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Okul Yöneticilerinin Stres Kaynakları ve Stresle Baş Etme Yolları: Nitel Bir Çözümleme*

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Makale Bilgisi	ÖZET
Geliş Tarihi: 21.01.2020 *Kabul Tarihi*: 21.10.2020 *Erken Görünüm Tarihi*: 16.12.2020 *Basım Tarihi*: 31.01.2022	Bu araştırma okul yöneticilerinin stres kaynaklarını ve stresle baş etme yollarını belirlemeyi amaçlamaktadır. Araştırma betimsel tarama modelindedir ve nitel araştırma türlerinden durum çalışması yöntemiyle gerçekleştirilmiştir. Araştırmanın çalışma grubu, 2017-2018 eğitim-öğretim yılında Siirt il merkezinde ilkokul, ortaokul ve lise devlet okullarında görev yapan 11 okul yöneticisinden (müdür ve müdür yardımcısı) oluşmaktadır. Araştırmaya stres kaynaklarının yoğun olabileceği okullarda görev yapan okul yöneticilerinin dâhil edilmesine dikkat edilmiştir. Bu nedenle amaçlı örnekleme yöntemlerinden ölçüt örnekleme yöntemi kullanılmıştır. Yarı yapılandırılmış sorulardan oluşan bireysel görüşme formu ile toplanan veriler, betimsel analiz yöntemiyle çözümlenmiştir. Araştırma verileri 5 tema ve 37 alt tema altında analiz edilmiştir. Araştırma sonucunda velilerin ilgisizliği, velilerin çocukları şımartması, öğrencilerin disiplinsiz davranışları, öğretmen ve personelin gereksiz yere rapor ve izin alması gibi durumların okul yöneticilerinde strese neden olduğu saptanmıştır. Stresin okul içerisinde gerginliğe ve huzursuzluğa yol açtığı, sosyal ilişkileri olumsuz etkilediği, baş ağrısı, mide yanması, iştahsızlık, gerginlik ve uykusuzluk gibi sağlık problemlerine neden olduğu ortaya çıkmıştır. Okul yöneticilerinin strese karşı başkalarıyla konuşarak rahatlama, stresli ortamlardan uzak durma, spor yapmak, kitap okumak, strese karşı duyarsızlaşma, iyimser olma, güzel şeyler düşünme, empati kurma ve strese sebep olan olayların çözümüne odaklanmak türünden farklı yollar denedikleri saptanmıştır. **Anahtar Sözcükler:** Okul yöneticileri, stres, stres kaynakları, stresle baş etme

Stress Sources of School Principals' and Ways of Coping with Stress: A Qualitative Analysis

Article Information	ABSTRACT
Received: 21.01.2020 *Accepted*: 21.10.2020 *Online First*: 16.12.2020 *Published*: 31.01.2022	This study aims to determine the sources of stress of school principals' and ways of coping with stress. The research is in a descriptive survey model and it is carried out as a case study. Study group consists of 11 school administrators who were working in the city center of Siirt in the 2017-2018 academic year and were selected by criterion sampling from purposeful sampling methods. In the collection of research data, a semi structured individual interview form was used. The data of the research were analyzed by descriptive analysis. The research data were analyzed under 5 themes and 37 sub-themes. As a result of the research, it was determined that parents' indifference, indecisive behaviors of parents, undocumented behaviors of teachers, unnecessary reports and permission of teachers and staff, the empty lectures of the students and the unimportance of the given task cause stress in the school administrators. It has been revealed that stress causes tension and discomfort in the school, negatively affects social relations, causes health problems such as headache, heartburn, anorexia, tension and insomnia. It has been determined that school administrators have tried different ways to relieve stress, to stay away from stressful environments, to do sports, to read books, to be insensitive to stress, to be optimistic, to think about beautiful things, to develop empathy and to solve stressful events. **Keywords:** School principals, stress, sources of stress, coping with stress

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1. INTRODUCTION

The rapid and dizzying developments, urbanization and globalization in the modern era have begun to affect human life in various aspects. Many factors resulting from working conditions, social relations and physical environment have made it imperative for individuals and organizations to closely follow these developments and changes. In this regard, stress has been one of the negative reflections of the necessity to adapt to change and development for individuals and organizations (Kırel, 2013; Yılmaz and Ekici, 2003). Today, these changes and developments cause a decrease in the quality of life and pressure on the members of the organization trying to fulfill their individual and professional responsibilities. This pressure on the members of the organization is defined as stress (Yamuç and Türker, 2015). The ability to cope with stress, which is regarded as the disease of modern age, and the long-term survival of organizations has brought the struggle against stress to the agenda (Özen, 2013).

Stress, which derives from the words "estrictia" in Latin and "estrece" in French, has been used to mean to identify diverse definitions in different periods. To illustrate, stress was used in the 17th century in terms of sadness and grief, and in the 18th and 19th centuries it was used for a psychological process in terms of pressure, difficulty and power (Güney, 2015; Torun, 1997). The definitions and meanings attributed to stress generally indicate negative conditions. For this reason, stress is defined as the psychological and physiological reactions of the person to the incidents that one perceives as threatening or deteriorating (Steers, 1981; Moorehead and Griffin, 2000; Riggio, 2014). Stress is also described as the disorder caused by various negative In other words, a certain level of stress can have beneficial consequences for achieving new methods and personal development (Akgemci, 2001) factors in humans (Türk Dil Kurumu [TDK], 2018) or as the challenging behavior shown to cope with a danger (Rout, 2002).

Stress cannot be defined only as an undesirable and negative connotation (Quick and Quick, 1984). It can be said that stress to a certain level can have positive effects for individuals. In this context, it is stated that while positive stress provides immediate and rapid response in important situations, destructive stress restrains individuals or organizational life, and results in decreasing attendance and job satisfaction within the organization (Rosenthal and Pijnenburg, 1991). Contrary to common belief, Rowshan (2003) recognizes stress as an effective motivation tool that adds color to life. Stress can provide benefits in the form of energy, contributing to the enthusiasm for accomplishing an assignment in organizational life.

