



Öğretmenlerinin Maruz Kaldıkları Şiddet ve Başa Çıkma Stratejilerinin Değerlendirilmesi*

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Makale Bilgisi	ÖZET
<i>Geliş Tarihi:</i> 02.10.2018	<p>Araştırmada öğretmenlerin; öğrenciler, veliler, meslektaşlar ve yöneticiler tarafından maruz kaldıkları şiddet ve şiddetle başa çıkma stratejileri incelenmiştir. Kesitsel tipteki bu çalışmada, Kayseri ilinin merkez ilçelerindeki ortaöğretim okullarında görev yapan 1020 öğretmene ölçekler uygulanmıştır. Veri toplama aracı olarak, öğretmenlerin demografik-sosyokültürel özelliklerini, çalışma yaşamına ilişkin bilgilerini içeren kişisel bilgi formu ile "Başa Çıkma Tutumlarını Değerlendirme Ölçeği" (COPE) kullanılmıştır. Bulgulara göre; öğretmenlerin en yoğun olarak duygusal odaklı başa çıkma tutumlarını kullandıkları saptanmıştır. Duygusal başa çıkma yöntemlerinden ilk sırayı pozitif yeniden yorumlama ve gelişme, ikinci sırayı sorun odaklı başa çıkma yöntemlerinden planlama, üçüncü sırada ise aktif başa çıkma yöntemi yer almıştır. İşlevsel olmayan başa çıkma yöntemlerinden en sık kullanılan soruna odaklanma ve duyguları açığa vurma yöntemi olmuştur. Öğretmenlerin demografik özellikleri ile baş etme stratejilerinin alt boyutları arasında anlamlı ilişkiler bulunmuştur. Öğretmenlerin kimlerden (öğrenci, veli, meslektaş, yönetici) ve hangi türde şiddet (psikolojik, sözel, fiziksel, cinsel) gördüklerine dair anlamlı bulgular, baş etme stratejileri çerçevesinde tartışılmıştır. Öğretmenlerin baş etme stratejilerinin sosyo - demografik ve şiddet değişkenleri açısından büyük bir ölçekte araştırılması neticesinde, kültürler arası karşılaştırmalar açısından önemli bulgular elde edilmiştir. Eğitim paydaşları açısından baş etme stratejilerinin, şiddet boyutları bağlantılarının ortaya konması çok değişkenli, etkileşimli bağlantıları da ortaya çıkarmıştır.</p> <p>Anahtar Sözcükler: Şiddet, başa çıkma, öğretmen, lise</p>
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The Violence that Teachers are Exposed and the Evaluation of Their Coping Strategies

Article Information	ABSTRACT
<i>Received:</i> 02.10.2018	<p>In this research, the violence that teachers are exposed to by students, parents, colleagues and directors, and their coping strategies have been examined. In this cross-sectional study, the scales were conducted on 1020 teachers working at the high schools in the central districts of Kayseri city. According to the findings, it is determined that the teachers use the emotion-focused coping attitudes most intensely. Positive reinterpretation and growth among the emotional coping methods rank first, planning among the problem-focused coping methods ranks second and active coping method ranks third. Significant relationships have been found between the sub-dimensions of the demographic characteristics of the teachers and coping strategies. The findings related to by whom teachers are exposed to violence (students, parents, colleagues, directors) and what kind of violence they are exposed to (psychological, verbal, physical, sexual) have been discussed in the frame of coping strategies.</p> <p>Significant findings were also obtained from intercultural comparisons as a result of investigating teachers' coping strategies on a large scale in terms of socio - demographic and violence variables. In addition, both teachers and other educational stakeholders have come up with highly variable, interrelated links to addressing the linkages of coping strategies and dimensions of violence.</p> <p>Keywords: Violence, coping, teacher, high school</p>
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1. INTRODUCTION

Violence is a frequently encountered problem in the occupational groups having intensive human interaction in service sector (Steffgen, 2008). While the pressure and violence in institutions aimed at staff by their directors, work friends and the people they serve show an increase, the support resources of individuals for the changes in family structures, intense work pressure and individual isolation decrease (Tutar, 2004). One of the service sectors where violence is observed frequently is the education sector.

1.1 Violence and School

Violence is divided into four main headlines: verbal, physical, psychological and sexual violence (Ayrancı, Yenilmez, Günay and Kaptanoğlu, 2002; Karakuş and Çankaya, 2012). It is known that, in the educational institutions in which violence has increased, the teachers reveal responses such as feeling insecure, insignificance, lack of motivation and avoiding communication with education partners (Galand, Lecocq, Philippot, 2007; Ting, Sanders, Smith, 2002). One of the fundamental conditions for realizing learning at the desired level and reaching the educational objectives is to provide an educational environment in which the staff feels secure and free (Özer and Dönmez, 2007; Pişkin, 2006). Environmental arrangements in the educational environments and the preventive – protective regulations by codes cannot free the teachers from the worries about violence (Johnson ve Barton-Bellessa, 2014). There are two accepted points of views related to the emergence of bullying: 1) Work environment hypothesis, 2) Individual characteristics hypothesis (Zapf and Einarsen, 2011). Research on bullying are usually handled as work environment oriented, and the findings of research on individual characteristics are occasional (Nielsen and Knardahl, 2015). Coping strategies should be handled as well as preventive-protective measures in removing the worry of violence.

1.2. Teachers and Coping Strategies

Teachers generally have routine life activities. It is stated that those in the routine occupational groups have a high level of stress, and people having the potential of violence incline such occupational group members (Rountree and Land, 1996). Violence has been increasing day by day, and this issue constitutes a problem in terms of organizational and individual well-being (Tinaz, 2011). For the people working in the fields such as teaching, nursing and social services, coping strategies are elements that repair emotional fatigue and the loss of personal efficiency in addition that they protect individuals against burnout (Maslach, Jackson, Leiter, 1997; Zani and Pietrantonio, 2000). There are many factors causing stress, and they can origin from different determinants such as students, parents, management and occupational difficulties. While teacher candidates have more democratic and solution-oriented point of views to violence, actively working teachers are punishment oriented (Ellis and Shute, 2007; Kahn, Jones, Wieland, 2012; Sargin, 2010). It is seen that teachers in the moods of negative perception, pessimism and burnout interpret ordinary interpersonal actions as violence (Nielsen et al., 2011).

Lack of teachers' coping strategies against stress causing situations, or not maintaining those strategies can cause physical and psychological symptoms and burnout (Faraci, Miragliotta, Sprini, 2010). Exposing violence or bullying has two phases. In the first phase, the individuals are subjected to bullying behaviors, and in the second phase, they constitute their own subjective sense of victim. Some individuals develop this sense before the bullying, and some after it. The self-perception of the individual is important. An individual can react to the bullying made without making himself feel victimized and it is difficult for the individual to react to the bully when he is firstly and psychologically put into that victim mode (Nielsen and Knardahl, 2015). These differences in the point of views that are developed within a period of time can present a chronic situation in occupational groups where people are intertwined, and they can emerge differently depending on the culture of the organization and the leader. Today, even if the stressful threat that employees are exposed to is at the physical – emotional dimension, the reaction of the individual includes an emotional and cognitive adaptation (Akgün and Kemaloğlu, 1991).

Coping strategies are classified in different aspects. The most overall classification is made as solution-oriented and emotionally-focused. Solution-oriented coping strategies include the methods related to the source of the problem, and emotionally-focused coping strategies include the coping methods with the emerging emotional influence (R.S Lazarus and Folkman, 1984). Coping strategies are also classified as active – passive and adaptation oriented – not adaptation oriented (Ağargün, Beşiroğlu, Kıran, Özer and Kara, 2005). Using coping strategies efficiently is a supporting factor in individuals' staying healthy (Billings and Moos, 1984; Lazarus, 1980). Teachers use different methods such as sports based on competition, light physical exercises, mediation and relaxing exercises, hobbies and trips to cope with stress (Seidman and Zager, 1991). Frequent use of avoidant coping strategies frequently can lead to emotional exhaustion, personality problems and decrease in personal success (Austin, Shah, Muncer, 2005; Chan and Hui, 1995). Passive coping strategies aimed at protecting and defending the ego can cause personality disorders and emotional dysregulations when they are used excessively like defense mechanisms (Ağargün, Beşiroğlu, Kıran, Özer and Kara, 2005). In addition, because of spending too

much energy of mind with coping strategies, multidimensional exhaustion can emerge as a side effect in burnout (Blackman, 2012; Freud, 1989). Chan and Hui (1995) states that active coping strategies such as social support, feeling personal success, being appreciated and efficient problem solving are useful, but passive coping strategies including avoidance – repression are negative.

