying the style of coping with stress for each individual.

It was identified as a result of the study that as the preference rates of the self-confident approach and optimistic approach in coping with stress of preschool teachers increase, the level of hopelessness decreases; as the preference rates of the helpless approach increase, the levels of hopelessness increase. The self-confident approach is a type of approach in which the individual wants to fight against a stressful situation, believes in himself/herself and feels strong. The optimistic approach is the approach in which the individual exhibits an optimistic attitude in which he/she controls himself/herself regarding the stressful situation and approaches events reasonably. In this regard, it is an expected result that as the individuals' preference rates of the self-confident approach and optimistic approach in coping with stress increase, the levels of hopelessness decrease. The helpless approach indicates that the individual loses faith in that he/she can manage the process in a stressful situation, sees himself/herself as the reason for negativities experienced and fails to find a solution for the problem. This increases the level of hopelessness of individuals.

According to another result obtained from the study, the styles of coping with stress and the levels of hopelessness of preschool teachers do not vary by age. There are many studies that support the research findings in the related literature and conclude that there is not a significant difference between the styles of coping with stress of the participants by the age variable (Çağlayan et al., 2010; Taşgın & Çağlayan, 2011; Yurtsever, 2009; Çağlayan et al., 2008; Yaşar, 2008; Ceylan, 2005; Temiz, 2006; Tural, 1994). Similarly, according to the result obtained from the studies conducted by Yıldırım (2007), Kızıroğlu (2012), Dünyaoğulları (2011), Uçaroğlu (2013), and Galioğlu (2014), the levels of hopelessness do not vary by age. The results obtained from the mentioned studies indicate that age is not among the factors determining the states of hope and coping with stress of individuals. This situation can be interpreted as the fact that the life experiences of individuals have a more determining role in hope and coping with stress when compared to age.

According to the result obtained from the study, the styles of coping with stress of preschool teachers do not vary by marital status, professional seniority, the number of children they have, the level of income and the school type that they work in. There is not a study related to these variables in the related literature.

According to the result obtained from the study, the levels of hopelessness of preschool teachers do not vary by the marital status. The findings of the study conducted by Yıldırım (2007), Kızıroğlu (2012) and Yıldırım (2015) also support this result. This situation can be interpreted as the fact that situations such as marriage and divorce do not play a determining role on the individual in terms of hopelessness.

With regard to another result of the study, the levels of hopelessness of preschool teachers do not vary by the professional seniority. There are studies (Yıldırım, 2007; Kızıroğlu, 2012; Yıldırım, 2015) supporting this finding in the related literature. Unlike this, in the study conducted by Taner (2008), the teachers' levels of hopelessness vary by the professional seniority. This situation can be interpreted as the fact that increasing professional and life experiences together with professional seniority can be determining on hope.

According to the result of the study, the levels of hopelessness of preschool teachers do not vary by the number of children they have. On the one hand, having children increases the responsibilities and life burdens of individuals, on the other hand, it increases their joy of life and hopes and expectations of the future. Thus, it is possible to say that having children has a balancing role in the hopes of individuals.

With regard to another result acquired from the study, the levels of hopelessness of preschool teachers do not vary by the school type that they work in. Yıldırım (2007) concluded in his study conducted to examine the relationship between the level of exhaustion and hopelessness in nursery teachers that the levels of hopelessness of the teachers do not vary by the school type that they work in.

According to the results of the study, the levels of hopelessness of preschool teachers do not vary by the level of income. The studies conducted by Dünyaoğulları (2011) and Dinçer (2013) support this finding. Different findings were obtained from the studies conducted by Kızıroğlu (2012), Ottekin (2009) and Vahapoğlu (2013). Accordingly, as the level of income of individuals decreases, their levels of hopelessness increase. The level of income is seen as a guarantee of the future in the individuals' lives. Therefore, there is an expectation that the level of income is high to look at the future with hope.

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