When stress factors are examined, individual stress sources, environmental stress sources and organizational stress sources can be mentioned. Individual sources of stress are directly related to the individual's personality and nature. Personality characteristics of an individual determine the level of protection from stress. Hard tempered people may be more resistant to stress than benign people (Eren, 2001; Graham, 2002). The meanings attributed to incidents can be decisive in individual stress sources. Our intellectual and interpretive strategies about daily events are capable of preventing or increasing stress (Tutar, 2000). Sources of environmental stress may be caused by economic conditions (changes in the business world, contraction and economic uncertainties), political conditions (political instability and frequent government change), technological conditions (technological change and advances, inability to keep pace with technological change), conditions of social environment (an oppressive, over-controlling and judgmental social environment), conditions of physical environment (noise and environmental pollution) and social and cultural conditions (resistance to change of customs and traditions) caused by factors other than individuals (Robbins and Judge, 2012). As another source of stress, organizational stress consists of factors stemming from the work environment and organizational structure of the members of the organization (Özdevecioğlu, 2004). The working conditions of the organizations, the technology they use, organizational conflicts and problems cause stress within the organization (Aydın, 2004). According to Tınaz (2005), the distant place of work, shift-work system, weak relations and negativities within the organization are the factors that may cause organizational stress. Stress sources in organizations are classified in the literature in different ways: stress sources related to work (overwork, difficulty and uncertainty of work), stress sources related to organizational structure and policies (centralism, injustice in promotions, lack of objective success criteria, incomplete information), stress sources related to physical conditions (inadequate lighting, work accidents, extreme hot or cold working environments, toxic substances and radiation), stress sources related to organizational role (role conflict, inability to perceive role) and stress sources related to human resources (lack of job security, insufficiency of wages, insufficiencies in social rights and benefits) (Brown, Jones and Leigh, 2005; Evans and Johnson, 2000; Soysal, 2009).

Individuals suffering from stress may have symptoms such as anxiety, tension, sleep disturbance, excessive smoking and alcohol use, high blood pressure, neuroticism and digestive problems (Frone, 2008). Braham's stress-related symptoms (1998) include physical symptoms resulting in headaches, irregular sleep, ulcers, and hyperhidrosis; emotional symptoms resulting in depression, tension, excessive anger, aggression; mental symptoms resulting in forgetfulness, confusion, increased errors, and reduced judgment; social symptoms that result in insecurity against others, remaining silent, taking an offensive attitude and being too defensive. Stress symptoms of employees in organizational life are similar to general stress symptoms, but can also take the form of different reactions. As a matter of fact, among the organizational symptoms of stress, reactions such as being late for work, early departure, absenteeism, dislike of work, alienation to work, decrease in organizational commitment and negative changes in job performance can be demonstrated (Boswell and Olson-Buchanan, 2004; Cavanaugh, Boswell, Roehling and Boudreau, 2000; Sökmen, 2005).

When the individual is under intense stress in daily life, it is possible to experience social and psychological problems and uncertainty that affect job productivity within the organization. This problem interferes with an individual's social and organizational relationships (Korkmaz and Ceylan, 2012) and paves the way for important consequences on people's physical and psychological health such as depression, anxiety disorder and body pain (Misra, McKean, West and Russo, 2000). Additionally, another important consequence of stress is burnout. Nonetheless, burnout occurs at the point where the power of the individual depletes and it occurs under the responsibility of the task (Silah, 2005). It cannot be said that stress always leads to negative consequences. In other words, while low or optimum level stress increases the success, high level stress decreases it. Therefore, low-level stress may be beneficial, whereas continuous and progressive stress may have negative consequences (Özen, 2013).

Stress management, also referred to as coping with it, is essential for the protection of human health and the maintenance of a productive life. Stress management, which is to minimize the negative effects of stress on life, aims to reduce and eliminate stress or strengthen the emotional reactions (Güney, 2015). The personality traits of the individual play an effective role in the prevention and reduction of stress that can occur at any moment in human life. Individuals with healthy personalities prefer active ways of coping with stress such as social support or problem solving strategies, whereas individuals with personality disorders prefer passive ways such as denial and avoidance (Korkut, 2004). In this respect, both individuals and organizations experience great efforts and costs in order to eliminate stress, minimize its effects and keep it at an optimum level for the employees (Tutar, 2000).

Stress control techniques can be classified into three groups: physical methods, mental methods and behavioral methods. Physical techniques include physical practice, eating patterns, respiratory management, deep breathing and movement habits. Mental techniques include altering unacceptable and false notions, regulation, prayer and worship. Behavioral techniques consist of anger defeat, meditation, yoga, time management, social habits (Stein, 2001). Besides these techniques, participatory management in individual and organizational context, cognitive restructuring, target setting activities, providing a supportive and team-oriented business environment, resolution of conflicts, regular holiday, changing physical working conditions and avoidance of unnecessary competition are other techniques that can be used effectively in coping with stress (Eren, 2001; Koçel, 2001; Lowe and Bennett, 2003; Mueser, Rosenberg and Rosenberg, 2009).

As it can be seen, it is inevitable that the dominant stress in all areas of individual and organizational life will prevail in educational institutions and school administrators. For this reason, administrators in educational institutions may confront indigenous stress sources (Özdağ, Aydın, Ünsal, Saydam and Akçakoyun, 2009). However, schools have to educate individuals who are able to think flexibly, have problem solving skills, social, healthy and harmonious. The school's ability to achieve these goals is largely dependent on a healthy, tensionless and stress-free environment. As the tension of education workers reaches a level that is socially and cognitively detrimental, the efficiency of the teaching-learning process decreases and it can cause direct damage to students (Ünal, 2009). Because the inefficiency of the school administrator working in a stressful environment will have negative reflections on students, teachers and society. For this reason, it is of great importance for school administrators to predict which events or situations can cause stress in the school and to implement ways of coping with stress within the school (Kayum, 2002).

Factors causing stress in school environments vary in content. Rees (1989) collected the stress factors experienced in school under the headings of working environment (inadequate heating, cleaning problems), organizational reasons (unnecessary meetings, role conflict, job uncertainty), interpersonal relationships (lack of support among teachers, lack of time to build good relationships), students (student discipline problems, lack of guidance services for students), community and parents (events that aggravated the media and various demands from the environment). Hall Reynolds and O'Dwyer (2008) also pointed out that excessive demand and high expectations for school administrators cause stress or anxiety.