1.3. Aim of the Study

Most teachers use passive coping strategies (Austin, Shah, Muncer, 2005). Using mitigating – negative avoidance strategies causes the existing stress situation to persist and not to deal with the actual problem (Dewe and Guest, 1990). In the context of this research, it is seen that it is necessary to determine the types of violence that the teachers who use different coping strategies according to their demographic characteristics are exposed to and the coping strategies together with the relational variables.

2. METHOD

2.1. Research Design

Descriptive survey model was used in the research since it was aimed at describing the existing situation. The research is a relational research since some variables were aimed at determining whether teachers' opinions about violence differ.

2.2. Population and Sample

The population of the research includes 2806 teachers working at high schools in Kocasinan and Melikgazi districts in Kayseri, in 2012-2013 academic year. 1403 teachers selected by random sampling method constitute the sample of the research. Questionnaire forms were given to 1403 teachers, and 1053 teachers filled in the questionnaire on a voluntary basis. 33 of the questionnaires were left out of assessment since they were incomplete or incorrect. 1020 questionnaires remaining after the assessment was found as appropriate to be evaluated. A written permission was received from The Provincial Directorate for National Education of Governorship of Kayseri for this research.

2.3. Data Collection Tools

As the data collection tool, the Assessment Scale for Coping Attitudes (COPE) and a personal information form including the demographic-sociocultural characteristics of the teachers and information about work life were used in the study.

2.3.1. *Cope (assessment scale for coping attitudes)*

The scale, which was developed by Carver et.al. (Carver, Scheier, Weintraub, 1989) is a self-report scale including 60 questions. The reliability study of the scale was done by Ağargün et.al. (Ağargün et al., 2005). In the scale, 60 different situations are responded on four choices. These responses contain statements between: 1= I never do such a thing, 4= I mostly do so. The scale consists of 60 questions and 15 subscales. As a result, the height of the scores to be taken from the subscales gives the possibility to comment on which coping attitude is used more by the person. These 15 coping attitudes or subscales are as follows with sample sentences.: 1. Positive reinterpretation and growth, (38. I look for something good in what is happening) 2. Mental disengagement, (2. I turn to work or other substitute activities to take my mind off things) 3. Focusing on the problem and venting emotions, (3. I get upset and let my emotions out) 4. Instrumental social support, (4. I ask people who have had similar experiences what they did) 5. Active coping, (25. I take additional action to try to get rid of the problem) 6. Denial, (6. I refuse to believe that is has happened) 7. Turning to religion, (18. I seek God's help) 8. Humor, (8. I laugh about my problem) 9. Behavioral disengagement, (9. I refuse to believe that is has happened) 10. Restraint, (22. I force myself to wait for the right time to do something) 11. Emotional social support, (11. I talk to someone about how I feel) 12. Substance use, (12. I drink alcohol or take drugs, in order to think about it less) 13. Acceptance, (13. I learn to live with it) 14. Suppression of competing activities, (15. I put aside other activities in order to concentrate on this) 15. Planning. (19. I make a plan of action). In our study, COPE Cronbach's alpha (α) value was calculated as 0.839. The correlation between the subscale scores and COPE total score was found to be positive and significant. The correlation coefficients of COPE total score and subscale scores ranged from 0.278 to 0.608.

2.4. Statistical Analysis

The data obtained from the research were analyzed via SPSS (Statistical Package for Social Sciences) for Windows 17.0. Descriptive statistical methods (number, percentage, mean, standard deviation) were used when evaluating the data. In the research, the normal distribution conformity of the variables was tested in order to compare the continuous variables. In the comparison of the means of two groups t test was used; to compare more than two group means, one-way analysis of variance was used, and Tukey test, which is one of the multiple comparison tests (post hoc), was used to determine from which group the difference was originated. Pearson correlation coefficient was calculated to assess the relation among variables, and $p < 0.05$ value was accepted as statistically significant.

3. FINDINGS

3.1. Situations of Using Coping Strategies

According to the point averages of coping strategies, it is determined that teachers use emotional-focused attitudes most. Positive reinterpretation and growth among the emotional coping methods is in the first rank, planning among the problem focused coping methods is in the second rank and active coping method is in the third rank. The most used method among the dysfunctional coping methods is the focusing on the problem and venting emotions. It is seen that the least used coping strategies by teachers are substance use (4.8 ± 2.1) and denial (6.4 ± 2.5). In Table 1, coping strategies according to their dimensions and their averages are given.

Table1.

Situations of Using Coping Strategies

COPE Subscales	X \pm SD
Problem-oriented coping	
Using instrumental social support	12.4 \pm 2.4
Active coping	12.9 \pm 2.5
Restraint	9.7 \pm 2.1
Suppression of competing activities	10.7 \pm 2.4
Planning	13.1 \pm 2.6
Emotion-oriented coping	
Positive reinterpretation and growth	13.4 \pm 2.3
Religious coping	12.5 \pm 3.2
Humor	7.7 \pm 2.9
Use of emotional social support	11.1 \pm 2.5
Acceptance	9.7 \pm 2.5
Dysfunctional coping	
Mental disengagement	8.6 \pm 2.4
Focus on and venting of emotions	11.5 \pm 2.6
Denial	6.4 \pm 2.5
Substance use	4.8 \pm 2.1
Behavioral disengagement	6.5 \pm 2.6

3.2. Strategies and Demographic Characteristics

The relation between coping strategies and demographic-occupational characteristics is given in Table 2. When the COPE subscale scores of the teachers in terms of gender are compared, it is found that the score averages of the female participants' in the COPE subscales of "Positive reinterpretation and growth", "Focus on and venting of emotions", "Using instrumental social support" and "Use of emotional social support" are significantly higher when compared to males'; and their the score averages in the subscales of "Denial", "Humor" and "Substance use" are significantly low. When teachers' COPE subscale score averages are compared in terms of their marital status, it is found that "active coping" scores of the married teachers and "substance use" scores of the single teachers are significantly high. When the teachers' COPE subscales score averages are compared in terms of their educational level, the "planning" scores of the teachers having MA degree are found significantly higher than those having BA degree.

When the teachers' COPE subscale score averages are compared in terms of their fields of study, the "behavioral disengagement" score averages of the counsellors are found significantly lower when compared to the others except for the teachers of visual arts. When the COPE subscale scores of the teachers are compared in terms of the type of the schools they work for, it is found that in the subscale of "denial", the teachers working in general high schools have received significantly higher scores when compared to those working at vocational high schools and Anatolian high schools; in the subscale of "humor", the scores of the teachers working at science high schools are significantly higher than those working at other types of high schools; and in the subscale of "behavioral disengagement", the teachers working at general high schools have received significantly higher scores than those working at vocational high schools and social sciences high schools.

When the relation between the ages of the teachers and their COPE subscale score averages are examined, it is determined that there is a significant relation in a negative way between the age and using instrumental social support ($r=-0.070$, $p=0.027$), religion ($r=-0.076$, $p=0.015$) and use of emotional social support ($r=-0.070$, $p=0.025$), and there is a significant relation in a positive way between the age and active coping ($r=0.084$, $p=0.007$), denial ($r=0.127$, $p<0.001$), restraint ($r=0.069$, $p=0.028$) and acceptance ($r=0.070$, $p=0.026$). When the relation between the professional time of the teachers and COPE subscale score averages is examined, it is determined that there is a significant relation in a negative way between the professional time and religion ($r=-0.074$, $p=0.019$), and there is a significant relation in a positive way between the professional time and active coping ($r=0.099$, $p=0.002$), denial ($r=0.138$, $p<0.001$), restraint ($r=0.079$, $p=0.012$), acceptance ($r=0.076$, $p=0.015$), and planning ($r=0.064$, $p=0.040$).

