Novice Early Childhood Education Teachers' Stresses and Strategies to Cope with Stress

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Abstract

Teachers encounter various stress situations during the first year of their profession. Every teacher uses different strategies to deal with this situation. The aim of this study was to investigate the stress conditions experienced by the pre-school teachers in the first year of their career, the strategies they used to cope with these stress situations, and the power sources they used in coping with these stress situations. The research model is a case study of qualitative research methods. This study conducted with three teachers and their colleagues who work in public school in different provinces in 2017-2018 academic year. Observation and interview were used as data collection tool in the study. Semi-structured interview form was used that prepared by taking expert opinion during the gathering of the data. There are 10 open-ended questions in the interview form. The interviews were recorded in the light of ethical issues using voice recorder. Observations made by researchers and data obtained by individual interviews are analyzed using content analysis. Analysis of research data is still proceeded. The findings will be discussed in the light of relevant literature.

Key Words: Stress, early childhood education, novice teacher, first year of teaching.