In the literature, it has been determined that various factors mainly about the working conditions, such as problems about managerial processes, workload, school level and political issues cause stress in school administrators. In this context, research conducted by Borg, Riding and Falzon (1991) and Buckingham (2004) revealed that role conflict, role uncertainty, excessive workload, salary and workplace conditions, undisciplined behavior of students and insufficient resources in school administrators cause intense stress. According to the research conducted by Bayrakçı (2001), school administrators consider factors that develop outside themselves and cannot be controlled, as a source of stress. Kayum (2002) summarizes the factors that cause stress in school administrators as late teacher appointments, deficiencies in course materials, problems in administrator appointments, insensitivity of relevant institutions to schools, low number of servants and importance given to quantity rather than quality. In the study of Ural (2002), it was found out that the stress faced by the school principals was mainly due to political pressures, low number of employees, workload density, lack of time for family and social life. In the study conducted by Özdağ and others (2009), it was found that school administrators were frequently stressed and that secondary school administrators experienced more stress than primary school administrators. In the research of Madenoğlu (2013), the stress sources of educational administrators were determined as excessive responsibilities, heavy workload, irregular work and unfair practices. Yılmaztürk (2013), on the other hand, found that the organizational stress level of school administrators was higher among females and administrators of schools with a high number of teachers. Günbayı and Akcan (2013) emphasized that school administrators get stressed over the staff, senior management, financial incapabilities, media pressure, parents, students and the social environment and that these sources of stress vary widely and it reduces productivity at school. According

to Turhan et. all (2018), the level of managerial resourcefulness, cautiousness and decisiveness have high and significant impact on the stress and depression of school administrators. It has been reported that the causes of stress in workplaces of school administrators are variables such as routine jobs, uncertainties in job roles, status of the job, role conflict, personality-role mismatch, structure of the institution, business relations, professional development, participation in work, workload, promotion, job insecurity (Çevik, 2017; Avcı and Bozgeyikli, 2017; Demirbilek and Bakioğlu, 2019; Kaplan Sayi and Kul, 2020). In addition to these studies, there are national and international researches that investigate the factors that cause stress in teachers (Gündüz and Can, 2011; Akpınar, 2006; Borg, Riding and Falzon, 1991; Demirci, 2015; Doğan, 2008; Karadavut, 2005; Lazuras, 2006; Özdayı, 1990; Pervez and Hanif, 2003), students (Epli Koç, 2006; Kyriacou and Chien, 2004; Luzumlu, 2013; Mutlu, 2017; Oral, 2004; Williams and Mc Gillicuddy, 2000) and university lecturers (Balcı, 2000; Kaya, 2006; Yumuşak, 2007).

One of the organizations where stress can be experienced most is the educational institutions. Schools are exposed to stress intensively. School administrators who are responsible for the management and operation of schools are likely to face many stress-causing factors such as teachers, staff, parents, students, legislation, provincial administrators and social environment. In addition, the stress of school administrators is thought to have direct or indirect negative effects on all school stakeholders, especially teachers, students and parents.

In other words, the stress of school administrators in management processes can be seen as an important obstacle in terms of realizing the goals and visions of schools. In this respect, revealing the stress sources of the school administrators and identifying their ways of coping with stress sources can contribute to the school administrators to work in desired environments. An important difference of our research is that the opinions of school administrators working in primary, secondary and high schools about stress and ways of coping with stress are presented from a multiple perspective by presenting descriptive data on the basis of a case study and collectively in a comparative way of different school levels. It is estimated that the research will make a contribution to achieving the desired quality and success in school management by drawing attention to the importance of stress in school administrators.

1.1. Aim of the Study

The aim of this study is to determine the sources of stress, the ways of coping with the stress of school administrators working in primary, secondary and high schools. In line with this purpose, the following questions have been sought:

1. What are the events or situations that cause stress in school administrators?
2. What are the reflections and consequences of the stress experienced by school administrators to the school?
3. How does stress affect school administrators' social relationships?
4. What is the effect of stress on the health of school administrators?
5. What are the ways school administrators cope with stress?

2. METHODS

This part of the research consists of the research model, study group, data collection and analysis, validity and reliability subheadings.

2.1. Research Model

In this descriptive survey, case study was used which is one of the qualitative research methods. Survey models are trying to define the events or situations that are aimed to be investigated under its intrinsic conditions (Karasar, 2002). Case study is an in-depth and detailed examination of the research topic with a holistic approach, focusing on why and how questions (Merriam, 2013; Yıldırım and Şimşek, 2013; Yin, 2003).

2.2. Study Group

The study group consists of 11 school administrators (director and deputy director) working in primary, secondary and high school of Siirt, Turkey in the 2017-2018 academic year. The participants working in schools where stress sources thought to be intense were prioritized. Due to reasons such as their purpose of existence and populations, preschool institutions are excluded from the scope of the research considering that the stress factors experienced by preschool administrators are based on different reasons than other educational levels. For this reason, criterion sampling which is one of the purposive sampling methods was used in the selection of school administrators. Criterion sampling is that participants or observation units include persons, objects or situations with certain characteristics according to predetermined criteria (Patton, 2002). In the study, the criteria of the study group were that schools are located in Siirt city center especially in disadvantageous and problematic areas, and participants are from different education levels except from preschool. Information on school administrators in the study group is given in Table 1.

Table 1.
Demographic Information of School Administrators

Position	Gender	Marital Status	School grade	Seniority in administration (Year)	School population	Socio-economic status of school	Educational background
Principal	Male	Single	Primary	12	750	Medium	Bachelor
Principal	Male	Married	Primary	12	515	High	Bachelor
Deputy principal	Male	Married	Primary	8	614	Low	Bachelor
Deputy principal	Male	Married	Primary	9	924	High	Master
Principal	Male	Married	Secondary	12	740	Medium	Bachelor
Principal	Male	Married	Secondary	3	485	High	Master
Deputy principal	Male	Married	Secondary	2	740	High	Bachelor
Deputy principal	Male	Married	Secondary	5	987	Low	Bachelor
Principal	Male	Married	High	9	513	Medium	Bachelor
Principal	Male	Married	High	8	670	Medium	Bachelor
Deputy principal	Male	Married	High	13	1300	Medium	Bachelor

As can be seen in Table 1, primary and secondary school administrators are represented by 2 principals and 2 deputy principals, and high school administrators are represented by 2 principals and 1 deputy principals and a total of 11 school administrators were interviewed. All participants are male and one primary school principal is single, while the rest are married. 4 of the school administrators have seniority in administration for 12 years and over, 4 of them have seniority in administration for 8 years and over, the remaining 3 have seniority in administration between 2 and 5 years. The number of students in schools varies between 485 and 1300. In addition, 2 school administrators have graduate degrees while the remaining school administrators have undergraduate degrees.