Table 2.
The Distribution of the Coping Strategies in Terms of the Educational-Professional Characteristics

Characteristics	COPE subscales															
	N (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Gender																
.Female	386 (37.8)	13.6±2.8	8.8±2.4	11.8±2.4	12.8±2.3	13.0±2.0	6.0±2.2	12.8±3.1	7.3±2.7	6.5±2.5	9.9±2.1	11.6±2.4	4.5±1.5	9.9±2.4	10.7±2.0	13.2±3.0
.Male	634 (62.2)	13.3±1.8	8.5±2.4	11.3±2.8	12.1±2.3	12.9±2.7	6.6±2.7	12.4±3.2	7.9±3.1	6.6±2.6	9.7±2.1	10.8±2.5	5.0±2.4	9.6±2.5	10.7±2.7	13.0±2.2
<i>p</i>		0.021	0.078	0.006	<0.001	0.327	<0.001	0.095	0.004	0.598	0.153	<0.001	<0.001	0.126	0.791	0.231
Marital Status																
.Single	90 (8.8)	13.2±2.0	9.0±2.6	11.1±2.2	12.3±2.2	12.4±2.0	6.7±2.8	12.2±3.2	8.1±2.6	6.7±2.8	9.7±1.9	10.9±2.1	5.4±2.6	9.6±2.2	10.5±1.7	12.7±2.0
.Married	930 (91.2)	13.4±2.3	8.5±2.4	11.5±2.7	12.4±2.4	13.0±2.5	6.4±2.5	12.6±3.1	7.6±3.0	6.5±2.5	9.8±2.1	11.2±2.5	4.8±2.1	9.8±2.5	10.7±2.5	13.2±2.6
<i>p</i>		0.313	0.132	0.137	0.774	0.048	0.316	0.219	0.201	0.523	0.960	0.254	0.037	0.676	0.521	0.126
Educational Level																
.Bachelor	887 (87.0)	13.4±2.3	8.6±2.4	11.4±2.6	12.4±2.3	12.9±2.5	6.4±2.5	12.6±3.1	7.6±2.9	6.6±2.6	9.8±2.1	11.1±2.4	4.8±2.1	9.8±2.5	10.7±2.5	13.0±2.1 ^a
.MA	123	13.4±1.8	8.4±2.7	11.7±2.7	12.4±2.6	13.1±2.1	6.2±2.7	12.8±3.3	7.9±2.9	6.2±2.6	9.8±2.2	11.4±2.6	4.8±2.1	9.6±2.5	10.8±2.2	13.7±4.5 ^b
.PhD	(12.1)	12.6±1.9	8.9±2.8	11.7±2.6	11.7±2.8	12.8±2.0	6.3±2.3	11.8±3.5	7.8±4.0	6.4±1.9	9.3±2.2	10.5±2.7	4.5±1.6	10.4±1.4	9.7±2.5	12.8±2.2 ^{ab}
<i>p</i>	10 (1.0)	0.521	0.639	0.559	0.660	0.604	0.501	0.457	0.698	0.411	0.787	0.359	0.894	0.505	0.396	0.028
Field																
.Science and Maths	251(24.6)	13.4±1.8	8.6±2.5	11.4±2.4	12.2±2.4	13.0±2.0	6.4±2.6	12.7±2.8	7.8±3.4	6.6±2.8 ^b	9.9±2.2	11.1±2.5	5.0±2.6	9.6±2.5	10.7±3.5	13.0±2.2
.Social Sciences	345 (33.8)	13.4±1.7	8.6±2.4	11.5±3.1	12.2±2.4	13.0±3.1	6.4±2.6	12.5±3.3	7.6±2.8	6.5±2.5 ^b	9.9±2.1	11.1±2.4	4.8±1.9	9.8±2.5	10.7±2.1	13.1±2.1
.Vocational Courses	259 (25.4)	13.3±1.9	8.5±2.4	11.6±2.3	12.6±2.2	12.8±2.1	6.5±2.3	12.9±2.9	7.6±2.6	6.6±2.6 ^b	9.6±2.0	11.2±2.5	4.8±2.1	9.6±2.3	10.6±1.9	13.2±3.4
.Foreign Language	94 (9.2)	13.8±4.7	8.8±2.5	11.6±2.4	12.3±2.5	12.8±1.9	6.3±2.4	12.2±3.6	8.1±2.9	6.5±2.1 ^b	9.6±1.9	11.3±2.6	4.5±1.6	10.2±2.4	10.6±1.6	12.9±2.1
.Counsellor	32 (3.1)	13.6±2.1	7.9±2.2	11.2±2.3	12.6±2.2	13.2±1.9	5.6±1.8	12.2±3.3	7.2±2.2	5.0±1.5 ^a	9.2±2.1	11.1±2.2	4.2±0.5	9.7±2.5	10.4±1.6	13.7±2.1
.Physical Training	30 (2.9)	13.3±1.8	9.1±2.5	11.2±2.4	12.7±2.4	13.1±2.1	7.0±3.2	12.0±3.5	8.2±2.5	7.1±2.9 ^b	10.0±2.0	11.2±2.2	5.3±2.7	10.0±3.0	11.6±2.1	13.4±2.3
.Visual Arts	9 (0.9)	13.7±2.5	7.1±2.1	12.0±2.8	13.7±1.7	13.9±2.3	6.6±3.3	12.1±3.7	7.9±1.6	5.6±2.2 ^{ab}	9.7±1.9	12.6±2.5	4.8±2.3	9.9±3.4	11.1±2.5	14.2±2.3
<i>p</i>		0.662	0.206	0.892	0.331	0.674	0.526	0.422	0.575	0.015	0.308	0.742	0.136	0.430	0.521	0.475
Type of the School																
.General High School																
.Anatolian High School	155(15.2)	13.3±1.8	9.0±2.5	11.2±2.6	12.2±2.4	13.0±4.1	7.0±2.7 ^a	12.2±3.1	7.9±3.1	7.2±2.9 ^a	10.0±2.0	11.1±2.3	5.2±2.6	9.8±2.6	10.8±4.1	12.8±2.3
.Vocational High School	246 (24.1)	13.4±1.7	8.6±2.5	11.6±3.2	12.2±2.4	13.0±2.0	6.2±2.5 ^b	12.8±3.2	8.0±3.2	6.5±2.4 ^{ab}	9.8±2.0	11.1±2.4	4.7±2.0	9.7±2.4	10.8±2.0	13.2±2.0
.Science High School	600 (58.8)	13.4±2.5	8.5±2.4	11.5±2.4	12.5±2.3	12.9±2.0	6.3±2.5 ^b	12.6±3.1	7.5±2.7	6.4±2.5 ^b	9.7±2.1	11.2±2.5	4.8±2.1	9.8±2.5	10.6±2.0	13.2±2.8
.Religious High School	12 (1.2)	13.4±1.6	7.1±2.5	12.0±2.4	12.6±3.6	13.3±2.0	5.8±2.4 ^{ab}	12.8±3.2	6.5±2.8	4.7±1.2 ^b	8.5±1.8	11.2±2.9	4.2±0.9	9.4±3.0	10.0±2.1	13.8±2.1
.Science High School	7 (0.7)	12.1±2.6	9.0±2.9	12.0±3.0	13.4±2.4	13.3±1.5	6.8±2.7 ^{ab}	11.0±5.3	8.6±3.4	5.8±2.1 ^{ab}	10.4±1.6	11.7±2.8	4.7±1.9	9.0±1.8	11.0±1.6	13.4±2.1
<i>p</i>		0.613	0.057	0.489	0.385	0.835	0.027	0.248	0.045	0.002	0.061	0.964	0.102	0.927	0.442	0.481

¹Positive reinterpretation and growth,²Mental disengagement, ³Focus on and venting of emotions, ⁴Using instrumental social support,⁵ Active coping, ⁶ Denial,⁷ Religious coping, ⁸Humor,⁹Behavioural disengagement, ¹⁰ Restraint, ¹¹Use of emotional social support, ¹²Substance use,¹³Acceptance, ¹⁴Suppression of competing activities, ¹⁵ Planning (*p*<0.05)

3.3. Coping Strategies and the Types of the Violence Exposed

When the distribution of the teachers' COPE subscale scores are examined in terms of their state of exposing violence, the scores of the denial, behavioral disengagement, use of emotional support and substance use of the teachers exposed violence by their students are found significantly higher than the teachers who have not been exposed to physical violence. The scores of the using instrumental social support and behavioral disengagement of the teachers exposed to verbal violence by their students are significantly higher than the teachers who have not been exposed to verbal violence, and their active coping scores have been found significantly low. The scores of the mental disengagement, behavioral disengagement and the use of emotional support of the teachers exposed to psychological violence by their students have been found significantly higher when compared to the teachers who have not been exposed to psychological violence, and their active coping and planning scores are significantly low. The scores of the humor and use of emotional support of the teachers who have been exposed to sexual harassment by their students are significantly higher than those who have not been exposed to sexual harassment ($p<0.05$) (Table 3).