2.3. Data Collection and Analysis

The data of the study were collected by individual interview technique. For this purpose, a semi-structured interview form was prepared in accordance with the case study and in line with expert opinions. In the interview form, the school administrators were asked the following questions: (1) What are the events or situations that cause you stress in school? (2) What are the possible effects and consequences of stress in your school? (3) How does stress experienced in school affect your social relationships? (4) What are the effects of stress on your health? (5) What are your ways of coping with stress?

In-depth individual interviews were conducted with 11 school principals for approximately one month and totaling up to 6.5 hours. Individual interviews lasted 30-45 minutes on average. The interviews were conducted at the place and time designated by the school administrators. Prior to the individual interviews, the participants were informed about the rationale, purpose and importance of the research. It was explained that the data to be collected for the research would be used for scientific purposes, no identity information would be disclosed, there was no risk in the research, and that the recording of the interviews on the voice recorder was entirely dependent on individual permission. A volunteer consent form was prepared and presented to the participants, indicating that the participants could withdraw from the research at any time. Voice recorder was not used during the interviews as it was observed that the participants did not lean to the voice recorder. In cases where incomprehensible or incomplete information was felt during the interviews, alternative and follow-up questions were also included which were appropriate to the purpose of the study and to illuminate the participants.

The data obtained from the study were analyzed with descriptive analysis, which is one of the qualitative research methods. Descriptive analysis is the summarization and interpretation of data according to predetermined themes. In descriptive analysis, data can be presented both according to the themes of the research questions and the questions used in the interview and observation processes (Yıldırım and Şimşek, 2013). In this context, the opinions of the school administrators were interpreted with the individual interview form. . The data obtained through the interviews were analyzed using the descriptive analysis technique in accordance with the predetermined themes in the semi-structured interview form. Each of the answers given by the participants was read and coded under the related questions by two researchers by comparing the similarities and differences of the sub-themes in regard to predetermined themes. After comparing the sub-themes of the researchers under the predetermined themes, a consensus was reached by discussing the differences and were supported under the themes and sub-themes with the direct quotations of the participants. Symbols and coding were used instead of names of school principals during the interviews. Accordingly, the coding symbols were as follow: primary school principals as "İM", primary school deputy principals as "İY", secondary school principals as "OM", secondary school deputy principals as "OY", high school principals as "LM", high school deputy principals as "LY'' and a number was given next to each participant's code. As a result of the analysis

of the research data, 5 predetermined themes and associated 37 sub-themes are presented in detail in the findings section in Table.2.

2.4. Validity and Reliability

In order to ensure the validity and reliability of the study, no guiding attitude was exhibited during the individual interviews, the data collected from the participants were confirmed to the participants, so the subjective judgments were not interfered with during the data collection process. The questions in the semi-structured interview form were prepared in consequence of a comprehensive literature review and 3 expert opinions (2 educational administration field experts and 1 psychological counseling and guidance field expert). It was noted that the questions in the interview form were appropriate for the purpose of the research. In order to increase the consistency of the research data, an interview was held with a school principal who did not enter the study group. Thus, a preliminary idea about the questions was obtained for the issues to be considered during the interviews. In order to increase the reliability of the study, all of the findings were given directly without comments. Additionally, scientific ethical rules were regarded such as providing satisfactory and explanatory information to the participants about the research, sharing the results obtained at the end of the research and expressing the views of the participants literally. All interviews were documented, the use of an understandable language was provided and direct quotations were made when necessary. In direct quotations, criteria such as suitability to the theme, explanatory and multiplicity were taken into consideration (Ünver, Bümen and Başbay, 2010).

3. FINDINGS

In this section, the findings are presented as subheadings that include questions directed to school administrators.

3.1. Events and Situations Causing Stress in School Administrators

In this subheading, the school administrators are asked what the events are or situations that cause you stress in the school. In this subheading, the school administrators are asked what the events are or situations that cause you stress in the school. The theme and sub-themes obtained as a result of the analysis of the opinions of the administrators participating in the study are presented in Table 2. In addition, direct quotations from the important views of the participants regarding this theme are presented in the continuation of Table 2.

Table 2.
School Administrators' Views on Stress Sources

Themes	Sub-themes	Participants	f
Stressors	Parents' requests and complaints	İM1,OM1, OM2, OY2,LM1	5
	Irresponsible teacher behaviors	İY1, İY2, LM1, LM2, LY1	5
	Managerial duties and conflicts	İY1, İY2, OY1, LM2, LY1	5
	Students	İY2, OY2, LM1, LM2	4
	Accidents and injuries	İM1, İM2,İY2	3
	Relations with stakeholders	İY2	1
		Total	23

According to Table 2, parents' requests and complaints, irresponsible teacher behaviors and managerial duties and conflicts are the most frequent stress sources for primary school principals. Accordingly, primary school principals state the events and situations that cause stress in the school as "accidents and injuries that occur during the day and during the course entry-exit hours, parents' requests and complaints about the students'' (İM1) and "concerns about school safety out of school working hours, students transported by service vehicle, the possibility of younger students being damaged during break times" (İM2). While one of the elementary school deputy principals İY1 lists the situations that cause stress in the school as "teachers' failure to perform their duties, teachers do not display the necessary sensitivity on watch duty, parental over-pampering as well as not educating students well and conflicts in the implementation of the decisions made with the school principal", İY2 classifies the factors that cause stress as "the absence of a fire ladder in the school, a teacher with a sick leave, the students leaving the school without permission, and the school stairs being narrow and inadequate". The opinions of some primary school administrators regarding this subheading are as follows:

> "Accidents, injuries and physical incidents that happen to students in the school cause stress in us. Working in an educational environment for young age students also puts constant pressure on us." (İM1)
> "Parents do not educate their children well enough. Families accuse the teacher or administrators even in the slightest mistake. Parents taking sides of their children in any case and indulging their children are problematic..." (İY1)

OM1, one of the middle school administrators, explains the stressful situations as follow: the teacher and the administrators are subjected to verbal attacks or assaults by the parents, the falsified news of the media, and the misuse of the ALO 147 complaint line, the intensive workload and the lack of authority to impose sanctions on the students. On the other hand, OM2 explains that teachers do not attend the class on time, that servants constantly leave their jobs to each other, that there are a lot of problems

and responsibilities in watch duties. Apart from these factors, problems arising from sharing the same building, the continuous increase in student population, the lack of teachers in class (OY1), the growth of the disagreements between the students after the parents' involvement (OY2) are also stated to cause stress. The views of some secondary school administrators are as follows:

> *"As a school administrator, we face all kinds of insults and charges against the parents. No sanctions are imposed on the parent who makes them, we are left alone. The ALO 147 complaint line can have a very negative impact on us and our teachers." (OM1)*
> *"Students can injure each other during breaks or classes. Before these complaints reach us, parents come to school and try to solve the problem in their own way. As a matter of fact, this makes us stressed." (OY2)*

High school principals explain the stressful situations as follow: teachers' failure to attend school due to random sick leave, undisciplined behavior of students, adaptation problems of students in dormitory, parents always justifying their child, failure in academic achievement due to low student level (LM1); retarding of work by servants, indifference of students to the lessons, not receiving a recompense for work, the staff not deserving their salary when nothing can be done (LM2); failure to appoint teachers on time, unnecessary correspondence and excessive bureaucratic procedures, sudden and unexpected changes (LY1)". As a matter of fact, some high school administrators' views are as follows:

> *"School personnel and teachers' unnecessarily reports and permissions disrupt the school's balance. Because of the empty lessons, students' undisciplined behavior and our losing control over the students can make the school unbearable." (LM1)*
> *"In fact, if an administrator cares about his/her job, all the problems in the school cause stress to him/her. However, if he/she is not obsessed with anything and is very comfortable, they will not naturally experience stress. Even the presence of staff and administrators who receive the same wages without working or laboring can stress me." (LM2)*

As can be seen, it was found that the stress sources of the school administrators who participated in the research were mostly caused by human factors. Almost all of the school administrators seem to cause stress, such as parents' indifference or pampering of children, undisciplined behavior of students, unnecessary sick leaves and permission of teachers and staff, and having empty lessons.

3.2. Possible Reflections and Results of the Stress at School

In this subsection, "What are the possible effects and consequences of stress in your school?" the question was directed to the school administrators. The theme and sub-themes obtained as a result of the analysis of the opinions of the administrators participating in the study are presented in Table 3. In addition, direct quotations from the important views of the participants regarding this theme are presented in the continuation of Table 3.

Table 3.
School Administrators' Views on Reflections and Results of Stress at School

Themes	Sub-themes	Participants	f
Reflection and Results at School	Increased in-school miscommunication	İM1, İY1, OM1, OY2	4
	Unhappy and anxious school environment	İM1, İY1, İY2, LM1	4
	Distracting people and distant relationships	İM2, OM2, LM1, LM2	4
	Decline in academic success	OM1, OY1	2
	Even a small matter becomes a problem	İM2, İY2	2
	Giving the key message	LM2	1
	Low motivation	İM1	1
	Poor performance	İM1	1
	Conflicts (OM1)	OM1	1
	Withdrawing into its shell	İY1	1
	Trying for not to reflect	LY1	1
		Total	22

According to Table 3, increased in-school miscommunication, unhappy and anxious school environment, distracting people and distant relationships are the most frequently mentioned results of stress for primary school principals. Almost all of the school administrators think that the reflections of the stress experienced in the school cause tension and negative results. However, LM2, one of the high school administrators, states that the stress experienced may have positive effects and consequences in some cases:

> *"When I experience stress at school, the symptoms of this are immediately reflected in my face. So I give my message and reaction to the other person. This has both positive and negative sides. On the positive side, the other person understands what the problem is and tries to correct himself accordingly. The downside is that you can unintentionally break people." (LM2)*

Potential consequences of school administrators' stress are low motivation (İM1), increased in-school miscommunication (İM1, İY1, OM1, OY2), unhappy and anxious school environment (İM1, İY1, İY2, LM1), poor performance (İM1), emergence of conflicts (OM1), decline in academic success (OM1, OY1), even a small matter becomes a problem (İM2, İY2), distracting people and distant relationships (İM2, OM2, LM1, LM2), withdrawing into its shell (İY1). The views of some school administrators are as follows:

"I can be very offensive on stressful days. I have sudden anger on something I don't normally react to. I can even break the hearts of the staff that I love very much and I can treat others very distant and cold. I regret it later, but it's too late." (İM2)
"I believe that stress indirectly has an impact on student achievement. Because, the stressful manager has negative effects on the teacher and the stressful teacher has negative effects on the student. It is not possible that the school and student achievement will not be affected by the stress that everyone as a stakeholder is affected in some way." (OY1)

Unlike the other administrators, LY1 stated that he tried not to reflect this situation to the school and the teachers even if it was stressful. According to LY1, the school principal must always keep his composure and be professional. The views of LY1 in this context are as follows:

"I'm trying not to reflect my stress out too much. Because the more people I get stressed with, the greater the damage. I'm trying to hide my stress or not show it. After all, as school administrators, we all have to work professionally." (LY1)

3.3. Reflections and Results of Stress in School on Social Relations

In this subheading, the school administrators are asked how stress experienced in school affects their social relationships. The theme and sub-themes obtained as a result of the analysis of the opinions of the administrators participating in the study are presented in Table 4. In addition, direct quotations from the important views of the participants regarding this theme are presented in the continuation of Table 4.

Table 4.
School Administrators' Views on Results of Stress on Social Relations

Themes	Sub-themes	Participants	f
Reflection and Results on Social Relations	Negatively affected family and friendship relations	İM2, İY1, İY2, OM2, OY2, LM2, LY1	7
	Not interacting with others and being alone	İM1, LM1	2
	Positive communication	OY1, LM2	2
	Making social life unbearable	İM2	1
		Total	12

According to Table 4, negatively affected family and friendship relations are the most frequently mentioned results of stress on the social relations for primary school principals. Most of the school administrators stated that the stress they experienced in school interrupted and negatively affected family and friendship relations (İM2, İY1, İY2, OM2, OY2, LM2, and LY1).