Table 3.

The Distribution of the COPE Subscale Score Averages of the Teachers Working for High School Education Institutions According to Their State of Being Exposed Violence

Violence Exposed	COPE subscales															
	n (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Exposed by Students																
Physical Violence	87 (8.5)	13.3±2.0	8.8±2.2	11.7±2.3	12.7±2.3	12.5±2.0	7.0±2.6	13.0±2.9	8.0±2.7	7.0±2.8	10.1±2.1	11.7±2.1	5.5±2.8	9.8±2.6	10.9±1.8	12.7±2.1
Yes	933	13.4±2.3	8.6±2.4	11.5±2.7	12.3±2.4	13.0±2.5	6.4±2.5	12.5±3.2	7.6±3.0	6.5±2.5	9.7±2.1	11.1±2.5	4.7±2.0	9.7±2.5	10.7±2.5	13.1±2.6
No	(91.5)	0.828	0.407	0.310	0.237	0.130	0.036	0.238	0.284	0.046	0.070	0.041	0.012	0.814	0.465	0.147
<i>p</i>																
Verbal Assault	456 (44.7)	13.4±2.6	8.7±2.4	11.6±2.4	12.6±2.3	12.8±2.0	6.5±2.6	12.5±3.1	7.7±2.8	6.7±2.5	9.9±2.1	11.2±2.4	4.9±2.3	9.8±2.4	10.6±2.0	13.0±3.0
Yes	564	13.4±1.8	8.5±2.5	11.3±2.8	12.2±2.4	13.1±2.8	6.3±2.4	12.6±3.2	7.7±3.1	6.4±2.6	9.6±2.1	11.1±2.5	4.8±2.0	9.7±2.5	10.8±2.8	13.2±2.1
No	(55.3)	0.941	0.072	0.061	0.019	0.044	0.391	0.365	0.975	0.040	0.091	0.313	0.319	0.688	0.262	0.139
<i>p</i>																
Psychological Violence	314 (30.8)	13.3±3.1	8.8±2.3	11.7±2.3	12.5±2.2	12.6±2.0	6.4±2.5	12.5±3.0	7.9±3.1	6.8±2.5	9.9±1.9	11.4±2.5	5.0±2.3	9.9±2.4	10.8±2.0	12.8±2.3
Yes	706 (69.2)	13.4±1.8	8.5±2.5	11.4±2.8	12.3±2.4	13.1±2.6	6.4±2.6	12.6±3.2	7.6±2.8	6.4±2.6	9.7±2.1	11.0±2.4	4.7±2.0	9.7±2.5	10.7±2.6	13.2±2.6
No		0.270	0.048	0.053	0.267	0.003	0.896	0.618	0.146	0.017	0.189	0.020	0.115	0.309	0.582	0.007
<i>p</i>																
Sexual Harassment	15 (1.5)	12.7±2.4	9.3±1.9	11.4±1.5	12.7±2.5	12.3±2.4	7.5±2.5	11.7±2.8	9.2±3.1	7.2±3.2	9.9±2.2	12.4±2.1	6.2±3.0	10.2±2.0	10.9±1.9	12.7±2.6
Yes	1005	13.4±2.2	8.6±2.4	11.5±2.6	12.4±2.4	12.9±2.4	6.4±2.5	12.6±3.2	7.6±2.9	6.5±2.6	9.7±2.1	11.1±2.5	4.8±2.1	9.7±2.5	10.7±2.4	13.1±2.5
No	(98.5)	0.199	0.232	0.833	0.629	0.340	0.084	0.295	0.043	0.308	0.734	0.048	0.090	0.473	0.779	0.559
<i>p</i>																
Exposed by Parents																
Physical Violence	80 (7.8)	13.4±2.1	9.0±2.4	11.8±2.4	12.6±2.2	12.7±2.0	7.2±2.8	12.9±3.1	8.5±2.7	7.0±3.0	10.2±2.3	11.3±2.3	5.6±3.0	10.0±2.5	10.9±1.9	12.9±2.2
Yes	940 (92.2)	13.4±2.3	8.5±2.4	11.5±2.6	12.4±2.5	13.0±2.5	6.3±2.5	12.6±3.1	7.6±2.9	6.5±2.5	9.7±2.1	11.1±2.5	4.8±2.0	9.7±2.5	10.7±2.5	13.1±2.6
No		0.938	0.093	0.326	0.348	0.305	0.006	0.361	0.006	0.090	0.039	0.509	0.018	0.271	0.346	0.357
<i>p</i>																
Verbal Assault	344 (33.7)	13.4±3.0	8.6±2.4	11.6±2.4	12.5±2.3	12.8±2.0	6.5±2.5	12.6±3.2	8.0±3.2	6.6±2.5	9.9±1.9	11.3±2.3	4.8±2.1	9.8±2.4	10.7±2.0	13.0±3.2
Yes	676	13.4±1.8	8.6±2.5	11.4±2.7	12.3±2.4	13.0±2.6	6.4±2.5	12.6±3.1	7.5±2.7	6.5±2.6	9.7±2.2	11.1±2.5	4.8±2.1	9.7±2.5	10.7±2.6	13.2±2.1
No	(66.3)	0.685	0.555	0.163	0.175	0.216	0.471	0.905	0.016	0.700	0.209	0.231	0.654	0.565	0.786	0.334
<i>p</i>																
Psychological Violence	253 (24.8)	13.3±3.3	8.8±2.3	11.8±2.2	12.5±2.1	12.5±2.1	6.5±2.4	12.5±3.1	8.1±3.3	6.7±2.5	9.9±1.9	11.3±2.2	4.9±2.2	9.7±2.3	10.7±2.0	13.1±3.6
Yes	767	13.4±1.8	8.5±2.5	11.4±2.8	12.3±2.4	13.1±2.6	6.4±2.6	12.6±3.1	7.5±2.8	6.5±2.6	9.7±2.1	11.1±2.5	4.8±2.1	9.7±2.5	10.7±2.6	13.1±2.1
No	(75.2)	0.406	0.066	0.035	0.258	0.006	0.710	0.607	0.010	0.147	0.287	0.117	0.251	0.988	0.884	0.717
<i>p</i>																
Sexual Harassment	8 (0.8)	13.0±2.3	9.6±2.4	11.4±1.8	13.2±1.4	12.8±1.8	7.8±2.0	12.6±3.2	10.1±1.6	6.5±2.6	11.5±2.6	12.8±1.6	7.9±4.4	11.0±1.5	11.0±1.7	12.6±2.3
Yes	1012	13.4±2.2	8.6±2.4	11.5±2.6	12.4±2.4	12.9±2.4	6.4±2.5	12.6±3.1	7.6±2.9	8.2±2.6	9.7±2.1	11.1±2.5	4.8±2.1	9.7±2.5	10.7±2.4	13.1±2.5
No	(99.2)	0.608	0.227	0.907	0.291	0.833	0.133	0.967	0.018	0.057	0.017	0.065	0.089	0.150	0.719	0.585
<i>p</i>																
Exposed by Colleagues																
Physical Violence	43 (4.2)	13.6±2.2	8.9±2.4	11.7±2.0	12.9±2.3	12.8±2.3	6.9±2.8	12.9±3.2	8.5±2.7	6.8±2.7	10.1±2.0	11.3±2.3	5.6±2.8	9.6±2.6	10.7±2.0	13.3±2.4
Yes	977	13.4±2.2	8.6±2.4	11.5±2.7	12.4±2.4	12.9±2.4	6.4±2.5	12.6±3.1	7.6±2.9	6.5±2.6	9.7±2.1	11.1±2.5	4.8±2.1	9.8±2.5	10.7±2.4	13.1±2.6
No	(95.8)	0.651	0.378	0.509	0.167	0.795	0.170	0.549	0.072	0.423	0.211	0.679	0.062	0.751	0.884	0.577
<i>p</i>																

Verbal Assault																
Yes	210(20.6)	13.5±3.5	8.6 ±2.4	11.6±2.5	12.6±2.2	13.8±2.0	6.4±2.6	12.4±3.3	7.8±2.7	6.4±2.4	9.6±1.9	11.2±2.3	4.8±2.1	9.7±2.4	10.7±1.9	13.1±2.0
No	810 (79.4)	13.4±1.8	8.6±2.4	11.5±2.7	12.3±2.4	13.0±2.4	6.4±2.6	12.6±3.1	7.6±3.0	6.6±2.6	9.8±2.1	11.1±2.5	4.8±2.1	9.8±2.5	10.7±2.6	13.1±2.6
<i>p</i>		0.613	0.864	0.652	0.142	0.795	0.554	0.491	0.533	0.432	0.250	0.938	0.654	0.743	0.736	0.877
Psychological Violence																
Yes	205(20.1)	13.6±3.5	8.8 ±2.4	11.8±2.4	12.8±2.2	12.9±2.0	6.4±2.3	12.7±3.0	8.1±2.5	6.5±2.4	9.8±1.9	11.6±2.4	4.8±2.1	9.9±2.5	10.8±2.0	13.1±2.0
No	815 (79.9)	13.4±1.8	8.5±2.4	11.4±2.7	12.3±2.4	12.9±2.5	6.4±2.6	12.5±3.2	7.6±2.8	6.5±2.6	9.7±2.1	11.0±2.5	4.8±2.1	9.7±2.4	10.7±2.5	13.1±2.6
<i>p</i>		0.286	0.125	0.031	0.004	0.651	0.939	0.399	0.020	0.884	0.901	0.003	0.627	0.252	0.421	0.835
Sexual Harassment																
Yes	11 (1.1)	13.2±1.9	9.6 ±2.3	11.4±2.3	12.7±2.4	13.3±1.6	7.6±2.8	13.2±2.4	9.8±1.8	8.9±2.8	11.9±2.0	12.3±2.1	7.2±4.2	11.3±2.0	11.7±1.3	13.2±1.8
No	1009 (98.9)	13.4±2.2	8.6±2.4	11.5±2.6	12.4±2.4	12.9±2.4	6.4±2.5	12.6±3.2	7.6±2.9	6.5±2.5	9.7±2.1	11.1±2.5	4.8±2.1	9.7±2.5	10.7±2.4	13.1±2.6
<i>p</i>		0.708	0.164	0.971	0.618	0.643	0.175	0.523	0.015	0.002	0.001	0.129	0.088	0.039	0.156	0.929
Exposed by Managers																
Physical Violence																
Yes	45 (4.4)	13.4±2.1	9.4 ±2.4	11.8±2.1	12.6±2.1	12.7±2.2	7.4±2.9	12.5±3.1	9.1±2.8	7.3±2.8	10.4±2.3	11.7±2.1	5.7±3.2	10.1±2.5	11.7±6.8	13.1±2.2
No	975 (95.6)	13.4±2.2	8.5±2.4	11.4±2.7	12.4±2.4	12.9±2.4	6.4±2.5	12.6±3.2	7.6±2.9	6.5±2.5	9.7±2.1	11.1±2.5	4.8±2.1	9.7±2.5	10.6±2.0	13.1±2.6
<i>p</i>		0.984	0.019	0.458	0.556	0.457	0.005	0.845	0.001	0.037	0.027	0.113	0.054	0.340	0.287	0.958
Verbal Assault																
Yes	232 (22.7)	13.4±3.4	8.5 ±2.4	11.7±2.5	12.5±2.3	13.0±2.6	6.3±2.4	12.6±3.2	7.9±2.8	6.7±2.5	9.8±2.0	11.1±2.4	4.9±2.2	9.8±2.4	10.7±3.5	13.1±2.2
No	788 (77.3)	13.4±1.8	8.6±2.5	11.4±2.7	12.3±2.4	12.7±2.0	6.4±2.6	12.6±3.1	7.6±3.0	6.5±2.6	9.7±2.1	11.2±2.5	4.8±2.1	9.7±2.5	10.7±2.0	13.1±2.6
<i>p</i>		0.995	0.019	0.155	0.520	0.062	0.567	0.663	0.204	0.316	0.461	0.792	0.487	0.906	0.720	0.873
Psychological Violence																
Yes	311(30.5)	13.5±3.1	8.7 ±2.4	11.8±2.4	12.6±2.3	12.7±2.1	6.3±2.4	12.6±3.2	7.6±3.0	6.8±2.6	9.9±1.9	11.4±2.4	4.8±2.0	9.8±2.4	10.7±2.1	13.2±3.3
No	709 (69.5)	13.4±1.8	8.5±2.4	11.4±2.7	12.3±2.4	13.0±2.6	6.5±2.6	12.5±3.1	7.8±2.7	6.4±2.5	9.7±2.1	11.0±2.5	4.8±2.2	9.7±2.5	10.7±2.6	13.1±2.1
<i>p</i>		0.564	0.301	0.023	0.066	0.071	0.284	0.601	0.340	0.022	0.191	0.043	0.757	0.341	0.848	0.757
Sexual Harassment																
Yes	10 (1.0)	14.0±2.2	9.7 ±2.5	12.0±2.3	13.9±1.2	13.5±1.7	6.9±1.8	13.2±2.9	8.6±2.4	7.7±2.4	11.5±2.5	12.5±2.0	6.1±4.0	10.2±2.5	12.0±1.8	14.0±1.8
No	1010 (99.0)	13.4±2.2	8.6±2.4	11.5±2.6	12.4±2.4	12.9±2.4	6.4±2.5	12.6±3.2	7.7±2.9	6.5±2.6	9.7±2.1	11.1±2.5	4.8±2.1	9.7±2.5	10.7±2.4	13.1±2.5
<i>p</i>		0.401	0.147	0.535	0.003	0.461	0.540	0.531	0.318	0.147	0.007	0.082	0.334	0.559	0.088	0.268

¹Positive reinterpretation and growth, ²Mental disengagement, ³Focus on and venting of emotions, ⁴Using instrumental social support, ⁵Active coping, ⁶Denial, ⁷Religious coping, ⁸Humor, ⁹Behavioural disengagement, ¹⁰Restraint, ¹¹Use of emotional social support, ¹²Substance use, ¹³Acceptance, ¹⁴Suppression of competing activities, ¹⁵Planning

4. DISCUSSION

Findings from the study have been discussed in terms of coping strategies, demographic characteristics, and types of violence that have been exposed. It is seen that the most used coping strategy by teachers working for c schools is "Positive reinterpretation and growth" (13,4±2,3). Similarly, Wu and Chan, (2013) states in his study he conducted on Chinese teachers that this subscale is the most preferred one among 15 subscales. In a study investigating the frequency of coping strategies use of class teachers and branch teachers, it is seen that "positive reinterpretation and growth" scores of branch teachers are significantly higher than that of class teachers (Bağcı, 2010). In the same study, it has been found that the teachers who find school possibilities insufficient use "positive reinterpretation and growth" more frequently; and there is also a positive significant relationship between "positive reinterpretation and growth" strategy and classroom management skills. The teachers who chose "positive reinterpretation and growth", which is an emotion-oriented constructive coping strategy, are able to give more effective and efficient service on the level of classroom – school - personal health (Torkelson and Muhonen, 2004). Beaumont and Seaton(2011) have found a positive significant relation between "positive reinterpretation and growth" strategy and "informational identity process style." Individuals with this kind of identity style are those who are open to experiences, extrovert, having internal locus control, making decisions carefully and having the sense of responsibility. The other coping strategy that teachers prefer most is "planning" (13.1±2.6) which is a coping strategy that contains considering on the situation causing stress, evaluating it and planning the solution behaviors (Carver et al., 1989). It can be stated that the positive relation between "planning" and the length of service is related to the states of applying the stages of determining the strategy that the profession requires during the time spent in the profession, doing teaching plan and problem solving etc. Teachers having an MA degree use this strategy more than those having a BA degree and it can be considered that it is a reflection of the skills they developed to cope with the personal and educational responsibilities given them as a result of master's education to the coping strategy. The reason of the negative relation between using the strategy of "planning" and being exposed to psychological violence by students can be that teachers can plan protective and preventive strategies. There is a negative relation between "planning" and the strategies of "denial" and "behavioral disengagement." Likewise, drug and alcohol use have also a significant reverse relation with "planning" strategy (Carver et al., 1989). Gök (1995) states that active coping strategies such as "planning" are used less by the patients having anxiety disorder. Kale (2007) indicates that also employees working in banking sector, which is one of the stressful sectors, use "planning" strategy. In sectors containing a certain procedure and work-flow, "planning" is seen as a preferred coping strategy.