"Family and friend groups have a relaxing function for me. I share my troubles and joys firstly with my family and then with my friends. In a sense, it will comfort me. When I am stressed, I cannot communicate with my family and friends. I get into a strange mood when I'm stressed and I want to get away from people all the time." (OM2)
"The stress we experience at school can indirectly affect our lives and relationships. Since a human being is an emotional being, stress is reflected in his/her whole life. Stress inevitably interferes with our social relationships." (İY2)

School administrators also consider the effects of stress on social relations as not interacting with others and being alone (İM1, LM1), and making social life unbearable due to stress (İM2). In this regard, LM1 states:

"When I am stressed, I cannot tolerate even the smallest voice and I want to get away from my friends. My behavior often leads to misunderstandings by my friends. But what should I do? Only by doing so can I overcome stress." (LM1)

Unlike other school principals, OY1 and LM2 think that stress in social relations does not cause any negative situation and sometimes it enables them to communicate with others. The opinions of OY1 and LM2 are as follows:

"I try to make sure that stress does not harm my social relations as much as possible. I'm trying not to project it out unless there are too many stressful situations. I don't think I have the right to stress other people because of the stress I'm experiencing at school. I don't let stress stop my routine work." (OY1)

"I feel the need to explain my stressful situations to my close relatives. My friends' conversations and suggestions about the solutions make me incredibly comfortable. Stress at school does not negatively affect the relationships in my social environment, but on the contrary contributes to my interaction with my friends." (LM2)

3.4. Health Problems Caused by Stress

In this subsection, "What are the effects of stress on your health?" the question was directed to the school administrators. The theme and sub-themes obtained as a result of the analysis of the opinions of the administrators participating in the study are presented in Table 5. In addition, direct quotations from the important views of the participants regarding this theme are presented in the continuation of Table 5.

Table 5.
School Administrators' Views on Health Problems Due to Stressors

Themes	Sub-themes	Participants	f
Health Problems	Physical illness	İM1, İM2, OM1, OM2, OY1, İY1	6
	Anxiety and concerns	İM1, İM2, İY1	3
	Insomnia	OM1	1
	Overeating	OM1	1
	Peleda	İY2	1
	Smoking	LM1	1
	Nail biting	İY2	1
	Increase in psoriasis	LY1	1
		Total	15

According to Table 5, physical illness anxiety and concerns are the most frequently mentioned health problems due to stress for primary school principals. The responses of the participants indicate that stress causes physical and psychological disorders. In this context, it was determined that headaches were the most common physical illness (İM1, İM2, OM2, OY1), and anxiety and concerns were the highest psychological disorders (İM1, İM2, İY1) in school administrators. The views of some school administrators are as follows:

"When I am much stressed, I have a severe headache as well as excessive sweating. I also get headaches when I'm not stressed. However, when I have headaches because of stress, my pain does not stop without severe medical care." (OM2)
"I'm experiencing more of the psychological effects of stress. As a result of my stress, I cannot control my anger, and changes in my mental state irritate me." (İY1)

As a result of the stress, school administrators revealed that they experienced conditions that disturbed them in terms of health such as loss of appetite (İM1), increase in existing diseases (İM1, İY1), digestion and disruption of the intestinal system (OM1), insomnia (OM1) and overeating (OM1). The opinions of IM1 on this subject are as follows:

"In the last two years, as a result of backache, I had a herniated disk surgery. Even though it has been about 8 months, my pain continues. I am of the opinion that this disorder is caused by being an administrator, doing a desk job and experiencing a lot of stress. I think my work stress is at least an important factor in my hernia." (İM1)

LM1 stated that stress increases cigarette consumption, and İY2 bites nails in stressful situations and has a significant increase of pelada in beard area. Similarly, LY1 states that psoriasis increases when stressed. The opinions of the school administrators, İY2 and LY1, are as follows:

"I had a nail biting habit for a long time. I left the habit after a while after being appointed as a teacher. But after being appointed as an administrator, I began to bite my nails unnoticed. There must be a big share of the stress I experienced in school in my nail biting habit again. In fact, I didn't have a pelada before, and I saw that it was appearing on a part of my beard. I saw a doctor. The doctor said the intense workload and stress triggered the disease. I was treated. For a short time it was like the disease heals. However, as the stress continued, it did not recover completely. Particularly during the enrollment period and in the first months of school, my disease has increased significantly due to stress. I once again realized that stress is the reason of all diseases." (İY2)
"I have hereditary psoriasis. Even a little boredom, sadness and unhappiness trigger psoriasis. Most of the drugs I take are inadequate to prevent psoriasis because of stress. Because we are faced with situations and problems that cause constant stress from parents, students, teachers and staff at school." (LY1)

3.5. Ways of School Administrators Coping with Stress

In this subheading, the school administrators are asked about their ways of coping with stress. I The theme and sub-themes obtained as a result of the analysis of the opinions of the administrators participating in the study are presented in Table 6. In

addition, direct quotations from the important views of the participants regarding this theme are presented in the continuation of Table 6.

Table 6.
School Administrators' Views on Ways of Coping with Stress

Themes	Sub-themes	Participants	f
	Relaxation by talking about stress	İM1, İY1, OM1, OY2, LM2	5
	Leave the place	İM2, İY1, OM2, LM1	4
	Creating resting time	OY1, OY2	2
	Empathizing	İY1, LY1	2
Ways of Coping	Focusing on solution	OY1, LM1	2
	Doing favorite tasks and hobbies	İM1	1
	Thinking positively and being optimistic	İY1	1
	Empathizing	LY1	1
		Total	18

According to Table 6, relaxation by talking about stress and leaving the place are the most frequent ways of coping with stress for primary school principals. In order to cope with stress, it was found that school administrators preferred to more relaxation by talking about stress (İM1, İY1, OM1, OY2, LM2) and leaving the place where the stressful event occurred (İM2, İY1, OM2, LM1). The views of some school heads on these ways of coping are as follows:

> *"I'm looking for friends who can relieve me and reduce my stress. I meet my friends that I enjoy socializing with, and try to overcome my stress by talking to them. I also talk to my elders who I respect very much for their opinion and knowledge, and I go to get their ideas. As a principal, I try to use the different ways of coping with stress that is the plague of our age." (OY2)*
> *"Stress and stressful environments should be avoided as much as possible. If I realize that an environment will cause stress to me, I will definitely not enter that environment. For me, acting this way is an effective way to keep away from or reduce stress." (OM2)*

IM1, one of the school administrators, states that he/she sometimes becomes insensitive to stress and struggles with stress by doing favorite tasks and hobbies. Nonetheless, İY1 stated that they try to overcome stress by thinking positively and being optimistic to the events, while OY1 and OY2 try to cope with stress by resting and allocating time for themselves. The views of some administrators are as follows:

> *"I feel that situations that cause stress in a normal person do not stress me anymore. So in a sense, people become insensitive to stress. I'm not complaining at all. Because it is much more frustrating for people to worry about themselves and to stress about everything. Since stress is a part of life, we need to learn to live with stress." (İM1)*
> *"As school administrators, we are unfair to ourselves. We don't allocate time for ourselves and our family. In a busy hustle and bustle, we neglect ourselves and our family. So I try to overcome my stress by taking time for myself and my family and resting abundantly." (İY1)*