As the age and seniority of teachers increase, it is found that they use "Active coping" strategy (12.9 ± 2.5) more. In addition, married teachers prefer "Active coping" strategy much more than the single ones. As the personal and professional experiences of the teachers increase, it is seen that they prefer "Active coping" strategy. There is also a positive significant relation between the teachers' classroom management skills and "Active coping" strategies (Bağcı, 2010). The teachers using this strategy state that they have not been exposed to verbal and psychological violence by students and psychological violence by parents. The teachers using problem-oriented coping strategies (planning, active coping) indicate that they have not been exposed to psychological and verbal violence by the partners they can control (students, parents). It seems that teachers have achieved domination on the stress originated from violence in their processes with these partners by using active coping methods. "Active coping" strategy is more efficient and useful strategy than the coping strategies aimed at conformance or decreasing emotional stress. Strategies aimed at conformance – decreasing emotional stress are effective in emerging and continuing psychopathological symptoms (Ağargün et al., 2005).

There is a negative significant relation between "religious coping" strategy (12.5±3.2) and age and seniority. The use of inactive coping strategies such as "Religious Coping" is seen as a preferred strategy in the first years of the profession. It can be argued that teachers abandon this ineffective strategy over time for their success and happiness needs in the business process. Bağcı (2010) states that teachers at the age of 30 and below use "Religious Coping" strategy more than those between the ages of 41 – 50 in the research conducted on the class teachers. In the same research, it is also seen that "Religious Coping" strategy is used by the class teachers and branch teachers in the first years of profession for the solution of stress. Ağargün et al. (2005) states that the highest relation in the test-retest method has been revealed in the "Religious Coping" subscale, and this constitutes a difference from the original sample. Generally, "Religious Coping" is defined as "a process that people apply to infer from stressful conditions" (Pargament, 2001). The factors of "Religious Coping" and internal spirituality are related to the individual's state of well-being consistently and positively (Ahmet & Amer, 2015). This strategy affects as a nonfunctional strategy since it does not contain a strategy for the stress making behaviors although it makes a change in the perception of the individual for the problematic situation. Gök(1995) indicates that patients with anxiety disorder use the inactive methods such as "turning to religion" more.

There is a significant difference in "using instrumental social support" (12.4±2.4) in favor of females. There is a negative significant relation between the use of social support and age. Females can seek for social support for the problems more when compared with males (Shen, 2009; Torkelson and Muhonen, 2004). It can be said that individuals who constitute their own support systems in time internalize the social support motivation as they get older. Social support is the help that individuals gain from their social relationships. Having meaningful social relationships is a factor that help individuals to cope with stress and to be successful in their profession (Kinicki and Kreitner, 2003). When Bağcı (2010) investigated the relation between the "using instrumental social support" and the faculties that teachers graduated from, significant results were obtained on behalf of the teachers graduated from the faculties of education, when compared with those graduated from faculties of technical education; and the significant results were obtained on behalf of the faculty of science and letters

graduate teachers when they were compared to the teachers graduated from the faculties of education. When the differences of the faculties are considered, a trend is seen from socially rich faculty of education to the technical education. In the research, it is determined that the teachers exposed to verbal violence by students, psychological violence by colleagues and sexual violence by directors look for social support. It can be said that socially active individuals look for social support also for violence. From a different point of view, it can be stated that social aspect may reveal a positive relation with being open to the effect. Participating in the process of making a decision, stating the roles clearly, providing social support and providing efficient communication, which are the organizational coping techniques, are more important especially for females working in the interactive service sector than males (Balaban, 2000). Lack of social support for the situations creating stress in the work environment represents the loss of human supported coping source which is primary. Without the feeling of security provided by others, the state of extreme physiological stimulation of the troubled person becomes more severe. It can be stated that when the feeling of hopelessness becomes prevalent, stress becomes chronic and it can tend towards defense mechanisms or other coping strategies (Noesner and Webster, 1997).

In the “focus on and venting of emotions” strategy (11.5 ± 2.6), there is a significant difference on behalf of females. There is a significant relation between being exposed psychological violence by the colleagues and by the directors of the teachers using this strategy. In Torkelson & Muhonen's research (2004), “focus on and venting of emotions” strategy was found as the strongest predictor of the statement of health problems.

In “Use of emotional social support” (11.1 ± 2.5) strategy, a significant relation is found in favor of females and a negative relation in terms of age. It is determined that the teachers using “use of emotional social support” strategy have been subjected to physical, psychological and sexual violence by students and psychological violence by their colleagues and directors. In the research, the results are obtained in favor of females in the use of “use of emotional social support” and “using instrumental social support.” The awareness levels of female teachers aimed at the reasons and solution of the violence are higher than male teachers (Çobanoğlu, Şentürk, Kiran, 2008). When Bağcı (2010) investigated the relation of the “use of emotional support” strategy of the teachers in terms of the faculties they graduated from, it was found that there was a significant relation in favor of the teachers graduated from faculties of education between the teachers graduated from technical education faculties and faculties of education, and a significant relation in favor of the teachers graduated from faculties of science and letters between the teachers graduated from technical education faculties and faculties of science and letters. In the same research, it was found that branch teachers use this strategy more than the class teachers. It can be said that the reason of this is that the class teachers do not have so much interaction with other branch teachers as a group; however, the branch teachers have more interaction with other branch teachers since they teach in more than one classroom. While the male teachers restrict themselves in expressing their feelings, the female teachers demand getting advice and social support more (Chan and Hui, 1995).

“Restraint” (9.7 ± 2.1) coping strategy has a positive significant relation with age and seniority. Teachers can adopt the strategy of “restraint” against the situations creating stress-violence as they make progress in their profession. Teachers using this strategy state that they are subjected to physical and sexual violence by parents, sexual violence by their colleagues and physical and sexual violence by their directors. Bağcı (2010) indicates that the branch teachers use “restraint” strategy more than the class teachers. Beaumont and Seaton (2011) states that there is a positive significant relation between diffusive-avoidant identity style and “restraint” coping strategy. “Restraint” coping strategy has also significant relation with other identity styles (informational, normative styles). It can be said that people prefer this strategy for self-regulation. Individuals can use “restraint” strategy not to face with the situations they can be regretful because of unnecessary intimacy. Carver et al., (1989) states that “restraint” strategy is necessary against stress and it is a response for the stress. Individuals can passivate themselves not to react in a wrong way, and can try to keep people and events at arm's length. The teachers stating they are subjected to sexual violence by their colleagues and directors except for students can use “restraint” strategy not to allow being entered the personal space.

“Acceptance” strategy (9.7 ± 2.5), which is the opposite of “denial” strategy, has a positive significant relation with the age and seniority of the teachers. The teachers using this strategy states that they have been subjected to sexual harassment. When Bağcı (2010) compared the teachers at the age of thirty and below and between the ages of thirty one – forty, significant results in favor of the teachers between the ages of thirty one and forty were obtained; and significant results in favor of the teachers between the ages of forty-one – fifty were obtained when the teachers between the ages of thirty-one – forty were compared to those between the ages of forty-one – fifty. There is a positive significant relation between the acceptance of the circumstances, conditions and responsibilities that create stress and general state of health (Austin et al., 2005). Teachers working in rural areas can be more successful with local support, and it is necessary for them to accept the conditions for adaptation and support (Anttila and Vaananen, 2013).

There is a positive significant relation between teachers' using “mental disengagement” strategy (8.6 ± 2.4) and their being subjected to psychological violence by the students and physical and verbal violence by the directors. Being non-functional of the “Mental Disengagement” strategy can cause the continuation of the existing state of stress – violence (Dewe and Guest, 1990). There is a positive significant relation between “Mental Disengagement” strategy and “Humor” strategy (Beaumont and Seaton, 2011). “Mental Disengagement” is a non-functional strategy that includes regardlessness, undermining and accordingly disregard. Individuals can withdraw themselves from the situation creating stress by using “Mental

Disengagement” strategy in the cases that “Behavioral Disengagement” is impossible and they cannot move themselves away from the situation (Carver et al., 1989). Shen (2009) revealed a negative significant relation between the teachers’ “Mental Disengagement” strategy and social support seeking.