The participants added that as a way of coping with stress, they tried to speed up the solution of the problems by empathizing, doing sports, reading books (İY1, LY1) and focusing on the solution of the stressful event (OY1, LM1). Accordingly, the views of some school administrators were as follows:

> *"Today, more than half of the problems stem from the lack of empathy. Thinking everything one-sided and approaching events unilaterally deepens our stress. I think our stress sources are directly related to empathy. We are intensely confronted with stress because we do not put ourselves in the shoes of others and think very narrowly. If we want to overcome stress, we need to develop our empathy." (LY1)*
> *"I try to calm down in the event or situation that caused the stress. I resolve stress-causing events well and find a middle way as possible to eliminate stress. I do my best by going down to the original source of the problem so that the stressful situation does not last longer." (OY1)*
> *"If a person is a source of stress, I will refine the thought through the event, and then in a reasonable manner, I will communicate with the person concerned. I express my feelings and thoughts to him/her clearly. So I try to solve the problem that causes stress. Because even the worst solution is much better than being stressful…" (LM1)*

4. DISCUSSION, CONCLUSION and SUGGESTIONS

The purpose of this study is to examine the opinions of school administrators working in primary, secondary and high schools about stress and ways of coping with stress in detail. The findings and results of the study prove that school administrators face various problems in the struggle against stress. In this context, the findings and results of the research are similar to the findings and results of the researches of the same topic in terms of the school principals' stress sources (Mahfouz, 2020; Çevik, 2017;

Avcı and Bozgeyikli, 2017; Demirbilek and Bakioğlu, 2019; Kaplan Sayi and Kul, 2020; Bayrakcı, 2001; Borg, Riding and Falzon, 1991; Buckingham, 2004; Eren, 2001; Günbayı and Akcan, 2013; Kaya, 2004; Kayum, 2002; Kıral, Kıral and Taşdan, 2009; Madenoğlu, 2013; Robbins and Judge, 2012; Ural, 2002).

When the events and situations causing stress in school administrators were examined, it was found that the stress factors for almost all of the participants were as the lack of interest or indulgence behaviors of the parents, undisciplined behavior of students, unnecessary sick leaves and permission of teachers and staff, no teacher in class and the disregard of the given task. In addition, concerns about school safety, accidents and injuries at school, heavy workload, physical structure of the school, delays in teacher appointments, problems related to watch duties, adaptation problems of students, verbal or physical attacks by parents, excessive responsibilities, school service vehicles, problems caused by staff and continuous increase in student availability caused constant stress on school administrators. The problems of administrators causing stress show similarities with the study of Can (2015), where the problems of the Turkish Education System are determined according to the perceptions of teachers and school principals. According to Keman (2019), lack of professional competence, heavy bureaucratic affairs, negative attitudes towards school administrators, deficiencies in the rewarding system, problems in communication, insufficient legal regulations, dealing with unfounded complaints, paperwork increasing the workload, physical and financial difficulties, problems caused by parents, insufficient in-service training, problems with the use of buildings, avoidance of teachers from taking responsibility and lack of sense of belonging, students' compliance and discipline problems, have negative effects on school administrators.

The stress sources of the school administrators who participated in the research were mostly caused by human factors. It is natural that human-induced stress factors are more intense in organizations especially in educational institutions when compared to other stress factors. Because it is impossible for the managers to decline to interact with the people to avoid stress. According to Can (2017), the inadequacy of teacher selection, uncertainty in education policies, continuous change in the education system, inadequate teacher organization, lack of purpose and motivation of teachers, and failure to achieve career development of teachers are seen as obstacles to professional development. According to views of teachers and administrators, Can (2019) suggests eliminating the obstacles to the professional development of teachers, reorganizing teacher training, and employment, determining educational planning approaches that will ensure the professional development of teachers, establishing a healthy career planning system and providing lifelong learning opportunities. In particular, the fact that secondary school administrators expressed more stress factors related to parents than other school administrators can be interpreted as the most obvious indicator of this. In this context, it is thought that the behavioral problems experienced by secondary school students in their growth to adolescence create conflict between school administrators and parents which cause stress in school administrators. The fact that the ALO 147 complaint line was expressed as a stressing factor in school administrators can be seen as an important result. After this line had turned into a complaint center rather than a communication center, the line was altered with a more teacher-centered call-information line. It can be said that the unnecessary and unsubstantial wishes or complaints of the parents leave school administrators in a difficult situation and this situation causes stress in school administrators.

Excessive workload and responsibility, as in other institutions, can also be regarded as an expected outcome for school administrators. It is understood that the high level of bureaucratic procedures and the lack of authority-responsibility balance despite the fact that school administrators are held responsible in all things result in stress in school administrators. When the literature was examined, it was found that excessive work intensity according to Türkoğlu and Cansoy (2020), Ural (2002), Buckingham (2004), Gümüştekin and Öztemiz (2013), Okutan and Tengilimoğlu (2009) and Madenoğlu (2013), late appointment of teachers according to Kayum (2002), and issues related to staff, parents and students according to Günbayı and Akcan (2013), Can (2015) and Wells and Klocko (2018) cause stress on administrators. Therefore, these results of the research are supported by the literature.

Looking at the possible reflections and consequences of stress in school, most of the school administrators think that stress in the school leads to tension and restlessness within the school. However, only one of the school administrators stated that, unlike the other participants, the stress experienced in some cases may have positive consequences. In general, school administrators describe the reflections of stress in the school with the results such as low motivation and performance, lack of communication within the school, organizational conflicts, decrease in academic success and being distant in social relations.

It can be said that the effective and long-term success of the schools depends on the cooperation and team spirit among the school stakeholders. Cooperation and team spirit can only be achieved by highly motivated teachers. In this respect, the stress in the school can harm the team spirit and alienate the teachers. As a matter of fact, Telef and Tazıcı (2009), Göksoy and Argon (2014) found that stress affects teachers' job satisfaction and Günbayı and Akcan (2013) and Meneses and others (2017) emphasize that school administrators negatively affected by stress by work performance and hindering communication with other people. Therefore, school administrators give priority to the negative reflections that can be associated with the consequences of stress. In addition, it is important that a school administrator mentions the positive reflections of stress in the school. In fact, this school principal's thoughts about the positive consequences of stress are about resolving the problem causing stress by making it comprehensible for the other party. However, it can be said that stress conditions, which are expressed as positive stress in the literature, are not common in environments such as schools.

Structural problems such as ineffective communication have negative effects on school administrators and their motivation (Ekinci, Sakız and Bindak, 2017). According to researchers, considering the duties and responsibilities of school administrators, it should be thought that they may also experience a number of situations such as stress, fatigue, weakening social relations, decreased interest in the profession and burnout, and these may have negative effects on them. Rosen and Berger (1991) stated that the stress experienced in organizations leads to tension in the work environment, decreased productivity and weakened organizational communication. One of the most concrete results of stress in educational institutions is the ill-communication of teachers and lack of inter-teacher relationships. It is possible that the reflections of the lack of communication and the disconnection in the school administrators or teachers due to stress will have negative effects on the educational activities. For example, one of the reasons for the decline in students' academic achievement may be due to lack of communication and disconnection from stress among school stakeholders. According to this research, the statements that stress adversely affects school success also support this finding. Moreover, the existence of the administrators who are worried about the success of the school and expressing it as a cause of stress can be evaluated as a positive result of the stress.

When the reflections and the results of the stress in the school on social relations are considered, the opinion of a significant part of the participants is that the stress in the school interferes with the family and friends' relations and negatively affects the social connections. As a result of the research, it was determined that school administrators experienced situations such as being separated from social life and staying alone and not entering social environments. This result of the research shows similarities with the researchers conducted by Ural (2002), Kaya (2004), Kıral and others (2009), Günbayı and Akcan (2013) and Meneses and others (2017) regarding consequences of stress such as the inability to allocate sufficient time for the family and social life, and negatively affecting the relationships in daily life.

It is estimated that school administrators' detachment from the social life due to stress causes confusion and uncertainty within the school. Because the only person who ensures all the coordination and unity in the school is the administrator. A discontinuity or uncertainty of the school administrator may disrupt all harmony in the functioning of the school. In addition, the sustainability of social relations can be important for school administrators because they address and direct human beings. In this respect, it is thought that the school administrators' isolation from the social life due to stress may have undesirable consequences in the short, medium and long term.

Contrary to the view that stress affects social life negatively, there are also school administrators who express positive opinions as it enables dialogue and communication with others. The quality of the social relations may have been effective in these ideas of school administrators. In other words, it is understood that some school administrators choose to communicate with others as a way of relieving stress. It could be estimated that school administrators try to solve the negative effects of stress with their strengths. In this context, an interesting result which differs from the literature is that some of the school administrators stated that contact with others has a preventive function on stress.

When the health problems caused by the stress are examined, the answers of the school administrators are concentrating on physical and psychological disorders. Furthermore, it was found that the stress experienced in the school also causes headache, anxiety, anorexia, an increase in the existing diseases, deterioration of the digestive and intestinal system, abdominal pain, insomnia, stomach burning, increased cigarette consumption, nail biting and paleda. Research by Eren (2001), Ural (2002), Robbins and Judge (2012), Göksoy and Argon (2014), Mahfouz (2020) also illustrate that stress causes headaches, anorexia, anxiety and insomnia in individuals. Besides, stress has short-term symptoms such as loss of appetite and headache. Therefore, the results of the study are similar to those of the literature.

Considering that school administrators are more likely to be stressed, it can be said that stress-related health problems may leave permanent and temporary damage to them. The fact that school administrators experience short-term health problems such as loss of appetite and headache and long-term health problems such as smoking and nail biting validates this conclusion. In other words, stress-related health problems emerge as physical and psychological problems. Furthermore, school administrators must be in good health in order to carry out decision making processes that is the most important function of them. Because it is impossible to expect a high performance from school administrators who are not in good health. Therefore, it can be said that stress can have a significant effect on the success and management styles of school administrators.

One of the most important results of the research is related to the ways of coping with stress. It was found that school administrators tried different ways to cope with stress, such as talking to others about relaxation, staying away from stressful environments, doing exercise, reading books, desensitization to stress, being optimistic, thinking positive things, empathy and focusing on solving stressful events (Kaplan Sayı and Kul, 2020; Manabete, Makinde and Duwa 2016; Alemdar, 2002). Günbayı and Akcan (2013) concluded that principals engaged in activities such as positive thinking, walking and reading books in the prevention of stress. According to Mahfouz (2018), the coping strategies of administrators include spending time with family and friends or having a hobby. . According to Kaplan Sayı and Kul (2020), the methods used to cope with stress vary according to the source and intensity of stress and exposed group, but spending time with loved ones and talking to someone trusted are the most preferred methods. Therefore, the findings of the study are consistent with the findings of the literature.

It can be concluded that school principals try familiar ways to cope with stress. It is understood that most school administrators produce and implement their original solutions for stress relief. It can be presumed that school administrators' ways of coping

with stress are very important in terms of being applicable by everyone. Particularly, it can be considered as a positive result that school administrators realize that they are stressful and develop solutions accordingly. The ways developed by school administrators to eliminate stress can also vary according to the nature and density of stress.

In line with the results of the research, different suggestions can be made to practitioners and researchers. For the practitioners, the factors that cause stress in school administrators should be investigated well according to the teaching levels and action plans and school administrators should be provided with in-service training on stress management. In addition, the responsibilities of school administrators should be rearranged in a balanced and proportionate manner with their authority to cope with the overwork, the random sick-leaves and permission of teachers and staff should be tightly controlled, and excessive bureaucratic work and procedures should be reduced. For researchers, further in-depth investigations can be carried out on the same teaching level and with more participants by using quantitative or mixed methods. In addition, the research can be repeated through comparative analysis techniques with different sample groups such as students, teachers, parents and other school stakeholders.

There are several limitations in the study, first of all the qualitative in-depth data of the research were collected through individual interviews and examined with descriptive analysis. Therefore, generalization of the findings are limited with the target group of this research. Secondly, the regional and cultural context of the 11 school administrators should be considered as a limitation which could alter their stress sources and coping strategies, however, it is expected to contribute to the literature by highlighting unique characteristics of a specific group.

Research and Publication Ethics Statement

The authors hereby declare that they have not used any sources other than those listed in the references. The authors further declare that they have not submitted this article at any other journal for publication.

Contribution Rates of Authors to the Article

The authors equally contributed to the article.

Statement of Interest

The authors declare that there is no conflict of interest.

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