There is a positive significant relation between the teachers’ use of “Humor” strategy (7.7 ± 2.9) and their being subjected to sexual violence by the students, psychological, verbal, physical and sexual violence by parents, psychological and sexual violence by their colleagues and physical violence by their directors. Also, there is a significant relation in favor of males and in favor of science high schools in terms of the type of the high school they work at. According to another research, branch teachers use “Humor” strategy more than class teachers (Bağcı, 2010). In the same research, a positive significant relation is found between classroom management skills and “Humor” strategy. In the research, it is seen that “Humor” strategy shows significant results with functional – nonfunctional variables. “Humor” strategy is used as a nonfunctional purpose such as disregard and trying to suppress, and it can also be used for a functional purpose such as ignoring, being able to have a different point of view to the event and optimism (Beaumont and Seaton, 2011; Martin, Puhlik-Doris, Larsen, Gray, and Weir, 2003).

School counselors use “Behavioral Disengagement” strategy (6.5 ± 2.6) significantly less than other branch teachers except for the teachers of visual arts. Since school counselors work as the balancing and problem-solving people in the situations creating stress with regard to their profession, and since they are away from the situations to be subjected to violence by students, parents, teachers and directors, they are not subjected to violence. Teachers working at general high schools use this strategy more than those working at vocational high schools and social sciences high schools. There is a positive significant relation between “Behavioral Disengagement” and being subjected to physical violence by students, sexual violence by colleagues and physical and psychological violence by directors. When we look at the variables that this strategy is significant in terms of branch and school type, it can be said that that the teachers are subjected to different types of violence in terms of education partners and they use the non-functional strategy. Griffith, Steptoe and Cropley, (1999) states that “Behavioral Disengagement” strategy and “Suppression of competing activities” are together in a negative relation with the lack of social support in work environment. The use of “Behavioral Disengagement” strategy can be seen as a solution by the teachers stating that they have not been able to receive social support from their colleagues and directors but that they have been subjected to violence by these people.

In the use of “Denial” strategy (6.4 ± 2.6), there is a positive significant relation in favor of males, and also with the age and seniority. Teachers working in general high schools use “Denial” strategy more when compared to those working at vocational high schools and Anatolian high schools. There is a positive significant relation between “Denial” strategy and being subjected to physical violence by students, parents and directors. When coping strategies are evaluated in terms of optimism – pessimism identity factors, it is seen that there is a significant relation between pessimism and “Denial” strategy (Scheier, Weintraub and Carver, 1986). Teachers making progress in their profession in terms of age and seniority can make pessimistic evaluations because of the burnout they have. To the extent of that the characteristics such as teachers’ being a suitable target for violence in terms of personal characteristics and the lack of the skills of defense and protection accommodate with the demographic characteristics, and the teachers’ perception of behaviors as violence and their being subjected to violence can increase. Teachers’ routine becoming activities over time and having routine life activities can increase their potential of becoming target in time (Cohen and Felson, 1979). The reason that physical education teachers are subjected to violence less can be their being of active but not being routine. In terms of the school type worked for, general high schools fall behind Anatolian high schools in terms of making students get into university and teaching lessons to more conscious students. Anatolian high schools’ focus on high academic success is one of the factors that lead less violence. Relations in the workshop, a master-student interaction and students’ expectations of being intermediate staff because of their low academic success are effective in accepting the circumstances.

4.1. Practical Applications

The results obtained from the study reveal functional findings in occupations where human interaction is intense, especially in the education sector for both employees and managers. Students can cause a chronic stress – coping circle by modeling the teachers’ reactions against stress or continuing their misconducts. In schools, which is a social learning environment for children, it is important to gain healthy coping strategies for students who observe the reactions of the teachers against stress. In abroad, the occupational therapists give service to the teachers about stress-related disorders and they take coping skills into consideration to decrease the effects of stress (Austin et al., 2005). Awareness rising programs can be organized for pre-service teachers by handling the findings within the scope of educational psychology courses during the pre-service and in-service trainings. As a result of the research aimed at the reasons of using violence can contribute to take preventive and improving measures.

4.2. Suggestions

In this non-longitudinal assessment study, the reasons are not addressed. With longitudinal or qualitative drilling studies, the reasons for being subjected to violence and the differences of using coping strategies are the subjects that can be revealed. In

the situations showing significant difference or relation, module studies of training programs aimed at acquiring pre-service – in-service teachers' coping strategies can be carried out. After the awareness and training studies, it is seen as a matter to be examined about why the individuals who seek for support have started to seek support. Awareness, correction and improvement efforts should be handled as successive processes and studies modeling and combining different processes are able to be carried out by related institutions.

Since this study, which has been carried out in the education sector, can be generalized to the sectors such as health, security and industry that have a great deal of human interaction, and it can contribute to the studies on those fields about which processes depending on the school - organization culture and leadership effects can occur. There is a mutual relationship between the state of burnout and non-functional coping strategies that has a significant relationship with the variables of age and seniority. Examining coping strategies with other factors that cause burnout may also benefit other individuals working at the service sector, especially teachers.

Research and Publication Ethics Declaration

Hacettepe Üniversitesi Eğitim Fakültesi Dergisi makale yazım kurallarına uygun olarak hazırlanan bu makale çalışmasında; "araştırma ve yayın etiğine uyulduğunu" beyan ederiz.

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Conflict of Interest

The authors did not report any conflict of interest or financial support.

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6. GENİŞ ÖZET

Eğitim ortamlarında öğretmenlerin, eğitim paydaşlarından gördükleri şiddet şüphesiz ki hem kişisel ruh sağlığını hem de eğitim - öğretim faaliyetini olumsuz şekilde etkilemektedir. Bu nedenle öğretmenlerin kimler tarafından hangi tür şiddete maruz kaldığı ve bunlara karşılık olarak hangi baş etme stratejilerini kullandıkları araştırmanın cevap aradığı sorulardandır. Şiddetin farklı tanımları ve sınıflandırması olmasına rağmen genel olarak sözel, fiziksel, psikolojik ve cinsel şiddet olarak sınıflandırılmaktadır. Başa çıkma stratejileri de problem odaklı, duygu odaklı ve fonksiyonel olmayan baş etme stratejileri olarak sınıflandırılmıştır. Hangi türden olursa olsun öğretmenlerin maruz kaldığı şiddet kişisel ruh sağlığını bozacak, iş motivasyonunu düşürecek ve bu durum da eğitim - öğretim verimliliği birçok yönden etkileyecektir. Şiddet türlerinin ve başa çıkma stratejilerini inceleyen bu araştırmadan elde edilen sonuçların uygulama ve alan literatürüne katkı sağlayacağı düşünülmektedir.

Bu araştırmada var olan durumun betimlenmesi amaçlandığından betimsel tarama modeli kullanılmıştır. Değişkenlere göre şiddete ilişkin görüşlerin farklılaşp farklılaşmadığını belirlemek amacıyla da ilişkişel tarama modeli de kullanılmıştır. Betimsel ve ilişkişel tarama modelinin birlikte kullanılması sayesinde araştırma olgularına ilişkin faktörlerin etkileşimi de ortaya çıkarılarak bütünsel bir yorumlamaya ulaşılmaya çalışılmıştır. Araştırma evrenini, Kayseri ili Kocasinan ve Melikgazi ilçelerinde görev yapan 2806 öğretmen oluşturmuştur. basit tesadüfi örnekleme yöntemiyle 1403 öğretmen, araştırmanın örnekleminde yer almışlardır. Anketlerin değerlendirilmesi sonucunda 1020 anket analize uygun bulunmuştur. Örneklemin çok geniş olması araştırmanın benzer ulusal ve uluslararası çalışmalara oranla geçerliliğini artıran önemli bir faktördür. Araştırmada veri toplama araçları olarak kişisel bilgi formu ve öğretmenlerin kullandıkları başa çıkma stratejilerini belirlemek amacıyla da “Başa Çıkma Tutumlarını Değerlendirme Ölçeği” kullanılmıştır.

Araştırma verilerinin analizinden elde edilen bulgulara göre, öğretmenlerin en çok duygusal odaklı başa çıkma yöntemlerini kullandıkları saptanmıştır. Öğretmenlerin duygusal başa çıkma stratejilerinden “Pozitif Yeniden Yorumlama ve Gelişmeyi” ilk sırada, problem odaklı başa çıkma stratejilerinden “Plan Yapma”yı ikinci sırada ve yine problem odaklı başa çıkma stratejilerinden “Aktif Başa Çıkma”yı üçüncü sırada kullandıkları görülmüştür. Öğretmenlerin en az kullandıkları başa çıkma stratejileri olarak fonksiyonel olmayan baş etme stratejilerinden “Madde Kullanımı”, “inkar” ve “davranışsal olarak boş verme” gelmektedir. Cinsiyetlere göre hangi baş etme stratejilerinin kullanıldığına dair araştırma sonuçlarına göre, kadın öğretmenlerin "pozitif yeniden yorumlama ve gelişme", "soruna odaklanma ve duyguları açığa vurma", "yararlı sosyal destek kullanımı", "duygusal sosyal destek kullanımı" başa çıkma tutumları ölçeğinden aldıkları puan ortalamaları erkeklere göre anlamlı düzeyde yüksek, "inkâr", "şakaya vurma" ve "madde kullanımı" alt boyut puan ortalamaları ise anlamlı düzeyde düşük bulunmuştur. Öğretmenlerin medeni durumlarına göre hangi başa çıkma stratejilerini kullandıklarına dair bulgulara göre evli öğretmenlerin "aktif başa çıkma" puanları, bekâr öğretmenlerin ise "madde kullanımı" puanları anlamlı düzeyde yüksek bulunmuştur. Öğretmenler eğitim düzeylerine göre karşılaştırıldığında, yüksek lisans mezunu öğretmenlerin "plan yapma" puanları lisans mezunu öğretmenlere göre anlamlı düzeyde yüksek bulunmuştur.

Öğretmenlerin branşlarına göre puan ortalamaları karşılaştırıldığında, rehber öğretmenlerin "davranışsal olarak boş verme" puan ortalamaları görsel sanatlar hariç diğer branş öğretmenlerine göre anlamlı düzeyde düşük bulunmuştur. Öğretmenlerin görev yaptığı okul türüne göre ölçek puan ortalamaları karşılaştırıldığında, inkâr boyutunda genel lisede görev yapan öğretmenler meslek lisesi ve anadolu lisesinde görev yapan öğretmenlere göre, "şakaya vurma" boyutunda fen lisesi öğretmenler diğer okul türlerinde görev yapan öğretmenlere göre, "davranışsal olarak boş verme" boyutunda genel lisede görev yapan öğretmenler ise meslek lisesi ve sosyal bilimler lisesinde görev yapan öğretmenlere göre anlamlı düzeyde yüksek puan almışlardır.

Öğretmenlerin yaşları ile puan ortalamaları arasındaki ilişki incelendiğinde; yaş ile “yararlı sosyal destek kullanımı”, “din”, “duygusal sosyal destek kullanımı” boyutları arasında negatif yönde anlamlı ilişki, “aktif başa çıkma”, “inkâr”, “geri durma”, “kabullenme” boyutları arasında ise pozitif yönde anlamlı ilişki tespit edilmiştir. Öğretmenlerin meslekte çalışma süreleri ile ölçekten aldıkları puan ortalamaları arasındaki ilişki incelendiğinde; Meslekte çalışma süresi ile “din” boyutu arasında negatif yönde anlamlı ilişki, “aktif başa çıkma”, “inkar”, “geri durma”, “kabullenme” “plan yapma” boyutları arasında ise pozitif yönde anlamlı ilişki tespit edilmiştir.

Öğretmenlerin puan ortalamaları, şiddete maruz kalma durumlarına göre incelendiğinde; öğrencileri tarafından fiziksel şiddete maruz kalan öğretmenlerin “inkâr”, “davranışsal olarak boş verme”, “duygusal sosyal destek kullanımı”, “madde kullanımı” puanları fiziksel şiddete uğramayan öğretmenlere göre anlamlı düzeyde yüksek bulunmuştur. Öğrencilerin sözel şiddetine maruz kalan öğretmenlerin, “yararlı sosyal destek kullanımı”, “davranışsal olarak boş verme” puanları sözel şiddete

uğramayan öğretmenlere göre anlamlı düzeyde yüksek, “aktif başa çıkma” puanları ise anlamlı düzeyde düşük bulunmuştur. Öğrencileri tarafından psikolojik şiddete maruz kalan öğretmenlerin, “zihinsel boş verme”, “davranışsal olarak boş verme”, “duygusal sosyal destek kullanımı” puanları psikolojik şiddete maruz kalmayan öğretmenlere göre anlamlı düzeyde yüksek, “aktif başa çıkma”, “plan yapma” puanları ise anlamlı düzeyde düşük bulunmuştur. Öğrencileri tarafından cinsel tacize uğrayan öğretmenlerin, “şakaya vurma” ve “duygusal sosyal destek kullanımı” puanları cinsel tacize uğramayan öğretmenlere göre anlamlı düzeyde yüksek bulunmuştur.

Veliler tarafından fiziksel şiddete maruz kalan öğretmenlerin “inkâr”, “şakaya vurma”, “geri durma” ve “madde kullanımı” puanları fiziksel şiddete uğramayan öğretmenlere göre anlamlı düzeyde yüksek bulunmuştur. Veliler tarafından sözel şiddete maruz kalan öğretmenlerin, “şakaya vurma” puanları sözel saldırıya uğramayan öğretmenlere göre anlamlı düzeyde yüksek bulunmuştur. Velileri tarafından psikolojik şiddete maruz kalan öğretmenlerin, “şakaya vurma” puanları psikolojik şiddet maruz kalmayan öğretmenlere göre anlamlı düzeyde yüksek, “aktif başa çıkma” puanları ise anlamlı düzeyde düşük bulunmuştur. Veliler tarafından cinsel tacize maruz kalan öğretmenlerin, “şakaya vurma” ve “geri durma” puanları cinsel tacize maruz kalmayan öğretmenlere göre anlamlı düzeyde yüksek bulunmuştur.

Meslektaşları tarafından psikolojik şiddete maruz kalan öğretmenlerin, “soruna odaklanma” ve “duyguları açığa vurma”, “yararlı sosyal destek kullanımı”, “şakaya vurma”, “duygusal sosyal destek kullanımı” puanları psikolojik şiddete maruz kalmayan öğretmenlere göre anlamlı düzeyde yüksek bulunmuştur. Meslektaşları tarafından cinsel tacize maruz kalan öğretmenlerin, “şakaya vurma”, “davranışsal olarak boş verme”, “geri durma”, “kabullenme” puanları cinsel tacize maruz kalmayan öğretmenlere göre anlamlı düzeyde yüksek bulunmuştur.

Yöneticiler tarafından fiziksel şiddete maruz kalan öğretmenlerin “zihinsel boş verme”, “inkâr”, “şakaya vurma”, “davranışsal olarak boş verme”, “geri durma” puanları fiziksel şiddete uğramayan öğretmenlere göre anlamlı düzeyde yüksek bulunmuştur. Yöneticiler tarafından sözel şiddete maruz kalan öğretmenlerin, “zihinsel boş verme” puanları sözel saldırıya uğramayan öğretmenlere göre anlamlı düzeyde düşük bulunmuştur. Yöneticiler tarafından psikolojik şiddete maruz kalan öğretmenlerin, “soruna odaklanma” ve “duyguları açığa vurma”, “davranışsal olarak boş verme”, “duygusal sosyal destek kullanımı” puanları psikolojik şiddet maruz kalmayan öğretmenlere göre anlamlı düzeyde yüksek bulunmuştur. Yöneticiler tarafından cinsel tacize maruz kalan öğretmenlerin, “yararlı sosyal destek kullanımı” ve “geri durma” puanları cinsel tacize maruz kalmayan öğretmenlere göre anlamlı düzeyde yüksek bulunmuştur. Araştırmadan elde edilen bulgular, kültüre özgü ve kültürler arası literatür ekseninde tartışılmıştır.